

Teaching All of God's Children:
Attitudes of Catholic School Principals Towards Children with Disabilities

By

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A Dissertation submitted to the Department of Educational Leadership and Policy Studies and the Faculty of the Graduate School of the University of Kansas in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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CHAPTER I

INTRODUCTION

“We call upon people of good will to re-examine their attitudes toward their brothers and sisters with disabilities and promote their well-being, acting with the sense of justice and the compassion that the Lord so clearly desires. Further, realizing the unique gifts individuals with disabilities have to offer the Church, we wish to address the need for their integration into the Christian community and their fuller participation in its life.”
(Pastoral Statement of the U.S. Catholic Bishops, 1989)

Nationally, a significant number of children with disabilities attend Catholic schools across the country. The National Center for Educational Statistics shows that during the 2001-2002 school year, from parochial, private and diocesan schools, 2.2% of students attending parochial, private and diocesan schools were placed into special education programs (U.S., 2001). A 2002 study sponsored by the United States Conference of Catholic Bishops (USCCB), *Catholic School Children with Disabilities*, found that 7% of the children in Catholic schools have been identified as having a disability. While most of these students have learning or speech and language disabilities, 28% have less common conditions such as intellectual and developmental disabilities,¹ hearing and vision impairments, autism, physical disabilities, emotional and behavioral disorders, or traumatic brain injury (U. S. C. Bishops, 2002; Crowley & Wall, 2007).

The Catholic Church dating back to the mid-1800s documents serving students with disabilities beginning with a school in Louisville Kentucky run by the Sisters of the Good Shepherd who worked with what was referred to as “socially maladjusted girls.” In fact, the Archdiocese of St. Louis formed one of the earliest departments of special

¹ “Intellectual and developmental disabilities” and “multiple disabilities,” the appropriate contemporary terms for “mental retardation” and “multi-handicapped” will be used in all cases except when discussing research procedures, instruments and results, for which the term “mental retardation” will be used because that is the term that research participants were exposed to in the survey.

education, 25 years prior to the 1975 “Education for all Handicapped Children’s Act.” Even though no formal system existed for students with disabilities within Catholic schools, these schools have a history of many students with special needs enrolled and served in Catholic schools.

Although Catholic schools are not mandated to accept students with disabilities, the acceptance by the Catholic Church of these students is consistent with Church teachings. The Church has published several documents since 1972 addressing the need for the Church to respond to all people with disabilities including students in Catholic schools.

In Kansas there are 115 Catholic schools affiliated with one of the four dioceses or archdioceses². In 2008, according to the Kansas State Department of Education (KSDE) database on non-public schools, approximately 615 students enrolled in these Catholic schools have been officially diagnosed with a disability and another 8% are reported as being on a student improvement plan within their Catholic school (KSDE, 2008-2009).

Principals play a critical role in creating schools that are responsive to the needs of students with a variety of learning styles (C. L. Salisbury, 2006). The job of the principal has evolved and changed over time. Prior to the 1970’s, the principal was primarily a building manager and student disciplinarian. As research on effective schools began to emerge, “principals’ functions were linked directly to student achievement”. Effective principals who genuinely believe that their mission is the success of all students, including those with disabilities, believe that their values and

² **“Diocese” refers to a geographic region of the Catholic Church under the jurisdiction of a Roman Catholic bishop. “Archdiocese” refers to a class of diocese, designated as such due to size or historical significance.**

supportive actions influence special educators sense of administrative support and confidence in their own ability to make a difference (DiPaola, 2004). Furthermore, the extent of administrative support affects the extent to which teachers and specialists develop and implement strategies designed to improve student's performance (Embich, 2001).

In Catholic schools, principals decide the continued enrollment, placement, and services provided for students with disabilities in their schools and ultimately such decisions impact students' success. Principal's attitudes toward students with disabilities can influence their decisions, either promoting or discouraging inclusive practices in their schools. The mission of the Catholic Church is clear concerning access to religious education and opportunities to all and it is the leadership that ultimately creates a culture that makes access to a Catholic education a reality.

Problem Statement

In Kansas there are 115 Catholic schools affiliated with the state's four (arch)dioceses. In 2008, according to the Kansas State Department of Education (KSDE) database on non-public schools, approximately 615 or 1.8 percent of the students enrolled in these Catholic schools had been officially diagnosed with a disability and another 2,128 students or 8 percent were reported as being on a student improvement plan within their Catholic school (KSDE, 2008-2009).

Although there is a significant population of students reported as having some type of disability and a larger percent needing additional assistance through student improvement plans, data are scarce or nonexistent as to the types of disabilities served in Kansas Catholic schools, the provisions provided for them, the knowledge base of the principals leading the schools, their attitudes towards the inclusion of students with

disabilities, and the placement recommendations for these students. Therefore, the purpose of this research is to advance the knowledge and understanding of the extent to which Catholic schools in Kansas include students with disabilities, the provisions provided for these students, and the influence of principals' attitudes, personal characteristics on the principals' placement recommendations for these students in Kansas Catholic schools.

The study was guided by the following research questions:

1. *How are students with disabilities included in Catholic parish schools in the four (arch)dioceses in the state of Kansas?*
 - (a) How many students with disabilities are currently enrolled in Catholic schools in Kansas and in which disability categories are they enrolled?
 - (b) What special education services are currently being provided to students in Catholic schools in Kansas?
 - (c) What are the characteristics of the schools providing services to students with disabilities (e.g., type of school, location, size etc.)?
2. *What are the attitudes of administrators in the four Catholic (arch)dioceses in the state of Kansas toward inclusion of students with disabilities in general and inclusion specifically in Catholic schools and how do these attitudes reflect the ways children with disabilities are included in the parish Catholic school?*
 - (a) What is the relationship between a principal's attitudes towards inclusion of children with disabilities in general, in Catholic schools specifically, and their personal characteristics (e.g., age, gender, experience, training etc.)?

- (b) What is the relationship between a principal's attitudes toward the inclusion of children with disabilities in general, in Catholic schools specifically, and the principal's recommendations for placement?
- (c) What is the relationship between a principal's attitudes toward inclusion of children with disabilities in general, in Catholic schools specifically, and the types of services provided to the students in their parish Catholic school?

Significance of Study

The Catholic school principal is the key decision maker in each parish school and the major decision maker about funding, enrollment and continued enrollment of all students. Catholic school principals are increasingly being confronted with making decisions about serving students with disabilities in their schools. An examination of the attitudes of these key decision makers will be essential in informing all stakeholders about the extent of principal's beliefs about inclusive practices in general and specifically in Catholic schools.

This study describes how students with disabilities are currently being served in Catholic schools and examines the attitudes of the principal relative to their practices of enrolling and placing children with disabilities in their parish schools. An examination of these attitudes, the principal's exposure to students with disabilities and their professional development experiences provides much needed information on the extent to which the principal's attitude does or does not contribute to an inclusive education in Catholic schools in Kansas.

In the past two decades, the U.S. Catholic Bishops have called for a more inclusive church and educational system for people with disabilities. The literature

reveals that in order for successful change toward inclusion in schools to occur, the principal is the key force in promoting that change.

Definition of Terms

For the purpose of this study the following terms are defined:

- Diocese- refers to the geographic region of the Catholic Church under the jurisdiction of a Roman Catholic bishop.
- Archdiocese- refers to a class of diocese, designated as such due to size or historic significance.
- Catholic School- refers to the educational ministry of the Catholic Church. In the United States Catholic elementary schools are generally configured pre-school or kindergarten to eighth grade and Catholic secondary schools are generally grades nine to twelve. While other arrangements do exist, this is the predominant configuration of schools participating in this study. The local parish community and/or diocese operate individual schools.
- Tuition – payment collected by school to pay for the education of the student.
- Tithing – the free will offering given to the parish by a registered parishioner.
- Inclusion- Inclusion is defined as educating a student in the general education classroom with access to the general curriculum by a general education teacher with possible supports. (full or partial inclusion models are used)
- LEA-Local Education Agency- (local public school)

Limitation

An important limitation to this study that must be noted is the use of the word “inclusion.” The word inclusion has many interpretations to educators. In this study inclusion could be viewed as inclusion or access to the Catholic school or the more formal definition of inclusion, which means practices within the general education classroom and curriculum that includes students with disabilities.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

Currently there is little research on Catholic schools and special education. Most research available pertains to the law and its effect on the provisions provided to students with disabilities placed by their parents in non-public schools. Because the IDEA (Individuals with Disabilities Education Act) federal law does not mandate inclusion of students with disabilities into private schools, little information is available pertaining to Catholic schools and students with disabilities. There are several studies that examine the attitudes of principals toward inclusion in the public school sector but no study was found examining principals' attitudes, training, and placement recommendations involving the inclusion of students with disabilities in Catholic schools.

The Catholic Church has published several documents addressing the need to respond to members of the church community with disabilities. Among these publications are: *To Teach as Jesus Did* 1972, *1978 Pastoral Statement on People with Disabilities*, *Welcome and Justice for Persons with Disabilities: A Framework of Access and Inclusion* 1998, *Catholic School Children with Disabilities* 2002 and finally the only journal designated solely to Catholic education; *Catholic Education; A Journal of Inquiry and Practice*. Statistical data and newsletter publications from the NCEA (National Catholic Education Association) are the most consistent source for information on students with disabilities and Catholic schools.

This literature review will examine the history of special education; the role Catholic schools have played in this long history, legislation affecting Catholic schools and the importance of positive attitudes of leadership personnel in schools towards inclusion of students with disabilities.

Brief History of Special Education in the United States

Treatment of children with severe mental or physical disabilities was generally consigned to the care of the families and was provided with little formal education. The first documented attempt to educate special education students occurred in 1555, when the Spanish monk Pedro Ponce de Leon taught a small group of deaf students to read, write, speak and master the basic academic subjects (Buetow, 1970; Irvine, 1987; Rebell & Hughes, 1996; M. A. Winzer, 1993).

The first organized efforts to help the mentally handicapped came from France in the work of Jean Marie Itard (1775-1838) and Edouard Seguin (1812-1888). Seguin brought to America the impetus that resulted in the founding of state institutions for the mentally retarded. Massachusetts (1847) and New York (1851) led the way, with other states following at the rate of one institution opening approximately every three years (Behrmann & Elmer Ph.D., 1971).

In 1918, Thomas Gallaudet, established the first residential institution for handicapped children, *Asylum for the Education of the Deaf and Dumb* in Hartford Connecticut. As the number of schools for the deaf increased, reformers created similar institutions for children with a variety of disabilities. New Haven created a class for misbehaved students in 1871; New York formed a class for “unruly boys” in 1871 and one for truants in 1874; and Cleveland established a class for students with discipline problems in the late 1870’s (Rebell & Hughes, 1996; M. A. Winzer, 1993).

In 1896, the first special classes for the mentally retarded in American public schools were established in Providence, Rhode Island. By 1911, a survey published by the U.S. Bureau of Education found 99 of 1285 schools had classes for the “mentally defective,” and 220 had classes for “backward children.” In the beginning of the

twentieth century, a sudden increase in special education classes and schools, which, not surprisingly, coincided with the advent of compulsory education, proliferated (Rebell & Hughes, 1996).

Because a large number of immigrant children were required to be educated, public school enrollments grew and those children that required an inordinate amount of the teachers' time were considered "mentally deficient." The solution was to remove these children from the general classroom and educate them in "special" classes (M. A. Winzer, 1993).

As leading educators articulated the practicality for the establishment of special segregated classes in the public schools, they argued that special education was a logical extension of regular education and demanded the extension of educational opportunities to exceptional students. The use of the IQ test was crucial to the advancement of these special segregated classes. The wide use of these tests convinced educators and physicians at the time that early identification of students' abilities required the organization of more specialized classes (M. A. Winzer, 1993, p. 329).

By 1930, sixteen states passed legislation authorizing special education. In the 1950's the expulsion of students from the public schools system in the United States was in violation of most state laws. The polio epidemic of the 1950s and the rubella epidemic of the 1960s generated a greater demand for special education services. Also, mental retardation, which had been defined to include children with IQs 85 and below (1 standard deviation below the mean), in 1972 was redefined to 2 standard deviations below the mean (M. A. Winzer, 1993, p. 376).

The number of children enrolled in specialized programs increased from 466,000 in 1948 to 2,252,000 in 1963. Rapid expansion was encouraged by states to establish “excess cost” funding programs for local schools with special education programs. The federal government also stepped in with added financial support. Parents of disabled children organized and pushed for new categories of disabilities to be included such as learning disabled. By 1970, approximately 8 million children in the United States were receiving some form of special education services, mainly through separate educational system isolated from the general school population (Rebell & Hughes, 1996);(Buetow, 1970; M. A. Winzer, 1993).

The 1960s marked by the Kennedy era, which created considerable federal interest in special education. The federal government began to move into a supportive role with both financing and research support for mental retardation. In 1963, President Kennedy announced the formation of the *Division of Handicapped Children and Youth*. Federal assistance during this decade contributed to the development of programs to train professionals in special education. For example, in 1949, there were 175 institutions in the United States that offered programs to prepare professionals to teach the mentally retarded. By 1976, these colleges and universities offering these programs grew to more than four hundred (M. A. Winzer, 1993).

In the 1970s the principle of *normalization*, advocated for making available to the mentally retarded and other disabled persons, patterns and conditions of everyday life that are as close as possible to those of mainstream society (M. A. Winzer, 1993). Underlying this movement is the belief that all children have individual differences and that those differences must be respected. Normalization prompted a powerful surge in the educational system toward abandoning many special classes and replacing them

with regular class programs supported by special education services. By this time special education has been firmly established in American education (M. A. Winzer, 1993).

By the late 1970s and early 1980s, those students considered more mildly or moderately handicapped began to be integrated into regular class placements on at least a part time basis. Many not served in the past (those considered severely/profoundly handicapped) increasingly began to receive educational services in the neighborhood schools with involvement in the regular school environments such as cafeteria, playground, library, hall, buses and rest rooms (Stainback, Stainback, & Forest, 1989).

In 1986, Madeleine Will, the U.S. Assistant Secretary of Education, noted the limitations of traditional pull-out programs and the labeling of students with disabilities; she proposed the Regular Education Initiative (REI) (Will, 1986). Through pullout programs, students typically had been removed from the general education classrooms to receive services in segregated settings. REI focused on the modifications or adaptations necessary in general education classrooms to meet the needs of students with and without disabilities (Turnbull, Turnbull, Shank, & Leah, 1999). REI also proposed that general education professionals assume greater responsibility for the education of students with disabilities.

By the 1990s schools and families seemed satisfied with the progress of integrating students with disabilities into regular classes part time, the next logical step to extend the benefit to partial integration was full inclusion (Calculator, 1994). Full inclusion or “inclusion”, means that every child should be included in a regular classroom to the optimum extent appropriate to meet the needs of that child while

preserving the placements and services that special education can provide (Bishop, 1995; A. L. Gartner, Dorothy Kerzner, 1987; Lipsky, 1987; Stainback, et al., 1989; M. Winzer & Mazurek, 2000).

Turnbull et.al. (1999) described the key differences among mainstreaming, REI and inclusion:

Mainstreaming primarily sought opportunities for students with disabilities to visit the general classrooms...Regular Education Initiative sought merely to create more individualization within general education so that it could better accommodate the needs of students with mild disabilities... Inclusion begins with the premise that general education classrooms should be structured so that all students belong from the very outset and so that student diversity is celebrated (p.88).

Today, with recent legislation, such as No Child Left Behind (NLCB) and Individual with Disabilities Act 2004 (IDEA), states have enhanced the quality of special education programs by addressing the accountability for student achievement with requiring all student participation in statewide testing. The focus today in special education is on accountability, research-based programming with less attention on procedural compliance and more on results (Esteves & Rao, 2008).

Role of Catholic Institutions in the History of Special Education.

The Catholic Church has had a long history in terms of loving personal service to the sick, aged, poor and orphaned. The Church also has a long history of providing services to handicapped children and adults. It is only recently that the Church begins

to examine the education of children with disabilities in a systematic way (Behrmann & Elmer Ph.D., 1971).

As early as 1842, Sisters of the Good Shepherd were working with socially maladjusted girls in Louisville, Kentucky. In Montreal, Canada the Catholic Church opened permanent schools specifically designated for the mentally retarded in 1848 (Stainback, et al., 1989). In 1897, the Sisters of St. Joseph opened a small school at Comstock, Michigan for children with mental retardation. This school, St. Anthony, closed in 1937 but Catholic institutions across the states began to open similar schools to serve children with exceptionalities. In 1952 a survey was completed identifying Catholic special education facilities. It indicated that at the time there were known to be 15 Catholic schools for the mentally retarded; 4 for the blind; 10 for the deaf and 5 for crippled children (Behrmann & Elmer Ph.D., 1971).

One of the earliest departments of special education formed in a Catholic archdiocese was the formation of a department in the Archdiocese of St. Louis in 1950. This was 25 years before the Education for All Handicapped Children Act of 1975 (DeFiore, 2006). Since the 1950s interest was stirring in the field of Catholic special education. An interest has emerged among Catholic religious and lay educators to do something constructive about the major problem of making it possible for Catholic handicapped children to receive a Catholic education.

In 1954, 50 years after the founding of the National Catholic Education Association (NCEA), the Department of Special Education was formally recognized. Initially, the department existed to support the work of dioceses and schools involved in special education, namely, the day schools and residential centers. Around 1964,

diocesan schools for handicapped children multiplied, and most dioceses made provisions for them in one way or another (Behrman & Elmer Ph.D., 1971).

In 1960, The International Catholic Deaf Association (ICDA), whose headquarters were in Brooklyn, New York, had more than 4,000 staff members and the ICDA census listed 20,336 Catholics that were deaf in the United States. During the mid-sixties, 148 priests were working with the deaf at 14 different schools with enrollments of 2,014 students under the auspices of Catholic institutions (Buetow, 1970).

Two national surveys of Catholic facilities taken in 1965 and 1970 by the NCEA (National Catholic Education Association) Department of Special Education, showed that an enrollment of handicapped pupils in Catholic facilities grew from 17,166 in 1965 to 20,489 in 1970, an overall increase of 3,323 students or 19% (Behrman & Elmer Ph.D., 1971).

In 1965 there were a total of 148 arch(dioceses) providing services and by 1970 there were 160 arch(dioceses) serving students with disabilities in the United States. The table below shows the number of diocese in 1965 and 1970 that provided services in areas of exceptionality (Behrman & Elmer Ph.D., 1971).

Table 1

Area of Exceptionality or Service Program	No. of Archdiocese or Diocese providing services(1965) (n=148)	No. of Archdiocese or Diocese providing services(1970) (n=160)
Hearing impaired	12	12
Emotionally and/or socially maladjusted	64	58
Mentally retarded	60	71
Orthopedically handicapped	6	3

Visually handicapped: Blind	8	8
Partially Sighted	3	
Child Guidance Clinics or Centers	43	58

Diocese or Archdiocese providing Special Facilities, Services or Programs for the Handicapped in 1965 and 1970

During the past 30 years the Catholic Church in America and Catholic schools specifically, have increasingly responded to those with special needs(Weaver & Landers, Sept/Oct 2000). By the year 2000, Catholic schools were serving students with special needs in all disability categories (U. S. C. C. Bishops, 2002). Today nearly 200,000 students are enrolled in Catholic schools, approximately 7% of all students enrolled, “have been diagnosed by a qualified licensed, trained professional as having a disability” (U. S. C. C. Bishops, 2002). Although there has been an increase of students needing services in Catholic schools, and recognition by some of the need to provide those services, the efforts remain isolated with no formal coordinated system to collect data or move toward a formalized system of support.

