1985

A study of mainstreaming in the elementary school

Judy Lachman

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A STUDY OF MAINSTREAMING IN THE ELEMENTARY SCHOOLS

Judy Lachman, M.A.

California State University, San Bernardino, 1985

Statement of the Problem

The purpose of this project was to evaluate the social and academic advantages and disadvantages of academic mainstreaming of learning handicapped elementary students. Principals, learning handicapped teachers, regular class teachers, and learning handicapped students were interviewed.

Mainstreaming is required by PL 94-142. It has been an integral part of special education since 1975. The writer of this project felt that if done properly, it can be a very successful part of special education.

Procedures

Principals were interviewed to determine if academic mainstreaming was occurring at their schools. Special day class teachers were then interviewed. From them, a list of learning handicapped students being mainstreamed and the teachers whose rooms they were mainstreamed into was generated. These teachers and students were also interviewed.

An open-ended, ethnographic interviewing technique was used. The emphasis was on the student's point of view. All questions were worded to obtain information about the student's opinion of mainstreaming.
Results

All students interviewed enjoy being mainstreamed. There is some rise in the learning handicapped students' social status among the regular students. This could be a result of mainstreaming. Students are making high grades in their regular classes, but are often in the lower academic groups.

Discussion and Implications

Many teachers in this district feel that more mainstreaming could be taking place. It would be better if it were mandated or organized by the administration. Now, if a teacher wants a student mainstreamed, he or she must find a cooperative regular classroom teacher.

A need for more frequent and more useful communication between special and regular teachers is indicated. Special education and regular class teachers are not in agreement about how well the mainstreamed students are accepted or how well they are doing academically in the regular classroom.
California State University
San Bernardino

A STUDY OF MAINSTREAMING IN THE ELEMENTARY SCHOOLS

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Learning Handicapped Option

By

Judy Lachman, M.A.
San Bernardino, California
1985

APPROVED BY:

[Signature]
Advisor

[Signature]
Committee Member
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INTRODUCTION
A Study of Mainstreaming in the Elementary Schools

Judy Lachman

California State University, San Bernardino, 1985

INTRODUCTION

"Mainstreaming is the social and instructional integration of handicapped students in regular classes. It is not just their physical presence" (Turnbull & Schulz, 1979, p. 56). Although mainstreaming is required by law, when appropriate, it is not always carried out by school districts, nor is it always carried out in a way that has the best interests of the child in mind. If done properly, mainstreaming can be a very important part of special education.

Mainstreaming has been an integral component of the special education program since 1975, when the federal government passed PL 94-142, the Education for All Handicapped Children Act. This law requires schools to provide education for all students in the least restrictive environment. For many learning handicapped students, this is a regular classroom for at least part of the day.

For the purpose of this study, I have defined mainstreaming as placing students whose homerooms are learning handicapped classes in regular, graded classes for part of the day. Although many students are mainstreamed for non-academic times, such as P.E., lunch, and recesses, the population I am concerned with are those students who are placed in regular classrooms for academic subjects.

Considerable research has been done on mainstreaming from various points of view - legal aspects (Turnbull, 1978), administrative
considerations (Cochrane & Westling, 1977; Gage, 1979), and teaching
guidelines (Turnbull & Schulz, 1979; Diamond, 1979). Very little,
however, has been done from the viewpoint of the student being
mainstreamed.

My focus is on the student's point of view. I am concerned with
how the student perceives his or her own mainstreaming program. I am
trying to assess the social and academic advantages and disadvantages
of mainstreaming.

Students have many worries about mainstreaming. Tymitz-Wolf (1984)
found that educable mentally retarded students are concerned primarily
with the prospect of not having friends in their mainstreamed classes.
This is confirmed by Semmel and Cheney (1979). They found that learning
disabled and retarded students have very low social status, even after
they have been in regular classes for a considerable length of time.
Recent studies (Heron in Burbach, 1980; Decker & Decker, 1977; and
Semmel & Cheney, 1979) have shown that when special education students
are not ignored by their regular class peers, they are the subjects of
negative interactions.

Some of my concerns are the feeling of acceptance of special
education students by their regular class peers, their academic progress
in the regular class, and their adaptation to two teachers and two
classrooms. I have interviewed all those involved in the mainstreaming
program: learning handicapped students, teachers of learning handicapped
classes, and regular class teachers. Throughout the interviewing, my
questions were open-ended and designed to focus on the students'
perspective of mainstreaming.
For the purpose of this study, learning handicapped students are defined as those who are behind their chronological grade level academically and working below their potential because of learning disabilities, educable mental retardation, or behavior disorders. Throughout the paper, I have used the terms "learning handicapped," "special education," and "special day" interchangeably.

Academic subjects are defined as reading, math, spelling, language arts, social studies, and science.

Regular or graded classes are defined as self-contained classrooms containing students of one or two consecutive grade levels.

PL 94-142, the Education for All Handicapped Children Act of 1975, is designed as an act:

... to assure that all handicapped have available to them ... a free, public education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardian are protected, to assist states and localities to provide for the education of all handicapped children and to assess and assure the effectiveness of efforts to educate handicapped children. (Orelve, 1978, p. 59)
REVIEW OF THE LITERATURE
REVIEW OF THE LITERATURE

"We know that ultimately these kids are going to have to compete in regular society, competing for jobs, struggling for social acceptance. So why not give them a chance, even though it's going to be difficult, to compete in a controlled environment now and get a taste of it?" (Cox, 1977, p. 257).

The literature has dealt with many aspects of mainstreaming. I will discuss benefits, social adaptation, social problems, academic progress, administrative role, cooperation between teachers, teacher training, parental role, and placement options.

Benefits of Mainstreaming

Yaffe (1979) stated that there are many benefits of mainstreaming. She said that because children will imitate one another, it is best to give special education children appropriate role models to imitate. Cox (1978) concurs with this viewpoint, further mentioning that when exposed to normal children, special education children are able to pick up new, appropriate behaviors. Idol-Maestas (1983) found that one handicapped child in a class of normal children produces a much better learning and teaching environment than would occur if the class were comprised of all handicapped children. Yaffe (1979) also stated that the normal children benefit from having special education students mainstreamed into their classes. They learn to accept people with differences and learn that, "Not everyone is average" (p. 74).

Social adaptation

"Social integration involves peer relationships, an opportunity to gain status and acceptance and feeling comfortable and secure as a full member of the classroom group with corresponding rights and responsibilities of membership" (Turnbull & Schulz, 1979, p. 56).

Nix (1977) lists placement criteria for mainstreaming hearing
impaired students. Many of them are equally appropriate for learning handicapped students. He said that to be mainstreamed successfully, a student must:

1. have social development comparable to the placement considered
2. have emotional development comparable to the placement considered
3. be resilient in nature
4. have average or better self-control
5. have the ability to adapt to new situational demands, schedule changes, etc.

Mainstreamed students must be helped through the transition from the special education class to the regular class. Tymitz-Wolf (1984) said that educable mentally retarded students are concerned about their status in each class. They feel unsure about the permanance of the mainstreaming. They fear that it can be taken away as a punishment. They aren't sure if they will still be liked by their special education peers and teacher. As they are not totally a part of special education or regular education, they aren't sure where they belong. These fears need to be overcome in order for the child to feel comfortable with his or her mainstreaming.

Social Problems

There can be some social problems in mainstreaming. Semmel and Cheney suggested that it is often learning handicapped students' non-academic abilities that cause them not to be accepted by their regular class peers. It appears that when making friends, children are more concerned with how a student behaves than how he does academically.

A learning handicapped child often has a low self-image, which makes it difficult for him or her to make friends. Decker and Decker (1977) stated that the special education student "...begins to take on the concept of himself as 'a person who cannot'" (p. 354). He finds it
difficult to compete with normal peers, which is another important part of becoming a part of the group. Turnbull and Schulz (1979) suggested that one way to remedy this problem of non-acceptance by regular peers is to discuss the problem with the special education students as they are often the best source of information about how to improve their social acceptance.

