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Individual Perceptions of Disabilities

In the General Education Classroom

By
Chloe P. Furlong

An Honors Thesis Submitted in Partial Fulfillment of the
Requirements for Graduation from the
Western Oregon University Honors Program

Dr. Cindy Ryan,
Thesis Advisor

Dr. Gavin Keulks,
Honors Program Director

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Abstract

The purpose of the present study was to examine individuals' immediate responses and perceptions when faced with presuming children with disabilities performance levels in a general education classroom. The participants consisted of 96 college students attending Western Oregon University and who were enrolled in at least one college course during the school year. Seventy-six students identified themselves as female, 16 identified as male, and 3 identified as nonbinary, with the average age of participants being 18-22 years, and the standard deviation being $\sigma = 0.66$. Forty-eight percent of participants identified themselves as having a White ethnic background, whereas 32.67% identified with having a Hispanic background. The participants were sampled from a website called SONA Systems. Using the Qualtrics survey creation tool, all participants were provided with two short vignettes about children in a general education classroom that they were asked to read. Following each vignette, participants were asked to answer six survey questions, twelve questions in total, regarding the vignette they just read. The results revealed that individuals believe children with disabilities will perform poorly in a general education classroom without the presence and assistance from special education teacher aides, but will perform better with such aides in the general classroom. This research will aid in revealing individuals'

perceptions of students with disabilities engaging socially and learning in a general education classroom.

Individual Perceptions of Disabilities in the General Education Classroom

Nearly 60% of students with disabilities spend more than 80% of their time in a general education setting, and these numbers are only increasing with time (Gilmour, 2018). A general education classroom is a typical classroom setting where teachers or aides seek to meet the needs of the class as a whole (Zigmond, 2003). In contrast, a special education classroom applies a modified curriculum designed to cater to the needs of individual students with disabilities (Zigmond, 2003). Unfortunately, numerous individuals hold the misconception that children with disabilities are not able to function or keep up with the material taught in a general education classroom (Sensoy & DiAngelo, 2017). It is these misconceptions and biases that subject a child to wrongful, misguided stereotypes (Sensoy & DiAngelo, 2017). Children with disabilities then become subject to segregation, in which individuals begin to create perceptions that these children are unintelligent, incapable of learning and being taught, and too challenging for a single teacher or educator to handle (Sensoy & DiAngelo, 2017). These misconceptions then negatively impact children with disabilities academically and socially, as their peers may reject and isolate themselves physically and emotionally from the students they call 'The special eds' (Smith-D'Arezzo & Moore-Thomas, 2010).

Inclusivity

One of the most influential governmental acts to this day is the Individuals with Disabilities Education Act (IDEA). The IDEA focuses on the goal of all children with disabilities and able-bodied children being educated together, unless the education for a child with a disability in a regular classroom proves to be unsuccessful (Zigmond, 2003). Revisions of IDEA over the years continue to raise the standards of education for children with disabilities and demonstrates full support for implementing the most non-restrictive environment for a child with a disability (Gilmour, 2018).

It comes as no surprise how the well-being and learning environments for students with disabilities are quite concerning, which require immediate attention and improvements. For decades, researchers have evaluated which environment would be the most beneficial for students with disabilities, but there is not enough research to support one learning delivery method over another (Vlachou, 2006). There is, surprisingly, little to no research examining how students perform better in special education classrooms versus in a general education setting.

Vlachou (2006) found that almost one-half of students with disabilities actually prefer learning in a general education classroom with the help of a special education teacher. Jameson's (2007) research examines how embedded

instruction is an effective and useful strategy for teaching students with disabilities in general education settings, and the data suggests that students are allowed more involvement in the classroom and individually met their instructional needs (Jameson, 2007).

Students with disabilities should be fully introduced to general education, as evidence suggests this has a positive effect on both atypical and typical students (Idol, 2006). When students with disabilities are limited to learning solely in special education classrooms, they are prevented from reaching their fullest potential and miss the opportunity to form meaningful bonds with their classmates and teachers (Gilmour, 2018). Parreira (2015) explains how general education students are rarely given the opportunity to form meaningful relationships or connections with their peers who have disabilities, and most of the time, these limited social encounters have an educational focus. This suggests that the education system needs further inclusivity in classrooms. Inclusivity is defined as all students being educated in general education classrooms or programs, in which children with disabilities are able to be educated full time in a general education setting (Idol, 2006). But, we must be cautious to not confuse inclusivity with mainstreaming. Mainstreaming occurs when students with disabilities spend portions of their school day in both a general education and special education classroom. Idol's (2006) study questions the amount of

inclusivity of special education children in general education classrooms. This was revealed when educators were ashamed of the lack of inclusivity in their schools and classrooms. However, teachers were very much in favor of incorporating inclusion and willing to try inclusion, unlike previous attitudes held by teachers (Idol, 2006).