Legislative History of Special Education

The Civil Rights movement of the 1950s and 1960s and the landmark case in 1954, *Brown v. Board of Education (Brown)*, were major victories for the Civil Rights Movement that resulted in a change in society and would allow minorities the equal opportunity to education. The *Brown* decision not only had a tremendous impact on societal rights of minorities, but also resulted in sweeping changes in the schools’ policies and approaches to students with disabilities (H. Rutherford Turnbull III, Matthew J. Stowe, & Huerta, 2007).

Brown guaranteed equal protection under the law and stipulated that states may not deny any person within its jurisdiction equal protection. Advocates for students with disabilities, citing *Brown*, claimed that students with disabilities had the same rights to equal protection and educational opportunities as minorities (H. Rutherford Turnbull III, et al., 2007).

In the early 1970s, the exclusion of children with disabilities from public schools prompted a number of federal lawsuits. Two landmark decisions that challenged the exclusion of children with disabilities were, *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth* and *Mills v. Board of Education*. Both cases established three principles that guided special education law. One is that the Constitution's guarantee of equal protection and due process prevent schools from exclusion on the sole basis of disabilities. Another is that parents of disabled children must have a range of opportunities and due process and finally, cost is no excuse for the failure to grant the disabled with access to public education (Finn, Rotherham, & Hokanson, 2001).

One of the most significant actions taken by the court on behalf of students with disabilities was the *Section 504 of the Rehabilitation Act of 1973*, which prohibited any institution that received federal funds from discriminating against people with disabilities. In both language and intent, the law mirrored other federal civil rights laws (*Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972*) that prohibited discrimination by federal recipients based on race and sex (H. Rutherford Turnbull III, et al., 2007). Section 504 also prohibits discrimination by requiring educators to make individualized modifications for otherwise qualified students with disabilities. All schools, including Catholic schools, assuming that they have admitted

children qualifying under Section 504, must provide aid, benefits, and/or services that are comparable to those available to students who are not disabled (Russo, Massuccit, Osborne, & Cattaro, 2002).

President Gerald R. Ford signed Public Law 94-142, the education for All Handicapped Children Act, into law in November 1975. This new law was a door opener for children with disabilities into the public education system. P.L. 94-142, renamed *Individuals with Disabilities Act* (IDEA) in 1990 assured the rights of all students with disabilities to a “free and appropriate public education” (FAPE) in the “least restrictive environment” (LRE). However, without the *Civil Rights Act of 1964* (“Civil Rights Act of 1964,” 1964) this change in the law and attitudes would not be possible. Equal protection under the law in the Fourteenth Amendment is clear that no state may deny an education to its citizenry and that equal protection is the core of *Brown* and eventually IDEA (H. Rutherford Turnbull III, et al., 2007).

Critical components of the IDEA law include requirements for an initial evaluation to determine eligibility, individual education plan, provision of services, and procedural safeguards to ensure the active involvement of the child’s parents. (H. Rutherford Turnbull III, et al., 2007).

The IDEA statute prior to 2004 concentrated on access to education for children with disabilities but after 1975, reauthorization of 1990 and IDEA 97, categories for infants were added and new categories for what is considered a disability such as: autism, learning disabled, traumatic brain injuries. The law prior to 2004 focused primarily on rights of the children to an education as opposed to the quality of the education or benefit they received. The shift to educational benefit became prominent

in the reauthorization of IDEA in 2004. IDEA has been reauthorized seven times since it became law in 1975. The latest reauthorization was in 2004 (P.L. 108-446).

Special Education Legislation and Catholic Schools.

The most important case involving Catholic schools was *Pierce v. Society of Sisters (Pierce)*. The Supreme Court protected the property interest of private schools to remain in business and the liberty interest of parents to control the upbringing of their children, therefore ensuring religious freedom in education by recognizing the right of Catholic schools and other non-public schools to operate and therefore satisfy the state's compulsory education laws (Imber & Geel, 2004).

In 1971, considering a program of state subsidies for parochial school teachers, the Court in *Lemon v. Kurtzman* employed a framework for analyzing alleged violations of the Establishment Clause. The Court developed a three-prong test, known as the "Lemon Test" that holds a government policy or practice in violation of the Establishment Clause if (a) its purpose is to endorse or disapprove of a religion, (b) its primary effect is to aid or inhibit religion, or (c) it either creates excessive administrative entanglement between church and state or is conducive to religiously based political divisiveness (Imber & Geel, 2004).

In 1985 in *Aguilar v. Felton*, the Supreme Court banned the on-site delivery of remedial Title I services to religiously affiliated non-public schools. At this time, students who attended religiously affiliated non-public schools were denied equal educational opportunities under Title I, a federal program. The Court relied primarily on the third prong of the Lemon test, the excessive entanglement, stating, "the teacher's work within the school and the supervising of the program created a permanent and pervasive state presence in the schools receiving aid." Twelve years later the Court

reversed its decision. The new approach to the case, referred to as the “neutrality doctrine,” has refined but not replaced the Lemon test. The neutrality doctrine holds that it is permissible for a church or other religious organizations such as parochial schools to receive assistance from a government program as long as the program is religiously neutral. This means that the benefactors of the program must not be defined according to religion, but rather the assistance must be available to all or based on non-religious criteria (Imber & Geel, 2004).

In 1993 the Supreme Court ruled in *Zobrest v. Catalina Foothills School District* (Zobrest) that the Establishment Clause did not bar a public school district in Arizona from providing the on-site delivery of the services of a sign language interpreter for a student who attended a Roman Catholic high school. The Court reasoned that since the interpreter was essentially a conduit through whom information passed, the on-site delivery of such assistance did not violate the Establishment Clause (Russo, et al., 2002).

In *Mitchell v. Helms*, a suit from Louisiana, the Supreme Court upheld the constitutionality of the federal statute which permits the loan of state owned instructional materials such as computers, slide projectors, television sets etc.. to non-public schools (Russo, et al., 2002).

IDEA requires the local education agency (LEA) to spend a proportionate share of their federal funds on students enrolled in non-public schools. As long as the LEA spends the minimum amount of federal funds on students enrolled in non-public schools, they have met their obligation under IDEA.

The reauthorization of IDEA in 2004 made significant changes to improve services to non-public schools in areas such as holding the LEA responsible to conduct child find that is equivalent to those provided to public school students.

Under the New IDEA Statute:

- Any costs related to the Child Find process will not reduce the funds allocated.
- LEA must keep records of the number of students who receive a special education evaluation
- Public school districts are required to use IDEA funds for parentally-placed private school students in the same proportion as the number of private school students with disabilities to the total number of students with disabilities in the district.
- State and local funds may supplement IDEA funds but not supplant them.
- LEA must engage in “timely and meaningful consultation” with private school representatives and parents about Child Find process, amount of funds available, and how, where and by whom special education and related services will be provided (USCCB, 2004).

Although the 2004 IDEA, incorporating *Agostini v. Felton*'s holding that allows LEA to provide the on-site delivery of certain federally funded service to religiously affiliated non-public schools, the Act does not mandate such delivery. The LEA essentially satisfies its legal obligation in IDEA once they offer a student with a disability a FAPE (free and appropriate education). Consequently, if a parent rejects the delivery of services offered at the public school, the LEA is under no legal obligation to deliver them services in a non-public school (Russo, et al., 2002)

Catholic Church Teachings on Treatment of People with Disabilities

In 1972, the bishops began to address the education of students with disabilities as Catholics. The pastoral message, *To Teach as Jesus Did*, which addressed many American Catholic education issues, was the first official document by the bishops that directly addressed the rights of the handicapped to receive religious education and challenged the Catholic community to respond. According to this document:

The right of the handicapped to receive religious education adapted to their special needs also challenges the ingenuity and commitment of the Catholic community. Planning is essential to create a unified system of religious education accessible and attractive to all the People of God. We must continue to explore new ways of extending the educational ministry to every Catholic child and young person. In doing so, we must be open to the possibility of new forms and structures for all Catholic education in years ahead (U. S. Bishops, 1972)(§99).

Although it did not specify special education in Catholic schools, it did acknowledge the right to receive a religious education adapted to their “special needs” within church programs. One must assume that the intent in this document included Catholic schools since many Catholic children receive a significant portion of their religious education in the Catholic school.

In 1978, the United States Conference of Catholic Bishops published a pastoral statement named, *“Pastoral Statement of U.S. Catholic Bishops on Handicapped*

People”, reprinted with updated language in 1989 renamed “*Pastoral Statement of U.S. Catholic Bishops on People with Disabilities.*” In this document the bishops committed themselves to make, serving people with disabilities, a priority (U. S. Bishops, 1989).

The bishops expressed this priority by stating:

...we the bishops now designate ministry to people with disabilities as a special focus for the National Conference of Catholic Bishops and the U.S. Catholic Conference. This represents a mandate to each office and secretariat, as it develops its plans and programs, to address the concerns of individuals with disabilities (§32).

Also in this pastoral statement, the bishops addressed the needs for a coordinated effort on the part of the diocese to education for people with disabilities.

Dioceses might make their most valuable contribution in the area of education by supporting the training of all clergy, religious, seminarians and lay ministers by focusing special attention on those actually serving individuals with disabilities. Catholic elementary and secondary schools teachers could be provided by the diocese in-service training in how to best integrate students with disabilities into programs of regular education (§31).

Additionally, the bishops called upon “people of good will to re-examine their attitudes toward their brothers and sisters with disabilities and promote their well-being,

acting with a sense of justice and the compassion that the Lord so clearly desires (USCCB, 1989) §1).”

In November 1998, the United States Bishops made their most recent statement on the needs of children with disabilities. *Welcome and Justice for Persons with Disabilities* provides a moral framework for access and inclusion in the church. In a particular section of the document most relevant to Catholic schools, the bishops stated that:

Defense of the right to life implies the defenses of all other rights that enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education...(§4).

...Since the parish is the door to participation in the Christian experience, it is the responsibility of both pastors and laity to assure that those doors are always open. Costs must never be the controlling consideration limiting the welcome offered to those among us with disabilities... (§6).

John Paul II in *Tertio Millennio Adveniente* (1994) reminds the Church of the same diversity, telling us we should use outward, visible, audible and tangible methods to illustrate the meaning of our faith. When we use visual means, - we create increased understanding for those -who are deaf or hard of hearing and for the many who find information most understandable and best remembered when presented through vision. By utilizing auditory means the Church creates increased understanding for those who

are blind, visually impaired or who prefer this path to learning and remembering (Owen, 1997, p. 48).

Catholics have used these strategies for centuries. Predecessors used sculpture, paintings and colorful garments and altars; music, gongs, bells and singing; kneeling, standing, as well as movement at the altar and the smells of incense and flowers. While these venerable communication tools are used in worship environments, they have not always been incorporated into religious teaching or lesson plans (Owen, 2003).

Students with Disabilities and Catholic Schools

In 2002, Robert Kealey, in a NCEA (National Catholic Education Association) report titled *Balance Sheet for Catholic Elementary Schools*, 550 respondents to a national survey on Catholic elementary schools, reported the presence of, on average, fourteen students with disabilities presently enrolled in their schools. This report indicates that of the 550 responding schools the following percentages of schools had at least one student with each disability type: 63.6% had at least one student with speech impairments, 71.5% with learning disabilities; 69.1% with attention deficit disorder; 22.7% with hearing impairments; 15.4% with emotional/behavioral disabilities; 10.5% with physical disabilities; 10.3% with visual impairments; and 9.1% with autism/non-language disorders (Kealey, 2002, p. 33).

Even though Catholic schools are not federally mandated to comply with the federal legislation of *Individual with Disabilities Education Act* (IDEA), the Department of Education at the USCCB (United States Conference of Catholic Bishops) conducted a national study of Catholic school children with disabilities in 2002 in which they

documented the number of children with disabilities that were enrolled in Catholic schools (see Table 2).

Table 2

Presence of Children Diagnosed with Disabilities Enrolled in Catholic Schools and Public Schools by Disability Type.

Disability Category	% of children with disabilities in Catholic schools	% of total enrollment in Catholic schools	% of children with disabilities in public schools
Mental retardation	1.16	.08	10.81
Hearing impairment or deafness	2.00	.14	1.26
Orthopedic	1.05	.07	1.25
Autism	.75	.05	1.15
Emotional disturbance	3.03	.21	8.27
Developmentally delayed-aged 3-9 only	3.43	.23	.34
Speech/Language	26.93	1.84	19.18
Uncorrected vision impairment including blindness	2.10	.14	.47
Learning disability	44.71	3.05	50.53
Deaf and Blind	.67	.05	.03
Traumatic brain injury	.40	.03	.24
Other health impairments	13.78	.94	4.47
TOTAL	100	6.83	100

Data retrieved from a study commissioned by the United States Conference of Catholic Bishops p. 12 (U. S. C. C. Bishops, 2002). The first line of Table 1 reads as follows: of the children enrolled in Catholic schools and diagnosed with a disability 1.16 percent is diagnosed with mental retardation; this represents .08 of the total enrollment in Catholic schools. This compares to 10.81 percent of children diagnosed with mental retardation enrolled in public schools.

The principal findings of the USCCB (2002) study, entitled *Catholic School Children with Disabilities* selected a nationally representative sample comprised of 1,004,866 Catholic school children who attend 2,864 schools, located in 21 states and 32 dioceses. The study found that nationally, 7 percent of children enrolled in Catholic schools are children with disabilities, compared to 11.4 percent enrolled in public schools. When comparing disability types, Catholic schools enroll a greater percentage of children diagnosed with hearing impairment or deafness, developmental delay, speech/language, uncorrected vision impairment or blindness, traumatic brain injury, and other health impairments than public schools (USCCB p. 11). Other disability categories such as: mental retardation, autism, emotional and behavioral disturbances have a significantly lower representation in Catholic schools than in public schools.

In Kansas, there are 115 Catholic schools affiliated with an (arch)diocese and are accredited by the state. According to the 2008-2009 school data from the Kansas State Department of Education, there are approximately 27,562 students attending Catholic schools in Kansas. Of these students, 615 are reported as special education students, which reflect 2.2% of the population. In addition to the 2.2% reported as special education students with official IEPs(individual education plan) another 2,128 students or 8% are on a student improvement plan developed by the Catholic school. There is no data available indicating the types of disabilities of any of these students (KSDE, 2008-2009).

Important Role of the Principal in Inclusion

Inclusion of students with disabilities, mild or severe, represents a major change for most school communities. Studies have shown that the successful implementation

of innovation and change in schools is related to the leadership behaviors of the principal (Ingram, 1997). Principals play a critical and increasingly complex role for providing leadership at the building level. It requires them to be more than operational managers but leaders that are able to respond to the growing diversity of all students within their schools (Bolman & Deal, 2002).

The support and leadership of principals has been documented as integral for successful school change (Fullan, 2006). Michael Fullan in his 2005 article, *8 Forces for Leaders of Change*, describes the eight forces that leaders need to have to promote change. The first overriding principle is knowledge about the “why” of change, namely moral purpose. Moral purpose is not just a goal but also a process of engaging educators, community leaders and society as a whole in the moral purpose of the reform. It is this moral purpose that is front and center and all the remaining seven forces become drivers for enacting the moral purpose (Fullan, 2005). Bolman and Deal (2002) discuss similar qualities, one being the passion that outstanding leaders possess about their work and the other, the importance of making a difference (Bolman & Deal, 2002). A recent study by Gersten and colleagues (2001) found that building-level support from principals and general educators have strong effects on “virtually all critical aspects of (special education)” (Gersten, 2001, p. 557).

Larry Cuban (1996) has been a prominent researcher in the area of school change and reform. In 1996 he studied the tenets of incremental and fundamental change and how it could be applied to the implementation of special education. In his article, he asserts that one of the tenets of the success or failure of school reform often boils down to a matter of power. Finding out whose criteria will be used to judge the success or failure of any reform becomes an important step to making judgments about

success and failure of change (Cuban, 1996). In the case of the Catholic school, the principal and sometimes the parish priest will determine the success or failure of including students with disabilities and their disposition and attitudes toward it is critical.

The Catholic School has a mission orientation that integrates religious and academic purposes. The leader in this context must possess a strong faith and firm allegiance to the goals of the Catholic Church. Cuban, Fullan, Bolman and Deal (2002) all speak to the value-added leadership and moral leadership, which is compatible with the traditions and desires of Catholic school leaders.

According to DiPaola, Tschannen-Moran, Walther-Thomas, (2004), effective principals understand the importance of a school context that supports academic achievement for all students, including those with disabilities. If anyone is responsible for lifting up a school vision as an inclusive learning environment, it is the school leader. Principals, who genuinely believe their schools' mission is academic success for all, communicate this value to their constituents; their "values, beliefs, and personal characteristics inspire people to accomplish the school's mission" (NAESP, 2001).

Principals, as the prime shapers of school culture, must set norms that value academic effort and support the achievement of all students. If student achievement improves over time, it is, in large measure, because key stakeholders share the leader's vision for student success based on common values, traditions, and beliefs (DiPaola, 2004).

In 1996, the Council of Chief State School Officers organized the Interstate School Leaders Licensure Consortium (ISLLC 2008). This consortium was formed for the purpose of developing model standards and assessments for school leaders. Six standards were developed to highlight what is essential about the role of school

leadership. All six standards focus on student success, aspects of the standards include the development and communication of a vision of learning, developing and sustaining an inclusive culture of learning, managing the learning environment, collaborating with families and community, the integrity and ethics of decision-making in the school and community, and finally, the socio-political aspect of schooling (Bertrand & Bratberg, 2007).

Each of the ISLLC standards begins with the same phrase, “A school administrator is an educational leader who promotes the success of *all* students.” Current federal and state legislation mandates the success of all students and that they have access to the general curriculum and are included in the state-mandated testing.

In the process of change, building principals must be leading players in facilitating change. Shellard (2003), stated that research in the past decade has suggested that effective principals need to be instructional leaders as well as managers of the school. Principals are expected to establish a climate that provides consistent and frequent opportunities for the growth and development of all students. (Wakeman, Browder, Flowers, & Ahlgrim-DeLzell, 2006). The principal’s role is critical in achieving inclusion for students with disabilities in the regular classroom (Stainback, et al., 1989)

Based on a study of thirty-two school sites (in Ontario, Illinois, Arizona, New York, Michigan, and Vermont) implementing inclusionary educational opportunities for students, Richard Villa, Jacqueline Thousand, James Meyers, and Ann Nevin (1996) report that among both general and special educators the degree of administrative support emerged as the most powerful predictor of positive attitudes toward full inclusion (Villa, Thousand, Meyers, & Nevin, 1996).

