

Does Attitude Impact Academic Achievement?

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This Master's Research Project has been approved

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Abstract

The purpose of this research was to study, observe, and analyze the academic performance of thirteen high school students receiving special education services and gather information about students' feelings and attitudes towards their academic setting. Surveys of students receiving services and an analysis of their academic performance in the classroom were used to determine if a relationship existed between these two variables. Research findings indicate no clear relationship between a student having a positive attitude towards his/her academic setting and achieving academic success in the classroom, as thirteen of sixteen students surveyed demonstrated a positive attitude towards the respective class and only three of the sixteen students were achieving academic success.

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The purpose of this research was to determine whether the attitudes and feelings of students with identified disabilities about their academic setting impacts their academic performance. In particular, do students who enjoy and like their academic setting achieve academic success more so than their peers who report being dissatisfied with their educational environment? The question being addressed in this project can also be related to a broader context in education such as: can a student's attitude impact performance in a number of areas related to school such as extra-curricular activities, attendance, behavior, and social aspects.

This research is significant because along with similar studies, it can possibly be used to improve and construct educational environments that are more conducive to learning and promote academic success for high school students with disabilities. Effective research in this area could ultimately help administrators improve educational environments for students with disabilities and make decisions about placing students in academic settings that increase students' chances for academic success.

Review of Literature

One major question that has persisted throughout education is what traits, characteristics, and qualities are linked to academic achievement in students? Academic achievement and how it is obtained and maintained is critical to education, along with identifying the characteristics of students who are achieving in the classroom. Research continues to attempt to determine correlations and relationships between academic achievement and the characteristics of the students who are successful in the classroom. It is this body of literature that was reviewed to provide a foundation for this research.

Determining Academic Placement

Before a relationship can be discussed between students receiving special education services and academic achievement, it must be noted the reasons and procedures used to place students in the academic settings in which they receive services. Some common terms that will be used throughout this paper include self-contained classroom which is used interchangeably with the term non-inclusive classroom. A self-contained classroom is one Tillman (1960) described as being

one in which a pupil is under the guidance of one teacher for most of his school-sponsored activities. The teacher is expected to have much knowledge about each child in the class and to use this knowledge in providing guidance and assistance to the pupil and to his class. (p. 82)

Inclusive classrooms are much different in definition and structure compared to self-contained classrooms and how they are set up. Panaerai, Zingale, Trubia, Finocchiaro, and Zuccarello (2009) define inclusion as

all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. Students with special needs, who are not responsive to typical regular education, have also the right to specialized education programs. (p. 874)

Intervention specialists who work in the field of special education should have a clear understanding of how students are placed in a particular academic setting and why. The requirements of the Least Restrictive Environment (LRE) as defined first by the Education of All Handicapped Act (1975) and later confirmed by the Individuals with Disabilities Act (2004), adopted Deno's model of the Cascade of Services to explain the range of special education services. A description of the Cascade and the rationale for

placement decisions is described by Peterson, Zabel, Smith, and White (1983) in the following:

The Cascade of Services Model suggested by Reynolds (1962) and Deno (1970) has become a basic feature of special education. The Cascade (or continuum of services) Model suggests that special education services should be defined in terms of their restrictiveness in relation to the regular program. Levels of service range from the regular classroom with no special services to the very specialized and intensive services provided in a hospital or residential treatment facility. The model further suggests that children should move downward to more restrictive environments only as far as necessary to receive appropriate educational services, and they should move upward to less restrictive programs wherever possible. Various levels of the cascade represent transitions between more and less restrictive placements, and the implication is that movement should be sequential. (p. 404)

Deno's Cascade of Services influenced the legislative level of the federal government. The Education for All Handicapped Children Act of 1975 opened the door to students as it was mandated that services and placements must be provided to students with disabilities based on the format of Deno's Cascade of Services (Merulla & McKinnon, 1982.)