Previous Findings

Findings from Kargin and researchers (2010) state that more inclusive, non-traditional classroom settings and teaching methods are needed. This research focuses on assessing general education teachers' opinions on their idea of inclusive classrooms and addressing whether teachers believe improvements need to be made for a more inclusive classroom for students with disabilities. The hypothesis states that with the introduction of items from *The Scale of Instructional Adaptations for Inclusion (SIMI)*, teachers will be encouraged to implement changes in their general education classroom to help benefit students with disabilities. The opinions of the teacher are measured by the SIMI. Kargin and others' research concluded that teachers do believe that the majority of the items of the SMI are necessary and important for an inclusive classroom. The findings further concluded how teachers were more likely to accept physical adaptations in the classroom, rather than new educational and curricula adaptations. Additionally, the results revealed that teachers agreed that better

modifications are necessary for the general education classroom to be more inclusive for students with disabilities. This research contributes to the current topic, as it is critical to learn how others view the importance of inclusivity in the classroom, primarily focusing on children with disabilities. Furthermore, the results of this study provide evidence that individuals do in fact believe that there needs to be more inclusive educational methods in order for both students with and without disabilities to learn together.

Research from Goldan and Schwab (2020) primarily aims to discuss the instrument, specifically known as the *Perception of Resources Questionnaire*, and psychometric qualities that measure teachers' attitudes toward inclusive education. The instrument was initially created to implement a new way of questioning participants, which has never been introduced into a study known to capture students' perceptions of inclusive education. In addition, the researchers indicate that educators' personal opinions of inclusive resources are a critical factor for identifying students' perceptions of inclusive classroom practices. Goldan and Schwab (2020) discuss how legally, according to Article 24 of the UN Convention on the Rights of Persons with Disabilities (CPDR), students with disabilities have the basic right to equal opportunity and access to the general education system. It is only in rare cases that students should be taught in separate classrooms or settings (Goldan and Schwab, 2020). According to the

National Center of Education Statistics, only about 3% of students served under the IDEA had actually been placed in separate school settings, either public or private, specifically for students with disabilities (NCES, 2021). Furthermore, approximately 1% of children with disabilities were hospitalized or homebound, in correctional facilities, or in distinct residential facilities (NCES, 2021). Thus, being said, all states must adhere to such laws and provide appropriate accommodations for each individual student's requirements. Such accommodations mark a fundamental change in the right direction for students with disabilities and school systems, as students and families no longer need to stress or adapt to the given setting; rather, the educational system itself must adjust to each students' individual needs. In light of this, researchers claim that resources for special education assistance are essential for all educational school systems. Furthermore, Goldan and Schwab (2020) conclude that all educators and school administration must respond immediately to students' supplemental needs, as the request for resources and the perception of such resources are highly unique to each individual.

Paseka and Schwab (2020) aim to address the attitudes of parents of children with various disabilities towards inclusive education, as well as inclusive teaching practices and resources in general education and inclusive classrooms. The results revealed that parents' perceptions of inclusion toward a student with a

learning or physical disability were rather positive, whereas the perceptions toward a student with a mental or a behavioral disability were neutral. This was due to the fact that parents with rather positive views had children who attended an inclusive classroom, whereas there was at least one student with a disability or need. This led more parents to be introduced to and recognize inclusive education more frequently. However, parents with children attending strictly general education classes did reveal to have more negative perceptions towards those with disabilities. Altogether, Paseka and Schwab reveal how more work still must be done for implementing inclusive teaching practices, as these inclusive practices serve as a challenge for present-day conventional ways of teaching instruction. Ultimately, the researchers recommend schools get parents more involved and educated on the current practices being implemented in their children's schools, as parents are extremely influential in improving such practices in schools. Furthermore, making parents aware of inclusive practices aids in making parents powerful partners for the implementation of inclusive education, as well as the politics that accompany it.

Kalymon et al. (2010) directs their research toward analyzing the perceptions of middle school boys' choosing or not choosing to have a social relationship with their peers who have disabilities. Generally, developing peer relationships during middle school is crucial for children's social development,

but especially for those with disabilities. Adolescents who engage in limited social interactions are unfortunately at risk of having greater difficulty developing such peer relationships in the future as adults. The researchers discuss the importance of peer relationships by asking middle school boy participants a series of questions related to their peers with disabilities and whether or not they have or would develop a relationship with them. In particular, the participants revealed how they did not consider their peers with mild attention deficit or learning problems as having a disability, and therefore would be more open to developing a relationship or spending a time with those specific peers. Additionally, the participants disclosed how they felt anxious about potential interactions with their peers with disabilities which might involve teasing from their peers, rumors being spread, and not knowing how to respond to verbal or physical outbursts. Kalymon et al further explain how adolescents in middle school simply want to blend in with the crowd and desire peer acceptance. The influence of peer acceptance has a great impact on students, as participants revealed how they would spend time with their peers with disabilities if it was possible without others knowing.

Present Study

The present study examined individuals' immediate responses and perceptions when faced with presuming children with disabilities performance

levels in a general education classroom. The primary aim was to further investigate individuals', mainly students, immediate responses when asked to essentially judge and conclude how well children with disabilities will perform both academically and socially. In addition, individuals' opinions on such issues will be assessed. This research will assess whether or not individuals believe students with disabilities are able to learn in a general education classroom with typical students.