Gameros (1995) described the visionary principal as one who accepts the challenge to create an inclusive environment for all students and to realize that inclusion is a long-term process. In this study, the principals welcomed the diversity of all students, regardless of their disability, and provided them with similar access to the environment and opportunities in heterogeneous classrooms. They provided equivalent instruction and comparable curricula for both special and regular education students. The principals believe that their leadership and vision played an important role in providing services to students with disabilities.

Dyal, Flynt and Bennett-Walker (1996) describe the principal as a key factor in successfully implementing inclusion of students with disabilities in to the regular classroom:

The school principal plays a critical role in shaping an educational climate that provides opportunities for interaction between non-disabled and disabled students. The principal can build a community of learners or allow classrooms, students and teachers to continue to act autonomously (A. B. Dyal & Flynt, 1996, p. 34).

Principal's Attitudes and Students with Disabilities

Lipsky and Gartner describe the attitudes towards people with disabilities as key to promoting successful inclusion in society and in schools. (1987). Edmonds (1979) points out that the way we educate students reflects the way we care about them:

We can whenever and wherever we chose to successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far. (p. 29)

According to Lipsky, "how we feel" is most often the function of our attitudes and perceptions about students with handicapping conditions. It is not whether we profess concern for them but rather, the extent to which we think that they matter, that they are able to succeed and that they have entitlements – basically, that they are one with us. It is the attitudinal milieu, far more than the individual's physical conditions, which affects society's response to persons with disabilities (Lipsky, 1987, p. 70).

Hasazi et al. (1994) studied least restrictive policies in six states and 12 local school districts from 1989 to 1992. One of the six factors studied was the role of administrators in implementing LRE policies. The authors found that "how leadership in each school site chose to look at the least restrictive environment was critical to how, or even whether, much would be accomplished beyond the status quo. If people chose to see LRE as integration of the special education and general education systems, this choice opened the door for a range of possibilities. We came to view knowledge and attitudes in instrumental terms: They both influenced the system in question in producing a mental image of how things might be otherwise, and they affected people's capacity and willingness to change in fundamental ways" (p.506). It was also determined that "principals" were essential in the implementation of LRE policy in their schools and that they either facilitated or constrained placement of students into general education setting.(Hasazi, Johnston, Liggett, & Schattman, 1994).

Attitudes among principals towards inclusion have changed over the years. Early research reports mixed findings in terms of attitudes and perceptions. Several researchers have investigated the attitudes of principals towards mainstreaming or inclusion. Davis (1980) and Davis and Maheady (1991) examined the attitudes of principals and perceptions regarding inclusive education. This research by Davis and Maheady (1991) revealed mixed findings in terms of principal's attitudes (J. C. Davis & Maheady, 1991; W. E. Davis, 1980)). Davis (1980) found that principals had a negative attitude toward the chance of success of these students in the mainstream classroom. If some principals have low expectations of success, the likelihood of failed inclusive programs becomes insurmountable (W. E. Davis, 1980). In a study by McAneny (1992), principals whose attitudes were reported as more positive toward mainstreaming were more likely to provide opportunities for student with special needs to remain in the regular classroom (McAneny, 1992).

In a 1997 study on inclusive education for students with severe disabilities, Downing and Lilly (1997), intended to examine professionals' perceptions regarding the inclusion of elementary-level students with severe disabilities in the general education classroom. The findings revealed that regardless of the role or level of implementation, professionals viewed several barriers such as; benefits, supports needed, and teaching strategies affected their attitudes about inclusion. They reported mixed messages from the professionals. Although the general perceptions of educators towards students with disabilities were positive, there was a concern on the part of general educators on the difficulty of the inclusion of students with severe disabilities in the classroom. Logistical factors of scheduling and sufficient time were problematic (Downing & Williams, 1997).

At the time when the REI (Regular Education Initiative), a program supporting intervention occurring in the regular classroom as opposed to pullout special education program, gained support, Coates (1986) reported that general education teachers in Iowa did not have a negative view of the current pullout programs offered for students with disabilities. The educators believed that the REI for students would lessen their chance for success. Semmel (1986), also noted that the success or failure of the REI likely would be determined by the school personnel responsible for its implementation (Villa, et al., 1996).

As the concept of inclusion in the late 90s took hold mainly due to the federal mandates for inclusion, the attitudes of educators began to change. In 1998, Aaron Geter studied elementary and high school principals in Georgia and their attitudes towards inclusion of students with disabilities. The major findings were: first, there were no significant differences between the high school and elementary principals in the study. Also, there were no significant differences between elementary and high school principals' attitudes toward inclusion of special education students with regard to gender, principal experience and in-service hours completed in special education (Geter, 1998).

On the other hand, several other studies found that there were statistically significant relationships between attitudes toward inclusion and variables such as exposure to special education concepts through coursework or in-service programs (Choi, 2008; Praisner, 2003) and administrators with fewer years experience tended to agree more with the inclusion of students with disabilities. Furthermore, administrators with fewer years of regular education teaching experience tended to disagree that regular teachers are not trained adequately to cope with students with disabilities

(Brown, 2007). Administrators with a lack of professional development training and exposure to special education students also had a negative response to inclusion (Bennett, 1996; Horrocks, 2006; Ramirez, 2006).

Several recent studies (Arrington, 1992; Avissar, Reiter, & Leyser, 2003; Bennett, 1996; C.A Curley, 2000; Donahue, 2006; A. Dyal, Flynt, & Bennett-Walker, 1996; Inzano, 1999; Jackson, 2001; Maricle, 2001; McLauchlin, 2001; Praisner, 2003) found positive attitudes among principals and teachers toward inclusion of students with mild disabilities being included in the general education classroom. However, these studies also showed a statistically significant relationship between attitudes toward the inclusion of different categories of disabled students. Attitudes became less positive as the severity of the disability increased especially students with behavioral and emotional disorders.

Salisbury and McGregor in 2002, examined the administrative climate of 10 inclusive elementary schools in five states. The researchers found that principals shared certain dispositions and administrative practices that helped create environments where student with disabilities were valued. They also described the clear vision that these principals were able to maintain on integrating what, in many other buildings, are seen as separate "general" and "special" education initiatives (C. Salisbury, McGregor,, 2002).

Salisbury, in her 2006 study, *Principals' Perspective on Inclusive Elementary Schools* examined the perspectives and experiences of eight principals who were involved in developing inclusive elementary schools. The results revealed that despite being considered inclusive, schools varied markedly from one another in their level of implementation. The study found that it was how the leadership in schools chose to

view inclusive education that affected how much was accomplished. The views and commitment to inclusive education appeared to affect the decisions rendered by principals as they guided the development of their school's service delivery model. They reported, "Several principals chose to view inclusive education as an agenda for reform, whereas others saw it as an exercise in compliance with LRE provisions"(C. L. Salisbury, 2006).

Praisner (2003) surveyed 408 elementary school principals in the Commonwealth of Pennsylvania. About one out of five principals' attitudes were positive toward inclusion while most were uncertain, neither clearly positive nor negative. The variables, age, gender, regular and special education experience, elementary administrative experience, special education credits, existence of crisis plan or vision, or personal experience were not found to be significantly related to attitudes.

Praisner reported that positive experiences with students with disabilities and exposure to special education concepts through coursework or in-service programs were associated with a more positive attitude toward inclusion. Out of the 14 topics identified as important to inclusion, (Special education law, characteristics of students with disabilities, behavior management, teacher collaboration, teambuilding, change process, supporting and training teachers to handle inclusion, crisis intervention, academic programming, interagency cooperation, field based experiences, eliciting parent and community support, family intervention training, life skills training for students with disabilities), most principals had only been exposed to four areas, (Special education law, behavior management, characteristics, and teacher collaboration)(p.50). Those principals exposed to those areas had a more positive attitude toward inclusion

and had more positive experiences towards students with disabilities and were more likely to be placed in less restrictive environments (2003).

Duquette (2004) investigated the attitudes of middle school principals in South Carolina towards inclusion of students with disabilities. The study conducted collected data on the attitudes based on several demographics variables such as: gender, race, years of experience, level of education, socioeconomic status of school, and size of school district. Duquette also compared three components of middle school principals' attitudes; general attitudes towards inclusion, attitudes toward school practices of inclusion, and attitudes towards recommendation of placement of students with disabilities. The results indicated that, although many principals' attitudes showed support for inclusion programs, not many of the responding principals actually implemented full or partial inclusion programs. The majority of the students were still served in pullout programs such as resource rooms or self-contained classrooms (Duquette, 2004).

Horrocks (2006) conducted a similar study in which the purpose was to identify the attitudes principals held regarding students with severe disabilities, and the relationship between their attitudes and their placement recommendations for children with autism. Horrock also sought to examine the relationship between specific demographic factors and attitudes of principals and placement recommendations. The most significant factor in predicting both positive attitudes toward inclusion and higher recommendations of placement for children with autism was the principal's belief that children with autism could be included in a regular education classroom (2006).

In 2008, Choi-Jin-Oh conducted a study of the attitudes of principals towards the inclusion of students with disabilities in South Korea. This study examined their

definition of inclusion, level of knowledge of legislation, attitudes towards inclusion, and perceptions about supports and resources needed for successful inclusive schools. The results of the survey, which included 536 principals, demonstrated that South Korean principals agree with the importance of inclusion and generally had positive attitudes toward inclusive schools. However, principals still consider special education schools to be a more appropriate educational placement for students with disabilities. The principals in this study believed that their schools did not have the adequate staff, administration, or supports for implementing inclusive educations (Choi, 2008).

Summary

Catholic schools have a long history of serving the needs of a diverse population and history shows this commitment over the last century. Although the Church has responded to the needs of the disabled in the past with institutional care or specialized classes, the U.S. Bishops have challenged the Church to look at people with disabilities as essential to the fabric of the Church and include them in all aspects of church life. Although reports (USCCB, 2002) show an increase in the number of students with disabilities served in Catholic schools, promoting the education of these students, without a systematic approach, successes will remain isolated and inconsistent (Hall, 1981).

The National Catholic Educational Association (NCEA) *National Congress on Catholic Schools for the Twenty-First Century* (1991) emphasized that part of the mission of the Catholic schools is to affirm the dignity of all students and educate a diverse student population. In addressing the 1999 *Conference on the Family and the Integration of Disabled Children and Adolescents*, Pope John Paul II said, “the value of life transcends that of efficiency” (§4). This statement challenges all Catholic schools

and parishes to provide children with what is needed for them to learn to be integrated into the whole of parish life (Long & Schuttloffel, 2006).

Although several studies have been conducted investigating the attitudes of principals towards inclusive education, there is no study available that analyzes the attitudes of principals towards inclusion in Catholic schools and the critical role they play in providing a Catholic education for all students, those with and without disabilities.

CHAPTER III

METHODOLOGY

A cross-sectional design with categorical data will be used for this research project. Data will be collected on number and type of students with disabilities served in Catholic schools in Kansas and the attitudes of the principals of these schools.

Participants

There are four Catholic (arch)dioceses in Kansas: Kansas City in Kansas, Salina, Wichita and Dodge City. Approximately 115 Catholic school principals in the four Catholic dioceses in the state of Kansas were invited to participate in this study. The Kansas State Department of Education maintains a database of all non-public schools in the state. According to the database, in 2008-2009, 115 state-accredited Catholic elementary and high schools in Kansas are associated with a Catholic diocese or archdiocese.

Instrument

The researcher reviewed several survey instruments used in previous studies to determine the level of provisions provided to students with disabilities, attitudes of principals regarding students with disabilities and placement options available to students with disabilities. For the purpose of this study, sections of three instruments were combined on a single instrument that answered the research questions but also reflects the uniqueness of Catholic schools. The instrument used was a combination of the following surveys and will contain six sections.

- Section I-II - The first two sections to be used were developed by Dr. Shannon Taylor (S. Taylor, 2005). The instrument used in the study was a demographic

questionnaire determining what special education services are currently being provided in regular private schools in Tennessee. The survey was designed to determine the demographics of the private schools providing special education services, school descriptive factors, and faculty descriptive factors that may impact the provisions of services to students with disabilities. Dr. Taylor used two previously designed surveys similar in nature to develop the questionnaire. The two surveys were designed by the U.S. Department of Education, *Private School Questionnaire: Schools and Staffing Survey* and *Private School Principal Questionnaire: Schools and Staffing Survey* (U.S. Department of Education, 1999). To ensure content and face validity the instrument was presented to a committee of special educators, general educators and administrators for review. After revisions based on the suggestions from the committee the survey instrument was considered valid (S. Taylor, 2005). This survey was chosen because the questions used to elicit demographic information about the schools were more reflective of the uniqueness of Catholic schools.

- Sections III, IV and VI of the instrument to be used for this research is the *Principals and Inclusion Survey* (PIS) by Dr. Cindy Praisner (2003). This instrument was designed to measure the extent to which factors such as training, experience and placement recommendations were related to principal's attitudes. The PIS instrument developed by Dr. Praisner contains sections designed to obtain demographic information about the schools, acquire information pertaining to training and experience of the participants and to elicit placement recommendations for students with disabilities. For the purpose of this research the sections from the PIS on training and experience of principals and placement

recommendations will be used. Permission has been granted by Dr. Praisner to use these sections of her survey without compromising the construct of the questions.

According to Praisner (2002), to ensure the validity of the first two sections, the content chosen for the questions was based on a review of inclusion literature to identify those factors related to personal characteristics, training and experience that might relate to education professionals attitudes toward inclusion. To more specifically address the question of validity for this section, the researcher presented the questionnaire items to a panel of four university professors with experience in the area of integration of students with disabilities and/or educational administration. They reviewed, analyzed, and evaluated the questions to assure the potential content validity of the questions for measuring the variables that may relate to the attitudes of principals. In addition, to improve the clarity and assess the content validity of the survey instrument, the survey was piloted with nine individuals in school leadership positions. They provided feedback on the explicitness of the items and the amount of time required to complete the survey (Praisner, 2003).

- Section V – This section of the instrument was developed by Dr. Jeff Bailey. This section contains a 27-item questionnaire, entitled *Principals' Attitudes Toward Inclusive Education* (PATIE). Bailey conducted a study for the purpose of developing a useful tool to assess the basis for understanding the principals' cognitions, beliefs, attitudes, values and actions with regard to inclusive education. Face validity was established through the use of three people with considerable expertise in scale development and special education. Cronbach's

alpha was .9210 for 639 cases. This is a very high inter-item consistency for affective instruments (Gable & Wolf, 1993). Bailey published a paper, *The Validation of a Scale to Measure School Principals' Attitudes Toward the Inclusion of Students with Disabilities (2004)* detailing the process of validation and reliability of the instrument.

With permission from Dr. Taylor, Dr. Bailey and Dr. Praisner this study combined parts of each survey in order to answer the research questions. Modifications, with permission, have been made to the Taylor and Praisner instruments. The modifications made reflect questions and situations that pertain to Catholic schools. For example: Section II, Question 8 of the survey states: *What instructional services are provided for students with special needs in your Catholic school?* The addition of the word "Catholic" was added to several questions to distinguish between services provided by the local public school and those provided by the Catholic school. The modifications have not changed the construct of the questions, only the language to reflect Catholic schools. No modifications were made to Dr. Bailey's attitude instrument.

Procedure

In early January of 2010, the instrument was piloted to 10 Catholic school administrators in the Kansas City, Missouri metro area. The results and feedback from the pilot study guided the researcher; ensuring the instrument's instructions were clear, time to complete survey is reasonable and that the survey answered the proposed research questions.

After approval of the proposed research, the four superintendents of the schools from the four (arch)dioceses in Kansas were contacted asking for their support and to

explain the purpose of the research, the importance of the study, the procedures and benefits it might have to their schools. Next, a list of schools' addresses, phone numbers and principal's email addresses were compiled. A letter and an email was sent to each principal informing them of the upcoming study and requesting their participation with the support of their superintendents. (see appendix)

The survey developed was entered into the *Zoomerang* ("*Zoomerang*," 2009) online survey tool and an introductory email with the link to the survey was sent to each principal. In the introductory email, a brief description of the research was provided along with general descriptions of the study and the general procedures. The principals were given a three-week window to complete the survey.

After one week of the initial survey request, all participants that did not complete the survey were sent a follow up email, again inviting them to participate. The online survey tool used allows for follow-up messages to be sent without compromising the anonymity of the participants. The survey tool was closed on March 15, 2010 and any information received after the final date was discarded.

The data received from the respondents was numerically coded by the Zoomerang survey tool (e.g. for gender-male=1, female=2) and exported into a Microsoft Excel worksheet. The data was imported into the statistical analysis program SPSS 18.0 in order to perform the analysis proposed in the data analysis plan.

Table 3

Data Analysis Plan

The data analysis plan includes the following:

Research Question #1

How are students with disabilities included in Catholic parish schools in the four (arch) dioceses in the state of Kansas?

Sub-Question	Data Source	Variables	Statistical Analysis
<p>a. How many students with disabilities by category type are currently enrolled in the Catholic schools in Kansas?</p>	<p>Survey Section(s): II</p>	<p>Number of Students</p>	<p>Descriptive Statistics: means, standard deviations, frequencies, percentages (where appropriate)</p>
<p>b. What special education services are currently being provided to students by disability type in Catholic schools in Kansas?</p>	<p>Survey Section(s): II</p>	<p>Type of Services</p>	<p>Descriptive Statistics: means, standard deviations, frequencies, percentages (where appropriate)</p>
<p>c. What are the background characteristics of the schools providing services with disabilities (e.g. type of school, location, size, etc.)?</p>	<p>Survey Section(s): I, II, III</p>	<ul style="list-style-type: none"> • Type of school (elementary or High school) • Socioeconomic status of school • Location of school • Size of school • Tuition rates • Type of disabilities served • Faculty training and certification 	<p>Descriptive Statistics: means, standard deviations, frequencies, percentages (where appropriate)</p>

Table 4

Research Question # 2: What are the attitudes of administrators in the four Catholic (arch) dioceses in the state of Kansas toward inclusion of students with disabilities and how do these attitudes reflect the ways children with disabilities are included?

Sub-Question	Data Source	Independent Variable	Dependent Variable	Statistical Analysis
a. What is the relationship between a principal's attitudes towards inclusion of children with disabilities in general, specifically in Catholic schools and the principal's personal characteristics?	Survey Section(s): III, IV, V	<ul style="list-style-type: none"> • Age • Gender • Teaching experience • Administrative Experience • Special Education Training • Highest Degree earned • Experience in school setting 	Attitude Score	Means, standard deviations ANOVA
b. What is the relationship between a principal's attitudes toward the inclusion of children with disabilities in general and in Catholic schools specifically and the principal's recommendations for placement?	Survey Section(s): V, VI	Placement recommendations	Attitude score	Means, standard deviations ANOVA
c. What is the relationship between a principal's attitude toward inclusion of students with disabilities and the types of services provided to the students in their Catholic school?	Survey Section(s): III, V	Types of services provided within the Catholic school	Attitude score	Means, standard deviations ANOVA

CHAPTER IV

RESULTS

Data were imported into SPSS 18.0 from Microsoft Excel 2008 and examined for normal distribution and outliers. The data were normally distributed and no outliers were found; as such, data analysis proceeded. Data analysis procedures to address the research questions included descriptive statistics (including means and standard deviations, where appropriate), and Analysis of Variance (ANOVA) models. The sample included 71 schools principals.