Placement decisions should be guided by the definition of least restrictive environment from the Education for All Handicapped Children Act of 1975 that calls for the states to adopt procedures to insure that, to the maximum extent appropriate, handicapped children, including children in public and private institutions or other care

facilities, are educated with children who are not handicapped and that special classes, separate schooling, or the removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Zettel, 1977, p.8)

The cascade of services has also required schools to collaborate and ask questions as to how they are going to better serve students with disabilities and how are they going to determine and place students in the least restrictive environments. Moore (2009) outlined some guiding questions that can assist schools when trying to determine placements and least restrictive environments for students who are receiving special education services. Guiding questions include:

What type of school environment is needed to foster collaborative decision making and inclusive environments? How data- can based decisions support the least restrictive environment for students with disabilities? How do you consider the best interest of students when implementing an inclusive school model? What characteristics of a group decision making model can help promote the least restrictive educational placement for students with disabilities? (Moore, p. 13)

These very important questions must be addressed by schools in order to properly construct a special education program that follows the federal mandates and attempts to place students in the least restrictive environment where they can be successful and experience academic achievement. Moore (2009) also addresses the role and importance of LRE in the following:

The idea of least restrictive environment is used prominently in the realm of

special education. It represents the placement where students with disabilities are educated with their non-disabled peers to the maximum extent possible for them to be successful. The Individuals with Disabilities Act is the most prescriptive law that strengthens the principle of least restrictive environment by requiring explicit review and documentation of students with disabilities participating in the general education curriculum, regular education environment, and state assessments. (p. 14)

The least restrictive environment is a concept that is legally mandated by the federal government in order to place students in academic settings that will benefit them in to the maximum extent possible (Taylor, 1998). The push for inclusive classrooms and co-teaching environments are in response to this legal requirement. As more schools adopt methods of creating inclusive classrooms, it is quite possible that self-contained classrooms will begin to diminish in number as more students are placed in least restrictive academic environments.

Factors That Impact Academic Success of Students

Educators acknowledge there are a multitude of reasons why students do not achieve academically in the classroom. As this study was designed to determine a possible link between students' attitudes and perceptions and their academic achievement, this literature review includes only studies that focus on students' attitudes and perceptions.

McCoach Del Siegle (2003) examined the self-perceptions of students in gifted programs and general education students in relation to their GPAs. The author suggests that academic self-concept helps to predict academic achievement and goes on to explain

findings that suggest for both gifted students and the general population of high school students, GPA and academic self-perceptions were moderately and positively related and that the structure of the relationship between academic self-perceptions and GPA was similar (p. 61).

The previous study examined a similar question to that being asked in the current research project as it investigated the possible correlation between academic achievement and students' attitudes towards their classroom and academic setting. The main difference is that the study did not include students with identified disabilities.

In another study, McCoach (2002) attempted to predict academic achievement in adolescents using the School Attitude Assessment Survey (SAAS). The SAAS attempts to predict academic achievement in students by measuring their self-concept, self-motivation, self-regulation, and attitude toward school.

The author conducted this study in light of the fact that “although ability is the best predictor of academic achievement, it explains less than 50% of the variance in students' grades” (McCoach, 2002, p. 66). This study sought to determine what factors and characteristics might contribute to a student underachieving in the classroom and at the same time determine correlations between student performance and results of the SAAS. This study provided validation of the SAAS an instrument to assess secondary students on four factors that may be correlated with academic underachievement. Scores from the SAAS “seemed to demonstrate evidence of adequate validity and reliability for use as a research instrument on a population of secondary students” (McCoach, p. 74). In addition, the author reported a correlation between academic performance and self-perception and most importantly suggested that “the high correlation between

motivation/self regulation and academic self perception merits further attention” (McCoach, p. 74).

In a related study, Lie, Maddox, and Johnson (2004) indicated that studies have suggested that students’ computer attitudes are related to their success in learning computer technology (p. 593), and investigated how positive attitudes might transfer to increased achievement. The authors reported that four computer attitude variables (enjoyment, motivation, importance, and freedom of anxiety) have linear relationships with computer achievement (Liu, Maddux, & Johnson, 2004, p. 593). They summarized by saying that “at least from one perspective, positive attitudes are transferred into higher achievement” (p. 603).

