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The Perceptions of Urban School Principles Regarding the Education of Students with Emotional and Behavioral Disorders

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THE PERCEPTIONS OF URBAN SCHOOL PRINCIPALS REGARDING THE EDUCATION OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

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DEDICATION

I would like to dedicate this work to various people without whom its initiation and completion would not have been possible. These people constitute the core of my being and my drive. It is therefore with humility that I express my deepest appreciation to them.

To Michelle Anoh, my wife and partner; your unshaken support and tolerance of countless hours of absences from home in my pursuit of this Ph.D. is priceless. You are the rock of the family and deserving of this achievement as much as I am. You merit my utmost gratitude.

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To all the children with disabilities who continuously challenge us in the pursuit of improving instruction to meet their needs, I share this accomplishment with you. My passion for the work in the area of inclusive education is the result of your constant reminder that true belief is a catalyst for achieving greatness.

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founder of the first comprehensive fully inclusive school for students with EBD. I am thankful for her resonant leadership and the ease with which she built me up in times of turbulence and uncertainty by saying, “don’t worry about it, we will figure it out!” I would like to offer her my sincere appreciation for the lessons she taught me.

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ABSTRACT

This research investigated the perceptions and attitudes of principals and headmasters about the inclusion of students with emotional and behavioral disorders (EBD), the factors supporting or inhibiting school leaders in their effort to implement inclusive practices, and the approaches they use to initiate, facilitate, support and sustain the inclusion of students with EBD.

Grounded in a mixed-method research, this investigator surveyed 71 school leaders and interviewed five of them. Descriptive and correlational findings supported by qualitative results reveal that principals and headmasters exhibit positive attitudes toward the inclusion of students with EBD. Overwhelmingly, attitudinal predictive variables such as school characteristics (size, academic level, percentage of students with EBD, and adequately yearly progress status) and demographic variables of school leaders (gender, and experience) were insignificant in determining principals' and headmasters' attitudes.

In spite of a noted positive attitude, school leaders in this study remained uncertain or unwilling to implement inclusive settings for students with EBD. Firstly, this suggests a leadership schism between central administration and school leaders. A top-down mandate is found to be

ineffective in initiating and sustaining inclusionary practices. Secondly, some school leaders lack the knowledge and skills necessary to undertake such endeavor.

The study also revels that to make inclusion work for students with EBD, school leaders must engage in a real shift in paradigm by investing in the reculturing process rather than focus on restructuring issues. They must lead rather than merely manage their school. Finally, school leaders must exude moral courage by impacting change with their actions rather than anticipating directives from central office.

Key Words: Inclusion; Attitudes; Perceptions; Principals; Headmasters; Students with Disabilities; Students with Emotional and Behavioral Disorders; Urban Schools.

CHAPTER I: INTRODUCTION TO THE STUDY

Working with Students with Emotional and Behavioral Disorders: A Sociocultural Perspective

In an era of globalization punctuated by an ever-increasing change in the social and economic structure, the education of children has become a persistently volatile issue in our society today cutting across religion, politics, and other walks of life. The cultural diversities of our children has more than ever been at the forefront of educational endeavors due the growing need to afford all students the same opportunity to maximize their academic potential.

For the most part, although ethnic, economic, or gender diversities have been widely accepted in our schools, the inclusion of students with disabilities in general education classrooms has been achieved at a very slow pace. In most places, it is apparent that students with disabilities constitute a sub-culture in the school environment because they are most of the time marginalized, a throw back to pre-Civil Rights America when segregation was the norm and the level of education one attained was contingent on the color of his or her skin.

I grew up in a country where the concept of students with disabilities was foreign. Throughout my educational years from elementary school through my graduate studies,

in the Ivory Coast, I never encountered any student identified as one with disabilities. With the exception of physical impairments, which are discernable simply by looking at the person, intellectual or mental health disabilities were unknown to us. In fact students were categorized as those who work hard and those who were lazy and perhaps ought to drop out of school instead of crowding classrooms. I was educated in an environment where obedience was paramount and where questioning authority was viewed as disrespectful. Given that reality, in the United States, my first encounter with students with emotional and behavioral disorders (EBD) in an inclusive environment was a cultural shock. My foray into education was as a part-time after school instructor designated to provide structured activities for students with EBD in general education classes. I could not understand why some of these students were constantly challenging their teachers' directions, being verbally abusive to their teachers and their peers, and often refusing to do work. I soon realized that judging these students with my own cultural background was unproductive. To this end, Vygotsky (1978) argued that people's habits were intrinsically rooted in their social interaction. I therefore knew that in order to be effective with these students, I needed to understand

them and the nature of the issues they were faced with. In fact, I realized the magnitude of how personal experiences can shape the views of an individual especially in an educational setting.

I have been privileged to embark on the endeavor of educating students with EBD in general education settings since 1992 when a fully inclusive school for students with EBD was created in one of the largest school districts in the northeastern United States. The school's creation was the brainchild of a school leader who recognized that educating students with EBD in substantially separate environments was enhancing the prevailing beliefs that these students were unable to be instructed in general education settings as a result of their poor behavioral patterns, and could potentially contaminate their nondisabled peers. This leader also argued that the exclusion of students with EBD from general education classrooms not only robbed them of the opportunity to learn desirable social interactions from their nondisabled peers, but it also constituted an obstacle for them to meet and exceed the academic standards akin to their general education peers. As a result, based on the principle of maximizing the learning potential of students with disabilities by affording them the same opportunities to

access rigorous curriculum frameworks as their nondisabled peers, this school administrator created the first fully inclusive educational setting for students with emotional and behavioral disorders in the aforementioned school district, in the state, and perhaps in the country despite skepticism from others. The particularity of this school stems from the fact that not only do students with EBD receive 100% of their instruction in general education classrooms, but also every single classroom is an inclusive environment with five students with EBD learning alongside ten general education students. As opposed to many inclusive programs where students with disabilities receive their instruction with general education students in a few selected classes, the practice of inclusive education was present in every single classroom at my school. Furthermore, at its creation, this school was known as a model school serving as a laboratory from which school leaders in the district could learn and be able to replicate its success. In this setting, students are able to hone their social and emotional skills, which emphasize respect, tolerance, and cooperation.

Having been involved in the development of this school since the beginning, I am perplexed that 20 years later, the practice of offering inclusive education to students

with EBD has not been replicated in a holistic manner school-wide. An analysis of the program showed that it has been able to achieve its goal of providing an inclusive environment where children with emotional and behavioral disorders and nondisabled children were able to successfully meet and exceed the standards. Not only has the academic achievement of *all* its students enabled this school to be at the top tier in the performance of schools in the district as demonstrated by statewide exams, but also this school has consistently been classified as an over-chosen school. This means that parents are consistently seeking to enroll their children at the school. Notwithstanding its success in providing an inclusive educational setting where students with EBD and their nondisabled peers are able to learn to their fullest potential, no other school in the district has been able to duplicate this experience. Since its inception in 1992, this school has expanded from its original K–5 program, to a K–8 program in 1998 and to a K–12 in 2009. Despite the fact that parents, educational advocates, and school officials at the district level have constantly suggested that there is a need for such an inclusive environment for students with emotional and behavioral disorders, no other school in the district has been created or modified to

offer similar programming school wide. As a result, I have begun to wonder why little progress has been made about replication.

As I take a look at my twenty years of working at my school, I have come to appreciate the level of work needed to educate students with EBD in an inclusive environment. I have evolved from a thought process of identifying students with EBD as disrespectful individuals with whom rigid structures must be in place to facilitate appropriate behaviors by them, to an understanding that these students are faced primarily with mental health issues, which could be coupled with severe behavioral issues. As such, I have come to realize that one must be rationally detached from the poor behavioral patterns that students with EBD may exhibit and be able to look to identifying the learning issue to be solved while dealing with them. Based on this premise, I have come to appreciate how one's assumptions and biases can impact the education of students with EBD in inclusive environments. As I am investigating the perceptions and attitudes of principals and headmasters toward the inclusion of students with EBD, I hope to be rationally detached from my own assumptions and biases in understanding the lack of progress in creating more fully inclusive schools for students with EBD.

Statement of the Problem

Historical and contextual framework.

Historically, students with disabilities have been primarily educated in specialized settings, away from their nondisabled peers. However, the need for more integration of students with disabilities in general education has spurred advocates and parents to put pressure on school districts regarding educational placement practices. As a result, deciding where students with disabilities should be educated has been the subject of many heated debates and court cases against several school districts. Similar to the *Brown v. Board of Education* (1954) decision that deemed the concept of *"separate, but equal" ("Plessy v. Ferguson," 1896)* unconstitutional, landmark cases in the 1970s such as *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania* (1971) and *Mills v. Board of Education of the District of Columbia* (1972) put the responsibility of educating children with disabilities along with their nondisabled peers squarely on school districts. Subsequently, with the passage of the 1975 Education for All Handicapped Children Act (EAHCA) and its 1990, 1997, and 2004 reauthorizations under the Individual with Disabilities Education Act (IDEA), the federal government mandated that students with disabilities be

provided a free and appropriate public education (FAPE) in a least restrictive environment (LRE). These provisions resulted in a 74% increase of all students with disabilities and a 37% increase of students with emotional impairments served under Part B of the regulation between 1976-1977 and 2010-2011 (National Center for Education Statistics, 2012a). In fact, with the enactment of the 1975 EAHCA (Public Law 94-142), the federal government mandated school districts to educate students with disabilities to “the maximum extent appropriate” with their nondisabled peers ("Education for All Handicapped Children Act of 1975," 1975; "Individual with Disabilities Education Act of 1990," 1990; "Individual with Disabilities Education Act of 1997," 1997). This means that although general education is the preferred mode of service delivery, the federal government recognizes that in order to provide FAPE, school districts have the latitude to develop a continuum of educational placements (Figure 1). According to Kavale and Forness (2000), a continuum of educational settings offers a structure where students with disabilities have the opportunity to receive part of their instruction in learning environments with special education teachers while being enrolled in general education courses.

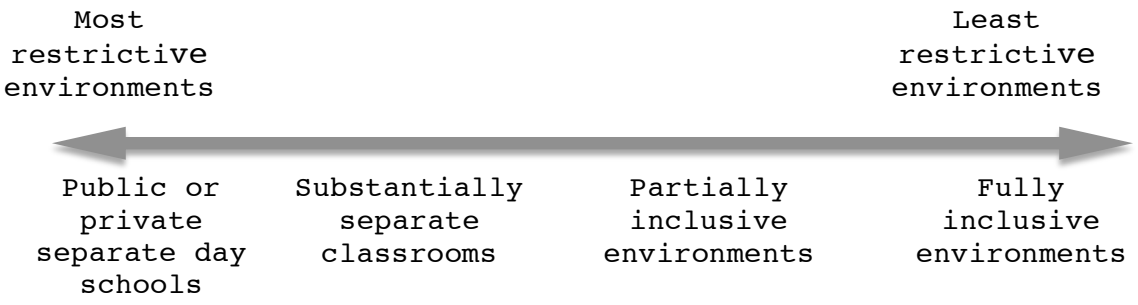

Figure 1: Continuum of service delivery environments available to students with emotional and behavioral disorders.

In the 1980s, this instructional modality of receiving part of their education in special education classrooms and the other in general education gave rise to the concept of *mainstreaming*, an early form of developing inclusive educational settings for students with disabilities (Goulas, Henry, & Griffith, 2004). Based on the LRE provision in the legislation, many parents, advocates, and educational researchers began to challenge the placement of students with disabilities to signify a placement in general education with nondisabled peers. As a result, in the 1990s, the interpretation of LRE evolved into practices where students with disabilities received most of their instruction in general education settings. These practices, known as *inclusion,* are defined as the "principle and practice of considering general education as the placement of first choice for all learners" (Villa & Thousand, 2003, p. 20). Unlike mainstreaming, inclusion practices are not limited to placement issues. At the

heart of inclusionary practices lies an instructional delivery model by which teachers have the responsibility to change or create conditions within general education settings in order to provide *all* students, including students with disabilities, opportunities to maximize their acquisition of new knowledge. However, this paradigm shift from placement issues to instructional issues could not be achieved without controversies, especially when it relates to the inclusion of students with EBD.

An analysis of the Individual with Disabilities Education Act (1990, 1997, 2004) shows that the controversies surrounding the inclusion principles are rooted in the provision of the law. Notwithstanding the mandate to provide FAPE and LRE, these provisions can be mutually exclusive. As such, providing an appropriate education may not always be possible in a general education setting as a least restrictive environment (Gordon, 2006; Yell & Drasgow, 1999). Moreover, although the term *inclusion* has no legal definition as it is not included in the legislation, its interpretations, given the concepts of FAPE and LRE, have created contentious controversies based on competing interests of providing an individual plan for some students and protecting the general welfare of all

students (Gordon, 2006). In defining least restrictive environment, the statute only states that:

> To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from their regular educational environment occurs only when the nature or the severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved (20 U.S.C § 1412(a)(5)(A).

Based on this definition, the proponents of inclusion argue that children must attend a school environment where "no students, including those with disabilities, are relegated to the fringes of the school by placement in segregated wings, trailers, or special classes" (Stainback & Stainback, 1992, p. 34). Proponents of inclusion equate general education classes to the LRE, and they believe that these settings are the only logical placements for students with disabilities. For them, a continuum of placement is discriminatory and leads to inferior service delivery

practices (Lipsky & Gartner, 1987). Furthermore, proponents of inclusion argue that in addition to improving the social skills and relationships of students with disabilities, inclusive settings are of paramount significance in enhancing teachers' collaboration, and therefore instruction (Kluth, Villa, & Thousand, 2001; Sailor & Roger, 2009; Snell, 1990; Vargo & Vargo, 2005; Villa & Thousand, 2003). However, despite these benefits, the inclusion of students with EBD in general education classrooms poses significant challenges to educators. In fact, some studies (e.g., Cheney & Muscott, 1996; Downing, Simpson, & Myles, 1990; Landrum & Tankersley, 1999; Scruggs & Mastropieri, 1994) revealed that students with EBD are the most difficult population of students with disabilities to educate in general education classrooms alongside their nondisabled peers given the nature of their impulsive and aggressive behaviors. These studies also revealed that most of the time, general education teachers do not have the necessary skills or are unwilling to deal with students with EBD (Heflin & Bullock, 1999). Opponents of inclusive settings for students with EBD argue that "even those individuals who advocate for full inclusion do not want their own children placed in the same classes with students with EBD" (Guetzloe, 1999, p. 93) because they are

concerned that their general education children will not receive the attention and the instruction that they need due to the fact that teachers may spend most of their time dealing with the poor behavioral patterns displayed by students with EBD. Countering proponents of inclusion, critics argue that the LRE provision of IDEA is not necessarily achieved in general education classrooms. They argue that when students with EBD exhibit poor behavioral patterns such that the general welfare of all students is adversely impacted, it is ineffective to educate them in general education settings. For them, the necessary placement for such students may be in special classes or even in separate private or public day schools. Given the appropriateness in nature of these placements, these critics believe that special classes or schools constitute the least restrictive environment for these students with EBD (Cartledge & Johnson, 1996; Guetzloe, 1999; Kauffman, Bantz, & McCullough, 2002; Kauffman & Lloyd, 1995).

Although students with EBD are deemed difficult to include in general education settings, many school districts are increasingly placing them in general education classrooms. For example, enrollment data from the National Center for Education Statistics (2012b) shows that the percentage of students with emotional and

behavioral disorders in the United States who were placed more than 79% of the time in general education almost tripled between 1991 (15.8%) and 2010 (42.2%). As school districts reinvent themselves in an effort to ensure that *all* students are able to achieve proficiency, students with EBD are, at a greater rate, becoming part of the fabric of general education settings, and school leaders must ensure that their needs are met.

Nature and effects of the problem.

Although students with emotional and behavioral disorders constituted less than 13% of the population of all students with disabilities during the 2010 - 2011 academic school year (Table 1), they present one of the greatest challenges to educators. "Teachers and administrators struggle to engage [these] students academically and to enhance student's pro-social behaviors, all while facing crisis levels of... disruptive behaviors" (Landrum & Tankersley, 1999, p. 319).

Table 1

2010 — 2011 Percentage of students 3 — 21 Years old served under IDEA by Disability

Disability Categories	Nation	State	District
Autism	6.5%	7.3%	5.8%
Deaf-blindness	0.0%	0.1%	0.4%
Developmental delay	5.9%	10.7%	9.3%
Emotional disturbance	6.1%	8.5%	12.1%
Hearing impairments	1.2%	0.7%	1.3%
Intellectual disability	7.0%	6.3%	11.5%
Multiple disabilities	2.0%	2.9%	1.4%
Orthopedic impairments	1.0%	0.9%	1.9%
Other health impairments	11.1%	8.5%	1.3%
Specific learning disabilities	36.7%	31.5%	37.3%
Speech or language impairments	21.7%	17.7%	16.7%
Traumatic brain injury	0.4%	4.5%	0.5%
Visual impairments	0.4%	0.4%	0.4%

Source: National Center for Education Statistics (2012a).
State Department of Elementary and Secondary Education (2011).

In addition, despite a 91% increase in the participation of students with disabilities in fully inclusive environments between 1989 and 2010 (Figure 2), the rate of inclusion for students with EBD was lower than that of many other disability categories. For example, while the inclusion of students with developmental delays, speech impairments, specific learning disabilities exceeded a rate of 60%, that of students with EBD was lower than 43% (National Center for Education Statistics, 2012d).

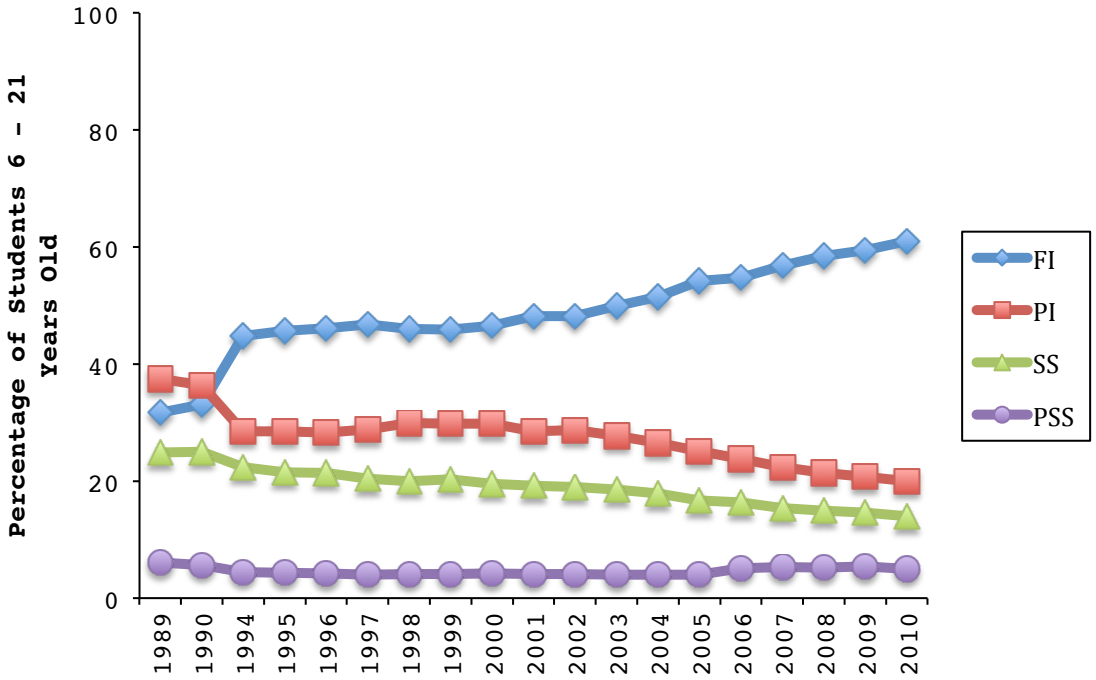

Figure 2: Educational placement trend for students with disabilities. Source: National Center for Education Statistics (2012d). FI = Full Inclusion, PI = Partial Inclusion, SS = Substantially Separate Classrooms, PSS = Private or Public Separate Schools.

For the most part, given their documented issues in the areas of social interactions, academic achievement, and poor behavioral patterns, students with EBD are more likely to be educated in segregated environments than any other student with disabilities (Gunter, Coutinho, & Cade, 2002; McDuffie, Landrum, & Gelman, 2008). Due to these challenges, students, parents and educators are adversely impacted at various levels.

Firstly, not only do parents often lack meaningful voice in the placement of their children, they are also marginalized along with their children within the school community. As a result, rather than collaborating toward

achieving common goals for students, parents and school officials often find themselves in contentious relationships. In addition, these students are deprived from meaningful academic and social experiences especially when they are excluded from general education classrooms (Hocutt, 1996; Van Dyke & Stallings, 1995). Consequently, students with EBD are more likely to drop out or be arrested. For example, although the National Center for Education Statistics (National Center for Education Statistics, 2011) revealed that in 2010 the dropout rate for all high school students was 7%, that of students with disabilities was 21%. Furthermore, while students with disabilities were three times more likely to drop out than all other students, the data also showed that the analysis of dropout rate of students with EBD can be concerning to the observer. In 2009-2010, with a rate of 39%, students with EBD were five times more likely to drop out than all other students (National Center for Education Statistics, 2012c). In addition, nearly 73% of students with EBD were suspended or expelled from school (Bradley, Henderson, & Monfore, 2004). As a result of this poor performance of academic and social integration, Wagner (1995) revealed in a longitudinal study that 58% of students with EBD were arrested within three to five years after high school. More

importantly, Wagner's study showed that when these students drop out, their rate of arrest increased to 73% within three to five years. Consequently, an increasing body of evidence suggests that "the individual and social costs of their failure to achieve positive outcomes in school and beyond are quite high, underscoring the importance in improving public policy and programming for children and adolescents with serious emotional disturbances" (Wagner, 1995, p. 92).

Secondly, the academic and social difficulties of students with EBD also often affect teachers. In fact, the manner in which teachers modify their interaction with students with EBD is paramount to the students' success. Given the inappropriate nature of the behaviors exhibited by students with EBD, not only do teachers rarely use effective practices, but they often do not provide meaningful instruction to students displaying poor behavioral patterns (Salmon, 2006). Given the nature of students with EBD, most of the time their interactions with teachers are consistently centered around the display of maladaptive behaviors (McDuffie et al., 2008). Consequently, "although research suggests that having adequate opportunities to respond (OTR) positively affects both academic and behavioral outcomes of students with EBD,

evidently students do not receive OTR at a desired rate" (Sutherland & Wehby, 2001, p. 119). Furthermore, in a study examining the level and causes of stress confronted by teachers of students with disabilities, teachers of students with EBD reported a higher rate of burnout than any other teacher. These teachers mainly reported a lack of support on the part of administrators in recognition of the difficult but yet essential work done to educate students with EBD (Wisniewski & Gargiulo, 1997). As a result, there is a constant transfer of teachers of students with EBD into general education whenever possible, leaving students with EBD, who by all accounts require consistent and experienced teachers, with less experienced ones (Wehby, Lane, & Falk, 2003).

Thirdly, in addition to students, parents, and teachers, principals and headmasters are also affected by the challenges posed by the education of students with EBD. More than just being instructional leaders and managers, school leaders are challenged with embracing a role that is moving toward a transformative goal. This means that more than ever principals must inspire their staff to identify learning problems and find solutions to them. Therefore, successful principals are not those who see their roles as *implementation-in-chief* of districts' mandates and

initiatives, but rather, they are ones who inspire their staff to think outside the box and create or change conditions to enable *all* students to maximize their learning opportunities and achieve their full potential. For example, to make inclusion practices work, principals must have the fundamental willingness, knowledge, and skills necessary to enhance the conditions leading to the academic success of students with disabilities, especially those with EBD. To be successful, they must be committed to creating a learning community by "redeploying special education teachers and paraprofessionals, enhancing collaboration between regular education teachers and specialists, and using strategies such as cooperative learning" (O'Neil, 1993, p. para. 20). Furthermore, as catalysts of school reforms, federal mandates such as the Adequate Yearly Progress (AYP) provision under the No Child Left Behind Act of 2001 (NCLB) and federal initiatives such as the Race to the Top (RTT) under the 2009 American Recovery and Reinvestment Act (ARRA) have spurred principals "to build the organization's capacity to select its purpose and support the development of changes to practices of teaching and learning" (Hallinger, 2003, p. 330). To this end, research found that active and positive roles taken by school leaders in the process of

implementing inclusive education is essential to its success (Van Dyke & Stallings, 1995). The degree to which inclusive education is practiced in a school hinges upon the perceptions and attitudes of principals or headmasters toward students with disabilities in general and students with EBD in particular.

Purpose of the Study

In most cases, the accountability provision under the 2004 No Child Left Behind Act spurred school principals to think differently and take responsibility for the education of *all* their students. More than ever, principals must view students with EBD as an integral part of the whole student body instead of a cohort of students who are the responsibility of special programs or specialized schools. In the twenty-first century, the role of the principal is that of a change agent whose goal is to include all students in the learning process rather than exclude those that present challenges for schools (Devecchi & Nevin, 2010; Lim & Ireland, 2001). This means that in a climate of accountability, various interpretations of the least restrictive environment, pressure from advocacy groups, and budgetary constraints, decisions made by principals regarding the functioning of their schools have significant implications for the staff, families, and students,

including those with disabilities in general and students with EBD in particular. The success of a school in changing or creating conditions conducive for *all* students to learn effectively rests mainly on principals' behaviors and dispositions to lead changes (Bailey & du Plessis, 1997; Praisner, 2000; Ramirez, 2006). Not only do principals impart the vision and the mission of their schools, they are also responsible for the allocation of resources. Therefore, the degree to which inclusive education for students with EBD is practiced in a school hinges upon the knowledge and attitudes of principals toward these students. In implementing an inclusive setting for students with EBD, not only must principals ensure that the school environment is conducive to educating these students alongside their nondisabled peers, but they must also ensure that *all* students demonstrate academic proficiency by 2014 under NCLB, notwithstanding any controversy that the inclusion of students with EBD may create.

Although many lines of research show that inclusive practices are socially and academically beneficial for students with disabilities (Sapon-Shevin, 2003; Stainback & Stainback, 1996; Villa & Thousand, 2003), research also reveals that the inclusion of students with EBD is the most

difficult to achieve (Cheney & Muscott, 1996; Evans & Lunt, 2002; Landrum & Tankersley, 1999; Shapiro, Miller, Sawka, Gardill, & Handler, 1999). Many studies (e.g., Allen, 2006; Bailey, 2004; M. L. S. Brown, 2009; Donahue, 2006; Duquette, 2004; Dyal, Flynt, & Bennett-Walker, 1996; Geter, 1997; Levy, 1999; Maricle, 2001; Praisner, 2000; Ramirez, 2006; Sanks, 2009) have shown that attitudes or predisposed behaviors of principals have an impact on the inclusion of students with disabilities in general education. Most of these studies however, investigated the attitudes of principals toward inclusion when considering all disability designations (speech and language impairment, specific learning disability, physical disability, mental retardation, deaf/hearing impairment, blind/visual impairment, multi-handicap, autism/pervasive developmental disorder, neurological impairment, serious emotional impairment, and other health impairment). Despite the fact that by all accounts, students with EBD are found to be difficult to include in general education, the review of the literature on principals' attitudes toward the inclusion of students with EBD revealed that this focus is nonexistent. Hence, given an increasing number of students designated as students with EBD in general education settings, the analysis of principals' perceptions and

attitudes toward the inclusion of these students must be considered. Enrollment data in the district of study showed, for example, that the proportion of students with EBD outpaces that of the state and the nation. The state department of education (2011) data showed the rate of students with EBD in the target district (12.25%) was about 46% higher than that of the state (8.4%) and 33% higher than the rate of students with EBD nationwide (9.3%).

Although issues related to the education of students with EBD affect students, parents, teachers and school leaders alike, the attention of this study focuses on principals and headmasters. The study examines the perceptions and attitudes of principals toward the inclusion of students with EBD, the factors supporting or inhibiting principals and headmasters in their efforts to implement inclusionary practices for students with EBD, their knowledge and skills regarding leadership approaches needed to implement inclusive practices for EBD students, and the degree to which they use them. This study is guided by the following questions:

1. What are the perceptions and attitudes of principals and headmasters regarding the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?

2. What factors impact principals and headmasters and promote or inhibit the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?
3. What are the approaches principals and headmasters use to initiate, facilitate, support, and sustain the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?

Definition of Terms

For the purpose of this investigation the researcher determined that the following terms merit clarification in order to foster a common understanding.

Attitude: The term *attitude* refers to a set of thoughts and behaviors held by an individual toward a particular subject. In this study, it implies an evaluative affinity that is determined as negative or positive.

Perception: Knowledge gained according to one's understanding or interpretation of a concept or a situation.

Inclusion: The use of the term *inclusion* refers to a service delivery model by which students with disabilities receive their instruction and support services in the same classrooms as their nondisabled peers. In this

environment, the needs of students with disabilities are met in general education classrooms.