Sample Demographic Information

The majority of the schools responding to the survey were elementary schools (77%) with 11 high schools (15%) and five (7%) K-6 schools. No middle schools are represented in this sample. Of the four (arch)diocese in Kansas, three out of the five school (60%) responded from the Dodge City diocese, 43 (84%) from the Kansas City in Kansas archdiocese, seven of 13 (54%) from the Salina diocese and finally, 18 of 36 (50%) schools from the Wichita diocese. The majority of the schools were located in a suburban area (44.3%), however, 17 schools (24.3%) were urban schools and 22 (31.4%) were rural area schools. A total of 71 principals from the 115 (67%) eligible Catholic schools in Kansas responded to this survey.

Research Question 1

Research question 1 asked; *“How are students with disabilities included in Catholic parish schools in the four (arch) dioceses in the state of Kansas?”* To address this question, the researcher conducted descriptive analysis of the school background

characteristics. This included frequencies and percentages. Several sub questions were examined and are presented below.

How many students with disabilities are currently enrolled in the Catholic schools in Kansas? The majority of schools (97.2%) reported currently enrolling students with disabilities, either identified as having a disability through a psychological assessment or not identified as such but suspected of having a disability. All of the schools (100%) indicated that they previously had enrolled students with disabilities, either identified through a psychological assessment or not (see Table 5). Forty-two (42%) percent of schools reported that they did not have a certified special education teacher on staff. However, 55% reported having 1-3 certified special education teachers on their staff. The majority of schools reported that 1-5% of students had an official IEP developed by the local public school district (78.6%).

Table 5

Student Enrollment Descriptive Statistics (Frequencies and Percentages)

Characteristic	N	%
Does your school enroll students with special needs?		
Yes	69	97.2%
No	2	2.8%
Total	71	100%
Has your school previously enrolled students with special needs?		
Yes	71	100%
No	0	0%
Total	71	100%
How many certified special education teachers do you have on your staff?		
0	30	42%
1-3	39	55%
3-5	2	3%
5-10	0	0%
More than 10	0	0%

Total	71	100%
What percentage of students are enrolled in your school that have an official individualized education plan (IEP) developed by the public school district		
0%	1	1.4%
1-5%	55	78.6%
6-10%	11	15.7%
11-25%	3	4.3%
Total	70	100%

The percentage of students enrolled by disorder is presented in Table 6. The percentage of students previously enrolled with “other health impairments” was 95.7%. The disability category with the lowest prior enrollment was traumatic brain injured/neurological impairment (10.8%).

Table 6

Student Enrollment by Disorder (Frequencies and Percentages)

Characteristic	<i>Previously or currently Enrolled</i>		<i>Never enrolled but would if asked</i>		<i>Would not enroll</i>	
	N	%	N	%	N	%
Autism or related disorders	51	76.1	14	20.9	2	3.0
Other health impairments (ADD/ADHD)	67	95.7	1	1.4	2	2.9
Developmentally delayed	58	82.9	10	14.3	2	2.9
Emotional/Behavior disorder	50	74.6	10	14.9	7	10.4
Hard of hearing/deaf	32	47.8	31	46.3	4	6.0
Mentally retarded (including Down Syndrome)	22	33.8	31	47.7	12	18.5
Physical impairments	38	55.9	28	41.2	2	2.9
Specific learning disabilities	63	91.3	5	7.2	1	1.4
Speech/language impairments	65	91.5	5	7.0	1	1.4
Traumatic brain injured/neurological impairment	7	10.8	31	47.7	27	41.5
Blindness/Visually impaired	10	14.9	42	62.7	15	22.4

What special education services are currently being provided? A majority of the schools reported that students with disabilities receive services from the local public school district (94.3%) (see Table 7). The largest percentage of schools reported that students received speech/language therapy from the local public school district (91%); the smallest percentage of schools reported that students received interpreter services from the local public school district (1%). Roughly 80% had referred parents to the local public school district to have students tested for a possible disability (75%); to allow the student to receive qualified services from the local public school system while remaining enrolled at your school (87%); and to enroll the student in the local public school system as an alternative to their Catholic school (51%).

In addition, principals reported that instructional services are provided for students with special needs in their Catholic school: 74% indicated that tutoring was provided; 29% provide separate special education classroom (with special education teacher); 80% provide resource room services; 46% provide support services in the regular education classroom from a special education teacher; 61% provide support services in the regular education classroom from a teacher assistant; and 45% provide supplemental services, such as: speech, physical therapy, occupational therapy in the school. About 68% reported that there is a representative from their arch(diocese) that specifically facilitates the school with practices or supports for children with disabilities in their Catholic school. The number of times schools accessed support from this

³ **“Multiple disabilities,” the appropriate contemporary terms for “multi-handicapped,” will be used in all cases except when discussing research procedures, instruments and results, for which the term “multi-handicapped” will be used because that is the term that research participants were exposed to in the survey.**

representative ranged from less than five times to 6-10 times annually. Only two schools (2.8%) reported charging additional fees for services to students with disabilities (see Table 8).

Table 7

Services Provided (Frequencies and Percentages)

Characteristic	<i>N</i>	%
Students with special needs receive services from the local public school district		
No	4	5.7%
Yes	66	94.3%
Total	70	100%
Services students receive, or have received in the past from the local public school district (<i>N</i> = 66)		
Speech/language therapy	64	91%
Title I instruction or materials	42	60%
Occupational therapy	40	57%
Instructional services from an itinerant special educator	37	53%
An aide or paraprofessional	24	34%
Physical therapy	21	30%
Other	13	19%
Interpreter services (American sign language)	1	1%
Ever referred parents to the local public school district for services for students with disabilities		
No	14	20.3%
Yes	55	79.7%
Total	69	100%
Why did you refer parents to the local public school district? (<i>N</i> = 69)		
To allow the student to receive qualified services from the local public school system while remaining enrolled at you school	55	87%
To have students tested for a possible disability	47	75%
To enroll the student in the local public school system as an alternative to your school	32	51%
No parent referrals	5	8%
Other	3	5%

Table 8

Services Provided (Frequencies and Percentages) cont.

Characteristic	<i>N</i>	%
What instructional services are provided for students with special needs in your Catholic school?		
Resource room services	55	80%
Tutoring	51	74%
Support services in the regular education classroom from a teacher assistant	42	61%
Support services in the regular education classroom from a special education teacher	32	46%
Supplemental services, such as: speech, physical therapy, occupational therapy in the school	31	45%
Separate special education classroom (with special education teacher)	20	29%
Other	11	16%
Are additional fees charged to students with special needs for services provided by the school		
No	69	97.2%
Yes	2	2.8%
Total	71	100%
Is there a representative from your arch(diocese) that specifically facilitates your school with practices or supports for children with disabilities in your Catholic school?		
No	23	32.4%
Yes	48	67.6%
If yes, how often in one year do you access this support from this representative?		
<5 times		
6-10 times	24	33.8%
11-15 times%	3	4.2%
16-20 times	6	8.5%
> 20 times	1	1.4%
NA	14	19.7%
Total	23	32.4%

What are the background factors of the schools providing services? The largest percentage of schools in the sample was K-8 (77.5%) and 60.6% were located in Kansas City (see Table 9). In terms of average student enrollment, only 7% enrolled more than 750 students; the remainder of schools served from < 150 -750 students. Almost 60% of schools had average class sizes of 20-29 students. Students' average family household income varied with about 86% having household incomes that ranged from \$26,000-\$100,000. Only 38.6% of the schools reported being fully funded by the parish, the remainder received some funding from the parish. The schools serve a range of disabilities (see Table 3, above). More information about the school characteristics can be found below.

Table 9

School Descriptive Statistics (Frequencies and Percentages)

Characteristic	N	%
School Level		
Elementary (K-8)	55	77.5%
High School	11	15.5%
Other	5	7.0%
Total	71	100%
Archdiocese		
Dodge City	3	4.2%
Kansas City	43	60.6%
Salina	7	9.9%
Wichita	18	25.4%
Total	71	100%
School location		
Urban	17	24.3%
Suburban	31	44.3%
Rural	22	31.4%
Total	70	100%
Average Student Enrollment		

<150	17	23.9%
151-250	16	22.5%
251-500	18	25.4%
501-750	15	21.1%
750 or more	5	7.0%
Total	71	100%
Average Class Size		
<12 students	7	9.9%
12-19 students	22	31.0%
20-29 students	42	59.2%
Total	71	100%

School Descriptive Statistics (Frequencies and Percentages)

Characteristic	N	%
Average Family Household Income		
\$25,000	2	3.0%
\$26,000-\$50, 000	29	43.9%
\$50,001-\$100,000	27	40.9%
\$101,000-\$150,000	7	10.6%
>\$250,000	1	1.5%
Total	66	100%
School Funding		
Fully funded by parish	27	38.6%
\$500-\$1500	7	10.0%
\$1501-\$2500	5	7.1%
\$2501-\$3500	15	21.4%
\$3501-\$5000	7	10.0%
\$5001-\$7000	2	2.9%
>\$7000	7	10.0%
Total	70	100%

Principals' ages ranged from 41-60 or older with the majority falling between 51-60 years of age with a Master's degree or higher and reporting 0-10 years of

administrative experience (see Table 10). Very few were certified special education teachers (2.9%) and 91.2% had less than 1 year of special education teaching experience. Approximately two-thirds of the principals reported being an administrator for 10 years or less (66.2%) while 33.8% of them served as an administrator for five years or less. Furthermore, 86.3% had no special education credits in their formal training. However, almost all (90.1%) had some in-service training hours in inclusive practices (see Table 11).

Table 10

Principal's Training and Certification Descriptive Statistics (Frequencies and Percentages)

Characteristic	N	%
Age		
31-40	20	28.6%
41-50	21	30.0%
51-60	24	34.3%
60 or older	5	7.1%
Total	70	100%
Gender		
Female	44	63.8%
Male	25	36.2%
Total	69	100%
Years as a school administrator		
0-5 years	24	33.8%
6-10 years	23	32.4%
11-15 years	9	12.7%
16-20 years	8	11.3%
21 years or more	7	9.9%
Total	71	100%
Highest degree earned		
Bachelor's	2	2.8%
Master's	35	49.3%

Master's +	31	43.7%
Doctorate	3	4.2%
Total	71	100%
<hr/>		
Years of regular full time teaching experience		
1-6 years	17	23.9%
7-12 years	26	36.6%
13-18 years	20	28.2%
19 years or more	8	11.3%
Total	71	100%

Table 11

Principal's Training and Certification Descriptive Statistics (Frequencies and Percentages)

Characteristic	N	%
<hr/>		
Are you a certified special education teacher		
No	68	97.1%
Yes	2	2.9%
Total	70	100%
<hr/>		
Years of special education teaching experience		%
Less than 1 year	52	91.2%
1-6 years	3	5.3%
7-12 years	2	3.5%
Total	57	100%
<hr/>		
Approximate number of special education credits in your formal training		
0	57	86.3%
10-15 credits	5	7.6%
16-21 credits	1	1.5%
22 or more	3	4.5%
Total	66	100%
<hr/>		
Approximate number of in-service training hours in inclusive practices		
0	7	9.9%
1-8 hrs.	24	33.8%
9-16 hrs.	11	15.5%
17-24 hrs.	6	8.5%

25 or more	23	32.4%
Total	71	100%

Principals received a range of formal training related to students with disabilities. For example, the majority reported having training related to the characteristics (94%) and behavior management for (74%) students with disabilities, while less than half reported training in academic programming for students with disabilities (39%), less than a quarter reported having field based experiences with actual inclusion activities, and very few (7%) reported family intervention training (see Table 12). Principals also reported covering a broad range of topics with their faculties related to students with disabilities through school professional development. Well over 50% of the principals reported covering with their teachers, through professional development, topics such as: learning styles (90%), cooperative learning (86%), adapting and modifying lessons (86%), and differentiated instruction strategies (87%). The only area in which less than half of the principals reported covering with their teachers through professional development training was portfolio assessment (37%) training.

Table 12

Principal's Training and Certification Descriptive Statistics (Frequencies and Percentages)

Characteristic	N	%
Areas included in formal training		
Characteristics of students with disabilities	66	94%
SIT training (student intervention team)	57	81%
Behavior management for working with students with disabilities	52	74%
MTSS (multi-tiered systems of support)	52	74%
Special education law	43	61%
Supporting and training teachers to handle inclusion	33	47%
Team building	30	43%
	60	

Change process	17	24%
Field based experiences with actual inclusion activities	13	19%
Family intervention training	5	7%
Other	0	0%
<hr/>		
Topics you covered with your teachers through school professional development	N	%
<hr/>		
Learning styles	63	90%
Cooperative learning	60	86%
Differentiated instructional strategies	61	87%
Adapting and modifying lessons	60	86%
SIT training (student intervention team)	56	80%
Assessing and identifying individual student needs	55	79%
Positive behavior supports and/or behavior management strategies	55	79%
Data analysis to drive instruction	54	77%
The use of technology or computers for individualized student learning	50	71%
MTSS (multi-tiered systems of support)	47	67%
Teaching students different study skills such as organizational strategies or the use of mnemonics	43	61%
The use of peer mentors or peer tutors	36	51%
Portfolio assessments	26	37%
Other, please specify	1	1%

Research Question 2

Research question 2 asked: *“What are the attitudes of administrators in the four Catholic (arch)dioceses in the state of Kansas toward inclusion of students with disabilities in general and more specifically, inclusion in Catholic schools?”* and *“How do these attitudes reflect the ways children with disabilities are included in the parish school?”* To address this question, 27 attitude items from the survey were combined

and averaged to generate an Attitudes Toward Inclusion of Students with Disabilities score for each respondent. Each of the 27 attitude items were scored from 1 (strongly disagree) to 5 (strongly agree). Higher scores represented more favorable attitudes toward inclusion; lower score represented less favorable attitudes. The combined scale had a Cronbach's alpha of .65, which is acceptable reliability, indicating the items in the survey are measuring the same construct, attitude toward inclusion.

In addition to the attitude towards inclusion in general, the question "If you were to categorize your feelings about including students with disabilities in Catholic schools, which of the four positions would you choose?" was asked to elicit the attitude of inclusion in all disability categories specific towards Catholic schools. This question was scored from 1 (strongly opposed) to 5 (strongly supportive.) A higher score represented a more favorable attitude toward inclusion in Catholic schools; a lower score represented a less favorable attitude.

Responses to individual items on the general attitude section of the survey varied. The central tendency measures on the attitude section of the survey are: mean score of 2.79, modal score 2.85 and median 2.81 (see Figure1). Most respondents' scores were skewed slightly towards a positive attitude. However, when asked the specific question "How you would categorize your feelings towards inclusion of students with disabilities in Catholic Schools" the response definitely reflected a positive attitude with central tendency measures of mean 4.27, median 4.00, and modal score of 4.00 with 1 (strongly opposed) to 5 (strongly supportive). (see Figure 2).

Total Attitude Means Toward Inclusion of Students with Disabilities

Figure 1

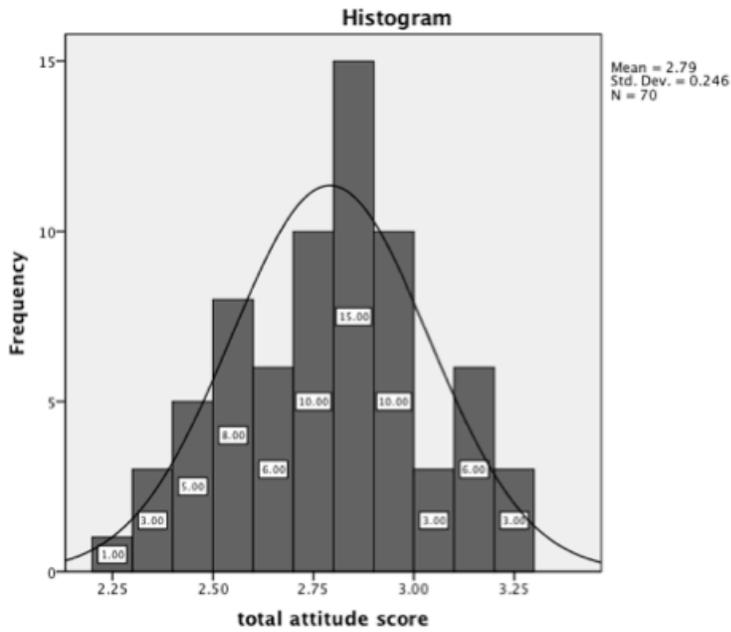
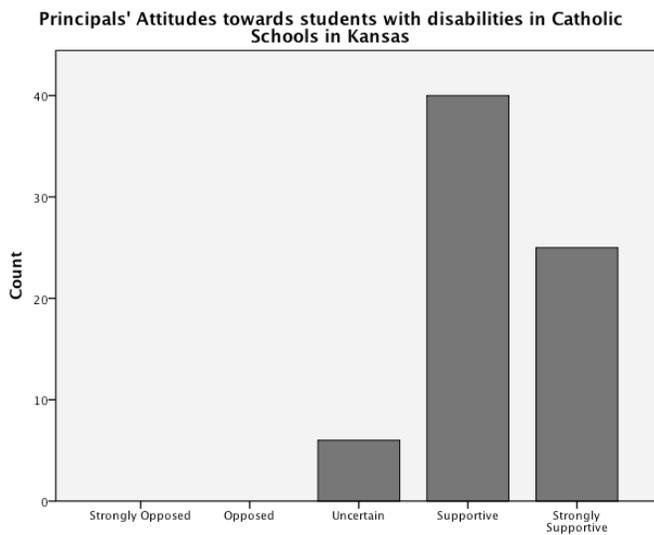


Figure 2



Frequencies, percentages, means and standard deviations for each attitude item are presented in Table 13. Responses to the attitude items varied although the statements that had the least variability were items that solicited a stronger agree or

disagree response. For example, principals agreed or strongly agreed with item 9 on the attitude scale with the statement, *“Students with mild disabilities should be included in the regular classroom”* (90%). A strong agree or strongly agree response was also found to item 23: *“Students with moderate disabilities should be included in the regular classroom”* (80%). On the other hand, principals’ response to item 22--*“Students with severe disabilities should be included in the regular classroom”* –revealed a varied response with 44% reporting they were uncertain, 29% disagreeing, and 16% agreeing.

When responding to the statements regarding placement in public schools, principals responded to the statement, *“ Because public schools are better resourced to cater to special needs students, these students should remain in public schools”* (item 5), with 74% either disagreeing or strongly disagreeing. Also, principals responded just as strongly to the statement, *“Special needs students belong in public schools where all their needs can be met”* (item 11), with 86% disagreeing or strongly disagreeing.

Statements regarding student behavior elicited responses from the principals that were somewhat varied. The responses to the statement, *“Students who are aggressive toward their fellow students should not be included in the regular classroom”* (item 6), were 30% uncertain with approximately half (49%) agreeing or strongly agreeing and 21% disagreeing or strongly disagreeing with the statement. Also, the statement, *“Students who are aggressive towards school staff should not be included in the regular classroom”* resulted in less variation, with 65% agreeing or strongly agreeing, 24% uncertain, and only 11% disagreeing.