These articles support the notion that students’ positive attitudes, thoughts, and perceptions can translate into academic success in the classroom or at the very minimum can help to predict success and achievement in students.

Students with Disabilities’ Perceptions of Placement

The number of students receiving special education services in the United States has doubled since 1975, which means there is a much more diverse and larger population of students that teachers need to be able to serve and accommodate in their classrooms (Smardon, 2008). It is important to note that as more legislation is passed, laws have supported the inclusion movement which means that more students diagnosed as having mild disabilities are receiving instruction and services in inclusive general education classrooms (Fontana, Scruggs, & Mastropieri, 2007).

As more students with disabilities are identified, these students will be placed in different academic settings. What may help educators, researchers, and administrators to

develop successful academic settings is information that presents critical data about inclusive and non-inclusive academic settings as well as the perceptions and attitudes of the students in these academic settings. Daniel and King (1997) discuss inclusive and self-contained academic settings and students' academic perceptions of themselves in a study which attempted to assess the impact of inclusion on students' self-reports of self esteem, and parents' and teachers' reports of problem behavior. They compared the performance of students who were enrolled in three different classroom structures including inclusive classes in which students with special needs were randomly assigned to the class roster based on natural proportions, cluster programs in which students with special needs were assigned to specific general education classrooms in the school, and non-inclusive classes in which students were included in the general education classes for a portion of the day but received some special services in separate resource programs. The results suggested that students without disabilities who were enrolled in inclusive classes were more likely to experience gains in reading scores with no notable differences across the service delivery system structures in the areas of math, language, or spelling. The authors also found that teachers and parents of students with disabilities enrolled in inclusive classes reported higher rates of problem behavior and lower self-esteem than students who were enrolled in non-inclusive classes. (p. 56-57)

When looking at the inclusive versus self-contained classroom setting, there is much debate as to which one is more effective for students and is one better than the other. Fore III, Hagan-Burke, Burke, Boon, and Smith, (2008) examined the classroom placement of students (inclusive and self-contained) to determine if one of the settings was more appropriate for students with specific learning disabilities. The results of this

study determined there was no evidence to indicate students displayed any variation in academic achievement based on their classroom setting. This study supports the notion that if the academic settings are basically the same in terms of achievement, then one must wonder if one type of setting is better for a particular type of student.

There is a lot of information and data that suggests different results and relationships when analyzing inclusive and self-contained classrooms. As research continues, researchers and educators will continue to try and create the most successful and positive learning environments for their students.

Method

This study and its research aim to determine a possible relationship between students' perceptions and attitudes towards school academic achievement in the classroom.

Location

School district. The school district where this research took place is located in central Ohio and is southeast of Columbus. According to the 2008-2009 state-wide report cards issued by the Ohio Department of Education, this school district earned a rating of excellent. This district met 24 out of 30 total indicators with a performance index of 95.5 out of 120. The enrollment in this particular school district is 95.7% white and 49% of the students are economically disadvantaged. The state wide report card also indicates that 13.9% of the students have diagnosed disabilities.

School. The school where the research was conducted was a high school, which houses students in 9th grade through 12th grade. Placement options for students include a multi-handicapped unit, self-contained classrooms, and inclusive co-teaching classrooms.

The multi-handicapped unit is for students who have the most severe disabilities at the school and require the most intensive care and instruction. The self-contained classroom generally has students who are receiving special education services and have more severe and intense learning disabilities and cognitive disabilities. There are typically two levels of self-contained classrooms where one level serves students who have cognitive disabilities along with students who have very significant and intense learning disabilities. The next level of service is typically for students who have emotional disturbances that severely impact their academic achievement. Within this same level, students with moderate learning disabilities will also be served. The last placement option for special education is the inclusive co-taught classroom in which general education students and students who are receiving special education services learn the general curriculum. For the most part, students in inclusive co-taught classes who have disabilities have very mild learning disabilities.