Academic progress

Tymitz-Wolf (1984) found that educable mentally retarded students were not as worried about succeeding academically as about other facets of mainstreaming. There are, nonetheless, some ways that the academic success of mainstreaming can be improved. Diamond (1979) said that special education students in the regular class should not be penalized for what the teacher knows they cannot do. If sequencing is a known problem, the child should not be chastised for not learning math facts with the rest of the class. Diamond also said that when grading, "each child should be measured against himself" (p. 249). This would insure individualized grading that will be as appropriate for the mainstreamed student as it will be for the regular student. Nix (1977) suggested the following academic criteria prior to mainstreaming a student:

1. academic skills within one grade level of considered placement
2. academic competitiveness
3. average ability to handle abstract concepts
4. writes legibly
5. average or better learning rate
6. capacity to work independently
7. cooperative in completing small group tasks when assigned
8. capable of completing homework assignments

Administrative Role

The administration must be supportive of mainstreaming in order for it to be effective (Nix, 1977). Cochrane and Westling (1977) stated that
principals must make funds for special materials available to regular teachers who are mainstreaming. The regular teacher becomes a part of the special education team and must be able to provide appropriate materials to all his or her students.

Prior to implementing mainstreaming, a principal must be aware of what needs special education students have and how these needs can best be met.

"The principal who simply directs the staff to mainstream without realizing the educational implications will soon realize there is a low probability of success beyond the simplistic physical rearrangement" (Cochrane & Westling, 1977, p. 507).

They suggested that the principal take college courses in special education and mainstreaming. Gage (1979) warned, however, against "instant expertise" (p. 44) on the part of the principal. He points out that a principal must be aware that the special education staff may have more knowledge of their field than he or she does.

**Cooperation Between Teachers**

Regular and special education teachers must work together to provide an appropriate mainstreaming program for the students. They are dependent upon one another. (Yaffe, 1979; Turnbull & Schulz, 1979)

Michaelis (1980) said that there are many kinds of information about the student that each teacher has. The special education teacher has more expertise in recognizing learning problems, knowing which materials and methods can be used to remediate learning problems, and methods of managing inappropriate behaviors which may not occur among normal children. The regular teacher has more knowledge of how the mainstreamed child performs in his or her room and how the regular students feel about the learning handicapped student.
Nix (1977) listed the following "placement situation parameters" (p. 346) to insure successful mainstreaming:

1. size of the receiving class
2. desire of the regular class teacher to have the ... child
3. teaching style(s) of the regular class teacher(s)
4. teacher aide available for assistance
5. regular class teacher willing to work closely with parents ... and the various support and resource specialists

Special education teachers have an additional responsibility to their students. Vandivier and Vandivier (May 1979) reported that a special education teacher must take care not to alienate the regular teacher by being too forceful or too unyielding. He or she must be sympathetic and helpful to the teacher who may never have had a learning handicapped student in his or her classroom and may be unsure how to handle the situation. Special education and regular class teachers must be willing to adapt their schedules when necessary and inform each other of any such changes (Michaelis, 1980).

Teacher Training

One of the prevalent themes throughout the literature is the need for training of mainstreaming teachers. Vandivier and Vandivier (February 1979) suggested that the ideal situation would be the special educator and regular educator working together to plan a curriculum for the mainstreaming student. Michaelis (1980) and Gage (1979) pointed out that sharing knowledge they have about the child will lead to a better total environment for the special education child, the teacher, and the other students.

Help, in the form of inservice training, is also important for the regular teacher. (Yaffe, 1979) Yaffe went on to say that without adequate training, some regular teachers may not be able to meet the
needs of the special student.

Parental Role

Parents are a crucial component of any educational program. This is especially true for a mainstreaming program. Without their support, mainstreaming can fail even if all other factors point toward its success. Parents, like their children, fear that the children will not succeed or that they will not be accepted in the mainstreamed classes. (Karnes, 1977) Karnes said that the way to overcome these fears is to involve the parents in all facets of mainstreaming, particularly after the child has been placed in a regular class. She suggested having parents of special day students work together with parents of non-handicapped students to improve the educational program of all students. Nix (1977) added the following "family parameters" (p. 346).

1. Parents' desire to have the child mainstreamed
2. Parents' desire to assist the ... child with homework
3. Parents' acceptance of the child's disability
4. Parents' desire to work closely with the regular class teacher

Placement Options

The literature suggests that if a variety of placement options are available, the mainstreamed student may be more successful. Some placement alternatives include remedial math or remedial reading classes (Carpenter, 1979), half-day special education classes (Vandivier and Vandivier, February 1979), and individualized grading in the regular class (Diamond, 1979). Carpenter (1979) found that "there are situations in which a handicapped child wishes to mainstream on his own. Perhaps the child would like to be in an Art or Vocal or Band class" (p. 369).
PROCEDURES
PROCEDURES

The universe under study is elementary learning handicapped students mainstreamed for academic subjects. My study is limited to elementary schools only because secondary schools which are departmentalized have a very different mainstreaming program in that all students go from class to class, not just mainstreamed special education students. I thought the nature of learning handicapped students' problems would result in more consistent data than I would have gotten if I had included students with other types of handicaps.

I selected a school district in Southern California. I first met with the coordinator of the learning handicapped program. She gave me a list of schools housing learning handicapped classes. The other elementary schools in the district bus their special education students to these schools. She notified the principals of my intent to contact them. A copy of her memorandum is included in the appendix.

I contacted each of the twelve principals and determined either by telephone or personal interviews that four schools had academic mainstreaming. I set up interviews with the nine special education teachers involved.

Upon going to the schools, I discovered that four of the teachers were not presently mainstreaming and that one was mainstreaming only for P.E. My study thus includes subjects from three elementary schools.
From the special education teachers, I obtained names of four regular classroom teachers to interview. My sample includes one second grade teacher, one split second and third grade teacher, and two who teach fourth grade.

Prior to interviewing the students selected for my sample by the teachers, I obtained written permission from the students' parents. A copy of the parental permission letter is in the appendix.

I interviewed eight learning handicapped students. Of these, six were boys and two were girls. Two students were chosen from each of the four special day classes in my sample. All students were mainstreamed for math. One was also mainstreamed for reading. Their grade levels were three second-graders, one fourth-grader, two fifth-graders, and two sixth-graders.

Table 1

Number of Students Interviewed by Sex and Grade Level

<table>
<thead>
<tr>
<th>Sex of Students</th>
<th>Grade 2</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The interviews with teachers and students lasted an average of twenty minutes. Interviews with teachers were conducted during their working hours before and after school. The students were interviewed during the school day. In an effort to maintain confidentiality of my
subjects, teachers are identified in the interview transcripts by their first and last initials and the grade level they teach; students are referred to by a first initial only. I referred to myself as "J" in the transcripts of the interviews found in the appendix.

I used an open-ended interviewing format. I chose this format instead of a more formal interviewing method because open-ended, or ethnographic, interviewing helps develop rapport with the subjects and encourages them to respond freely to the questions. It allows them to expand on the questions in ways that they may have felt hesitant to do in a closed-ended interview. (Spradley, 1979)

During the interviewing process, I found that open-ended questions were very effective for special education and regular classroom teachers. The students, however, did not respond as well to this type of questioning. For example, when asked, "If you went into your class from math right now, what would you do first?", many students gave one-word answers, such as "Work." I then had to rephrase the question into smaller tasks, such as, "Tell me what you'd do after you sat down at your desk," or "What would you do after you turned in your paper?"

I conducted six of the student interviews outside at picnic tables on the playground. Some of the students seemed distracted, stopping the interview to watch what was going on around them or talk to friends going by. I decided to change the interview setting to avoid distraction to inside in the speech clinician's room. The two students interviewed inside seemed less distracted than those interviewed outside, but were more reserved in their answers and less relaxed throughout the interviews.
As these interviews were done without a prescribed set of questions, not all subjects were asked all of the questions. Some subjects gave quite detailed answers, limiting the number of questions I could ask. This was particularly true of the teachers interviewed before school. Some questions were more appropriate for one segment of the population, i.e. regular teachers, than others.

All subjects were asked, "How does the learning handicapped student get along with his regular peers?" Originally, when asking this question to regular teachers, I asked, "How does the student get along socially in your class?" The teachers were telling me about the students' behavior, so I had to reword it to include "with the other students."

All subjects were also asked:

1. Does the student enjoy the mainstreamed class?
2. How is the student doing academically in the regular class?
3. Does the student play with children from the regular classroom on the playground?
4. How does it work for the student to have two teachers that he/she is responsible to?
5. Who helps the student with his/her work from the mainstreamed class?

Learning handicapped teachers and students were asked if the students had math assignments and lessons in the special education class. Special day class teachers were asked, "How do the students' parents feel about the mainstreaming?"