Regarding the statement, *“Regular school principals are trained adequately to cope with the students with disabilities”* (item 19), 59% of the principals responded negatively with 46% disagreeing and 13% strongly disagreeing.

The two most polarizing responses were to the statements, “*Regular teachers are not trained adequately to cope with students with disabilities*” (item 1) and “*Including students with disabilities creates few additional problems for teachers’ classroom management*” (item 3). With regard to item 1, 40% of the principals either disagreed or were uncertain and 52% agreed, while item 3 responses were 37% agree, 37% disagree, and 20% uncertain.

Table 13

*Responses to Individual Items of Attitude Scale
(+) indicates the positive response for each item*

Question	Mean	SD	Range of Responses	f	%
(1) Regular teachers are not trained adequately to cope with students with disabilities. (n=71)	3.34	1.0 3	Strongly Disagree	1	1%
			Disagree	21	30%
			Uncertain	7	10%
			Agree	37	52%
			Strongly Agree (+)	5	7%
(2) Students with physical disabilities (wrist crutches/wheelchairs) create too many movement problems to permit inclusion. (n=71)	1.68	.73	Strongly Disagree (+)	33	46%
			Disagree	29	41%
			Uncertain	8	11%
			Agree	1	1%
			Strongly Agree	0	0%
(3) Including students with disabilities creates few additional problems for teachers’ class management. (n=71)	2.97	1.0 1	Strongly Disagree	3	4%
			Disagree	26	37%
			Uncertain	14	20%
			Agree	26	37%
			Strongly Agree(+)	2	3%
(4) Students who cannot read normal print size should not be included in regular classrooms. (n=71)	1.49	.89	Strongly Disagree (+)	46	65%
			Disagree	21	30%
			Uncertain	1	1%
			Agree	0	0%
			Strongly Agree	3	4%
(5) Because public schools are better resourced to cater for special needs students, these students should remain in public schools. (n=69)	1.96	.93	Strongly Disagree (+)	26	38%
			Disagree	25	36%
			Uncertain	13	19%
			Agree	5	7%
			Strongly Agree	0	0%

(6) Students who are continually aggressive toward their fellow students should not be included in regular classrooms. (n=71)	3.34	.97	Strongly Disagree (+) Disagree Uncertain Agree Strongly Agree	2 13 21 29 6	3% 18% 30% 41% 8%
(7) Lack of access to other professionals (e.g. special education teachers, occupational therapists and speech therapists) makes inclusion of students with disabilities difficult. (n=71)	3.48	.94	Strongly Disagree (+) Disagree Uncertain Agree Strongly Agree	0 17 8 41 5	0% 24% 11% 58% 7%
(8) Students with mild disabilities should be included in regular classrooms. (n=70)	4.23	.97	Strongly Disagree Disagree Uncertain Agree Strongly Agree (+)	3 2 2 32 31	4% 3% 3% 46% 44%
(9) Students with special needs will take up too much of the teacher's time. (n=70)	2.24	.92	Strongly Disagree (+) Disagree Uncertain Agree Strongly Agree	13 36 13 7 1	19% 51% 19% 10% 1%
(10) Regardless of whether the parents of regular students object to inclusion of students with disabilities, the practice should be supported. (n=71)	3.92	.87	Strongly Disagree Disagree Uncertain Agree Strongly Agree (+)	1 5 9 40 16	1% 7% 13% 56% 23%
(11) Special needs students belong in public schools where all their needs can be met. (n=70)	1.83	.78	Strongly Disagree (+) Disagree Uncertain Agree Strongly Agree	25 35 7 3 0	36% 50% 10% 4% 0%
(12) Teachers are trained adequately to cope with students with disabilities. (n=71)	2.39	.85	Strongly Disagree Disagree (+) Uncertain Agree Strongly Agree	8 36 18 9 0	11% 51% 25% 13% 0%
(13) Students with disabilities will disrupt other students'	2.3	.64	Strongly Disagree (+) Disagree	4 44	6% 63%

learning. (n=70)			Uncertain	19	27%
			Agree	3	4%
			Strongly Agree	0	0%
(14) Students with disabilities benefit academically from inclusion. (n=70)	3.99	.73	Strongly Disagree	0	0%
			Disagree	4	6%
			Uncertain	7	10%
			Agree	45	64%
			Strongly Agree (+)	14	20%
(15) Regular students will be disadvantaged by having special needs children in their classrooms. (n=71)	1.93	.92	Strongly Disagree (+)	24	34%
			Disagree	35	49%
			Uncertain	6	8%
			Agree	5	7%
			Strongly Agree	1	1%
(16) Students who are continually aggressive towards school staff should not be included in regular classrooms. (n=71)	3.73	.91	Strongly Disagree	0	0%
			Disagree	8	11%
			Uncertain	17	24%
			Agree	32	45%
			Strongly Agree (+)	14	20%
(17) Special needs students whose achievement levels in basic skills are significantly lower than their age classmates should not be included in regular classrooms. (n=71)	2.21	.81	Strongly Disagree (+)	8	11%
			Disagree	47	66%
			Uncertain	11	15%
			Agree	3	4%
			Strongly Agree	2	3%
(18) Students who have to communicate in a special way (e.g. communication boards/signing) should not be included in regular classrooms. (n=71)	2.04	.8	Strongly Disagree (+)	14	24%
			Disagree	45	63%
			Uncertain	9	13%
			Agree	1	1%
			Strongly Agree	2	3%
(19) Regular school principals are trained adequately to cope with the students with disabilities. (n=70)	2.44	.91	Strongly Disagree	9	13%
			Disagree	32	46%
			Uncertain	18	26%
			Agree	11	16%
			Strongly Agree (+)	0	0%
(20) Including students with special needs is unfair to regular teachers who already have a heavy workload. (n=71)	2.25	.77	Strongly Disagree (+)	7	10%
			Disagree	46	65%
			Uncertain	11	15%
			Agree	7	10%
			Strongly Agree	0	0%

(21) Inclusion is fine in theory but does not work in practice. (n=70) (uncertain response)	2.27	.84	Strongly Disagree (+)	10	14%
			Disagree	40	56%
			Uncertain	13	18%
			Agree	8	11%
			Strongly Agree	0	0%
(22) Students with severe disabilities should be included in regular classrooms. (n=70)	2.64	.89	Strongly Disagree	8	11%
			Disagree	20	29%
			Uncertain	31	44%
			Agree	11	16%
			Strongly Agree (+)	0	0%
(23) Students with moderate disabilities should be included in regular classrooms (n=71)	3.89	.75	Strongly Disagree	0	0%
			Disagree	5	7%
			Uncertain	9	13%
			Agree	46	65%
			Strongly Agree (+)	11	15%
(24) Students with disabilities benefit socially from inclusion. (n=70)	4.1	.62	Strongly Disagree	0	0%
			Disagree	1	1%
			Uncertain	7	10%
			Agree	46	66%
			Strongly Agree (+)	16	23%
(25) Regular students benefit socially from inclusion. (n=70)	4.16	.65	Strongly Disagree	0	0%
			Disagree	2	3%
			Uncertain	4	6%
			Agree	45	64%
			Strongly Agree (+)	19	27%
(26) Students with special needs will take up much of the teachers' time. (n=70)	2.67	1.0	Strongly Disagree (+)	7	10%
			Disagree	29	41%
			Uncertain	17	24%
			Agree	14	20%
			Strongly Agree	3	4%
(27) Students with severe speech difficulties should not be included in regular classrooms. (n=70)	2.04	.84	Strongly Disagree (+)	16	23%
			Disagree	40	57%
			Uncertain	11	16%
			Agree	1	1%
			Strongly Agree	2	3%

Table 14

Attitudes Towards Inclusion of Students with Disabilities in Catholic Schools

	Mean	SD	Range of Responses	f	%
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If you were to categorize your feelings about including students with disabilities in Catholic schools, which of the four positions would you choose? (n=71)	4.27	.61	Strongly Opposed	0	0%
			Opposed	0	0%
			Uncertain	6	8%
			Supportive	40	56%
			Strongly Supportive	25	25%

Several sub-questions were examined using ANOVA and are presented below.

What is the relationship between principals' attitudes towards inclusion of children with disabilities in general and specifically in Catholic schools and their personal characteristics?

Means and standard deviations for attitudes according to personal characteristics of gender, years of teaching experience, years of admin experience, years of special education teaching experience, and degree earned are reported in Tables 15-20. ANOVAs were conducted to determine whether there were significant mean differences in general attitude scores by these characteristics. There were no statistically significant differences in attitudes by gender (Table 15), age (Table 16), years of teaching experience (Table 17), years of administrative experience (Table 18), years of special education teaching experience (Table 19).

Table 15

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Gender

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i>	Min	Max
Total attitude score	Gender						
	Female	43	2.75	.22	.03	2.26	3.26
	Male	25	2.84	.27	.05	2.37	3.26
	Total	68	2.79	.24	.03	2.26	3.26
Inclusion in Catholic schools	Female	44	4.36	.61	.09	3	5
	Male	25	4.16	.55	.11	3	5

Total 69 4.29 .59 .07 3 5

Table 16

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Age

	Age	N	M	SD	Min	Max
Total attitude score	31-40	20	2.75	.25	2.37	3.19
	41-50	20	2.75	.26	2.26	3.22
	51-60	24	2.80	.20	2.48	3.26
	60 or older	5	2.95	.28	2.52	3.26
	Total	69	2.78	.24	2.26	3.26
Inclusion In Catholic schools	31-40	20	4.30	.57	3	5
	41-50	21	4.29	.64	3	5
	51-60	24	4.25	.60	3	5
	60 or older	5	4.40	.54	4	5
	Total	70	4.29	.59	3	5

Table 17

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Years of Teaching Experience

	Years Experience	N	M	SD	Min	Max
Total attitude score	1-6 years	17	2.79	.28	2.33	3.15
	7-12 years	26	2.78	.23	2.33	3.26
	13-18 years	20	2.77	.23	2.26	3.22
	19 years or more	7	2.85	.26	2.48	3.26
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	1-6 years	17	4.29	.68	3	5
	7-12 years	26	4.23	.51	3	5
	13-18 years	20	4.40	.59	3	5
	19 years or more	8	4.00	.75	3	5
	Total	71	4.27	.60	3	5

Table 18

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Years of Administrative Experience

	Years	N	M	SD	Min	Max
Total attitude score	0-5 years	23	2.74	.24	2.33	3.26
	6-10 years	23	2.78	.28	2.26	3.22
	11-15 years	9	2.78	.20	2.52	3.15
	16-20 years	8	2.81	.25	2.48	3.15
	21 years+	7	2.93	.16	2.70	3.26
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	0-5 years	24	4.25	.60	3	5
	6-10 years	23	4.22	.67	3	5
	11-15 years	9	4.44	.52	4	5
	16-20 years	8	4.13	.64	3	5
	21 years or more	7	4.43	.53	4	5
	Total	71	4.27	.60	3	5

Table 19

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Years of Special Education Teaching Experience

	Years	N	M	SD	Min	Max
Total attitude score	less than 1 year	51	2.82	.23	2.26	3.26
	1-6 years	3	2.70	.18	2.52	2.89
	7-12 years	2	2.79	.02	2.78	2.81
	Total	56	2.81	.22	2.26	3.26
Inclusion in Catholic schools	less than 1 year	52	4.25	.65	3	5
	1-6 years	3	4.67	.57	4	5
	7-12 years	2	4.50	.70	4	5
	Total	57	4.28	.64	3	5

There was one statistically significant difference in attitudes by degree obtained (see Tables 20 and 21). Tukey post-hoc tests revealed that participants with a Master's

degree (M=2.86) had more positive attitudes toward inclusion of students with disabilities than those with a Master's degree+ (M=2.70) ($F(3,66)=2.86, p<.05$). There were no other significant differences in attitude by degree.

Table 20

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Degree

	Degree	N	M	SD	Min	Max
Total attitude score	Bachelor's	2	2.66	.47	2.33	3.00
	Master's	35	2.86	.24	2.26	3.26
	Master's +	30	2.70	.21	2.33	3.07
	Doctorate	3	2.82	.10	2.70	2.89
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Bachelor's	2	4.00	.00	4	4
	Master's	35	4.17	.61	3	5
	Master's +	31	4.39	.61	3	5
	Doctorate	3	4.33	.57	4	5
	Total	71	4.27	.60	3	5

Table 21

ANOVA for Attitudes Toward Inclusion of Students with Disabilities by Degree

		SS	df	MS	F	p
Total attitude score	Between Groups	.48	3	.16	2.86	.04*
	Within Groups	3.69	66	.05		
	Total	4.17	69			

What is the relationship between a principal's attitude toward the inclusion of children with disabilities in general and specifically in Catholic schools and principals' recommendations for placement?

Table 22 shows the distribution of responses to the question asking participants to select the most appropriate placement for students with each of the disability types. The results are reported by number and percent of respondents selecting each option.

Table 22

Most Appropriate Placement Options by Disability Category

	Regular Catholic school classroom with NO support	Regular Catholic school classroom with SOME support	Catholic school resource room part-time	Public school placement part-time	Public school full time
Blindness/Visual Impairments (n=68)	0(0%)	36(53%)	6(9%)	23(34%)	3(4%)
Deafness/Hearing Impaired (n=69)	0(0%)	41(59%)	7(10%)	18(26%)	3(4%)
Other Health Impairments (ADD/ADHD) (n=70)	16(23%)	52(74%)	0(0%)	2(3%)	0(0%)
Autism/PDD (n=69)	1(1%)	37(54%)	11(16%)	15(22%)	5(7%)
Neurological disorders/traumatic brain injury (n=66)	0(0%)	6(9%)	9(14%)	25(38%)	26(39%)
Mental retardation (including Down's Syndrome) (n=68)	0(0%)	11(16%)	18(26%)	25(37%)	14(21%)
Emotional/Behavioral disorders (67)	0(0%)	18(27%)	11(16%)	31(46%)	7(10%)
Speech and Language impairments (n=68)	8(12%)	46(68%)	8(12%)	6(9%)	0(0%)
Specific Learning disabilities (n=70)	5(7%)	42(60%)	18(26%)	5(7%)	0(0%)

Physical Disabilities (n=70)	9(13%)	46(66%)	8(11%)	6(9%)	1(1%)
Multi-handicapped (n=67)	1(1%)	21(31%)	12(18%)	19(28%)	14(21%)

The disability categories for which Catholic school principals were most likely to place students in public schools either part-time or full time were: neurological disorders/traumatic brain injury (77%), intellectual and developmental (including Down Syndrome) (58%), emotional/behavioral disorders (56%) and multiple disabilities (49%). The disability categories that Catholic school principals were most likely to place students in Catholic schools with no support or some supports were: other health impairments (ADD/ADHD) (97%), specific learning disabilities (93%), speech and language impairments (92%), and physical disabilities (90%). The disability category that resulted in a mixed range of placement options by Catholic school principals was: blindness/visual impairments, Deafness/hearing impairments and autism/PDD disorder.

Means and standard deviations for attitudes according to the principal's recommendations for placement related of blindness/visual impairment, deafness/hearing impaired, autism/PDD, neurological disorders/traumatic brain injury, intellectual and developmental disabilities⁴ (including Down Syndrome), speech and language impairments, specific learning disabilities, physical disabilities, multiple disabilities, other health impairments (ADD/ADHD) and emotional and behavioral disorders are reported in Tables 23-35. ANOVAs were conducted to determine whether

⁴ "Intellectual and developmental disabilities" and "multiple disabilities," the appropriate contemporary terms for "mental retardation" and "multi-handicapped" will be used in all cases except when discussing research procedures, instruments and results, for which the term "mental retardation" will be used because that is the term that research participants were exposed to in the survey.

there were statistically significant mean differences in general attitude scores by recommended placement options as well as attitudes towards inclusion specifically in Catholic schools by recommended placement options. There were no statistically significant differences in attitudes towards inclusion in general or specifically in Catholic schools by blindness/visually impaired (Table 23), deafness/hearing impaired (Table 24), autism/PDD (Table 25), speech and language impairment (Table 26), specific learning disabilities (Table 27), physical disabilities (Table 28), and multiple disabilities (Table 29), and other health impairments (ADD/ADHD) (Table 30)⁵.

Table 23

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Blindness/Visual Impairments

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with SOME support	35	2.77	.26	2.33	3.26
	Catholic school resource room part-time	6	2.74	.26	2.26	3.00
	Public school placement part-time, Catholic school part-time	23	2.81	.22	2.48	3.22
	Public school full time	3	2.85	.11	2.74	2.96
	Total	67	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with SOME support	36	4.33	.63	3	5
	Catholic school resource room part-time	6	4.50	.54	4	5
	Public school placement part-time, Catholic school part-time	23	4.09	.59	3	5
	Public school full time	3	4.67	.57	4	5
	Total	68	4.28	.61	3	5

⁵ Two principals' responses were considered to be outliers in this response category skewing the results therefore excluded from the final analysis.