Emotional and behavioral disorders: The definition of emotional and behavioral disorders (EBD) is based on both the federal definition of emotional disturbance and the DSM IV category of behavioral disorder. Under the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), the federal government defines emotional disturbance as:

> (i) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
>
> a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
> b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
> c) Inappropriate types of behavior or feelings under normal circumstances.
> d) A general pervasive mood of unhappiness or depression.
> e) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

In addition to this legal definition, the American Psychiatric Association (2000) offers different categories of disruptive behavioral disorders including conduct disorder, oppositional defiant disorder, and attention problems.

Based on these two definitions, this study refers to students with EBD as students who are emotionally impaired and display poor behavioral patterns including impulsivity, verbal and physical aggression, non-compliance, withdrawal, and high levels of anxiety.

Significance of the Study

The National Center on Educational Restructuring and Inclusion (1994) revealed in a *National Study for Inclusive Education* that in the target district, only two schools were practicing inclusive education for students with a wide range of disabilities including "mental retardation, spina bifida, cerebral palsy, profound retardation, autism, visual impairments, hearing impairments, and learning disabilities" (p. 90). More than a decade after this report, the Council of Great City Schools (2009) found that

four schools offer fully inclusive practices in the district. In fact, the report noted that of about 11,000 students with disabilities in the target district, roughly 32% of them were spending more than 79% of their time in general education. This meant that for the most part, roughly 68% of all students with disabilities in the district were either educated in specialized programs within schools or attended separate schools for students with disabilities.

Despite the efforts to afford all students the opportunity to achieve proficiency levels as implied by NCLB, many students with disabilities, especially those with EBD, are simply left behind due to the fact that many teachers and school administrators are less tolerant of the impulsive and explosive behaviors displayed by these students (Cartledge & Johnson, 1996). In fact, in the district where this study is taking place, only one school offers a systematic and comprehensive fully inclusive setting geared toward students with EBD in every single classroom. Since its creation in 1992, that inclusive educational setting for students with EBD to date has not been replicated. As the school district undergoes significant reforms to offer a variety of inclusive schools with a specific portfolio of disabilities, this study is

intended to contribute to the understanding of the perceptions and attitudes of school principals toward inclusive settings for students with EBD and gauge these attitudes in correlation to factors such as size of schools, experience in dealing with students with EBD, level of education, AYP status of schools, etc. It will add to the understanding of the factors inhibiting or favoring the inclusion of students with EBD in general education classrooms. By way of extension, this study can also provide a framework by which other school districts looking to implement inclusive education for students with EBD can operate. In addition, it can provide policymakers, and advocacy groups tangible source of information regarding the reinvestment and redesign efforts of schools.

In spite of studies (e.g., Guetzloe, 1999; Heflin & Bullock, 1999; Kauffman & Landrum, 2006) revealing that students with EBD constitute the category of students with disabilities that is the most difficult to include in general education settings, these students have been increasingly participating in general education settings as a result of the pressure of educational policies, advocates and parents. However, given the growing awareness of inclusionary practices for students with EBD and the important role of school principals in initiating and

sustaining inclusion, this study may also give professional associations and universities an insight into the necessary knowledge base for providing pre-service and in-service professional developments for school. In fact, research shows that school leaders often cite the lack of training as a factor impeding the implementation of successful inclusive practices. Thus, understanding key elements related to the inclusion of students with EBD is paramount for its successful implementation and therefore beneficial to school leaders and future school leaders as they undertake the challenges of initiating and sustaining practices conducive to the inclusion of students with EBD in general education classrooms.

Delimitations of the Study

The study of the inclusion of students with disabilities is a process that encompasses a wide range of variables including policies, advocates, professional organizations, universities, school districts' central administration, principals and headmasters, teachers, related or support services, students, parents, etc. Given the magnitude of this endeavor, this researcher consciously made some decisions on elements that the study will not focus on, and put an emphasis on those elements the

researcher can control and in the process, defined the boundaries of the inquiry.

Although the premise of the NCLB legislation is to provide quality educational opportunities for all students, inclusionary practices analyzed in this study did not address all nine disability categories as defined under IDEA. Rather, the research design focused solely on the inclusion of students with EBD. In addition, despite the importance of a large constituency to permit inclusionary practices, this study did not include the perceptions of central administrators, teachers, related or support services professional, and students. Also, it did not identify classification issues related to students with EBD, nor did it intend to identify best practices for successful inclusion of students with EBD. Instead, this study examined conditions inhibiting or fostering the inclusion of students with EBD in general education environments, solely from perceptions of principals and headmasters.

This investigation was based on the result of a self-reporting online survey and a follow-up face-to-face interview. While the request for participating in the survey was sent to 123 schools, five principals and headmasters were selected for the face-to-face interview

based on the age, gender, academic level of the school, service delivery model present, and willingness of the school leader to implement inclusive education for students with EBD. In addition, other variables related to schools' characteristics (size, proportion of students with EBD, and academic achievement) and to demographic information of school leaders (experience, and training) were used to frame the analysis of the perceptions and attitudes of school leaders and its impact on principals' and headmasters' disposition regarding the inclusion of students with EBD in general education settings.

This study targeted one school district, albeit one of the largest urban school districts in the northeastern United States, with 56,037 students in 2010-2011. The investigation also targeted schools at the elementary, middle and high school levels. Included in the study were also schools offering any programming on the continuum of service delivery (i.e., general education, full inclusion, partial inclusion, substantially separate classrooms, and substantially separate schools). Private schools were excluded from the study.

Chapter Outline

To understand the factors contributing to - or inhibiting - the replication of inclusive schools for

students with emotional and behavioral disorders in general education settings since the creation of the first such environment in 1992, in the target district, an analysis of the knowledge, perceptions, and attitudes of school principals and headmasters must be undertaken. This study was organized into five chapters. Chapter 1 not only examines the conceptual framework for undertaking this study, but also describes the scope of the study and addresses the research questions.

Chapter 2 examines the related literature. It overviews the conditions leading to the inclusive debates, and outlines characteristics of effective inclusive settings for students with emotional and behavioral disorders. In addition, this chapter reviews the conditions inhibiting or supporting inclusive settings for students with EBD. Chapter 2 also investigates the leadership practices principals and headmasters must know in order to implement inclusive settings for students with EBD, and overviews studies related to the attitudes of principals toward the inclusion of students with disabilities.

Chapter 3 provides the description of the method of the investigation. It details the design process, the selection of subjects, the instrumentation and the data

collection process. In this chapter, a rationale for selecting a particular research method is discussed and areas of weaknesses and strengths are identified.

In Chapter 4, the analysis of the data collected and the results of the data manipulation are presented. This chapter not only illuminates the ideas in the problem statement, but also it sheds light on the research questions.

Based on the analyses and results of data manipulation, a summary of key findings are discussed in Chapter 5. This chapter also describes the implications and applications of the findings, and raises new questions for further study.

CHAPTER II REVIEW OF LITERATURE

Introduction

Exploring the perceptions and attitudes of principals and headmasters toward inclusive settings for students with emotional and behavioral disorders implies the review and critical analyses of the body of research at several levels. Firstly, this study examines the inclusion debates as a framework to gauge the degree to which school leaders understand the conditions under which students with EBD can be successful within general education settings. As such, factors that have constituted the foundation of inclusionary practices and controversies are examined. Secondly, conditions inhibiting or fostering the inclusion of students with disabilities in general and students with EBD in particular are explored. It also examines the current body of research related to principals' attitudes impacting the inclusion of students with EBD in general education. Thirdly, the review of literature examines the role of school leaders as agents of change. Finally, characteristics of effective inclusive settings for students with EBD are reviewed. This analysis includes the way in which principals and headmasters work to facilitate, support and sustain the inclusion of students with

disabilities, including students with EBD, in general education environments.

The Inclusion Debate

Historically, due to difficulties of maintaining appropriate behavioral patterns, and positive interpersonal relationships resulting in academic deficiencies, students with emotional and behavioral disorders were educated in segregated environments, away from their general education peers (Cook, Landrum, Tankersley, & Kauffman, 2003; Simpson, 2004). This was because these students exhibit difficulties in many areas including academic achievement, social interactions, and inappropriate behaviors (Nelson, Benner, Lane, & Smith, 2004; Simpson, 2004). Salmon (2006) argues that teachers hardly provided these students with opportunities to actively respond to academic activities because of the frequent maladaptive behaviors displayed by them. "In other words, the notion that students' behavior must be controlled before they can be taught has become the prevailing approach in the treatment of students with emotional and behavioral disorders" (Wehby et al., 2003, p. 194). However, this notion of controlling students' behaviors before they are able to learn has shifted toward an emphasis on instruction in recent years (McDuffie et al., 2008). In doing so, significant debates have arisen regarding the increased demand for educating students with

EBD in general education classroom. At the heart of these debates rests the interpretation of the concept of least restrictive environment (LRE) provision since Congress passed the 1975 Education for All Handicapped Children's Act (Simpson, 2004).

By enacting PL 94-142, the Education for All Handicapped Children's Act (EAHCA), reauthorized as the Individuals with Disabilities Education Act (IDEA), Congress made it clear to school districts that their responsibility was to provide free and public education to students with disabilities. However, the guidance for determining where students with disabilities must be educated and what is appropriate so that they may access the instruction similar to the manner of their nondisabled peers has created conflicts and dissentions amongst parents, activists, educators and researchers alike (Anderson, Kutash, & Duchnowski, 2001). For students with disabilities, the interpretation and implementation of least restrictive environment (LRE) provision under the law within the context of an appropriate education was tested in 1982 in the case of *Board of Education v. Rowley*. The Supreme Court deemed that under the law, students with disabilities are entitled to an appropriate education and not a support system to maximize their potential. The

decisions in *Rowley* inherently added to the confusion about the implementation of LRE because it did not explicitly provide guidance for its application. As a result, various courts have rendered decisions that prioritized inclusion in some cases and deemphasized inclusion in other cases (Gordon, 2006). For example, while in *Oberti v. Clementon* (1993) the Court mandated that school districts must demonstrate that excluding students with disabilities from general education is the best placement option, in *Beth B. v. Van Clay* (2002), the Court ruled that general education classrooms are not appropriate for many students with disabilities.

In dealing with inclusion, although the issues are often centered on the interpretation of LRE and the implementation of "free and appropriate public education" (FAPE), the debate between advocates and critics of inclusion is framed around opposing perspectives on the purpose of education (Daniel & King, 1997; Gordon, 2006; Kavale & Forness, 2000).

Researchers such as Lipsky and Gartner (1996) have long argued that separate educational systems for general education students and students with disabilities are inherently discriminatory and unequal, and therefore they have advocated for a unitary system where the needs of all

students are met within the same educational environment. Proponents of inclusion therefore believe that in spite of moral and civil rights issues, students with disabilities must attend inclusive educational settings with their nondisabled peers because not only are high standards present and cultivated in general education classrooms, but also general education peers are able to provide models for appropriate behavioral patterns (Daniel & King, 1997). To this effect, research has shown that the inclusion of students with disabilities has some positive effects on their academic achievement, and their social and emotional needs (Baker, Wang, & Walberg, 1994). Furthermore, proponents of inclusion argue that not only do students with disabilities fail to benefit academically when the instruction is provided outside general education classrooms, but the cost of educating them in such segregated environments outweigh the benefits (O'Neil, 1993). For example, the National Association of States Boards of Education (1992) revealed that when students with disabilities are segregated, not only do a high proportion of them (43%) not graduate from high school, but they are more likely than their nondisabled peers to be arrested (12% versus 8%). Advocates for inclusion contend that the responsibility for educating all students must start from

eliminating barriers that inherently place general education and special education programs at odds with one another. They argue that with a commitment and effective classroom strategies, inclusion can benefit all students (Villa & Thousand, 2003). They believe that the inclusion of students with disabilities in general education also plays a dual role of embracing diversity with respect, and engaging *all* students in collaborative, high-level activities (Logan et al., 1994). Advocates of inclusive education also argue that a dual and separated educational system (general education v. special education) not only robs students with disabilities of the benefits and choices of the opportunities in general education, but also it is not reflective of the conditions in the real world. In the real world, students with disabilities are integrated within the fabric of the society and interact with their nondisabled peers (Lipsky & Gartner, 1987; Sapon-Shevin, 2003; Stainback & Smith, 2005). They therefore reject the premise that students with disabilities must demonstrate their abilities to be educated in general education classrooms by displaying behavioral patterns and skills that are in line with established classrooms structures and practices (Sapon-Shevin, 2007).

In contrast to proponents of full inclusion, critics such as Kauffman and his colleagues (2002) argue that with respect to the spirit of the law governing the education of students with disabilities, one must recognize that an appropriate school setting for students with disabilities cannot always be achieved in general education settings. They contend that "at the heart of the current controversy about special education is the observation and interpretation of human differences, and special educators must understand the meanings and appropriate responses to theses differences" (p. 151). As such, critics of inclusion argue that, more than just a placement issue, the debate is centered on the degree to which the inclusion of students with disabilities in general education is appropriate. Moreover, critics of full inclusion believe that many students with disabilities are deprived of an appropriate education when general education settings are considered as LRE (Fuchs & Fuchs, 1994). They therefore reject the idea that the least restrictive environment can only be achieved in a general education classroom. For most of them, given the various disability categories and their levels of intensity, a continuum of placement must be explored and considered to meet the individual needs of students with disabilities (Anderson et al., 2001).

While some critics contend that the decision to place students with disabilities in general education is greatly impacted by factors such as political, ideological or financial issues rather than sound educational and programmatic goals (Cheney & Muscott, 1996; Shanker, 1994), others believe that the exclusion of students with disabilities, especially students with emotional and behavioral disorders from general education is justified because most of these students have been found to be unsuccessful in general education classrooms (Kauffman & Lloyd, 1995; Walker & Bullis, 1990). In an interview with O'Neil (1994), James Kauffman argues that many students with EBD present such a unique challenge that it is inappropriate to consider general education classrooms as a placement option to meet their needs. Therefore, critics of inclusion also contend that a general education classroom may not be the best setting for students with disabilities, especially students with EBD. As a result, they contend that despite the increased participation of students with disabilities in inclusive environments, students with EBD continue to be particularly excluded from general education classrooms (Kauffman, 2005). In this regard, critics argue that given the lack of the preponderance of evidence showing that students with

disabilities are more successful in general education classrooms than alternative placements, it is not unrealistic to exclude students with EBD from general education settings where they may cause more harm to the learning environment than benefit from it (Kauffman & Lloyd, 1995; Shanker, 1994). For critics of inclusion, general education classrooms may not be appropriate for students with EBD. They argue that when students with disabilities, especially students with EBD, are included in general education classrooms, not only do they not receive the specialized instruction they need, but they are also a constant disruption to the education of their nondisabled peers (Tornillo, 1994). They assert that teachers who are directly engaged with the implementation of inclusionary efforts are concerned with the fact that by "monopolizing an inordinate amount of time and resources, and in some cases, creating violent classroom environments" (Sklaroff, 1994, p. 7), the inclusion of students with EBD in general education classrooms creates an unfair and difficult teaching environment. Therefore, for these critics, placement issues "must be individually tailored to meet the unique educational needs of students with disabilities" (Yell, 1998, p. 73) rather than basing the decision on the group.

In summary, since the enactment of EAHCA and its subsequent reauthorizations under IDEA, Congress was attempting to put an end to years of systemic segregation in public schools toward students with disabilities. Although this landmark legislation revolutionized the way students with disabilities were educated, it created unintended consequences with its least restrictive environment and free and appropriate public education (FAPE) provisions. Parents, educators, researchers, and activists alike are unable to come to a consensus on the way to implement the LRE and FAPE provisions effectively under the law. Some argue that excluding students with disabilities from general education classrooms is instructionally ineffective. In addition, they believe that this deprives both students with disabilities and their nondisabled peers from the academic climate in which they have copious opportunities to interact socially with one another. On the other hand, others believe that including students with disabilities in general education is detrimental to providing them with the special attention they are entitled to and to the cohesiveness of the general education classrooms. In an era of accountability spurred by the No Child Left Behind Act, which resulted in increased participation of students with disabilities in

general education, educators all over the country continue to struggle to maintain a "public education in a democracy [which] must be both excellent and equitable" (Skrtic, 1991, p. 153). Although the inclusion debate focuses on defining appropriate placements for students with disabilities, nondisabled students also play an important role. The underlying concerns for some in the inclusion debate are the degree to which including students with EBD in general education will result in disrupting the classroom climate, hindering the learning for all and adversely impacting the behaviors of teachers and nondisabled students (Kauffman & Lloyd, 1995; Wehby et al., 2003). However, others argue that there is little evidence that shows an adverse impact of students with disabilities on the academic progress of all students and the general welfare of the classroom (Staub & Peck, 1994).

Principals' Attitudes and Conditions Inhibiting or Promoting the Inclusion of Students with Disabilities

While in the 1980s few studies investigated principals and attitudinal issues as they related to the inclusion of students with disabilities in general education, since the 1990s an increasing number of studies have begun to reveal the impact of principals in shaping a school climate conducive to inclusive schooling. In these attitudinal studies, independent variables such as schools' demographic

data, and principals' characteristic data including age, gender, years of experience, experience in working with students with disabilities, level of education and training, and knowledge of special education law, were compared to principals' perceptions of the inclusion of students with disabilities in general education settings. These studies revealed mixed correlational findings. In fact, given that schools have operated in different contexts, correlational designs had not yielded the same result or pattern of results. In any event, the review of these studies showed that in general, principals had a positive attitude toward the inclusion of students with disabilities in general education (Bailey & du Plessis, 1997; Praisner, 2003; Sanks, 2009; Vazquez, 2010; N. P. Washington, 2010). Despite these positive attitudes, when considering all disability categories, principals believed that a continuum of service delivery including full inclusion, partial inclusion, substantially separate classrooms and totally separate schools were necessary to meet the needs of students. Although principals were in favor of the inclusion of students with disabilities in general education, they believed that substantially separate classrooms or separate school settings were appropriate for students with severe disabilities,

including students with emotional impairments, autism, and traumatic brain injuries (Domencic, 2001; Hesselbart, 2005; Hunter, 2006; Lindsey, 2009). Furthermore, studies, albeit very few, that concentrated their investigations solely on students with severe disabilities, also found that principals had a negative attitude toward inclusion (Horrocks, White, & Roberts, 2008).

Correlational analyses showed mixed-findings related to experience with special education issues. Indeed, some studies have shown that principals who demonstrated confidence while spending more time addressing issues of special education, were more in favor of inclusion (Durtschi, 2005; Horrocks et al., 2008). Moreover, principals who had experience with working with students with severe disabilities were more likely to be in favor of their inclusion (Livingston, Reed, & Good, 2001). On the other hand, other studies have found that experience with students with disabilities had no impact on the attitudes of principals toward inclusion (Barnett & Monda-Amaya, 1998; Watson, 2009).

Although most of the studies revealed that demographic characteristics of principals did not play a role in their attitudes toward inclusion (Fontenot, 2005; Lindsey, 2009; N. P. Washington, 2010), some studies revealed that gender

was a factor indicative of the attitudes of principals toward inclusion; with female administrators being more favorable to inclusion than their male counterparts (L. A. Brown, 2007; Hof, 1994) others found that younger principals had more positive attitudes toward inclusion than veteran principals (Levy, 1999).

Regarding the academic level of schools, while some studies revealed that there is no significant difference between elementary, middle and high schools, and principals' attitudes toward inclusion, Geter (1997) found that elementary school principals were more favorable to inclusion than their secondary level counterparts. Furthermore, while most studies found no relationship between the socioeconomic status of school and principals' attitudes toward inclusion, Duquette (2004) revealed that leaders in schools with low socioeconomic statuses are more favorable about inclusion than leaders of schools with high socioeconomic status.

Leadership Practices: Principals as Agents of Change

In observing the successive election cycles, and analyzing the different educational reform efforts, one cannot help but wonder if schools will ever change. Indeed, the narrative from most politicians and school reformists can lead many to believe that schoolchildren in

America are continuously falling behind their peers in other industrialized countries. As a result, it appears that schools are reluctant to engage in transformative changes leading to the improvement of instruction and students' achievement. Cuban (1996) argues that there is a myth regarding schools' abilities to undergo changes. For Cuban, this myth stems from one's ability to discriminate change from progress. Needless to say, change is a process that may or may not yield progress; however, principals were documented as playing a paramount role in support for change in many educational reforms (Elmore, 1996). Although change cannot occur without the action of more than a single person in education, Bowers (1990) found that principals are key agents of the change process.

As agents of change, principals must therefore promote strategies conducive to inclusive practices among which variables such as shared vision, collaboration, effective support, play a central role (Salisbury & McGregor, 2002). When contemplating inclusive education for students with disabilities, it is imperative that principals clarify for themselves, the faculty, and the community, that not only are students with disabilities able to benefit from an education when they are allowed to access instructional environments along with their nondisabled peers, but also

schools have the responsibility to create or change conditions so that *all* students are able to learn (Villa & Thousand, 2005). In addition, by attending team meetings and fostering a climate conducive to collaborative work, school leaders can ensure that the school community as a whole is engaged in inclusive schooling. In the face of a changing political context, school leaders who practice inclusive education must therefore engage in a balancing act where issues of improved achievement, equity, and social justice are at the forefront of their agenda (Devecchi & Nevin, 2010). This means that the behaviors and attitudes of principals are central to the organization of schools and to the implementation of successful change endeavors leading to inclusive educational settings for students with disabilities. As a moral authority in schools, principals' behaviors, whether intentional or unintentional, greatly impact the attitudes of staff and faculty and lay the foundation for a school climate (Guzman, 1997; Ingram, 1997) in which the inclusion of students with disabilities is possible.

Principals as agents of change are judged by what they do. For Boyatzis & McKee (2005), successful agents of change are "resonant leaders" who are able to inspire a community to recognize a problem and find solutions to

solve it. When leaders are able to foster capacities in their communities to innovate, they are able to achieve transformative changes (2003; Hallinger & Heck, 1998). Heifetz (1994) also argues that the most significant asset of a leader is the ability to accomplish an activity where conflicts due to competing perspectives are addressed. He terms this activity "adaptive work." In this process, for Heifetz, leaders must constantly alternate between participatory actions and reflective ways by means of observation. To this end, principals' perceptions and attitudes are therefore important when determining the degree to which students with disabilities will have a successful experience in inclusive settings. According to Heifetz, these attitudes or beliefs can be determined in the degree to which leaders are able to, 1) mobilize their community around a pressing challenge; 2) understand the level of tolerance and strength of the community and its ability to absorb stress; 3) maintain the focus on the issues by anticipating and eliminating distractions; 4) trust the community to do the work by getting people to assume responsibilities. In summary, investigating principals' attitudes and beliefs with regards to implementing inclusive education for students with disabilities is therefore paramount because as leaders,

principals must “engage people in facing a challenge, adjusting their values, changing their perspectives, and developing new habits” (Heifetz & Laurie, 1997, p. 134).

Characteristics of Effective Inclusive Settings for Students with Emotional and Behavioral Disorders

Students with emotional and behavioral disorders present such a challenge to many that to successfully educate them, not only must educators become more culturally and academically competent, but the students must “become more typical, more normal in their social behavior and their academic skills” (Kauffman et al., 2002, p. 154). Achieving these goals is paramount for the successful implementation of inclusive practices for students with EBD. However, a review of inclusionary practices for students with disabilities revealed that many obstacles for a successful implementation range from attitudinal issues, training of staff, to levels of effective supports (Cheney & Muscott, 1996; Levy, 1999). Research has revealed that more often than not, students with disabilities “are limited more by societal attitudes than by individual impairments” (Gartner, 2001). Unfortunately, this attitude focuses on a deficit model rather than the opportunity for growth. Most often, the failure to successfully include students with disabilities in general education stems from the fact that educators put

too much emphasis on the disability itself and on what students with EBD are not capable of doing rather than identifying conditions to change or create so that these students are able to learn effectively with their general education peers. In general, the attitudinal issues impeding the successful implementation of inclusive practices are defined not only by educators' abilities to accept students with EBD in general education classrooms, but also by their abilities to provide instructional and behavioral accommodations for students with disabilities (Heflin & Bullock, 1999; Ingram, 1997). More than these attitudinal issues, obstacles of successful inclusion of students with EBD in general education can be rooted not only in a lack of appropriate teachers' training (Villa, Thousand, Nevin, & Malgeri, 1996), but also in a lack of supportive professional resources such as paraprofessional support or specialized special education services providers (Hieneman, Dunlap, & Kincaid, 2005). Furthermore, literature also suggests that systemic issues related to discipline are at the core of the barriers to successfully including students with EBD in general education. Given the high risk of explosive behaviors displayed by many of the students with EBD, schools have adopted structures such as zero tolerance polices or punitive disciplinary stances to

respond to poor behavioral patterns. Hence, in order to successfully implement inclusive settings for students with EBD, not only must the support system be individualized for them, but systemic structures must change to create conditions favorable to meet their needs (Hieneman et al., 2005; Lewis & Sugai, 1999). As such, to promote effective inclusionary practices for students with EBD, building principals and headmasters must engage the faculty around critical variables that promote school culture and climate that are conducive to success. These variables include, but are not limited to, a shared vision, collaboration, and support system.

Literature reveals that a successful implementation of inclusive settings for students with disabilities starts with developing and articulating a clear and *shared vision* (Lipsky & Gartner, 1994; Thompkins & Deloney, 1995). Indeed, the inclusion of students with EBD is so labor intensive that building principals and headmasters must engage their faculty in the careful planning and elaboration of a vision centered on a new paradigm that supports and promotes change; all staff members must take full ownership of the education of *all* students including students with EBD. To this end, schools must develop a shared vision in which teachers operate on a unitary system

rather than view themselves as general education teachers or special education teachers. Such a system inevitably allows for teachers to work collaboratively.

Critical variables for the successful implementation of inclusionary practices also include *collaboration* amongst faculty and staff, and with parents. In fact, many claim that the job of the twenty first century will be based on team effort. In this endeavor, collaborative work is a catalyst for improvement and professional growth (DuFour & Eaker, 1998; Senge, 1990). For example, given the fact that students with EBD by their nature require a high level of support, it is impossible to meet their academic, social, emotional and behavioral needs without the collaborative assistance of all teachers working as a problem solving team (Jorgensen, 1994; Lipsky & Gartner, 1994; Villa & Thousand, 1992). In heterogeneous classrooms where teachers work collaboratively, students are undeniably impacted positively because they become effective in addressing the considerable range of academic and socio-emotional needs of *all* students rather than functioning separate entities (Aiello & Bullock, 1999). When educators are engaged in collaborative work, their actions positively impact the success of inclusive settings as they create learning relationships and conditions that

enable them to solve problems, resolve problems, and facilitate learning (Skrtic, Sailor, & Gee, 1996). As such, collaborative efforts from teachers enable them to achieve a sense of ownership of *all* students (Guetzloe, 1999). Moreover, this collaborative endeavor must be framed in a systemic structuring of a school-wide support system because "it sets the tone and standard for working and learning together" (Villa et al., 1996, p. 169).

Implementing strategies to allow students with EBD to be educated in general education classrooms requires a broad-based context of a meaningful *support system*. This systemic approach starts by moving beyond blaming students with EBD for purposely misbehaving (C. R. Smith & Katsiyannis, 2004). A successful inclusion of students with EBD in general education classroom must be based on a paradigm set to develop proactive school-wide strategies for dealing with students' behavioral needs rather than punitive interventions as a means of decreasing undesirable behavioral patterns. In line with the provisions of IDEA, these strategies include conducting a functional behavioral assessment (FBA) and an intervention plan designed to address problem behaviors. Conducting an FBA enables educators to establish patterns of behaviors and understand events that can predict these behaviors. It also

establishes the basis from which intervention plans must be developed. In fact, Heckaman, Conroy, and Chait (2000) found that using the FBA as a data gathering tool for the purpose of addressing students' poor behavioral patterns has yielded positive results in modifying such behaviors. Hence, adopting a school-wide intervention strategy such as a positive behavior system (PBS), not only prevents undesirable behaviors, but also promotes and sustains a school climate where students learn, practice, internalize, and apply pro-social behaviors (Lewis, Hudson, Richter, & Johnson, 2004; Lewis & Sugai, 1999). For example, Hieneman et al. (2005) found that the development of a school-wide "PBS is well suited to helping students with behavioral disorders adapt their behaviors to general education classrooms so that emotional and intellectual growth can occur" (p. 780). In addition to adopting a school-wide intervention system, the successful inclusion of students with EBD also requires that educators work in consultation with parents and other service providers such as clinical coordinators or other mental health professionals to address the behavioral needs of *all* students, including students with EBD (D. D. Smith, Tyler, Skow, Stark, & Baca, 2003). Furthermore, research has noted that establishing a system of support includes appropriate funding. While

educating students with disabilities intrinsically leads to high costs given the array of specialized instruction and service providers needed to ensure that these students have access to an appropriate education, some have noted that when students with disabilities are placed in inclusive settings, the cost may be reduced in the long run (McLaughlin & Warren, 1994; Odom, Parrish, & Hikido, 2001). However, it is this view on the cost for educating students with disabilities that has driven critics of inclusion to charge that school districts are adopting inclusive education as a cost cutting measure rather than a sound educational decision for the benefit of all students (Lipsky & Gartner, 1994). Finally, defining a support system in implementing successful inclusive settings is not limited to the addition of human or financial resources, it must also include appropriate training where staff are able to function within a "common conceptual framework, language, and set of skills that enable them to more ably respond to an increasingly diverse student body" (Villa et al., 1996, p. 176).