Regular classroom teachers were asked, "Is the student in the regular class for any time other than math?"
Table 2
Number of Subjects Answering Each Question

<table>
<thead>
<tr>
<th>Questions</th>
<th>SDC teachers(^1)</th>
<th>reg. teachers(^2)</th>
<th>students(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does the student get along with peers?</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2. Who does the student play with on the playground?</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3. Does the student enjoy mainstreamed class?</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>4. Is the student in regular class for other than math?</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>5. How is the student's behavior?</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>6. How is the student doing academically?</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Who helps the student with work?</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>8. Does student do math in special education class?</td>
<td>4</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>9. How has the student adjusted to two teachers?</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>10. How do the parents feel?</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1 SDC= special day class. \(n=4\)
2 reg.=regular. \(n=4\)
3 \(n=8\)
RESULTS
"Handicapped students ... should be encouraged to share their perspectives on their social acceptance in the regular class" (Turnbull & Schulz, 1979, p. 70).

As an open-ended, ethnographic interview is supposed to be similar to a conversation, not all interview questions are worded exactly the same way. If a student was telling me about his friends, I would have said, "Who do you play with on the playground?" If the student was talking about the kids in his regular class, the question would have been worded, "Do you play with them on the playground?" If I was introducing a new subject, I would have asked, "Do you play with the kids from your math class on the playground?" This is true throughout the interviews. Because of this, the questions in the following section are representative of the questions actually asked.

Table 3

Responses to positive/negative questions. All totals refer to the number of students being spoken of.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Positive</th>
<th>Negative</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell me about the other kids.</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Do you like going?</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Do you play with them on the playground?</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4. Do you do math in special ed. class?</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Questions</td>
<td>Positive</td>
<td>Negative</td>
<td>Other</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>5. How does it work to have 2 classes?</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>6. How are you doing?(grades)</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

REGULAR TEACHERS

1. Are mainstreamed accepted by your kids? | 4 | 2 | - |
2. How are they doing academically? | 2 | 4 | - |
3. How are they doing socially?(behavior) | 2 | 2 | - |
4. Do they play with your kids on playground? | 2 | 4 | - |
5. How does it work for them to have 2 classes? | 4 | - | - |
6. Are they here other than for math? | 3 | 2 | - |
7. Do they like coming? | 8 | - | - |

SPECIAL EDUCATION TEACHERS

1. How do they get along with regular students? | 5 | - | - |
2. Do they do math in your class? | 6 | 2 | - |
3. Do you help them with mainstream work? | 2 | 4 | - |
4. Do they like going? | 7 | - | - |
5. How do their parents feel about it? | 3 | 1 | 2 |
6. Do they play with regular kids on playground? | 2 | 2 | 3 |

When asked, "Tell me about your mainstreamed class," and "Do you like going?" seven of the eight students interviewed gave positive responses. Subject A said he didn't like the teacher, but did enjoy being with the other students. All four regular class teachers stated the students did
I seem to like being there. All four learning handicapped teachers agreed. CC said that initially W struggled about going because he was afraid he would miss something in her class, but that problem has been solved by cutting down his work load in the special education class.

The main reasons the students gave for liking mainstreaming were that it was fun and that they enjoyed the work. W also liked the cocoons the teacher kept in her room. MK said that coming to her room was seen as a reward for good behavior and that the students liked it because it was different.

When I asked my subjects, "Is the learning handicapped child accepted by his or her regular class peers?" I received quite different opinions. I asked the students to "tell me about the other kids in your math class." The students had a variety of answers to this. B and L said the kids were nice, W said they liked to beat people up, R and D said they didn't know the other students, and five said the regular students didn't do their work or talked too much in class. R said the students thought badly of him because he was in special education. Subject A changed the subject without answering the question. Among the regular class teachers, there was more agreement. Three said the special education students were mostly accepted and not bothered by their students. EG said D and R were treated like and felt like outsiders. All three of the special day class teachers asked said there was some acceptance of their students by their regular peers. SS went so far as to say that B's friendships in the regular class interfered with her classwork and that she had to be moved to another class as a result.

To strengthen the question of acceptance, I asked the teachers and
students, "Who do the children play with on the playground?" I feel this is a good indicator of who their friends are. CC said W and G play with regular class children on the playground. G said she did play with her regular class peers and W said he did not. MB stated that all her students played with only the other special education students. D and R agreed. R added that the other students he played with were from another special education class in the building. TK and SS were not sure who their students associated with. All of their students said they did play with students from their regular classes on the playground.

When I asked special education teachers, "How are your students doing academically in their regular classes?", it seemed that their answers were based on the word of the students and regular class teachers. Their information seemed to be limited to grades, not to actual academic performance. When I asked the students, "How are your grades?", all five students answering said their grades were quite high. G, D, and L said they got 100%'s on their tests and papers. I feel these answers may be suspect as it was difficult to explore the subject of grades in a way that would inspire anything less than a very positive response from the students. MF and MK said G and W were in the lower groups in their classes. BG and MF stated that D, R, and G needed extra help on activities and assignments. SM said A and L were doing average work. MK answered that all of her students were doing individualized work, as she had a split grade level class.

All the students were able to recount the daily academic routine of their mainstreamed class in response to, "Tell me what you do first in class? Next? Last?" This indicates that they were comfortable with the
routine and knew what they were supposed to be doing.

An important aspect of the success of mainstreaming is how the students feel about being responsible for work from two teachers. Five students were asked, "How does it work for you to have two classes?" B said she would rather not have two math classes, R said having two kinds of math was confusing, and D said it was boring having so much math to do. All of these students had math in their special education classes as well as in their mainstreamed classes. G and L enjoy being in two different classes, saying it was fun and an interesting variety of work. G does not do reading or math in her special day class since she is mainstreamed for those subjects. L does math only in his regular class, not in his learning handicapped class.

I had thought that how much the special day class teacher helped with the work from the regular class would have an effect on the students' adjustment to having two teachers, but this was not the case in my sample. Only one teacher when asked, "Do you help with the work from the mainstreamed class?", said he did. All the students and regular teachers responded to, "Who helps the students with their classwork?", by saying that when help was needed, the regular class teacher or aide assisted.

A factor which could effect the success of the mainstreaming program is how well the regular class teacher rates the learning handicapped students' behavior. When I asked regular teachers, "How does the student get along socially in your class?", the answers were in regards to the students' behavior. Although that was not what I was looking for by that question, the answers were noteworthy. G was described by MF as
sweet and well-behaved. She got along well with the other students. She also was said to be cooperative and worked well with her group. A, who was defined by SM as bossy and talkative, had been in SM's room before he was placed in special education, so got along with the other students in SM's room. W, whom MK had said was talkative and had a short attention span, got along reasonably well with his peers.

When asked, "Tell me about school," or "Tell me what you like about school," five students listed the subject they are mainstreamed for. The other academic subjects listed were spelling, writing stories, and general work. B, L, and V mentioned playing or recess. L also liked drawing. A and L, whose teacher TK uses computers extensively in his classroom, counted computers as an important part of their school days.

Table 4

Mainstreamed students answers to "Tell me about what you like about school," or "Tell me about school."

<table>
<thead>
<tr>
<th>Subject Mentioned</th>
<th>Number Mentioning Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>math</td>
<td>2</td>
</tr>
<tr>
<td>reading</td>
<td>3</td>
</tr>
<tr>
<td>writing stories</td>
<td>1</td>
</tr>
<tr>
<td>computer</td>
<td>2</td>
</tr>
<tr>
<td>drawing</td>
<td>1</td>
</tr>
<tr>
<td>spelling</td>
<td>1</td>
</tr>
<tr>
<td>work</td>
<td>1</td>
</tr>
<tr>
<td>playing/recess</td>
<td>3</td>
</tr>
</tbody>
</table>
1- there is some overlap because some students said many things
2- all of these students are mainstreamed for math
3- one of these students is mainstreamed for reading

Five students had positive responses to, "Tell me about your mainstreamed class." W and L said it was fun, W liked the teacher, L and R liked the work. Some liked the "fringe benefits" of being in their regular classes, such as having art once a week, being allowed to play games during their free time, and having a hard cover book instead of a workbook. The only possibly negative comment I got was that there were a lot of kids in the class. This seemed to be a point of interest and worth noting to G, V, and D. I could not determine whether they perceived this as good, bad, or neutral.

I asked three special education teachers, "How do the students' parents feel about their children's mainstreaming?" MB said in one student's family, the father was in favor of it, but the mother was afraid her son would fail. CC said G's parents were pleased and W's parents were proud. MB said her other student's parents were pleased that their child was in a regular class. TK said he had not gotten any comments from A and L's parents. He added that he did not get much parental response to anything.

