2019

# Examining coteaching to lessen and/or preclude the segregated placement of students with emotional disturbance via Southern California school districts

Christa Sara Stepanian

Pepperdine University

Graduate School of Education and Psychology

# EXAMINING COTEACHING TO LESSEN AND/OR PRECLUDE THE SEGREGATED PLACEMENT OF STUDENTS WITH EMOTIONAL DISTURBANCE VIA SOUTHERN CALIFORNIA SCHOOL DISTRICTS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Christa Sarah Stepanian

February, 2019

Leo Mallette Ed.D. – Dissertation Chairperson

This dissertation, written by

Christa Sarah Stepanian

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Leo Mallette Ed.D., Chairperson

Paul Sparks, Ph.D.

James DellaNeve, Ed.D.

TABLE OF CONTENTS

Page

Page

Page

# LIST OF TABLES

Page

# LIST OF FIGURES

Page

# DEDICATION

This study is dedicated to the two people who are responsible for any good that I may have done in this life. First my mother Sirarpi Stepanian, her resilience, inspiration, beauty, generosity, and faith in God are never-ending. And to my father Donald W. Stepanian, a self-made and self-educated man who left this world far too early.

# ACKNOWLEDGMENTS

I will always be eternally grateful and appreciative to my chair Dr. Mallette for patiently guiding and supporting me throughout this challenging learning process with his wisdom and wit. I am also sincerely thankful to my committee members Dr. Paul Sparks and Dr. James DellaNeve for graciously giving their time, effort and valued insights.

I want to also thank and acknowledge Dr. Jody Siker for kindly sharing her brilliant survey instrument and diligent help with all of my questions.

# VITA

Christa Sarah Stepanian

## Education

| | |
|---|---|
| 1992 | Bachelor of Arts in Political Science—California State University—Long Beach, Long Beach, CA |
| 2007 | Master of Arts in Special Education (Mild/Moderate Disabilities)—California State University—Los Angeles, Los Angeles, CA |
| 2009 | Special Education Credential Program (Mild/Moderate Disabilities)—California State University—Los Angeles, Los Angeles, CA |
| 2012-Present | Doctorate of Education—Organizational Leadership—Pepperdine University—Malibu, CA |

## Professional Experience

| | |
|---|---|
| 2017-Present | Curriculum and Instruction Specialist, Chancelight Behavioral Health & Education—Spectrum Schools |
| 2016–2017 | Education Coordinator, Chancelight Behavioral Health & Education—Spectrum Schools |
| 2010–2016 | Lead Special Education Teacher, ChildNet Youth and Family Services—Zinsmeyer Academy |
| 2008–2010 | Special Education Teacher, Los Angeles Unified School District |
| 2006–2008 | Special Education Teacher, Barbara Dawson Education Center |
| 2003–2006 | Vice-Principal, Barbara Dawson Education Center |
| 2001–2003 | Special Education Teacher, Barbara Dawson Education Center |

**Professional Credentials**

Special Education Level II (Clear) Credential (Mild/Moderate Disabilities)—California State University—Los Angeles, Los Angeles, CA

Autism Spectrum Disorders (Education Specialist Added Authorizations)—California State Polytechnic University—Pomona, CA

## ABSTRACT

This mixed methods case study examined the systems thinking component of collaboration through coteaching at inclusive public school environments to facilitate the needs of special education students who are presently segregated at nonpublic schools. This study first analyzed qualitative data in the form of interviews from a sample population of 5 district representatives to disclose the chief reasons for such failure on the part of a plethora of public school districts in southern California to facilitate the needs of their students (characterized with emotional disturbance and/or another disability who also display behavior issues) in inclusive and collaborative environments. Secondly, this study used quantitative data in the form of surveys to investigate the preliminary openness of collaboration through coteaching from a sample population of 51 teachers who currently instruct (or had experience instructing) students at a nonpublic school campus. And lastly, this study investigated whether that same sample population of teachers felt that a coteaching model/approach at inclusive and collaborative school campuses are feasible for the students they currently teach (or had experience teaching) at nonpublic school environments. The findings from this study are three-fold: First, the qualitative interviews exposed that there are considerable deficiencies among certain school districts in southern California in the effort to educate all students with disabilities on public school campuses. The following themes were developed from the responses of the district representative participants: (a) inadequate support for teachers in coteaching classrooms, (b) negative aspects of segregated placements, and (c) positive aspects of segregated placements (please note that subthemes also emerged from each of the three areas). Second, the findings from the quantitative portion revealed that participants' age, gender, educational background, and years of teaching experience did not influence openness to coteaching and coteaching responsibilities. Next for the

quantitative portion, the study uncovered that participants' responses were almost evenly split regarding the feasibility of coteaching models, however slightly more participants felt that the coteaching model was not a feasible alternative to nonpublic school placements. Lastly, the study also uncovered that the nonpublic teacher participants indicated that the most beneficial model out of all the coteaching options presented in the survey (to best facilitate their nonpublic/segregated students in a public school settings) is that of team teaching. Consequently from this study's findings, it appears that until certain individual school districts substantially increase their teacher and auxiliary staff supports, shift monetary spending, and provide strong leadership to enhance collaboration among its special and general education teachers, nonpublic school placement for some students with ED and behavior issues may be an appropriate placement.

# Chapter 1: Overview of the Study

This mixed-methods case study explicitly scrutinized the options for educational-academic settings for students with disabilities, the recompenses and the detriments of those settings, and the overwhelming controversy that has ignited between the inclusive and segregated placements of students with emotional disabilities. The substance of this first chapter includes a statement of the problem concerning the delinquency of various southern California public school districts to educate all of their students categorized with special needs within their own district confines through inclusion and collaboration, the purpose of the study, research questions pertaining to the reasons that public school districts are unable to facilitate all of their students on inclusive and collaborative campuses, the measure of openness that teachers (with experience instructing in segregated environments) have for inclusive and collaborative environments, the significance of the topic to scholastic leadership, key definitions, assumptions, limitations, and delimitations of the study. The immediately following background section in this chapter exposes the compulsory and contextual information needed to understand why certain districts outsource their students and the journey students with special needs have faced in the past and continue to battle both contemporarily and in future years.

## Background of the Study

Byrnes (2005) articulated that at its very essence, special education positions itself in quarrel and divergence, “special education was born of controversy. Controversy about who belongs in schools and how far schools need to stretch to meet student needs. The debate continues” (p. xiv). Following the civil rights movement of the 1960s, “the 1970s, 1980s, and 1990s witnessed several landmark court decisions that led to increased legislation in favor of individuals with disabilities” (Sabornie & deBettencourt, 2004, p. 12). Some of those

groundbreaking and extraordinary legislative acts included the 1975 Education for All Handicapped Children Act (Public Law 94-142), the 1990 Americans with Disabilities Act (Public Law 101-336), and the 1990 Individuals with Disabilities Act (IDEA), along with its Amendments of 1997 (Public Law 105-17), and its reauthorization in 2004. Although the past 30 to 40 years have carried some distinct and positive changes with consideration to the education of children with disabilities, the question remains: "Is all of this working or are educators simply grasping at straws" (Lohman, 2011, p.2). Every year seems to embrace the potential for innovative and successful implementation of educational policy and application; nevertheless, every year appears to bring with it the problems of years' past, which become progressively more out of control (Lohman, 2011).

Overall, the description of special education in the public school system has progressed throughout the years to include both very explicit components and philosophies, and yet at the same time, some ambiguous components. Some of the more unequivocal elements of special education are considered to be: (a) the application specifically designed instruction, (b) the implementation of the necessary related services, (c) the declaration that instruction and services are to be provided without cost to the parent-guardian of the student, and (d) the assertion that the students' educational requirements cannot be completely met with modification of the general instructional program (California Legislative Information, 2007). Accordingly, special education is grounded on the significant ideas of individualized instruction for each student, a continuum of program options and services, and the placement of students with disabilities in the least restrict environment possible (LRE; California Teachers Association [CTA], 2011). However, it is this last fundamental principle of the LRE (see Appendix A; List of Abbreviations) that brings into cross-examination the parameters of its intent, and thus creates

issues that are contiguous to the placement of students with disabilities. The legal term of LRE refers to the awareness that children with disabilities should be educated with their nondisabled peers to the maximum extent appropriate, depending upon the nature and severity of their needs (California Legislative Information, 2007).

Traditionally, students with disabilities have received academic instruction in dispersed and/or isolated classroom settings, "Special education emerged as a separate system of special classes or residential schools for children with specific categories of disability like mental retardation, emotional disturbance, or sensory impairments" (Nevin, 2008, p. 656). Nevin then quantified the reasoning and/or impetuses for that separation as it "ranged from providing humanitarian treatment of vulnerable children concurrently with alleviating or removing the children who were viewed as interrupting the routines of the general education system" (p. 656). Consequently, with society's modern view of all persons with disabilities, the progressive decisions of historical and monumental court cases of years' past, and the previously mentioned legislation, which is decisively more inclusive of students with disabilities, we no longer (as a nation) retain the hard and steadfast arrogance to separate automatically students with disabilities from their nondisabled peers. Therefore, although the language behind the parameters of the LRE for students with disabilities continues to be ambiguous, the intent behind the legislation is not.

Consistently throughout the United States, public schools follow what is considered to be a continuum of placement in the LRE for students with disabilities; the paradigm can best be described by utilizing the cascade model by Evelyn Deno (1970). As Shepard (2012) indicated, Deno systematized the scholastic guidelines regarding special education delivery and services, the word cascade is used since the services acknowledged (in the waterfall type model) flow

from the most fully integrated and/or inclusionary environments such as general education campuses, to the least integrated environments, for example a fully segregated school or residential institutions (Cengage Learning, 2010). Often, when students with emotional disturbance (ED), autism, or students categorized with other disabilities exhibit severe behaviors, it is not uncommon for public school districts to refer those students to a more restrictive venue such as segregated school settings; henceforth, the students with disabilities are separated from their nondisabled peers.

**Statement of the Problem**

The problem is the failure of various public school districts in southern California to facilitate the special needs of all students characterized predominantly with emotional disturbance and/or another categorized disability in which the student also displays behavior issues. As a result of this failure, several public-school districts must contract out the aforementioned students to segregated academic environments-settings commonly referred to in southern California as nonpublic schools. Although, nonpublic schools (and other types of segregated placements) are usually able to offer a more structured environment to facilitate the unique needs and behavioral issues of students with disabilities, there also exist ubiquitous social obstructions for the students, insurmountable issues of frustration for instructors (both special and general education teachers), and monetary disadvantages for the public school districts. With concern to these detriments, many adversaries of segregated special education placements refer to: (a) the antagonistic affects exclusion may have on the individual student when separated from their nondisabled peers (Danforth & Smith, 2005; Shepard, 2012), (b) the immense bureaucratic paper trials that lead away from the path of educator collaboration and academic instruction, and (c) the ineffective decisions made by public school districts to contract out the students to whole

program-school models (such as nonpublic and/or therapeutic day schools), which ultimately create cumulative expenses (Eisenberg, 2014).

**Statement of the Purpose**

The purpose of this mixed-methods case study was first to disclose the chief reasons for such failure on the part of a plethora of public school districts in southern California to facilitate the needs of certain students characterized with ED and/or another disability who also display behavior issues in inclusive and collaborative environments. Failure on the part of public school districts to facilitate these students at their home school commonly translates to a change of placement for that student to another school with a more restrictive and segregated environment. The research involved with this case study extracted the opinions and/or explanations for the inability of public school districts to facilitate all of their students (with ED and behavior issues) by interviewing specific district representatives who are a part of the decision-making process to place students in more restrictive and segregated environments.

Second, this study investigated the preliminary openness of collaboration through coteaching (Siker, 2015) from the perspective of teachers who currently instruct, or had experience instructing, students at a nonpublic school campus. The analysis of information extracted from the interview process of the district representatives along with the survey data from the teachers may ultimately speak to the practicability and/or feasibility of educating all students with disabilities in an inclusive and collaborative environment through coteaching to lessen eventually and/or preclude the placement of any students with special needs to more restrictive and segregated environments.

**Research Method and Design**

According to Creswell (2009), research methods involve the different types of data collection, examination, and interpretation that researchers offer for their studies. For this immediate investigation concerning the issues that are contiguous to segregated placements, both mixed methods (qualitative and quantitative) have been employed to collect data from a single case of reference (a typical nonpublic school setting). As Stake, Denzin, and Lincoln (2005) detailed, case study research is neither novel nor essentially qualitative, a case study is not a methodological choice but a choice of what is to be deliberate, "The name 'case study' is emphasized by some of us because it draws attention to the question of what specially can be learned about the single case" (p. 443). In this study, a single nonpublic school that formerly existed was chosen as a point of focus (to represent a typical nonpublic school setting), as the research participants were somehow directly or indirectly associated with the school of emphasis. A case study design is also applicable because it designates a phenomenon (the shared human understandings of a segregated environment) and clarifies how or why the phenomenon transpires (Shepard, 2012; Yin, 2009).

A qualitative research method was suitable for a significant portion of the study to permit data analysis that identified themes and synchronizations in study participants' familiarities and practices regarding nonpublic school students who exhibit maladaptive behaviors (Glesne, 2016; Shepard, 2012). Quantitative research, on the other hand, is able to test theories by examining the relationships among variables; variables can usually be measured with appropriate instruments in an effort to analyze numerical data (Creswell, 2009). Accordingly, some portions of the research-survey questions demand for analysis to be mathematical and/or statistically described. Thus, a mixed-methods approach was proper for implementation of data collection, as it is a

methodology that links diverse forms of research. It "involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study" (Creswell, 2009, p. 230).

A research design is typically a comprehensive outline of how an exploration will take place. A research design will typically include: (a) how data are to be collected, (b) what instruments will be engaged, (c) how the instruments will be utilized, (d) and the intended means for evaluating data collected ("Research Design," 2016). Creswell (2009) also quantified a research design to involve the connection of philosophical assumptions, strategies of examination, and explicit methods. For the qualitative portion of this study, the use of a semistructured interview process was implemented for a particular segment of participants. For the quantitative portion, the researcher employed a survey instrument on a completely separate group of participants.

**Research Questions**

The research inquiries for this study include the following questions:

**RQ 1.** Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments?

**RQ 2.** Are there differences in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience?

**RQ 3.** Do special education teachers at nonpublic (segregated) campuses feel that coteaching at inclusive and collaborative public school campuses is feasible for students specifically categorized with ED and/or behavior issues who are outsourced to segregated nonpublic school campuses?

## Theoretical Framework

The theoretical context that plays a major role behind the issue of the appropriate placement of students with disabilities is often entrenched in the argument of inclusive educational settings versus self-contained-segregated educational settings. Yet, further ingrained in the issues between inclusive and segregated settings and/or academic environments are the foundations of differing learning theories. Factions of proinclusive classroom settings have often indicated that the social constructivist theory, which discusses that our awareness and understanding of information are designed through social influences and interactions within our environment; therefore, we comprehend our environment through social interactions and how we construe those interactions with others (Leatherman, 2007). Respectively, Lohman (2011) discussed that supporters of inclusive environments have accentuated that self-contained environments tend to increase the focus of social dissimilarities (of students with disabilities) through the withdrawal of regular social interaction. Lohman (2011) also espoused that Vygotsky's (1978) theory of social development has championed that including children with special needs alongside their peers in the general education setting permits frequently more interactions to fall within the zone of proximal development, which is the discrepancy between what a learner can do without help and what he or she can do with help. Leatherman and Niemeyer (2005) promoted, as does the social constructivist theory (of learning from others through social influences), that inclusive classroom settings are not only a benefit for students

with disabilities, but also benefit children without disabilities, as they become more cognizant of differences between people and thus possess a more comfortable disposition around persons with disabilities.

Dissimilarly, those who champion self-contained classrooms and segregated campus settings often promote that learning through socialization is not the most useful prospect for students with disabilities, and there is a lack documentation that encourages that full inclusionary programs advance the cognitive development of students with disabilities (Chesley & Calaluce, 1997). Kauffman, Bantz, and McCullough (2002) confidently sanctioned that separation from the conventional general education environment is sometimes indispensable "for educators to develop and maintain the nature and intensity of instruction and support needed by some students" (p. 167). However, it should also be recognized that proponents of self-contained classroom settings also have answered to the trend toward inclusion by articulating (other) numerous concerns besides just that of learning philosophies. Many also allude to the inconsistencies of educator readiness, they question if the general education teachers have the essential skills to support students with disabilities within their classrooms, and if the system is able to support collaboration with special educators (McCray & McHatton, 2011).