Using the Qualtrics survey creation tool, participants will be provided with two short vignettes about children in a general education classroom. In this case, the participants in the vignettes serve as the independent variables. Following the vignettes, participants will be asked to answer twelve survey questions regarding what they just read. The participants' ratings of the student's classroom performance serve as the dependent variable.

Therefore, this researcher hypothesized positive perceptions, in which individuals will be in favor and support students identified with disabilities being placed and taught in general education classrooms with other general education students. Although, it is proposed that participants will rate these students with poor academic performance levels when placed in a general education classroom without any special education teacher aides. The researcher believes the results will reveal lower ratings due to biases and misconceptions surrounding students

with disabilities being placed in general education classrooms. This will further support evidence of individuals' perceptions of children with disabilities.

Method

Participants

The present study consisted of $N = 96$ college students who attended Western Oregon University and were enrolled in at least one college course during the school year. Seventy-six of the students identified as female, 16 of the students identified as male, 3 of the students identified as nonbinary, and one student preferred not to answer. The average age of participants in the study was $M = 1.22$ (18-22) years, and the standard deviation was $\sigma = 0.66$. The participants were sampled from a website called SONA Systems, which is a research participation system utilized by the Behavioral Sciences Division at Western Oregon University. Forty-eight percent of participants identified themselves as having a White ethnic background, 32.67% identified with having a Hispanic background, 1.98% identified with having a Black or African American background, 3.96% identified with having a Native Hawaiian or Pacific Islander background, and 2.97% identified with having an Asian background. Only 1% identified with having a Native American background. The remainder of the participants identified with Two or more ethnicities. About 30% percent of participants identified as being a Freshman, 15.83% of participants identified as

being a Sophomore, 27.72% of participants identified as being a Junior, and 21.78% of participants identified as being a Senior at the undergraduate level. The remainder of the participants selected “Other” as an answer. About 49.48% of participants identified themselves as a Psychology major, 11.34% as Education affiliated majors, and 8.25% as Pre-Nursing majors.

The remainder of participants identified themselves with majors such as Biology, Gerontology, and Criminal Justice just to name a few. As compensation for participating in the study, some participants received extra credit in one of their Psychology courses.

Materials

For this study, the participants were sampled using SONA Systems, a signup and credit-allocation system. The Qualtrics survey creation tool was used to administer the study. The Qualtrics survey creation tool was utilized to present the participants with two short vignettes about children in a general education classroom. Both vignettes included a description about a general education teacher and a classroom of 26 students, 21 students not being identified with any disabilities and 5 students being identified with some sort of disability (see Appendix C and E for additional vignette information).

Furthermore, the Qualtrics tool displayed a Likert scale for the specific survey questions that were administered to the participants. The Likert scale

consisted of 5-point responses, including Extremely Poor (1), Poor (2), Neutral (3), Well (4), and Extremely Well (5). This Likert scale form of questioning included a structured questionnaire, with pre-defined and closed-ended questions and answers. The survey consisted of an odd number point scale for responses, as the primary researcher wanted to allow a neutral value or response for participants to answer. In addition, the odd number point scale will not force participants to either agree or disagree (see Appendix C and E for more information on the Likert scale within the survey questions).

One of the sample questions provided for participants will state, "On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the children by how well you believe they will perform academically in a general education classroom." Another sample question that will be provided for participants will state, "On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the children with disabilities by how well you believe they will perform academically in a general education classroom." Additionally, participants will be presented with the sample question stating, "On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the children with disabilities by how well you believe they will interact socially with their classmates who have not been identified with any disabilities."

Procedure

Prior to beginning the online study, participants were first given a disclosure that they would be participating in a study on individuals' perceptions and would be reading a story about children in a classroom. In addition, they were informed that the study would last no more than 15 minutes. The participants were informed of their rights as a participant, asked whether they agreed to participate in the study, and then asked for their electronic signature. Participants were then presented with a total of one short answer and six multiple-choice demographic questions, in order to collect basic demographic information for the research (see Appendix B for more information on the demographic questions). For instance, one of the multiple-choice demographic questions asks, "What is your age (in years)?" For this question, participants are told that only one choice should be selected, which their answer choices are A) 18-28, B) 28-38, C) 38-48, D) 48+, or E) Prefer not to answer. All participants are given the option to decline to answer any questions, in which case declining to answer is considered a response.

All participants were assigned to read two short vignettes about children in a general education classroom. Firstly, participants were asked to read the first vignette they were given about the children in a classroom. Then, participants were directed to answer questions regarding the vignette they just read. The

survey consisted of a variety of questions, such as the participants being asked to rate the children on a scale from 1 to 5 (1= extremely poor, to 5= extremely well) by means of how well they thought the majority of students would perform in the class. Then participants were asked to read the second vignette about children in a classroom, which was similar to the first vignette, but included a special education teacher aide in the classroom and mentioned how the general education teacher had been trained on how to teach and interact with children with disabilities. Next, participants were asked to answer questions regarding the second vignettes they read, in which these questions were very similar to the first set of questions given to the participants. Following the questions and the participants' response ratings, participants were debriefed with a full explanation of the hypothesis that was being tested and the predictions that were made prior to the research being conducted.