By their collaborative nature, successful inclusive settings provide an environment where general education and special education students, and their parents work to create a school culture beneficial to meeting the needs of

all students (Skrtic et al., 1996). However, this endeavor cannot be made possible without the exertion of strong leadership from the principal. Indeed, Villa and Thousand (2003) argue that the degree to which school leaders are supportive in their deeds and their vision is a catalyst for predicting the level of staff's attitudes toward implementing inclusive education.

Summary

The review of literature regarding the perceptions and attitudes of principals and headmasters toward the inclusion of students with EBD reveals that school leaders play a significant role in reforming education. Despite changes in special education and mandates through legislation, principals and headmasters remain significantly essential in promoting inclusion at the local level. Thus, examining school leaders' perceptions and attitudes regarding the inclusion of students with disabilities is paramount in identifying various factors that inhibit or foster inclusionary practices.

This review of literature also showed that the investigation of principals' attitudes toward inclusion yielded mixed findings. While some school leaders demonstrate positive attitudes by accentuating the social benefit of inclusion, others cited a lack of support and

low expectations as barrier for inclusion. By the preponderance of evidence, the literature showed that attitudinal issues based on the inclusion of students with disabilities were conducted with consideration of all the disability categories under IDEA, i.e., specific learning disabilities, speech or language impairments, intellectual disabilities, serious emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, and traumatic brain injury. Few studies investigated the attitudes of principals toward inclusion with consideration to a particular type of disability. To this end, Horrocks et al. (2008), and McKelvey (2008) investigated the attitudes of principals toward the inclusion of students with autism in general education settings. Furthermore, although the practice of inclusion has become important in many school districts, the literature revealed a lack of investigations regarding the attitudes of principals toward the inclusion of students with EBD.

CHAPTER III METHODOLOGY

Introduction

In general, attitudinal studies have found that principals exhibit positive dispositions, on an attitude scale, toward the inclusion of students with disabilities (e.g., Bailey & du Plessis, 1997; Lindsey, 2009; Praisner, 2003). Based on this finding, this study seeks to understand the degree to which principals and headmasters in one of the largest urban school districts view the inclusion of students with emotional and behavioral disorders in general education settings when other disability categories are not considered.

This chapter details the design process, the selection of subjects, the instrumentation, the data collection process, and the research questions. The specific steps that will be taken to obtain the data to answer each question will be described. In this chapter, a rationale for selecting the research method is also discussed, and areas of weaknesses and strengths are identified.

General Aspects of the Design

Design appropriateness.

According to Creswell (2002), while quantitative research methods describe trends or explain the relationships among variables, qualitative research seeks

to understand a central phenomenon. In this study, a design approach takes advantage of the strengths of these two methods by combining them to collect, analyze, and interpret the data (Ivankova, Creswell, & Stick, 2006). To determine the attitudes of school leaders and tease out factors impacting them, this research design incorporated archival data and a collection of information from a survey and follow-up interview. While archival data was readily available in the state database, the use of a questionnaire and subsequent interviews were essential to understand the perspectives of principals and headmasters on important educational issues such as the inclusion of students with EBD in general education classrooms. The value of a questionnaire resides in its ability "to provide such information that is concerned with the existing conditions, processes, and outcomes of an educational system at a particular point" (Lietz & Keeves, 1997, p. 119). Thus, the strategic choice of using a questionnaire in this research design was appropriate. It was found to be most commonly used to measure demographic and attitudinal issues, and allowed for the collection of data for a sample at one point in time (Gall, Gall, & Borg, 2006; Guyette, 1983). Although the use of a self-reporting survey as a data-gathering tool can reveal valuable information about

the behavior of a group, discerning intrinsic internal factors explaining the perceptions of principals and headmasters toward the inclusion of students with EBD could be achieved through follow-up interviews. Thus, approaching this study through mixed methods sequential explanatory design is appropriate in that it first collects and analyzes quantitative data, then examines qualitative data (Figure 3).

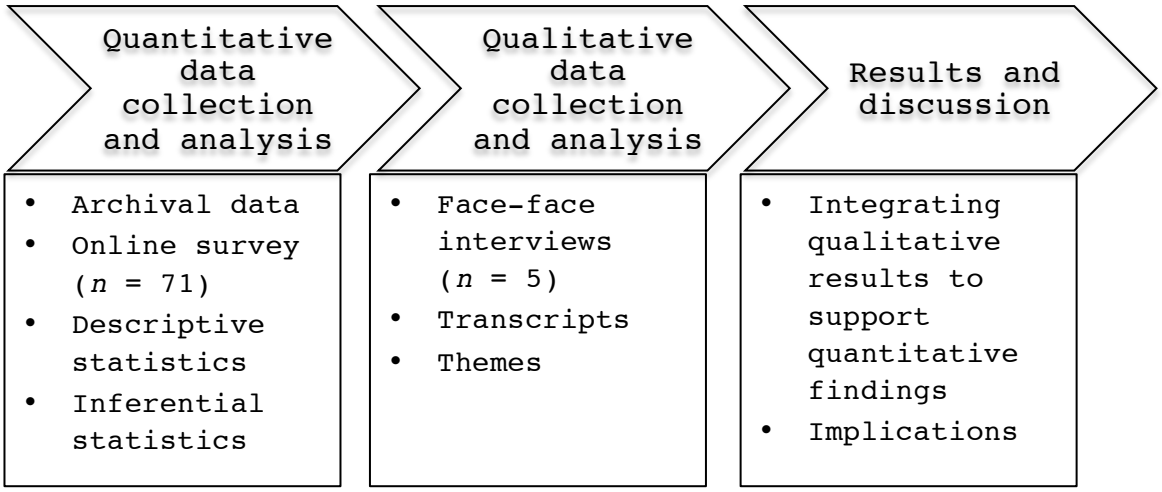

Figure 3: Mixed Methods Sequential Explanatory Design Process

In this sequence, priority was given to the quantitative analysis because not only did it help determine the nature of school leaders' attitudes, but it also established the degree to which predictable variables were significant in determining such attitudes. In spite of the greater weight given to the quantitative analysis, the selection of mixed methods sequential explanatory design is

grounded in a rationale "that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The quantitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth" (Ivankova et al., 2006, p. 6). Mixed methods can enhance the findings by the use of narratives or quotes to add meaning to the statistical measures, thus adding insights that may have been missed if the quantitative method were the only approaches used.

Although the use of mixed methods sequential explanatory design is becoming increasingly prevalent in that it offers the opportunity to examine quantitative findings in more details (Creswell, 2003; Hanson, Creswell, Clark, Petska, & Creswell, 2005), it is not without limitations. Given that both quantitative and qualitative data must be collected, mixed methods sequential explanatory design can be cumbersome and time consuming. This in turn may spur the researcher to limit the sample size. In addition, difficulties with reconciling and interpreting conflicting results in analyzing quantitative and qualitative data can be noted (Johnson, Onwuegbuzie, & Turner, 2007). Finally, critics of the mixed methods research suggest that the quality of a research design must

be grounded in the choice of either a quantitative approach or a qualitative method and not combining both as a method (Johnson & Onwuegbuzie, 2004).

Furthermore, designing this study around isolating a single disability category for the purpose of understanding the attitudes and leadership practices that impact the inclusion of students with EBD in general education settings is also appropriate because despite repeated recommendations to undertake such a study, in the thirty-five attitudinal studies reviewed, very few studies have done so. For example, to Praisner's recommendation to undertake "a more in-depth look at principals' specific perception of each disability group" (2003, p. 143), only McKelvey (2008) and Horrocks et al. (2008) did so by investigating the attitudes of principals toward the inclusion of students with autism/Asperger's syndrome. No study has attempted to consider students with emotional impairments as the only disability category in the investigation. Hence, due to this lack of analysis, the design of this study is based on not only the goal of contributing to the literature, but also to respond to the essential concerns of this investigator, parents, and other educators regarding the fact that after twenty years since its creation, the only fully inclusive school for students

with emotional and behavioral disorders in the target district has not been replicated.

Assumptions.

Using a self-reporting questionnaire or an interview protocol as a vehicle to collect data can be subject to the following limitations. Firstly, in a survey, not all target subjects will respond. Secondly, respondents to the survey and interviewees may not always express their true views on the issues. Given these facts, in this study, the following assumptions were made:

1. Principals' and headmasters' responses were truthful and honest.
2. Participants' perceptions of the inclusion of students with EBD represented those of all principals and headmasters in the district of study.
3. The questionnaire was appropriate in gauging the attitudes of principals and headmasters toward the inclusion of students with EBD.
4. The follow-up interviews yielded information that could get at the heart of internal factors impacting principals' and headmasters' attitudes toward the inclusion of students with EBD in general education settings.

Selection of Subjects

With 56,037 students in 2010-2011, the target district in this study is one of the largest urban school districts in northeastern United States. The state department of education enrollment data (2011) shows that about 20% of all the students in the district of study have been identified as students with disabilities. The data also shows that of the number of students with disabilities in the target district, 12% of them were diagnosed as students with emotional and behavioral disorders, which was about 41% higher than the proportion of students with EBD in the state (8.5%).

This study targeted principals and headmasters of all 130 schools in the district of choice. During the 2010 – 2011 academic year, these schools were organized into seven configurations including 6 early learning centers (K – 2), 53 elementary schools (K – 5), 24 elementary/middle schools (K – 8), 2 elementary/middle/high schools (K – 12), 10 middle schools (6 – 8), 5 middle/high schools (6 – 12), and 30 high schools (9 – 12).

A review of 35 studies investigating the attitudes of principals regarding the inclusion of students with disabilities showed a response rate of between 22% and 90%. For the purpose of this study, the expected response rate

was established at 51%; the median of the response rates from the principals' attitudinal studies reviewed. In his validation of a scale study to measure principals' attitudes toward inclusion, Bailey stated that a response rate of 47.1% in his study was "an impressive rate of return" (2004, p. 80). An expected rate of return of 51% in this study was therefore sufficient to capture the extent to which certain variables impact principals' and headmasters' attitudes toward the inclusion of students with emotional and behavioral disorders.

Instrumentation

To provide a full understanding of the analysis of the perceptions and attitudes of principals and headmasters regarding the inclusion of students with emotional and behavioral disorders, three types of data were collected: schools' academic performance data, a survey, and a follow-up interview process.

Academic performance data.

Obtained from the state online database system (2010), these archival data were organized by districts, by schools, and by year of assessment. In addition, relevant information regarding performance of schools can be found by selecting the accountability data. From this data, the performance summary in English language arts and

mathematics, which includes the adequately yearly progress (AYP) status, the composite performance index (CPI) and the performance rating for each school can be acquired. The report also shows the performance of selected student groups including that of students with disabilities.

In this study, the 2010 CPI and AYP for each school aided in the understanding of the degree to which students' achievement had an impact on the attitudes of principals and headmasters toward the inclusion of students with EBD in general education classrooms. The collection of this archival performance data helped answer the following essential question: Is there a correlation between the performance of students as demonstrated by the school's AYP status and CPI, and principals' and headmasters' attitudes toward the inclusion of students with EBD in general education?

Survey instrument.

The survey instrument developed for this study resulted from the modification of existing survey instruments. After a review of diverse survey instruments dealing with attitudinal issues, this investigator adapted items from two previously developed instruments that were in line with the purpose of this study. In doing so, this investigator used and modified ten items that measured the

attitudes of principals toward the inclusion of students with disabilities from section three of Praisner's (2000) *Principals and Inclusion Survey (PIS).* The construction of the survey instrument also utilized the thirty items measuring principals' attitudes toward students with disabilities from Bailey's (2004) *Principal's Attitudes Toward Inclusive Education* (*PATIE*).

In their studies, both Praisner and Bailey developed their survey instruments based on the consideration of all disability categories. In modifying these instruments, this investigator only considered items that were related to students with emotional and behavioral disorders and adapted those that met the needs of this study. Not only was Praisner's *PIS* examined for content and validity by a panel of professors from Leigh University, it has been proven to be reliable because it has been used in many similar attitudinal studies (Hesselbart, 2005; Vazquez, 2010; J. Washington, 2006; N. P. Washington, 2010). Similarly, Bailey's *PATIE* was reviewed for validity by three experts in the area of scale development and special education. In addition, *PATIE* was used and adapted in many other studies (L. A. Brown, 2007; Sanks, 2009; Schoger, 2007). Both Praisner and Bailey granted this investigator

permission (Appendix C) to use and modify their survey instrument.

With consideration to *PIS* and *PATIE*, the resulting modified instrument used to evaluate the attitudes of principals and headmasters toward inclusive settings for students with emotional and behavioral disorders was named *Principal's Knowledge and Attitude, and Inclusion* (Appendix F). This instrument contains three sections. Section I, *School Characteristics*, contains seven items describing each respondent's school. These items included the size of the school, the academic level, the rate of students with emotional and behavioral disorders in the school, the service delivery model and the staffing model for those schools whose student populations included students with EBD. In Section II, *Principals' Profile,* sixteen items, including personal demographic data, level of education, and experience, depicted a profile for each respondent. With forty-three items, Section III (*Principal's Knowledge and Attitude*) was designed to measure the attitudes of principals and headmasters toward inclusionary practices for students with emotional and behavioral disorders. In this section, each respondent had to evaluate 40 statements on a Likert scale including the following rates: strongly disagree, disagree, uncertain, agree, and strongly agree.

In addition to rating their responses on a Likert scale, participants had the opportunity to address issues that they thought were most significant to them regarding the inclusion of students with EBD in general education classrooms by outlining their views in three short-answer questions.

Although the instrument used in this study was modified from *PIS* and *PATIE*, which were tested for validity and reliability, to predict the effectiveness of the resulted modified survey, a pilot survey was undertaken with a group of five school leaders in elementary, middle, and high school (three principals and two headmasters). In this pilot survey, participants were asked not only to evaluate whether the questions asked were clear and understandable, but also to assess the length of time it took them to complete it (Appendix G). To avoid the possibilities of biases, principals and headmasters who were involved in piloting the survey were not included in the investigations because their comments helped define the final version of the questionnaires.

Interview protocol.

The interview questions (Appendix H) were used to tease out internal factors impacting the views of principals and headmasters toward the inclusion of students

with EBD. They were based on the result obtained from the quantitative phase of the study. Nine open-ended questions were developed to allow school leaders to comment on a variety of issues fostering or hindering the practice of inclusion for students with EBD. These questions were designed to capture the contextual climate defining the culture of each school and the decision-making process regarding meeting the needs of students with EBD. School leaders were also asked to comment not only about the core values of their schools and the degree to which inclusion is practiced, but also on the greatest issues hindering or fostering the implementation of inclusive practices for students with EBD.

Data Collection Process

After obtaining approval to conduct the study from the Internal Review Board (IRB) at Lesley University (Appendix A) and from the target district (Appendix B), archival data depicting the performance of each school of interest as demonstrated by their 2010 adequate yearly progress status, and their composite performance index were collected from the state's online database system. The data was downloaded and saved as an Excel spreadsheet. This archival performance data gauged the degree to which school accountability issues as related to the No Child Left

Behind Act impacted principals' and headmasters' attitudes toward the inclusion of students with EBD.

To measure attitudinal issues, a self-reporting survey and follow-up interviews were conducted. Firstly, the instrument was posted on *SurveyMonkey,* a web-based survey tool. Although this study targeted all 130 schools in the district of choice, seven schools were excluded from the study. While teacher leaders and not principals headed two of the excluded schools, the principals and headmasters of the other five excluded schools have participated in piloting and improving the instrument. To remain consistent in analyzing the knowledge and attitudes of principals and headmasters toward inclusive settings for students with EBD, and to avoid any bias from principals who have been involved in improving the survey instrument, this investigator simply excluded these leaders from the study. As a result, an email, including the approval notice from the district (Appendix B), a letter of introduction from Lesley University PhD program director (Appendix D), and an informed consent letter (Appendix E), was sent on March 5, 2011 to 123 principals and headmasters requesting their participation in the study. Once principals and headmasters agreed to participate in the

study, a link was sent to them in order to access and complete the online survey.

To gauge an optimum perception of principals and headmasters regarding the inclusion of students with EBD in general educations classrooms, a follow up interview was conducted with a selected group of principals and headmasters. Table 2 shows that school leaders who were organized based on the reported service delivery model for students with EBD that best characterize their schools. From the self-reporting survey, 49 school leaders noted that students with EBD were enrolled in their schools. They identified full inclusion, partial inclusion, substantially separate classrooms, and a continuum of services to best describe the service delivery environment for students with EBD. The remaining 22 respondents reported that they had no students with EBD in their enrollment. These 22 principals and headmasters mainly characterized their schools as general education environments.

Table 2

Service Delivery Environment for students with EBD and Participants' Attitude Mean Score

Learning Environment	Participants	Mean attitude Score	Standard Deviation
Full Inclusion	6	3.34	.299
Partial Inclusion	13	3.28	.222
Substantially Separate	25	3.30	.300
Continuum of Services	5	3.03	.201

The selection of the interviewees was based primarily on the reported service delivery environment, academic level of the school, and the school leader's willingness to implement inclusive settings for students with EBD. Based on these criteria, five school leaders representing each age group, gender, and academic level were selected and agreed to participate in a semi-structured interview (Table 3).

Table 3

Selected Participants for Follow-up Interview

Variables	Principal #1	Principal #2	Principal #3	Principal #4	Principal #5
Age	<35	35 – 44	35 – 44	45 – 54	>54
Gender	Female	Female	Male	Female	Male
Level	ES	MS	MS	ES	HS
Inclusion	No	Yes	No	Yes	No
Model	Part. Inc	Full Inc.	Gen. Ed.	Cont. Serv.	Sub. Sep.

Note: ES = Elementary School; MS = Middle School; HS = High school; Part. Inc. = Partial Inclusion; Gen. Ed. = General Education; Cont. Serv. = Continuum of Services; Sub. Sep. = Substantially Separate.

These interviews were conducted for four days, between August 22 and August 25, 2011. Each interview session lasted between 30 to 45 minutes, and was digitally recorded on an iPad in the office of each of the selected school leaders. All interviews were then transcribed for the purpose of analyses.

Research Questions

This research is grounded on the assumption that internal and external factors significantly impact the perceptions and attitudes of principals and headmasters toward the inclusion of students with EBD. Thus, three fundamental questions guided the study:

1. What are the attitudes, and perceptions of principals and headmasters regarding the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?
   a. To what degree do school leaders include students with emotional and behavioral disabilities in general education classrooms?
   b. How do school leaders perceive the inclusion of students with emotional and behavioral disabilities in general education classrooms?
2. What factors impact principals and headmasters and promote or hinder the inclusion of students with

emotional and behavioral disorders in general education classrooms in a large urban school district?

a. What demographic factors contribute to the perceptions of school leaders regarding the inclusion of students with emotional and behavioral disorders in general education classrooms?
b. What intrinsic personal factors contribute to the perceptions of school leaders regarding the inclusion of students with emotional and behavioral disorders in general education classrooms?

3. What are the approaches principals and headmasters use to initiate, facilitate, support, and sustain the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?

To answer these questions, the data collected was uploaded to the *Predictive Analytics SoftWare* (PASW) version 18, previously known as *Statistical Package for Social Sciences* (SPSS) for the purpose of performing descriptive and inferential analyses. To determine trends and the distribution of the data that may help in addressing the research questions, items in Sections I and II of the survey, and the archival academic achievement data collected were used to calculate and report the

measure of central tendency, the variation, the frequencies, the percentages for the characteristics of schools (size, academic level, proportion of students with EBD, service delivery model for students with EBD, and academic achievement), and principals' and headmasters' profile (age, gender, training, and experience).

In order to answer research question 1 (What are the perceptions and attitudes of principals and headmasters regarding the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?), mean attitude scores were calculated based on participants' responses in Section III. Prior to performing this calculation, responses to the rating scale were recoded. On statements that were positively worded, a value of 5 was assigned to responses where participants strongly agree, while responses where they strongly disagree received a score of 1. Conversely, statements that where negatively worded received a value of 5 when respondents strongly disagree and a value of 1 when they strongly agree. In total, participants were asked to rate 17 negatively worded statements and 23 positively worded statements (Table 4).

Table 4

Attitudes Item Descriptors

Item Number	5-Point Likert Scale
Positively worded item statements 2, 4, 7, 8, 9, 13, 16, 21, 23, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35 37, 38, 39 40	1 = Strongly disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly agree
Negatively worded Item statements 1, 3, 5, 6, 10, 11, 12, 14, 15, 17, 18, 19, 20, 22, 29, 32, 36	1 = Strongly agree 2 = Agree 3 = Uncertain 4 = Disagree 5 = Strongly disagree

Taking into account negatively and positively worded statements in the recoding implied that higher values on the 5-point Likert scale was an indication of positive attitudes toward the inclusion of students with EBD in general education settings.

Given that participants were asked to evaluate forty statements, each of which could be assigned a score ranging from 1 to 5, an attitude score for each respondent was calculated by summing up the scores of all the forty items and finding the mean to form a continuous dependent variable. Likewise, the general mean attitude score for the sample was established. The data was then examined for errors, outliers, and normal distribution by performing a frequency analysis using a histogram and a normal curve (Figure 4).

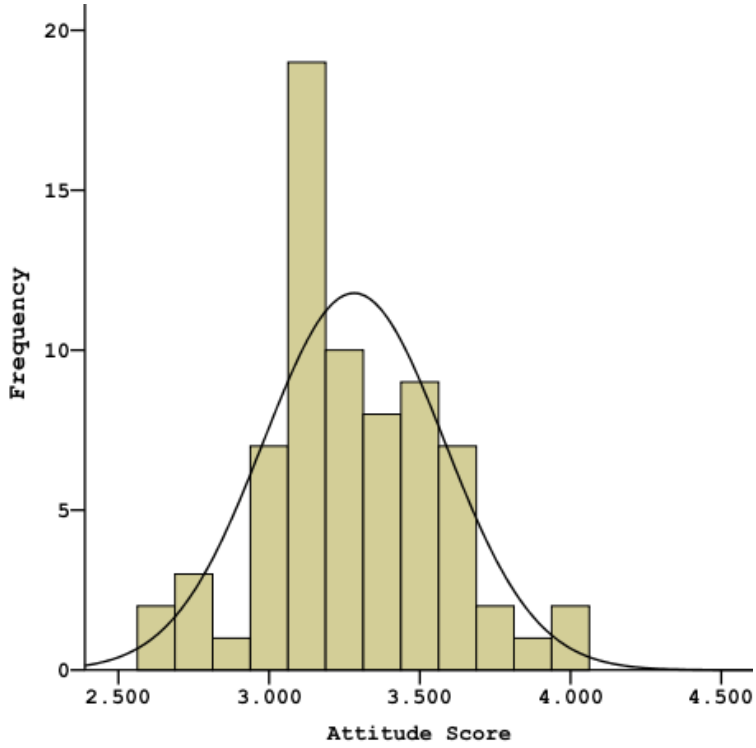

Figure 4: Normal Distribution of Principals' Attitude Scores

Having established the dependent variable by computing the principals' and headmasters' attitude scores, inferential statistics was performed to respond to research question 2 (What factors impact principals and headmasters, and promote or hinder the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?). Three types of statistical tests (*t*-test, analysis of variance, and Pearson product-moment correlation) were performed to identify the degree of significant relationships between the attitude scores of principals and headmasters and predictable, independent variables such as the size of

schools, the academic level of schools, the academic achievement of schools, the age and gender of principals and headmasters, their experience, and their knowledge and training. The means for selecting a particular statistic to test null hypotheses was based on Creswell's (2002) criteria for choosing a test (Appendix J). Given that the distribution of scores was normal and that the dependent variable was continuous, questions with dichotomous answers were tested for significance using the *t*-test of independent samples. This test was used to determine whether gender, schools' adequately yearly progress status, or the presence of students with emotional and behavioral disorders in schools were significant factors in determining the attitudes of principals and headmasters. In addition, the analysis of variance (ANOVA) was used as a statistical test for questions where at least three groups were compared, and where independent variables were nominal or categorical. This analysis examined the degree to which the academic level of schools, the nature of the experience with students with EBD, the level of understanding of special needs legislation, or the educational level significantly impacted the attitudes of principals and headmasters toward the inclusion of students with EBD. Lastly, for questions deriving from continuous variables,

Pearson product-moment correlation was computed. In this test, this investigator looked to identify any significant relationship between age, years of experience, amount of training, or size of school, and attitude scores. In all of the three tests performed, a 0.05 level of significance was observed.

In addition to the statistical test, seven themes were derived from the survey responses and from the follow up interviews. These themes constituted intrinsic factors impacting leadership practices and therefore the attitudes of principals and headmasters toward inclusion. They included the benefits of inclusion, knowledge and training issues, resource issues, equity and fairness issues, decision-making authority, implementation issues, and policy issues. These themes were tested for significance using Pearson product-moment correlation.

To answer research question 3 (What are the approaches principals and headmasters use to initiate, facilitate, support, and sustain the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district?), several items from the survey in addition to transcripts of the interview were analyzed and organized into themes. Quotes

from the transcripts were then selected as supporting evidence to the arguments made from each theme.

Summary

This chapter presents the methodology used in the study. Based on a mixed methods research design, this study collected archival data necessary to evaluate the academic achievement of schools as demonstrated by their AYP status and their performance index from the state's database. Data gathered from a self-reporting survey were recoded and uploaded to *PASW* 18. This enabled the researcher to conduct tests of significance and determine the degree to which predictive factors impacted the attitudes of principals and headmasters toward the inclusion of students with EBD. In the analyses, descriptive statistics, *t*-test, one-way ANOVA, and Pearson product-moment correlation were conducted to examine the knowledge and attitudes of school leaders toward the inclusion of students with emotional and behavioral disorders in general education classrooms. In addition, relevant quotes from interview transcripts were used to support the analysis from the quantitative data. In chapters four and five, the results of the investigation are presented, and the findings and recommendations are discussed.

CHAPTER IV ANALYSIS OF DATA

Overview

Four weeks after the request for participation in the self-reporting survey, a mere 21% response rate was observed. This low rate of response could have been due to the fact that during that period, schools were preparing to take the state's high-stakes test. As a result, completing the survey for this study may not have been a priority for principals and headmasters. Therefore, this investigator decided to wait until the end of the exam before sending another email encouraging those who had yet to participate in the study to do so. On June 1, 2011, an email was sent to principals and headmasters who had not responded to this investigator's request to participate in the study. In this email, the investigator focused on the importance of conducting the study for the district as a whole given the reform measures being undertaken. Following that email, the response rate increased to 40%. Given that this investigator had set a target response rate of 51%, a third email, followed by phone calls to principals and headmasters who had not responded, was initiated on July 25, 2011. In all, out of the 123 possible respondents, 71 principals and headmasters responded to the study; this constituted a response rate of about 58%.

By August 20, 2011, after the preliminary results of the survey were reviewed, follow-up interviews were conducted in a period of five days with five principals and headmasters.

The findings presented in this chapter include descriptive statistics identifying trends that may help in addressing the research questions (Creswell, 2002). These trends examined schools' characteristics (academic achievement, enrollment, and academic level), principals' and headmasters' profile (age, gender, experience), and principals' and headmasters' attitudes (negative or positive) toward inclusive settings for students with EBD. This chapter also presents the extent to which school characteristics or principals' and headmasters' profiles impacted school leaders' attitudes toward the inclusion of students with emotional and behavioral disorders. In theses examinations of significant analyses, all null hypotheses were tested at a level of 0.05 or better.

School Characteristics

In the district of study, schools are organized into various grade levels, including early learning centers (K-2), elementary (K-5), elementary/middle (K-8), middle (6-8), middle/high (6-12), elementary/middle/high (K-12), and high (9-12). Traditionally, schools are organized in the

United States in elementary, middle, and high schools with various configurations depending on state and school district policies. Elementary schools range from kindergarten to grades 5 or 6; middle schools typically serve students in grades 6 – 8 and sometimes students in grades 7 – 9; high schools usually enroll students in grades 9 – 12. For the purpose of statistical analysis only in this study, the seven grade configurations in the target district were reorganized to maintain the standard three-grade range structure. To do so, the highest grade level in each configuration is used as the basis of the reorganization. Thus, early learning centers and K – 5 schools are combined as elementary schools, K – 8 and grade 6 – 8 schools are identified as middle schools, and all schools which include the standard grades 9 – 12 are referred to as high schools. Based on this configuration, Table 5 showed most of the participants in this study were elementary school principals (42%).

Most of the schools surveyed (61%) were considered to be small-sized schools with a population ranging from 200 to 499 students. Although this finding was consistent with some studies (e.g., Praisner, 2000; Vazquez, 2010), it contrasted with others (e.g., Ramirez, 2006; N. P.

Washington, 2010) where most participants reported their schools as medium sized (500 – 700 students).