Classroom and co-teachers. The school day lasts from 7:44 am to 2:38 pm and is broken down into nine periods. The periods are 41 minutes in length with five minutes between each period for students to switch classes. The classroom that was utilized in this study is a 9th grade world history classroom with two co-teachers servicing the students. One co-teacher is a female who has a grades 4-9 math and social studies license, while the special education teacher currently holds a 7-12 integrated social studies license and is in the process of going from a supplemental intervention specialist license to an intervention specialist, K-12 mild to moderate license.

Participants

The participants in this study were 16 high school students. A total of 33 students

were invited to participate. All of the participants were freshmen in high school who were enrolled in two classes of World History that were co-taught by a general and special education teacher, and included both students with and without mild disabilities. These students were part of the World History class, which was made up of both students with disabilities and students who did not receive special education services. The students who participated in the study were students receiving special education services. These students were diagnosed as having mild disabilities, most of them being specific learning disabilities, with a few students diagnosed with emotional disturbances.

Instruments

There were two sources of data used to answer the research questions posed by this research project. The first source of data was the students' grades and the second was a survey.

Grades. All grades were entered into an electronic grade book and printed out and used in this project. There were a total of seventeen total grades that were used in this study for the two particular classes. Ten of the seventeen grades were homework assignments that were expected to be completed out of the classroom. Four of the grades taken in the classroom were in-class assignments in which students were given time during class to complete the assignments. Two of the seventeen grades were tests and one remaining grade was a project that was mostly completed outside of the classroom with very little in-class time to work on the particular assignment. All of the assignments in the World History class are assigned points with a different number of points distributed to each assignment.

Student satisfaction survey. The second tool used to collect data was a survey

specifically created for this project. This survey consisted of nine open-ended, free response questions asking students about their current classroom setting and how they felt and perceived the classroom and the teachers in that particular classroom. The survey also included seven yes or no questions which also asked students how they felt and perceived their current history class and their academic placement in that particular class. This survey was used to determine students' attitudes and perceptions of inclusion and satisfaction. See Appendix for a copy of the survey.

As the survey used in this study was created by the researcher and not pilot tested, no reliability and validity measurements are available. However, the students were able to complete the survey without any difficulty and had no trouble with the content or format of the questions.

Procedures

Gaining Consent

After IRB approval, consent forms were distributed to all the students with disabilities in the two classes. The students were instructed to take the consent form home to be signed by a parent or guardian. Once there is enough students who have permission to participate in the study, the researcher should begin to monitor all grades and academic assignments in the respective area that is being focused on for the study and administer the student survey to each participating student individually. The grade data collection should last anywhere from four to six weeks and once completed the researcher should sort the grade data by each student and determine the average of all of the assignments. Once the average grade data is determined the researcher can assess if each student was or was not maintaining academic success in the classroom.

Co-Teaching Intervention

The co-taught classroom at this particular school has two teachers in the classroom. One teacher is a general education teacher with a teaching license in their specific content area in which they teach. The other co-teacher is an intervention specialist that has a background with working with students who have special needs and are receiving special education services. The research used in this study monitored the academic progress of sixteen students for six weeks in two different classrooms.

The typical lesson in the co-taught classroom would begin with a bell-ringer activity to recall information and content that was covered from the previous day. Questions would be asked and the students would complete a short assignment and/or assessment to make sure they recalled information that was previously covered. The lesson would then transition into the lesson for that day and new material would be introduced. The students would complete a host of activities on any particular day including but not limited to notes, lectures, discussions, reading, worksheets, research in the library, mini-presentations on class content, quizzes, and tests.

On a specific lesson in which the students were working on a poster for class they worked cooperatively in small groups to finish their assignment in which they would eventually present to the class. Each teacher would monitor all the groups, ask concentrated questions on content, answer questions about the assignments, and make sure all students were on task and completing their role in the assignment. Accommodations provided included small groups, extended time, directions clarified, repeated, and read orally.