**Significance of the Topic**

As the growing trend of providing additional inclusive and collaborative settings occurs throughout our American education system, so too, does the need for innovative leadership by our school superintendents, program directors, and site administrators in support of educator collaboration, management of schools as a whole learning community, and "professional development training that aids instructional staff in the public school setting in effective management of severe maladaptive behaviors" (Shepard, 2012, p. 7). According to Villa and

Thousand (2003), a national study on the application of IDEA's least restrictive environment requirement highlighted the importance of leadership (in both vision and practice) to the assemblage of inclusive education. The researchers further qualified that a systems approach is an efficacious promotion and implementation of inclusive education and involve "the five following systems-level practices: connection with other organizational best practices; visionary leadership and administrative support; redefined roles and relationships among adults and students; collaboration; and additional adult support when needed" (Villa & Thousand, 2003, p. 2). Hence, this study is significant to the leaders of public school districts, as it first exposes the chief reasons for the failure in the school districts' competencies with facilitating all students with disabilities in an inclusive and collaborative environment, and second provides the perspective of teachers who currently instruct, or had experience instructing, students at a nonpublic school campus as to the practicality and feasibility of inclusive and collaborative settings.

**Definitions**

*Accommodations (for students with disabilities):* "Techniques and materials that allow individuals with learning disabilities to complete school or work tasks with greater ease and effectiveness. Examples include spellcheckers, tape recorders, and expanded time for completing assignments" (WETA & Learning Media, 2010, p. 1).

*Americans with Disabilities Act:* This is a federal law that protects the civil rights of individuals with disabilities comparable to those "provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services and telecommunications" (WETA & Learning Media, 2010, p. 2).

*Assessment:* An evaluation that can be specific to one or more problem areas academically, psychologically, or concerning peer relations. "The methods of assessment may include objective testing using standardized tests, and/or observational methods, interviews, etc." (Packer, 2002, para. 22).

*Assistive Technology:* "The application of assistive devices and assistive services to enable the individual with disabilities to function better" (Packer, 2002, para. 24).

*Behavior Intervention Plan:* An official plan that targets "specific behaviors for alteration and that follow from a functional behavior assessment. Usually appended to a student's individualized education plan, a public school district must attempt such a plan before changing a student's placement to a more restrictive environment" (Packer, 2002, para. 28).

*Collaboration:* Friend, Cook, Hurley-Chamberlin, and Shamberger (2010) illustrated collaboration in special education to include examples such as: Teams making decisions about the most appropriate educational options for students with disabilities, nurturing and strengthening close working relationships with parents, paraprofessionals assisting special educators, and other professionals working in partnership to deliver specialized services to students with specific needs.

*Coteaching:* Friend, Cook, Hurley-Chamberlin, and Shamberger (2010) designated coteaching as,

> …the partnering of a general education teacher and a special education teacher or another specialist for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs, in a general education setting and in a way that flexibly and deliberately meets their learning needs. (p. 11)

*Education for All Handicapped Children Act, Public Law 94-142*: "Federal legislation passed in 1975 that makes available a free and appropriate public education (FAPE) for all

handicapped children in the United States. This piece of legislation was the forerunner to IDEA" (Packer, 2002, para. 69).

*Inclusion:* McCray and McHatton (2011) described inclusion as students with disabilities receiving a percentage of the education or "all of their instruction in the general education setting as appropriate to meet students' academic and social needs. Instruction is provided independently by a general education teacher or in collaboration with a special education teacher or related services provider" (p. 137).

*Individualized Education Plan (IEP).* The CTA (2011) stated:

> The IDEA requires every student who qualifies for special education to have an IEP. An IEP is a written Individualized Education Program designed to meet the unique needs of a student with a disability. It is a mandated document that spells out the education plan and related services a student with disabilities will receive. This document is developed and reviewed by an IEP team. (p. 27)

*IDEA:* The IDEA, "is the law that guarantees all children with disabilities access to a free and appropriate public education" (WETA & Learning Media, 2010, p. 9).

*LRE:* The United States Department of Education (USDE, 2007) stated:

> In general—To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (p. 2)

*Mainstream:* This is a term that "refers to the ordinary classroom that almost all children attend. Accommodations may be made for children with disabilities or who are English Language Learners, as part of the general education program" (WETA & Learning Media, 2010, p. 11).

*No Child Left Behind (NCLB) 2001:* This act embodies President George W. Bush's basic reform of education principles: "stronger accountability for results, increased flexibility and local

control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research" (WETA & Learning Media, 2010, p. 13).

*Nonpublic School:* Nonpublic schools were defined by the Special Education & IEP Advisor (2014) as:

> An elementary or secondary school within the state, other than a public school, offering education for grades kindergarten through 12, or any combination of thereof, wherein any child may legally fulfill compulsory school attendance requirements. Placement in Non-Public Schools occurs via an IEP when the public school is not able to fulfill its requirements to provide a free appropriate public education. (p. 2)

*Response to Intervention (RtI):* RtI is a means of improving students' academic abilities through assessment and progress monitoring. It is usually described as, "a school-wide initiative with special education as an explicit part of the framework spanning both general and special education in collaboration with families" (McCray & McHatton, 2011, p. 136).

*Self-Contained Classroom*: A self-contained classroom is defined by the California Department of Education (2012) as "a single teaching station with an individual teacher. It is an educational area *designed* for the instruction of students. By design, it is spacious, functional, safe, well lighted, and shaped for efficient instruction and supervision" (para. 1).

*Special Education Local Plan Area (SELPA)County Level Strategies*: The CTA (2011) explained that the SELPA is constructed of,

> …school districts and County Offices of Education within particular geographic areas. Small school districts join together so they can provide a full range of services to students with special needs. Other school districts (such as San Diego Unified Schools and Poway Unified Schools) are so large that they do not join with others; they act as their own SELPAs. (p. 22)

*Special Education Schools (Public): California Special Education Public Schools (within district control):* The Public School Review (2016) described these campuses as having a student to teacher ratio of 10:1, which is far less than the usual California state average of 25:1.

*Specially Designed Instruction:* According to the CTA (2011), specially designed instruction means,

> …adapting, as appropriate, to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability, and to ensure access by the student to the general curriculum, so that he or she can meet the educational standards that apply to all students. (p. 12)

*Systems Thinking:* The researcher of this current study referred to Senge's (2006) paradigm of systems thinking to illustrate the importance of collaboration via coteaching. Senge discussed the paradigm of systems thinking as a discipline of seeing wholes. "It is a framework for seeing interrelationships rather than things…" (p .68). Senge et al (2012) also espoused that the assemblage of educators is more frequent, "…in some schools, complex subjects are routinely taught by pairs of teachers, who can strengthen each other's perspectives and work more closely with different students" (p. 54).

**Assumptions**

This study was established on several assumptions, the first being the more common assumption of honesty and truthful participant responses (PhdStudent, 2017), thus all replies and answers from both the interview and survey participants are mutually voluntary and kept confidential. Other assumptions rested on obtaining a significant sample size, and appropriateness of criteria, which "assures that the participants have all experienced the same or similar phenomenon" (Wargo, 2015, p. 2). Accordingly, the researcher only solicited interview participants from representatives of the southern California school districts that have specifically contracted with (or are currently contracting with) typical nonpublic schools, and survey participants who teach (or have taught) at the same variety of typical nonpublic schools described in the literature review's environmental analysis.

## Limitations and Delimitations of the Study

The perceived limitations of the current study comprise the following paradigms: The original placement of students with disabilities in a segregated educational setting may not have been appropriate (perhaps influencing teacher opinion of student behaviors), stress and emotional levels of the survey participants when completing a survey (for example, after a highly charged day of working in a volatile environment), accessibility of district representatives and nonpublic school teachers, as well as their time restraints for the interview or survey process.

Delimitations of the study include, first, the results are limited to only districts in southern California that contract with (or have contracted) with nonpublic schools. Second, teacher feelings and opinions are restricted to only those who currently teach (or have taught) at nonpublic schools in southern California. Third, both the interview and survey portion are based on convenience sampling and/or availability sampling.

## Summary

The fundamentals of this first chapter contain a declaration of the problem concerning the delinquency of various southern California public school districts to educate all of their students (categorized with special needs) within their own district confines. Chapter 1 then evidences, as a result of this failure, the public school districts' propensity to outsource frequently the students they are unable to accommodate to more restrictive segregated environments. Accordingly, the material continues to state the purpose of the study, and lists the methods, design, and proposed questions for research. Chapter 1 also previews the theoretical framework of the study, the significance of the topic to scholastic leadership, and provides key definitions, assumptions, limitations, and delimitations of the study.

The subsequent literature review delivers a historical overview of both general and special education in America, offers explanations of current educational placements, categorizes disabilities, and specifically defines emotional disturbance. Chapter 2 describes the compulsory and contextual information needed to understand why certain districts outsource their students and investigates inclusive educational settings versus self-contained settings. An environmental assessment using a SPELIT Power Matrix was also provided to help comprehend and appreciate the inner workings of a former nonpublic school, which is the focus of this mixed-methods study. The literature review provides evidence as to why teacher and administrative opinions are crucial to the success and/or failure of inclusive learning environments, and offers the systems thinking component of collaboration to remedy issues that plague both special and general education teachers.

## Chapter 2: Literature Review

The following literature review discusses information with regard to a brief history of the general American educational system with a more focused and in-depth observation of special education and its rooted past; a description of educational placements (including all classroom and campus settings); categories of recognized student disabilities and more explicitly the classification of ED; theoretical framework of the involved learning theories (vis-à-vis inclusive versus self-contained-segregated settings); a background of nonpublic schools; a SPELIT Power Matrix (environmental assessment tool) of the indigenous nonpublic school that will be utilized for the impending qualitative research; the standing of teacher opinions, attitudes, and/or perceptions about specific placements-settings; the importance of why administrative roles play a critical part in the growing trend of inclusive classroom settings; and last, how a systems-thinking approach to the educational system may connect the component parts of improving educational placements to meet the intended philosophy of students being educated in the LRE possible.

### Host Databases, Title Search, Research Documents, Articles, and Journals

The literature review contains a barrage of pragmatic research, evidenced-based data, and the most germane information pertaining to each of the chapter's sections. The majority of the material was accumulated from pertinent ProQuest tracked dissertations, appropriate legislative acts, federal and state statutes, court rulings, official school and district published materials, concentrated legal documents, applicable nonfiction books, peer-reviewed journals, circulated teaching materials, and academic textbooks required for graduate-level studies. The method used for the accumulation of such materials was primarily a result of a title search on major host databases using the following key words, terms, and/or phrases: Segregated learning

environments, nonpublic school settings, special education laws, collaboration, inclusive school environments, categories of student disabilities, students characterized as ED, teacher opinion regarding inclusion, coteaching, behavior issues in public schools, and the LREs for public school students. The list of chief host databases with reference to education and psychology was acquired by employing Pepperdine University's electronic library.

**Historical Overview of General and Special Education in America**

The American educational system was principally initiated in the New England colonies from the basic idea that children should be able to read the Bible and comprehend pious teachings. Subsequently, several Latin grammar schools then sprouted up throughout the settlements as a means to enhance the knowledge of male children of particular collective classes who were fated for leadership positions in church, government, and the courts of law (Sass, 2016). It was in 1642, that the Massachusetts Bay School Law was passed; this law mandated that parents ensure their offspring acquire familiarity with the capital laws and municipal and religious principles. Ultimately in 1647, the General Court of the Massachusetts Bay Colony declared "that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school" (Race Forward Research, 2016, p. 1). Thus, the start of an obligatory educational system, as we now know it, in the United States was born.

Additional academic and vocational pronouncements, decrees, laws, and court rulings throughout the late 17th, 18th, and 19th centuries painstakingly made their studies embrace the numerous characteristics of a growing and diverse society of social, economic, racial, and gender classes. Evidence of some the more progressive didactic developments during those centuries can be seen in established schools, which accommodated females, including minorities such as Native Americans and African American slaves (Clark, 1992). By the 1790s, The Continental

Congress passed a law seeking an examination of the Northwest Territory in an effort to reserve portions of certain townships for local schools, and the state constitution of Pennsylvania authorized a free public education for economically underprivileged children (Race Forward Research, 2016). In the early 1800s, both the Boston English High School (the very first public high school), along with the New England Asylum for the Blind (the first school in the United States for students with visual disabilities) opened their doors (Sass, 2016).

Unfortunately, and in spite of the progressive educational growth that some of the country enjoyed, the middle and late 1800s brought some regrettable and disappointing circumstances. In 1864, "Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as four years old are taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools'' (Race Forward Research, 2016, p. 4). Then in 1877, as Reconstruction was officially at its conclusion, and while President Hayes had eliminated the last federal troops from the South, the underpinnings for a system of racial discrimination, legal segregation, and isolation was hastily recognized and accepted by White society (Sass, 2016). In 1896, the Plessy v. Ferguson case brought forth the U.S. Supreme Court decision (as cited in Race Forward Research, 2016):

> The state of Louisiana has the right to require "separate but equal" railroad cars for Blacks and whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools. (p. 4)

Please see Figure 1.

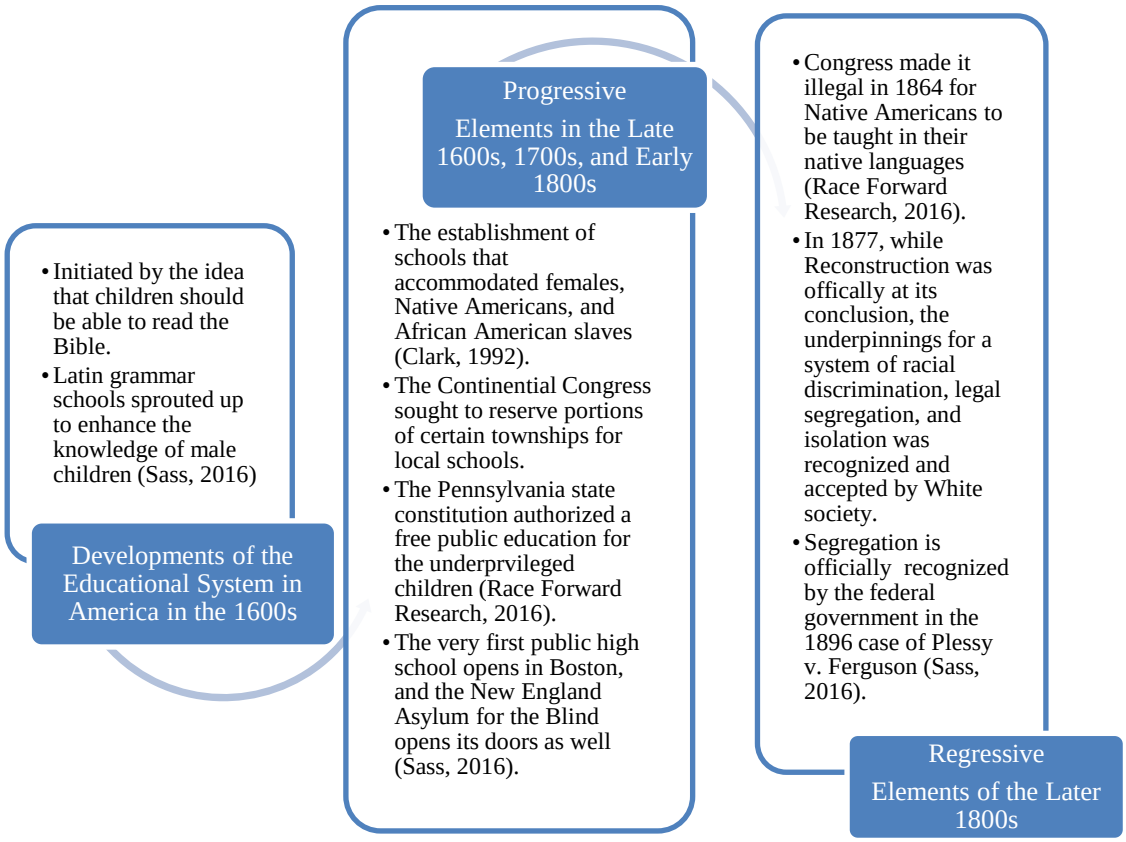


*Figure 1*. Developments in the American educational system.