Table 5

Summary of Grade Levels and Enrollment

Variable	Category/Range	*f*	%
Academic Level (*N* = 71)	Elementary/K - 5	30	42.2
	Middle/K – 8	19	26.8
	High/6-12	22	31.0
School Size (*N* = 71)	Less than 200 (very small)	10	14.1
	200-499 (small)	43	60.6
	500-699 (medium)	3	4.2
	700-999 (large)	10	14.1
	1000 and more (very large)	5	7.0
Percent of Students with EBD (*N* = 71)	0%	22	31.0
	1-10%	34	47.9
	11-20%	6	8.5
	21-30%	5	7.0
	31% or More	4	5.6
Placement Options (*N* = 49)	Full Inclusion	6	12.2
	Partial Inclusion	12	24.5
	Substantially Separate	25	51.0
	Continuum of Service Delivery	6	12.2

In addition, 69% of principals and headmasters surveyed reported that students with EBD were enrolled in their school. Among these schools, 69% reported that the proportion of students with EBD was 1 – 10%, 22% stated that 11-20% of their students were identified as students with EBD, and only 8% of them noted that students with EBD represented more than 20% of the student body.

Table 5 also reveals that of the participating schools that have enrolled students with EBD, only 12% of them

reported full inclusion as the only placement option for students with EBD at their schools, while 51% of the respondents noted that substantially separate classrooms were the only service delivery models at their schools. This result is in line with the findings of the Council of Great City Schools (2009) which revealed that in this large urban district, the majority of students with emotional and behavioral disorders are educated in segregated settings away from their general education peers.

Table 6 shows the 2010 academic performance of students in schools led by the participants of this study. According to the table, 50% or more schools did not achieve adequate yearly progress (AYP) in English language arts (ELA) and in mathematics. The table also reveals that while the performance of all students was moderate (CPI: 70.0 – 79.9) to very high (CPI: 90.0 – 100) for most schools (more than 87%) in ELA or mathematics, the performance of students with disabilities on both tests ranged from low (CPI: 60.0 – 69.9) to critically low (CPI: 39.9 or less) for most schools (72% and more). This result confirms the growing evidence revealing significant deficits in the academic achievement of students with disabilities (Anderson et al., 2001; Nelson et al., 2004).

Table 6

2010 Academic Performance of Students

Variable	All Students				Students with Disabilities			
	ELA		Math		ELA		Math	
	f	%	*f*	%	*f*	%	*f*	%
CPI								
(0-39.9)	0	0.0	0	0	5	8.1	5	8.2
(40-59.9)	3	4.5	8	12.5	29	46.7	32	52.4
(60-69.9)	12	18.2	16	25.0	11	17.7	12	19.7
(70-79.9)	26	39.4	22	34.3	10	16.1	5	8.2
(80-89.9)	17	25.8	12	18.8	6	9.7	5	8.2
(90-100)	8	12.1	6	9.4	1	1.6	2	3.3
AYP								
Yes	26	39.4	32	50.0	NA			
No	40	60.6	32	50.0	NA			

Note: CPI = Composite Performance Index; AYP = Adequate Yearly Progress; 0-39.9 = critically Low; 40-59.9 = Very Low, 60-69.9 = Low; 70-79.9 = Moderate; 80-89.9 = High; 90-100 = Very High; All students (ELA: *N* = 66, Math: *N* = 64); Students with disabilities (ELA: *N* = 62, Math: *N* = 61).

Principals' and Headmasters' Profile

As shown in Table 7, most of the participants (58%) in this study were young (under 45 years old), female (75%), and relatively new school leaders (5 years or fewer). In addition, most of them (64%) had minimal experience (less than 6 years) in teaching students with disabilities in general education settings. More importantly, 71% of them reported that they had minimal experience in teaching students with emotional and behavioral disorders.

Although the majority of the principals and headmasters surveyed (86%) reported that they had a good understanding of the legislation governing the teaching of

students with disabilities, most of them reported that they had minimal training in dealing with students with EBD (71%) or they lacked the credentials for dealing with students with disabilities (62%).

Table 7

Principals and headmasters Demographic Information

Characteristics	Range/Category	*f*	%
Age	Less than 35	5	7
	35 – 44	36	50.7
	45 – 54	13	18.3
	55 or more	17	23.9
Gender	Male	18	25.4
	Female	53	74.6
Years of Teaching Experience in General Education	0	5	7.0
	1 - 5	17	23.9
	6 – 10	17	23.9
	11 – 15	11	15.5
	16 or more	21	29.6
Years of Teaching Experience in Special Education	0	30	42.3
	1 – 5	16	22.5
	6 – 10	10	11.3
	11 – 15	8	11.3
	16 or more	7	9.9
Years of Experience in Teaching Students with EBD	0	28	39.4
	1 – 5	23	32.4
	6 – 10	11	15.5
	11 – 15	4	5.6
	16 or more	5	7.0
Years of Experience as a Principal or Headmaster	0 – 5	44	32.0
	6 – 10	16	22.5
	11 – 15	7	9.9
	16 or more	4	5.6

Table 7

Principals and headmasters Demographic Information (Continued)

Characteristics	Range/Category	*f*	%
Educational level	Master	13	18.3
	Master + 30	11	15.5
	Master + 45	22	31.0
	CAGS	18	25.4
	Doctorate	7	9.9
Teaching Credentials	General Education	44	62.0
	Special Education	4	5.6
	Special/General Ed.	23	32.4
In Service Hours in Special Education Training	0 – 10	28	39.4
	11 – 20	9	12.7
	21 – 30	8	11.3
	31 – 40	2	2.8
	41 or more	24	33.8
In Service Hours in Emotional Impairments Training	0 – 10	41	57.7
	11 – 20	10	14.1
	21 – 30	8	11.3
	31 – 40	1	1.4
	41 or more	11	15.5
Degree of Understanding of Special Education Law	Very Poor	0	0
	Poor	7	9.9
	Uncertain	3	4.2
	Good	48	67.6
	Very Good	13	18.3

Research Question 1

This study first looks to identify the perceptions and attitudes of principals and headmasters toward the inclusion of students with EBD in general education settings. To achieve this goal, this researcher asked participants to evaluate 40 statements on a Likert scale ranging from “Strongly Disagree” to “Strongly Agree”. For

the purpose of data analysis, the responses to each statement were recorded on a 5-point scale. A mean score representing an attitude score was then calculated for each statement and each respondent. Ranging from 1 to 5, higher mean scores suggested positive attitudes while lower scores implied negative attitudes.

Principals' and headmasters' perceptions and attitudes about inclusion.

Table 8 shows that with a mean score of 3.582, the attitudes of principals and headmasters regarding the inclusion of students with EBD were neither strongly negative nor strongly positive. In fact, this shows that while roughly 13% of principals and headmasters expressed negative attitudes toward the inclusion of students with emotional and behavioral disorders, less than 3% of them evoked a clearly positive attitude toward the inclusion of students with EBD in general education settings. The data suggests that for most principals and headmasters (85%) the score was skewed toward a positive attitude. This finding was confirmed during the follow-up interviews. For example, Principal #2 stated, "Including students with emotional impairments in general education classrooms enables them to model appropriate behaviors. To get there, you have to believe that these students will be able to follow the curriculum without being a constant disruption

to the learning process" (Personal communication, August 22, 2011). Principal #5 also added, "I believe that in some cases, with a strong teacher, students with emotional and behavioral disabilities can be successful in regular education classrooms" (Personal communication, August 25, 2011).

Table 8

Principals and headmasters' Mean Attitude Scores

Range	*f*	%	*N*	*Min.*	*Max.*	*M*	*SD*
1.000 – 1.999	0	0.0					
2.000 – 2.999	9	12.7					
3.000 – 3.999	60	84.5					
4.000 – 5.000	2	2.8					
Total			71	2.625	4.025	3.582	.300

Table 9 gives an overview of the participants' responses to individual survey items. The analysis of these items reveals three general observations. Firstly, the table reveals that elements representing the greatest barriers to inclusion were statements related to systemic issues. These statements received a mean rating of less than 2.0, signifying that school leaders exhibited a clear negative attitude toward them. These statements are related to the training of the teachers (Item #1: "General education teachers are not trained to adequately cope with students with EBD"), the availability of resources (Item #23: "Schools have sufficient resources to cope with the

inclusion of students with EBD"), and the perceived lack of district support to school leaders (Item #35: "The school district offers many opportunities to principals for staff development with regard to the inclusion of students with EBD"). Secondly, the data revealed that some items represented the greatest benefits to inclusion. Principals and headmasters reported a more positive attitude ($M \geq 4.0$) on statements related to the benefits of general education settings (Item #5: "Students with EBD are too impaired to benefit from the activities in general education classrooms"), the effectiveness of teachers (Item #8: "An effective general education teacher can help a student with EBD succeed"), to the conditions of the learning environment (Item #9: "Conditions in general education should be modified to meet the needs of all students including students with EBD"), and to civil rights issues (Item #24: "Students with EBD have the right to be included in general education classrooms"). Lastly, although less than 13% of the principals and headmasters were uncertain about most of the statements, the level of uncertainty increased substantially on some items. Many principals and headmasters were uncertain that "Full inclusion settings enhance the learning experience of students with EBD" (Item #2, 24%); "Because special education programs are better

resourced, students with EBD should be placed in special classes or schools specially designed for them" (Item #6, 33%); "Despite their impulsive and explosive behaviors, students with EBD are ready to cope with the academic demands of general education classrooms" (Item #27, 48%); "Including students with EBD in general education classrooms is fair to all students" (Item #28, 42%); and "The school district is a strong supporter of inclusive settings for students with EBD" (Item #37, 44%).

Table 9

Principals' and Headmasters' Attitudes by Individual Item

Items	Coding	Minimum Rating	Maximum Rating	Mean	Standard Deviation
1	(-)	1	3	1.887	0.797
2	(+)	1	5	3.958	0.777
3	(-)	2	5	3.704	0.846
4	(+)	1	5	2.718	0.907
5	(-)	2	5	4.282	0.675
6	(-)	2	5	3.746	0.782
7	(+)	2	5	4.169	0.605
8	(+)	3	5	4.380	0.514
9	(+)	2	5	4.338	0.604
10	(-)	1	5	3.986	0.957
11	(-)	1	5	3.056	1.019
12	(-)	1	5	2.000	0.949
13	(+)	1	5	3.366	0.923
14	(-)	2	5	3.380	0.828
15	(-)	1	5	3.845	1.016
16	(+)	1	5	3.479	0.870
17	(-)	1	5	3.704	0.894
18	(-)	2	5	4.056	0.554
19	(-)	1	5	3.437	0.945
20	(-)	2	5	3.845	0.725
21	(+)	1	5	3.521	0.853
22	(-)	2	5	3.620	0.828
23	(+)	1	5	1.803	0.743

Table 9

Principals' and Headmasters' Attitudes by Individual Item (Continued)

Items	Coding	Minimum Rating	Maximum Rating	Mean	Standard Deviation
24	(+)	2	5	4.310	0.596
25	(+)	2	5	3.620	0.828
26	(+)	1	5	2.169	0.978
27	(+)	1	5	3.211	0.803
28	(+)	1	5	3.268	0.768
29	(-)	1	5	2.028	0.750
30	(+)	1	4	2.014	0.760
31	(+)	1	5	4.042	0.680
32	(-)	2	5	3.648	0.771
33	(+)	2	5	3.835	0.573
34	(+)	1	5	3.155	1.171
35	(+)	1	4	1.845	0.816
36	(-)	2	5	3.887	0.662
37	(+)	1	4	2.859	1.025
38	(+)	1	5	2.746	0.930
39	(+)	1	4	2.141	0.792
40	(+)	1	4	2.197	0.850

Role of personal experience with students with EBD.

It can be hypothesized that as a matter of practice, principals or headmasters who experienced positive relationships with students with EBD, were predisposed to exhibiting more positive attitudes toward their inclusion. Table 10 reveals that an overwhelming number of respondents (86%) stated a positive experience with students with EBD. Furthermore, Pearson product-moment correlation analysis shows that there was a significant relationship, at $p < .05$ level, between principals' and headmasters' levels of personal experiences with students with EBD and their

attitudes toward inclusion in general education classrooms ($r_{(69)} = .273$, $p = .021$). The more principals or headmasters developed positive relationships with students with EBD, the more positive these school leaders were with regard to the inclusion of these students in classrooms with their non-disabled peers.

Table 10

Principals' and Headmasters' Experience Toward Students with EBD

Type of Experience	*f*	%
Negative	0	0.0
Somewhat Negative	7	9.9
No Experience	3	4.2
Somewhat Positive	30	42.3
Positive	31	43.7

Impact of choice on the attitudes of principals and headmasters.

Principals and headmasters were asked to evaluate whether or not they would be likely to implement a fully inclusive environment if they knew that students with disabilities included would only be students with emotional and behavioral disorders. From the result of the survey (Table 11), only less than 16% of school leaders indicated that they would be willing to do so. Most of the principals and headmasters were either uncertain (49%) or unwilling (35%) to lead fully inclusive schools for students with EBD.

Table 11

Willingness to Implement Inclusive Programs for Students with EBD

Item Statement	Response	*f*	%	Attitude Score	
				M	*SD*
Given a choice, would you implement full inclusion involving **ONLY** students with EBD at your school?	Unlikely	25	35.2	3.235	.305
	Uncertain	35	49.3	3.267	.296
	Likely	11	15.5	3.437	.279

A willingness score was also calculated by summing and finding the mean of the responses to the 5-point Likert scale. The mean willingness score obtained (M = 2.746, SD = 0.930) appeared to be in contradiction with the general tendency toward a positive attitude (M = 3.582) exhibited by principals and headmasters with regard to the inclusion of students with EBD in general education settings. During the follow-up interviews various school leaders supported this finding. Principal #1 noted,

> While I understand the value of including students with emotional and behavioral impairments in regular education classrooms, but I am not ready to have them in these classrooms for most of the time. I have to have an option to separate them from the general population if the students with emotional impairment are not ready to join their nondisabled peers in

regular education classrooms (Personal communication, August 22, 2011).

Likewise, Principal #3 stated, "I believe that when staff members are properly trained, students with behavioral disorders can benefit from being educated with general education students who can be role models for them. However, I don't see how I can accomplish that in my current school" (Personal Communication, August 23, 2011).

From the analysis of the survey and follow-up interview data, despite a general observation skewed toward positive attitudes regarding inclusive classrooms for students with EBD, principals and headmasters appeared to be unwilling to implement these environments. Therefore, ANOVA was performed to evaluate the degree to which school leaders' willingness to implement inclusive settings for students with EBD, as the only disability category impacted their attitudes toward inclusion.

The analysis (Tables 12 and 13) shows that there was an increase in the mean attitude score with principals' and headmasters' willingness to implement inclusive settings for students with EBD (principals unwilling to implement inclusion, M = 3.235; principals uncertain, M = 3.266; principals willing to implement inclusion, M = 3.436). However, these differences were not statistically

significant at $p = .05$ ($F_{(2, 68)} = 1.848$, $p = .165$). Principals' and headmasters' stated willingness to implement inclusive settings for students with EBD, was not an indicator of their overall attitudes toward the inclusion of these students in general education classrooms.

Table 12

ANOVA of Mean Attitude Score Differences by Willingness to Implement Inclusive Environments for EBD

Willingness	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
Unlikely	25	3.235	.305					
Uncertain	35	3.267	.296					
Likely	11	3.437	.279					
Between Groups				.326	2	.163	1.848	.165
Within Groups				5.994	68	.088		
Total				6.320	70			

Furthermore, in spite of the fact that 69% of school leaders reported that students with emotional and behavioral disorders were enrolled in their school, only 12% of them stated that their schools offered fully inclusive classrooms to students with EBD. This low participation of students with EBD in fully inclusive environments appeared to be the result of a few factors. Firstly, most of the respondents (84%) were uncertain or unwilling to implement inclusionary practices for students with EBD. Secondly, systemic issues appear to impede the degree to which inclusionary practices are initiated in the

target district. For example, among the principals and headmasters selected for the face-to-face interview, one reported to only offer substantially separate classrooms because the school district has not offered his school the opportunity for full inclusion. That school leader stated, "We were told that we would receive a highly specialized strand for students with emotional impairments. We were not selected as one of the schools to offer inclusion" (Principal #5, personal communication, August 25, 2011). For another school leaders, "It looks like the school district is so focused in changing the way students with disabilities are educated that they are now telling us what kind of structures we ought to have in our schools" (Principal #4, personal communication, August 24, 2011).

Although principals' and headmasters' willingness to implement inclusion for students with EBD was not statistically significant in determining their attitudes toward inclusionary practices, it is worth noting that school leaders believed that a barrier to expanding these practices for students with EBD may be grounded in their own lack of the skills necessary to implement these environments, and central office top-down strategy to initiate inclusion.

Research Question 2

What factors impact principals and headmasters and promote or inhibit the inclusion of students with emotional and behavioral disorders in general education classrooms in a large urban school district? To address this question, the researcher analyzed the degree to which demographic and intrinsic internal factors contributed to the perceptions and attitudes of principals and headmasters regarding the inclusion of students with EBD in general education classrooms.

Impact of demographic factors on attitudes.

Demographic characteristics of schools and their principals were examined to evaluate their impact on the perceptions and attitudes of school leaders regarding inclusionary practices for students with EBD.

Effects of school characteristics.

Pearson product-moment correlation and ANOVA were performed to test five null hypotheses. These null hypotheses looked to determine whether school characteristics such as the size of student enrollment, the academic level, the proportion of students with EBD, the adequate yearly progress status, or the composite performance index of schools influenced the attitudes of

principals and headmasters toward the inclusion of students with EBD.

School size and attitudes.

ANOVA was used to determine the relationship between the size of schools in terms of the number of students enrolled and the attitude scores of principals and headmasters (Table 13).

Table 13

ANOVA of Mean Attitude Score Differences by Size of Schools

School Size	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
Small	54	3.29	.316					
Medium	7	3.24	.290					
Large	10	3.25	.233					
Between Groups				.032	2	.016	.172	.842
Within Groups				6.288	68	.092		
Total				6.320	70			

Note. Small: Less than 500 students; Medium: 500 – 750 students; Large: 750 students and more.

This analysis reveals that although it appeared that principals and headmasters of small sized schools had a more positive attitude toward the inclusion of students with EBD than their counterparts at medium and large sized schools, the differences observed were not statistically significant at $p = .05$ ($F_{(2, 68)} = .172$, $p = .842$).

Academic level of schools and principals' attitudes.

Another ANOVA was performed to examine the extent to which the academic level of the schools was a determinant factor in discerning the attitudes of principals or

headmasters toward the inclusion of students with EBD. Table 14 shows that at p = .05 level, the academic level of schools, regardless of whether or not they were elementary, middle or high school, played no significant role in the general attitudes of principals or headmasters toward inclusion ($F_{(2, 68)}$ = .449, p = .640).

Table 14

ANOVA of Mean Attitude Score Differences by Type of Schools

School Level	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*P*
Elementary	30	3.25	.295					
Middle	19	3.33	.351					
High	22	3.28	.267					
Between Groups				.082	2	.041	.449	.640
Within Groups				6.238	68	.092		
Total				6.320	70			

Proportion of students with EBD, types of service delivery environments, and attitudes of principals.

This researcher also evaluated whether the proportion of students with EBD enrolled or the type of service for students with EBD could influence the attitudes of principals or headmasters toward inclusion. In this sense, it could be reasonable to hypothesize that the principals or headmasters of schools with a greater proportion of students with EBD would be more prone to exhibiting positive attitudes toward inclusion because of their perceived familiarity and understanding of the work required for the success of students with EBD. Likewise, it could be hypothesized that leaders of schools offering a

continuum of service delivery, including partial inclusion, could be more likely to exhibiting positive attitudes toward full inclusion.

Table 15 shows that there were no statistical differences in the attitudes toward the inclusion of students with EBD between principals or headmasters who reported the presence of these students in their enrollment (M = 3.279) and those who did not have students with EBD at their schools (M = 3.288). The t-test of independent samples revealed that there was no significant difference at $p < .05$ in the attitudes of principals or headmasters as they relate to the placement of students with EBD at their schools, $t_{(69)} = -.108$, $p > .05$.

Table 15

T-test of Independent Samples for Enrollment of Students with Emotional and behavioral disorders on Principals' and Headmasters' Attitudes Toward Inclusion

Variable	*n*	*M*	SD	*t*	*df*	*p*
Attitude Score						
With Students with EBD	49	3.279	.325			
				-.108	69	.914
Without Students with EBD	22	3.288	.296			

Furthermore, as shown in Table 16, the proportion of students with EBD in the total enrollment did not significantly impact the attitudes of principals or headmasters toward inclusion ($r_{(69)} = .121$, $p = .314$).

Table 16

Pearson Product-Moment Correlation for Proportion of Students with Emotional and behavioral disorders on Disabilities on Principals' and Headmasters' Attitudes Toward Inclusion

Percent of Students with EBD	*n*	*M*	*SD*	*r*	*p*
0%	22	3.288	.296		
1 – 10%	34	3.240	.289		
11 – 20%	6	3.304	.450		
21 – 30%	5	3.410	.319		
31% or more	4	3.406	.178		
Correlation				.121	.314

Finally, Table 17 shows that the mean attitude score of school leaders, who reported full inclusion as the learning environment that best describes the placement of students with EBD in their schools, was slightly higher than that of other principals and headmasters who identified other placement options for students with EBD. However, ANOVA revealed that the difference in the mean attitude scores was not statistically significant ($F_{(4, 66)}$ = 1.032, $p > .05$). This implies that the educational environment as general education, full inclusion, partial inclusion, substantially separate classrooms, and continuum of services, was not a significant indicator of the attitudes of principals and headmaster regarding the inclusion of students with EBD.

Table 17

ANOVA for Principals' and Headmasters' Attitudes Score Differences by Learning Environment

Environment	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
Gen. Ed.	22	3.31	.350					
Full Inclusion	6	3.34	.299					
Partial Incl.	13	3.28	.222					
Subst. Sep.	25	3.30	.300					
Cont. Serv.	5	3.03	.201					
Between Groups				.372	4	.093	1.03	.398
Within Groups				5.948	66	.090		
Total				6.320	70			

Note. Gen. Ed. = General education; Subst. Sep. = Substantially separate; Partial Incl. = Partial inclusion; Cont. Serv. = Continuum of services (Full inclusion – Partial inclusion, Partial inclusion – Substantially Separate)

Impact of schools' academic achievement on principals' attitudes toward inclusion.

Table 18 reveals that schools' accountability reports, as demonstrated by their adequate yearly progress status, did not significantly impact the attitudes of principals or headmasters toward the inclusion of students with EBD. In both English language arts and mathematics, the *p*-value was greater than .05.

Table 18

T-Test of Independent Samples for Schools' 2010 AYP Status on the Attitudes of Principals and headmasters Toward Inclusion

Meeting AYP Benchmarks	*n*	*M*	SD	*t*	*df*	*p*
English Language Arts						
Yes	27	3.262	.300			
				-.129	69	.898
No	39	3.271	.269			
Mathematics						
Yes	32	3.303	.293			
				.791	63	.432
No	33	3.249	.255			

With consideration to the academic performance of students as demonstrated by the composite performance index, Tables 19 and 20 reveal a significant difference in the attitudes of principals or headmasters toward the inclusion of students with EBD in general education classrooms. In English language arts, ANOVA yielded a $p < 0.05$ for all students ($F_{(2, 62)} = 3.271$) and for students with disabilities ($F_{(2, 59)} = 3.707$).

Table 19

ANOVA for Principals' and Headmasters' Attitude Score Differences by Performance Level of all Students in 2010

Performance	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
ELA								
Low	27	3.22	.292					
Moderate	14	3.28	.251					
High	25	3.31	.285					
Between Groups				.386	2	.139	3.271*	.045
Within Groups				3.717	63	.059		
Total				4.103	65			
Mathematics								
Low	22	3.17	.252					
Moderate	25	3.30	.250					
High	18	3.38	.298					
Between Groups				*.443*	2	.222	3.171*	.049
Within Groups				*4.351*	62	.07		
Total				*4.794*	64			

Note: *F-ratio significant at $p = 0.05$ level (2-tailed). Performance range: Low = 0 – 69.9; Moderate = 70.0 – 79.9; High = 80 and more.

Likewise, a significant difference was observed in mathematics ($F_{(2, 62)} = 3.171$, $p = .049$ for all students; $F_{(2, 59)} = 3.25$, $p = .030$ for students with disabilities). These

results suggest that principals or headmasters of schools with higher levels of academic performance were more positive toward the inclusion of students with EBD in general education settings.

Table 20

ANOVA for Principals' and Headmasters' Attitude Score Differences by Performance Level of Students with Disabilities in 2010

Performance	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
ELA								
Low	45	3.24	.249					
Moderate	10	3.26	.278					
High	7	3.36	.363					
Between Groups				.598	2	.299	3.707*	.030
Within Groups				4.758	59	.080		
Total				5.356	61			
Mathematics								
Low	49	3.23	.311					
Moderate	6	3.27	.268					
High	7	3.33	.327					
Between Groups				*.499*	2	.250	3.235*	.046
Within Groups				*4.551*	59	.077		
Total				*5.050*	61			

Note: *F-ratio significant at $p = 0.05$ level (2-tailed).

Principals' and headmasters' profiles, and attitudes.

T-tests of independent variables, ANOVA, and Pearson product-moment correlations were performed to determine the extent to which variables such as age, gender, professional experience, knowledge, or training, impacted the perceptions and attitudes of principals or headmasters regarding inclusive settings for students with EBD.

Role of age or gender.

Although Table 21 shows that female principals and headmasters were slightly less positive toward the inclusion of students with EBD than their male counterparts, this difference was not significant (t = .523, p = .602). This suggests that gender was not a significant factor in discerning the attitudes of principals toward the inclusion of students with EBD.

Table 21

T-Test of Independent Samples for Gender on the Attitudes of Principals and headmasters Toward Inclusion

Gender	N	Mean	SD	*t*	*df*	*p*
Male	18	3.31	.24			
Female	53	3.27	.32			
Total	71	3.28	.301	.523	69	.602

The results of the ANOVA (Table 22) performed to test the relationships between the age and the attitudes of principals and headmasters toward the inclusion of students with EBD reveals that there was a significant difference ($F_{(3, 67)}$ = 3.059, p < .05). Older principals or headmasters were more positive about the inclusion of students with EBD than their younger counterparts.

Table 22

ANOVA for Principals' and Headmasters' Attitude Score Differences by Age

Age	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
Less than 35	5	3.19	.156					
35 – 44	36	3.23	.294					
45 – 54	13	3.24	.281					
55 or more	17	3.46	.310					
Between Groups				.771	3	.257	3.059*	.034
Within Groups				5.629	67	.084		
Total				6.400	70			

Note: **F*-ratio significant at *p* = 0.05 level (2-tailed).

Impact of professional experience on attitude.

Pearson product-moment correlation was performed to examine the degree to which professional experience played a role in determining the perceptions and attitudes of principals or headmasters in the inclusion of students with EBD. Table 23 shows that there were no significant differences in the mean attitude scores of principals or headmasters in relation to the length of their professional experience as teachers and school leaders. For all variables related to professional experience, the *p*-ratio was greater than .05.

Table 23

Pearson Product-Moment Correlation Between Professional Experience and Attitude Score

Independent Variables	*r*	*p*
Years of Teaching General Education	.031	.794
Years of Teaching Special Education	.192	.108
Years of Teaching Students with EBD	.182	.128
Years as Principals and Headmasters	-.129	.284

Role of knowledge and training.

ANOVA (Table 24) compares the level of education and training achieved by principals or headmasters, and their mean attitude scores toward inclusive settings for students with EBD. The analysis revealed that at $p < .05$, there were no significant differences in the attitudes of principals and headmasters with respect to the level of degree earned ($F_{(4, 66)} = 1.299$, $p = .280$) or the amount of special education in-service training received ($F_{(4, 66)} = 1.389$, $p = .247$). However, the analysis suggested that the type of training received significantly impacted the attitudes of principals and headmasters. The results from ANOVA suggest that at p = .05 (2-tailed) level, there were significant differences in the type of professional license earned ($F_{(4, 66)} = 3.987$, $p <.05$), the level of special education credits received ($F_{(4, 66)} = 2.780$, $p < .05$), the level of knowledge of special education law ($F_{(4, 66)} = 3.613$, $p < .05$), and the attitudes of principals and headmasters toward inclusion. In other words, the knowledge of special education legislation, coupled with formal training in the area of special education, were important factors in determining the attitudes of principals and headmasters toward the inclusion of students with EBD.