Regular teachers were asked, "Are the mainstreamed students in your room for other than the subject they are being mainstreamed into?" BG said D and R were in his room for math only. He added that this could be the reason they felt like outsiders in his class. SM said A and L were in her room for art on Fridays, which they have instead of math.
MK said W came to her room every day and did whatever her class was doing at that time.

Table 5

Number of students in their mainstreamed classes for other than designated mainstreamed subject according to the regular class teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>art</td>
<td>2</td>
</tr>
<tr>
<td>whatever is being done at scheduled time</td>
<td>1</td>
</tr>
<tr>
<td>math only (math and reading only)</td>
<td>2</td>
</tr>
</tbody>
</table>

Some students who spent more time in the regular classroom had more positive comments about their peers. As previously stated, D and R, who are only in BG’s room for math, said they didn’t know most of the other students. A played with his peers on the playground, but had no comments about how well he liked them. L gave a positive response about the other students and played with them on the playground. W didn’t seem to like his peers and didn’t play with them on the playground, although he is in his mainstreamed class for subjects other than math.
LIMITATIONS OF THE STUDY
LIMITATIONS OF THE STUDY

The findings of this study will not be conclusive as I was limited by the size and non-randomness of the sample. I was geographically restricted to one school district and limited to only three schools due to the scarcity of academic mainstreaming in this district.

The findings of this study could be further evaluated to determine their applicability to a larger and broader population. This could be done by interviewing subjects from a wider geographical area. It would be interesting to include students who are mainstreamed for a greater variety of academic subjects. If a larger population were used, a more random sample could be drawn. My findings could also be evaluated to determine if they are applicable to secondary learning handicapped students or students with different types of handicaps.
DISCUSSION AND IMPLICATIONS
DISCUSSION

Overall, it seemed as though the learning handicapped students enjoyed being mainstreamed. They were encouraged by their special education teachers to think of themselves as privileged to be allowed to go to regular classes.

According to my sample, mainstreaming is more successful from the students' point of view if the student does not repeat the mainstreamed subject in his or her special education class. The three students who said they liked having two teachers did not have math assignments in their learning handicapped classes. They only had math in their mainstreamed classes.

According to the responses of the students I interviewed, mainstreamed students do not all play with their regular peers on the playground. My survey showed that 62% of those students interviewed played with their regular education classmates. The remaining students in the sample played only with other special education students. This implies that being mainstreamed does not guarantee that a learning handicapped child will be accepted by his or her peers in an unstructured play time such as recess.

I found some correlation between the feeling of being accepted and the amount of time the student spends in the regular classroom. It seems as though children must spend time together in several subjects if mainstreaming is to be successful in changing the learning handicapped student's social status.

Learning handicapped students and their teacher think that there is
more academic progress than is actually the case. This could be a result of lack of communication between the regular class teachers and the special day class teachers. Another possible explanation is that learning handicapped students and their teachers view academic success as getting good grades, while regular teachers see it as being in the highest academic group.

There seems to be a difference of opinion between administrators and learning handicapped teachers about how much mainstreaming should be occurring in the district. None of the principals I spoke to mentioned this as a problem, but some teachers did. MB mentioned it by saying that D and R should have been mainstreamed sooner (before she came to the district), but weren't. TK brought it up by telling me that last year it was quite difficult to implement mainstreaming and that this year he was only able to do so by setting it up himself with teachers who owed him a favor.

Two students, A and V, were in their mainstreamed classes full-time before being placed in a learning handicapped class. They are now mainstreamed into their previous homerooms. Both students play with their regular peers on the playground and are said to have adjusted to the mainstreaming well. Although this is a small sample, it is noteworthy that both are doing well.
IMPLICATIONS FOR EDUCATION

It appears that more academic mainstreaming could be taking place in this district than is presently occurring. Of nineteen special day classes, totally approximately three hundred learning handicapped elementary students, only eleven are being mainstreamed for academic subjects. One of these eleven is mainstreamed for a subject other than math. Reasons sighted by teachers, mostly off the record, were high class sizes in regular classes, behavior problems among the special education students, and a lack of organized or mandated mainstreaming program. It would appear that each learning handicapped teacher is responsible for finding mainstream placements for his or her own students. This is often done on a "You owe me a favor," basis instead of routinely taking place when the child's educational program is written or reviewed.

More frequent and more useful communication between the special education teachers and the regular teachers seems to be needed. (Michaelis, 1980). In the appendix, I have included a weekly mainstreaming checklist which can be used to enhance this communication. I used it in another district and found it to be successful. The regular teachers returned the forms to me fairly consistently; the information I received was useful; and it alerted me to any problems my learning handicapped students were having. I also reviewed it regularly with the students to help them realize that their regular teachers and I were working together and to keep them apprised of their progress. The regular teachers told me that the format was simple, but thorough.

With proper cooperation between the administration and teachers, and
among teachers, mainstreaming can be a quite beneficial part of the
learning handicapped student's educational program. Students can be
accepted by their peers; they can make academic progress to lead them
towards a less restrictive environment that the special day class; and
they can become a working member of each of their two classes.
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APPENDIX A:
INTERVIEWS
INTRODUCTION TO APPENDIX A

1. Student W is in second grade. He is in CC's room and mainstreamed into MK's room for math.

2. Student G is in fourth grade. She is in CC's room and mainstreamed into MF's room for math and reading.

3. Student V is in fifth grade. He is in SS's room and mainstreamed into MJ's room for math. (MJ was not available for interviewing.)

4. Student A is in second grade. He is in TK's room and mainstreamed into SM's room for math.

5. Student L is in second grade. He is in TK's room and mainstreamed into SM's room for math.

6. Student B is in fifth grade. She is in SS's room and mainstreamed into MJ's room for math.

7. Student R is in sixth grade. He is in MB's room and mainstreamed into BG's room for math.

8. Student D is in sixth grade. He is in MB's room and mainstreamed into BG's room for math.
J: Tell me about what you do at school.
W: At school I like to write stories.
J: What kind of stories?
W: About dinosaurs.
J: Do you know a lot about dinosaurs?
W: Yeah.
J: What else do you do at school?
W: I like reading.
J: Do you have reading in CC's room?
W: Yeah.
J: What stories are you reading?
W: About a lion.
J: What about the lion? What's the lion doing?
W: It's just a story book.
J: What else do you do besides reading and writing stories?
W: I go to another class for math. MK's.
J: What do you do in MK's room?
W: I do math. I copy from the board then I go to the aide's table and get my math book.
J: What do you do after you get your math book?
W: Go back to my regular class for lunch.
J: How long are you in MK's room?
W: From 10:00 to 11:45.
J: That's a long time. What kind of math are you doing in there?

W: Second.

J: What are you working on now? Are you doing adding or subtracting or what?

W: Adding.

J: What kinds of problems?

W: Like 10+5, 5+6.

J: Are you doing the same kind of math the other kids in MK's room are doing?

W: Yeah.

J: What else can you tell me about MK's room? Tell me about the room.

W: It's fun.

J: What's fun about it?

W: She's nice.

J: What do you do with the other kids in MK's room?

W: Nothing. I just do my math work.

J: Do you work by yourself then?

W: No, I work with a kid named F.

J: F is in MK's room?

W: Yeah.

J: How do you like going over there?

W: I like it.

J: What do you like best about it?

W: I like doing the board work and looking at the cocoons.

J: Who do you play with mostly on the playground?

W: Kids from CC's room.
J: Do you ever play with kids from MK's room?
W: No, just F and another boy.
J: What can you tell me about the other kids in MK's room?
W: Some of them talk too much.
J: Do you do math for CC also?
W: Yes.
J: Is that a lot of math?
W: No, not a lot.
J: How does that work having two teachers asking you to do math assignments?
W: No, I don't do math in CC's room. I only do math in MK's room.
J: Does CC help you with your math homework?
W: MK doesn't give me homework.
J: If you were to go into MK's room right now- if it was 10:00 this morning instead of this afternoon- tell me what you'd do first.
W: I would sit down and do the math.
J: What's the very first thing you'd do?
W: Sit down and get my pencil out and get my booklet.
J: Where do you get the math from?
W: It's on the board. Someone writes it and I have to copy it. I have to write the answers before they cover it up.
J: Then what would you do after you do the work on the board?
W: I go to the aide and get my math book and do it.
J: The aide tells you what page to do?
W: No, it goes in order.
J: Then what would you do after you finish your book? What would you do with your paper?
W: Leave it in my math book.