It was not until 1954, with the Brown v. Board of Education decision that the 1896 Plessy v. Ferguson ruling was overturned and the U.S. Supreme Court commanded that, "separate educational facilities are inherently unequal" (Sass, 2016, p. 13); the consciousness of equal access of education for all students was finally at its commencing stages. The later years of the 1950s and the 1960s then ushered in attentiveness in the arena of special education (Lohman, 2011),

> …with the passage of PL 85-905 and PL 85-926. The former allowed federal loans for captioned films for the deaf public school students, and the latter provided funding for the training of special education teachers to work with the mentally retarded. (p. 3)

According to the United States Department of Education (USDE, 2010), the Elementary and Secondary Act (Public Law 89-10) in 1965 and the State Schools Act (Public Law 89-313)

"provided states with direct grant assistance to help educate children with disabilities. These and other critical federal laws began to open doors of opportunity for children with disabilities and their families" (p. 4).

Favorably in the 1970s, it was the major court decisions and legislation that ultimately laid the groundwork for special education, as we recognize it. It was in the case of Pennsylvania Association for Retarded Children v. Pennsylvania (as cited in Sass, 2016) that the federal court announced that students with mental retardation were permitted to receive free public schooling, as:

> the Court's decree laid the foundation for the establishment of the right to an education for all children with disabilities. That case also established the standard that each child must be offered an individualized education and that children should be placed in the least restrictive environment possible. (p. 16)

Consequently in 1972, as a result of the Pennsylvania Association for Retarded Children v. Pennsylvania ruling, in the case of Mills v. the Board of Education of Washington, DC, where a class-action lawsuit was argued on behalf of students who exhibited not only mental retardation, but also presented with other disabilities (behavior issues-problems, ED, and/or hyperactivity). These students were denied educational services, and the court ruling for a free public education was comprehensively extended to serve them, regardless of financial burden on the school system (Mead, n.d.). With concern to monumental legislative acts, in 1973, it was Section 504 of the Rehabilitation Act that established the construction of an individualized plan "for a student with a disability that specifies what accommodations and/or services they will get in school to 'level the playing field' so that they may derive as much benefit from their public education program as their nondisabled peers" (Packer, 2002, para. 1). Finally in 1975, the most colossal piece of federal legislation ever passed concerning children with disabilities, The Education of All Handicapped Children Act, Public Law 94-142, specifically quantified:

> All handicapped children have available to them, within the time periods specified in section 612(2) (B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children and assist and assure the effectiveness of efforts to educate handicapped children. (p. 3)

As Getzinger, Halpin, Buzarellos, and Taylor (2016) explained, Public Law 94-142 certifies a Free and Appropriate Public Education to each child-student with a disability from ages 5 to 21. The authors further discussed "the four purposes to the law advocated a compelling national mission to improve access to education for the children" (p. 1). The USDE (2010) listed the four following items as those purposes:

> (1) To assure that all children with disabilities have available to them…a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, (2) to assure that the rights of children with disabilities and their parents…are protected, (3) to assist States and localities to provide for the education of all children with disabilities, (4) to assess and assure the effectiveness of efforts to educate all children with disabilities. (p. 5)

As evidenced by the recollection of the USDE (2010), conditions in this country for various children-students with disabilities were disgraceful and unacceptable. As in the past, before the establishment of Public Law 94-142, the destiny of "many individuals with disabilities was likely to be dim. Too many individuals lived in state institutions for persons with mental retardation or mental illness. In 1967, for example, state institutions were homes to almost 200,000 persons with significant disabilities" (p. 3). It was the norm for these types of placements to merely supply the fewest of life's basic needs, and the idea of reintegration back into society and education were not a priority at that time, or the previous eras. The guidelines for students with less significant disabilities were just as antiquated, "In 1970, U.S. schools educated only one in five children with disabilities, and many states had laws excluding certain

students from school, including children who were deaf, blind, emotionally disturbed, or mentally retarded" (p. 3).

As the 1980s and 1990s advanced with innovative thinking, developments, and progress for students and adults with disabilities, other federal legislation was shaped and created to help define our current appreciation and cognition of what was once thought of as a disregarded portion of humanity. The most eminent pieces of legislation during those decades were Public Law 98-199, which lengthened the distinctive education features from the time of birth, and Public Law 101-476, "that defined the Individuals with Disabilities Act (IDEA). The IDEA was a restatement of the nation's commitment to special education services in schools. Several new challenges, such as the Americans with Disabilities Act became law in 1991" (Lohman, 2011, p. 6). With the American Disabilities Act, Public Law 101-336, the legislation unambiguously articulated and prohibited "discrimination on the basis of disabilities in areas such as employment, public accommodations, transportation, state and local government services, and telecommunications; also applies to education" (Packer, 2002, para. 17). It should also be notated that a student may qualify for services in the public school system under the ADA, if he or she does not qualify under the IDEA. Along with the renaming and amending of Public Law 94-142, IDEA changed the terminology of handicapped to disability, mandated transition services, and included autism and traumatic brain injury to the eligibility list (Sass, 2016).

Since the passage of IDEA in 1990, there have also been several amendments to the public law. In 1997, the act reinforced academic expectations and accountability for millions of students with disabilities and attempted to fix the breach that has existed between what students with disabilities learn and what is essential in the regular curriculum (USDE, 2007). In 2001, NCLB, which reauthorized the ESEA of 1965, also attempted to mandate "high-stakes student

testing, holds schools accountable for achievement levels, and provides penalties for schools that do not make adequate yearly progress toward meeting the goals of NCLB" (Sass, 2016, p. 21). In 2004, IDEA's last reauthorization embraced "modifications in the IEP process and procedural safeguards, increased authority for school personnel in special education placement decisions and alignment of IDEA with the NCLB" (Sass, 2016, p. 22). Please refer to Figure 2 for a recap of important dates and events in the American educational system and special education legislation.

Although NCLB has been replaced along with new presidential administrations, as it remains, IDEA (2004) is still the last word from the federal government for the safeguard of a pupil's right to a free and appropriate public education in the LRE possible, irrespective of a disability. Thus, it is important to be exceedingly mindful our nation's history with regard to the academic and/or environmental assignment of each student in the country, as we continue to move forward (from a once racially divided and segregated educational system) to more comprehensive and inclusive educational settings.


*Figure 2*. Dates and events in the American educational system and special education legislation.

**Description of Educational Placements-Cascade Model**

As indicated in the previous section of this literature review, IDEA (2004) continues to hold with reverence the nation's decree for the protection of a pupil's right to a free and appropriate public education in the LRE possible. However, the interpretation of what exactly the LRE may be for students with disabilities, has in the past and presently continues to be, at the very pinnacle of controversy for various academic stakeholders, including the parents-guardians of students with and without disabilities, public school districts, nonpublic schools, both general and special education teachers, school counselors, and others who may advocate for all persons with disabilities. Although the details following the LRE placement decisions are not specifically written in the federal legislation, the concept that resides behind it is crystal clear, as the legislation is "an attempt to keep special education students from being separated from the rest of the students in other programs" (Lohman, 2011, p. 6). As the USDE (2007) stated in the Building the Legacy: IDEA (2004), the basic procedures for placement should reflect the following:

> To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children, who are not disabled, and that special class, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (p. 2)

As Lohman (2011) examined, placements in educational settings and needed services to facilitate an appropriate learning environment for students with disabilities are riddled with opinions as to what the best placement may be for each student. It is the bulk of these differences that are a consequence of the vague legislation "that dictate special education procedures in public schools. The Individuals with Disabilities Act [IDEA] does not include any stipulations that dictate placement in a self-contained class" (p. 15). Although Lohman (2011) stated that the legislation does indeed recognize the necessity for students to be in the suitable LRE, he goes

further by explaining that legislators have established that "inclusive classroom place is not appropriate for every student, and that school districts must have a 'continuum of placement available.' This continuum encompasses inclusive classroom placement to residential placement to accommodate the individual needs of children with disabilities" (p. 15). The California Education Code also deliberates the LRE question and builds on the requirements established in the federal legislation (CTA, 2011).

The continuum of placement for the LRE can best be described by using the cascade model by Deno (1970), as Deno arranged the outline for scholastic guidelines regarding special education delivery and services (Shepard, 2012). The word cascade "is used because the services identified in the cascade move from the most fully integrated (i.e., the regular school system) to the least integrated (i.e., a fully segregated school or residential institution)" (Cengage Learning, 2010, para. 1). Deno (1994) wrote that the diagram/model "was developed within the system through joint discussion of regular and special education personnel on how the district could move toward less segregated, more socially inclusive support of the needs of failure-vulnerable children than had existed in the past" (p. 382). Deno (1994) also expressed that the levels of integration mirror the channel from the least restrictive to a more additional restrictive environment. According to the CTA (2011), the "law requires that each public agency must ensure that a continuum of alternative placements is made available to meet the needs of students with disabilities for special education and related services" (p. 31). Therefore, the variety of federal requirements concerning LRE program options may include (but are not limited to), "Regular classes, special classes, special schools, home instruction, hospital instruction, and institutional instruction" (p. 31). The CTA also lists the following environments as options for the state of California through the SELPAs: Regular education programs, resource specialist

programs, designated instruction and services, special classes, nonpublic, nonsectarian school services, state special schools, and early education programs for infants. The next pages describe in detail the identified environmental settings and/or services listed with specific application to the districts in the California educational system.

For the purpose of fully understanding the Deno (1970) cascade model, the following educational settings-environments are deliberated in order from the very least restrictive to the most restrictive academic surroundings. Therefore, the subsequent definition of a public school (meaning a regular and/or general educational setting) by the California Department of Education (as cited in Definition of a School, 2016) takes precedence as the least restrictive of all public school environments, and is described as,

> …a kindergarten through grade twelve and/or adult educational institution that is supported with public funds, is authorized by action of and operated under the oversight of a publicly constituted local or state educational agency, provides educational services to all students who are enrolled, has an appropriately credentialed teacher (or teachers) who provides instruction, has at least one appropriately credentialed administrator, usually a principal, who is responsible for all aspects of school administration including supervision and evaluation of staff, fiscal responsibility, student discipline and safety, supervision and evaluation of curriculum, and assessment of academic achievement and school accountability; administers California statewide assessments to its students at the required grade levels; has an administrator, usually a principal, with access to and responsibility for maintaining official student records for all enrolled students; except for charter schools, implements a curriculum that fully meets state requirements as specified in the California Education Code relating to required courses of study; is non-sectarian; except for charter schools, the entity's budget structure is consistent with the budget structure of schools operated by the authorizing agency; is based in one or more buildings that are "Field Act" compliant, unless exempt. (p. 1)

The definition is in reference to what is commonly thought of as regular-general education settings, which is considered to be the least restrictive of all public school settings throughout the state of California. However, within those public settings, the following is a description of how special education programs can be broken down into the following categories-programs that include Full inclusion, mainstreaming, integration, and reverse

mainstreaming. Accordingly, full inclusion refers to the amalgamation of a student with disabilities into the regular-general education class-program, with distinctive support, "the student's primary placement is in the regular education class. The student has no additional assignment to any special class for students with disabilities. Thus, the student with disabilities is actually a member of the regular education class" (Disability Rights California, 2011, p. 2). It is also in a full inclusion setting that coteaching models are placed. Friend et al. (2010) defined coteaching as the uniting of a general education teacher and a special education teacher,

> …or another specialist for the purpose of jointly delivering instruction a diverse group of students, including those with disabilities or other special needs, in a general education setting and in a way that flexibility and deliberately meets their learning needs. (p. 11)

Please also note that coteaching and its various models is discussed in a later section of this literature review.

Mainstreaming refers to placement of a student with disabilities into continuing regular-general education classrooms during specific times so she or he can participate in the same activities with her or his nondisabled peers, even if special education personnel must provide supplementary resource services (Disability Rights California, 2011).

Integration, according to Disability Rights California (2011) on the other hand, includes:

> …access to, inclusion, and participation in the activities of the total school environment. Integration combines placement in public schools with ongoing structured and non-structured opportunities to interact with nondisabled, age-appropriate peers. A student with severe disabilities should be able to participate in many general school activities—such as lunch, assemblies, clubs, dances or recess. The student should also be able to participate in selected activities in regular classes—such as art, music, or computers. The student should also be able to participate in regular academic subjects in regular classes if appropriate curriculum modifications are made and adequate support is provided. The student should be able to use the same facilities as nondisabled students—including hallways, restrooms, libraries, cafeterias and gymnasiums. (p. 2)

It should be noted that none of the above terms resides and/or are distinctly named in any federal or state statutes. They are constructs that have been established by educational

stockholders to describe different ways of meeting the LRE requests of special education regulation. As an outcome, diverse educational organizations (school districts, SELPAs) and stakeholders may have slightly different definitions of these terms (Disability Rights California, 2011).

In order to benefit, facilitate, and assist students with disabilities on regular-general education school campus who take part in integration-mainstreaming and/or inclusion programs, the districts must also provide the support of resource specialists and/or a resource specialist program on those same campuses. Resource specialists "provide instructional planning and support and direct services to students whose needs have been identified in an IEP and are assigned to general education classrooms for the majority of their school day" (CTA, 2011, p. 40). A resource specialist program is a "term used to describe a program that provides instruction, materials and support services to students with identified disabilities who are assigned to general classroom for more than 50% of their school day" (CTA, 2011, p. 41).

Other support services on the regular-general education campuses that are necessary to the gamut of programs-placements and that must be provided for students needing additional services are the school and/or district psychologists, speech and language therapists, and adaptive physical education teachers. However, the role of the school and/or district psychologist, is the most conjoined of the support services, as they contribute in the initial documentation of the educational, social, and demonstrative needs of students. They also "provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of children and often serve as a facilitator during an IEP meeting" (CTA, 2011, p. 41).

Conversely, for those same students with disabilities taking part in the listed special education programs on the general-regular education campus, there must also exist special day classes. Special day classes are a more restrictive setting and are intended for "students who have special needs such as Autism, Learning Disabilities or Mental Health issues when they cannot be appropriately educated in a general education environment. The types of classes available usually include mild, moderate or severe" (Special Education & IEP Advisor, 2014, p. 1). Hence, the time consumed during the school day for a special education student when he or she is not mainstreamed or intergraded into the general-regular education population is spent in a special day classroom occupied only by other students with disabilities, and thus is considered a more restrictive environment. It should also be recognized that some students with disabilities may receive all of their educational training within these special day classes and are not educated alongside their nondisabled peers for even the smallest percentage of any academic instruction.

Moving along the line of Deno's (1970) idea of the continuum of placement, the construct of special education schools would be appropriately positioned at this interval. Special education schools and/or campuses are segregated environments for public school students who have been categorized with a particular disability and their special needs are not able to be facilitated at their home school and/or public school of residence. Therefore, even though a student's home school may offer integration, mainstreaming, inclusion, and/or resource specialist programs, the home school is still unable to meet the student's special needs. These types of segregated special education schools and/or campuses may be considered either public or nonpublic; however, by no means should they be considered private schools or institutions. As the California Department of Education (2015) defined, a private school (regardless of their secular or nonsecular standing),

> …functions outside the jurisdiction of the California Department of Education (CDE) and most state education regulations. Private schools do not participate in California's educational accountability system and are directly accountable to students and their parents or guardians, based on the terms of the private school enrollment contract. (p. 2)

Therefore, public school districts-SELPAs do not offer placement in private schools or institutions.