Data Collection

Grades were collected for the assignments as described above during a six week period. At the end of the six week period, participants were given the survey described above and found in the appendix. The surveys were administered on an individual basis and typically took place in a quiet environment. After all participants completed the survey, the responses were sorted in to four basic classifications based on an overall review of student responses: negative response, positive response, indifferent response and no response.

Data Analysis

After the responses of the surveys were sorted, surveys with more positive responses were noted to have a positive attitude and surveys with more negative responses than positives were noted as being a negative attitude. The collected grades were then analyzed. Any student with an overall average of 80% or higher was classified as achieving academic success in this study. The total number of students achieving academic success was then compared to the total number of positive attitudes. This data was analyzed to look for any relationship between the number of positive attitudes and the number of students achieving academic success.

Results

The results of the surveys and grade monitoring are presented in this section. Since only sixteen students participated in the study, there is not an abundant amount of research for this particular study, so the results must be interpreted with caution.

Students' Perceptions of Inclusion

The sixteen students who participated in this project all completed the surveys

regarding their impressions of their history class, their teachers in that class, and their academic setting. When analyzing the survey as a whole, of the sixteen, thirteen were classified as having an overall positive response. A positive survey constituted more positive responses than negative, meaning the majority of the students' responses indicated that they liked their class, teachers, and academic setting.

According to the previous definitions, as described in the data analysis section, thirteen students had a positive survey and the remaining three had negative surveys indicating that they did not like one or more than one of the following: teachers, class setting, and/or the class itself.

A question by question analysis for each question used in the survey is now covered in this section. It is important to analyze each question in order to best interpret the data from this study.

Question 1: Do you like your history class? Eighty-one percent of the students responded with yes to this question while the remaining 19% answered no.

Question 1a: What do you like about it? (The Class) 81% (13 of the 16) of the students positively responded indicating that they liked their history class. There was a host of reasons of why the students indicated their like for the class. Reasons included: more help was available with two teachers, the students enjoyed the projects, and/or the movies in class, they enjoyed and related well with one or both of the co-teachers, and they enjoyed the content in the class.

Question 1b: What do you not like about it? (The class) 19% or 3 of the 16 students negatively responded and indicated that they did not like their history class. Reasons for not liking the class were they do not like history and the content in the class,

and that they did not like the teachers who taught the class.

Question 2: Do you enjoy being part of a co-teaching (2 teachers) classroom?

Eighty-one percent (13 of 16) of the students indicated that they enjoyed being part of a co-teaching classroom which featured two teachers that were always in the classroom.

Question 2a: What do you like about it? (Being in a co-teaching class) The majority of the responses indicated that students felt they had more access to help and resources with two teachers in the classroom rather than just one educator in the classroom.

Question 2b: Those who provided input to this question indicated that at times they felt the content was too difficult and two students also responded that they did not like the fact that both teachers were busy helping students at times and could not immediately help them when they needed assistance.

Question 3: Would you rather be placed in a co-teaching classroom than a resource room classroom? Seventy-five percent (12 of 16) responded by indicating that they would rather be placed in a co-teaching classroom than a self-contained resource room.

Question 3a: Why? Please explain: Thirteen of the students responded positively by supporting why they like their co-teaching classroom while two students responded negatively indicating why they did not like co-teaching and one student did not provide a response to this question. Some of students indicated that while they enjoyed their co-teaching classroom experience, they also still somewhat liked the self-contained resource room setting that they had previously been in, but not as much as their current academic placement. Thus these students seem to have some mixed feelings about their academic

placement.

Question 4: Have you ever been placed in a small group class setting/resource room setting? Fourteen of the sixteen students indicated that they had previously at some point had received services in a self-contained academic classroom.

Question 5: If you have been in a small group class setting/resource, do you like the co-teaching environment better? Fourteen students indicated they had previously been in a self-contained resource room setting and of those fourteen students, ten of them indicated they liked co-teaching more than their previous self-contained setting and four students indicated that they liked the self-contained resource room setting better than co-teaching.