Table 24

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Deafness/Hearing Impaired

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with SOME support	40	2.76	.28	2.26	3.26
	Catholic school resource room part-time	7	2.87	.17	2.63	3.15
	Public school placement part-time, Catholic school part-time	18	2.79	.191	2.52	3.22
	Public school full time	3	2.93	.064	2.85	2.96
	Total	68	2.77	.245	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with SOME support	41	4.32	.610	3	5
	Catholic school resource room part-time	7	4.43	.535	4	5
	Public school placement part-time, Catholic school part-time	18	4.06	.639	3	5
	Public school full time	3	4.67	.577	4	5
	Total	69	4.28	.616	3	5

Table 25

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Autism/PDD

	Response	N	M	SD	Min	Max
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Total attitude score	Regular Catholic school classroom with NO support	1	2.88	.	2.89	2.89
	Regular Catholic school classroom with SOME support	36	2.76	.25	2.33	3.26
	Catholic school resource room part-time	11	2.82	.25	2.26	3.15
	Public school placement part-time, Catholic school part-time	15	2.75	.20	2.33	3.07
	Public school full time	5	2.91	.29	2.52	3.22
	Total	68	2.78	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with NO support	1	4.00	.	4	4
	Regular Catholic school classroom with SOME support	37	4.30	.571	3	5
	Catholic school resource room part-time	11	4.55	.688	3	5
	Public school placement part-time, Catholic school part-time	15	4.20	.676	3	5
	Public school full time	5	3.80	.447	3	4
	Total	69	4.28	.616	3	5

Table 26

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Speech and Language Impairments

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with NO support	7	2.84	.25	2.52	3.15
	Regular Catholic school classroom with SOME support	46	2.76	.25	2.33	3.26
	Catholic school resource room part-time	8	2.79	.26	2.26	3.15

	Public school placement part-time, Catholic school part-time	6	2.79	.16	2.52	3.00
	Total	67	2.77	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with NO support	8	4.38	.51	4	5
	Regular Catholic school classroom with SOME support	46	4.24	.60	3	5
	Catholic school resource room part-time	8	4.38	.51	4	5
	Public school placement part-time, Catholic school part-time	6	4.50	.83	3	5
	Total	68	4.29	.60	3	5

Table 27

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Specific Learning Disabilities

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with NO support	4	2.82	.26	2.52	3.15
	Regular Catholic school classroom with SOME support	42	2.75	.23	2.33	3.26
	Catholic school resource room part-time	18	2.80	.24	2.26	3.26
	Public school placement part-time, Catholic school part-time	5	2.93	.26	2.52	3.22
	Total	69	2.78	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with NO support	5	4.20	.44	4	5

Regular Catholic school classroom with SOME support	42	4.26	.54	3	5
Catholic school resource room part-time	18	4.44	.61	3	5
Public school placement part-time, Catholic school part-time	5	3.80	1.09	3	5
Total	70	4.27	.61	3	5

Table 28

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Physical Disabilities

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with NO support	9	2.72	.25	2.41	3.15
	Regular Catholic school classroom with SOME support	45	2.75	.23	2.26	3.26
	Catholic school resource room part-time	8	2.94	.20	2.63	3.15
	Public school placement part-time, Catholic school part-time	6	2.90	.26	2.52	3.22
	Public school full time	1	2.51	.	2.52	2.52
	Total	69	2.78	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with NO support	9	4.44	.52	4	5
	Regular Catholic school classroom with SOME support	46	4.37	.57	3	5
	Catholic school resource room part-time	8	3.75	.70	3	5
	Public school placement part-time, Catholic school part-time	6	4.00	.63	3	5
	Public school full time	1	4.00	.	4	4
	Total	70	4.27	.61	3	5

Table 29

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Multi-handicapped (Multiple Disabilities)

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with NO support	1	3.14	.	3.15	3.15
	Regular Catholic school classroom with SOME support	21	2.75	.23	2.37	3.26
	Catholic school resource room part-time	12	2.81	.25	2.48	3.26
	Public school placement part-time, Catholic school part-time	18	2.72	.24	2.26	3.22
	Public school full time	14	2.86	.23	2.33	3.15
	Total		66	2.78	.24	2.26
Inclusion in Catholic schools	Regular Catholic school classroom with NO support	1	4.00	.	4	4
	Regular Catholic school classroom with SOME support	21	4.48	.51	4	5
	Catholic school resource room part-time	12	4.08	.66	3	5
	Public school placement part-time, Catholic school part-time	19	4.42	.60	3	5
	Public school full time	14	4.07	.61	3	5
	Total		67	4.30	.60	3

Table 30

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Other Health Impairments (ADD/ADHD)

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with NO support	16	2.65	.20	2.54	2.76
	Regular Catholic school classroom with SOME support	52	2.81	.23	2.75	2.87
	Total	67	2.78	.24	2.71	2.83
Inclusion in Catholic schools	Regular Catholic school classroom with NO support	16	4.44	.512	4	5
	Regular Catholic school classroom with SOME support	52	4.25	.622	3	5
	Public school placement part-time, Catholic school part-time	2	3.50	.707	3	4
	Total	70	4.27	.612	3	5

There was a statistical significant difference in the general attitude of principals toward inclusion of students with disabilities by emotional/behavioral disorder (E/BD) (see Tables 31-32). There were also statistical significant mean differences in the attitude of principals toward inclusion of students with disabilities specifically in Catholic schools by neurological/traumatic brain injury and intellectual and developmental disabilities (including Down Syndrome) (see Tables 33-36).

A Tukey post-hoc test revealed that participants that chose "Regular Catholic school classroom with SOME support" (M=2.64) in the disability category of

emotional/behavior disorder had less positive attitudes toward inclusion of students with disabilities than those who chose “Public school full time” ($M=2.97$) ($F(3,62) = 4.10$, $p<.05$).

Table 31

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal’s Recommendations for Placement: Emotional/Behavioral Disorders

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with SOME support	18	2.64	.23	2.33	3.04
	Catholic school resource room part-time	11	2.80	.15	2.63	3.15
	Public school placement part-time, Catholic school part-time	30	2.80	.24	2.26	3.26
	Public school full time	7	2.97	.26	2.52	3.26
	Total	66	2.78	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with SOME support	18	4.44	.51	4	5
	Catholic school resource room part-time	11	4.45	.52	4	5
	Public school placement part-time, Catholic school part-time	31	4.26	.68	3	5
	Public school full time	7	3.86	.37	3	4
	Total	67	4.30	.60	3	5

Table 32

ANOVA for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Emotional/Behavioral Disorders

		SS	df	MS	F	p
Total attitude score	Between Groups	.65	3	.21	4.10	.01*
	Within Groups	3.28	62	.05		
Total		3.93	65			

Two ANOVAs revealed statistically significant mean differences between principals' attitude toward inclusion specifically in Catholic schools and the disability categories of neurological/traumatic brain injury and intellectual and developmental disabilities (including Down Syndrome) (see Tables 33-36).

Tukey post-hoc tests revealed that participants who chose "Catholic school resource room part-time" ($M = 4.78$) by the disability category of neurological/traumatic brain injury (see Table 34-35) had more positive attitudes toward inclusion of students with disabilities specifically in Catholic schools than those than those who chose "Public school full-time" ($M = 4.00$), $F(3, 62) = 4.63$, $p < .05$. There were no other statistically significant differences in attitude by neurological/traumatic brain injury.

Table 33

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Neurological Disorders/Traumatic Brain Injury

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with SOME support	6	2.77	.18	2.48	2.96
	Catholic school resource room part-time	9	2.73	.32	2.26	3.15

	Public school placement part-time, Catholic school part-time	24	2.74	.22	2.33	3.15
	Public school full time	26	2.84	.25	2.33	3.26
	Total	65	2.78	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with SOME support	6	4.50	.54	4	5
	Catholic school resource room part-time	9	4.78	.44	4	5
	Public school placement part-time, Catholic school part-time	25	4.32	.55	3	5
	Public school full time	26	4.00	.63	3	5
	Total	66	4.27	.62	3	5

Table 34

ANOVA for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Neurological Disorders/Traumatic Brain Injury

		SS	df	MS	F	p
Inclusion in Catholic schools	Between Groups	4.59	3	1.53	4.63	.00*
	Within Groups	20.49	62	.33		
	Total	25.09	65			

Tukey post-hoc tests also revealed that participants who chose “Public school full time” ($M = 3.79$) in the disability category of intellectual and development disabilities (including Down Syndrome) had less positive attitudes toward inclusion of students with disabilities specifically in Catholic schools (see Tables 36-37) than all other response categories, $F(3, 64) = 4.41$, $p < .01$. There were no other statistically significant differences by this disability category.

Table 35

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Mental Retardation (Including Down Syndrome)

	Response	N	M	SD	Min	Max
Total attitude score	Regular Catholic school classroom with SOME support	11	2.81	.30	2.37	3.26
	Catholic school resource room part-time	18	2.80	.20	2.26	3.15
	Public school placement part-time, Catholic school part-time	24	2.71	.22	2.33	3.22
	Public school full time	14	2.88	.25	2.33	3.26
	Total	67	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Regular Catholic school classroom with SOME support	11	4.45	.52	4	5
	Catholic school resource room part-time	18	4.44	.61	3	5
	Public school placement part-time, Catholic school part-time	25	4.36	.56	3	5
	Public school full time	14	3.79	.57	3	5
	Total	68	4.28	.61	3	5

Table 36

ANOVA for Attitudes Toward Inclusion of Students with Disabilities by the Principal's Recommendations for Placement: Mental Retardation (Including Down Syndrome)

		SS	df	MS	F	p
Inclusion in Catholic schools	Between Groups	4.40	3	1.46	4.41	.007*
	Within Groups	21.28	64	.33		
	Total	25.69	67			

What is the relationship between a principal's attitude toward inclusion of students with disabilities and the types of services provided to the students in their Catholic school?

Means and standard deviations for attitudes according to services provided by resource room support, tutoring, support services in the regular education classroom from a teacher's assistant, support services in the regular education classroom from a special education teacher, supplemental services and a separate special education classroom with a special education teacher are reported in Tables 37-42. ANOVAs were conducted to determine whether there were statistically significant differences in the general attitude of principals towards inclusion of students with disabilities and specifically attitude toward inclusion in Catholic schools by the services provided. There were no statistically significant differences in attitudes and the services provided by tutoring (Table 37), resource room (Table 38), support services in the regular classroom by a teacher's assistant (Table 39), and supplemental services (Table 40). ANOVAs were conducted to determine whether there were significant mean differences in general attitude scores and attitudes specifically in Catholic schools. There were two statistically significant differences in attitudes towards inclusion of students with disabilities specifically in Catholic schools by support services in the regular classroom from a special education teacher (see Tables 41-42) and separate special education classroom with a special education teacher (see Tables 43-44). There were no other statistically significant differences.

Table 37

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Tutoring

	Response	N	M	SD	Min	Max
Total attitude score	Not provided	20	2.77	.21	2.33	3.15
	Provided	50	2.79	.25	2.26	3.26
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Not provided	20	4.15	.67	3	5
	Provided	51	4.31	.58	3	5
	Total	71	4.27	.60	3	5

Table 38

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Resource Room Services

	Response	N	M	SD	Min	Max
Total attitude score	Not provided	16	2.81	.26	2.26	3.15
	Provided	54	2.78	.24	2.33	3.26
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Not provided	16	4.06	.57	3	5
	Provided	55	4.33	.61	3	5
	Total	71	4.27	.60	3	5

Table 39

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Support Services in the Regular Education Classroom from a Teacher Assistant

	Response	N	M	SD	Min	Max
Total attitude score	Not provided	51	2.80	.23	2.26	3.19
	Provided	19	2.76	.28	2.33	3.26
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Not provided	52	4.19	.56	3	5
	Provided	19	4.47	.69	3	5
	Total	71	4.27	.60	3	5

Table 40

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Supplemental Services

	Response	N	M	SD	Min	Max
Total attitude score	Not provided	56	2.79	.24	2.26	3.26
	Provided	14	2.76	.25	2.33	3.22
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Not provided	57	4.23	.56	3	5
	Provided	14	4.43	.75	3	5
	Total	71	4.27	.60	3	5

Tukey post-hoc tests revealed that principals whose schools did not provide support in the regular education classroom from a special education teacher ($M=4.16$) had more positive attitudes toward inclusion of students with disabilities in Catholic schools than those principals who did provide this service ($M=4.63$) ($F(1,69) = 7.82$, $p<.01$).

Table 41

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Support Services in the Regular Education Classroom from a Special Education Teacher

	Response	N	M	SD	Min	Max
Total attitude score	Not provided	54	2.81	.23	2.26	3.26
	Provided	16	2.70	.26	2.33	3.26
	Total	70	2.79	.24	2.26	3.26
Inclusion in Catholic schools	Not provided	55	4.16	.60	3	5
	Provided	16	4.63	.50	4	5
	Total	71	4.27	.60	3	5

Table 42

ANOVA for Attitudes Toward Inclusion of Students with Disabilities by Support Services in the Regular Education Classroom from a Special Education Teacher

		SS	df	MS	F	p
Inclusion in Catholic schools	Between Groups	2.63	1	2.63	7.82	.00*
	Within Groups	23.27	69	.33		
	Total	25.91	70			

Tukey post-hoc tests also revealed that principals that did not provide support in a separate special education classroom with a special education teacher (M=4.17) had less positive attitudes toward inclusion of students with disabilities in Catholic schools than those principals who did provide this service (M=4.50) ($F(1,68) = 4.71, p < .05$) (see Tables 43-44).

Table 43

Descriptive Statistics for Attitudes Toward Inclusion of Students with Disabilities by Separate Special Education Classroom

	Response	N	M	SD	Min	Max
Total attitude score	Not provided	48	2.78	.25	2.26	3.26
	Provided	21	2.78	.21	2.41	3.19
	Total	69	2.78	.24	2.26	3.26
Inclusion in Catholic schools	Not provided	48	4.17	.63	3	5
	Provided	22	4.50	.51	4	5
	Total	70	4.27	.61	3	5

Table 44

ANOVA for Attitudes Toward Inclusion of Students with Disabilities by Separate Special Education Classroom

		SS	df	MS	F	p
Inclusion in Catholic schools	Between Groups	1.67	1	1.67	4.71	.03*
	Within Groups	24.16	68	.35		
	Total	25.84	69			

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to investigate how students with disabilities are currently being served in Catholic schools in Kansas and the attitudes and placement recommendations of the principals in these schools toward the inclusion of students with disabilities. The study sought to determine the percent of students with disabilities enrolled in Catholic schools by disability type; services currently provided by the Catholic schools and the characteristics of the schools providing the services (e.g. type of school, location, size, etc.). Additionally, the characteristics and attitudes of the Catholic school principals toward specific disabilities and placement options were reviewed, as well as the comparison of placement recommendations by principal characteristics.

Finally, the relationships between attitude toward disability, placement recommendations and services provided were compared to determine if there were any significant differences. The following sections will discuss the results of this study based on each research question; compare them with past relevant research and how this research informs practice of inclusion in Catholic schools. Suggestions for further research will be included at the end of this chapter.

Summary of Methodology

A survey was developed by combining three survey instruments used by previous researchers (Jeff Bailey & du Plessis, 1997; Praisner, 2003; D. Taylor, 2005) and administered by the online survey tool, “Zoomerang.” Minor changes to the survey were made to reflect the uniqueness of the Catholic school (see Appendix A). Surveys were emailed to all 115 Catholic school principals in the state of Kansas. Of the 115

surveys sent, 71 were returned completed resulting in a 67% return rate. The survey was divided into six sections which included: school demographics, services provided, principals' characteristics, experiences, placement recommendations and attitudes towards inclusion of students with disabilities in general and specifically in Catholic schools.

Analyses of the data were obtained by running frequencies and ANOVA's to determine if a significant difference was present between the independent and dependent variables at the $p=.05$ level. The frequencies were used to find the means and standard deviations of Catholic school principals' responses to Sections I, II, and III of the survey to determine the number of students with disabilities served in Catholic schools by disability category past and present, types of services provided in the Catholic schools, demographic information and school characteristics (e.g. diocesan affiliation, tuition rates, faculty certification, etc.) for each school surveyed. Also, frequencies were used to obtain the means and standard deviations of Catholic school principals' responses to the 27 item attitude survey in order to perform analysis comparing Catholic school principals' attitudes toward inclusion for students with disabilities by Catholic school principals' gender, race, years of experience and educational level. Additionally, frequencies, means and standard deviations were used to perform analyses on principals' experiences with students with disabilities and the placement recommendations for students by disability category. Finally, frequencies, means and standard deviations were used to perform analyses on principals' attitudes and the services provided in their schools.

Summary of Findings

Research Question 1: How are students with disabilities included in Catholic parish schools in the four (arch) dioceses in the state of Kansas? (a) How many students with disabilities are currently enrolled in Catholic schools in Kansas and in which disability categories are they enrolled? (b) What special education services are currently being provided to students by disability type in Catholic schools in Kansas? (c) What are the characteristics of the schools providing services to students with disabilities (e.g., type of school, location, size etc.)?

One of the important aspects of this research was to develop a snapshot of what is happening in Catholic schools in Kansas in regards to students with disabilities. The Office of Special Education Programs (OSEP) does keep a database of students with school disabilities enrolled in non-public but the subcategory of Catholic schools does not exist. When students are identified as needing special services, an IEP is developed by the local education agency (LEA) and the student is claimed as a student enrolled in the public school in order for the LEA to secure funding, then the student is transferred back to the Catholic school after enrollment numbers are reported. This makes it difficult to track exactly how many of these students are receiving the majority of their education in non-public schools and, for the purpose of this research, in particular Catholic schools. Although this instrument is self-reporting, it gives us a fairly good picture about what is happening in Catholic schools in Kansas in regards to students with disabilities.

School and principal background information.

The demographic information collected as part of this study describes the sample of Catholic school principals. The majority of the schools responding were elementary

schools, however, 11 of the 14 high school principals (78.6%) in the state of Kansas responded to the survey. All four (arch)diocese were represented in this study with the majority of the respondents (54%) reporting from the Kansas City in Kansas Archdiocese however, a respectable response came from each of the diocesan principals. The ages of the principals represented were fairly even with 93% ranging from ages 31-60. The majority of the principals were females (64%) and 36% were male. All but three principals reported having a Master's degree or above and three principals with a doctorate degree.

As far as formal training in special education, 91% reported having less than one year of training and 86 percent took between 1 and 9 special education credit hours in their formal training. This data compares to other studies noting that most principals lack formal training in the area of special education (Aspen, 1992; Horrocks, 2006; Praisner, 2003; Ramirez, 2006; D. Taylor, 2005; Valesky & Hirth, 1992). Although the principals lack formal special education training, 40 percent had between 17 to 25 or more professional development hours in practices pertaining to special education. Because all Catholic schools in Kansas are accredited by the state and Kansas has initiatives to train educators on the programs designed to address the needs of all students, all accredited schools in Kansas are being trained in the programs through the state department such as: multi-tiered systems of support (MTSS) and student intervention team (SIT). Catholic school principals reported that 67% have been trained in the MTSS initiative and 80% of the principals reported participation in SIT training. Principals also reported that they have facilitated training in both of these initiatives with their teachers. However, this study shows that principals are still only provided with a small part of the education knowledge based deemed necessary for the effective

implementation of inclusion education as reported in other studies examining principals' training in special education (Burke & Sutherland, 2004; Durtschi, 2005; A. B. Dyal & Flynt, 1996; C. Salisbury, McGregor,, 2002).

Enrollment of students with disabilities in Catholic schools in Kansas.

The respondents of this study reported that 97.2% of the Catholic schools in Kansas enroll students with disabilities in their schools. Only two schools reported that they did not enroll students with special needs, although 100 percent reported enrolling special needs students in the past. All schools, except one, reported that students in their schools had an official IEP (Individual Education Plan) developed by the local public school district (LEA), 78.5 percent report having between 1 percent and 5 percent of the students in their buildings with an official IEP, this does not include students in need of an academic or behavior support plan to insure their academic success. This compares to research done by Taylor (2005) in which she reports that 9% of the private schools studied enrolled students with disabilities. Taylor included gifted students in her research whereas this study excluded giftedness as a disability category. The national percentage (10%-11% as reported by the U.S. Department of Education) was not expected, however, this instrument was a self reporting one and in order for us to truly understand how students with disabilities are educated in non-public schools and especially Catholic schools across the nation a data base must be available for accurate reporting on a regular basis.

Surprisingly, 55% of the Catholic schools reported having 1-3 certified special education teachers on their staff. What is not clear is if these teachers are teaching in the general education classroom or in a special education pullout program. A more

detailed study is needed to determine how these certified personnel are being utilized in the Catholic schools.

Catholic schools in Kansas serve students in each of the disability categories. According to the data collected, principals seem to be surprisingly open to the enrollment of students with Autism/PDD or related disorders with 76.1% that previously or currently enrolled these students. Only 2 schools (3%) said they would not enroll students with this disorder. Autism is a spectrum disorder and the severity of the autism might be a significant factor in the way many principals would answer this question. It is suspected that the more severe the Autism the less likely they will be enrolled in Catholic Schools.