Customarily, California special education schools (public) are within the individual district's physical boundaries and allow only those special education students residing within suitable city limits. The Public School Review (2016) described California special education public schools as campuses as having a student to teacher ratio of 10:1, which is far less than the usual California state average of 25:1. Segregated special education schools (nonpublic) may be outside of the individual district's boundaries. Nonpublic schools are defined by the Special Education & IEP Advisor (2014) as:

> An elementary or secondary school within the state, other than a public school, offering education for grades kindergarten through 12, or any combination of thereof, wherein any child may legally fulfill compulsory school attendance requirements. Placement in Non-Public Schools occurs via an IEP when the public school is not able to fulfill its requirements to provide a free appropriate public education. (p. 2)

Following along with the continuum of placement of LRE(s), it is standard practice in the state of California for school districts to contract with businesses or nonprofits that own and operate the schools and then refer students (that they are unable to accommodate appropriately) to these placements. These segregated settings are extremely distinctive, as they not only isolate students with disabilities from their nondisabled peers similar to special education schools (public), but also in several instances are located outside the students' cities of residence. The exceptionality and description of a nonpublic school environment is scrutinized later in this chapter, along with an environmental assessment (using a SPELIT Power Matrix) to dissect the inner workings of the nonpublic school reflected in this case study.

Next in line for the continuum of placements in restrictive environments is that of day treatment centers; analogous to segregated schools in the sense of (a) providing specialized education, (b) the students' isolation from their district school campuses, and (c) the lack of exposure to their nondisabled peers. However, day treatment centers are dissimilar, as they are usually denoted as a "certified facility which is licensed to provide a behavioral health treatment program, outpatient care, and treatment of mental or nervous disorders under the supervision of physicians" (Special Education & IEP Advisor, 2010, p. 2). Accordingly, residential treatment centers-schools would be next in line and have been described as programs "designed for a student who suffers from Severe or Chronic Emotional Disabilities in a residential setting. Residential treatment centers generally are clinically focused and primarily provide behavior management and treatment for adolescents with serious issues" (Special Education & IEP Advisor, 2010, p. 2). Last, along the lines of segregated placements at residential sites, are those of hospital and homebound programs. These educational programs "serve students who have a disability, which makes attendance in the regular day classes or alternative education program impossible or inadvisable" (Goldberg, 2010, p. 2). At this level of restrictiveness, the student may be negated of any communication and/or social contact with her or his peers, disabled or not. Please refer to Figure 3 for continuum of the least restrictive to most restrictive placements previously discussed in this section.


*Figure 3*. Organization chart of least restrictive to most restrictive learning environments.

Notwithstanding the opinions and arguments of the overall incongruities between the specific placements as deliberated above, the need for the absolute desegregation of students with disabilities (whenever feasible) is at the heart of the LRE construct of contemporary legislation. As prior to the "IDEA, too many children were denied access to education and

opportunities to learn. Providing appropriate education to youngsters from diverse cultural, racial, and ethnic backgrounds was especially challenging. Further, most families were not afforded the opportunity to be involved" (USDE, 2010, p. 4). It must be underscored that "removal of a child with disabilities from the general education classroom is to occur only when the nature and severity of the child's disabilities are such that an appropriate education in that setting cannot be achieved" (Heward, 2009, p. 75). Therefore, even those persons who are staunch advocates for students with disabilities and approve of segregated environments must adhere to the intent of present-day legislation.

**Categories of Disabilities and ED**

In the preceding section, there were references to the educational placement of a student being dependent upon the nature and severity of pupil's particular disability; therefore, the material in this section outlines the varieties and range of disabilities a student may be categorized with to meet the eligibility requirements for special education programs and services. The subsequent material also involves more of a comprehensive dialogue on the characteristics of ED, as this specific disability is ubiquitous among the population served at many nonpublic school environments and is stupendously relevant to the population of the type of segregated learning environments involved in this case study (Case Study Academy [CSA] Therapist-Counselor X, personal communication, February 3, 2016).

At this juncture, the realm of special education identifies 13 classifications of disabilities as listed by IDEA (2004). According to the Office of Special Education Programs (2006), those 13 disabilities classifications (for pupils between the ages of 3 and 21 years) are autism, deaf-blindness, deafness, ED, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language

impairment, traumatic brain injury, and visual impairment. The name developmental delay maybe used to categorize some children from birth to 3 years of age under IDEA (2004) Part C, and minors from 3 to 9 years of age under IDEA (2004) Part B. "The term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development" (Center for Parent Information and Resources, 2012, p. 2). However, it should also be noted that a student will not be identified under IDEA (2004) "as a 'child with a disability' just because he or she speaks a language other than English and does not speak or understand English well" (p. 4). Along those same lines, "A child may not be identified as having a disability just because he or she has not had enough instruction in math or reading" (Office of Special Education Programs, 2006, p. 3).

According to the National Center of Education Statistics (2016), 6.5 million students with disabilities (SWD) were served under IDEA for the 2013–2014 school year, equating to about 13% of the total public school students enrolled. In relation to the pervasiveness of each disability presented during the same school year, of the 6.5 million SWDs, 35% were identified as having a Specific Learning Disability, 21% were identified as having a Speech or Language Impairment, and 13% were identified as having Other Health Impairment. Therefore, students with disabilities such as autism, intellectual disabilities-mental retardation, ED, and developmental delays were only "between 5 and 8 percent of students served under IDEA. Students with multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, traumatic brain injuries, or deaf-blindness each accounted for 2 percent or less of those served under IDEA" (p. 2). At the state level, specifically in California, the statistics seem to be relatively comparable, as Ehlers (2013) reflected, "41 percent of the state's SWDs and over

4 percent of all K-12 students are identified as having specific learning disabilities" (p. 5). Ehlers further stated that the next largest sector in California are students identified with Speech or Language Impairment, then autism, and Other Health Impairment being fourth. Still, at the state level, other disabilities such as intellectual disabilities-mental retardation, ED, multiple disabilities, and traumatic brain injury are the smaller percentages of all SWDs.

Both the national- and state-level citations evidence larger numbers of SWDs in categories of Specific Learning Disability, Speech or Language Impairment, Other Health Impairment (nationally), and autism. It appears that SWDs in the lower percentage of identifications-eligibilities (intellectual disabilities-mental retardation, ED, multiple disabilities), appear to have the highest statistics in segregated classrooms and segregated school placements. For example, according to the Digest of Education Statistics (2014), SWDs, such as Specific Learning Disability, spent 66.7% of their school day in at least 80% of a regular-general education classroom that were applicable-open to mainstream programs; students with Speech or Language Impairment spent 86.8% their school day in at least 80% of a regular-general education classroom; and students with Other Health Impairments spent at least 63.7% of their school day in at least 80% of a regular-general education classroom. On the other hand, students with intellectual disabilities-mental retardation spent only 16.5% of their school day in at least 80% of a regular-general education classroom; students with ED spent 44.0% of their school day in at least 80% of a regular-general education classroom; and students with multiple disabilities spent 12.9% of their school day in at least 80% of a regular-general education classroom.

With regard to placements of SWDs at separate-segregated schools, the same consequence held true: Out of the population of students with Specific Learning Disability, merely 0.5% were placed at separate-segregated schools, 0.3% for Speech or Language

Impairment, and 1.7% for Other Health Impairment. Conversely, of the student population with intellectual disabilities-mental retardation, the percentage was listed as 6.1%, 13.0% for students ED, and 19.1% for students with multiple disabilities (Digest of Education Statistics, 2014). Thus, it is imperative to accentuate that the severity of a disability is absolutely key when discussing the LRE for all students categorized as having a disability; however, it is especially key when discussing students with ED, as concluded by the previously listed statistics. They are one of the largest groups likely to be placed in nonpublic schools and in segregated classroom environments on the district regular-general education campuses.

Special education recommendation and assignment decisions become additionally problematical when there are concerns of both mild disabling disorders (specific learning disabilities) and those of emotional and behavioral disturbance (Lohman, 2011). According to Shepard (2012), students with severe maladaptive behaviors are repeatedly placed in nonpublic schools because of the inability of public school personnel to manage such behaviors. Thus, a supplementary issue of placement in the LRE for some students with ED becomes especially controversially, and begs the solitary question asked by many of the inclusive supporters (including parents-guardians) as to why the local public school districts-campuses are unable to facilitate some students on nonsegregated environments. However, opponents of inclusive environments will often elucidate to the unique characteristics of students with ED and those students with behavior issues as to the reason(s) some public school districts are unable to facilitate all SWDs. According to Mastropieri and Scruggs (2010), certain aspects of ED may include conduct disorders, seriously aggressive or acting out behavior, selectively mute, and some inappropriate affective disorders (depression, self-mutilating behaviors, anxiety disorders, and social withdrawal). Therefore, it is prudent that the definition of ED be explored further as it

is a prevalent disability among segregated environments and frequent to the enrollment at many non-public schools. The California Department of Education (2012) and the USD E's (2007) defined ED as,

> …a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
>
> - An inability to learn that cannot be explained by intellectual, sensory, or health factors.
> - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
> - Inappropriate types of behavior or feelings under normal circumstances.
> - A general pervasive mood of unhappiness or depression.
> - A tendency to develop physical symptoms or fears associated with personal or school problems.
>
> (ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section. (pp. 3-4)

To further complicate matters, as of 2011, Assembly Bill 114 was approved by the California Legislature; this legislation dismantled the pervious Assembly Bill 3632, which statutorily obligated the mental health agencies in partnerships with the school districts to provide mental health services to students with IEPs. Consequently, public school districts are exclusively responsible for guaranteeing that students with disabilities obtain not only special education instruction, but also related mental health services (including residential placement) to meet their needs as specified by IDEA of 2004. It should also be noted that such services once funded by county mental health agencies, belong to the public school districts regardless of the financial detriment and/or adversities (California Department of Education, 2016).

Mills and Cunningham (2014) also solidified the complexities of students with ED as having inferior outcomes when compared to (not only) their nondisabled peers, but also students with other disabilities. The researchers (as cited in Weist, Lever, Bradshaw, & Owens, 2014) further acknowledged that students identified with ED experience greater levels of,

> …family stressors, display low levels of social interaction and competence, engage in negative interactions with others, and display significant externalizing and internalizing symptoms. They are also more likely to receive lower grades, change schools frequently, drop out of school, and experience higher rates grade retention, suspensions, and expulsions. (p. 89)

Thus, the intricacies and complexities are numerous not only for students categorized as ED and their families, but also the school districts, educators-teachers, and other school personnel who are responsible for all of the students' related mental health services.

**Contextual Components of Nonpublic Schools and Case Illustration**

Customarily, along the same guidelines of the LRE, once a public school district determines by introspection that it is unable to facilitate (within its boundaries) certain students with disabilities (particularly those with fluctuating emotional needs similar to the students described in the previous section), the district's next option is generally to refer the student to a school outside of the district's control. Frequently, these segregated placements are often operated by nonprofit organizations (CSA Therapist-Counselor X, personal communication, August 16, 2016); accordingly, it is vital to reiterate that public school districts contract with nonpublic schools purely when a suitable placement cannot be found within the confines of the public education setting. As the CTA (2011) stated, nonpublic school placement "is sought only after efforts to find appropriate placement in public schools have been exhausted" (p. 39). Thus, using the organization chart illustrated in Figure 3 (for the continuum of the least restrictive to most restrictive placements), nonpublic schools outside of the districts' control would be the next circumscribed and segregated placement beyond that of facilitating a child on any type of public school grounds.

Throughout southern California, master contracts between nonpublic school agencies and public school districts are often similar. Some of the most common elements between contracting

districts and the nonpublic facilities are: (a) general provisions (term of contract, continuance of contract following expiration-termination, individual services agreement, certifications and licenses, definitions), (b) administration of contract (maintenance of records, venue and governing law, termination, independent contractor, subcontracting, conflicts of interest, nondiscrimination), (c) educational program (free and appropriate public education, instructional minutes, class size, data reporting, LRE, dual enrollment, statewide assessments, positive behavior interventions, student discipline, IEP team meetings, surrogate parents, progress reports, report cards, transcripts, complaint procedures, parent access), (d) personnel (clearance requirements, staff qualifications, staff absence), (e) health and safety mandates, and (f) financial, which usually always includes inspection and audit, rate schedule, payment for absences, and payment from outside agencies (El Dorado County, 2017; Los Angeles Unified School District, 2017; San Diego County Office of Education, 2017; San Mateo County Office of Education, 2017; Santa Clara County Office of Education, 2014; Santa Cruz County Office of Education, 2014;). As identified, the preceding items appear to be the most numerous and general of the contracting elements between the districts and their contracting nonpublic agencies; thus, in a concerted effort to understand completely the intimate workings of a nonpublic school (and/or a segregated placement outside of a district's control), CSA is utilized as an example of the basic framework under which the school had operated and under which various other nonpublic agencies may operate (CSA Therapist-Counselor X, personal communication, August 16, 2016). It should also be noted that considerable thought has been given to the past functioning of CSA, as it is an imperative module with respect to the qualitative research design presented in this study.

CSA is a nonpublic school certified by the California Department of Education to provide the educational needs and facilitate the social-emotional development of students with various disabilities in Kindergarten through 12th grade. CSA is a division of a larger nonprofit organization named Case Study Adolescence and Community Services, Inc., which monetarily supported and provided for additional programs, unrelated to CSA, such as other adolescent and family-centered services. The majority of the funds for CSA was received by Case Study Adolescence and Community Services, Inc. from the contracting Local Education Agency, or more commonly known as the school district in which the student lived. Ultimately, the Local Education Agency receives its funding from both the California Department of Education and the USD E, with the stipulation that each student's disability qualifies for special education services under one or more of the approved 13 categories.

The majority of CSA students was categorized as ED and, consequently, each pupil was referred by his or her individual home school or district. As consistent with the cascade model, the reason for such a referral customarily originates because the student's home school or district self-assesses that it cannot facilitate the student's emotional and/or behavioral needs. It should also be stated that both CSA and its contracting districts had referenced and complied with the description of ED (presented in the prior Categories of Disabilities and ED section of this study) as defined by the CDE (2012) and the USDE's (2007) description of ED and were required to write it specifically on the student's IEP, as it pertains to a mandatory eligibility statement. In an effort to assist students with any one, or more, of the listed ED characteristics previously listed in the definition, CSA, along with most nonpublic school environments, are able to provide a more structured atmosphere with a higher staff per student ratio than their contracting public school district campuses. Other features CSA offered were occupational therapy, counseling services

and/or psychological services, transportation, speech-language pathology, social work services, school health services, and rehabilitation counseling. However, this was frequently done at an additional cost to the districts (as these types of services were required by law) and often, some would argue, an academic detriment to the students, as they would often be pulled from the classroom during instructional time to participate in such services.

With regard to a high monetary detriment, on the national level "total expenditures for public elementary and secondary schools in the United States in 2013–14 amounted to $634 billion, or $12,509 per public school student enrolled in the fall…" (National Center for Education Statistics, 2017, p.1). The average cost of education in California for a public school student was approximately $9,407 in 2009 per school year (Public Policy Institute of California, 2012), and stayed relatively close to that dollar amount for the next several years. In 2014, EdSource (2017) however reported that the cost was approximately $8,694, and according to Kaplan (2017), "…California schools spent $10,291 per K-12 student in 2015-16, which is about $1,900 less than the $12,252 per student spent by the nation as a whole" (p. 1). At CSA, the average cost of attendance for an individual student was, at the very least, $34,000 per school year (CSA Therapist-Counselor X, personal communication, February 3, 2015). Thus, school districts would have financially benefited from facilitating the students who qualified for special education at the pupil's home school, which is exclusively dependent on the student's home address, since the special education teachers, paraprofessionals, teacher assistants, school counselors, psychologists, and other related services staffs are already in place and receiving a salary. Shepard (2012) also commented that the public schools would profit from inspecting ways to limit nonpublic school assignments by generating programs within public schools that speak to facilitating severe maladaptive behaviors. In southern California, Eisenberg (2014)

conducted a study for the purpose of examining the features associated with contracting out students with ED to nonpublic schools. The researcher specifically used a transaction cost economics theory (TCE) to scrutinize the economic relationship between school districts within a SELPA and two nonprofit therapeutic day schools. Eisenberg's (2014) findings concluded, "Decisions to outsource whole school models for students with mental health needs are currently inefficient, and influenced by opportunism, family means, and access to advocacy" (p. 6).