Table 24

ANOVA for Principals' and Headmasters' Attitude Score Differences by Level of Education and Training

Variables	*n*	*M*	*SD*	*SS*	*df*	*MS*	*F*	*p*
Degree			.403					
Masters	13	3.32	.367					
Masters+45	11	3.22	.231					
Masters+30	22	3.22	.208					
CAGS	18	3.29	.341					
Doctorate	7	3.49	.300					
Between Groups				.461	4	.115	1.299	.280
Within Groups				5.859	66	.089		
Total				6.320	70			
License								
Gen. Ed.	46	3.13	.305					
Special Ed.	5	3.27	.273					
Dual Lic.	20	3.30	.313					
Between Groups				*.736*	3	.368	3.987*	.023
Within Groups				*6.184*	67	.092		
Total				*6.920*	70			
Sped Credits								
None	13	3.16	.268					
1 – 5	12	3.24	.294					
6 – 10	7	3.23	.232					
11 – 15	7	3.35	.286					
16 & more	32	3.58	.356					
Between Groups				*.911*	4	.228	2.780*	.034
Within Groups				*5.409*	66	.082		
Total				*6.320*	70			
In-Service Sped Hours								
0 – 10	28	3.32	.283					
11 – 20	9	3.43	.348					
21 – 30	8	3.28	.287					
31 – 40	2	3.05	.601					
41 & more	24	3.20	.277					
Between Groups				*.491*	4	.123	1.389	.247
Within Groups				*5.829*	66	.088		
Total				*6.320*	70			

Table 24

ANOVA for Principals' Headmaster's Attitude Score Differences by Level of Education and Training (Continued)

Sped Law Knowledge							
Little	8	3.05	.135				
Uncertain	3	3.44	.506				
Some	60	3.30	.296				
Between Groups				*.625*	2	.313	3.613* .032
Within Groups				*5.795*	68	.086	
Total				*6.320*	70		

Note: CAGS = Certificate of advanced Graduate Studies; Gen. Ed. = General Education; Special Ed. = Special Education; Dual Lic. = Dual License; Sped = Special Education.
**F*-ratio significant at $p = 0.05$ level (2-tailed).

Impact of internal factors on attitudes.

In addition to demographic characteristics on which school leaders may or may not be able to control, this study explored deep seeded beliefs affecting the attitudes or perceptions of principals and headmasters regarding the inclusion of students with EBD in general education classrooms. In this investigation, in addition to the survey responses, follow-up interviews were conducted. Responses from the survey and the interviews were organized into various themes including the benefits of inclusion, issues of equity and fairness, readiness, and the ability to impact change.

The resulting analyses examined the mean ratings, and Pearson product-moment correlation was used to determine the degree to which these practices impacted the overall

attitudes of principals and headmasters toward the inclusion of students with emotional and behavioral disorders.

Benefits of inclusion.

Generally, principals and headmasters displayed high levels of agreement related to the benefits of inclusion for students with EBD (Table 25). Particularly, school leaders believed that students with EBD are not too impaired to benefit from activities in general education (*M* = 4.28).

Table 25

Mean Attitude Ratings on the Benefits of Inclusion

Item Statements	Mean	*SD*
2. Full inclusion settings enhance the learning experience of students with EBD.	3.96	.777
5. Students with EBD are not too impaired to benefit from the activities in general education classrooms.	4.28	.675
7. Nondisabled students can benefit from contact with students with EBD.	4.17	.605
20. School can be expected to improve their AYP status even if students with EBD are included in general education classrooms	3.85	.725
21. All students benefit academically from the inclusion of students with EBD.	3.52	.853
25. All students can benefit socially from the inclusion of students with EBD.	3.62	.828

Table 25

Mean Attitude Ratings on the Benefits of Inclusion (Continued)

Item Statements	Mean	*SD*
27. Despite their impulsive and explosive behaviors, students with EBD are ready to cope with the academic demands of general education classrooms.	3.21	.803
36. The inclusion of students with EBD in general education classrooms is not detrimental to their educational progress.	3.89	.662

In addition, school leaders believed that nondisabled students can also benefit from contact with students with EBD (M = 4.17). Furthermore, the analysis showed (Table 32) that there was a strong correlation between the belief that inclusionary practices are beneficial for both students with EBD and their nondisabled peers, and the general attitudes of principals and headmasters toward inclusionary settings for students with EBD ($r_{(69)}$ = .707, p < .01). This suggested that the more principals or headmasters were in agreement with the perceived benefits of inclusion for students with EBD, the more positive they were with their general attitudes toward inclusive practices for these students.

This finding from the survey was in line with the results of the follow-up interviews. 80% of the principals

and headmasters surveyed believed that inclusion enhanced the socio-emotional and academic needs of all students. To the interview question, "Is there any benefit to including students with emotional and behavioral disorders in general education classrooms?" one of principals responded,

> Schools are social organizations where all educators are charged to teach relevant academic subjects to students, and social interactions amongst them. In order to do that, I believe that regular education students and those with emotional and behavioral disorders must learn in the same classroom. I believe that regular education students will be able to learn from the negative behaviors displayed and they will be able to know how to conduct themselves in the event that anyone approaches them in a manner that is inappropriate. Conversely, students with emotional and behavioral disorders will be able to observe and practice model behaviors displayed by regular education students. In all, it is a win-win situation! (Principal #2, personal communication, August 22, 2011).

Amongst principals who did not perceive the inclusion of students with EBD in general education as beneficial (20%), one stated,

> My job is to provide a learning environment that is physically and emotionally safe for all students. Unfortunately, including students with emotional and behavioral disorders in regular classes defeats this goal. Despite anyone's good intentions, these students often disrupt classes and instruction is almost impossible... this is unfair to the regular education students who just want to learn (Principal #5, personal communication, August 25, 2011).

Readiness factor.

Table 26 shows that principals and headmasters definitely doubted that school leaders (M = 2.01) and teachers (M = 1.89) were sufficiently trained to deal with students with emotional and behavioral disorders. This sense of the ability to effectively deal with students with EBD significantly impacted the attitudes of principals or headmasters toward inclusion ($r_{(69)}$ = .643, p < .01). The more school leaders perceive a deficiency to deal with students with EBD, the more they exhibit negative attitudes toward their inclusion in general education classrooms.

Table 26

Mean Attitude Ratings on Readiness of Teachers and Principals and Headmasters to Deal with Students with EBD

Item Statement	*M*	*SD*
1. General education teachers are trained to adequately cope with students with EBD.	1.89	.797
3. Only teachers with extensive educational experience can be expected to deal with students with EBD.	3.96	.846
8. An effective general education teacher can help students with EBD succeed.	4.38	.514
10. General education teachers should be expected to accept students with EBD into their classrooms.	3.98	.957
15. All principals should be expected to embrace the inclusion of students with EBD.	3.85	1.016
30. Principals are generally trained to deal with problems related to students with EBD.	2.01	.760

The analysis of the interviews conducted to gauge an in-depth understanding of the perceptions of principals or headmasters toward the inclusion of students with EBD, also revealed that a substantial number of responses (60%) identified the lack of training by school leaders and teachers as the greatest barrier to the inclusion. To this end, one of the principals stated, “As a regular education school, we are not properly trained to support students with emotional and behavioral disorders. Expecting us to

be able to service these students in our classes is not only unfair to them, but also to their regular education peers" (Principal #3, personal communication, August 23, 2011).

Managing resources.

In Table 27, the attitude mean score of 3.75 suggests that principals and headmasters believe that students with EBD should not be placed in special education classrooms or schools specially designed for them. However, they did not believe that schools have sufficient resources to cope with the inclusion of students with EBD (*M* = 1.80).

Table 27

Mean Attitude Ratings on Appropriateness of Resources

Item Statement	*M*	*SD*
6. Because special education programs are better resourced, students with EBD should be placed in special classes or schools specially designed for them.	3.75	.782
12. The lack of access to other professionals (e.g. clinical coordinators) makes the inclusion of students with EBD difficult to implement.	2.00	.949
19. Students with EBD are pushed into general education classroom so that the district could save money.	3.44	.945
23. Schools have sufficient resources to cope with the inclusion of students with EBD.	1.80	.743
26. There is sufficient funding to permit effective inclusion for students with EBD.	2.17	.978

Furthermore, Pearson product-moment correlation measuring the degree of the relationship between the perceived effectiveness of resources and the general attitudes of school leaders toward inclusive practices for students with EBD revealed significant differences ($r_{(69)}$ = .651, p < .01). Principals and headmasters generally exhibited negative attitudes (M = 2.63) toward inclusion when they perceived a lack of resources to support the practice.

This sentiment was also evident during the interview process. When asked to identify the greatest disadvantages of the inclusion of students with emotional and behavioral disorders in general education settings, 52% of the responses identified the lack of adequate resources to support the practice. According to one of the respondents, the lack of appropriate human resources could negatively affect the success of inclusionary practices for students with EBD. This respondent stated that "When schools do not have professionals such as behavioral specialists to help shape the undesirable behaviors, or counselors to provide therapy and emotional support, it is difficult to conceive that they can successfully implement inclusion" (Principal #1, personal communication, August 22, 2011). For another respondent, the manner in which schools are funded was a

detriment to expanding inclusionary settings for students with EBD. This school leader explained,

> The new student funding formula is a disincentive for the inclusion of students with emotional and behavioral disorders. According to the formula, schools receive the same funding allocation whether students with emotional and behavioral disorders are enrolled in substantially separate or in inclusive classes. So, a funding system that does not take into account the difficulties of inclusion settings, leads many school to keep students with EBD in substantially separate classrooms (Principal #5, personal communication, August 25, 2011).

Practice of equity and fairness.

Issues of equity and fairness emerged as another relevant factor impacting the attitudes of principals and headmasters toward inclusion. With a mean attitude score of 4.31 (Table 28), school leaders definitely believed that students with EBD have the right to be educated in general education classrooms. At $p < .01$, a significant correlation ($r = .593$) was noted between principals' and headmasters' attitudes toward inclusion and matters of equal access to education. To this end, one principal interviewed opined

that “The inclusion of students with emotional and behavioral disorders is a matter of civil right” (Principal #2, personal communication, August 22, 2011). Another one added, “The strongest argument for the inclusion of students with emotional and behavioral disorders is that it provides equity and access to a rigorous education” (Principal #4, personal communication, August 24, 2011).

Table 28

Mean Attitude Ratings on Practice of Equity and Fairness

Item Statement	*M*	*SD*
16. Regardless of whether parents of general education students object to inclusion, the practice should be supported and implemented.	3.47	.870
24. Students with EBD have the right to be included in general education classrooms.	4.31	.569
28. Including students with EBD in general education classrooms is fair to all students.	3.27	.768
32. Inclusive environment does not deny students with EBD the specialized instruction they need	3.64	.771

Ability to impact significant reform.

Table 29 shows that in relationship to being able to create inclusive settings for students with EBD, principals and headmasters exhibited negative attitudes (*M* = 2.03) as 83% of them believed that the responsibility for making that decision was incumbent on the district. Pearson

product-moment yielded a correlation $r = .312$; $p = .008$, suggesting a significant relationship between principals' attitudes toward inclusion and their perceived authority in creating such settings. Principals and headmasters perceived that in the district, changes regarding the education of students with disabilities were initiated and directed by the Office of Special Education and Student Services. They believed that their role was reduced to simply implement district directives. For example, one of the principals stated:

> There is a sense that things are changing in the way that students with disabilities are educated in the district. However, I believe that principals have not been sufficiently involved with the process. For example I was told that I would have a highly specialized strand for emotional impairment students and I am not sure what that entails. I am not sure how this new structure differs from the Lab/cluster for students with emotional impairment... We are just reduced to implementing the district initiatives (Principal #1, personal communication, August 22, 2011).

Table 29

Mean Attitude Ratings on Decision-Making Authority

Item Statement	*M*	*SD*
29. Creating inclusive settings for students with EBD is the responsibility of the school district.	2.03	.750
35. The school district offers many opportunities to principals for staff development with regard to the inclusion of students with EBD.	1.85	.816
37. The school district is a strong supporter of inclusive settings for students with EBD.	2.86	1.025

Implementation issues.

According to Table 30, although principals and headmasters appeared to be uncertain (*M* = 3.13) about the way inclusionary practices for students with EBD were in general implemented, they agreed that the inclusion of these students in general education could create additional challenges to teachers (*M* = 2.70). Principals and headmasters also agreed that inclusionary practices for students with EBD were neither planned carefully (*M* = 2.14) nor implemented with a strong support of principals (*M* = 2.20). In addition, the results from Pearson product-moment correlation showed that at $p < .01$ level, there was a significant strong relationship between principals' perceived implementation issues and their general attitudes toward the inclusion of students with EBD (*r* = .734). The

more principals lacked clarity with the implementation of inclusionary practices for students with EBD in the district, the more they exhibited negative attitudes toward these practices.

Table 30

Mean Attitude Ratings on Implementation Issues

Item Statement	*M*	*SD*
4. Including students with EBD in general education creates few additional problems for teachers.	2.70	.907
9. Conditions in general education should be modified to meet the needs of all students including students with EBD.	4.34	.514
11. Students who are continuously aggressive toward their peers and teachers should not be included in general education classrooms.	3.06	1.019
14. Students with EBD take up too much time of the classroom staff.	3.38	.828
18. Students with EBD will disrupt the learning of other students. So, their inclusion should be opposed.	4.06	.554
34. I have the authority as a principal to implement inclusive settings for students with EBD.	3.16	1.171
39. The inclusion of students with EBD in the district is being implemented and carefully planned.	2.14	.792
40. The inclusion of students with EBD in the district is being implemented in consultation with and strong support of principals.	2.20	.850

Policy issues.

Few principals or headmasters (10%) believed that as a matter of policy, students with EBD should be excluded from general education settings and placed in specialized environments where their needs could be met without fanfare. However, most of the principals and headmasters believed that the inclusion of students with EBD should be supported (M = 4.04) and embraced (M = 3.84). To this end, Table 32 shows a strong and significant relationship was observed between the general attitudes of principals and headmasters toward inclusion and the belief that the practice is supported by policies (r = .732, p < .01). During the interviews, when respondents were asked to share their thoughts about the impact of educational policies and the inclusion of students with EBD, one headmaster replied,

> I believe that the principle of least restrictive environment has been crucial in forcing educators' hands to provide inclusive settings for students with disabilities. This policy has enabled educators to engage in transformative changes in the way they view students with disabilities. So without sound policies, changes may be very slow to materialize (Principal #2, personal communication, August 22, 2011).

Table 31

Mean Attitude Ratings on Policy Issues

Item Statement	*M*	*SD*
13. It should be the policy that students with EBD are included in general education classrooms.	3.37	.923
17. Students with EBD do not belong to special schools where their needs can be met.	3.70	.894
22. The policy of inclusion of students with EBD is fine in theory, but the practice does not work.	3.62	.828
31. The practice of inclusion of students with EBD in general education classroom should be supported.	4.04	.680
33. As transformative leaders, principals should embrace the inclusion of students with EBD in general education classrooms.	3.84	.573

Table 32

Pearson Product-Moment Correlation Between Leadership Practices and Attitudes Toward Inclusion

Leadership Practice	*M*	*SD*	*r*	*p*
Benefits of Inclusion	3.81	.455	.707	.000
Readiness	3.30	.421	.643	.000
Managing resources	2.63	.533	.651	.000
Equity and fairness	3.68	.483	.593	.000
Decision making authority	2.37	.568	.312	.008
Implementation practices	3.13	.396	.734	.000
Policy practices	3.71	.489	.732	.000

Note: All correlation is significant at the .01 level (2-tailed)

Research Question 3

What are the approaches principals and headmasters use to initiate, facilitate, support, and sustain the inclusion

of students with emotional and behavioral disorders in general education classrooms in a large urban school district?

In light of the documented difficulties to include students with EBD in general education classrooms, the goal of this section was to understand how schools begin the process of inclusion and sustain its development. To do so, the results from the survey and follow-up interviews, coupled with the literature reviews were organized in three essential common domains of behaviors and practices for success: developing a school-wide culture of inclusion, organizational capacity, and effective instructional practices.

Developing a school wide culture of inclusion.

Although the collective efforts from parents, students, and educators are necessary for the success of inclusive practices for students with disabilities in general and students with emotional and behavioral disorders in particular, school leaders remain essential catalysts for its implementation (Van Dyke & Stallings, 1995). In order to do so, school leaders must be deliberate and purposeful in fostering a whole school climate conducive to a successful inclusion of students with disabilities (Salisbury, 2006). To initiate and

sustain inclusive environments for students with EBD, school leaders must foster an environment where the responsibility of educating these students does not lie solely on special education teachers, but rather it is based on the effort of all educators working collaboratively (Sage & Burrello, 1994; Salisbury & McGregor, 2005). In this study, creating such a school climate where the needs of all students are addressed means that school leaders must work to establish a shared vision and mission that emphasize the inclusion of students with EBD. To this end, in discussing the need for a shared vision based on creating or changing conditions to promote success for students with EBD and their nondisabled peers in an inclusionary environment, one of the principals stated during the follow-up interviews, "We cannot claim to create an inclusive school if we do not have the buy-in from everybody; administration, teachers, parents, students...I mean our whole school community has to be part of what we are trying to achieve" (Principal #4, personal communication, August 24, 2011). However, although 27% of the principals and headmasters surveyed responded that they offer inclusionary practices for students with EBD in their schools, when asked to name two absolute essentials in order to make inclusion work, only 10% of the responses

were about a clearly identified shared vision/mission (Figure 5). This low percentage of responses is in contrast with the approaches necessary for initiating and sustaining inclusionary practices in the literature. Research revealed that leaders of schools fostering inclusionary practices clearly define a vision/mission that emphasizes the values of inclusion (Parker & Day, 1997; Warger & Pugach, 1996).

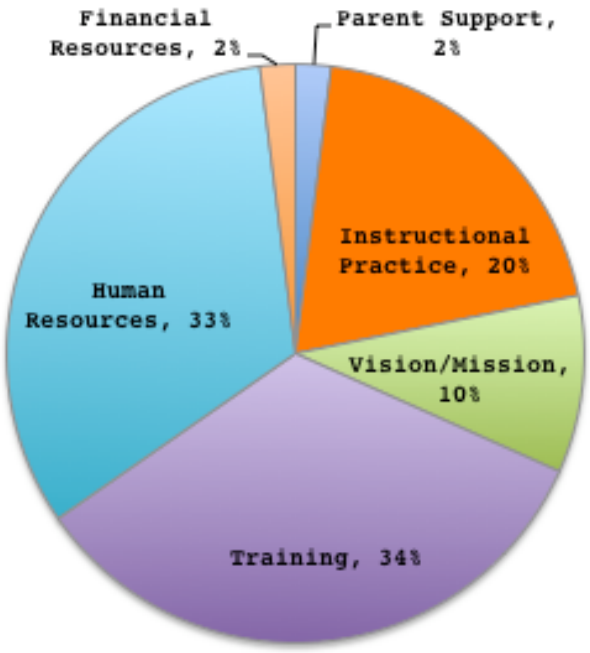

Figure 5: Essential elements for a successful inclusion of students with emotional and behavioral disorders

A school wide culture of inclusion also requires that principals and headmasters view classrooms and school communities as a microcosm of the real world. As such, to be prepared to face the adversities of the real world, students, including those with EBD, must learn to interact

with each other (Van Dyke & Stallings, 1995). School leaders must therefore be deliberate in challenging their community in fostering a deeply held belief that students with EBD and their nondisabled peers are capable of learning in the same and safe environment, and that educators will commit "to providing all children equal access to a rich core curriculum and quality instruction" (Servatius, Fellows, & Kelly, 1992, p. 269). To this effect, decisions to meet the needs of students with EBD in inclusive environments must be based on sound programmatic reasons rather than financial or even political ones (Cheney & Muscott, 1996). In this study, school leaders have demonstrated a deep understanding of this approach. For example, Figure 5 shows that only 2% of their responses favored financial resources as a key element to initiate and sustain inclusionary practices for students with EBD.

Organizational capacity for inclusion.

The basic premise of inclusionary practices is centered on an organizational structure that emphasizes collaboration among educators, support services providers (therapists and behavioral specialists), parents, and the community at large (Macmillan & Edmunds, 2010; Ryan, 2007). Effective leadership to initiate and sustain inclusive practices manifests itself by creating and fostering a

culture of collaboration between and among general education and special education educators. To achieve this, a broad range of service delivery models have been implemented across school districts. These models of inclusion are primarily based on a dual system approach, and increasingly on a unitary system approach.

Dual system approaches of inclusionary practices are widely implemented and grounded on the basis of a general education teacher collaborating with a special education teacher. Two distinct models requiring either a push-in strategy or a full time co-teaching practice often characterize this collaboration. In a push-in instructional strategy, a special education teacher is assigned to various classrooms and collaborates with each of the general education teachers to develop specialized instructional practices and behavioral interventions. In most cases, this structure takes the form of a consultative partnership and is termed “collaborative consultation” (Warger & Pugach, 1996). The other widely used form of collaborative practice in inclusive classrooms is a co-teaching model. In this model of instruction, a special education teacher and his/her general education counterpart are assigned to the same classroom and are equally responsible for the instruction of all students (McDuffie

et al., 2008). This model of instructional delivery is widely used in this area of study. Among participants who reported the presence of inclusive practices in their schools, 62% revealed that co-teaching was the model of instructional delivery system (Figure 6).

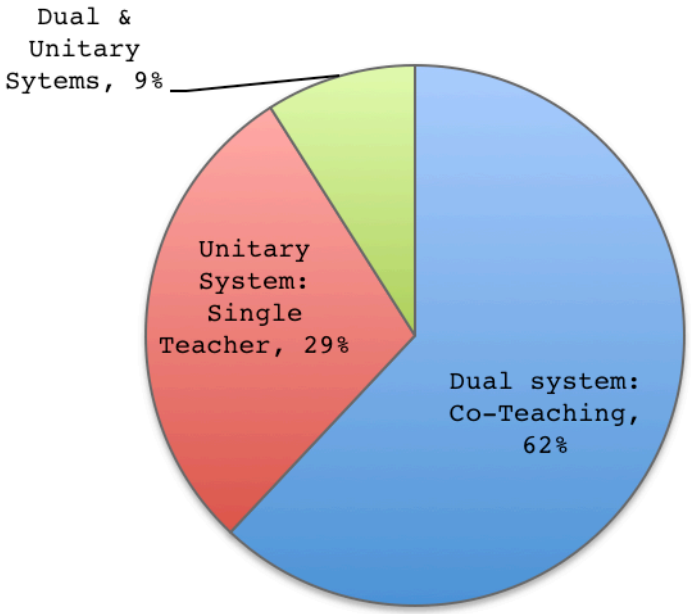

Figure 6: Service delivery models available in schools offering inclusive environment for students with emotional and behavioral disorders.

Furthermore, the analysis of the data showed that in this urban district, participants revealed that the co-teaching model was exclusively used in schools offering partial inclusion to students with EBD (Figure 7). For these principals and headmasters, co-teaching models were best suitable to improve the quality of support received in inclusive environments for students with EBD. To this effect, one of the principals reported, "Offering a co-

teaching model in our school brings the best of two worlds for the benefit of our students. Special education and general education teachers truly learn from each other. As a result, they are strong in addressing the needs of all students" (Principal #3, personal communication, August 23, 2011). This means that for these school leaders, successful inclusionary practices are possible when attention is focused on merging a dual system into a single system that emphasizes creating or changing conditions to meet the needs of students.

The results of this study also reveal that schools implementing inclusionary practices are increasingly adopting a unitary service delivery model characterized by a single dually licensed teacher responsible for the instruction of all students. Among school leaders who reported offering inclusive environments for students with EBD in their schools, the analysis of the data reveals that in schools where full inclusion is practiced, the instructional model is based on a single dually licensed teacher responsible for both the explicit and the hidden curricula (Figure 7). In these schools, dually licensed teachers are responsible for planning and implementing instructional practices as well as behavioral interventions to meet the academic, and socio-emotional and behavioral

needs of all students. In this case, teachers collaborate not on the basis of the license they hold, but rather on the basis of collectively identifying strategies to meet the needs of all students.

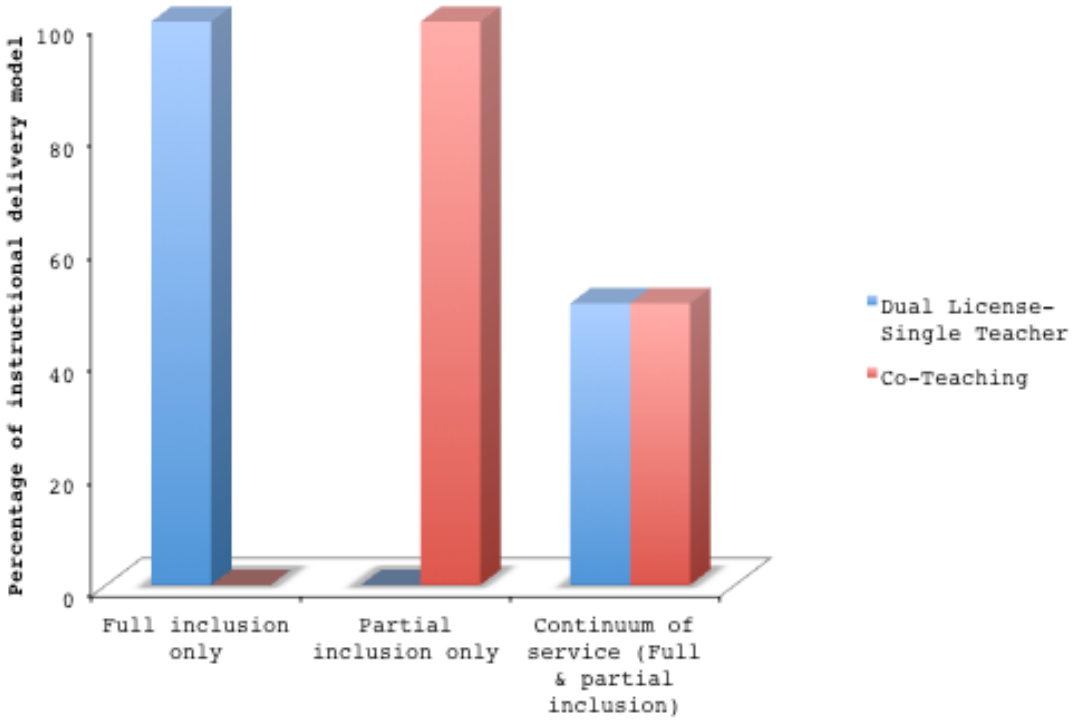

Figure 7: Service delivery models and instructional strategies

In strengthening the organizational capacity where all educators take responsibility for meeting the needs of all students rather than identifying themselves as special education or general education teachers, school leaders recognize that practices that enhance inclusion for students with EBD depends on the nature of collaborative endeavors in schools (Reynold, Wang, & Walberg, 1987).

Effective instructional practices

More often than not, some educators believe that "behavior problems prevent teachers from implementing high quality instruction to students with EBD" (Wehby et al., 2003, p. 194). For these educators, the success of students with EBD in general education settings is grounded in the belief that these students must first be able to control their negative behavioral patterns before they can be ready to learn. This concept of behavioral readiness skills was concerning to some of the principals and headmasters in the area of study. Responding to an inquiry about the disadvantage of inclusion for students with EBD, 18% of the concerns cited by school leaders targeted behavioral issues displayed by these students (Figure 8).

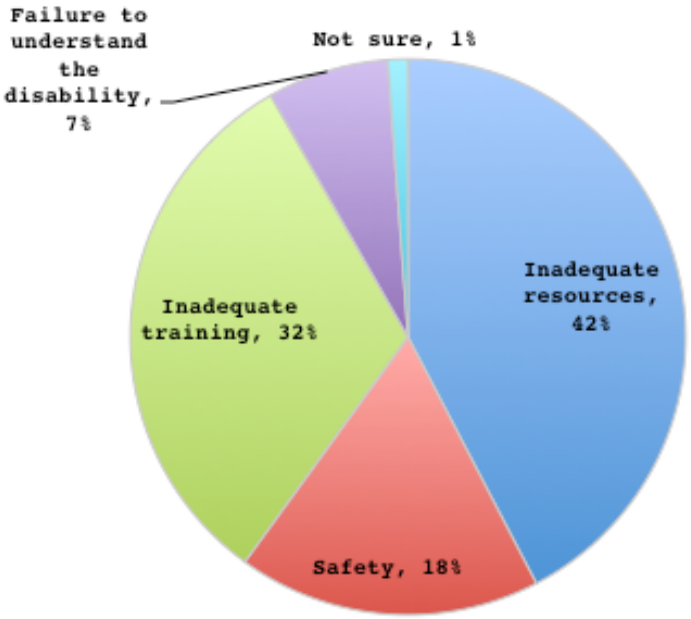

Figure 8: Arguments against the inclusion of students with EBD in general education classrooms

In contrast to this view, an increasing level of evidence showed that instructional practices rather than the concept of behavioral readiness skills are essential for the success of students with EBD in inclusive settings (McDuffie et al., 2008; Sutherland, Wehby, & Yoder, 2002). Not only did school leaders in this study express a positive attitude (M = 4.38) toward students with EBD in general education classrooms with respect to the effectiveness of competent teachers, but also 39% of them strongly believed that competent teachers and effective instructional practices are able to achieve great success academically and behaviorally with students with EBD. In addition, 20% of the responses by school leaders in this study (Figure 5) cited effective instructional practices as essential approaches to sustaining the inclusion of students with EBD in general education classrooms. To this effect, research revealed that one of the most effective practices in supporting desirable behavioral outcomes rests on the extent to which teachers acknowledge students with EBD. It suggested that, an increase in praise and opportunities for students to respond during class activities leads to an increase in student engagement, which in turn leads to a decrease in negative behaviors (Lewis et al., 2004; Sutherland & Wehby, 2001). To this

end, principals and headmasters in the target area of study made it clear that differentiated instruction and the effective engagement of students with EBD in classroom activities are at the cornerstone of successful inclusionary practices. One participant in the face-face interview noted,

> Students with EBD come with a wide range of academic and socio-emotional needs. So, to make inclusion work, teachers' ability to differentiate instruction and support students' emotional needs is very important. This is where my job is important... creating an environment where my teachers feel that they are fully supported (Principal #2, personal communication, August 22, 2011).