Results

To test the hypothesis of individuals' positive perceptions of children with disabilities in a general education classroom, descriptive statistics were used to analyze the following data. An Independent Samples t-test was performed for Questions #1 and #6 for both vignettes (see Table 1 and 4). As expected, the overall rating trend remains around Neutral (3) and Well (4) for both vignettes (see Figure 1). The Independent Samples t-test for Question #1 (see Table 1-3 for

results) indicates that performance rating was not a significant enough variable to determine a large enough sample that mostly displayed whether or not they expressed positive or negative perceptions of children with disabilities performance in a general education classroom. This accounted for the 1.08% R^2 and a significance through the ANOVA ($p > 0.05$) as seen in Table 2. These findings allow the researchers to accept the null hypothesis.

To further test the prediction that participants will rate these students with poor academic performance levels when placed in a general education classroom without any Special Education teacher aides or proper education for the General Education teacher, we conducted an Independent T-test, along with a one-way ANOVA test (see Table 4-5). As predicted, the vignettes including Special Education Teacher aides had higher positive ratings ($M=3.76$, $SD=0.84$) than the vignettes without the mention of the aides ($M=3.19$, $SD=0.81$). Once more, the Independent Samples t-test for Question #6 indicates that there is a small, yet significant effect of the presence and assistance from a special education teacher aide in the classroom. This is observed through the 3.83% R^2 and the ANOVA reported significance ($p > 0.05$) as shown in Table 4-6. Therefore, the researchers can again accept the null hypothesis based on these results. Furthermore, Figure 2 displays the performance rating trend for both vignettes,

in which the trend appears to be reversed when comparing both Poor (2) and Well (4) ratings.

Discussion

The findings show how participants will rate these students with poor performance levels when placed in a general education classroom without any special education teacher aides. The results also indicate that children with disabilities will perform better in a general education classroom with the presence & assistance from special education teacher aides. Individuals' performance ratings of children with disabilities displayed an increasing trend around Well (4) and Extremely Well (5) when the participants read the vignette with the inclusion of special education teacher aides and a general education teacher that had been properly trained on how to teach and interact with children with disabilities. Overall, the results of this study support the need for more inclusive education of incorporating children with disabilities in general education classroom settings.

This study provides important implications for future research as it expands past research, examines present-day perceptions of college students on more inclusive, hybrid education, and analyzes the perceptions and perceived ratings of children with disabilities in a general education classroom. This research is particularly vital as some of the participants may be studying to be

future educators or professionals that will be working with children. Despite the researcher's specific major of study, each and every individual may know or has come in contact with an individual with a disability and will most likely continue to do so in the future. Overall, the study has a major impact on the United States public education system, as well as inclusive education laws pertaining to children with disabilities that were discussed by Gilmour (2018). In relation to Idol's (2006) own implications in their study, it can be known how understanding the impacts of the placement of children with disabilities in a general education setting will influence the future of inclusive education. Lastly, this research aids in educating individuals on the positive effects of incorporating children with disabilities in a more inclusive general education classroom, which can in turn influence their personal perceptions of children with disabilities and their capabilities.

The present study was influenced by Jameson's (2007) use and analysis of embedded instruction for children with disabilities in a general education classroom, in which the present study focused their vignettes on a model of embedded instruction with and without special education teacher aides. Furthermore, this study explored Parreira's (2015) survey statements and ratings and used these as inspiration for the present study's own survey.

These results further support previous research of individuals' perceptions of children with disabilities in the general education classroom and the need for more inclusive education. The results in this study are a representative example of how the absence of special education teacher aides or lack of proper training can have a negative impact on the performance of students with disabilities, as stated by Green in their research (Green, 2016). The positive data on students with disabilities overall social performance is all more encouraging considering previous research, which suggests that general education students' social relationships with students with disabilities are highly influenced by the increased interaction and time spent with each other (Parreira, 2015). This supports the present research of incorporating students with disabilities in the general education classroom.

Limitations and Future Research

One of the key limitations in the study was the relatively small sample size, in which the primary researcher would have preferred a larger sample size to analyze. In addition, another concern was how the study was confined to only students from Western Oregon University, which proved to have a great effect on the demographics for this study. It can be concluded that future research explores a much more diverse population, specifically one that does not solely

focus on college students. It is recommended that future research address these limitations, in order to find significant relationships from the data.

Moreover, one of the primary issues was how this survey needed to be conducted online due to COVID-19 restrictions. It is recommended that future researchers consider conducting this study in-person to analyze participants' immediate facial expressions when reading the questions and to examine the specific amount of time spent answering each question. One of the issues with conducting this study online was how effortless it was for participants to simply click through and choose a random answer without carefully reading each question, which could have negatively affected the findings. Although the researchers do not know for sure if participants rushed through the survey, it is something to take into consideration when analyzing the results and their implications.

Appendix A: Glossary of Terms

Atypical: Atypical development in students in when “some children exhibit behaviors that fall outside of the normal, or expected, range of development. These specific behaviors emerge in a way or at a pace that is different from their peers” (National Center for Learning Disabilities (NCLD)).