J: Do you leave your math book there or take it with you?

W: I leave it in there because that's where I got it from.

J: Then what would you do next?

W: After I put my math book down, I go back to my class.

J: Anything else you can tell me about the kids in MK's room?

W: Well, some of them like to beat people up.

J: Do any of them beat you up?

W: No.

J: Anything else you can tell me about MK's room?

W: Well, it's fun.
J: Tell me about school. What do you like?
G: Math and reading.
J: What else do you do at school besides math and reading?
G: Language and spelling.
J: Tell me about your math class. What do you do in math?
G: Times and division.
J: Do you have math in GG's room?
G: In MF's class.
J: Is that a fourth grade class?
G: Yeah.
J: Tell me about MF's class.
G: There's a lot of children.
J: What do you do in MF's class?
G: Math and reading.
J: What kinds of stories are you reading?
G: I don't know.
J: Tell me about some of the kids in MF's class.
G: They get in trouble all the time. They talk and don't do their work and play around.
J: What are you doing while they're talking and playing around?
G: My work.
J: Who do you sit next to?
G: J and B.
J: Tell me a little bit about J and B.
G: J's a trouble-maker. She always talks. B just sits there. He
doesn't do his work.

J: Who do you play with out on the playground?

G: My cousin and M (in CC's room).

J: Do you ever play with any of the kids from MF's room?


J: I'm going to ask you a different kind of a question now. We're going to pretend that it's this morning. You get to school, you line up, you go to CC's room and say the Pledge. Then you go to MF's room. What's the first thing you do at MF's room?

G: Reading.

J: Tell me what's the very first thing you'd do when you come in the door.

G: Get settled down in groups and get our assignments.

J: What do you do in group?

G: We read out loud. We take turns and go in a circle.

J: What do you do after you read out loud?

G: We go to recess. Then we go back to MF's room for math.

J: When you get there for math, what do you do first?

G: She tells us what page to do. Then we do it. Then she tells us another page. Then I leave.

J: Do you do your math over there?

G: Yeah.

J: Does anyone help you or do you work by yourself?

G: Sometimes people help me and sometimes I do it myself.

J: When people help you, who usually helps you?

G: The teacher and aide.

J: What else can you tell me about MF's room?

G: Sometimes at math we play games like "Quiz."
J: What else do you do in reading? Do you ever have tests?

G: Yeah.

J: How do you do on the tests?

G: Good. 100's.

J: Tell me about how it works having two teachers.

G: It's fun.

J: Do you do reading and math with CC?

G: No.
J: Tell me about school—what you do at school, what you like.
V: I like math.
J: Tell me what you're doing in math.
V: I do fractions.
J: Where do you do that— in SS's class?
V: No, in MJ's class.
J: What do you do in SS's class?
V: Work that I have left over.
J: Tell me about MJ's class. What does it look like?
V: There's lots of kids.
J: What do you like best about going over there?
V: Math.
J: Tell me about some of the kids in MJ's class. Who do you sit near?
V: Sometimes I sit near T and G.
J: Tell me about G.
V: He chews gum and hardly does his math.
J: What about T?
V: He doesn't do his math.
J: Is that a fifth grade class?
V: Fifth and sixth.
J: Tell me who you play with on the playground.
V: I play with G and T.
J: Do you like going over to MJ's class?
V: Yeah.
J: Tell me about school.
A: We have a computer in our class. We play games in it and draw stuff.
J: What else do you do at school?
A: I play on the swings.
J: Who do you play with?
A: My cousins and R(from TK's class).
J: You play at the swings and play on the computer. What else do you do?
A: In our class we play with a parachute.
J: Tell me about some of the school things that you do.
A: We write and draw it. We get stars. We do project-drawing and painting.
J: What about reading?
A: Yeah. And I do math in SM's class.
J: Tell me about your math.
A: We do subtract and plus.
J: Tell me about SM's class.
A: On Friday we do art.
J: What kind of math are you doing?
A: Adding and subtracting. Sometimes we go up to the board and play a game.
J: Tell me about some of the kids in SM's class.
A: did not give an answer to this question.
J: Does the aide help you in math?
A: Yes.
J: When do you go to SM's class?
A: After recess.

J: If you had just come in from recess, and you went to SM's class, what's the first thing you'd do?

A: We sit down. Then she tells us the directions. Then we do the game. We see who wins. After that we go to the next thing. She says we have to do the book work. Then we do the pages. Then you do the math on the board work. Then you do the fun page. We used to go to the listening center. Then we play games or a coloring sheet. Then when you get done with that, we run to our class for lunch.

J: Do you usually finish your work in SM's room?

A: Yeah.

J: Do you play with any of the kids from your math class on the playground?

A: Yeah, sometimes.

J: How do you like having two different teachers?

A: I don't want to go to SM's any more. I want to get changed to another class. I don't like her.

J: Do you like being with the other kids, though?

A: Yeah.
J: Tell me a bit about your school.
L: I do math in school and reading, boardwork, computer, drawing, and we have recess on the playground.

J: Tell me about what you do with the computer.
L: We play games and letters and math.

J: Tell me about your math class.
L: It's fun. We do boardwork. On Fridays we do artwork. We do a book that has math in it. We do games after we're done.

J: Are they games you play by yourself or with somebody?
L: With somebody or by yourself.

J: Do you usually play them by yourself or with another student?
L: With the other students.

J: Who do you usually play with?
L: A(from TK's class) and L(from SM's class).

J: Do you play with L on the playground, too?
L: Yeah. Sometimes I play with A, too.

J: Tell me about some of the other kids in your math class.
L: There's L and A and P. I don't know all their names.

J: Who are your friends in there- tell me about them.
L: All of them are my friends.

J: Tell me about P.
L: He's nice. He likes to play. He lets me sit by him sometimes.

J: Who do you usually get help from for your boardwork and your seatwork?
L: Our teacher and the aide.

J: You said your math class is fun. What makes it fun?
L: I like to do the work. The seatwork - I always get 100's. If I don't finish it in class, it's my homework.

J: Tell me how it works out having two teachers.

L: It's like one person.

J: What do you mean by that?

L: I don't know.

J: Do you like having two teachers and getting to go to another class?

L: Yeah. It's neat. We get to do different math papers. Each day we get to do different pages. They both have games.

J: Do you have math in TK's room?

L: No, because I have my math in SM's room.

J: What do you do while the other kids in TK's room are having math?

L: Play games.

J: How do the other kids feel about you getting to play games?

L: I don't know.
J: Tell me about school.
B: It's fun. And we do work.
J: What do you do that's fun?
B: Play.
J: What kinds of work do you do?
B: Math, reading, boardwork.
J: What do you like best?
B: Reading.
J: Tell me about your math class.
B: We're doing fractions. I go to another room.
J: Tell me about the other room.
B: We get assignments. We do module tests in the math book. The teacher helps us on the module tests.
J: If you just got to math class, what would you do? Tell me starting with what you'd do first.
B: First I'd get my books, then go to math class. Then I'd open my book and do the page that's on the board. Then I get the module test and do it. Then I leave.
J: What is your math homework like?
B: Fractions. It's easier than what we do in class. I usually do well on it.
J: Tell me about the kids in your math class.
B: They're nice. I sit by M and J.
J: Are they in your math group?
B: No.
J: Who do you play with on the playground?
B: Mostly M and J.
J: Do you play with the kids from SS's class?
B: No.
J: What does your math teacher do while you're there?
B: She helps the other groups. If her group needs help, she helps them.
J: How do SS's kids feel when you go to math?
B: They don't like it. They get sad and angry.
J: How do you feel about it?
B: Happy. The math teacher helps me a lot.
J: How does it work having two teachers?
B: I do math in both classes. It's hard to do both. I'd rather not have two math classes.
Student R- May 7, 1985

J: Tell me about school.

R: I do work- math, spelling, reading, workbooks.

J: What do you like best?

R: Lunch.

J: Tell me about your math class.

R: We do fractions and division. That's what I did first- division. Then I went on to fractions. After a while I went to the fifth grade book.

J: How are you doing in there? What kinds of grades do you get in math?

R: I get pretty high ones. He's starting to give me progress reports- good ones. I'm getting my assignments done.

J: That's important. Tell me about some of the kids in BG's room.

R: I don't know hardly any of their names.

J: Who are your friends in there?