Summary

This chapter presented the results of the data analysis examining the attitudes of principals and headmasters toward the inclusion of students with emotional and behavioral disorders and the factors impacting these attitudes. Based on the response of 71 school leaders to a self-reporting survey and five follow-up interviews, the results showed that although principals and headmasters neither demonstrate strong positive nor strong negative attitudes toward inclusionary practices for students with

EBD, their attitudes were nevertheless skewed toward positive ones (M = 3.582).

The investigation also examined whether or not school demographic data or principals or headmasters demographic data impacted their attitudes toward inclusion. After conducting t-test, ANOVA, and Pearson product-moment correlations analyses, the study found that amongst school demographic data, the size of students' enrollment, the proportion of students with EBD enrolled, the academic level of schools, and schools' accountability status as demonstrated by their adequate yearly progress, were not significant factors in predicting the attitudes of principals or headmasters toward the inclusion of students with EBD in general education settings. However, the results revealed that the composite performance index (CPI) of schools significantly impacted the attitudes of principals or headmasters toward inclusion. Principals and headmasters showed more positive attitudes toward inclusion as the CPI in English language arts and mathematics of their schools (aggregate and students with disabilities) increased.

For principals and headmasters demographic data, the study found that indicators such as gender, and professional experience did not significantly influence the

attitudes of school leaders toward inclusion. However, the study found that age was a significant variable impacting the attitudes of principals and headmasters. Older principals and headmasters were more positive toward inclusion than their younger counterparts. The result of the analysis also showed that although the type of degree earned and the level of in-service training received did not significantly predict the attitudes of principals or headmasters, the type of professional license earned, and the level of understanding of the legislation guiding special education, were significant factors in determining their attitudes toward the inclusion of students with EBD.

Further analyses examined leadership practices impacting the attitudes of principals and headmasters toward the inclusion of students with EBD. These leadership practices were identified as intrinsic beliefs that could limit or expand inclusion. A combination of survey and follow-up interviews revealed that seven factors are significant predictors of the attitudes of principals and headmasters toward inclusion as tested by Pearson product-moment correlation. Among these predictors, the study showed that when principals and headmasters believed in the benefits of inclusion, the appropriate training of staff, principles of equity and fairness in dealing with

students with EBD, and sound implementation and policy practices, their attitudes toward inclusionary practices for students with EBD are positive. However, school leaders displayed more negative attitudes toward inclusion when they were faced with a perceived lack of adequate resources from the district and support to their decision-making authorities.

Finally, the study examined the approaches that principals and headmasters use to initiate, facilitate, support, and sustain the inclusion of students with EBD. This analysis showed that school leaders must first engage their entire community in recognizing the importance of inclusive practices for students with EBD. This process begins by establishing a shared vision and a collaborative culture that emphasizes effective instruction for all students.

CHAPTER V SUMMARY, DISCUSSION AND CONCLUSION

Summary

The practice of educational reform is grounded in the degree to which change can be achieved. This means that one must evaluate one's comfort zone and be ready to engage in a process in which the outcome may be uncertain. For this reason, pursuing changes in the way students are instructed can be challenging for educators due to their perceptions and attitudes. This study therefore examines the perceptions and attitudes of principals and headmasters, and the various factors impacting their efforts to develop inclusive environments for students with emotional and behavioral disorders. It also investigates the approaches school leaders use to initiate, facilitate, support, and sustain the inclusion of students with EBD in general education classrooms.

The analysis of the 71 respondents to an online survey and five face-to-face interviews of school leaders reveals that in a large urban school district in the northeastern United States, principals and headmasters exhibit generally positive attitudes toward the inclusion of students with EBD in general education classrooms. This finding contrasts with previous attitudinal studies that considered either all disability categories (e.g., Lindsey, 2009;

McLauchlin, 2001; Praisner, 2000) or a single disability category (e.g., McKelvey, 2008), which find that school leaders exhibit negative attitudes toward the inclusion of students with severe disabilities including students with EBD. Surprisingly, despite the positive attitudinal finding, school-based leaders in the area of study were not willing to commit to develop inclusive environments geared only toward students with EBD. Only 15% of principals and headmasters who participated in this study expressed their willingness to do so.

Furthermore, the results of this study reveal that, with the exception of student achievement as demonstrated by the composite performance index, neither school characteristics nor principals and headmasters demographic data significantly impacted the attitudes of school leaders toward the inclusion of students with EBD in general education classrooms. Rather than these external factors, the study suggested that intrinsic beliefs in the form of benefits of inclusion, appropriate training, principles of equity and fairness, resources, decision making processes, and implementation practices significantly impacted the attitudes of school leaders regarding the inclusion of students with EBD in one of the largest urban school districts in the northeast United Sates.

Discussion

Based on the findings in this study, this researcher analyzed the contradictions observed between the attitudes of school leaders regarding the inclusion of students with EBD in general education classrooms, and their willingness to implement such an environment to meet the needs of all students. Firstly, this analysis aimed at providing an understanding regarding the lack of replication of the sole fully and comprehensive inclusive program for students with EBD in this urban district of the northeast United States. Secondly, this reflection aimed at emphasizing the leadership capacities in an effort to enhance inclusionary practices for students with EBD.

Factors inhibiting principals' and headmasters' efforts to develop inclusive settings.

The role of school leaders as catalysts for profound changes in schools has been well documented (Begley, 1999; Elmore, 1996; Hodgkinson, 1991; Salisbury & McGregor, 2002; Sergiovanni, 1992). Their impact on educational change is particularly important when dealing with the inclusion of students with EBD. As agents of change, principals and headmasters play a far more important role than anyone else in initiating and sustaining inclusive practices for students with EBD. Without their deliberate and purposeful

actions, achieving change that fosters inclusionary practices cannot take place.

The present study investigating the perceptions and attitudes of principals and headmasters in an urban school district revealed a crisis of leadership at both the district and school level. At the district level, school leaders believed that a continuous organizational interruption was not conducive to creating a climate supportive of inclusive approaches. Firstly, principals and headmasters believed that amid restructuring efforts undertaken by the district to appropriately fund all schools, the new weighted student formula (WSF) failed to garner incentives to expand inclusionary practices, especially for students with EBD. Amongst participants of the self-reporting survey, 91% of them did not believe that the district provided sufficient funding to permit effective inclusion for students with EBD. Likewise, many of the school leaders interviewed cited the budget allocation for education students with EBD as a barrier to promoting inclusion. For example, one principal stated,

> I am not sure how they want us be effective in implementing inclusion without providing the appropriate resources to do so. The weighted student formula provides the same allocation for students with

> EBD regardless of whether they are placed in substantially separate classrooms, partial inclusion or full inclusion (Principal #1, personal communication, August 22, 2011).

Another added,

> If I have to create an inclusive classroom for students with emotional and behavioral disabilities, I have to have a general education teacher co-teaching with a special education teacher. In a substantially separate classroom, I only need one teacher. So, as I said, with the new funding formula, I receive the same amount of money whether or not the students is in a substantially separate classroom (Principal #5, personal communication, August 25, 2011).

As a result, these school leaders did not believe that the district was ready to support inclusive practices for students with EBD with the level of necessary resources needed. In addition, from the analysis of the self-reporting survey, 73% of the respondents were uncertain or did not believe that the school district was a strong supporter of inclusive settings for students with EBD. Toward this end, one the principals indicated,

> Nothing in the way funds are allocated to schools or how special education programs are implemented in

> schools tells me that the district is engaged in a process that supports inclusion. Perhaps they talk about it but their deeds are not supported by their words (Principal #3, personal communication, August 23, 2011).

Another school leaders who seconded this view noted, "[The weighted students formula] tells me that the district is not really ready to provide the resources to successfully implement inclusion for these students" (Principal #5, personal communication, August 25, 2011).

Secondly, it is noteworthy that principals and headmasters believed they had no voice in matters leading to changes regarding the education of students with disabilities. They believed that despite the rhetoric, the upper management at the school district, rather than them, controls decision-making authorities regarding special education programing in schools. For more than 95% of the participants in this study, the implementation of inclusive practices for students with EBD in the district was neither carefully planned nor initiated with the consultation and strong support from principals and headmasters. Despite the growing body of evidence that principals and headmasters are at the center of reform or restructuring effort in schools, a top down directive by the district in

the area of study was found to be a great barrier to effectively implementing inclusive practices for students with EBD. This was evidenced by the frustration expressed by school leaders regarding their ability to promote and sustain changes effectively in their schools. One of the school leaders interviewed expressed this sentiment saying,

> When I see the composition of our student population, I have to be able to, in concert with my staff and families, decide what structure can optimally meet the needs of our students...With very little consultation new strands are designed by the Sped department and we are supposed to implement it without fully understand what it is all about and what different results we are going to achieve (Principal #1, personal communication, August 22, 2011).

Another principal also added, "It looks like I have no say about what kind of programming we ought to have in my school. We were just told that we will have an emotional impairment strand without being associated to the discussion" (Principal #5, personal communication, August 25, 2011).

At the district level, the study revealed that the crisis facing leadership is grounded in the fact that rhetoric toward promoting inclusive practices for students

with EBD was not supported by the necessary resources to achieve it. This crisis is also rooted in a top-down decision-making process geared toward initiating inclusive practices. This resulted in a deficit of trust between the central office and school leaders.

At the school level, the disposition of principals and headmasters is a key element impacting the degree to which inclusive education is achieved (Salisbury, 2006). Leadership is in fact an activity. "[It] involves persuading other people to set aside for a period of time their individual concerns and to pursue a common goal." (Hogan, Curphy, & Hogan, 1994, p. 493). To do so, leaders must exude moral courage. They must have the courage to stand for what is right for the benefit of the group without regard to immediate personal gratification or censure. The analysis of the perceptions and attitudes of school leaders in one of the largest urban school districts in the northeastern United States also revealed a crisis of leadership at the school level grounded in a deficit of moral courage. Not only did school leaders perceive that they lost their voices by not being associated with the restructuring efforts in the way that students with disabilities are educated to include specialized strands and inclusive environments, more importantly, they were

left to implement programs that were initiated and designed by the central office without questioning the impact of these programs on their school community. This sentiment was expressed during the follow-up interviews when a principal stated,

> You know, my school had a LAB cluster ... Now we are told that we will have a highly specialized strand for students with intellectual impairments. We have not worked with these students before, so I am interested to see how this is going to work. I am very concerned, but I don't want to ruffle any feathers. (Principal #5, personal communication, August 25, 2011)

To this point, another principal remarked, "We don't know where we are going with the changes. We are not very clear about the direction of the SPED department. We are just waiting to see how the change in programs for students with disabilities will affect us" (Principal #3, personal communication, August 23, 2011). Furthermore, school leaders have developed a conceptual acceptance to including students with EBD in general education settings, 85% of the participants in this study were unable to commit to implementing these inclusive practices. For most of the school leaders, students with EBD posed a level of

challenge outweighing its benefits. To this effect, during the face-face interviews Principal #1 stated, "It is not always appropriate to have students with emotional and behavioral impairment in general education classrooms. They must be provided an option like resource rooms where some of their needs can be addressed" (Personal communication, August 22, 2011). Likewise, Principal #5 added,

> I am not sure that implementing full inclusive practices is answer for all students with EBD. Let's face it; the behavior of some of the students can be detrimental to the wellbeing of everybody else. I need to have the option to remove them from general educational classrooms until they are able to demonstrate that their behavior is under control (Personal communication, August 24, 2011).

As a result, the practice of inclusive education for students with EBD remains an endeavor grounded in the NIMBY (Not in my back yard) phenomenon. Simply put, principals and headmasters showed a willingness to accept the principle and the practice of inclusion as long as someone else committed to its implementation. For many of the school leaders, this abdication of implementing inclusive practices for students with EBD is due to a lack of

knowledge and skill necessary to undertake such endeavor. To this end, one of the school leaders noted,

> It is difficult to manage students with emotional and behavioral disabilities in regular education classrooms... Other types of programs may be ready for this. We are neither prepared nor trained for this. For now, we have a large population of ELL students that we are focusing on (Principal #3, personal communication, August 23, 2011).

In part, it is this NIMBY phenomenon coupled with a deficit of trust between central administration and school leaders regarding the necessary support to initiate inclusionary environments that is rooted in the lack of replication of the sole fully inclusive school for students with EBD.

Leadership practices in inclusive settings for students with emotional and behavioral disorders.

A large body of evidence indicates that to be involved with significant changes impacting inclusive education, school leaders must pay attention to a variety of factors ranging from a culture of competency, collaborative work to resources and training, and to the relationship among them (Fisher, Sax, & Grove, 2000). This study revealed that for students with emotional and behavioral disorders, sustenance of system change promoting their inclusion in general education classrooms requires school leaders to

exhibit behaviors and practices based on three essential elements: leading change, promoting whole school acculturation, and moral authority.

Leading vs. managing.

Inclusive environments for students with EBD are not only initiated but also sustained when principals and headmasters reframe their purpose to intentionally foster practices that enhance a shared inclusionary vision, a supportive culture of inclusiveness, and a collaborative effort within the school (Fisher et al., 2000). By doing so, principals and headmasters are able to build their schools' "capacity to select its purposes and to support the development of changes to practices of teaching and learning" (Hallinger, 2003, p. 330). As such, to make inclusion work for students with EBD, principals and headmasters must be transformational leaders (Hallinger & Heck, 1998). They must not exhibit their leadership as a set of skills, but rather as a process of bringing the community together around an action plan on creating or changing conditions that would enable all students to meet or exceed the standards. More than being competent managers, principals and headmasters must be effective leaders in order to successfully create and sustain

inclusive practices for students with EBD. Principal #2, summarizes this view as follows:

> To make inclusion work for students with emotional and behavioral disabilities, one must lead the process. It starts by having a personal examination in the understanding that these students are capable to meet or exceed the standards if all the adults work together in fostering an environment that is conducive to the success of all... The principal must challenge the school community to promote a school culture where students are not viewed as special education students and regular education students, or where the business of educating students with emotional and behavioral disabilities is the responsibility of all educators rather than that of educators with a special education license (Personal communication, August 22, 2011).

This study provided the perceptions of school leaders on the decision-making process regarding initiating inclusionary practices for students with EBD. In the way students with disabilities are educated in the district, the study reveals a top-down process controlled by the central office. It starts when the central office principally initiated the process; leaving school leaders with the duty to just implement it. In this context,

principals and headmasters found themselves operating in a system grounded in enhancing their managerial skills. Thus, rather than leading the efforts to increase inclusive practices for students with EBD, school leaders are reduced to implementing them as designed by the central office. This sense of managing the process rather than leading it was noted by one of the principals when he stated, "We were told that we would receive a highly specialized strand for students with emotional impairments. We were not selected as one of the schools to offer inclusion" (Principal #5, personal communication, August 24, 2011). This means that practices which inherently foster management skills may yield a great deal of cooperation but lack the degree of commitment necessary to undertake inclusionary practices for students with EBD. Unfortunately, in this study, the contextual environment described as a top-down process by school leaders is such that principals and headmasters are managing rather than leading inclusionary practices for students with EBD.

Shift of Paradigm: From restructuring to "reculturing".

For decades, a great body of evidence has revealed that policymakers, advocates and parents alike insisted on reforming the educational system at many levels. As a result, the manner in which students with disabilities are

educated included a continuum of service delivery ranging from separate schools for students with disabilities to full participation in general education settings. However, "reform is not just putting into place the latest policy. It means changing the cultures of the classrooms, the schools, the districts, the universities, and so on" (Fullan, 2007, p. 7). This study reveals that despite their positive attitudes toward the inclusion of students with EBD, school leaders in the urban school district of this investigation, expressed very little interest in implementing such an environment. Among the barriers impeding such educational reforms for students with EBD were the perceived lack of association of school leaders in the process by the central office, the lack of trust that central office will effectively support the process with appropriate funding, and most of all the reluctance of school leaders to take risks and engage their community in reform processes to initiate large scale inclusionary practices for students with EBD.

For a reform process to foster inclusive education for students with EBD, two essential dimensions need to be distinguished, understood, and internalized by school leaders to implement change. Fullan (2000, 2007) called these dimensions “restructuring” and “reculturing”. The

study revealed that most efforts undertaken regarding the inclusion of students with EBD in general education classroom were at the structural level. They included classroom size and composition, service and instructional delivery models, system design, etc. Thus, when the central office initiates inclusive practices, changes were superficial and principals and headmasters mostly focused on restructuring schools. Fullan (2000) argued that this process "makes no difference in the quality of teaching and learning" (p. 582). Due to their potential nature of being mandated, restructuring efforts often do not yield profound reforms and are not sustainable. Restructuring processes lead to superficial transformations, which may not have long lasting impacts. The reluctance of most school leaders in the study to implement inclusion for students with EBD is evidenced by this failure to achieve effective and deep changes. Principal #5 highlighted this view by expressing his frustration as follows:

> You, know we have a new buzzword in the district. We now talk about highly specialized strands instead of LAB clusters. To tell you the truth, I do not even know what it means and how this will profoundly change the way we educate students with disabilities in the district. No matter how much we change the name of

> things, if the attitudes do not change, we will get the same results and at the end we would have wasted everyone's time (Principal #4, personal communication, August 24, 2011).

Other key findings, opposite these structural dimensions which constitute the visible domain of the system, are the intrinsic and necessary conditions defining "the guiding beliefs and expectations evident in the way a school operates" (Waldron & McLeskey, 2010, p. 59). A great body of research (e.g., Fisher et al., 2000; Fullan, 2000, 2007; McLeskey & Waldron, 2006; Sergiovanni, 1992) revealed that deep and sustainable changes could be achieved when values and beliefs are widely shared within the school community and a commitment to building an inclusive environment is fostered. "Inclusion requires substantive change... that challenges traditional attitudes, beliefs, and understanding regarding students with disabilities" (McLeskey & Waldron, 2002, p. 66). Thus, effective change necessitates that participants engage in real shifts in paradigm by building a whole school culture conducive to fostering inclusionary practices, especially for students with EBD. Fullan characterizes this process as *reculturing*. This concept of fostering a whole school culture embracing inclusionary

practices for students with EBD was exemplified through the statement of one of the school leaders in this investigation, who noted,

> As a school, we have to change the way we see students with EBD and who is responsible to educate them. We don't believe that they are the responsibility of just special education teachers. So, we don't talk about special education students or regular education students. Our interventions are designed to suit the needs of all of our students (Principal #2, personal communication, August 22, 2011).

In addition to successfully implementing inclusionary practices for students with EBD, inclusion must not be viewed as a program within a school. Bringing about substantive transformations of inclusionary practices for students with EBD requires a whole-school endeavor rather than clustered processes which result in what Roemer (1991) called a "change without difference" (p. 447). When changes to foster inclusionary practices for students with EBD are limited to structural or superficial modifications, they are not transformative enough to create a culture of inclusion within schools. Thus statements noted such as, "We have started an inclusion program with one class to make sure that some of our students with emotional

impairments are offered the opportunity to maximize their potential" (Principal #1, personal communication, August 22, 2011), ultimately leads to a system where students with EBD continue to be marginalized within schools in spite of all intentions to create a school community where inclusion is the norm.

Restructuring and reculturing processes were found to be essential for the successful inclusion of students with EBD in general education classrooms. To this end, this study revealed that restructuring processes as demonstrated by policies, regulations, and organizational structures, must not be the primary focus to foster inclusionary practices for students with EBD; rather, they must support changes necessary to promote inclusive school environments through a reculturing process where school leaders and their communities are able to take full ownership rather than being coerced by central administration.

Moral authority.

Empirical evidence suggests that the role of principals and headmasters in revealing a clear vision is far more instrumental in establishing a culture of inclusion than "his/her allocation of time to specific tasks or exercising influence in the traditional areas which have been associated with school effectiveness"

(Goldring & Pasternack, 1994, p. 240). Leadership practices are effective when they foster inclusionary endeavors which emphasize a set of values amongst educators, students, and parents based on the belief that students with EBD are, and remain, an integral part of the fabric of the general education reforms into which they are included (Fisher et al., 2000; Salisbury & McGregor, 2002). Leading an organizational change involves school leaders seeing their roles as active rather than passive. This suggests that school leaders impact change with their actions rather than expecting the actions of others at the central office that make them act. It is therefore noteworthy that through visionary leadership, school leaders ensure that their schools reflect an inclusive culture for students with EBD. By establishing a deliberate and thoughtful vision, school leaders are able to demonstrate a moral authority grounded in the conviction that all students will be able to maximize their potential in inclusive environments. Moral courage remains one of the essential pillars school leaders must demonstrate in order to implement inclusive settings for students with EBD effectively. This courage often manifests itself by a willingness to take risks (Bargerhuff, 2001). Thus, fundamental changes in the education of students with EBD

by way of inclusion requires school leaders to take a stand and engage the collective effort of the whole school community in the process rather than expecting to receive a directive to follow.

Limitation of the Findings

While investigating the perceptions and attitudes of school leaders regarding the inclusion of students with emotional and behavioral disorders in a large urban school district, several limitations could be noted.

Firstly, this study was grounded in the willingness of school leaders to share their background, knowledge, and perceptions of students with EBD in inclusive environments. This implies that findings derived from the survey and follow-up interviews, hinge on the degree to which respondents where truthful in their responses. None of the responses were verified for consistency by way of shadowing school leaders or observing them.

Secondly, the sample of the study was based on only one urban school district. This implies that although the findings can add to the knowledge about leadership issues impacting the inclusion of students with EBD, they are contextual and therefore they may not be applicable to other school districts because the priorities and practices in one district may not reflect those of another district.

Thirdly, this study focused the investigation on the inclusion of students with emotional and behavioral disorders. Although these students were defined for participants, school leaders may have been impacted by their own definition of students with EBD and inclusion. The study did not elicit from respondents their own understandings of inclusion and students with EBD. As a result, answers given may have varied based on principals' and headmasters' own understandings. In addition, although the study focused solely on students with EBD, school leaders may have responded to the self reported-survey based on issues related to inclusion in general and not on those related solely on the inclusion of students with EBD.

Finally, the successful practice of inclusion for students with EBD requires a whole school approach involving educators (central administration, principals and headmasters, teachers, paraprofessionals, and therapists) students, parents, and communities. This study, however, focused only on the perceptions of principals and headmasters. This emphasizes the concept of school leaders as agents of change and assumes that they all work under equal conditions. Although important, the mere identification of the principals' and headmasters' attitudes toward the inclusion of students with EBD in

general education classroom may not be translated into action steps to implementing inclusive practices. Perhaps much of the responses for school leaders were influenced by the concept of *optimism bias,* in which participants overestimate or underestimate their likelihood of experiencing an event (Sharot, 2011). This aspect of optimism bias was not addressed in this study.

Despite these limitations, significant findings in this study helped explain the lack of replication, thus far, of the sole fully and comprehensive inclusive school for students with EBD in the district of study, and leadership practices to initiate and sustain inclusion. These factors for the lack of replication include:

- Failure of school leaders to initiate the process at a great scale, school wide. Most school leaders favor a continuum of service delivery including partial inclusion and even substantially separate environment to outright full inclusion.
- Crisis in leadership conducive to promoting inclusive practices between central office and school leaders. Top-down mandates regarding the development of programs in schools are resisted by school leaders and unsuccessful.

- Reform process is mainly focused on structuring issues rather than reculturing processes.

Implications for Leadership Practice

Amidst efforts to reform the way students with disabilities are educated, especially in one of the largest urban school districts in the northeastern United States, this study explained the current attitudes and dispositions of principals and headmasters toward the inclusion of students with emotional and behavioral disorders in general education classrooms. Given the increasing need to develop inclusive environments for students with EBD, the findings in this study indicate that notwithstanding positive attitudes regarding inclusionary practices for students with EBD, principals and headmasters were overwhelmingly uncertain or unwilling to implement such practices. Thus, this study adds to the body of research by contributing the perspectives of school leaders to the reform efforts undertaken to better educate students with disabilities in general and students with EBD in particular. Several implications for school-based leaders, district leaders, policymakers and advocacy groups, universities, and other organizations involved in teacher and leadership development merit to be highlighted.

School leaders as activators or facilitators?

As change agents, school leaders are responsible for implementing regulations and policies enacted by federal, state, and local agencies. The degree to which these reforms are undertaken hinges on the perceptions, knowledge, and attitudes of principals and headmasters toward these endeavors. This study revealed that the extent, to which building-based leaders understand their decision-making capacities to impact any level of reform without censure, was paramount to initiating and sustaining inclusive environments for students with EBD. Successful implementations of inclusive practices are those initiated at the building level, where the school leader challenges the community to adopt a mission geared toward that practice. Empirical evidence revealed that when the district attempts to mandate the practice of inclusion in schools, school-based educators resist the process. Successfully including students with EBD in general education classrooms requires a shift in paradigm to bring special and general education together as one educational endeavor to meet the needs of all students. This means that inclusion should neither be approached as a program within schools, nor considered as an add-on to existing endeavors within schools. Rather, it should be viewed as a

practice to meet the needs of all students. Because reforms leading to inclusion inherently require change of practice, they must be operated at the organizational structure level, and at the school contextual and cultural level. The study revealed that structural changes that are mandated remain superficial because they are deprived of the deep contextual and cultural changes that need to take place for a sustainable reform. Principals and headmasters are key participants in this process, thus initiating inclusion without their active engagement and "without attention to context, power relations, or the culture of the building, has little effect in creating educational change" (Rice, 2006, p. 98). Principals and headmasters must therefore set the tone to initiate inclusionary practices by fostering conditions to enable the inclusion of students with EBD. To do so, school leaders must view their role to exceed that of facilitators to embrace that of activators. Hattie (2009) reveals that the effect size of educators serving as activators on learning is about four times greater than that of facilitators. Hattie suggests that as activators, school leaders set the direction, motivate their communities, challenge them to engage in practices to enable students to exceed their potential, monitor the process, and evaluate outcomes.

This is at the core of the necessary reculturing process to initiate and sustain inclusionary practices for students with EBD.

In addition to deliberately developing a clear vision and a mission for inclusive practices toward students with EBD, principals and headmasters must build trust within their communities to enable educators and families to collectively commit to take ownership in educating *all* students. Principals and headmasters must create conditions in their school where teachers are empowered to promote tolerance and social cohesion within the classroom. This means that teachers must have the sense that they are in charge and are respected in their classrooms. This can be achieved when school leaders foster a culture where the removal of students is not the first level of response to poor behavioral patterns. Rather, school leaders emphasize a school culture where they go to classrooms to support teachers with students displaying poor behavioral patterns. In this level of support, school leaders must intentionally take direction from teachers, so to demonstrate to students that the power of their teachers. By doing so, school leaders create conditions where teachers are supported in their role of teaching the explicit curriculum (English language arts, mathematics, sciences, social studies etc.)

and the hidden curriculum (social interactions, and behavioral patterns). Empowering teachers suggests that school leaders actively support them in building confidence in their ability to maintain classrooms' culture conducive to creating or changing conditions to enable inclusionary practices remain in tact and sustainable.

The role of policymakers and advocacy groups.

This study reveals that sustainable frameworks to support the inclusion of students with EBD in general education classrooms are grounded in the degree to which policies regarding educator licensure are flexible to enable a system where teachers are trained to respond effectively learning, socio-emotional and behavioral issues. Although the study showed that most schools in the target district implemented a model of inclusive practices based on a dual system (special education and general education), the most successful inclusive schools were those that emphasized a unitary system based on one teacher being dually licensed in special education and general education. Paradoxically, the state licensing policies are framed such that an unforeseen consequence resulted in a dual educational system with general education teachers and special education teachers. It would be interesting for policymakers and inclusion advocacy groups to work in

framing policies such that special education training is an integral part of educators' training. Once educators are confident in their knowledge and skills, they are able to take ownership of all students and inclusive practices become a communal goal.

Pre-service and in-service training.

The practice of inclusion for students with EBD assumes that educators have a deep understanding of needs of these students and the knowledge to address them.

The findings of this research established that meaningful professional development contributes to the enhancement in the attitudes of school leaders regarding the inclusion of students with EBD. These findings suggest that to understand effective strategies to educate students with EBD, especially in inclusive settings, professional development opportunities for school leaders should include a knowledgebase of the nature of these students and the legislation regulating special education. These professional development opportunities should also include opportunities for cross-visit sites that have successfully implemented inclusive environments for students with EBD.

The study also revealed that age was a significant factor predicting the attitudes of school leaders in the inclusion of students with EBD with older principals and

headmasters exhibiting significantly more positive attitudes than their younger colleagues. The life-long experience due to their age seems to have impacted older school leaders' perceptions of inclusive environment for students with EBD. This implies that mentoring programs aimed at strengthening the leadership potential of principals and headmasters toward initiating and sustaining inclusive environments for students with EBD, merit considering the expertise of those older school leaders.