With regard to academic detriments, there are some prevalent and authentic disadvantages to segregating disabled students on a separate and/or segregated campus. However, numerous nonpublic school campuses have received the reputation of simply housing their students throughout the school day and not teaching the pupils (CSA Teacher X, personal communication, January 15, 2016). Often, this is because of the misconception that the students don't have the ability to learn. The same labels and stereotypes that follow many students with disabilities are some of the same damaging fallacies that plague many nonpublic schools. Therefore, it was an ongoing challenge for CSA to combat the misinterpretations of a nonpublic school campus and emphasize the successful academic reputation that CSA had enjoyed throughout the local contracting districts.

There are also other true and unfortunate disadvantages that accompany a nonpublic school because of its more restrictive environment. One of those major shortcomings that cannot be avoided (because of geographic location), is that students are unable to benefit from the socialization aspect of being with, not only their nondisabled peers, but also, in many cases, their neighborhood friends with whom they may have shared a classroom at their home schools. At CSA, it was not unusual for students to average a 45-minute van-bus ride both to and from school each day, as the school held contracts with districts outside the immediate surrounding

cities such as Whittier, Huntington Beach, Fullerton, Orange, and many others (CSA Administrator X, personal communication, March 30, 2017). Another major drawback of several nonpublic school environments, including CSA (which can be avoided), is the utilization of self-contained classrooms (CSA Therapist-Counselor X, personal communication, February 3, 2015). In a self-contained classroom, students receive all of their academic instruction in one classroom for all subjects with one teacher throughout the entire of the day. CSA has implemented the self-contained classroom model since its formation as a nonpublic school; this was often done as a means to avoid student distractions-disruptions that might be caused by transitioning between classrooms and teachers. This type of atmosphere, in turn, lends itself to a behaviors-first instructional setting. Unfortunately, self-contained classrooms are also composed of students of various age groups, grade levels, and ability levels; therefore, the teacher is required to instruct different subjects simultaneously. As Chan and Jarman (2004) discussed, there is an assumption that a teacher in a self-contained classroom is, "a Jack (or Jill)-of all trades that is equally strong on all areas of the curriculum" (p. 70).

**Past Reputation of CSA and Leadership**

For several years, CSA held a thriving academic reputation among its contracting districts in southern California; this was evidenced by increased enrollment, the number of students who successfully completed their goals and had transferred to their home-schools, and the number of graduates from CSA who were referred to the nonpublic school in the student's senior year and then immediately continued to a college and/or vocational program. Many of their fruitful results were attributed to the last principal, CSA Administrator X, as she had been at the foreground of academic growth since her hire date at CSA. CSA Administrator X assembled and nurtured an academic program that excelled in assessing the students' educational needs,

offering differentiated instruction and successful progress monitoring of student academic levels. CSA had also been recognized by many of its contracting districts for, not only its dedication to student growth, but also its commitment to staff development and its organizational composition. Most notably, CSA Administrator X created unprecedented lead positions within the following employment groupings: Counselors, teachers, paraprofessionals, behavior support staff, and office personnel. Prior to creating lead staff positions, each employee within the preceding listed groups reported to the principal directly. Overall, CSA Administrator X firmly believed in team leadership, similar to that of Susan E. Kogler-Hill's Model of Team Leadership (as cited in Northouse, 2013). Within the past structure at CSA, each employee interconnected directly in his or her groupings to achieve team effectiveness with the designated lead member. If, or when, a situation or issue arose, CSA Administrator X wholeheartedly allowed the person in the lead position to determine whether to monitor or take action. If the lead member chose to intercede, then further steps or actions were deliberated and ultimately implemented. Although CSA Administrator X did not use the exact vocabulary as Kogler-Hill, the sentiment is the same concerning further choices of leadership actions to be taken: Internal (task or relational) or external (environmental). The same paradigm was followed by CSA Administrator X's team, which consisted of the lead staff person from each of the five teams.

**The Cultural Climate at CSA**

Organizational culture is an archetype exhibiting several differing variables, elements, characteristics, attitudes, and behaviors, which fluctuate between various groups and entities. Kilmann, Saxon, and Serpa (1986) wrote that organizational culture is the collective ideologies, values, assumptions, philosophies, beliefs, expectations, attitudes, and norms that bind an organization together (Lund, 2003). According to Robbins and Judge (2012), organizational

culture refers to a structure of shared meaning that is understood by the members, which distinguish the organization from other organizations. Deal and Kennedy described the culture of an organization simply as "the way we do things around here" (as cited in Bolman & Deal, 2008, p. 269). Regardless of an official and/or understated definition of organizational culture, the tendency in organizations, whether corporate, nonprofit, educational, governmental, etc., is to distinguish the growing attractiveness and impact that organizational culture provides. Lund (2003) articulated the surge of its popularity in the past two to three decades, as supervisors and managers became progressively aware of the ways that organizational culture can influence employees and organizations. Thus, both CSA Administrator X and Case Study Adolescence and Community Services, Inc.'s governing board of directors appreciated and recognized the tremendous and persuasive influence some of the school's tenured employees had over the less experienced staff. In fact, the level of the cultural inspiration at the school was so significant that the pledge of monies and time were generously allocated for the implementation of staff development for all employees.

The overall role culture plays in any organization is left to various interpretation. Robbins and Judge (2012) delineated the role of culture and its functions as taking on a boundary-defining role, conveying a sense of identity for its members. Culture also assists with the commitment to something larger than individual self-interest, increases the stability of the social system, and works as the sense-making and control mechanism that influences and shapes employees' attitudes and behavior. With concern to the level of strength cultural played at CSA, it was often referred to as both a positive and a negative element. During the course of three decades, CSA witnessed other nonpublic schools wither and then eventually collapse. The cause of so many closures among other nonpublic schools has been sustained periods of low

enrollment. Often, school districts will withdraw their students from nonpublic (segregated) environments because of economic, political, and in some cases societal pressure. The political and societal pressures originate from the interpretation of statues and laws, and the trends in education. The pendulum of the best way to facilitate students with disabilities swings back and forth. Regardless of the reasons for sustained periods of low enrollment at nonpublic schools, CSA always navigated itself from the destitute position of having to close its doors until this past 2015–2016 school year.

**Environmental Assessment-SPELIT Power Matrix**

The SPELIT Power Matrix was utilized to analyze further the basic framework under which the school functioned. Schmieder-Ramirez and Mallette (2007) provided guidelines to assess an organization's baseline in the following areas: Social, political, economic, legal, intercultural, and technological. As the authors stated, "The first step in any change or transition theories is to quantify the existing environment" (p. 29). The SPELIT Power Matrix is an extraordinary tool that provides a detailed description for identifying the driving and restraining forces of an organization, including its significance for identifying both human strengths and weaknesses.

**Social environment.** Schmieder-Ramirez and Mallette (2007) wrote of the importance of understanding "the fundamentals of how people interact with one another and how the structures they create impact how they interact with one another" (p. 33). The authors also caution the evaluator to monitor how community is celebrated, task groups are established, and collective interests are sustained. Based on the team-leadership structure at CSA, this quote was particularly relevant to the social setting that had developed at the school. In keeping with the upward movement of the organization's academic accomplishments and the market demands of

the contracting districts, the school had aspired to move from the self-contained classroom model to a departmentalized model in which the student(s) rotate-alternate between the classrooms and the teachers specialize in one academic area. Throughout the past 30-year span of CSA's existence, numerous administrators-principals and members of the teaching staff enthusiastically attempted to revamp several aspects of both the school's academic atmosphere and the students' need for social interactions. There have been some propitious successes with aspects of the students' social interaction. For example, instead of the students taking their nutrition and lunch break in the classroom they already occupied, they transition through the hallways to utilize the school cafeteria for both break and lunch. Yet another illustration that greatly improved the students' eagerness to participate in their physical education class was the combination of at least two classrooms on the grass field at one time. This enabled different sports activities during the same block period, as there is a maximum limit of 12 students per classroom on nonpublic school campus. Later, the physical education program had advanced through the use of a membership-paid gym; thus enabling the students to travel through the immediate community at least two days per week. Although these simplistic, and long overdue examples of change in the social-environmental structure at CSA appeared to be appropriate and necessary (to the administration and majority of the teaching and counseling staff), the changes were met with resistance from some members of the behavior support staff and classroom paraprofessionals. Overall, the self-contained classroom model was criticized by the majority of the teaching staff at CSA; however, it was applauded by numerous behavior support staff and several of the paraprofessionals, all of whom frequently interacted with various intensified student behaviors.

**Political environment.** Within the SPELIT analysis, Schmieder-Ramirez and Mallette (2007) also considered the political frameworks of an organization, which can be regarded as

how an organization intermingles with opposing interests, opinions, assumptions, and values. These political frameworks can either be internal or external, and in the case of CSA, the external political environment was consistently dissected. As such, the outward political forces that guided the school were consistent with the aspirations of the contracting school districts' acquiescence with the sentiments of the public, parental influence, and the opinion of academic research (best practices). The opinions, thus far from each of those named factions regarding special education, have steadily grown each decade for more than the past 40 years to desegregate progressively students with special needs from isolated-segregated classrooms.

**Economic environment.** Martin and Lacourse wrote, "The economic condition of the organization is defined as those factors that affect the production and consumption of resources needed to operate the organization" (as cited in Schmieder-Ramirez & Mallette, 2007, p. 63). With concern to the finances that supported the operation of CSA, monies from grants and donations played a very small role of the total cost of operation. Although CSA was a division of the larger nonprofit network, its financial support comes only in the form of technological supplies to the school and technological services and training for the staff. The main source of monies for the operation of the school was dependent upon the tuition and fees paid for by the school districts for each of their individual students who attended CSA (CSA Administrator X, personal communication, March 30, 2017).

**Legal environment.** With consideration to the legal elements that directed the school-organization, as with the political components, CSA observed the same state and federal statues, acts, and guidelines the contracting districts followed. This included all students who fell into one or more of the approved disabling categories as listed by the USDE (2007): Traumatic brain injury, intellectual disability, autism, deaf-blindness, deafness, ED, other health impairment,

hearing impairment, multiple-disabilities, orthopedic impairment, specific learning disability, visual impairment, and speech-language impairment. Consequently, if a student's disability should qualify for services, after being evaluated by the school district's psychologist, an IEP was developed and honored as a contract by any school district receiving state and federal funds. An IEP generally includes the following: Measurable academic goals, depending on the student's needs; a behavior support plan; social-emotional goals; a transitional goal; related services; time and frequency of services; a statement regarding the LRE appropriate; the student's present level in performance pertaining to any needed goals; and any other information the IEP team considers significant. A departmental instructional environment within a segregated school campus would in essence, be the LRE possible.

**Intercultural environment.** Mazur and Moodian (as cited in Schmieder-Ramirez & Mallette, 2007) expressed culture is a structure of shared meanings, which encompasses the actions and activities, values, and beliefs that advance within an organization and influence the behaviors of its members. The writers also continued to discuss the significance that the intercultural environment has on social issues, "because culture exist based on ethnic background, gender, generations, sexual orientation, and various other factors" (p. 94). In the case of CSA, it was evident that the staff members were clearly split between the academics-first versus behaviors-first atmosphere; the reasoning behind this divide appeared to be linked to the differing educational and work experience levels of the employees in each of the departments. Those who have made careers and plan to further their careers and/or academic standing in the field of education, administration, counseling, and psychology are advocating for departmentalization. Conversely, other employees with different career aspirations (outside of the scholastic realm) and those employees who had been hired from differing work experiences

were appreciative of the behaviors-first environment and were extremely satisfied with the self-contained classroom model.

**Technical environment.** Concerning this component, the SPELIT analysis makes reference to technology environment as the "ability to improve surroundings. It also refers to the tools that individuals use to do tasks efficiently" (Schmieder-Ramirez & Mallette, 2007, p. 10). If anything, CSA exceled in this particular area, as the school was privy to Case Study Adolescence and Community Services, Inc.'s full technological resources. The school was supplied with the following technological equipment, which included, but was not limited to an elaborate phone system, external and internal intercom systems, computers (for staff), a large computer lab for students, printers, SmartBoards, full Internet access (both cable and wireless), cell phones, various accessories, and a full library of programs. In addition, Case Study Adolescence and Community Services, Inc. was extremely generous with the school regarding technological training and on-call service for immediate issues. Refer to Figure 4 for a brief analysis summery of the driving forces behind each of the environmental areas discussed.

## Theoretical Framework

As revealed in the preceding sections, there exist numerous heterogeneous necessities and special needs among students with disabilities, and the quandaries of placement (in the least constricting environments) increase even more frequently when issues of ED and behavior are concerned. Consequently, inherent in the issues between segregated and inclusive placements, are the underlining clash between opposing leaning theories and the best way to educate students with disabilities. Thus, articulated within the proceeding section of the conjectural framework is a discussion of the contrasting learning philosophies of which each supports its indigenous (segregated and inclusive) academic environments.

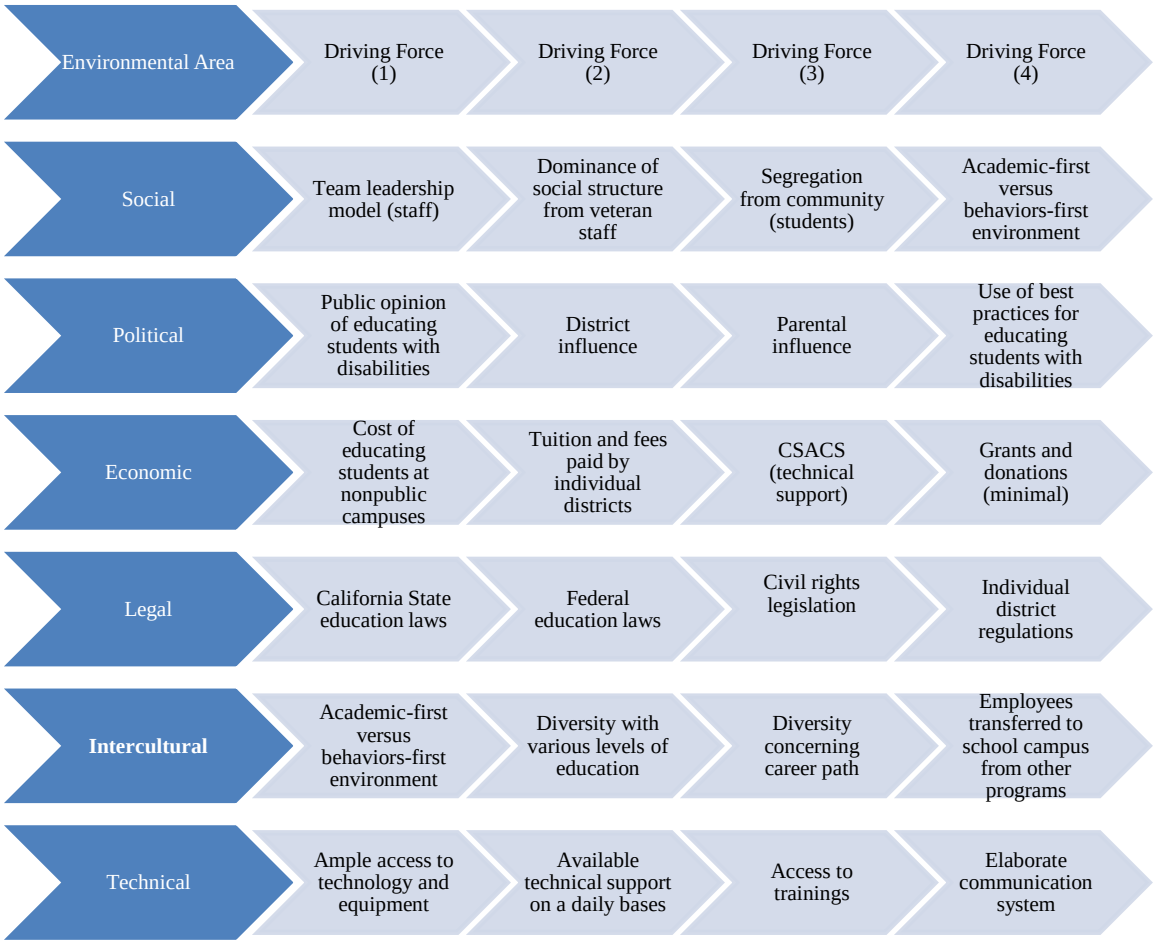


*Figure 4.* SPELIT power matrix for Case Study Academy.