Typical: Typical development in students is when a child’s development “usually follows a known and predictable course, [including specific skills and abilities known as developmental milestones]. Although not all children reach each milestone at the same time, there is an expected time-frame for reaching these developmental markets” (National Center for Learning Disabilities (NCLD)).

General education classroom: (See Pg. 7).

Special education classroom: (See Pg. 7).

Inclusivity: Inclusivity is defined as all students being educated in general education classrooms or programs, in which children with disabilities are able to be educated full time in a general education setting (Idol, 2006).

Mainstreaming: Mainstreaming occurs when students with disabilities spend portions of their school day in both a general education and special education classroom (Idol, 2006).

Likert scale: A Likert scale is a type of psychometric response scale in which responders specify their level of agreement to a statement typically in five points. The Likert scale in this specific research includes a structured questionnaire, with pre-defined and closed-ended questions and answers. Furthermore, this Likert scale consisted of 5-point responses, including Extremely Poor (1), Poor (2), Neutral (3), Well (4), and Extremely Well (5).

Qualtrics: Qualtrics is an online based software program that allows a user to create surveys and reports from inputted research.

SONA: SONA Systems is an online research participation system utilized by the Behavioral Sciences Division at Western Oregon University to manage and schedule research projects within the university. Moreover, it serves as a signup and credit-allocation system for investigators and researchers.

Appendix B: Consent Form**Western Oregon University
Division of Psychology****Informed Consent for Research Involving Human Subjects****Individuals Perceptions of Disabilities in the General Education Classroom**

Principal Investigator: Chloe Furlong,
E-mail: cfurlong18@mail.wou.edu

Researcher: Dr. Ethan McMahan, Ph.D.
Office Phone: (503) 838-8634
E-mail: mcmahane@mail.wou.edu

Participation consent: You are being invited to participate in a research study conducted by a WOU Student. This document contains information to help you decide whether to participate. Please read the form carefully and email the principal investigator for any needed clarification.

Nature and Purpose of Project: The purpose of this study is to gather information about individuals' perceptions of students with disabilities being taught in a general education classroom.

Explanation of Procedures: Participants will read a short prompt and be asked to answer questions about the prompt. If you agree to participate in this study, the survey will take about 15 minutes.

Discomforts and Risks: Participating in this study may not benefit you directly. A participant may find answering some of the questions uncomfortable if they have a negative experience or perception of students with disabilities in the general education classroom and may feel distressed answering questions about it. You may skip any questions you don't want to answer and you may end the interview at any time.

Benefits: You may benefit from knowing that you are helping to expand the knowledge base in the field of psychology and special education. In addition, you

are helping expand research in special education and inclusivity practices and methods.

Compensation: If you participate in the study, you will receive SONA participation credit for your time.

It is important for you to understand that you may withdraw from the investigation at any time without prejudice or effect on your relationship to Western Oregon University. Likewise, you may refuse any specific measurement without affecting your value in the present study.

Refusal/Withdrawal: Your participation in this study is voluntary. There is no penalty if you choose not to participate or to withdraw from the study at any time. If you choose to withdraw from the study, all data collected from you will be destroyed through the deletion of files. You must be 18 years or older to participate in this study.

Confidentiality: The information you will share with us if you participate in this study will be kept completely confidential to the full extent of the law. Your information will be assigned a SONA code number that is unique to this study, and therefore, the investigator will not know your name or identity. Study findings will be presented only in summary form. The results of this study will be used in my psychology research project and my undergraduate thesis and may be used in reports, presentations, or publications but your name will not be known/used.

Contact Information: If you have any questions concerning the research study, please contact Chloe Furlong via email at: cfurlong18@mail.wou.edu or my graduate advisor Dr. Ethan McMahan at mcmahane@mail.wou.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you may contact the Institutional Review Board (IRB) Chairperson at (503) 838-9200 or irb@mail.wou.edu.

CONSENT STATEMENT:

I have read the above comments and agree to participate in this experiment. I understand that if I have any questions or concerns regarding this project I can contact the researchers listed above or the Institutional Review Board.

Please check whether or not you agree and give your consent to participate in this study.

_____ I do agree and give my consent to participate in this study.

_____ I do not agree and give my consent to participate in this study.

(Participant's electronic signature)

(date)

Appendix C: Demographics

Please provide a response for every question. If you are given the option to decline to answer a question, then declining to answer is considered a response.

1. What is your age (in years)?

Multiple-choice question, only one choice can be selected. Participants may decline to answer this question.

- A. 18-28
- B. 28-38
- C. 38-48
- D. 48+
- E. Prefer not to answer

2. What sex/gender identity do you identify as?

Multiple-choice question, only one choice can be selected. Participants may decline to answer this question.

- A. Female
- B. Male
- C. Nonbinary/Other
- D. Prefer not to answer

3. What year are you in school?

Multiple-choice question, only one choice can be selected. Participants may decline to answer this question.

- A. Freshman (undergraduate)
- B. Sophomore (undergraduate)
- C. Junior (undergraduate)
- D. Senior (undergraduate)

- E. Other
- F. Prefer not to answer

4. Please specify your ethnicity (or race).

Multiple-choice question, only one choice can be selected. Participants may decline to answer this question.