R: D(from MB's class). Nobody else.

J: You don't play with the kids in there?

R: No.

J: Who do you usually play with when you're out on the playground?

R: R,D,M,V (all from MB's room) and some from the other special education class.

J: Tell me some things you're doing in BG's class. Like, if it were time for you to go now, what would you do first when you got there?

R: Get my workbook and my pen and start working.

J: How should you know what page to do?

R: I have a little sheet that says, "Monday, Tuesday, Wednesday, Thursday, Friday" and it tells me what page to do.
J: Do all the kids in his class have that?
R: Yeah. Not all because some are in the fourth grade book.
J: What would you do next after you get your workbook and pen and you
do your pages? Then what would you do?
R: If I got done before class was over, I'd have some free time.
J: What do you do during your free time?
R: I don't know. I never got any.
J: So mainly you're just working in your workbook the whole time?
R: Yes.
J: Is anyone helping you or are you working by yourself?
R: By myself. Sometimes I ask for his help.
J: How do you get along with BG and the other kids in the class?
R: Good, except for some of the kids.
J: What about some of the kids?
R: They think I'm... I don't like to say it.
J: Okay. You don't have to say anything you don't want to. You just
don't get along with them?
R: They say just because I'm in MB's class ...
J: It makes you a little different, doesn't it?
R: Yeah.
J: Are you ever in his room for anything besides math?
R: I used to go over for astronomy and space travel. I built an ESA
satellite with the space shuttle in it.
J: Did you build it by yourself or with some other students?
R: My dad helped me.
J: Do you do math in MB's class also or just in BG's room?
R: Both.
J: How does that work out- having two classes to do math for?
R: Kind of confusing.
J: What's confusing about it?
R: Doing two different kinds of math.
J: What kind of math are you doing in MB's class?
R: All kinds. Decimals.
J: If you don't finish your math in BG's room, when do you finish it?
R: At home.
J: Does MB ever help you with it?
R: No.
J: Do you like going over there?
R: Yes.
J: What do you like about it?
R: It's fun.
J: What makes it fun?
R: It's easy. At the first part of the book, it's take away and plus.
J: What else can you tell me about being in BG's class?
R: Nothing.
Student D - May 7, 1985

J: Tell me about school. What do you like in school? What do you do in school?

D: I like math.

J: What else do you like?

D: Reading.

J: What else do you do in school besides reading and math?

D: Recess and P.E. and art.

J: What do you like best?

D: Math.

J: Do you go to BG's room for math?

D: Yes.

J: Tell me about BG's class. How is it different from MB's class?

D: I like to go over there better.

J: What do you like better about it?

D: I don't like working in my workbook.

J: BG doesn't have workbooks?

D: No. We work in a hard-cover math book.

J: They have different kinds of math books. What else is different?

D: There's more kids - about thirty.

J: How many of those kids are you friends with?

D: About five.

J: Which ones?

D: J, another kid, R (from MB's room), D, and another kid.

J: Do you play with them out on the playground?

D: No.
J: Who do you play with on the playground?
D: R, R, T, and A (all in MB's class)
J: Tell me what you're doing in BG's class.
D: He just gives us our assignment sheet each day.
J: Do all the kids get those?
D: Not all of them. Just the kids in my book.
J: How do you get along with the kids in BG's class?
D: I don't really know most of the kids there.
J: If it were time to go to BG's class now, tell me what you'd do first when you got there.
D: Go in and do our work.
J: What's the very first thing you'd do when you walked in the door?
D: Sit down and do my work.
J: What do you do when you finish your work?
D: He gives us answer pages and we correct them.
J: Do you correct your own work or someone else's?
D: We correct our own. We're not allowed to take a pencil up there. He has red pens up there. So he doesn't think we're copying answers.
J: What happens after you correct your work?
D: He gives us a coloring math paper or we can start on the next day's assignment.
J: Which would you prefer to do?
D: The next assignment.
J: Why is that?
D: I like to do math a lot.
J: What kind of math are you doing in there right now?
D: Some adding, some multiplication, take away, decimals.
J: Do you like going to BG's class?
D: Yes.
J: What do you like best about it?
D: The math.
J: Are you also doing math in MB's class?
D: Yeah.
J: How does it work out to have two different math assignments?
D: She gives us stuff on the board, like adding decimals. Then we do our workbook.
J: Do you like having two different math assignments?
D: Yeah. It's kind of boring sometimes. The workbook is just adding and subtracting.
J: Does anyone usually help you with your math or do you do it by yourself?
D: By myself unless I don't know a part. See, I've never been in that book before. I'm just starting it.
J: Who helps you when you need help?
D: We go ask BG.
J: Does MB ever help you with your work from BG's class?
D: No.
J: What happens if you don't finish it? When do you do it?
D: We take it home for homework. And he lets us take our next day's assignment home if we want.
J: Which math do you like better—MB's or BG's?
D: BG's. We have to do as much as we can in MB's. We just do a few pages in BG's.
J: How are you doing in your math? What kinds of grades are you getting on your tests?
D: 100's.
J: That's good! Have you been getting progress reports, too?
D: Yes. Last week I only missed one assignment because we didn't have math on Wednesday.

J: Did you have to make up that assignment and do it some other time?

D: Yeah, at home.

J: How come you didn't have math class?

D: Because they had a play and it took up math.

J: What else can you tell me about BG's class?

D: We just work.
J: How many learning handicapped students are mainstreamed into your class?

BG: Two sixth grade boys for math- D and R.

J: How are they doing academically?

BG: We're doing word problems and they're doing okay. They can read them. They need special attention on new concepts. They ask for help. At first, they didn't. They'd ask privately.

J: Tell me about how they get along with the other kids in your class.

BG: They seem hesitant socially. The other kids don't see them except for math, so D and R feel like outsiders. They don't have any problems with the other kids. Even those who have the potential to bother them don't. D and R sit near each other, but don't bother each other in class. D and R play together on the playground. They seem pleased to be in my room.

J: Tell me about the activities going on in your class while D and R are here.

BG: There are two groups. Those in the fifth grade group are totally independent. D and R are in the fourth grade group until I get more fifth grade books. They get group instruction. They do their homework. One asks for more, but I haven't given him any yet because I want to check with MB first.

J: Tell me more about how they get along with the other students on the playground.

BG: D and R tend to look down on the other learning handicapped students. They play primarily with each other. The rest of the learning handicapped kids seem to play mostly with each other.

J: Have D and R said anything about being in a fourth grade math class, as sixth graders?

BG: They don't seem to mind.
Second grade teacher SM - April 29, 1985

J: How many students are mainstreamed into your room and for what subjects?

SM: Two, A and L, for math.

J: How are they doing academically?

SM: They're both doing fine. They're doing basic second grade work. A came from my room. L is doing average work. We work in a large group while they're here.

J: Tell me how they're getting along socially.

SM: A is bossy. He talks out sometimes. L is more quiet.

J: How well are they accepted by your other students?

SM: They don't play with my kids on the playground. They seem to like it here. A says the kids in TK's room don't behave. He's always been in here. He was reluctant to go to TK's room, until I told him he would learn about computers. The other kids say A and L are in the "stupid class."

J: What kinds of activities are going on while A and L are here?

SM: We review at the board. Sometimes we play a math game in teams of four. I assign pages and boardwork. They both get their classwork done. If they don't finish here, I send it to TK. He sees that they finish it. Sometimes they get individual help from the aide.

J: Do they have any problems with two classes?

SM: No, they know where they belong.

J: Are they ever here other than for math?

SM: On Fridays we have art instead of math. They join us for that.
Fourth Grade Teacher MF- April 30, 1985

J: Tell me about G's mainstreaming in your room.

MF: She's here for reading and math. She works hard. She's very sweet. She works with the aide during math. In reading, she does her assignment, then has free reading. She gets along well with the group. She's very cooperative.

J: How is she doing academically?

MF: In math she's a little lower than most kids in here. She needs some extra help. She had trouble with division, but she understood fractions okay. If she gets behind, the aide works with her.

J: How does she interact with the other kids in your room?

MF: She's polite. She's sweet all the time. I can't think of any problems. The other kids accept her very well. They know she's here for reading and math. Her group works as a team because they are lower than the rest of the class. So they know they have to work together to catch up. They're also the best-behaved group. G mostly associates with kids from her group.

J: How do you communicate with CC about G?