Question 5a: Why or why not? Students were asked to justify and explain their reasoning as to why they did or did not like their co-teaching academic placement setting more or less than their previous self-contained academic setting they had once experienced. Students indicated that they liked co-teaching more than a self-contained classroom because they felt they learned more, covered more content, and could work at a more independent level. Students who indicated that they liked the self-contained classroom more stated they liked small groups and fewer students in their classrooms because they could focus and concentrate more with fewer students in the classroom.

Question 5b: How long and when were you in a small group class setting/resource room (what year and for how long)? Those students who had been in a self-contained classroom at one point indicated that the majority of the students in the co-teaching classroom had been in a self-contained classroom at some point in the last two years. Eleven of the fourteen students who have self-contained classroom experience was within

the past two school years. The other three students had been in self contained resource rooms in elementary school.

Question 6: Do you feel you learn more in a co-teaching setting with two teachers? Thirteen of the sixteen students responded positively and indicated that they feel as though they learn more in a co-teaching academic setting compared to other academic settings that the students had previously had in the school experience.

Question 6a: Please explain why or why not? Students provided multiple explanations as to why they feel they learn more in a co-teaching classroom. Reported reasons included that students felt they learned more from two teachers, they had two different viewpoints in the classroom which helped them, and there was more help available to the students in the classroom with two teachers. Students also reported that they felt that they did not do as well in a co-teaching environment because they do not like being in a larger class with more students who academically achieve and that they felt that the slower pace of the self- contained classroom was more beneficial to them compared to the co-teaching classroom.

Question 7: Do you feel that you do better in a co-teaching classroom?

Thirteen of the students positively responded to this question and answered yes, while the remaining three students responded no to this question.

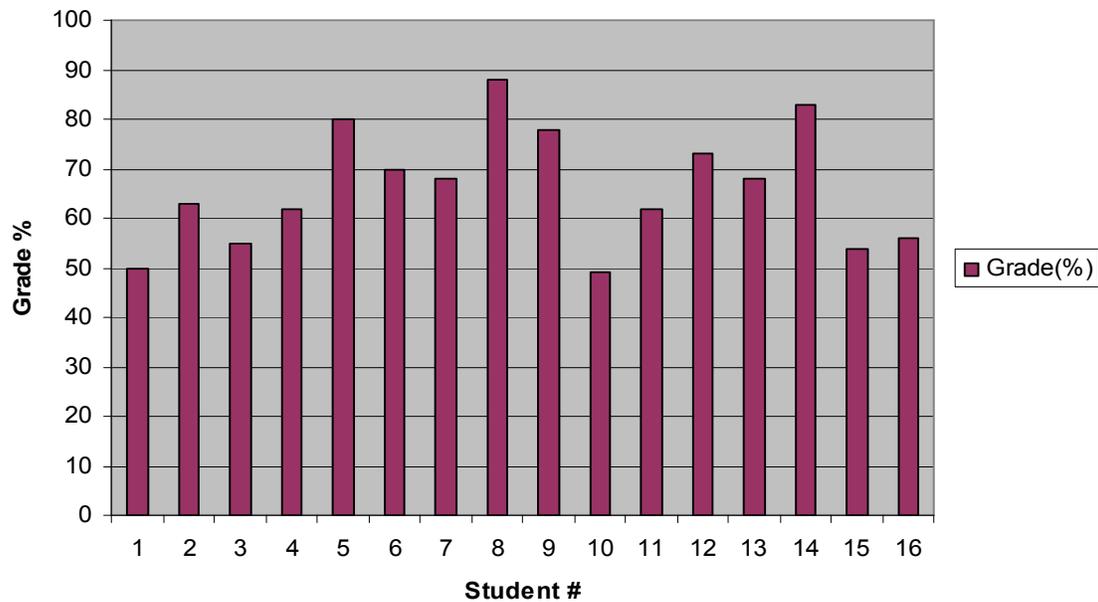
Question 7a: Why or why not? Please explain. Students who responded positively stated they could get more work done in the co-taught classroom, they receive more help in the classroom, and they like hearing instruction from two different people who provided different viewpoints on the content being taught in class. Students who reported no to this question stated they felt they did not do better because the class moved at too

fast of a pace and they liked being in a smaller class with fewer students in the classroom.