## Inclusive Settings Versus Self-Contained-Segregated Settings

Often, proponents of both sides of the inclusion and/or mainstreaming issue interpret the legislative intent differently, in fact, Byrnes (2005) wrote:

> Ask a group of people about the definition of inclusion and they will usually come up with a statement like, "All children beings educated in the same school." Ask again, "Do you mean all children?" The reply is likely to be a bit less certain: "Well, maybe not all." Probe a bit further and someone is likely to admit (with a bit of trepidation) that inclusion should mean "all students except…" The words that follow might vary, but usually there are exceptions for students with severe cognitive challenges. (p. 194)

During the past several decades, students with disabilities "have slowly moved into the flow of the regular classroom, thus the use of the term 'mainstreaming.' And although, students were mainstreamed for selected subjects or part of the day; they were not considered part of the

typical class" (Ripley, n.d., para. 1). However, in the current educational system, Nevin (2008) suggested that both NCLB and the reauthorization of IDEA in 2004, "are intended to foster conditions for: better instruction and learning; equality of opportunity to learn; and excellence in performance for all children" (p. 656). Nevin also stated, "In contrast to segregated special education, inclusive education or inclusion has become viewed as a process where schools welcome, value, support, and empower all students in shared environments and experiences for the purpose of attaining the goals of education" (p. 656). Although Lohman (2011) acknowledged that IDEA does not list any provisions that dictate placement in self-contained classrooms, he commented, "This legislation underscores the need for special education students to be placed in the Least Restrictive Environment (LRE) appropriate to best serve their educational needs. Legislators have recognized that inclusive classroom placement is not appropriate for every student" (p. 15). It is this same placement ambiguity in 2016, which continues to haunt the majority of federal and state legislators, school districts, individual campuses, school administrators, educators, and especially the parents of special need students.

Regardless of how the legislation is interpreted, placement of students with ED in self-contained classrooms and on segregated campuses has been on the decline, and more than ever, higher numbers of students with disabilities are attaining a larger portion of their instruction in the general education setting (McCray & McHatton, 2011). While inclusive programs and the responsibilities of the teacher have continuously grown, "As more programs are inclusive, teachers need to be facilitators in the classroom to provide the environment that is appropriate for each child" (Leatherman, 2007, p. 594). It is this very argument that has produced the fuel for teacher attitudes-opinions and enthusiasts on all sides of the issue related to inclusive and segregated classroom (and campus) settings.

Longtime advocates of inclusive classroom settings have often used some features of recognized learning theories as a base argument for inclusive practices; many proponents argue for the social constructivist theory, which "states that our knowledge is shaped or constructed through the social influences and interactions within our environment. In other words, we understand our environment through social interactions and how we interpret those interactions with others" (Leatherman, 2007, p. 595). Correspondingly, Lohman (2011) discussed that supporters of inclusive environments have emphasized that self-contained environments tend to highlight the social dissimilarities of students through the deprivation of regular social interaction. Lohman (2011) went on to write that those who follow Vygotsky's (1978) theory of social development have held that including children with special needs alongside their peers in the general education setting permits frequently more interactions to fall within the zone of proximal development, "a key element in social development. These interactions within the inclusive learning environment allow for enhanced learning" (Lohman, 2011, p. 7). Furthermore, Udvari-Solner and Thousand (1996) specified, "Constructivism challenges the assumptions and practices of reductionism that have pervaded educational practices for generations. In a reductionist framework effective learning can only take place in a rigid, hierarchical progression" (p. 5). Following along the same path as the social constructivist theory (of learning from others through social influences), Leatherman and Niemeyer (2005) argued that inclusive classroom settings are not only a benefit for students with disabilities, "but at the same time, children without disabilities are more aware of differences between people and display more comfort around a person with a disability" (p. 23).

Conversely, supporters of self-contained classrooms and segregated campus settings often espouse that learning through socialization is not the most practical avenue for students

with disabilities. Chesley and Calaluce (1997) stated, "The professional literature is devoid of documentation in support of the argument that full inclusionary programs improve the cognitive development of students with disabilities" (p. 489). Regarding other issues of inclusion, proponents of self-contained classroom settings have responded to the trend toward inclusion by voicing several questions regarding teacher preparedness. "The concern becomes whether or not general education teachers have the necessary skills to scaffold support within their classrooms and whether the system supports collaboration with special educators" (McCray & McHatton, 2011, p. 135). Furthermore, Avramidis and Norwich (2002) reported that studies from the American educational system "have suggested that general educators have not developed an empathetic understanding of disabling conditions, nor do they appear to be supportive of the placement of special needs learners in their regular classrooms" (p. 133). The researchers also discussed the reason for reaching such a conclusion, "This can be explained by the fact that integration had often been effected in an *ad hoc* manner, without systematic modifications to a school's organization, due regard to teachers' instructional expertise, or any guarantee of continuing resource provisions" (Avramidis & Norwich, 2002, p. 133). Thus, the question of a systematic reconstruction of how academic environments may become all-encompassing learning organizations is at play.

**Importance of Teacher-Educator and Administrative Opinion**

To educate students with disabilities, there must be a determination as to the most appropriate academic setting for each individual pupil. The yardstick for measuring such a concept (as dictated by law) is placing the student in the LRE possible. Often, the LRE usually means that students with disabilities are educated alongside their nondisabled peers in the general education classroom; the term inclusion-integration is used to describe this paradigm. It

is then the responsibility of the teacher-educator to provide the best possible accommodations to facilitate that learning environment for all of their students with or without disabilities. However, the problem is whether the teacher-educator and program administrators believe, or at least consider, they can provide such an environment.

The significance of both general and special education teacher attitudes and opinions and how they manipulate the practice of fruitful inclusive environments has long been a controversy, "It is argued that teachers' beliefs and attitudes are critical in ensuring the success of inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it" (Avramidis & Norwich, 2002, p. 130). In a Leatherman and Niemeyer (2005) study, the researchers suggested that educators "form attitudes toward children with disabilities, and ultimately toward inclusion, based on a child's characteristics, the factors in the classroom, and their previous experiences" (p. 24). The researchers then concluded, "A teacher's attitude toward inclusion does influence the success of their inclusive classroom" (Leatherman & Niemeyer, 2005, p. 35). In a later study, Leatherman (2007) qualified the significance of how teacher influence and disposition affected the inclusive environment, "The attitude of the program personnel was critical to planning and implementing a successful preschool inclusion program" (p. 595), which is why educators' opinions-attitudes constitute such a critical factor in the growing debate about educating students within the continuum of placements (inclusive settings, self-contained classrooms, and on segregated campuses).

Researchers have also moved forward with respect to qualifying certain specific disabilities (and/or the degree of a particular disability) as they relate to the educators' attitudes and opinions. Rodriguez, Saldaña, and Moreno (2012) stated, "Positive teacher attitudes are an important predictor of the successful education of children with disabilities, including those with

autism spectrum disorders" (p. 1). Avramidis and Norwich (2002) concluded, "Teachers' attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them (child-related variables) and less by teacher-related variable" (p. 129).

In Avramidis and Norwich's (2002) review of literature concerning teachers' attitudes regarding integration-inclusion, they reflected upon the work of Scruggs and Mastropieri's meta-analysis of American attitude studies, composed of 28 survey reports (from 1958–1995), which stated:

> Although two-thirds (65 per cent) of the teachers surveyed (10,560 in total) agreed with the general concepts of integration, only 40 per cent believed that this was a realistic goal for most children and responses, again, appeared to vary according to disabling conditions. Another important finding was that there was no correlation between positive attitudes towards inclusion and the date of publication, suggesting that teachers' views have not substantially changed over the years. (p. 133)

However, it should be noted that Avramidis and Norwich's (2002) investigation also included the research of Villa et al., which concluded that in other studies where teachers had involvement with inclusion, opposing findings were discovered that "yielded results which favored the inclusion of children with SEN [students with emotional needs] in the ordinary school" (p. 134). Researchers have also moved forward with respect to qualifying certain specific disabilities and/or the degree of a particular disability as they relate to the educators' attitudes and opinions. Rodriguez et al. (2012) stated, "Positive teacher attitudes are an important predictor of the successful education of children with disabilities, including those with autism spectrum disorders" (p. 1). Referring to Avramidis and Norwich, who earlier concluded that teachers' attitudes were found to be powerfully influenced by the nature and severity of the disabling condition, Rodriquez et al. (2012) also explored the issues of differing behaviors for those students categorized as ED and referenced a Clough and Lindsay study:

> The majority of teachers surveyed ranked the needs of children with emotional and behavioral difficulties as being the most difficult to meet, followed by children with learning difficulties. Third in the ranking were children with visual impairments, and fourth were children with hearing impairment. (p. 135)

The Leatherman (2007) study regarding teachers' perceptions about inclusion ultimately found, "The teachers express positive feelings about the inclusive classroom, but they convey the need for more training or workshops to better meet the individual needs of children with disabilities" (p. 607). Although (as previously mentioned) Leatherman and Niemeyer (2005) argued for the inclusion of students with disabilities, they also conceded that for inclusion to be successful, "several factors are important: (a) qualified personnel, (b) available support services, (c) adequate space and equipment to meet the needs of all children, and (d) positive teacher attitude toward inclusion" (p. 23). According to Leatherman (2007), personnel issues are also a primary theme with regard to the achievement of productive programs, "Teachers in early childhood inclusive programs strongly indicated that an adequate number of staff was important to a successful inclusive program" (p. 595). Leatherman also stated, "A second personnel issue was appropriate teacher preparation, which included coursework and inclusive practicum experiences" (p. 595).

Leatherman (2007) as well illustrated a description of other supportive needs (for accommodations), "The adequacies of resources, such as materials, equipment, and physical accommodations, were also factors to successful inclusion" (p. 594). In a Rodriguez et al. (2012) study, the researchers discussed factors that influence teacher attitude (concerning the perception of resources); the study involved at least 1,430 teachers with experience in inclusive settings. "Three types of resources were deemed necessary: training, support from a team of experts, and support in the classroom" (p. 1). Leatherman (2007) also discussed administrators' leadership in support of instructors with inclusive classrooms, "The administrator's attitude toward inclusion

and the types of support offered the teacher were also major factors that affect inclusive programs" (p. 594).

With the increased demand for inclusive practices, so too are the legal necessities increased for meeting each student's individual needs. Often this presents the issue of increased paperwork, learning new duties, and amplified stress levels among both general and special educators. Nance and Calabrese (2009) discussed the tribulations that special education teachers face with the increased legal requirements, "Moreover, the increased burden of addressing bureaucratic-driven legal requirements adds an additional dimension to their stress levels" (p. 434). The researchers further stated:

> Within the public school organizational culture, both general and special education teachers experience stress while learning how to perform their expected duties on the job. The exacerbated levels of stress necessitate increased collegial support among teachers. The increased levels of stress often lead to the impression that working conditions are less than ideal. In effect, working conditions may be experienced as unacceptable by employees—leading to greater employee dissatisfaction. (p. 433)

For the most part, it is the increasing responsibility of both the special and general educators to write and provide mounds of paperwork, which take the form of IEPs; behavior support goals; behavior supports plans; observation logs for recommendations related to assistive technology, speech and language, and adapted physical education; and other duties such as facilitating academic intervention strategies and progress monitoring. With concern to this generally described added paperwork, Weintraub (2012) reflected upon the current supplementary clerical duties that plague teachers in California. He articulated, "The special education laws and regulations are about two thousand pages. It has become impossible for any practitioner to know what is required. Yet we expect them to practice consistent with the policies" (p. 52).

Kauffman, McGee, and Brigham (2004) also commented that formerly the goal was to move students with disabilities toward a more typical setting in a continuum of placement options, "but as any good thing can be overdone and ruined by the pursuit of extremes, we see special education suffering from the extremes of inclusion and accommodation" (p. 613).

Regarding other inclusion issues, proponents of self-contained classroom settings have responded to the trend toward inclusion by voicing several questions regarding teacher preparedness, "The concern becomes whether or not general education teachers have the necessary skills to scaffold support within their classrooms and whether the system supports collaboration with special educators" (McCray & McHatton, 2011, p. 135). The researchers wrote:

> Unfortunately, the pedagogy used to prepare teacher candidates for collaboration or inclusion was not well documented. These finding were not surprising considering research (SPeNSE, 2001) that showed that less than one-third of early career general educators reported receiving pre-service training in collaboration, the area that had the greatest effect on their sense of efficacy in working with [students with disabilities]. (p. 136)

As stated previously, there are problematic issues as to whether the teacher-educator believe, or at least contemplate, if they can provide the best possible accommodations to facilitate an inclusive learning environment for all of their students with or without disabilities. Therefore, it would be the administrators who would initially be responsible for creating a cooperative and accepting environment for the teachers-educators to flourish. Correa and Wagner (2011) clarified that principal support of new educators, both in the areas of general and special education, has been cited as one of the most influencing primary factors regarding instructor retention in the teaching profession. Correa and Wagner also stated , "The principal has a direct impact on the direction, culture, and process of teaching and learning at the school"

(p. 17). According to Waldron and Redd (2011), generating a full circle of support for teachers provides the mechanisms to ensure the inclusion of students in the general education setting.

**Examining the Systems Thinking Component of Collaboration Through Coteaching**

The above ideas of teacher collaboration, producing a full circle of support, and the former discussion of the paradigm behind the social constructivist theory have been essential constructs behind the theory of systems thinking. Laszlo (2012) explained that from a cognitive viewpoint, systems thinking incorporates analysis and synthesis. Laszlo wrote:

> Natural science has been primarily reductionist, studying the components of systems and using quantitative empirical verification. Human science, as a response to the use of positivistic methods for studying human phenomena, has embraced more holistic approaches, studying social phenomena through qualitative means to create meaning. Systems thinking bridges these two approaches by using both analysis and synthesis to create knowledge and understanding and integrating an ethical perspective. Analysis answers the "what" and "how" questions while synthesis answers the "why" and "what for" questions. (p. 97)

Accordingly, throughout the past few decades, several authors, scholars, and researchers have applied the description of systems thinking to the academic arena. Senge et al. (2012) espoused that systems thinking is principally applicable to the educational field; this would be, in part, a result of the types of multifaceted and uncertain issues and problems schools often encounter. Levenson (2012) also observed that special education is a network of complexity, extremely bureaucratic, and compliance motivated, "often a point of contention between educators and parents, frequently litigious, and the single fastest growing portion of spending on public education. It has been largely impervious to change or improvement efforts" (p. 7). Levenson also advised that students, school districts, and the taxpayers will be better served if the varied stakeholders work as a synchronized system to serve students with special needs.

According to Villa and Thousand (2003), the "successful promotion and implementation of inclusive education require the five following systems-level practices: connection with other

organizational best practices; visionary leadership and administrative support; redefined roles and relationships among adults and students; collaboration; and additional adult support when needed" (p. 2). Cassell and Nelson (2010) advised that conscientious research should be conducted focusing on the ways in which curriculum and instruction can be conversant with systems-based thinking. The authors continue their discussion by emphasizing that if we are to indoctrinate students to a valuable appreciation for the factual structure of the world in which they live and move them toward a new paradigm for life, then we must discover how "the functional dynamics of the classroom can be structured so as to reflect that paradigm on a visceral and operational level" (Cassell & Nelson, 2010, p. 194).