Recommendations for Future Research

Based on the limitations and the implications for practice, this study provides a number of recommendations for future research. One of the directions that this study lends itself to is the analysis of leadership behavior in effective inclusive schools. During this current investigation, several school leaders reported to have implemented inclusive practices for students with EBD in their schools. However, this claim was not verified given the nature and the purpose of this study, which focused on the perceptions and attitudes of school leaders regarding the inclusion of students with emotional and behavioral disorders. In fact, empirical evidence reveals that principals are mostly involved in the lives of students with disabilities as it relates to compliance issues. To

develop an effective inclusive school, a deliberate and intentional commitment to providing all students, including students with disabilities equal opportunities to meet or exceed the standards is paramount. In contrast to most of the previous studies analyzing attitudes of principals regarding the inclusion of students with disabilities, which relied on gathering data by way of survey, an approach involving interviews, observations, and archival data may prove to yield a greater understanding of dispositions and behaviors of principals, which enhance or hinder the practice of inclusion. Expressly, given that an increasing number of school districts are engaged in developing inclusive settings to meet the needs of students with disabilities, it would be valuable to investigate the relationship between the quality of leadership capacities of principals or headmasters and the effectiveness of these inclusive environments. In addition, in contrast to many studies where findings derived from the analysis of a self-reporting survey, it would be interesting to gather data directly from observing and interviewing school leaders.

Another direction for future research is the study of the degree to which collaborative endeavors amongst different stakeholders is conducive to creating conditions for inclusion. This present study focused solely on

principals and headmasters in determining factors impacting the attitudes of school leaders regarding the inclusion of students with EBD. Given that effective inclusive schools cannot be developed without the concerted efforts of school leaders, teachers, therapists, students, parents and central administration, it would be valuable to examine a comparative study analyzing the perspectives of these stakeholders. Analyzing the differences of understanding about inclusive education amongst stakeholders, and the relationships between the practice of inclusion and the perspectives of these stakeholders can shed light on the degree to which schools are effective at implementing inclusion.

Based on the fact that in the district of study, one particular school has been successfully implementing an inclusive setting for students with EBD for two decades by expanding its practice from a K – 5 to a K – 8, then a K – 12, it seems an opportune time to undertake a case study examining the effectiveness of this inclusive school and the challenges to its development.

Finally, research revealed that students with EBD are more likely than other categories of disabilities to experience academic difficulties (e.g., Nelson et al., 2004; Wagner, 1995). However, few studies have

investigated the achievement of these students in inclusive settings. It would therefore be interesting to explore a comparative study analyzing the performance of these students across the service delivery continuum (full inclusion, partial inclusion, substantially separate classrooms, and separate schools).

Conclusion

Many studies have revealed the importance of principals' attitudes in developing inclusive setting for students with disabilities (e.g., Bailey, 2004; Praisner, 2000; Sanks, 2009). However, the findings in this study suggest that the degree to which school leaders exhibit positive attitudes in the inclusion of students with EBD plays a minimal role in its implementation. The study showed that in spite of positive attitudes showed by principals and headmasters about the inclusion of students with EBD, they demonstrate very little enthusiasm in implementing such an environment in their school. The study suggests that this contradiction between the disposition of school leaders and their willingness to implement inclusive practices for students with EBD is due to two main factors: a lack of trust between them and central administration and a school-based leadership lacking the knowledge and the skills to implement inclusive

setting for students with emotional and behavioral disorders.

Amidst reform efforts, central administration has engaged in restructuring the way students with disabilities are educated in the district by mandating approaches to follow. As a result, these mandates were not followed by deep cultural shifts at the school level given the lack of participation of school leaders in the decision-making process regarding the change to be made. Thus, principals and headmasters perceived that conditions in the district do not permit them to initiate inclusive environments for students with EBD. In addition, the study revealed that the lack of knowledge and skills played a significant role in attitudes of school-based leaders about the inclusion of students with EBD. Thus, the crisis in leadership regarding the development of inclusive settings in schools coupled with principals and headmasters not having the knowledge and skills to lead the implementation of inclusive practices may explain why after two decades of existence, the sole fully and comprehensive inclusive school for students with EBD has yet to be replicated in the district. To compensate for the lack of inclusive settings for students with EBD in higher grades, this

school expanded from a K – 5 to a K – 8, and finally to a K – 12.

In all, the study revealed that school characteristics and demographic factors of school leaders have little impact in predicting their perceptions and attitudes toward inclusive settings for students with EBD. Rather, predictable variables were found to be related to issues such as the degree to which inclusion is beneficial to students with EBD, the extent to which inclusion responds to the need to achieve equity and fairness, the level of educators' confidence and competence in dealing with students with EBD, the implementation and policy practices, and the level of support from central office.

In schools where inclusionary practices for students with emotional and behavioral disorders are valued, school leaders, teachers and the entire school community assume equal ownership for educating all students. All students are part of one system as opposed to a dual system where general education and special education teachers collaborate to instruct students. In a unitary system where all teachers are dually licensed in both their content and special education, they are better able to efficiently plan and deliver instructional practices that meet both the academic and socio-emotional needs of all students.

School leaders are key to leading reform efforts to include students with EBD in general education classrooms. Principals and headmasters must be deliberate. They must inspire and challenge their school community to develop a vision and a mission geared toward inclusionary practices. They must foster a school culture grounded on the principle that students with emotional and behavioral disorders are an integral part of the very fabric of every school.

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APPENDIXES

APPENDIX A

Institutional Review Board

LESLEY UNIVERSITY Let's wake up the world.℠

Institutional Review Board

29 Everett Street
Cambridge, MA 02138
Tel 617 349 8408
Fax 617 349 8599
wstokes@lesley.edu

Office of the Provost

July 10, 2011

To: Jean-Dominique Anoh

From: Gene Diaz, Co-chair Lesley IRB 

Re: Application for Exemption: *The role of Leaders in Improving the Academic Achievement of Students with Emotional and Behavioral Disability in General Education*

IRB Number: 10-018

This memo is written on behalf of the Lesley University IRB to inform you that your application for exemption has been approved. Your project poses no more than minimal risk to participants.

If at any point you decide to amend your project, e.g., modification in design or in the selection of subjects, you will need to file an amendment with the IRB and suspend further data collection until approval is renewed.

If you experience any unexpected "adverse events" during your project you must inform the IRB as soon as possible, and suspend the project until the matter is resolved.

Your work qualifies for exemption under provision: **46.101 (b) (2)** Research involving the use of ... survey procedures, interview procedures or observation of public behavior, **unless**:

(i) information obtained is recorded in such a manner that **human subjects can be identified**, directly or through identifiers linked to the subjects; **and**

(ii) any disclosure of the human subjects' responses outside the research **could reasonably place the subjects at risk** of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Date of IRB Approval: 11/3/2010

APPENDIX B

Approval Notifications from the Target District

June 21, 2011

Mr. Jean-Dominique H. Anoh
96 Prospect Street
Ashland, MA 01721

Dear Mr. Anoh

I am in receipt of your proposal entitled "The Role of Principals in Implementing Inclusive Education for Students with Emotional and Behavioral Disabilities." Please note that in you final dissertation you may not directly or indirectly enable the reader to identify [redacted], either through name or identifiers that could allow inference that the [redacted] in being reported on [redacted] (bottom of page 5 and top of page 6).

Enclosed please find a copy of the Research Proposal Review Form for conducting research in [redacted]. It is your responsibility to take this form and have it signed by the principal or headmaster of each school (or appropriate [redacted] office) in which you plan to conduct research. Approval for this study is contingent upon your returning the signed consent forms to me.

If you have any questions about this matter, please feel free to contact our office at [redacted].

Sincerely,

Kamalkant A. Chavda, Ph.D.
Assistant Superintendent
Office of Research, Assessment and Evaluation

Encl.

Office of Research, Assessment, and Evaluation

Research Proposal review Form

Dear Headmaster/Principal

Enclosed please find a proposal to conduct educational research in the Boston Public Schools. The proposal is being sent to you for your input. Although the Office of Research, Assessment and Evaluation has determined that the proposal satisfies the criteria for research outlined in the "procedures for Conducting Educational Research" (Superintendent's' [redacted]), the decision to involve your school in the study rests with you. Should you decide to participate in the proposed study, please return this completed form to the researcher who will forward it directly to my office. Thank you.

COMMENTS: Please note that in you final dissertation you may not directly or indirectly enable the reader to identify the [redacted], either through name or identifiers that could allow inference that the [redacted] in being reported on ([redacted] (bottom of page 5 and top of page 6).

Kamalkant A. Chavda, Ph.D., Assistant Superintendent June 21, 2011
Office of Research, Assessment, and Evaluation

Name of Researcher:	Jean-Dominique H. Anoh
Affiliation:	Lesley University
Title of Proposed Research Project:	"The Role of Principals in Implementing Inclusive Education for Students with Emotional and Behavioral Disabilities"
Topic of Proposed Research:	Students with disabilities
REVIEWER, Please (☑) one	☐ Proposal Supported ☐ Rejected

Reasons for rejecting proposed research: _____

_____

Signature: _____

Please Print your Name: _____

Please (☑) one:

☐	Headmaster or Principals	School_____
☐	Other	Department _____

RESEARCH PROPOSAL NOTIFICATION FORM

The research proposal described below has been:

X *APPROVED* *DISAPPROVED*

June 21, 2011

Kamalkant A. Chavda, Ph.D., Assistant Superintendent
Office of Research, Assessment, and Evaluation

Name of Researcher:	Jean-Dominique H. Anoh
Affiliation:	Lesley University
Title of Proposed Research Project:	"The Role of Principals in Implementing Inclusive Education for Students with Emotional and Behavioral Disabilities"

COMMENTS: Please note that in you final dissertation you may not directly or indirectly enable the reader to identify the [redacted], either through name or identifiers that could allow inference that the [redacted] in being reported on [redacted] (bottom of page 5 and top of page 6).

APPENDIX C

Authorization to Use and Modify Previously Developed Surveys

From: Anoh, Jean-Dominique H.
Sent: Saturday, November 06, 2010 12:42 PM
To: jeffbailey@gci.net
Subject: Request for permission to use questions

Dr. Bailey,
My name is Jean-Dominique Hervé Anoh. I am a school leader at [redacted], USA and a doctoral candidate at Lesley University in Cambridge, MA, USA. I am undertaking a study titled "The Role of Principals in Implementing Full Inclusive Education for Students with Emotional and behavioral disorders." In my study, I am intending to examine the academic achievement of as demonstrated by the adequate yearly progress status, the student growth percentile, or the composite performance index and then explore principals and headmasters attitudes toward full inclusion of students with EBD. In this investigation, I am planning to survey principals and headmasters in the [redacted] public school district. I am therefore writing to seek your permission to use and adapt questions developed in your Principals' Attitude Toward Inclusive Education (PATIE). If permission were granted, appropriate citations would be noted in my study. Unless you require a formal letter, a positive response to this email would be considered as your acceptance to use the questions in the PATIE as part of my survey instrument.
Thank you very much for your consideration and your help as I am getting ready to complete my doctoral work.
Sincerely,

Hervé Anoh

From: Jeff Bailey [mailto:jeffbailey@gci.net]
Sent: Wednesday, November 10, 2010 2:06 AM
To: Anoh, Jean-Dominique H.
Cc: jeffb@uaa.alaska.edu
Subject: RE: Request for permission to use questions

It sounds like a good study Jean-Dominique. I presume one of the analyses will explore the relationship between level of attitudes and students' AYP results.

Yes please feel free to use PATIE. I presume you found the article in the Australian Psychologist?

Best wishes
Jeff

From: Anoh, Jean-Dominique H.
Sent: Wednesday, November 10, 2010 10:32 AM
To: Jeff Bailey
Cc: Jeff Bailey
Subject: RE: Request for permission to use questions

Dr. Bailey,
Thank you very much for allowing me to use PATIE and modify it to suit the need of my research. As you presumed well establishing a correlation between the level principals' behaviors and attitudes, and the AYP status of students with EBD is one aspect that my study will explore.
Indeed I found your article in the Australian Psychologist.
Again, thank you for your support.
Sincerely,

Hervé Anoh

From: Jeff Bailey [afjgb@uaa.alaska.edu]
Sent: Wednesday, November 10, 2010 2:48 PM
To: Anoh, Jean-Dominique H.
Subject: RE: Request for permission to use questions

Luck and I would be interested in the outcomes of your research.
Cheers
Jeff

Jeff Bailey, Ed.D.
Professor
Director of the Office of Research and
Director of the Department of Educational Leadership
College of Education
University of Alaska Anchorage
Tel: 907-786-4301
Fax: 907-786-4313
jeffb@uaa.alaska.edu

From: "Anoh, Jean-Dominique H."
To: cpraisner@prodigy.net
Sent: Sat, January 22, 2011 1:34:03 PM
Subject: Permission to use questions

Dr. Praisner,

My name is Jean-Dominique Hervé Anoh. I am a school leader [redacted] and a doctoral candidate at Lesley University in Cambridge, MA. I am undertaking a study titled "The Role of Principals in Implementing Inclusive Education for Students with Emotional and behavioral disorders." One of the analyses in my study will explore the relationship between level of principals' attitudes toward the inclusion of students with emotional and behavioral disorders and students' AYP results. In this investigation, I am planning to survey principals and headmasters in the [redacted] school district. I am therefore writing to seek your permission to use and adapt questions developed in your Principal Inclusion Survey. If permission were granted, appropriate citations would be noted in my study. Unless you require a formal letter, a positive response to this email would be considered as your acceptance to use the questions in the PIS as part of my survey instrument.

Thank you very much for your consideration and your help as I am getting ready to complete my doctoral work.

Sincerely,

Hervé Anoh

From: Cindy Praisner [cpraisner@prodigy.net]
Sent: Wednesday, January 26, 2011 12:31 PM
To: Anoh, Jean-Dominique H.
Subject: Re: Permission to use questions

You may use the PIS survey with appropriate citations in your research.

Best Wishes,

Cindy

Cindy Praisner
Early Childhood Coordinator
East Haddam Early Childhood Council
860.873.3296

"All we can do during our lives is to leave a trace. We can leave it on a piece of paper, or on the ground, or in the hearts and minds of others." Elie Wiesel

APPENDIX D

Letter of Introduction from PhD Program Director

LESLEY UNIVERSITY Let's wake up the world.℠

SCHOOL OF EDUCATION

Dear Colleague,

Mr. Jean-Dominique Hervé Anoh is a student in the Educational Leadership PhD. Program at Lesley University. The Educational Leadership PhD. program at Lesley University is designed to inspire imagination and nurture practitioner-scholars to initiate, facilitate, support and sustain the improvement of teaching, learning, and leading.

Mr. Anoh is conducting research to determine principal knowledge and attitude in implementing inclusive educational settings for students with emotional and behavioral disorders. Mr. Anoh is an experienced school leader who understands the realities of working as a school leader and views leadership as a powerful means for increasing student learning. Mr. Anoh through the use of questionnaires and follow-up interviews will ask you the various ways you have dealt or you are intending to deal with education of students with emotional and behavioral disorders. The resulting information will be used as part of his doctoral dissertation.

Mr. Anoh's research has the potential to make a significant contribution to the field of leadership. I hope you will agree to participate in this important research study. Thank you for your consideration.

Sincerely,

Steve Gould

Stephen Gould. Ed.D
Program Director for Educational Leadership

APPENDIX E

Letter to principals: Request for Participation in a Survey

LESLEY UNIVERSITY Let's wake up the world.℠

Dear Principal/Headmaster,

As you may know, the different reauthorizations of the Individuals with Disabilities Education Act (IDEA) and federal mandates such as the adequate yearly progress (AYP) under the No Child Left Behind (NCLB) Act have resulted in an increased reexamination of the role of school leaders. With the different reforms undertaken by many school districts, principals and headmasters are increasingly playing a transformative role. Concepts such as charter schools, in-district charter schools, pilot schools, and turnaround schools, serve as evidence that school leaders behaviors, skills and knowledge have a tremendous impact on the quality of instruction, and thus on students achievement.

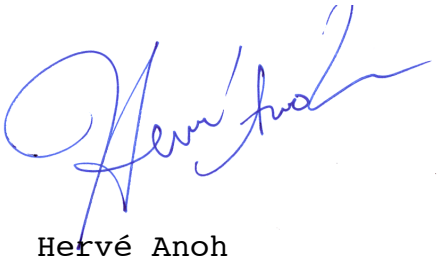
As the district reorganizes and plans to expand inclusionary settings with different portfolios of students with disabilities, as doctoral candidate, I am investigating principals and headmasters' attitudes and beliefs toward the inclusion of students with emotional and behavioral disorders in general education. I will be investigating whether or not principals' knowledge and attitudes toward the inclusion of students with EBD have a correlation to school characteristics or principals' profile. I am herby requesting your participation in a 15-minute survey via Survey Monkey, entitled *Principals' Knowledge and Attitude, and Inclusion.*

Please note that your participation is strictly voluntary and neither your name nor the name of your school will be revealed in the dissertation and any of the oral or written presentations. Please find attached a consent form outlining the purpose and the procedure of the study as well as your right to withdraw from the study.

Although you may not receive a direct benefit from participating in the survey, I hope that the study will provide valuable lessons to school leaders in the district.

Please note that once you have consented to participate in the survey, I will send you a link that will direct you to the questionnaire at Survey Monkey. Please contact me at janoh@lesley.edu or at 508-231-5244 if you have any questions or concerns regarding the survey. I am grateful for you consideration and participation.

Sincerely,



Hervé Anoh
PhD Candidate
Lesley University

APPENDIX F

Survey Instrument

Principals' Knowledge and Attitude, and Inclusion

Directions: In this study, students with emotional and behavioral disorders are referred to students who have an individual educational plan (IEP) and are coded "B" or "Q" in the SEIMS system. They are also referred to students coded "I" whose primary disability is emotional/behavioral disabilities (EBD).

Please provide the information and your opinion regarding the items in this questionnaire by clicking on or selecting the response that best describes your school, you and your beliefs. Please note that that all information provided in this survey will remain strictly confidential.

I. School Characteristics

1. School Name: _____

Please note that your school name will not be mentioned in the research. The school name is for the sole purpose of disaggregating archival data. In the data analysis, codes will be assigned to school and result will be reported as a group.

2. School Level

Please select the academic level of your school

☐ Early learning center

☐ Elementary school

☐ Middle school

☐ High school

☐ Combination middle/high school

☐ K – 8

☐ K - 12

3. School Size

Please select the size of your school

☐ Less than 200

☐ 200 – 499

☐ 500 – 699

☐ 700 – 999

☐ 1000 and more

4. Percentage of students with EBD

What percent of students with EBD are enrolled in your school?

☐ 0%

☐ 1 – 10%

☐ 11 – 20%

☐ 21 – 30%

☐ 31% or more

5. Service Delivery Model

Which service delivery model best describes the educational environment of students with EBD in your school?

☐ ***Full inclusion:*** Students with EBD receive all academic core subjects in general education with nondisabled peers. More than 79% of the time is spent in general education.

☐ ***Partial inclusion:*** Students spend 40 - to 79% of their instructional time in general education. Students receive additional services in special education classroom or resource rooms.

☐ ***Substantially separate classroom:*** Students receive their services outside general education classroom for more than 60% of the time.

☐ ***Separate public day school:*** Students receive their instruction and related services outside of general education classroom and in a public separate school designed accommodate on students with disabilities.

6. Participation in educational environment

In general, what percent of students with EBD is enrolled in the different educational environments?

	None	0 – 5%	5 – 20%	20 – 50%	50 – 99%	100%
Full Inclusion	☐	☐	☐	☐	☐	☐
Partial Inclusion	☐	☐	☐	☐	☐	☐
Substantially separate Classrooms	☐	☐	☐	☐	☐	☐
Separate day school	☐	☐	☐	☐	☐	☐

7. If your school provides inclusive education (full or partial inclusion) to students with emotional and behavioral disabilities, what staffing model do you use?

☐ Dually licensed model (one teacher is dually licensed and responsible for general and special education services)

☐ Co-teaching model (a general education licensed teacher collaborates with a special education licensed teacher)

II. Principal's Profile

1. Age

☐ Less than 35

☐ 35 - 44

☐ 45 – 54

☐ 55 or more

2. Gender

☐ Male

☐ Female

3. Teaching license

Please select the type of teaching license you hold.

☐ General education

☐ Special education

4. What is the length of your teaching experience in general education settings?

☐ 0

☐ 1 - 5

☐ 6 – 10

☐ 11 – 15

☐ 16 or more

5. What is the length of your teaching experience in special education?

☐ 0

☐ 1 – 5

☐ 6 – 10

☐ 11 – 15

☐ 16 or more

6. What is the length of your teaching experience in inclusive settings?

☐ 0

☐ 1 – 5

☐ 6 – 10

☐ 11 – 15

☐ 16 or more

7. What is the length of your experience as a principal/headmaster?

☐ 0 – 5

☐ 6 - 10

☐ 11 – 15

☐ 16 or more

8. What is your highest educational level achieved?

☐ Master

☐ Master +30

☐ Master +45

☐ CAGS

☐ Doctorate

9. How many special education credit hours have you completed?

☐ 0

☐ 6 – 10

☐ 11 – 15

☐ 16 or more

10. How many hours of in-service training in special education have you completed?

☐ 0 – 10

☐ 11 – 20

☐ 21 – 30

☐ 31 – 40

☐ 41 or More

11. How many hours of in-service training have you completed in the area of emotional impairment?

☐ 0 – 10

☐ 11 – 20

☐ 21 – 30

☐ 31 – 40

☐ 41 or More

12. Experience with students with EBD?

Please rate your personal experience with students with EBD

☐ Negative

☐ Somewhat negative

☐ No experience

☐ Somewhat Positive

☐ Positive

III. Principals' knowledge and attitude toward inclusion of students with EBD

For each of the following items, please rate the extent to which you agree with the statement by marking the appropriate box.

	Strongly agree				Strongly disagree
1. General education teachers are not trained to adequately cope with students with emotional and behavioral disorders (EBD)	☐	☐	☐	☐	☐
2. Full inclusion settings enhance the learning experience of students with EBD.	☐	☐	☐	☐	☐

3. Only teachers with extensive education experience can be expected to deal with students with EBD.	☐	☐	☐	☐	☐
4. Including students with EBD in general education classrooms creates few additional problems for teachers.	☐	☐	☐	☐	☐
5. Students with EBD are too impaired to benefit from the activities in general education classrooms.	☐	☐	☐	☐	☐
6. Because special programs are better resourced, students with EBD should be placed in special classes or schools specially designed for them.	☐	☐	☐	☐	☐
7. Nondisabled students can benefit from contact with students with EBD.	☐	☐	☐	☐	☐
8. An effective general education teacher can help a student with EBD succeed.	☐	☐	☐	☐	☐
9. Conditions in general education classes should be modified to meet the needs of all students including students with EBD.	☐	☐	☐	☐	☐
10. General education teachers should be expected to accept students with EBD into their classrooms.	☐	☐	☐	☐	☐
11. Students who are continually aggressive toward their peers should not be included in general education classrooms.	☐	☐	☐	☐	☐
12. The lack of access to other professionals (e.g. clinical coordinators) makes the inclusion of students with EBD difficult to implement.	☐	☐	☐	☐	☐
13. It should be policy that students with EBD are included in general education classrooms.	☐	☐	☐	☐	☐
14. Students with EBD take up too much the time of the classroom staff.	☐	☐	☐	☐	☐

15. All principals should be expected to embrace the inclusion of students with EBD.	☐	☐	☐	☐	☐
16. Regardless of whether parents of general education object to inclusion, the practice should be supported and implemented.	☐	☐	☐	☐	☐
17. Students with EBD belong to special schools where their needs can be met.	☐	☐	☐	☐	☐
18. Students with EBD will disrupt the learning of other students. So, their inclusion in general education should be opposed.	☐	☐	☐	☐	☐
19. Students with EBD are pushed into general classrooms so that the district could save money.	☐	☐	☐	☐	☐
20. Schools can be expected to improve their AYP status even if students with EBD are included in general education classrooms.	☐	☐	☐	☐	☐
21. All students with EBD benefit academically from the inclusion of students with EBD.	☐	☐	☐	☐	☐
22. The policy of inclusion of students with EBD is fine in theory, but the practice does not work.	☐	☐	☐	☐	☐
23. Schools have sufficient resources to cope with the inclusion of students with EBD.	☐	☐	☐	☐	☐
24. Students with EBD have the right to be included in general education classrooms.	☐	☐	☐	☐	☐
25. All students can benefit socially from the inclusion of students with EBD.	☐	☐	☐	☐	☐
26. There is sufficient funding to permit effective inclusion for students with EBD.	☐	☐	☐	☐	☐
27. Despite their impulsive and explosive behaviors, students with EBD are ready to cope with the academic demands of general education classroom.	☐	☐	☐	☐	☐

28. Including students with EBD in general education is fair to all students.	☐	☐	☐	☐	☐
29. Creating an inclusive setting for students with EBD is the responsibility of the school district.	☐	☐	☐	☐	☐
30. Principals are generally trained to deal with problems related to students with EBD.	☐	☐	☐	☐	☐
31. The practice of inclusion of students with EBD in general education classroom should be supported.	☐	☐	☐	☐	☐
32. Inclusive environment does not deny students with EBD the specialized instruction they need.	☐	☐	☐	☐	☐
33. As transformative leaders, principals should embrace the inclusion of students with EBD in general education classrooms.	☐	☐	☐	☐	☐
34. I have the authority as a principal to implement inclusive settings for students with EBD.	☐	☐	☐	☐	☐
35. The school district offers many opportunities to principals for staff development with regard to the inclusion of students with EBD.	☐	☐	☐	☐	☐
36. The inclusion of students with EBD in general education classrooms is not detrimental to their educational progress	☐	☐	☐	☐	☐
37. The school district is a strong supporter of inclusive settings for students with EBD.	☐	☐	☐	☐	☐
38. Given a choice, I will be more likely to implement a fully inclusive setting with a portfolio of disabilities involving ONLY students with EBD	☐	☐	☐	☐	☐
39. The inclusion of students with EBD in the district is being implemented and carefully planned.	☐	☐	☐	☐	☐

40. The inclusion of students with EBD in the district is being implemented in consultation with and strong support of principals. ☐ ☐ ☐ ☐ ☐

Please state your belief about the practice of inclusion of students with emotional and behavioral disorders.

41. In your opinion, what is the greatest disadvantage of the inclusion of students with EBD in general education?

_____

_____

_____

42. In your opinion, what is the strongest argument for the inclusion of students with EBD in general education?

_____

_____

_____

43. To make inclusion work effectively, what are two absolute essentials?

a. _____

b. _____

APPENDIX G

Evaluation of Questionnaire from Pilot Survey

Pilot Questionnaire

Direction:
After examining the survey questionnaire and the purpose of the study, please take a few minute to evaluate whether the survey instrument was design to respond the purpose of the study. Does the instrument give the opportunity to the investigator to capture principals and headmasters attitude toward implementing full inclusive educational setting for students with emotional and behavioral disorders (EBD)?

Name: _____

School Name: _____

1. Were you able to understand clearly the questions in the survey?
   ☐ Yes ☐ No
   If no, please explain
   _____
   _____
   _____

2. Did you find any difficulty answering the question?
   ☐ Yes ☐ No
   If no, please explain
   _____
   _____
   _____

3. Do the questions lend themselves to honest responses?
   ☐ Yes ☐ No
   If no, please explain
   _____
   _____
   _____

4. Are the question elaborated such that one cane discern principals' attitude toward the inclusion of students with EBD?
   ☐ Yes ☐ No
   If no, please explain

_____

_____

_____

5. Are there any missing parameters?
   ☐ Yes ☐ No
   If no, please explain

_____

_____

_____

6. Was the time to complete the survey appropriate?
   ☐ Yes ☐ No
   If no, please explain

_____

_____

_____

Additional comment

_____

_____

_____

_____

_____

_____

Thank you for your support.

APPENDIX H

Interview Questions

Interview Questions

1. How do you describe your school and what does passionate you about it?
2. As a school leader, what concerns you the most about the inclusion of students with EBD?
3. What is your philosophy about including students with EBD in general education full time?
4. Do you think that the behavior of students wit EBD adversely impact teachers' abilities to instruct all students in a safe environment?
5. What kinds of structure do you think can maximize the education of students with EBD?
6. What leadership practice do you think a principal must have in order to successfully implement inclusive setting for students with EBD?
7. How should students with EBD be supported so that they are able to meet or exceed the standards?
8. From your experience, how are inclusive settings for students with EBD initiated in the district?
9. Is there anything else you would like to add about the inclusion of students with EBD?