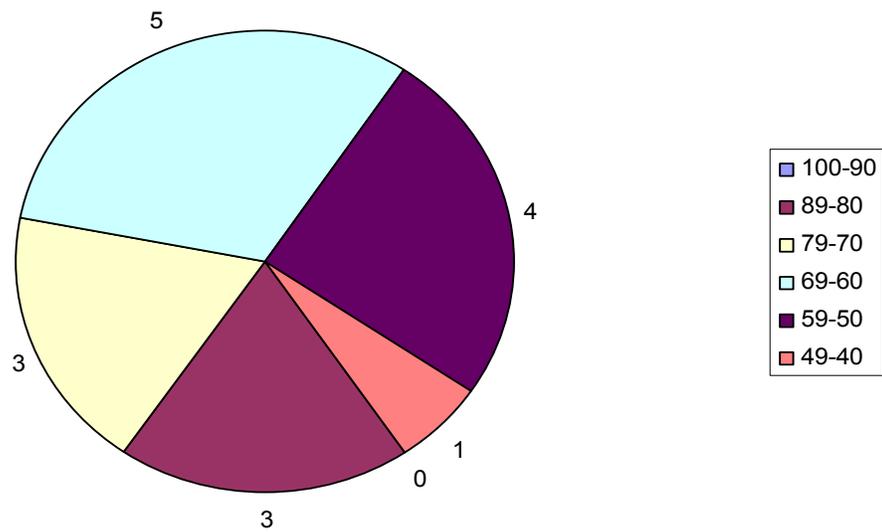
Academic Achievement

This section summarizes students' academic achievement during the time of the study. A student was defined as making adequate academic achievement if he/she earned an overall grade of 80% or higher. The participants in this study were receiving special education services that were spread out over two different classroom periods. Of the sixteen participants, there were three students who met the definition for satisfactory academic achievement. Figure 1 provides a summary of overall classroom grades by percent for all study participants. Figure 2 provides an overview of the percent of students in each grade band by percentage.

Classroom Grade For Students Who Participated In The Study



Number Of Students In Percentage Ranges



Discussion, Recommendations and Conclusions

When examining the results from this study, the data does not support the hypothesis proposed in this study that students who display a positive attitude and perception of their classroom and academic setting also make adequate academic achievement (80% on overall course grade). Thirteen of the sixteen participants indicated that they like and enjoy their class, teachers, and academic setting however, only three were achieving academic success, as measured by a course grade of 80%. The data is not strong enough to indicate a valid relationship between the two variables to say that a positive attitude results in achievement in the classroom. This conclusion is opposite of what was expected and proposed by this study.

While there is not a lot of research regarding student's perceptions and satisfaction with inclusion and its relationship to academic achievement, much of the research reported and studies support the hypothesis that students' attitudes and perceptions impact academic achievement. While it is still unclear what role and/or impact the student's academic setting has on academic achievement, this certainly is an area of interest that should continue to be a focus and investigated much more.

Limitations

The results of this particular research project do not fall in line with other studies and research that have been conducted as far as supporting the idea that attitude and perception impact achievement.

One unsuspected variable was discovered as the data was analyzed for this research project. As the results from the surveys were analyzed and categorized, it became apparent that six of the sixteen students who participated in this study admitted

and acknowledged they preferred their previous academic setting which was non-inclusive over their current inclusive academic setting. This was unexpected but still very important because this is an important variable that certainly may have impacted the results of this study. While it is unclear exactly just how this may have impacted the study, it is nevertheless important to acknowledge the existence of this data.