Certain public schools have been applying some concepts of what may be thought of as a systems-thinking type of structure, with RtI, reverse mainstreaming, and coteaching models. RtI is a means of improving students' academic abilities through assessment and progress monitoring. It is usually described as, "a school-wide initiative with special education as an explicit part of the framework spanning both general and special education in collaboration with families" (McCray & McHatton, 2011, p. 136). Basically, RtI recognizes that all students may learn differently, and may have deficits in particular academic areas; this would include the general education students who have not be labeled and/or categorized with a specific disability. RtI is a means to offering systematically academic intervention before the learning discrepancy broadens and becomes an ongoing issue for the rest of the student's scholastic career. On the other hand, reverse mainstreaming, which has absolutely nothing to do the academic intervention of general education students, is based on an inclusive philosophy that promotes socialization (a step further than mainstreaming students with disabilities into the general education environment) by bringing nondisabled students to segregated environments for specific periods

of time to work with or tutor students with disabilities (Disability Rights California, 2011). Although, these first two examples of a systems-thinking mind frame (RtI and reverse mainstreaming) both operate in a completely different manner, their overall themes are congruent, with each mutually utilizing collaboration and a shared social structure. However, it is the archetype of coteaching and its models (see Table 1) that crystalize the meaning and intent of the LRE as dictated by legislation. As stated in Chapter 2, Friend et al. (2010) defined coteaching as the uniting of a general education teacher and a special education teacher,

> …or another specialist for the purpose of jointly delivering instruction a diverse group of students, including those with disabilities or other special needs, in a general education setting and in a way that flexibly and deliberately meets their learning needs. (p. 11)

In a 1992 article, Dinsmoor-Case wrote of the constructive features that are postured by a systems-thinking framework and championed that the course of learning for children had been, and continues to be, endangered because of the traditional model of delivering instruction, rather than a progressive model. Dinsmoor-Case (1992) stated, "Because the child, not the system, is defined as the problem, children remain dependent on special education. We are caught in a self-perpetuating system of dependence on special education and are hard-pressed to break the cycle" (p. 33). The author then shared the practice of coteaching as a preview to illustrate how systems thinking can make a difference. Friend et al. (2010) also went on to conclude that coteaching translates into a metaphor of how intensely education is transitioning by blurring the familiarized boundaries that separated students with disabilities from their peers.

Table 1.

*Coteaching Models-Approaches*

| Name of Model/Approach | Description (as citied in Friend et al., 2010) |
|---|---|
| One Teach-One Observe | One teacher leads large-group instruction, the other teacher collects social, behavioral, and/or academic data on specific students; |
| Station Teaching | Instruction is divided into three nonsequential parts, and students also divide into three groups, then rotate from station to station, being taught by the teachers at two stations and working independently at the third; |
| Parallel Teaching | Both of the two teachers (each with half the class) present the same material for the primary purpose of fostering instruction differentiation and increasing student participation; |
| Alternative Teaching | One teacher works with the most students while the other works with small group for purposes of remediation, enrichment, assessment, preteaching, or another task; |
| Teaming (Team Teaching) | Both teachers lead large-group instruction by both lecturing, representing opposing views in debate, illustrating two ways to solve problems, etc.; |
| One Teach-One Assist | One teacher leads instruction, the other teacher circulates among students and offers individual assistance. |

**Comparison-Related Studies**

Some of the most pervasive information and ubiquitous research on inclusive settings and coteaching models have only been established within recent years. It was only in 2012 that Solis, Vaughn, Swanson, and McCulley wrote of the empirical foundations of inclusion and coteaching. The authors piloted a summary of inclusion and coteaching syntheses to help aid in the awareness and understanding of the evidence base associated with collaborative models of instruction. Their work produced common themes of collaborative models that were recognized over six groupings, "which included collaborative models; student outcomes; teacher support issues; and attitudes, beliefs, and perceptions of collaborative models" (p. 498). Subsequently, Siker (2015) assembled a study that concentrated on measuring both the general education teachers' and the special education teachers' openness to coteaching. Siker's work also focused on the teachers' instructional preferences and their willingness to share the responsibility of educating heterogeneous groups of students.

**Gaps in Literature**

There are several gaps in past and current literature with respect to implementing coteaching models at inclusive public schools to lessen and/or preclude the placement of students with disabilities in nonpublic schools. In a Goldstein (2015) article, which discussed some successful coteaching models that have worked in inclusive settings, the author made an appeal for more research surrounding inclusion in education, as well as the need for increased teacher training for delivering support to students with varying learning styles and needs. There also appears to be a lack of research with respect to the openness special education teachers, who experience working at nonpublic schools, may have toward working in coteaching environments, and their feelings of whether coteaching models would be feasible for students at inclusive environments.

Nonetheless, for the purpose of this study, the researcher proposes to fill some gaps by illuminating why more (if any) public school districts do not implementing coteaching models to educate students with disabilities, and the openness nonpublic school teachers may (or may not) possess toward inclusive and collaborative coteaching environments. Perhaps more important, whether those same teachers feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students who are outsourced to nonpublic schools.

**Summary**

The continuing trend toward inclusive classroom settings, as created by the legislative acts of both NCLB and IDEA in 2001 and 2004 respectively, has created an abundant amount of tension between those who are advocates of inclusive classroom settings and those who are proponents of segregated classroom and campus environments. At the heart of the disagreement

between these two factions, which includes educators-teachers, remains the general question, "Does full inclusion deliver a good education" (Byrnes, 2005, p. 194). However, the answer is not found easily. Although much interpretation has been created by the vague language of legislative acts and statutes, the transparency of teacher attitudes and opinions is what seemingly decides the success and failure of inclusive and/or segregated educational settings. Numerous authors-researchers have presented several findings-results that ostensibly dictate that the beliefs and attitudes of teacher-educators and administrators toward inclusive classroom settings, whether positive or negative, are enormously significant to student success (Avramidis & Norwich, 2002; Leatherman, 2007; Leatherman & Niemeyer, 2005). The literature reviewed has not only demonstrated both the necessity for understanding the attitudes of general and special educators, but the factors that influence those attitudes as well. Comprehensively, the review of findings recommended that some of the following influences such as collaboration, personnel issues, administrative support, adequate accommodations and resources, stress levels, and teacher preparation (Leatherman, 2007; Leatherman & Niemeyer, 2005; Nance & Calabrese, 2009) are the most ostensible and critical of predictors.

As referenced throughout the past sections, both general and special education instructors have become overwhelmingly frustrated with both the unrealistic expectations imposed upon them and the lack of resources they have, irrespective of teaching on an inclusive public school campus or in a segregated environment. The research ascribed that general education teachers, because of the deficiency in teacher credentialing programs and professional development training, lack the responsiveness and understanding that is necessary to instruct various students with disabilities and their special needs. On the opposite side of coin, special education teachers have been encumbered with adhering to interminable regulations and completing ceaseless

amounts of paperwork. Special education teachers must also endure the criticism (especially with the higher grade levels), that they "do not have the academic preparation needed to have the content knowledge necessary to provide rigorous curricula either in coteaching in a regular education classroom or in a self-contained special education classroom" (Donder, 2011, p. 62). This would also be attributed to the deficiency in their credentialing programs and professional development training.

Another dominate theme that has emerged from the literature as a pervasive concern of both teacher-educators and administrators, has been the issue of collaboration among the general and special education instructors. Consequently, it would logically follow that the more segregated the learning environment, the less collaboration between general and special instructors. This would hold especially true for the nonpublic school population, where there is virtually no daily, monthly, or, even sometimes, yearly communication between general and special education teachers (CSA Therapist-Counselor X, personal communication, August 16, 2016). Hence, taking in to account all of the prevailing issues and running themes that appear to be contiguous to the educational placement of students with disabilities, the systems-thinking component of collaboration through coteaching was introduced in an effort to absolve and/or lessen at least some of the impediments that southern California school district consistently battle.

Accordingly, the prevailing questions that this study explores in the next chapter are three-fold: First, why are certain public school districts in southern California unable to facilitate the special needs of all, if any, of their students in inclusive and collaborative coteaching environments? Second, given the trend of positive feedback from general and special education teachers, who may have only instructed students on public school campuses, is there a difference

in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus? Last, do the special education teachers at nonpublic (segregated) campuses feel that coteaching at inclusive and collaborative public school campuses is feasible for their specific students?

## Chapter 3: Methodology

IDEA (2004) continues to hold with reverence the nation's decree for the protection of a pupil's right to a free and appropriate public education in the LRE possible. However, the problem is the failure of various public school districts in southern California to facilitate the special needs of all students characterized predominantly with ED and/or another categorized disability that displays behavior issues. As a result of this failure, several public school districts must contract out the aforementioned students to segregated academic environments-settings commonly referred to in southern California as nonpublic schools. Although nonpublic schools and other types of segregated placements are usually able to offer a more structured environment to facilitate the unique needs and behavioral issues of students with disabilities, there also exist ubiquitous social obstructions for the students, insurmountable issues of frustration for instructors, and monetary disadvantages for the public school districts.

The purpose of this mixed-methods case study is first to disclose the chief reasons for such failure on the part of a plethora of public school districts in southern California to facilitate the needs of certain students characterized with ED and/or another disability that results in behavior issues in inclusive and collaborative environments. Failure on the part of public school districts to facilitate these students at their home school commonly translates to a change of placement for that student to another school with a more restrictive and segregated environment. The research involved with this case study has extracted the opinions and/or explanations for the inability of public school districts to facilitate all of their students with ED and behavior issues by interviewing specific district representatives who are a part of the decision-making process to place students in more restrictive and segregated environment.

Second, this study investigated the preliminary openness of collaboration through coteaching (Siker, 2015) from a range of teachers who currently instruct, or had experience instructing, students at a nonpublic school campus. Last, this study surveyed those same teachers as to whether they felt that a coteaching model-approach at inclusive and collaborative school campuses are feasible for their students. The analysis of information extracted from the interview process of the district representatives along with the survey data from the teachers may ultimately speak to the practicability and/or feasibility of educating all students with disabilities through inclusive and collaborative coteaching environments to eventually lessen and/or preclude the placement of any students with special needs to more restrictive and segregated environments. Accordingly, Chapter 3 consists of the component segments of research design and methodology, restatement of the research questions, and the population and sample of both the semistructured interview participants and the survey participants. In other segments of Chapter 3, both groups of participants are discussed separately concerning data collecting, instrumentation, data analysis, validity and reliability, and the protection of human subjects.

**Design Appropriateness and Methodology**

A research design is typically a comprehensive outline of how an exploration will take place. A research design typically includes: (a) how data are to be collected, (b) what instruments will be engaged, (c) how the instruments will be utilized, (d) and the intended means for evaluating data collected (“Research Design,” 2016). Creswell (2009) also quantified a research design to involve the connection of philosophical assumptions, strategies of examination, and explicit methods. The case study utilizes a combination of both qualitative and quantitative data in its design (see Table 2). According to Creswell (2009), research methods involve the different types of data collections, examinations, and interpretations that researchers offer for their studies.

For this immediate investigation, which concerns the issues that are contiguous to segregated placements such as the case example of the nonpublic school setting CSA, both qualitative and quantitative (mixed) methods have been employed to collect data. As Stake et al. (2005) detailed, case study research is neither novel nor essentially qualitative. A case study is not a methodological choice, but rather a choice of what is to be deliberate, "The name 'case study' is emphasized by some of us because it draws attention to the question of what specially can be learned about the single case" (p. 443). In this study, a single nonpublic school that formerly existed was chosen as a point of focus, as the research participants were somehow directly and/or indirectly associated with the school of focus. A case study design is also applicable because it designates a phenomenon (the shared human understandings of a segregated environment) and clarifies how or why the phenomenon transpires (Shepard, 2012; Yin, 2009).

Table 2.

*Data Analysis per Research Question*

| Research Question | Analysis Type |
|---|---|
| RQ1 (Qualitative Statistics) | Supported by: Interviews from sample population |
| RQ2 (Quantitative Statistics) | Supported by: Surveys (sections 1-18) from Sample population |
| RQ3 (Quantitative Statistics) | Supported by: Surveys (sections 19-20) from Sample population |

A qualitative research method was suitable for a significant portion of the study to permit data analysis that identified themes and synchronizations in the familiarities and practices of study participants regarding students with maladaptive behaviors in nonpublic schools (Glesne, 2016; Shepard, 2012). Quantitative research, on the other hand, is able to test theories by examining the relationship among variables; variables can usually be measured with appropriate instruments in an effort to analyze numerical data (Creswell, 2009). Accordingly, some portions of the research-survey questions demand for analysis to be mathematical and/or statistically

described. Thus, a mixed-methods approach was proper for implementation of data collection, as it is a methodology that links diverse forms of research, and it "involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study" (Creswell, 2009, p. 230).

**Research Questions**

According to Creswell (2009), a mixed-methods study may perhaps include numerous types of research questions that can be presented in various forms, written either separately, or in a singular question that "reflects the procedures or content, and do not include separate quantitative and qualitative questions" (p.139). This study's three research questions include both a separate and centralized qualitative question (RQ1), and separate centralized quantitative questions (RQ2 and RQ3); therefore, the following research questions has guided this study:

**RQ 1.** Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments?

**RQ 2.** Are there differences in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience?

**RQ 3.** Do special education teachers at nonpublic (segregated) campuses feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students specifically categorized with ED and/or behavior issues and who are outsourced to segregated nonpublic school campuses?

**Hypotheses**

There is one hypothesis that is associated with RQ2:

Ho: There are no statistically significant differences in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience.

H1: There are statistically significant differences in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience.

RQ3 has been been answered through descriptive statistics regarding the respondents' feelings towards the feasibility of coteaching models-approaches at inclusive and collaborative public school campuses for students specifically categorized with ED and/or behavior issues and who are outsourced to segregated nonpublic school campuses.

**Sample Population (Interview)**

The research has extracted, from the sample population of the semi-structured interview portion, the opinions and/or explanations for the inability of public school districts to facilitate all, if any, of their students with ED and/or behavior issues in inclusive and collaborative coteaching environments. The sample population in this qualitative section consists of district representatives, specifically school commissioners such as the district psychologists, program specialists, and special education directors, who are a part of the decision-making process to place students in more restrictive and segregated environment. According to Mallette (2014), the

sampling method for qualitative dissertations should involve a discussion on the criteria for such a selection. Therefore, using Creswell's (2013) three considerations for purposeful sampling, the researcher used the following specific criteria: The decision of whom to select, "the specific type of sampling strategy, and the size of the sample to be studied" (p. 155). The decision of whom to select for the sample population (district representatives) of the semistructured interview portion was based on convenience sampling and/or availability sampling. The researcher only solicited interviews from representatives of the southern California school districts that have specifically contracted with, or are currently contracting with, typical nonpublic schools, such as the nonpublic school described in the literature review's environmental analysis. The strategy for utilizing this particular sample population was purposeful, as its members share a human understanding of contracting with (segregated environments) nonpublic facilities-schools. As Creswell (2013) stated, "It is essential that all participants have experience of the phenomenon being studied" (p. 155). Eisenberg (2014) also stated that input from the district administrative staff, specifically special education directors and program specialist, "is essential to understanding district-based decisions in the decision to outsource, selection of vendors, and the factors associated with individual students" (p. 54). It should also be noted that similar to the Eisenberg's (2014) past research, this present study "may utilize snowball sampling if other relevant district administrators are identified through the data collection process where meaningful information may be collected" (p. 54). Last, the ideal sample size in this particular study was to obtain at least one to two interviews per contracting district. For example, in the case of CSA, at any one time throughout its past existence there may have been up to at least 16 contracting districts concurrently throughout any particular school year. Consequently, the site selection was dependent on the southern California school districts

that were/are within the same feasible physical distance as CSA, and have contracted with, or continue to contract with, nonpublic schools such as CSA, the nonpublic school described in the literature review's environmental analysis.

The sample population demographics for the interview potion was extremely critical, as the research needed to consider who and how to collapse the completed data into meaningful groups of respondents, as both assessments were based on demographic deliberations (Wyse, 2012). As stated, the district representatives-school commissioners who are a part of the decision-making process to place students in more restrictive and segregated environment may have varying job titles such as a district psychologist, program specialist, and special education directors. Thus, it proved to be prudent to decipher all responses from the interview portion by specific job title groups when discussing the anticipated data. Other demographics that proved to be meaningful included age, gender, educational level, and years of experience (Wyse, 2012).

**Informed Consent, Confidentiality, and Gatekeeper for Interview Participants**

According to Pepperdine University's Institutional Review Board (IRB) policy involving human subjects, federal guidelines mandate numerous and necessary components of the informed consent process, the first one being full disclosure of the nature of the research and the subject's participation in that research. Other such equally profound components involve but are not limited to: The description of the research (purpose and procedures), alternatives, risks, benefits, compensation for injury, who to contact, the right to withdraw or refuse, and confidentiality (Pepperdine University, 2009). For the purpose of this study regarding the interview portion, the researcher described the research study, answered all questions, and provided an informed consent letter (with all necessary elements) to each invited contributor for their signature (see Appendix B). With regard to the interview sample population contributors'

confidentiality, the researcher kept records confidential, all electronic data and voice recordings are stored in password secure computer-recording device, and all paper data is stored in a locked cabinet at the researcher's primary residence. The researcher had discharged data to a third-party transcriber and/or statistician, the invited interview sample population contributor was given advanced notification in the informed consent letter (Pepperdine University, 2009).