The study also reports many principals have previously enrolled or currently enrolled students in the disability categories of ADD/ADHD, emotional/behavioral disorders, physical impairments, developmentally delayed, specific learning disabilities and speech/language disabilities at rates ranging from 55 percent for physical impairments to 95.7% for other health impairments (ADD/ADHD). What is not clear from this research is if the principals continue to keep these students enrolled for their entire educational experience or if they are eventually counseled out and enroll in the local public school.

Enrolling students with intellectual and developmental disabilities (including Down Syndrome) resulted in a mixed response from principals with 33.8% having currently or previously enrolled these students to 47.7% never enrolled but would if asked to 18.5% stated they would not enroll students with this disability. The principals in the study were more reluctant to enroll students in the disability categories of blindness/visually impaired, multiple disabilities, and especially traumatic brain

injured/neurological impairments with 41.5% stating they would not enroll students in this category.

Educational services provided by Catholic schools in Kansas.

In examining the reported services provided by the Catholic schools in Kansas it is apparent that the LEA plays an integral part in providing services for students enrolled in Catholic schools. 94.3% of the principals reported that they receive services from the LEA for the students with disabilities enrolled in their schools. Surprisingly, 51% of the principals reported referring parents to the LEA to enroll their students as an alternative to the Catholic schools. This would lead the researcher to believe that many students may be enrolled in Catholic schools initially but as the reality of the disability and the resources needed by the Catholic school to address the student(s) with a disability become more apparent, many principals eventually refer them to the LEA as an alternative to the Catholic school. This would require further research to confirm or reject this assumption.

Another surprising result from this research, which was mentioned earlier, was that 55% of the principals reported having 1-3 certified special education teachers on staff. This would support the response from the principals that 46% of their schools provide support services from a certified special education teacher in the regular classroom and another 61% report having supportive services from a teacher's assistant.

Principals in Catholic schools in Kansas overwhelmingly reported having resource room support in their buildings (80%). A significant number of principals reported providing tutoring services (74%) and surprisingly 46% of the principals

reported providing support services by a special education teacher in the regular education classroom. Another 61% provided services in the general education classroom from a teacher assistant. Additionally, the principals reported that 45% of their schools provide supplemental services such as: speech, physical therapy, and occupational therapy in their schools. What is not clear is if the Catholic school provides the services or if the LEA provides the services within the walls of the Catholic school. Interestingly, with the high percentage of principals reporting providing a variety of supplemental services, over 97% said they did not charge any additional fees for these services.

As expected, 93% of the Catholic schools depend on the support of the LEA for services to students identified by the LEA as having a disability. With 80% of the principals reporting that they refer to the public schools for support indicates that the success the Catholic schools may have with students with disabilities is very dependent on support from the LEA. The law states that students in non-public schools do not have the right to receive the same amount of services as their peers in public schools (Russo, et al., 2002). As such, if local school boards offer services to students with disabilities in non-public schools, they may provide only the level of services to each student that can be paid for with the proportionate share of federal funds. This would result in the bare minimum of funding. The local public schools have the discretion to fund additional services to children in Catholic schools but it is up to each district to decide how and where to serve these students.

Because the Catholic schools seem to be dependent on the services provided by the LEA it would be important for both parties to continue a positive working relationship to maximize the benefits to all students. Recently, the state of Kansas is experiencing a

budget crisis affecting the money each district is awarded and therefore the services provided by the LEA to the Catholic schools could be seriously compromised. Because each LEA, by law, determines the amount and type of services they provide to private schools, the chance of these services being reduced is at risk in the upcoming years.

A positive sign indicating that Catholic schools are working to meet the needs of students with disabilities is that 68% of the principals reported having a representative from their (arch)diocese that specifically facilitates their schools with practices and supports for students with disabilities and that they access this support up to 10 times per year.

Interestingly, with 94.5% of the Catholic schools receiving services from the LEA and the more specialized services utilized by the Catholic schools are services provided by the LEA such as; speech/language therapy, physical and occupational therapy, and instructional services from an itinerant special educator, the Catholic school principals reported that in addition to the services provided by the public schools (LEA) they also provide services such as; tutoring, separate special education classrooms with a special education teacher as well as special education teachers in the general education classroom, resource room services, and support from teacher assistants in the general education classroom. It should be noted that students with an official IEP qualify for services from the LEA and many other supplemental services that the Catholic school provides may be reserved for students without an official IEP but in need of some kind of support.

Research Question 2: What are the attitudes of administrators in the four Catholic (arch) dioceses in the state of Kansas toward inclusion of students with disabilities in general

and inclusion specifically in Catholic schools and how do these attitudes reflect the ways children with disabilities are included in the parish Catholic school?

Attitudes of Catholic School Principals in Kansas Toward Inclusion of Students with Disabilities

The second research question in this study addressed the principals' attitudes toward inclusion of students with disabilities and its correlation with other variables. The principals' attitudes were measured using two different scales, one looking at the overall general attitudes towards inclusion and the other more specifically attitudes toward inclusion in Catholic schools. Overall, the principals in the study reported a positive attitude toward inclusion of students with disabilities. When measuring the general attitude, the survey instrument asked the principals to respond to 27 statements regarding their feelings toward inclusion ranging from 1 (strongly disagree) to 5 (strongly agree). The responses overall were skewed in a slightly positive direction with a total mean score of 2.79. These results mirror the results in recent studies examining principals' attitudes toward inclusion of students with disabilities (Arrington, 1992; Donahue, 2006; Durtschi, 2005; Hesselbart, 2005; Horrocks, 2006; Inzano, 1999; Maricle, 2001; Moore, 2006; Praisner, 2003). Markedly, when asked the question of how they felt about the inclusion of students with disabilities in Catholic schools, the response was even more positive with a mean score of 4.27. This researcher believes that the vast difference, although both positive, is due to the instrument used. When asking principals about their attitude in general, a more comprehensive instrument with 27 statements was used. When asking about Catholic schools, in particular, only one question was asked therefore making the possibility of a more one sided response highly likely.

The statements asked in the attitude instrument yielded some interesting conclusions about how principals feel towards inclusion of students with disabilities. For instance, when responding to statements regarding placement of students with disabilities in public schools rather than Catholic schools, 86% of the principals responded that these students should not be placed in public schools but should remain enrolled in the Catholic schools.

Other research has shown that the majority of the principals support including students with disabilities in the regular classroom. Most principals respond positively to the inclusion and see it as necessary for those with and without disabilities resulting in a positive effect on the total school (McLauchlin, 2001). At the same time, many principals do not support the inclusion of students with severe disabilities or with emotional and behavioral disorders (Arrington, 1992; C.A. Curley, 2000; Downing & Williams, 1997; Horrocks, 2006; Iovannone, 1996; Maricle, 2001; McLauchlin, 2001).

The responses to the statements regarding the degree of disability and the placement options for students ranging from mild, moderate to severe disabilities in this research yielded the same type of responses. The principals in this research also indicated that the more severe the disability the less likely they would be to include the student in the regular classroom. Furthermore, statements regarding student behavior resulted in varied responses from the principals. However, the majority of them believe that students with emotional and behavioral disorders did not belong in the regular classroom. Although the principals reported enrolling these type of students, their attitude indicates that the more severe the disability and the more aggressive the student the less likely they are to include them in the regular Catholic school classroom. These results mirror the results of the previous research cited above which also

indicates principals' reluctance to include students with severe disabilities as well as students with emotional and behavior disorders

What is the relationship between a principal's attitudes towards inclusion of children with disabilities in general, in Catholic schools specifically and their personal characteristics (e.g., age, gender, experience, training etc.)?

Personal characteristics and attitude.

Several studies have researched whether certain variables such as principals' characteristics are related to their attitudes towards students with disabilities. This study sought to examine several variables to see if there were any significant differences between the mean scores as they relate to principals' gender, age, highest degree obtained, years of teaching experience, years of administrative experience and years of special education teaching experience. There were no significant differences for any of these variables except, "highest degree earned." Principals with a Master's degree had more positive attitudes toward inclusion of students with disabilities than those with Master's+. Prior research on principal's attitude and educational degree earned, found no significance difference between the two variables (Barnett, Monda-Amaya, 1998; Bennett, 1996; Duquette, 2004; Durtschi, 2005; Inzo, 1999; Praisner, 2003;). There were no other significant differences in mean scores between attitude score and the other personal characteristics of the principals surveyed. McLaughlin, (2001) did find a significant difference between male and female high school principals and their attitudes towards inclusion. However, this was not born out in this study; principals' attitudes toward inclusion of students with disabilities in general or in Catholic schools did not vary significantly based on gender.

In an earlier study conducted by McAney (1992) there was a significant difference in principals' attitudes and years of administrative experience. The 1992 study revealed that principals with more experience had a less positive attitude toward inclusion. However, more recent studies comparing attitude and variables such as age, teaching experience, administrative experience or special education experience mirrored the findings in this study (Duquette, 2004; Hesselbart, 2005; Ramirez, 2005).

What is the relationship between a principal's attitudes toward the inclusion of children with disabilities in general and in Catholic schools specifically and the principal's recommendations for placement?

Placement recommendations and attitude.

Each respondent was asked to place students in each of the eleven disability categories into one of the five placement options ranging from most to least inclusive: regular Catholic school classroom with no support, regular Catholic school classroom with some support, Catholic school resource room part-time, public school placement part-time, and public school placement full time. The mean placement score of 2.84 with a range from 2.0 to 4.18 for all principal indicating the tendency for placement of students with disabilities to be in the regular Catholic school classroom utilizing resource room supports.

The study also examined the relationship between principals' recommendations for placement and their attitude towards inclusive placements for students with each type of disabilities. There was one significant mean difference in this regard between attitudes of principals toward the inclusion of students with disabilities in general and

placement choices for students with emotional/behavioral disorders (E/BD). Principals with a more positive attitude toward inclusion chose the least inclusive Catholic school placement option of “public school full time” whereas; principals with less positive attitudes toward inclusion chose the second most inclusive placement option of “regular Catholic school classroom with some support.”

The counterintuitive findings were unexpected. The more positive attitude of the principal towards inclusion of students with disabilities the further away from the Catholic school general education environment the principals chose to place the child.

This researcher believes that in the case of students in the disability category of emotional/behavioral disorder (E/BD) and other more severe disabilities, Catholic school principals have come to depend on the support of the local public school (LEA). Because the LEA makes the decision on how and where services for students with disabilities in Catholic schools are provided, the principal that receives limited support from the LEA for students with E/BD may have a positive attitude towards inclusion in general but depending on the actual support provided may choose the less inclusive Catholic school placement due to the lack of on-site support by the LEA. On the other hand, principals with less positive attitudes may chose a more inclusive Catholic school placement especially if the LEA provides services within the walls of the Catholic school. Further research is needed to determine which districts provide services to students with disabilities on site and how that might affect the attitudes of the principals towards inclusion. Other researchers have found that students with the E/BD label and other more severe disabilities are less likely to be placed in more inclusive environments (Arrington, 1992; Iovannone, 1996; Praisner, 2003). This study confirms these results in terms of descriptive statistics on Catholic school placements but

because of the unique relationships between each LEA and the Catholic school more specific information is needed to determine whether attitude toward inclusion, positive or negative affects placement. The instrument used in this portion of the research may not have been able to detect correlations that may exist between Catholic school principals' attitudes and recommendations for placement. To further examine how Catholic school principals' attitudes are reflected in placement options for students with disabilities further research would be necessary.

All other disability categories (blindness/visual impairments, Autism, deaf/hearing, Neurological disorders, mental retardation, speech/language, specific learning disabilities, physical disabilities and multiple handicapped) showed no significant differences between principals' attitude toward placement of students with disabilities in the general education classroom and the actual placement options they selected.

When comparing mean differences between principals' attitude toward inclusion of students with neurological/traumatic brain injury and intellectual and developmental disability (mental retardation, including Down Syndrome) disorders and placement specifically in Catholic schools, principals with more positive attitudes toward inclusion chose the Catholic school as the best placement option. On the other hand, principals that had a less positive attitude did not support including these students in the Catholic schools. This result was expected and reflects previous research indicating that the more severe the disability the less positive the attitude is and the more reluctant principals are to include them in the general education environment (Miricle, 2001; Curley, 2000; Arrington, 1992; Inzano, 1999; Iovannone, 1996; Praisner, 2003; McLauchlin, 2001;).

What is the relationship between a principal's attitudes toward inclusion of children with disabilities in general, in Catholic schools specifically and the types of services provided to the students in their parish Catholic school?

Services provided and attitude.

Regarding the relationship between principals' attitudes toward inclusion of students with disabilities and the services they actually provide in their schools, two significant relationships were found. First, principals with less positive attitudes toward inclusion in Catholic schools did not provide a separate special education classroom in their school. Given the finding noted above that most principals' attitudes toward inclusion became less positive as the severity of the student's disability increased, one explanation for this finding is that principals feel that inclusion in the general education classroom is only appropriate for students with less severe disabilities and thus that students with more severe disabilities may require a separate special education classroom. The reluctance of principals to include students with severe disabilities in the general education classroom and in this case, the Catholic schools, might explain why some principals do not feel the need to provide a separate special education classroom for students that they believe should not be included in their schools in the first place.

The second relationship was that principals with more positive attitudes toward inclusion in Catholic schools were less likely to provide support services in the regular education classroom from a special education teacher. Given that principals had overwhelmingly positive attitudes toward inclusion specifically in Catholic school, this finding is somewhat counterintuitive. One explanation is that Catholic schools are not

as likely to have enough certified special education teachers on staff to provide support services in regular education classrooms. Although 55% of the principals reported that they employed between 1-3 certified special education teachers in their schools, the primary assignments of these teachers is not known. Clearly, providing support services in regular education classrooms would be difficult with only one certified special education teacher, and doing so with two such teachers would still be difficult if the school had a resource room and/or a separate special education classroom. Therefore, principals may support inclusion in Catholic schools but not have the personnel to provide support services in their regular classrooms. Another explanation is that principals that support inclusion in Catholic schools may not understand that effective inclusive education for some students may require support services in the regular education classroom from a special education teacher. Further research would be required to test these explanations or discover others.

Limitations

This research set out to provide a snapshot of how students with disabilities are served in Catholic schools in Kansas. The data were collected using a self-reporting on-line instrument. There are several limitations that need to be considered. The first is the use of a self-reporting instrument. Because the survey was self-reporting, principals may have responded with answers that they might believe the researcher was expecting. Also, people want to see themselves in a positive light and the trend for many educators to be viewed as inclusive to a growing diverse population of students may have skewed their responses in a positive direction. Although principals may have expressed a positive attitude it does not mean that they have the necessary skills or training to effectively implement inclusive practices or sustain them (Goetz & LeCompte,

1984). Further research is needed to compare principals' attitudes with their actual leadership practices in Catholic schools.

The second limitation of the study was the use of the term "inclusion." There are many interpretations to this term by educators. Without a clear understanding of the definition of inclusion it is suspected that many principals may have used the terms "inclusion" and "mainstreaming" concurrently. Even among those principals who understand the difference between "mainstreaming" and "inclusion", inclusion can mean different practices to different educators (e.g. full inclusion, partial inclusion).

Finally, because the study used a convenience sample rather than a random sample it would be inappropriate to generalize these results to other populations. Although this study does provide a snapshot of Catholic school principals' attitudes towards students with disabilities in Kansas, it is clearly limited to this group. Generalizing this to other Catholic schools in other states would not be appropriate. On the other hand, the results of this research can be compared to those of other studies that used similar variables.

Implications for Catholic Schools

This research has many implications for Catholic schools with regard to inclusion of students with disabilities in local parish schools and regional high schools. First, it must be acknowledged that students with disabilities are enrolled in Catholic schools across Kansas. These students represent all disability categories and Catholic schools are educating more students than is commonly perceived. It is important that this message is clearly communicated to all and that schools having success with the inclusion practices be identified and have a forum for disseminating their successful

practices, not only to other educators but also to parents and the wider Catholic community. Far too often the perception in the community is that Catholic schools do not educate students with disabilities and therefore many parents do not even look into the possibility of enrolling their children with disabilities in their parish school because of this perception.

If Catholic schools have the will to expand the availability of Catholic education to all students then school leaders will need to make the case to parish leaders and the community that this is an important ministry of the church and is grounded in Church teachings. Communication about the state of special education in Catholic schools will create more awareness and possibly create the potential for increased support and training. Mission statements of the Catholic schools need to be revised to include the education of students with disabilities in their overall mission.

Next, one of the most important implications for educators on a local, state and national level is to create a database that adequately tracks where students with disabilities are receiving the majority of their education. A database that would specifically track information about Catholic school enrollment including students with disabilities would allow the state, local and federal governments as well as the Catholic schools to make informed decisions on the education of all students. Decisions on resource allocations would be directed toward the student and their education rather than the school providing the resources. The Office of Special Education Programs (OSEP) does provide a database that tracks students with disabilities in non-public school but it does not have a subcategory of Catholic schools. Since the majority of students enrolled in non-public schools in the nation are students enrolled in Catholic schools (46.2%) this distinction would be beneficial to all educational agencies.

This study has direct implications for pre-service training and an increased effort for continued in-service training. Pre-service training in special education for principals should be an essential part of their preparation. This study reflects what many other studies have revealed--that most of our principals are lacking the education needed to make the decisions necessary to create more inclusive schools. The principals in this study had from 1-9 pre-service education credit hours in special education. Most of these credit hours are in the area of special education law rather than in inclusive practices. It should be noted that it is not only the accumulation of credit hours in special education that is important but also the quality of those credits and the emphasis on training in inclusive practices.

This study also revealed the negative perceptions of principals when it comes to students with more severe disabilities. In order for these perceptions to change, it is critical that principals are provided with more knowledge of and positive experiences with these types of students. Part of the principals' professional development should include opportunities for Catholic school principals with successful programs for students with more significant disabilities, such as students with emotional/behavioral disturbance, multiple disabilities, and intellectual and developmental disabilities (including Down Syndrome) to share their positive experiences and effective practices with other principals. A principal who is more confident in his or her special education abilities and exposures is more likely to have a positive attitude (Durtschi, 2005). Principals need to see successful inclusive practices (Burke & Sutherland, 2004; Downing & Williams, 1997; Durtschi, 2005; Hesselbart, 2005; Ingram, 1997).

Catholic school principals would benefit from the formation of an archdiocesan team of principals that are having success with educating students with a variety of

disabilities. This team would meet regularly to assist other principals faced with challenges as a result of including students with disabilities. Archdiocesan education offices would benefit from this type of team that would mirror the SITeam process used in schools for students with academic and behavioral challenges, a SAITeam (school administrators' intervention team) would serve principals that may be struggling with students with special needs in their schools, giving them a forum to discuss issues and brainstorm as a group about possible solutions.

Next, without a clear definition of inclusion that is consistent across parent, principals, and teacher communities it will be difficult to see coherent successful practices across educational institutions across the country. Still many educators believe inclusion means merely placing students in the general education classroom without any plan for access to the general curriculum or only having them join other students during non-academic time. Research is needed to determine how Catholic school principals define and implement inclusive education in order to understand the variety of definitions and work toward developing a coherent, unified definition.