This was the initial year for the co-teaching program at this particular school, so the co-teaching program may not have been as effective or efficient as other co-teaching programs which have been in existence for longer periods of time. This may have had an impact on the results of the study in the academic achievement area since this program is very new and the co-teachers were inexperienced in this type of academic setting. This is a possible limitation that must be acknowledge and noted in the wake of this study.

Other studies which measured academic achievement used course grades that were given in the classroom. Some other studies also used achievement assessments when measuring academic achievement in their research. These studies took place in self-contained classrooms as well as co-teaching classroom with students who are and are not receiving special education services in the co-teaching classroom. However, these studies reported a relationship between a positive attitude and perception towards school and academic achievement.

One aspect of the study that could have been greatly enhanced would be to have access to all participants' grades from the previous school year. This would be beneficial to the study especially to have the grades and data from students who were in self-contained classrooms in the previous school year before they entered a co-teaching classroom. To have the previous school year's data and information would allow the

researcher to determine the possibility of an academic setting having a potential impact on the academic achievement of a student.

This study could have possibly been much more effective and revealing if there was a much larger population that was studied over a much longer period of time. Perhaps a population of hundreds would be ideal to monitor over an extended period of time. It would be recommended that at least one school year would be the best scenario for a research project of this nature. While these suggestions are ideal for the creation of an excellent study, it is also important to acknowledge that these are not practical parameters as a study of this nature would require a lot of time, money, and resources.

Implications for Practice

While the data from this study and the conclusions drawn from this study do not support the original hypothesis, there are still valuable implications for practice that can be drawn from these findings and from previous research in this area. Students' attitudes and perceptions are important and educators should not ignore them.

When implementing strategies designed to improve the delivery of services for students (such as co-teaching in an inclusive classroom), it is useful and important to keep students' attitudes and perceptions in mind when making accommodations and modifications for each student. Knowing students' perceptions and thoughts about how they feel regarding a particular class or academic setting could help school personnel design an educational experience for that student that is tailored to him/her and puts that individual in a position to achieve academic success in a classroom setting. When school personnel have specific data and information about students' preferences, they will be able to make decisions based on students' perceptions and attitudes that will hopefully

create a school environment that is more conducive to learning in which everyone will positively benefit.

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APPENDIX**SURVEY**

1. DO YOU LIKE YOUR HISTORY CLASS?

Y N

1A. WHAT DO YOU LIKE ABOUT IT?

1B. WHAT DO YOU NOT LIKE ABOUT IT?

**2. DO YOU ENJOY BEING PART OF A CO-TEACHING (2 TEACHERS)
CLASSROOM?**

Y N

2A. WHAT DO YOU LIKE ABOUT IT?

2 B. WHAT DO YOU NOT LIKE ABOUT IT?

**3. WOULD YOU RATHER BE PLACED IN A CO-TEACHING
CLASSROOM THAN A RESOURCE ROOM CLASSROOM?**

Y N

3A. WHY? PLEASE EXPLAIN:

**4. HAVE YOU EVER BEEN PLACED IN SMALL GROUP CLASS
SETTING/RESOURCE ROOM SETTING?**

Y N

**5. IF YOU HAVE BEEN IN A SMALL GROUP CLASS
SETTING/RESOURCE ROOM, DO YOU LIKE THE CO-TEACHING
ENVIRONMENT BETTER?**

Y N

5A. WHY OR WHY NOT?

**5B. HOW LONG AND WHEN WERE YOU IN A SMALL GROUP CLASS
SETTING/RESOURCE ROOM (WHAT YEAR AND FOR HOW LONG)?**

**6. DO YOU FEEL YOU LEARN MORE IN A CO-TEACHING SETTING
WITH TWO TEACHERS?**

Y N

6A. PLEASE EXPLAIN WHY OR WHY NOT?

**7. DO YOU FEEL THAT YOU DO BETTER IN A CO-TEACHING
CLASSROOM?**

Y N

7A. WHY OR WHY NOT? PLEASE EXPLAIN.