- A. Caucasian
- B. African-American
- C. Latino or Hispanic
- D. Asian
- E. Native American
- F. Native Hawaiian or Pacific Islander
- G. Two or More
- H. Other/Unknown
- I. Prefer not to answer

5. Are you majoring in Psychology?

Multiple-choice question, only one choice can be selected. Participants may decline to answer this question.

- A. Yes
- B. No
- C. Prefer not to answer

6. What is your major? (If your major is Psychology, please enter "Psychology" again despite having provided that information in the previous question.)

Free-entry response. Participants may decline to answer this question.

Appendix D: Vignette 1

Instructions: Please carefully read through the prompt below. Afterward, you will be asked questions in regards to the reading.

There is a general education classroom (a typical classroom) with a general education teacher and 26 students in total. 21 of these students are considered to be general education students that have not been identified with any disabilities. 5 of these students are considered to be special education students who have been identified with various disabilities. All students are being taught at the same speed of instruction without any teacher aides or special education teacher aides. Prior to this placement, the 5 special education students were solely taught in a special education classroom with other students identified with disabilities, along with a special education teacher and two special education teacher aids.

Appendix E: Survey Questions to Vignette 1

Now, you will be given a set of questions based on the prompt you read.

Instructions: For your answers, please choose one response per question.

1. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate all the students as a whole, by how well you believe they will perform academically in a general education classroom.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

2. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the students with disabilities by how well you believe they will perform academically in a general education classroom.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

3. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the students with disabilities by how well you believe they will interact socially with their classmates who have not been identified with any disabilities.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

4. On a scale from 1 to 5 (1=extremely poor, to 5=extremely well), please rate the students without disabilities by how well you believe they will interact socially with their classmates who have been identified with any disabilities.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

5. On a scale from 1 to 5 (1=extremely poor, to 5=extremely well), please rate the general education teacher by how well you believe they will be able to interact and teach the students identified with any disabilities.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

6. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the students with disabilities by how well you believe they will perform academically and socially without the presence and assistance from a special education teacher aide in the classroom.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

Appendix F: Vignette 2

Instructions: Please carefully read through the prompt below. Afterward, you will be asked questions in regards to the reading.

There is a general education classroom (a typical classroom) with a general education teacher and 26 students in total. 21 of these students are considered to be general education students that have not been identified with any disabilities. 5 of these students are considered to be special education students who have been identified with various disabilities. All students are being taught at the same speed of instruction, with the additional presence and assistance from one special education teacher aide. In addition, the general education teacher has been trained and taught how to teach and interact with children with disabilities. Prior to this placement, the 5 special education students were solely taught in a special education classroom with other students identified with disabilities, along with a special education teacher and two special education teacher aides.

Appendix G: Survey Questions to Vignette 2

Now, you will be given a set of questions based on the prompt you read.

Instructions: For your answers, please choose one response per question.

1. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate all the students as a whole, by how well you believe they will perform academically in a general education classroom.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

2. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the students with disabilities by how well you believe they will perform academically in a general education classroom.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

3. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the students with disabilities by how well you believe they will interact socially with their classmates who have not been identified with any disabilities.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

4. On a scale from 1 to 5 (1=extremely poor, to 5=extremely well), please rate the students without disabilities by how well you believe they will interact socially with their classmates who have been identified with any disabilities.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

5. On a scale from 1 to 5 (1=extremely poor, to 5=extremely well), please rate the general education teacher by how well you believe they will be able to interact and teach the students identified with any disabilities.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

6. On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the students with disabilities by how well you believe they will perform academically and socially with the presence and assistance from a special education teacher aide in the classroom.

Extremely Poor	Poor	Neutral	Well	Extremely Well
1	2	3	4	5

Appendix H: Debriefing Form

Western Oregon University Debriefing Form Individuals Perceptions of Disabilities in the General Education Classroom

Thank you for participating in our study. At this point, we wanted to provide you with a little more detail regarding the focus of this study. The survey examined individuals' immediate responses and perceptions when faced with presuming children with disabilities performance levels in a general education classroom.

What you should know: For the current study, we asked you to answer questions regarding the short prompt you read about a general education classroom. We expect to find varying differences in individuals' perceptions of placing students identified with disabilities in a general education classroom. We predict positive perceptions, in which individuals will be in favor and support students identified with disabilities being placed and taught in general education classrooms with other students who may not be identified with any disabilities.

If you have questions: The main researcher conducting this study is Chloe Furlong, a student at Western Oregon University's Department of Psychology. If you have questions later, you may contact Chloe Furlong at cfurlong18@mail.wou.edu. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at (503) 838-9200 or irb@mail.wou.edu.

Whether you agree or do not agree to have your data used for this study, you will still receive SONA participation credit for your participation.

Please refrain from discussing this study with other individuals who might participate until after the end of the academic term, as doing so might compromise our data collection.

If you feel upset after having completed the study or find that some questions or aspects of the study were distressing, talking with a qualified clinician or counselor may help. If you feel you would like assistance, please contact the Student Health & Counseling Center at 503-838-8313 or health@wou.edu.