Finally, this research has confirmed the importance of principals with positive attitudes toward all aspects of the school but especially towards special education (DiPaola, 2004; Geter, 1998; Guzman, 1997; Ingram, 1997; Praisner, 2003; Villa, et al., 1996). It is important that attitudes toward students with disabilities and inclusive education be considered when hiring principals for Catholic schools. Principals need to be aware of the impact their attitude has on others as they work to make Catholic schools more inclusive. Principal's attitudes are not concrete or unchangeable rather they can be altered through exposure and experience (Guzman, 1997).

Recommendations for Future Research

This study adds to the research literature on the effects of principals' attitudes on successful implementation of inclusive education. The intention of this study was to describe special education in Catholic schools at this point in time regarding enrollment, training, and attitudes. However, additional research is required to examine the following questions that will help inform the research community on special education in Catholic schools in the United States.

- 1) Is there a difference in attitude towards inclusion between Kansas Catholic school principals and teachers?
- 2) How do principals define inclusion in their schools and how do their practices reflect the definitions?
- 3) What are the attitudes of Catholic school principals in other states?
- 4) Do the mission statements of Catholic schools across the country use inclusive language?
- 5) What are the perceptions of the parish community about inclusion in their Catholic school?
- 6) Do Catholic schools have access to assistive technology in the classroom and how would this technology be effectively utilized?
- 7) How do the attitudes, recommendations for placement and practices of Catholic educators toward students with autism or other more significant disabilities change as the severity of disability increases?
- 8) What are the attitudes of the parish priests towards student with disabilities in the parish school and how do these attitudes compare to principal and teacher attitudes?

Conclusion

Catholic schools have a history of serving the educational needs of the poor and marginalized in this country. Dating back to 1848 in Comstock, Michigan the first school for individuals with mental retardation was established and operated by the Sisters of St. Joseph. It wasn't until the enactment of the Education for All Handicapped Children Act of 1975 requiring public schools to provide access to public schooling for students with disabilities that we begin to see a decline in the services provided by the Catholic schools. In the past decade there has been significant growth in the services provided for students with special needs in Catholic schools (Weaver & Landers, 2000). Many Catholic schools are beginning to see the inclusion of students with disabilities as a social issue and society as a whole is viewing education in more individual terms. This notion is reflected in the attitudes of the principals studied. Most principals see themselves as inclusive people and responded positively when asked about their attitude towards inclusion of students with disabilities.

Following instructions from the Catholic bishops to "work actively" to provide a Catholic education to students with disabilities, it will take a fundamental change in our Catholic education systems and in the belief systems of the leaders of our schools. This research indicates that the majority of principals have a positive attitude toward inclusion of students with disabilities in the local Catholic parish school. However, further studies will be needed to reveal how these positive attitudes are reflected in the actual practices in Catholic schools.

The continued cooperation between public and Catholic schools is essential for the success of students with disabilities and the ability for Catholic schools to see their mission of "Teaching All of God's Children" become a reality.

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Appendix A-Survey



CS Principals and Students with Disabilities-Final

Created: November 30 2009, 12:55 PM
Last Modified: March 11 2010, 9:45 PM
Design Theme: Basic Red
Language: English
Button Options: Custom: Start Survey: "Start Survey!" Submit: "NEXT"
Disable Browser "Back" Button: False

Students with Disabilities and Catholic Schools in Kansas

Page 1 - Heading

SECTION I — School Demographic Information
Please check the answer that best fits your present situation:

Page 1 - Question 1 - Choice - One Answer (Bullets)

School Level

- Elementary (K-8)
- Middle School
- High School
- Other, please specify

Page 1 - Question 2 - Choice - Multiple Answers (Bullets)

Arch(diocesan) affiliation

- Dodge City
- Kansas City in Kansas
- Salina
- Wichita

Page 1 - Question 3 - Choice - One Answer (Bullets)

School Location

- Rural
- Suburban
- Urban

Page 1 - Question 4 - Choice - One Answer (Bullets)

Average Student Enrollment

- <150

- 151-250
- 251-500
- 501-750
- 750 or more

Page 1 - Question 5 - Choice - One Answer (Bullets)

Average Class Size

- <12
- 12-19
- 20-29
- 30-35
- >35

Page 1 - Question 6 - Choice - One Answer (Bullets)

Average family household income

- <\$25,000
- \$26,000-\$50,000
- \$50,001-\$100,000
- \$101,000-\$150,000
- \$150,001-\$250,000
- >\$250,000

Page 1 - Question 7 - Choice - Multiple Answers (Bullets)

Highest amount of tuition charged by your school for a full-time student per year?

- Tithing Parish School (fully funded by parish)
- \$500-\$1500
- \$1501-\$2500
- \$2501-\$3500
- \$3501-\$5000
- \$5001-\$7000
- >\$7000

Page 2 - Heading

SECTION II — Student and Service Demographics

Page 2 - Question 8 - Choice - One Answer (Bullets)

Does your school now enroll students with special needs, either identified through a psychological assessment or not identified but suspected of having a disability?

- Yes
- No

Page 2 - Question 9 - Choice - One Answer (Bullets)

Has your school previously enrolled students with special needs, either identified through a psychological assessment or not identified but suspected?

- Yes
- No

Page 2 - Question 10 - Choice - One Answer (Bullets)

How many certified special education teachers do you have on your staff?

- 0
- 1-3
- 3-5
- 5-10
- more than 10

Page 2 - Question 11 - Choice - One Answer (Bullets)

Approximate percentage of students in your school that have an official individualized education plan (IEP) developed by the public school district (do not include gifted students).

- 0%
- 1-5%
- 6-10%
- 11-25%
- >25%

Page 2 - Question 12 - Rating Scale - Matrix

Enrollment of Students with Disabilities
(choose the answer that best describes your situation);

	Previously or currently enrolled	Never enrolled, but would if asked	Would not enroll
Autism or related disorders (PDD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other health impairments (ADD/ADHD);	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmentally delayed;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional/Behavior Disorder;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hard of Hearing/Deaf;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentally retarded (including Down Syndrome);	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical impairments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific Learning disabilities;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speech/language impairments;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traumatic brain injured/Neurological impairment;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blindness/Visually impaired;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-handicapped;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 2 - Question 13 - Yes or No

Do your students with special needs receive services from the local public school district?

- Yes
- No

Page 2 - Question 14 - Choice - Multiple Answers (Bullets)

How many hours per week (total) do your students with disabilities receive services from the local public school?

- 1-3 hours
- 4-6 hours
- 7-10 hours
- 10-15 hours
- >15 hours

Page 2 - Question 15 - Choice - Multiple Answers (Bullets)

If your students receive services from the public school district, please indicate all services your students receive, or have received in the past from the local public school district.

- Title I instruction or materials
 - Speech/Language Therapy
 - Physical therapy
 - Occupational therapy
 - Interpreter services (American sign language)
 - Instructional services from an itinerant special educator
 - An aide or paraprofessional
 - Other, please specify
-

Page 2 - Question 16 - Yes or No

Have you ever referred parents to the local public school district for services for students with disabilities?

- Yes
- No

Page 2 - Question 17 - Choice - Multiple Answers (Bullets)

If you answered "yes" to the previous question, for what did you refer parents to the local public school district? (mark all that apply)

- No parent referrals
 - To have students tested for a possible disability.
 - To allow the student to receive qualified services from the local public school system while remaining enrolled at you school.
 - To enroll the student in the local public school system as an alternative to your school.
 - Other, please specify
-

Page 2 - Question 18 - Choice - Multiple Answers (Bullets)

What instructional services are provided for students with special needs in your Catholic school? (mark all that apply)

- tutoring
- separate special education classroom (with special education teacher)
- resource room services

- support services in the regular education classroom from a special education teacher
 - support services in the regular education classroom from a teacher assistant
 - supplemental services, such as: speech, physical therapy, occupational therapy in the school
 - Other, please specify
-

Page 2 - Question 19 - Yes or No

Are additional fees charged to students with special needs for services provided by the school?

- Yes
 - No
 - If yes, please explain.
-

Page 2 - Question 20 - Yes or No

Is there a representative from your arch(diocese) that specifically facilitates your school with practices or supports for children with disabilities in your Catholic school?

- Yes
- No

Page 2 - Question 21 - Choice - One Answer (Bullets)

If yes, how often in one year do you access this support from this representative?

- <5 times
- 6-10 times
- 11-15 times
- 16-20 times
- > 20 times
- NA

Page 3 - Heading

Section III - Training

Page 3 - Question 22 - Choice - One Answer (Bullets)

Your age:

- 20-30
- 31-40
- 41-50
- 51-60
- 60 or older

Page 3 - Question 23 - Choice - One Answer (Bullets)

Gender:

- Male

- Female

Page 3 - Question 24 - Choice - One Answer (Bullets)

Years as a school administrator

- 0-5 years
 6-10 years
 11-15 years
 16-20 years
 21 years or more

Page 3 - Question 25 - Choice - One Answer (Bullets)

Highest Degree earned

- Bachelor's
 Master's
 Master's +
 Doctorate

Page 3 - Question 26 - Choice - One Answer (Bullets)

Years of regular full time teaching experience:

- less than 1 year
 1-6 years
 7-12 years
 13-18 years
 19 years or more

Page 3 - Question 27 - Yes or No

Are you a certified special education teacher?

- Yes
 No

Page 3 - Question 28 - Choice - One Answer (Bullets)

Years of special education teaching experience:

- less than 1 year
 1-6 years
 7-12 years
 13-18 years
 19 years or more

Page 3 - Question 29 - Choice - One Answer (Bullets)

Approximate number of special education credits in your formal training:

- 0

- 1-9
- 10-15
- 16-21
- 22 or more

Page 3 - Question 30 - Choice - One Answer (Bullets)

Approximate number of in-service training hours in inclusive practices:

- 0
- 1-8
- 9-16
- 17-24
- 25 or more

Page 3 - Question 31 - Choice - Multiple Answers (Bullets)

Mark the areas below that were included in your formal training such as courses, workshops, and/or significant portions of courses (10% content or more).

- Characteristics of students with disabilities
- Behavior management for working with students with disabilities
- Academic programming for students with disabilities
- Special education law
- MTSS (multi-tiered systems of support)
- Team building
- SIT training (student intervention team)
- Family intervention training
- Supporting and training teachers to handle inclusion
- Change process
- Field based experiences with actual inclusion activities
- Other, please specify

Page 3 - Question 32 - Choice - Multiple Answers (Bullets)

Mark all the areas below that are topics you have covered with your teachers through school professional development?

- Learning styles
- cooperative learning
- assessing and identifying individual student needs
- portfolio assessments
- adapting and modifying lessons
- positive behavior supports and/or behavior management strategies
- the use of technology or computers for individualized student learning
- teaching students different study skills such as organizational strategies or the use of mnemonics
- the use of peer mentors or peer tutors
- MTSS (multi-tiered systems of support)
- SIT training (student intervention team)
- differentiated instructional strategies
- data analysis to drive instruction
- Other, please specify

Section IV-Experience

Do you have personal experience with (an) individual(s) with a disability outside the school setting, i.e. family member, friend, etc.? (mark all that apply)

- No Experience
- Self
- Friend
- Immediate family member
- Neighbor
- Extended family member
- Other, please specify

In general, what has your experience been with the following types of students inside the school setting? Mark one level of experience for each disability category.

	Negative Experience	Somewhat Negative Experience	No Experience	Somewhat Positive Experience	Positive Experience
Autism or related disorders (, PDD;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other health impairments (ADD/ADHD;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmentally delayed;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotionally/Behavioral disorder;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hard of Hearing/Deaf;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentally retarded (including Down Syndrome;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical impairments;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific Learning disabilities;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speech/language impairments;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traumatic brain injured/Neurological impairment;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blindness/Visually impaired;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M u l t i - h a n d i c a p p e d ;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section V- Attitudes Toward Inclusion of Students with Disabilities

Please mark your response to the following scale:

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Regular teachers are not trained adequately to cope with students with disabilities.	<input type="radio"/>				
Students with physical disabilities (wrist crutches/wheelchairs) create too many movement problems to permit inclusion.	<input type="radio"/>				
Including students with disabilities creates few additional problems for teachers' class management.	<input type="radio"/>				
Students who cannot read normal print size should not be included in regular classrooms.	<input type="radio"/>				
Because public schools are better resourced to cater for special needs students, these students should remain in public schools.	<input type="radio"/>				
Students who are continually aggressive toward their fellow students should not be included in regular classrooms.	<input type="radio"/>				

Thank You Page

Thank you for participating in this study. Your information will be confidential and the results will be analyzed as group data only. If you are interested in the final results of this study please feel free to contact me at mhuppe7@ku.edu or call me at 913-338-4330 or 913-221-3779.
Again, Thank you and have a blessed second semester.

Screen Out Page

Catholic Schools and Inclusion of Students with Disabilities in Kansas.

Over Quota Page

(Standard - Zoomerang branding)

Survey Closed Page

This survey is now closed. Information about this study is available by calling Maureen Huppe at 913-338-4330.

Appendix B – Questions for Pilot Survey

Please, Respond to the questions below. Thank you for your participation in this pilot study.

Are the directions to the survey clearly written and understandable?

	DIRECTIONS
SECTION I	
SECTION II	
SECTION III	
SECTION IV	
SECTION V	
SECTION VI	

	Clarity of Statements
SECTION I	
SECTION II	
SECTION III	
SECTION IV	
SECTION V	
SECTION VI	

	Difficulty of Question or Suggestions for improvement
SECTION I	
SECTION II	
SECTION III	
SECTION IV	
SECTION V	

SECTION VI	

Approximate time to complete _____

Thank you for your assistance!
Maureen Huppe

Appendix C - Approval

--

Dear Administrators,

Please allow me to introduce myself. My name is Maureen Huppe, and I am principal of Nativity Parish School in the Archdiocese of Kansas City in Kansas. I have a request to which your superintendent already may have alerted you. I am completing my doctoral studies at the University of Kansas, and my area of study is in special education, specifically special education in Catholic schools. I have included a brief description of my research below, and I am asking you to complete a brief, on-line survey (directions in a follow-up email).

As you may know, a significant number of children with disabilities attend Catholic schools across the country. As a principal, you play a critical role in the education of all students - those with and without disabilities. In Kansas, the data is scarce or nonexistent as to the types of disabilities of students served in Catholic schools, the provisions offered, the special education knowledge base of the principals leading the schools, their attitudes towards the inclusion of students with disabilities, and their recommendations for best placement options.

This doctoral research study has been designed to investigate the relationships between Catholic school principals and students with disabilities. Specifically, it intends to strengthen the body of knowledge regarding the extent which Catholic schools in Kansas include students with disabilities and the provisions provided to these students. In addition, the study is designed to ascertain the attitudes, personal characteristics, experiences and placement recommendations of the principals leading Catholic schools in Kansas.

The Department of Educational Leadership and Policy Studies at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

The content of the questionnaires should cause no more discomfort than you would experience in your everyday life. Your participation in this study is extremely important and will help to increase the body of knowledge regarding how students with disabilities are included in Catholic schools. Your participation is solicited, although strictly voluntary. Your name or school's name will not be associated in any way with the research findings. It is possible, however, with internet communications, that through intent or accident someone other than the intended recipient may see your response.

The survey will be administered through the online survey tool "Zoomerang." The link to this survey will be emailed to you within the **next two days** and will take about 15 minutes of your valuable time. The survey will be open until **February 28, 2010**. If you are a principal of more than one school, please complete the survey for each school under your supervision.

If you would like additional information concerning this study before or after it is completed, please feel free to contact us by phone or mail. Completion of the survey indicates your willingness to participate in this project and that you are at least age eighteen. If you have any additional questions about your rights as a research participant, you may call (785) 864-

7429, write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7563, or email mdenning@ku.edu.

I know you are very busy, but your participation in this study would be greatly appreciated. If you would like to receive a copy of the results when the study is completed and approved, please feel free to contact me.

Sincerely,

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This study is being conducted under the direction and with the approval of the student's doctoral committee at the University of Kansas.

Appendix D – Instrument Consent and Communications

Communications with Dr. Cindy Praisner and Dr. Judy Horrocks

On March 11, 2009, I had a phone conversation with Dr. Judy Horrocks. In the conversation, I asked if I could use parts of her survey question with modification made to reflect Catholic schools. She did not see any problems with the reliability or validity of the instrument after the changes made in order to reflect the unique Catholic community I will be surveying. She gave me her full permission to use any part of her survey.

Email communication from Dr. Cindy Praisner

Thank you so much for contacting me.

I want to tell you a little about my dissertation project and would love your advice and your permission to use your survey instrument. I am conducting research on the attitudes of Catholic school administrators in the state of Kansas. There is little research out there...in fact there is no research out there on attitudes of Catholic school principals and inclusion of students with disabilities. Contrary to popular belief we serve many students with disabilities and but unfortunately some principals see the value of inclusion of students with disabilities in their Catholic schools and others do not.

I want to research the attitudes, service models etc.... of these administrators. When I came across your research I realized you were seeking the same information I was seeking but with public school principals. Although we are not legally mandated, to serve these students we do serve them but, I am not sure to what extent in every school. The United States Bishops have sent out a mandate that all Catholic churches and schools begin to seek ways to see that ALL students that desire a Catholic education have the opportunity to receive one regardless of the cost to do so. So.....we have been challenged, albeit differently than the public schools with IDEA, to make our education system available to ALL students. I would like your permission to use your survey and use your research as a basis and backdrop for mine. Do you think, given the information I have provided above, that I would alter the survey in any way as far as reliability if I changes a few words in order to make it reflect Catholic education? I can later send you the altered survey for you to review if you would like. I would be changing only a few words in Section IV. For example: I would add to the option #1 of Section IV to read: rather than "special education services outside the regular education classroom" to "Special education services outside the Catholic school building." and option #2 " special education services outside the Catholic school for a portion of the day."

Also, I would need to change the word IEP in Section #1 to a "service plan" because only the public school write IEP's for our students but we do write plans for them within the school. Not sure if all of this makes sense but whatever help or advice you could give me I would appreciate it.

Home:

Maureen Huppe
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Overland Park, Kansas 66214
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Sent: Friday, February 20, 2009 2:21 PM
To: mhuppe@kc.rr.com
Subject: Dissertation

Maureen-

The changes you suggest seem to make sense to me. Simply note how the survey was adapted when you describe the instrument and you should be fine. I'm sending you my dissertation which includes the Instrument section (you'll notice that mine is adapted from Stainback who adapted his as well) as well as the survey questions. The survey was actually "filled out" on scan forms that were shaded and as you noted those sections became blacked out with copying. The survey in my dissertation will be much better!

Your research will be an interesting twist. As a special educator, I know of many parents who have sent their children to Catholic school in order to avoid the label and IEP. I'm glad to hear that there is a movement toward serving these children well.

Best Wishes,
Cindy

Communication with Dr. Jeff Bailey

Thanks for your email Maureen. Yes I am happy to give permission for the use of my scale with the useful acknowledgments.

I assume you have my article -

Bailey, J.G. (2004). The validation of a scale to measure school principals' attitudes toward the inclusion of students with disabilities in regular schools. *Australian Psychologist*, 39, 76-87.

You will note that the recommendation is to NOT use all the items. The validation produced a more robust set of items. But that is your choice.

Please let me know how your research progresses.

Best wishes

Jeff

Jeff Bailey, Ed. D.

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