

TEACHERS' BELIEFS ABOUT THE INCLUSION OF
STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSES

A Dissertation

by

LYNNE P. WILSON

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OF STUDENTS WITH SPECIAL NEEDS
IN GENERAL EDUCATION CLASSES

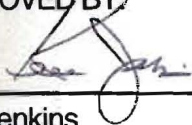
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APPROVED BY:



Ken Jenkins

Chair, Dissertation Committee



Susan Keefe

Member, Dissertation Committee



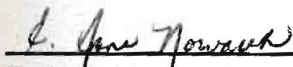
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ABSTRACT

TEACHERS' BELIEFS ABOUT THE INCLUSION OF STUDENTS WITH
SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS

Lynne P. Wilson, B. S., East Tennessee State University

M. A., East Tennessee State University

Dissertation Chairperson: Ken Jenkins

This study examined how teacher beliefs regarding the inclusion of students with special needs in general education classrooms affected what they did with all students. This case study examined what one set of teachers believed about including special need students in general education classrooms.

The analysis of this study was based on the theoretical proposition that teachers' beliefs affect their classroom actions when students with special needs are in general education classrooms. Data were collected using multiple research techniques and analyses occurred in three phases:

a) categorization of data according to the positive and negative responses given, b) building the explanation in narrative form, and c) re-examination of the hypotheses. The validity of the study was protected by triangulation of data through multiple sources

of evidence, key informants reading drafts of the case study and establishment of a chain of evidence.

The study revealed that teachers' beliefs affected classroom practices. The results indicated teachers believed the following: (a) inclusion occurred at this setting, (b) teachers were not meeting the needs of all students, (c) some students with special needs should be included in general education classrooms, (d) adequate modifications were made for the students with special needs in their general education classrooms, (e) inclusion affected classroom management practices in a negative way, and (f) lack of teacher knowledge and preparation in the field of special education acted as a deterrent to their effectiveness with students with special needs.