Chloe Furlong
cfurlong18@mail.wou.edu

Table 1: Independent T-test for Survey Question #1

T-Test										
Group Statistics										
	PromptforStudents	N	Mean	Std. Deviation	Std. Error Mean					
PerformanceRating	Without	96	3.1875	.81192	.08287					
	With	96	3.7604	.84286	.08602					
Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PerformanceRating	Equal variances assumed	.002	.969	-4.797	190	.000	-.57292	.11944	-.80852	-.33731
	Equal variances not assumed			-4.797	189.735	.000	-.57292	.11944	-.80853	-.33731

Table 2: Oneway ANOVA Test for Survey Question #1

Oneway								
Warnings								
Post hoc tests are not performed for PerformanceRating because there are fewer than three groups.								
Descriptives								
PerformanceRating								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Without	96	3.1875	.81192	.08287	3.0230	3.3520	1.00	5.00
With	96	3.7604	.84286	.08602	3.5896	3.9312	1.00	5.00
Total	192	3.4740	.87391	.06307	3.3496	3.5984	1.00	5.00
ANOVA								
PerformanceRating								
		Sum of Squares	df	Mean Square	F	Sig.		
Between Groups		15.755	1	15.755	23.007	.000		
Within Groups		130.115	190	.685				
Total		145.870	191					

**Table 3: Correlation between Vignette 1 and Participants Performance Rating
for Survey Question #1**

Correlations

[DataSet1] H:\PSY 468 Research Project NEW Data Question1.sav

Correlations

		Performance Rating	PromptforStudents
PerformanceRating	Pearson Correlation	1	.329**
	Sig. (2-tailed)		.000
	N	192	192
PromptforStudents	Pearson Correlation	.329**	1
	Sig. (2-tailed)	.000	
	N	192	192

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4: Independent T-test for Survey Question #6

T-Test

[DataSet1] H:\PSY 468 Research Project NEW Data Question 6.sav

Group Statistics					
	PromptforStudents	N	Mean	Std. Deviation	Std. Error Mean
PerformanceRating	Without	96	2.3750	1.00786	.10286
	With	96	3.8854	.91617	.09351

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PerformanceRating	Equal variances assumed	3.406	.066	-10.865	190	.000	-1.51042	.13901	-1.78462	-1.23621
	Equal variances not assumed			-10.865	188.297	.000	-1.51042	.13901	-1.78464	-1.23619

Table 5: Oneway ANOVA Test for Survey Question #6

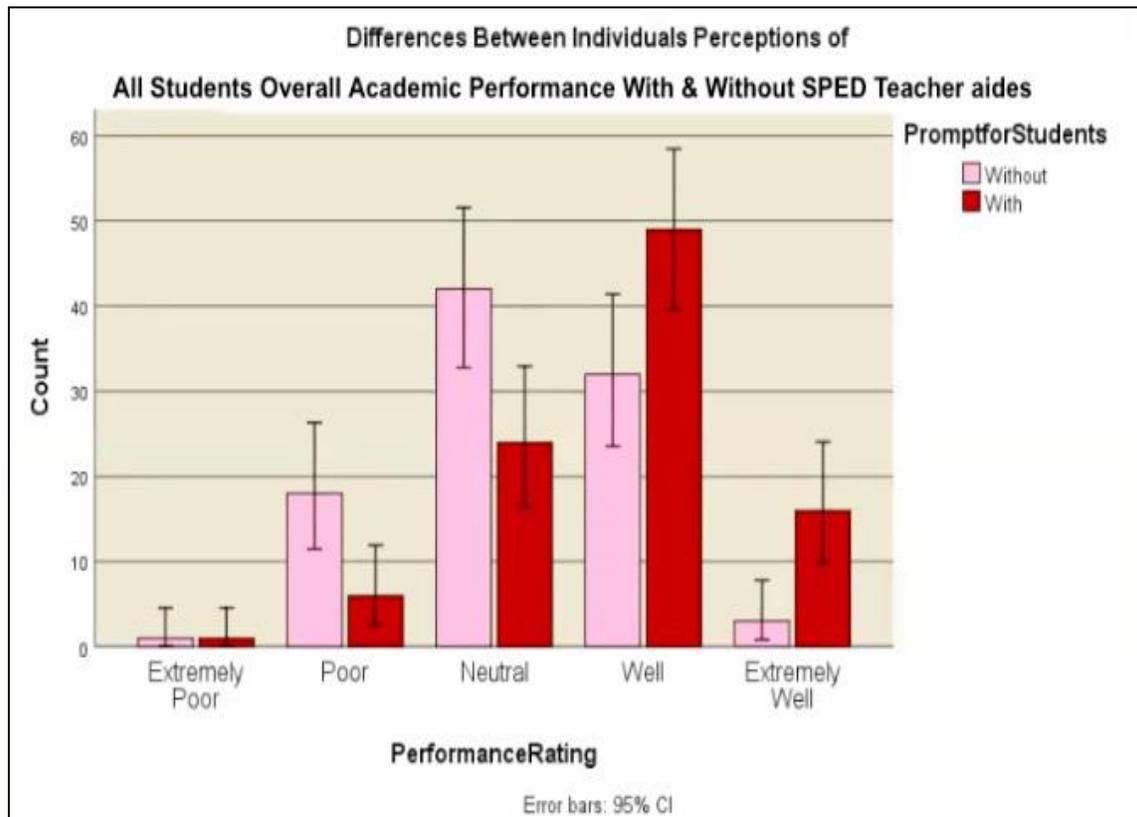
Oneway								
Warnings								
Post hoc tests are not performed for PerformanceRating because there are fewer than three groups.								
Descriptives								
PerformanceRating								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Without	96	2.3750	1.00786	.10286	2.1708	2.5792	1.00	5.00
With	96	3.8854	.91617	.09351	3.6998	4.0710	1.00	5.00
Total	192	3.1302	1.22313	.08827	2.9561	3.3043	1.00	5.00
ANOVA								
PerformanceRating								
		Sum of Squares	df	Mean Square	F	Sig.		
Between Groups		109.505	1	109.505	118.055	.000		
Within Groups		176.240	190	.928				
Total		285.745	191					