APPENDIX I

Principals' Perception of Inclusion: A Review of Current Studies

Studies on principals' attitudes toward inclusion

Study & Research question	Research Type & Sample population	Findings
Vazquez (2010) 1. Is there a correlation between principals' attitude toward inclusive education and student placement decision? 2. Is there a relationship between school-based principals' hypothetical placement decisions and principals' actual placement decisions at their schools? 3. Are school principals' attitudes toward inclusive education related to demographics, professional experiences and formal training?	Quantitative analysis (*Principal and Inclusion Survey*) All disabilities 98 Elementary, middle and high school principals in a large urban district in Florida	*Principals with positive experiences with students with disabilities are favorable to inclusion. *Principals believe that students with EBD and autism would be best served in most restrictive environments. *Experience with students with disabilities plays a role in the attitude of principals toward inclusion. *Principals with more training in inclusive education are more favorable to inclusion.
Washington, N. P. (2010) 1. How do administrators' attitudes toward including special education students in general education affect the successful implementation of inclusion? 2. How are school administrators' attitudes toward inclusion formed? 3. What role do school administrators play in implementing inclusion?	Quantitative analysis (*Principals and Inclusion Survey*) All disability categories 41/100 School leaders in 2 districts in NJ	*No relationship between years of experience and principals' attitudes toward inclusion. *Age and gender do not play a role in the attitudes of principals toward inclusion. *Attitudes of principals toward inclusion are impacted by their training and experience with students with disabilities.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Sanks (2009) 1. What are school principals' attitudes toward inclusion? 2. What special education services along the continuum are implemented in their schools? 3. Are principals' attitudes toward inclusion of students with disabilities related to their overall rating of special education services offered along the continuum in their schools? 4. Is there a relationship between school principals' attitudes toward inclusion of students with disabilities and their school's adequately yearly progress status? 5. Could principals' attitudes toward inclusion of students with disabilities and their overall rating of special education services offered along the continuum in their schools be used as predictors of their school's AYP? 6. Does a relationship exist between principals' attitudes toward inclusion of students with disabilities and the students with disabilities subgroup's AYP in ELA? 7. Does a relationship exist between principals' attitudes toward inclusion of students with disabilities and the students with disabilities subgroup's AYP in math?	Quantitative non-experimental research design (*Middle School Principals' Attitude Toward Inclusion* and *Principals' Attitude Toward Inclusive Education-PATIE*) All disabilities 55/146 elementary middle and high school principals in Georgia	*Principals favor inclusion. *Principals favor an array of service delivery including most restrictive environments. *Principals' attitudes are impacted by the AYP status of their schools. *Most principals are not in favor of the inclusion of students with severe behavioral disabilities.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Lindsey (2009) 1. What are middle school principals' attitudes toward inclusion? 2. Is there a significant correlation between principals' attitudes and selected demographic factors? 3. Do principals' attitudes relate to their background, training, and professional experience?	Quantitative analysis (Principal Inclusion Survey) All disabilities 120/189 middle school principals in Tennessee	*Positive attitude toward inclusion. *Race and gender do not impact principals' attitude toward inclusion. *Principals support inclusion as a service delivery model for students with certain disabilities. *Principals do not favor inclusion for students with severe disabilities such as emotional impairments, autism, traumatic brain injury, and multiple disabilities.
Watson (2009) 1. What are the attitudes and perceptions of teachers and principals regarding inclusion? What is the relationship between principals' view and general education teachers' view of inclusion? 2. What is the relationship between teachers' attitudes toward inclusion and the number of special needs students in their class? 3. What is the relationship between years of experience and educators' views of inclusion?	Quantitative analysis (Scale of Teachers' Attitude Toward Inclusive Classrooms-STATIC) All disabilities 65 elementary principals in a large school district in northeastern California	*Positive attitudes toward inclusion among principals. *Experience does not play a role in the attitudes of principals toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Horrocks, White, & Roberts (2008) 1. What attitudes do principals hold regarding the inclusion of students with disabilities 2. Is there any relationship between principals' attitudes and their placement recommendations for children with autism? 3. Is there any relationship between demographic factors and attitudes toward inclusion and placement recommendations?	Quantitative analysis (*Principal's Perspective Questionnaire*) Autism Principals in Pennsylvania	*Experienced principals are least likely to support inclusion. *Principals with the formal training in special education are more likely to support inclusion.
McKelvey (2008) 1. What is the relationship between school-based administrators' experience in academia with AAS and attitude toward the inclusion of students with AAS? 2. What is the relationship between school-based administrators' formal education and training with AAS and attitude toward the inclusion of students with AAS? 3. What is the relationship between school-based administrators who attended elementary school prior to 1974 and attitude toward the inclusion of students with AAS? 4. What is the relationship between school-based administrators' background knowledge of autism and Asperger's syndrome and their attitude toward the inclusion of students with AAS?	Quantitative analysis (*Autism Attitude Inclusion Survey*): Correlational design Autism/ Asperger's syndrome (AAS) 75/250 Secondary school-based administrators in MD, NY, WI	*Negative attitudes toward the inclusion of students with AAS. *No significant relationship between years of experience and attitude toward inclusion

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Brown (2007) 1. What are administrators' attitudes toward inclusion of students with disabilities in regular education? 2. Is there a significant difference in administrators' attitudes toward inclusion of students with disabilities in regular education based on gender? 3. Is there a significant difference in administrators' attitudes toward inclusion of students with disabilities in regular education based on job category? 4. Is there a significant difference in administrators' attitudes toward inclusion of students with disabilities in regular education based on school level assignment? 5. Is there a significant difference in administrators' attitudes toward inclusion of students with disabilities in regular education based on years of experience as administrator? 6. Is there a significant difference in administrators' attitudes toward inclusion of students with disabilities in regular education based on special education teaching?	Quantitative analysis: Causal-comparative research design (*Principals' attitude Toward Inclusive Education-PATIE*) All disabilities 55/61 school leaders in Rankin County School District, Mississippi	*The majority of school leaders disagreed or was neutral toward the inclusion of students with disabilities. *Gender plays a significant role in the attitudes of school leaders toward inclusion; female leaders being more favorable to inclusion than male leaders.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Schoger (2007) 1. Given that the reliability of the *Attitudes Toward Inclusive Education Survey* was originally based on the responses of principals and parents, is the instrument reliable when used with teachers, principals in the present study and central administrators? 2. What are parents', teachers', principals' and central administrators' perceptions of the barriers to inclusive education for children with moderate and severe disabilities in the public school setting and do these perceptions differ across groups? 3. What specific reasons do parents, teachers, principals, and central administrators have for supporting, or not supporting, inclusive placement for children with moderate and sever disabilities and do these reasons differ across groups? 4. How do the four groups differ with respect to each of the four components (challenge for general education teachers, inclusion benefits and level of disability, challenges due to insufficient resources, and professional training) of the modified *Attitudes Toward Inclusive Education Survey*?	Mixed design study: Quantitative and qualitative analyses (*Attitude Toward Inclusive Education Survey*) All disabilities 50 parents 280 teachers 28 principals 28 central leaders in southeast of Houston, TX 82/127 teachers completed the survey 13/42 principals completed the survey 10/28 central administrators completed the survey 44/124 parents completed the survey	*Principals generally are in favor of inclusion. *The perceptions of parents and school personnel are at odds. *Respondents agreed that the lack of resources and personnel trainings are barriers to inclusive education.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Allen (2006) 1. How do elementary principals describe their attitude toward inclusion? 2. What factors identified by elementary principals' attitudes contributed to students with disabilities achieving AYP? 3. How did elementary principal support students with disabilities in achieving AYP?	Qualitative Analysis (standardized open-ended interview) All students with disabilities 10 elementary school principals in New Jersey	*Principals believe that they are responsible for creating an inclusive environment for all students. *Need for a continuum of service delivery. *Realign curriculum to meet the needs of all students.
Donahue (2006) 1. What are the attitudes of secondary principals toward the inclusion of students with mild/moderate disabilities in the general education setting? 2. What are secondary principals' beliefs regarding the placement of students with different categories of disability into general education classrooms? 3. Is there a relationship among secondary principals' personal experience in a school setting, professional experience, school characteristics, and pre-service training and their attitude toward the inclusion of students with mild/moderate disabilities into general education classrooms	Quantitative analysis (*Modified Principals and Inclusion survey*) Mild to moderate disabilities (specific learning disabilities, speech and language disabilities, emotional impairment 50/229 Secondary principals in Northeastern California	*Principals' attitudes toward inclusion were overall positive. *The Majority of principals (94%) would include students with specific learning disabilities in general education. *Half of the principals would include students with emotional impairments.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Hunter (2006) 1. How does special education legislation and litigation affect the central services organizational structures in large urban school districts? 2. Does the district's administrative structure need to change to ensure special education individualized learning plan (IEP) compliance? 3. How do the economic environment and budgetary allocations affect the delivery of services to students with learning disabilities? 4. What are the factors that may influence urban high school principals' perceptions of the implementation of IDEA 1997?	Quantitative analysis (*Principals and Inclusion Inventory*) All disabilities 16/18 Secondary principals in Wisconsin	*Principals believe that students with severe disabilities (EBD, autism) should be educated in most restrictive environment.
Moore, V. (2006) 1. What are principals' perceptions of students with disabilities who are educated in general education classes? 2. How do principals define inclusion? 3. Do principals have a positive attitude about inclusion?	Quantitative and qualitative analyses All disabilities 32/56 principals in Toledo, Ohio	*Principals are favorable to inclusion. *Principals believe that staff is not well prepared.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research question	Research Type & Sample population	Findings
Ramirez (2006) 1. What are the attitudes and perceptions of elementary school principals in Texas toward inclusion programs 2. Is there a relationship between the type and amount of principals' experience and their attitudes toward inclusion? 3. Is there a relationship between principals' gender and their attitude toward inclusion? 4. Is there a relationship between principals' age and their attitude toward inclusion? 5. Is there a relationship between the number of special education college credits earned by principals and their attitudes toward inclusion? 6. Is there a relationship between the number of in-service training hours obtained by principals and their attitudes toward inclusion? 7. Is there a relationship between the recency of training obtained by principals in the area of special education and their attitudes toward inclusion? 8. Is there a relationship between school size and principals' attitudes toward inclusion?	Quantitative analysis (*Principal and Inclusion Survey-PIS*) All disabilities 110/360 elementary school principals in Texas	*Positive attitude toward inclusion. *Knowledge related to special education, experience, and training play a role on the attitude of principals toward inclusion. *Gender and age have no significant impact on the attitude of principals toward inclusion. *Size of the school is not a significant factor on the attitude of principals toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Washington, J (2006) 1. What are middle school principals' attitudes regarding inclusion in South Carolina? 2. Are middle principals attitudes toward inclusion related to personal demographics, professional experiences, and formal training? 3. Is there a combination of factors that best predicts middle level principals' attitude toward inclusion?	Quantitative analysis (*Principals and Inclusion Survey)* All disabilities 92/172 middle school principals in South Carolina	*Principals have positive attitudes toward inclusion. *Positive experience with students with disabilities plays a role in the attitudes of principals toward inclusion. *Personal characteristics have no impact on principals' attitudes toward inclusion.
Durtschi (2005) 1. In what roles and to what degree are elementary school principals involved in special education? 2. To what degree are elementary school principals confident in their roles in special education? 3. What preparation related to special education do elementary school principals possess? 4. What are elementary school principals' attitudes regarding the inclusion of students with disabilities?	Quantitative analysis (*Principal Involvement in Special Education Survey*) All disabilities 566 elementary school principals in Wisconsin.	*Principals who spent a considerable amount of time on special education and related issues encourage collaboration and inclusion. *Principals confident in special education are positive toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Fontenot (2005) 1. What are the attitudes of rural, suburban, and urban public elementary school principals in Texas regarding the inclusion of students with disabilities into the general education classroom? 2. What is the relationship between principals' personal characteristics, such as age and gender, and their attitudes toward inclusion? 3. Is there a relationship between the type of experience and amount of principals' experience, and their attitudes toward inclusion?	Quantitative analysis (*Modified Principals and Inclusion Survey*) All Disabilities 251/733 urban, suburban and rural principals in Texas	*Principals have a positive attitude toward inclusion. *Age and gender play no role in the attitude of principals toward inclusion. *There is no significant correlation between general education and special education teaching experience, and principals' attitudes toward inclusion.
Hesselbart (2005) 1. Have administrators, primarily principals and assistant principals, been adequately prepared for inclusion? 2. Which indicators cause principals to approach inclusion with a more positive attitude?	Quantitative analysis (*Principals and Inclusion Survey)* All disabilities 37/52 principals and assistant principals in rural county in Northwestern Ohio	*Students with autism and multiple disabilities should be required to receive additional training in resource rooms. *Students with traumatic brain injuries, mental retardation and EBD should not be in inclusive settings.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Duquette (2004) 1. Do male middle school principals favor inclusion program model for students with disabilities more than female middle school principals? 2. Do white middle school principals favor inclusion program model for students with disabilities more than African American middle school principals? 3. Do middle school principals with fewer than 15 years of experience as a middle school principals favor inclusion program model for students with disabilities more than principals with more than 15 years of experience as a middle school principals?	Quantitative analysis: descriptive research design (*Middle School Principals' Attitude Toward Inclusion*) All disabilities 151/238 Middle school principals in South Carolina	*Principals were favorable toward the inclusion of students with disabilities. *Low socio-economic status schools responded more favorably to inclusion than schools with high socio-economic status. *Schools' and principals' demographic data do not play a role in their attitudes toward inclusion.
Rau (2003) 1. What tangible and intangible activities do principals do that support or hinder inclusion in their schools? 2. What do teachers in these schools perceive of their principals' support? 3. What do teachers' think about how the principal's practices and behaviors affect is on their own beliefs and practices? 4. How do parents and paraprofessionals perceive their principals' support?	Qualitative analysis (case study: interviews and observations) All disabilities 2 elementary principals	*Principals' behaviors supported and hindered inclusion. *Supportive behaviors included meeting with parents and staff, setting school goals. *Non-supportive behaviors included lack of involvement in special education issues.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Seigler (2003) 1. What are the knowledge levels and experiences of Georgia middle school principals concerning inclusion? 2. What relationship exists between Georgia middle school principals' perceptions toward inclusion and their knowledge of, and experience with, inclusion? 3. What relationship exists, if any, between principals' perceptions of inclusion and selected demographic factors? 4. What policy recommendations, if any, do Georgia middle school principals perceive important regarding the implementation of inclusion? 5. To what extent do Georgia middle school principals participate in professional development related to students with disabilities? 6. Of selected training opportunities, which are the most utilized by Georgia middle school principals?	Quantitative analysis (Survey) All disabilities 200/398 middle school principals in Georgia	*No correlation between principal perception and level of knowledge. *Principals display a neutral attitude toward inclusion. *Principal with 6 – 10 year experience tend to be more positive toward inclusion. *Female principals had a stronger feeling toward inclusion. *Principals with doctorate degrees are more positive toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Washington, D. A (2002) 1. To what extent will there be differences between the perceptions of teachers and principals with regard to the inclusion of students with learning disabilities in regular high school science and social studies classes? 2. To what extent will gender, ethnicity, and years of experience influence the perceptions of teachers with respect to the inclusion of students with learning disabilities in regular education classes? 3. What are the factors identified by teachers and principals that facilitate or inhibit successful inclusion of students with learning disabilities in regular education classes?	Quantitative (Modified version of *Special Education Principal Behavior Profile*) All disabilities 193/300 high school principals and teachers in Southeast TX	*Principals have a more favorable perception toward inclusion than teachers. *Demographic data and years of experience play no role in the attitudes of principals toward inclusion. *Training and administrative support are important factors toward facilitating inclusion. *Lack of parental involvement inhibits the inclusion of students with disabilities.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Domencic (2001) 1. What are the significant influences on special education program decisions in Pennsylvania secondary schools? 2. What are the experiences of Pennsylvania secondary principals with students with disabilities? 3. What are the attitudes of Pennsylvania secondary principals toward students with disabilities? 4. What are actual reported educational placements for students with disabilities in Pennsylvania secondary schools? 5. Does a significant correlation exist between each individual influence factor and the educational placement for students with disabilities in PA secondary schools? 6. Does a significant correlation exist between each individual influence factor and the attitudes of principals toward students with disabilities? 7. Does a significant correlation exist between the attitudes of PA secondary principals and the educational placements for students with disabilities in PA secondary schools? 8. Does a significant correlation exist between the attitude of PA secondary principals and their experiences with students with disabilities?	Quantitative analysis (*Principals: Influences, Attitudes and Inclusion*) All disabilities 258/499 secondary principals in PA	*Principals have a negative attitude toward the inclusion of students with EBD. *Students with autism and neurological disabilities are more likely to be educated in most restrictive environments. *Principals' experience with students with disabilities impact their attitude toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Livingston, Reed, & Good (2001)	Qualitative analysis (Interview) *Deaf-Blindness *Developmental delay *Multiple disabilities Orthopedic impairment 68 Principals in rural south Georgia	*Principals favor self-contained classrooms for students with severe disabilities *Principals with experience in working with students with severe disabilities are more likely to consider inclusion.
Maricle (2001) 1. Do the attitudes of New Jersey secondary public school principals toward inclusive education differ with regard to years of experience as a principal? 2. Do the attitudes of New Jersey secondary public school principals toward inclusive education differ with regard to geographic location of the school? 3. What percent of New Jersey public school principals agree that students with specific disabilities should be educated in general education classroom settings?	Quantitative Analysis (*Attitude Toward Inclusive Education Survey*) All disabilities 175/324 Secondary Principals in urban, suburban, and rural areas of New Jersey	*The location of schools (urban, suburban, rural) is not a predictor of the attitudes of principals toward inclusive settings. *Most secondary school principals are not in favor of including students with moderate to severe disabilities in general education.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
McLauchlin (2001) 1. Do female principals' attitudes toward integrating students with special needs into regular education program differ significantly from those of males? 2. Do principals attitudes toward integration of students with special needs into regular education program vary significantly based on the race of the principals? 3. Does the length of time that principals have served significantly affect their attitudes toward inclusion? 4. Do high school principals and elementary school principals differ significantly in their attitude toward inclusive education? 5. Do principals' attitudes toward integrating students with special needs in the regular classroom differ significantly based on the size of school? 6. Do the attitudes of principals with fewer years of total educational experience toward inclusive education? 7. Do the educational levels obtained by principals affect their attitudes toward inclusion?	Quantitative non-experimental descriptive design (*Attitude Toward Inclusive Education Scale-ATIES*) All disabilities 387/697 public elementary, middle, and high school principals in North Carolina	*Principals are in favor of inclusion, except for students who display aggressive and disruptive behaviors. *Gender plays a role in the attitudes of principals. Female principals are more in favor of inclusion than male principals. *Race and years of experience have no impact on the attitudes of principals toward inclusion. *Elementary school principals are more favorable to inclusion than secondary school principals.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Praisner (2000) 1. What are the attitudes of elementary principals in the Commonwealth of Pennsylvania toward the inclusion of students with disabilities in general education classrooms? 2. Is there a significant correlation between principals' personal characteristics and their attitude toward inclusion? 3. Is there a significant correlation between type and amount of principals' experience and their attitude toward inclusion? 4. Is there a significant correlation between aspects of training and principals' attitudes toward inclusion? 5. Is there a significant correlation between specific program factors and attitudes? 6. Is there a significant correlation between experience with individuals with disabilities and attitude? 7. Is there a significant correlation between attitudes and perceived most appropriate placement? 8. Is there a significant correlation between the disability category and certain variables?	Quantitative analysis (*Principals and Inclusion Survey*) categories 408/750 elementary principals in Pennsylvania	*The attitudes of principals toward the inclusion of students with severe disabilities were neither positive nor negative. *Most principals have a positive attitude toward inclusion when it is phrased in a generic manner. *Principals favor more restrictive placement for students with severe disabilities including, autism, mental retardation, emotional impairment, neurological impairment, and multiple disabilities. *Principals with positive experiences with students with disabilities favor inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Inzano (1999) 1. Do the attitudes of New Jersey elementary school principals toward inclusive education differ with regard to years of experience as a principal? 2. Do the attitudes of New Jersey elementary school principals toward inclusive education differ with regard to the geographical location (i.e., urban, suburban or rural of the school)? 3. What percent of New Jersey elementary school principals agree that students with specific disabilities should be educated in general education classroom settings? 4. What percent of New Jersey elementary school principals believe certain educational strategies, if used in their schools, to be effective in inclusive classroom settings?	Quantitative analysis (*Attitude Toward Inclusive Education Survey*) All disabilities 113/300 Elementary principals in in urban, suburban, and rural areas New Jersey	* Except for students with moderate to severe disabilities and students with learning disabilities who are two years below their peers academically, principals have a positive attitude toward the inclusion of students with disabilities in general education. *The geographic location of schools (urban, suburban or rural) makes no difference in the attitudes of principals toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Levy (1999) 1. To what extent and in what ways selected demographic characteristics of principals contribute to their attitudes toward inclusion of disabled students in regular classrooms? 2. To what extent and in what ways principals' role ambiguity contribute to their attitudes toward inclusion of disabled children in regular classrooms? 3. To what extent and in what ways principals' perceptions of obstacles to inclusion contribute to their attitudes toward inclusion of disabled students in regular classrooms?	Quantitative analysis (modified version of *Role Ambiguity Scale and Perceived Obstacles to Integration Scale*) All disabilities 124/274 elementary school principals in Queens and Brooklyn, NY	*Age plays a role in the attitudes of principals toward inclusion; younger principals have more positive attitudes toward inclusion. *Perception of obstacles does not play a significant role in the attitudes of principals toward inclusion.
Barnett, & Monda-Amaya (1998) 1. How do principals define inclusion and which populations of students do they apply that definition? 2. What attitudes do principals have toward inclusive education? 3. What leadership approaches do principals most commonly exhibit? Does leadership approach influence how they define and react to the philosophy of inclusion?	Quantitative analysis (Survey) All disabilities 65/115 principals in Illinois	*No relationship between attitude and experience. *Lack of agreement on a definition of inclusion. * Inclusion is appropriate for students with mild disability.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Bailey, du Plessis (1997)	Quantitative analysis (*Principals' Attitude Toward Inclusive Education-PATIE*) All disabilities 200 school principals in Queensland, Australia	*Principals believe that inclusion is beneficial for the development of students with disabilities. *Principals believe that inclusion may not be beneficial for nondisabled students.
Geter (1997) 1. Is there a significant difference between Georgia high school and elementary school principals' attitude toward inclusion of special education students? 2. Is there a significant difference between Georgia principals' attitude toward inclusion of special education students with regard to gender, school type, and in-service training hours completed in special education?	Quantitative analysis (*Attitude Toward Inclusion Scale-ATIS*) All disabilities 341/1100 elementary and high school principals in Georgia	*Principals have a positive attitude toward inclusion. *Elementary school principals are more favorable to the inclusion of students with disabilities than high school principals. *Female principals are more positive toward inclusion than their male counterparts *The length of educational experience has no effect on the attitudes of principals toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Bennett (1996) 1. No significant relationship exists between the amount of professional training in special education of elementary school principals, as measured by the number of hours of undergraduate/graduate coursework taken, and their attitudes toward the inclusion of disabled students in the regular classroom. 2. No significant relationship exists between the previous experience of elementary school principals with disabled students, as measured by exposure to disabled students in teaching/administrative settings, and their attitudes toward the inclusion of disabled students in the regular classroom. 3. No significant relationship exists between participation in professional development training by elementary school principals, as measured by hours and type of training, and their attitudes toward the inclusion of disabled students in the regular classroom.	Quantitative analysis (*Building administrator Survey*) All disabilities 173/230 elementary school principals in Indiana	*Principals' attitudes toward inclusion become less positive with the increase of the level of needs of students with disabilities. *Principals with minimal levels of training tend to be negative toward inclusion. *There is no difference between the type of professional development received and the attitudes of principals.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Hof (1994) 1. How do the perceptions of selected elementary school principals from Iowa, Minnesota, Nebraska, and South Dakota differ regarding the inclusion of special needs students in the regular classroom? 2. How do the perceptions of selected elementary school principals from Iowa, Minnesota, Nebraska, and South Dakota differ regarding the inclusion of special needs students in the regular classroom as it relates to demographic variables such as state, school district size, gender, and age of principals? 3. What actual practices of selected elementary school principals from Iowa, Minnesota, Nebraska, and South Dakota regarding the inclusion of special needs students in the regular classroom are currently being implemented in their respective schools? 4. What are the differences between the perceptions of selected elementary school principals from Iowa, Minnesota, Nebraska, and South Dakota regarding the concept of inclusion and the actual practices currently employed in their respective schools?	Quantitative analysis: Pearson product-moment correlations (*Elementary Principal Perceptions of Inclusion*) All disabilities 217/300 elementary school principals from Iowa, Minnesota, Nebraska, and South Dakota	*The level of education plays a role in principals' attitudes toward inclusion; principals with high level of education are in favor of inclusion. *Gender, age, and years of experience do not play a role in principals' perceptions of inclusion. *The size of a school plays no role in the attitudes of principals toward inclusion.

(Continued)

Studies on principals' attitudes toward inclusion (continued)

Study & Research questions	Research Type & Sample population	Findings
Dyal & Flynt (1996)	Quantitative analysis (Survey) All disabilities 118/143 public school principals in Alabama	*Inclusion is conceptualized as a full continuum of service delivery. *Inclusion is a movement supported by parents of students with disabilities. *Inclusion is a national issue, not a local or state issue. *Principals prefer to maintain a continuum of service delivery.

APPENDIX J

Criteria for Selecting a Statistical Test

Statistical Test Used and Criteria for Selection

Null Hypotheses	Test	Criteria
$H_0$1: There is no significant difference between principals' and headmasters' attitudes toward the inclusion of students with EBD and the nature of their personal experience.	Pearson Product-Moment Correlation	• Normal distribution of scores • Dependent variable continuous • Independent variable continuous • Group comparison
$H_0$2: No Significant difference exists between the level of willingness to implement inclusive setting for student with EBD and attitudes toward inclusion.	ANOVA	• Normal distribution of scores • Dependent variable continuous • Independent variable categorical (3 groups)
$H_0$3: No significant difference exists between principals' and headmasters' attitudes toward the inclusion of students with EBD and the size of schools.	Pearson Product-Moment Correlation	• Normal distribution of scores • Dependent variable continuous • Independent variable continuous • Group comparison
$H_0$4: The academic level of schools (elementary school, Middle school, or high school) does not play a significant role in the attitudes of principals and headmasters toward the inclusion of students with EBD.	ANOVA	• Normal distribution of scores • Dependent variable continuous • Independent variable categorical (3 groups)

Statistical Test Used and Criteria for Selection
(Continued)

Null Hypotheses	Test	Criteria
$H_0$5: The proportion of students with EBD in schools has no significant impact on principals' or headmasters' attitudes toward inclusion.	T-test	• Normal distribution of scores • Dependent variable continuous • Independent variable categorical (2 groups)
$H_0$6: Principals' attitudes toward the inclusion of students with EBD in general education do not differ significantly with respect to schools' accountability reports. $H_0$7: No significant difference exists between principals and headmasters' attitudes toward inclusion and the academic achievement level of students with disabilities.	Pearson Product-Moment Correlation	• Normal distribution of scores • Dependent variable continuous • Independent variable continuous • Group comparison
$H_0$8: The gender of principals and headmasters does not impact their attitudes toward the full inclusion of students with EBD in general education classrooms.	T-test	• Normal distribution of scores • Dependent variable continuous • Independent variable categorical • Group comparison (2 groups)
$H_0$9: There is no significant relationship between the age of principals and headmasters and their attitudes toward the full inclusion of students with EBD in general education classrooms.	Pearson Product-Moment Correlation	• Normal distribution of scores • Dependent variable continuous • Independent variable continuous • Group comparison

Statistical Test Used and Criteria for Selection (continued)

$H_0$10: The nature of principals' and headmasters' experience with students with EBD does not impact their attitudes toward inclusion.	ANOVA	• Normal distribution of scores • Dependent variable continuous • Independent variable categorical • Group comparison (3 groups)
$H_0$12: The number of years of teaching experience in special education does not influence the attitudes of principals and headmasters toward inclusion. $H_0$13: The years of service as school leaders has no significance in the attitudes of principals and headmasters toward inclusion.	Pearson Product-Moment Correlation	• Normal distribution of scores • Dependent variable continuous • Independent variable continuous • Group comparison
$H_0$14: The level of understanding of special education law does not impact the attitudes of principals and headmasters toward the inclusion of students with EBD. $H_0$15: The education level obtained by principals and headmasters does not significantly impact their attitude toward the inclusion of students with EBD.	ANOVA	• Normal distribution of scores • Dependent variable continuous • Independent variable categorical • Group comparison (3 groups or more)
$H_0$16: The amount of training in the area of special education plays not significantly role in the attitudes of principals and headmasters toward the inclusion of students with EBD.	Pearson Product-Moment Correlation	• Normal distribution of scores • Dependent variable continuous • Independent variable continuous • Group comparison

APPENDIX K

List of Acronyms

LIST OF ABBREVIATIONS

EBD: Emotional and behavioral disorders

NCLB: No Child Left Behind Act

EAHCA: Education of All Handicapped Children Act

IDEA: Individuals with Disabilities Education Act

LRE: Least Restrictive Environment

AYP: Adequate Yearly Progress

RTT: Race to the Top

ARRA: American Recovery and Reinvestment Act

DESE: Department of Elementary and Secondary Education

OSESS: Office of Special Education and Student Services

FBA: Functional Behavioral assessment

PBS: Positive Behavior System

SGP: Student Growth Percentiles

CPI: Composite Performance Index

PIS: Principals and Inclusion Survey

PATIE: Principal's Attitude Toward Inclusive Education

SPSS: Statistical Package for Social Science

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Table 32: Pearson Product-Moment Correlation Between Leadership Practices and Attitudes Toward Inclusion