MF: CC knows G needs to get her reading level up. She works with her. Any work G doesn't complete in here, she does in there. CC has told G that her work from here comes first. She's supposed to do it before she does anything else. We meet informally, on playground duty or whatever.

J: How does it work for G having two teachers?

MF: She does well. There are others who come in here for reading from other classes, so she's not unusual.

J: Who grades G on her report card in reading and math?

MF: CC does.
Tell me about W's mainstreaming in your room.

He's in here for math. He blends in with my class. He doesn't come in on his "bad" days—CC keeps him in her room then.

What activities are going on while W's here?

We're in a total group for math drill and review. His boardwork is on the board. The seatwork assignments are also on the board. There are small groups led by the student teacher and the aide. W is in the lower group.

How does he do academically?

He's not having any problems. All the work is geared to the students' own levels. When he goes to the board to do a problem, I make sure it's a review one, so he can succeed.

How does he get along socially?

He's kind of talkative sometimes. Sometimes his attention span is short. When he has a problem, I talk to CC and she settles him down. He loses the privilege of coming here when he doesn't behave. He likes being here and he wants to stay here. The other kids accept him. They don't pick on him. The student teacher said he was in here for week before he realized W was learning handicapped.

Who does W play with on the playground?

He's a loner. Sometimes he follows CC around. Last week he said he had a new friend—someone not in CC's room. Mostly he just wanders around.

What does he like about your class?

I think he likes it because it's different.

What kind of communication do you maintain with CC about W's work?

I see her from time to time in the teacher's lounge. I explain what he's doing here and she reviews with him when it's necessary.

How does it work for W having two teachers?

He's accepted here. He's not considered different. He comes at math time and does whatever we're doing then.
Tell me about the students who are mainstreamed, how they're doing in the class, and what they're doing in the class.

As far as I know, what they're doing in his class is math. I sent them specifically to work on fractions and decimals. BG sent back progress reports on a testing that he had given them on addition, subtraction, multiplication, division in fraction and regular addition, subtraction, multiplication, and division. They did fairly well. There were only about three areas they missed in geometric shapes, word problems, and money which were pretty much the problem areas of all the kids there. Plus they were in the middle group which meant that they really should have been mainstreamed a long time ago and they were not. To me, for next year both R and D should be in resource.

That's quite a jump.

It should have been done. They don't belong in here and they're acting out because they know they're way above all these kids.

How do they seem to get along with the kids in the mainstream class?

Much better than they do with the kids in here. They're able to handle it better.

Do they associate with the kids from BG's class on the playground?

Usually not, except for one other student that identifies with them. He's learning disabled and will be identified next year. They seem to identify with their own type or their own class.

Do they do math work for you as well as for BG?

Yes.

And how do these two blend?

They coincide real well. What I do in here with them is reviewing and keeping them going on addition and subtraction while he's doing fractions. I also keep them going on word problems and things he may not be working on that particular week and it coincides pretty well.

Do the students find they can get along with having two math assignments?

Yes. It has not been bad all. It's not been a problem.
J: Do you help them with their work from BG's room?

MB: No, basically they do that on their own and he corrects it and he works with them. I already told BG that if it gets to be too much to let me know, but he said no—he'd prefer it that way.

J: Do the kids enjoy going to their mainstream class?

MB: Oh, yeah, except when we might be doing something they'd enjoy, like if I'm showing a film. I usually try to schedule that at another time, but it's not always possible because the film has to be back at a certain time.

J: How do the parents feel about their children being mainstreamed?

MB: At first one father was for it, but the mother was scared. She gets real upset. She was convinced there might be a problem that her son might hurt or might this or that. She still sees him as an infant who was diagnosed with learning problems. After three days, she finally gave permission, but only with a lot of coercion. She was convinced that he wouldn't do well, but he does as well as the other student, if not better. He's always been in special education. In the other student's case, his parents were really happy about it. They've been looking for it for a long time.

J: How about monitoring? How do you meet with BG to discuss the mainstreaming?

MB: It's informal. I see him frequently during the week. I say, "How are they doing? Any problems homework-wise?" He says no. Plus he sends me their papers and tests they have each week.
J: Tell me about the mainstreaming program your children are in. Let's start with what they're mainstreamed for.

CC: I have one fourth grade student who goes out in the morning as soon as the bell rings for reading and math. G's there until 11:30. We work with her on spelling and reading comprehension in this room. She's doing very well. Then I have a second grade boy that goes to a regular second grade classroom for math only. W's doing, in some areas of math, above grade level, so we're real proud of him. He's made a lot of progress in just six months.

J: Tell me what the kids do when they go to their mainstreamed classes.

CC: When G goes, the first hour she's involved in the reading program and she does whatever that teacher does. There's a reading group that she's involved in in that room and they read, then do the workbook assignments. Then they may have a language arts assignment that they do individually. Then they do math-it's whatever the teacher's teaching that day. They work on it, then they have an individual worksheet. Whatever she doesn't get done, she brings back here and we work with her on it. W goes from 10:15 to 11:30. He's involved in small group instruction because it's a second-third grade combination. He has workbook pages to do and they do things on the board. He's doing fantastic. Just to motivate him, we have math in here, too. But if he does well in that class that day, he doesn't really have the math in here. It's kind of motivational.

J: How do they get along with the kids in their regular classes?

CC: Great. G is considered one of the model students and the teacher loves her. She's the type that you can say, "Look at G. I like the way she's sitting." The teacher is real positive with G and has always said to me that she'd be glad to have her all day and that she's wonderful. W is a child who has an attention problem and he's very hyperactive at times. But the teacher in that room is also very, very positive. She says things to encourage him like, "I like how you're sitting," or "Oh, you got one page done already." He had a few days where she sent him back because he had problems-verbal statements that he made to the other children. But then I used natural consequences with him- "You'll do all the math in here and whatever she sent over. So maybe if you made the decision to go over there, you will really be cutting down your work load." We made him make the decision and now he's going and doing great. So we used decision-making.
Do G and W play with the kids from their mainstreamed classes on the playground?

Yes. It's interesting that you mention that because at first they didn't have friends except for the children from this room because it's self-contained and that's who they played with. But we noticed that just a few weeks after they were in their regular rooms, G now goes to that side of the playground. She isn't even with this class because they're more her age. Now W integrates with all the children, so it does make a difference, a big difference. The children that are in here all day mostly play with each other when they're out there because they don't know anyone else that well.

That sounds good. It sounds like they're getting along very well.

They are.

How do you keep monitoring with the regular classroom teachers?

There's one of them I meet with on a regular basis and if there's anything we can do, if G is falling behind, we will tutor her when she comes back. I talk to that teacher on a daily basis. With W's teacher, I go every day to talk with her. I also leave my room for about two to three minutes, leave my aide here, and go to peek in and observe him, see how he's doing. If he's doing good, I go over and let him know - "I like how you're doing." So we reinforce it in that way. And that's on a daily basis, almost day to day.

How did you set this up with the other teachers?

I went to the principal first and told him I had two students that I felt could handle the regular classroom setting. Then he gave me a list of teachers he felt would be really good to work with children that had special needs. Then I went to the teachers and talked to them. I got very positive feedback. Then we set up times and schedules and we were on our way.

How do the children feel about going?

They like it. G comes in the morning and lines up, does the Pledge, and she's out the door. She loves it. And W sometimes struggles a bit with going, but I think the problem is that he feels he has things we expect of him in here to finish and he feels that when he goes in there, he'll be behind. To handle that, we've said we'll cut everything in half - instead of doing all the words on the board, he'll maybe do half; maybe instead of five sentences, he'll do two. Therefore he feels he can go now and relax and that's what we had to work on. He was upset thinking he had to do a double load there. Now he enjoys going. He enjoys meeting the children in there. Also he feels good that he can go to the regular room and handle a subject in second grade. That makes him feel good. His
parents are proud of him too, that he's in a regular room for one subject. So he's beaming now.

J: And G's parents?

CC: They're very happy.
Learning Handicapped Teacher SS - April 23, 1985

J: Let's start with which kids are mainstreamed and what they're mainstreamed for.

SS: The kids that are mainstreamed are the ones that are not behavior problems. That's why they're able to mainstream. There are other ones that are at the grade level that can be mainstreamed like maybe into a fourth or fifth grade math environment but because of their behavior problems, they can't go. So they're mainstreamed in categories of division, like long division and beginning fractions and so that's sort of a fourth to fifth grade level.

J: So you have five children going out for math?

SS: Yes.

J: Do they all go to the same teacher?