**Table 6: Correlation between Vignette 1 and Participants Performance Rating
for Survey Question #6**

Correlations			
[DataSet2] H:\PSY 468 Research Project NEW Data Question 6.sav			
Correlations			
		Performance Rating	PromptforStu dents
PerformanceRating	Pearson Correlation	1	.619**
	Sig. (2-tailed)		.000
	N	192	192
PromptforStudents	Pearson Correlation	.619**	1
	Sig. (2-tailed)	.000	
	N	192	192

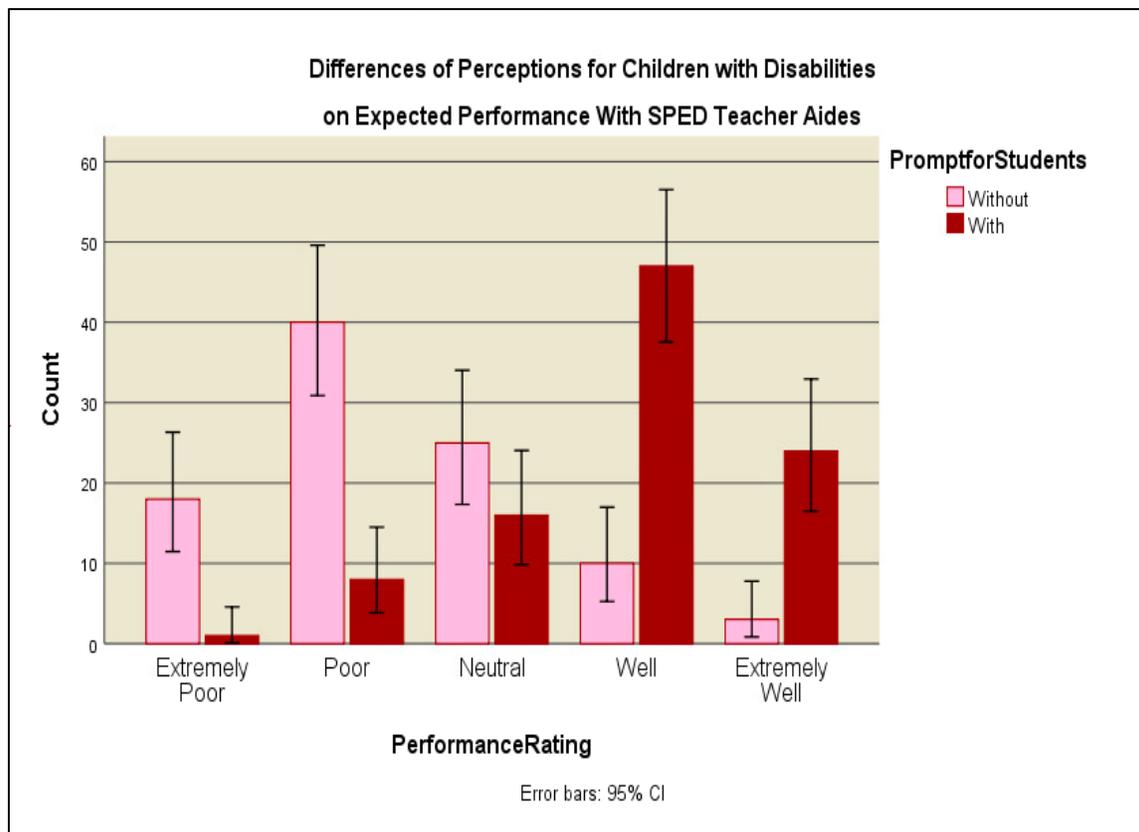
** . Correlation is significant at the 0.01 level (2-tailed).

Figure 1: Clustered Bar Graph on Differences Between Individual Perceptions of All Students Overall Academic Performance for Survey Question #1



**Figure 2: Clustered Bar Graph on Perceptions of Children with Disabilities
Expected Performance with Special Education Teacher Aides for Survey**

Question #6



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