SS: No, I have three going to one teacher and two to another teacher and unfortunately it is at different times. So I kind of have to work my program around when they come and when they leave.

J: Can you tell me about what they do when they go to their mainstreamed classes, what kind of work they're doing there and how they're doing academically and so on?

SS: According to the teachers, they have to work a little bit more as far as one to one with them and especially after a break, like the spring break. They don't retain that information as well as the other kids do. So they need to back up a little bit and review what they have learned. But, overall, they're pretty much staying right with the rest of the class. In the classes, they have sort of a high-level and a low-level, so if they're working at a high level, they have problems. I have one girl, B, who was working in higher level division, but she was having problems keeping up with that so she - just this week - has moved to the lower level which moves a little bit slower. So she won't have the troubles keeping up with them.

J: Are they in a large group setting in their regular classes?

SS: Yes. It's a regular classroom setting so there's probably about thirty students in the class.

J: How do they get along with the kids in their mainstreamed classes?

SS: Very well. V is more of a behavior problem. I just got him in my class. He was just put into a special day class from a
resource. And so he still goes back to his old classroom for the math. So that's kind of continued. So I think he adjusts okay in there since he knows all the kids anyway and he knows the teacher—he's had her all year. I haven't had any problems with the other kids. One girl was beginning to get awful chummy with some of the other girls in the class and that was causing a little bit of a problem.

J: In what respect?

SS: Well, just that she made friends in the class so she really liked to go to socialize more than just for the math.

J: Was she getting in trouble in class? Is that what you mean?

SS: The teacher had mentioned that she was beginning to just have to speak to her a little bit more often about talking to her friends. That sort of thing as far as correcting those behaviors. That girl, I pulled out from that class and I put her in another class. Because she fit in the other class anyway. It solved the problem.

J: Do your students, the five who are mainstreamed, play with the kids from the regular classes on the playground?

SS: N, I'm not sure because he was in that class so he's established a lot of friendships in there, I assume. Other than that, all the kids in my class, during recess and lunch, stay together as a group, even those who are mainstreamed. They really don't interact much with the other students.

J: Do they seem to feel uncomfortable with them or would they just rather play with each other?

SS: I think they are comfortable with someone they're more familiar with. Now I'm not sure about B because she did build some relationships, some girlfriends, in the other class. And I know her mother said they were rather close friends because they talk on the phone and things like that. I just haven't monitored them that closely to see if they're interacting on the playground.

J: Do you meet with the teachers formally or just as you run into them?

SS: Just informally. I ask how they're doing, if there are any problems, if they're getting their homework done or if they give homework because that I wasn't sure of. So I had to make sure that if they were getting homework, they were turning it in the next day.

J: Are they doing that?
SS: The teachers said that for the most part they have been completing the homework and turning it in.

J: That's good to know.

SS: Yeah, and they're staying right on schedule with the rest of the students.

J: Do they also do math in your class in addition to what they do in their mainstreamed classes?

SS: Two do them do because we start math at about 10:30 and those two aren't mainstreamed until about 10:45, so there's about fifteen minutes. If they are not caught up on their morning work, they do that. If they are, then I've just started a new thing where I'll give them homework assignments so they write that down. While the other students do that in class, it's their homework. It's a little bit easier for them, it's not what they're doing in class. It's a little lower level than that. Like for division, instead of two digits into four digits, it'll be one digit into four digits.

J: Do they enjoy going to their other classes?

SS: Yes! Oh, yes! They love to go. They're the privileged ones who get to be mainstreamed. Other students want to go to other classes and they understand that the reason why they're not going is not because they're not at the right level to go, it's because of their behavior in class.

J: So the other students are aware that they have to do something so they can be mainstreamed?

SS: Yes. There's about three or four other ones that their ability levels are up there with the rest of them. They could easily be mainstreamed as far as how their math computation skills are, but they understand that they can't be because of their behavior. They know that I'm not going to do that to another teacher.
J: First of all, how many kids do you have mainstreamed right now into regular classes?

TK: Two.

J: What subjects are they mainstreamed for?

TK: Math.

J: Do they go every day?

TK: Yes.

J: What grade levels are they in?

TK: Second grade.

J: Tell me about the mainstreaming program and how it works.

TK: This is my second year here. I came from back east where the letter of the law is the spirit of the law and mainstreaming is not the exception, it's an accepted fact. In California, or at least in this district, or at least in this school as my experience is limited, mainstreaming is just not an accepted thing. Mainstreaming last year was zero. I had asked several teacher and they said, "Include me out. I am capped. I am not allowed to take another student. I don't wish to take another student. Your students are not that well-behaved. etc., etc., etc." So this year my two mainstreamed students are from classrooms in which I had taken a child from the regular classroom into this classroom- the "you owe me one" kind of thing. That's gotten it started. This is my beginning in mainstreaming. It's working out very well. I expect from my experiences this year to do even better next year. In an effort to educate the regular teachers, since my forte is computers, I do a little reverse mainstreaming- taking the computer into other classrooms. I take their class for an hour for computer literacy and the regular classroom teacher comes into my room for some kind of non-academic hour. The faculty now has a pretty good feeling about mainstreaming.

J: Your two boys that go, do they both go to the same class?

TK: Yes.

J: Do they both like going?

TK: Oh, yes. They enjoy it.
J: What kind of work are they doing in there?

TK: Regular second grade math. She assigns homework. Their math is completely independent of whatever math goes on in this room.

J: Are they also doing math for you?

TK: No, I've rearranged my schedule so our math is at the same time they go. I had made the offer to any teacher that would mainstream that I would be very happy to adjust my schedule to meet whatever they had, just to get my foot in the door.

J: How do the boys get along with the children in the regular class?

TK: Fine. One of the children came from that class, so consequently he knows everyone in that class. That made the transition easier.

J: Do your children, particularly these two, play with the kids from the regular class on the playground?

TK: Yes, they have common recess periods.

J: Do they play together, though? Do they interact?

TK: Most of the children in the entire school play independently, they don't play together. You don't see organized games or that sort of thing. So there's nothing organized. Just tag games and chasing each other.

J: How do you monitor their progress in the regular classroom? Do you meet with the teacher on a regular basis?

TK: No, I monitor through their homework. Since the homework reflects their progress. The children are required to take a homework folder home every night.

J: How do the boys' parents feel about their mainstreaming?

TK: I haven't gotten any serious responses. I don't get a lot of parent involvement.

J: Are you helping them with the work from the regular class?

TK: No. It's completely independent.

J: How does it work for the students to have two teachers that they're responsible to?

TK: I've not had any problems. They accept that. My classroom rewards are contingent upon their completing their work. I do get reports from their regular teachers about their behavior.
APPENDIX B:
CORRESPONDENCE
Judy Lachman has discussed her research paper with me today. She will be investigating the degree of mainstreaming for elementary special day class students.

I have suggested that she make appointments to see you, and that any contact with students would be after permission is secured from parents. She would be interviewing a small population of students (5-10).

The mainstreaming concept for special day class students is an important issue for all of us to encourage. Judy will give us a copy of her findings.

Thank you for your cooperation.
April 18, 1985

Dear

I have been given permission by the school district office to do a research project on mainstreaming of special day class students in your area. I have already interviewed some teachers and principals.

I would like to interview ______________ about the regular class he/she goes to for part of the day. I will be tape recording the interviews so that I can listen to the students without having to take notes. I WILL NOT use any student's names in my research project.

If you have any further questions, please feel free to contact me at 887-3786 or call your child's teacher or principal. I will be interviewing during school. Please return the bottom half of this form to your child's teacher as soon as possible.

Thank you,

Judy Lachman

| Yes, I give permission for my child to be interviewed. |
| No, I do not give permission for my child to be interviewed. |

__________________________  __________________________
date  parent's signature
APPENDIX C:

WEEKLY MAINSTREAMING CHECKLIST
Weekly Mainstreaming Checklist

Student__________________________________________________________

Teacher________________________________________________________

Dates___________________________________________________________

+= very good    √ = acceptable    -= unacceptable
NA = not applicable

___1. completed assigned tasks
___2. had all necessary materials (pencils, etc.)
___3. followed daily directions
___4. worked independently
___5. followed class rules
___6. interacted appropriately with other students
___7. used classroom materials appropriately
___8. finished all assignments

___ CHECK HERE IF WE NEED TO GET TOGETHER TO DISCUSS THE STUDENT

** FEEL FREE TO ATTACH WORK SAMPLES OR MAKE COMMENTS **