Along with the ethical archetypes of informed consent and confidentiality of research participants is the matter of access. Creswell (2009, 2013) advised that a researcher take certain steps to ensure proper approval is obtained, and thus permission granted by a gatekeeper, if necessary, to gain entry to the sample population. Creswell (2009) defined gatekeepers as "individuals at the research site that provide access to the site and allow or permit the research to be done" (p. 178). In the case of the district representatives, which is usually considered an administrative role, permission from a gatekeeper was not necessary for the confidential interviews; though, if approval from a gatekeeper was required, then a request to conduct research would have been provided (see Appendix C).

**Sample Population (Survey)**

This study investigated the preliminary openness of collaboration through coteaching (Siker, 2015) from the perspective of teachers who currently instruct, or had experience instructing, students at a nonpublic school campus, hence the sample population of the survey contributors. Based on the systems-thinking component of collaboration through coteaching, the study conducted an appraisal of the survey sample population's opinion as to whether special education teachers at nonpublic (segregated) campuses feel that coteaching models at inclusive and collaborative public school campuses are feasible for students specifically categorized with ED and/or behavior issues and who are outsourced to segregated nonpublic school campuses.

Thus, the analysis of content extracted from the interview process of the district representatives to establish core consistencies and meanings (Patton, 2015), along with the survey data from the teachers ultimately spoke to the practicability and/or feasibility of educating all students with disabilities in an inclusive and collaborative environment through coteaching to lessen eventually and/or preclude the placement of any students with special needs to more restrictive and segregated environments. With regard to the sampling criteria for the sample population, the researcher again used Creswell's (2013) three considerations for purposeful sampling: Decision as to selection, specific type of strategy, and size of sample. The decision on whom to select for the sample population of the survey portion was based on convenience sampling and/or availability sampling. The researcher only petitioned surveys from special education teachers who are currently, or had experience, instructing students at nonpublic facilities-schools similar to that of CSA, the nonpublic school described in the literature review's environmental analysis. The strategy for utilizing this sample population was again purposeful, as its members shared a human understanding of instructing students categorized with ED and/or other disabilities and who also display behavior issues at nonpublic facilities-schools. For the survey sample population, the idyllic sample size was to obtain as many contributors as possible who currently teach at nonpublic schools such as CSA or have had experience teaching at nonpublic schools such as CSA and may be teaching at a district campus school. It should also be noted that the demographics of the sample population for the survey included such characteristics as years of experience, gender, age, education, type of teaching credential, and specific (former or current) teaching type-occupation (Wyse, 2012).

According to the nonpublic school searches that were conducted on the California Association of Private Special Education Schools Web site, the CDE school directory, and a

general Google search, there are more than 20 nonpublic schools in various parts of southern California that have a description similar to CSA. Thus, the site selection for the survey portion of this case study was dependent on the list of nonpublic schools extracted from the Internet searches and direct recommendations from the interview sample population.

**Informed Consent, Confidentiality, and Gatekeeper for Survey Participants**

As with the interview sample population, Pepperdine University's IRB policy involving human subjects also applies to the survey's sample population. Federal guidelines mandate numerous and necessary components of the informed consent process, the first one being full disclosure of the nature of the research and the subject's participation in that research. Other such equally profound components involve, but are not limited to, the description of the research (purpose and procedures), alternatives, risks, benefits, compensation for injury, who to contact, the right to withdraw or refuse, and confidentiality (Pepperdine University, 2009). For the purpose of this study regarding the survey portion, the researcher described the present study, answered all questions, and provide an informed consent letter, with all necessary elements, to each invited participant for signature (see Appendix D). With regard to the sample populations' confidentiality, the researcher kept surveys anonymous, all electronic survey data were stored in password secure computer, and all paper survey data were stored in a locked cabinet at the researcher's primary residence. Since the researcher discharged data to a third-party transcriber and/or statistician, the invited survey participant were given advanced notification in the informed consent letter (Pepperdine University, 2009).

In keeping with the ethical standards of Pepperdine University's (2009) IRB procedures and Creswell's (2013) recommendations of securing a gatekeeper for each site selection, if necessary the researcher had sent a letter requesting permission to conduct research at each

nonpublic school site (or online) with its teacher employees. Unlike the sample population (district representatives) for the interview portion, teachers are not usually in administrative roles, and thus permission from a gatekeeper for each selection site may have been required (see Appendix E).

In this research, the interviews were followed by a survey. The subsequent sections then discuss data collecting, instrumentation, data analysis, and validity and reliability for the interview portion of this research. This will be followed by the same topics for the survey portion of the research.

**Data Collecting and Protocol (Interview Portion)**

The semistructured interview data for the qualitative portion of this study was collected from a sample population that was purposely selected (Creswell, 2009), as its members are exclusively employed as district representatives (school commissioners, district psychologists, program specialists, and special education directors) and are a part of the students' IEP team decision-making process to place pupils in more restrictive and/or segregated environments. The fixed sites of the public school districts representatives were purposefully targeted as well (Creswell, 2009), as a result of the site selections being dependent on the southern California school districts that are within practicable physical distances of the nonpublic school sites they contract with when outsourcing students. Other than identification of participant type and physical site settings, the researcher had also chartered the following various steps (see below) to assure that the data collecting method was appropriate (pending IRB approval from Pepperdine University):

- Contact-Introduction was made by e-mail, phone call, or in-person to a pool of 14 southern California school districts.

- A signed request letter for permission to conduct research was obtained from a district gatekeeper if needed for its administrative staff (see Appendix C).
- A signed letter of informed consent was secured from each member of the sample population, if possible before the interview was conducted (by e-mail or U.S. Postal Service), or in person the day of the interview (see Appendix B).
- The researcher provided a copy of the interview questions-protocol to each member of the sample population to write notes if he or she desired before the interview by E-mail, hand-delivery, or sent through the U.S. Postal Service (see Appendix F).
- Scheduled date and time for interview session with each member of the sample population (to last between 40 and 50 minutes).
- The researcher interviewed each member of the sample population in-person (or by phone) using the interview protocol (see Appendix F). The researcher had also requested permission to voice record the entire interview and asked each member of the sample population if any (or all) parts of the informed consent needed to be reiterated.
- On a separate piece of paper, the researcher gave each member of the sample population an operational definition of coteaching and the various descriptions of the coteaching models as applied by Siker (2015), so there would be a shared understanding of the exact collaborative environments being conferred. After each member of the sample population read through the definition and descriptions, the researcher asked if he or she had any questions or needed clarification. If the interview took place over the phone, the research asked the sample population

contributor to refer to an e-mailed (or hard) copy of the interview protocol for reference to the definition of coteaching and its models.

- After all open-ended questions were answered by each of the sample population contributors, the researcher asked the individual if there was anything else he or she would like to have added.
- The researcher then thanked the individual for his or her time and contribution to the study.
- Once the researcher had secured at least five interviews (was dependent on a time allowance of 2 months), the researcher concluded soliciting interviews from district representatives.
- The researcher then embarked on data analysis and interpretation (Creswell, 2009).

**Instrumentation (Interview Portion)**

The instrumentation used for the semistructured interview portion was focused on the general task of examining RQ1: Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments? The semistructured format is typically a guided conversation between the researcher and participant; therefore, it does maintain some structure while continuing to provide the researcher with the ability to probe the sample population contributor for additional details (StatisticSolutions, 2017). The instrumentation was composed of 20 prewritten questions, and its queries ranged from a variety question types such as experience, opinion, feelings, knowledge (Nigatu, 2012), sensory, and background-demographics (Managementhelp, 2017; Patton, 2015) to help further the understanding of each sample population member's replies.

Table 3 is a representation of how each question in the instrument related to the type of inquires that the researcher presented.

As Creswell (2013) recommended, the researcher also conducted pilot testing to refine the interview questions and procedures. The contributor(s) for the pilot testing were selected "on the basis of convenience, access, and geographical proximity" (Creswell, 2013, p. 165). The researcher did not include the data (or its members) from pilot study in the case study. The assemblage of the contributors for the pilot study also met one or more of the following criteria: Ed.D., Ph.D., current doctoral student, and/or school administrator.

Table 3.

*Specific Qualitative Inquiry per Question Category*

| | Categories | | | | | |
|---|---|---|---|---|---|---|
| No. | Experience: What has already occurred, and/or what has happened to you previously (Nigatu, 2012). | Opinion: What do you think and/or your personal thoughts (Nigatu, 2012). | Feelings: How did (or do) you feel (Nigatu, 2012). | Knowledge: Revealing facts about a topic (Managementhelp, 2017; Patton, 2015) | Sensory: What people have heard, seen, etc. (Managementhelp, 2017; Patton, 2015) | Background-Demographics: Standard questions of background; such as age, education, etc. (Managementhelp, 2017; Patton, 2015) |
| 1 | | | | | | Birth year? |
| 2 | | | | | | Gender? |
| 3 | | | | | | What is your educational background? |
| 4 | | | | | | Do you have a teaching credential? If so, what type? |
| 5 | | | | | | What is your exact job title? |
| 6 | Years of experience at your current position for the district? | | | | | |
| 7 | | | | Are you usually a participant of an IEP team that makes decisions to place a student in segregated environments, such as special day classrooms or nonpublic schools? | | |
| 8 | | | What do you feel are the positive aspects of special day classrooms? | | | |
| 9 | | | What do you feel are the negative aspects of special day classrooms? | | | |

(continued)

| | Categories | | | | | |
|---|---|---|---|---|---|---|
| No. | Experience: What has already occurred, and/or what has happened to you previously (Nigatu, 2012). | Opinion: What do you think and/or your personal thoughts (Nigatu, 2012). | Feelings: How did (or do) you feel (Nigatu, 2012). | Knowledge: Revealing facts about a topic (Managementhelp, 2017; Patton, 2015) | Sensory: What people have heard, seen, etc. (Managementhelp, 2017; Patton, 2015) | Background-Demographics: Standard questions of background; such as age, education, etc. (Managementhelp, 2017; Patton, 2015) |
| 10 | | | | What is the percentage of students at your district that are placed in special day classrooms for at least one or more classes-subjects? | | |
| 11 | | | What do you feel are the positive aspects of nonpublic schools? | | | |
| 12 | | | What do you feel are the negative aspects of nonpublic schools? | | | |
| 13 | | | | What is the percentage of students at your district that are placed at nonpublic schools? | | |
| 14 | | | | Does your district offer coteaching classrooms at any of their public school campuses? | | |
| 15 | | | | [If "yes"]. What has been the most successful coteaching model? What has been the least successful model? | | |
| 16 | | | [If yes to question 14]. Why do you feel your district is unable to facilitate the special needs of all of their students characterized with disabilities (including those with behavioral issues) in those coteaching environments? | | | |
| 17 | | | [If n" to question 14]. Why do you feel your district does not offer any coteaching classrooms on any of their public school campuses? | | | |

(continued)

| | Categories | | | | | |
|---|---|---|---|---|---|---|
| No. | Experience: What has already occurred, and/or what has happened to you previously (Nigatu, 2012). | Opinion: What do you think and/or your personal thoughts (Nigatu, 2012). | Feelings: How did (or do) you feel (Nigatu, 2012). | Knowledge: Revealing facts about a topic (Managementhelp, 2017; Patton, 2015) | Sensory: What people have heard, seen, etc. (Managementhelp, 2017; Patton, 2015) | Background-Demographics: Standard questions of background; such as age, education, etc. (Managementhelp, 2017; Patton, 2015) |
| 18 | | | Whether your district offers coteaching environments, what do you feel are the negative aspects of coteaching models for both special education and general education students? And for both special education and general education teachers? | | | |
| 19 | | | Whether your district offers coteaching environments, what do you feel are the positive aspects of coteaching models for the students? And for both special education and general education teachers? | | | |
| 20 | | | | Can you please list some (or all) of the nonpublic schools your district currently contracts with (or formally)? | | |

During the face-to-face and/or phone interviews, the researcher had recorded information by producing handwritten notes on a hardcopy of the interview protocol and audiotaping (only if given permission) the sample population (Creswell, 2009). Individuals also had the opportunity to fill out and/or make their own notes before the interview, as the researcher provided a list of questions before the interviews commenced. Verbatim transcription of any audiotape feed was only implemented if the researcher was unable to interpret the sample population contributors' answers from the handwritten notes (and/or prewritten answers).

**Data Analysis (Interview Portion)**

Nigatu (2012) explained Qualitative Data Analysis as the assortment of developments and procedures where the qualitative data that have been retrieved are put "into some form of

explanation, understanding or interpretation of the people and situations we are investigating. [Qualitative Data Analysis] is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data" (p. 24). Creswell (2013) detailed the data analysis process by encompassing tasks such as organization of the collected date, leading a preliminary read-through of the database, coding, consolidating themes, representing the data, and developing an interpretation. Creswell (2009) suggested that researchers understand data analysis as involving steps from the specific to the general while utilizing multiple levels of examination. For the purpose of this study, the researcher used a statistician and had exercised the following steps-phases for the analysis of the interview data collected from the district representatives pertaining to RQ1: Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments?; and its sub-questions:

- Organized and prepared the data for analysis (Creswell, 2009). This included transcribing interviews using NVivo 11 (QSR International, 2012), a computer-assisted qualitative data analysis software.
- Reading and creating memos-notes throughout all data (Creswell, 2013). This phase included copious note taking by the researcher and the initial identifying of framework; both explanatory, as the context was guided by the research question, and exploratory, as some of the context was guided by the data (Nigatu, 2012).
- In the next phase, which progresses beyond the initial identification of framework, the researcher launched a detailed analysis with a coding process (Creswell, 2009). According to Creswell (2013), establishing codes-categories represents the crux of

Qualitative Data Analysis. Thus, the researcher took the data collected during the interview process, then segmented sentences (and/or paragraphs), and labeled each category with an *in vivo* term (Creswell, 2009).

- The researcher will then generate the framework for descriptive analysis (Creswell, 2009). Saldaña (2013) discussed this phase as the first cycle in a coding method. In this first cycle, the researcher used the coding to create several themes-categories (Creswell, 2009).
- Once the first cycle was completed, the researcher then started the second cycle. Saldaña (2013) wrote that this second cycle involves more complicated tasks as a result of the more advance analytical skills required such as "classifying, prioritizing, integrating, synthesizing, abstracting, conceptualizing, and theory building" (p. 58).
- In the last phase of the interview data analysis, the researcher interpreted the recordings. As explained by Creswell (2013), qualitative research implicates abstracting out beyond both the codes and themes to the greater meaning of the data.

**Validity and Reliability of Interview Protocol**

Field (2013) delineated validity as the evidence in a study that allows correct inferences about the question it sought to answer or that a test measures what it set out to measure conceptually. Creswell (2009) discussed two types of threats that are ubiquitous to qualitative data: internal validity threats, and external validity threats. In this study, the research took certain precautions to preclude the possibilities of such threats by applying the following validity strategies Creswell (2009) recommended:

- Creation of a detailed interview protocol by researcher.

- Conducted a pilot study to ensure clarity and pertinence of questions, and appropriate usage and unambiguous meaning of terms and/or concepts written into the interview protocol.
- Checked for cohesion of each sample population contributor's current employment responsibilities and/ or status of involvement concerning decision making as part a student's IEP team.
- Implemented member checking for participant accuracy of any specific descriptions or themes that the researcher needed clarification.

Field (2013) defined reliability as the ability of a measure to harvest consistent results when the same units are measured under different conditions. Thus, in this study, the researcher accomplished consistencies by maintaining prolific notes-memos, the meticulous checking of all transcripts to thwart any transcription errors and implemented a steady comparison of the definition of codes (Creswell, 2009).

**Data Collecting and Protocol (Survey Portion)**

As with the semistructured interview data for the qualitative portion of this study, the surveys for the quantitative portion was also collected from a sample population that was purposely selected (Creswell, 2009). The criteria for this particular sample population were special education teachers who are currently or formerly had experience instructing students at nonpublic facilities-schools similar to that of CSA, the nonpublic school described in the literature review's environmental analysis. The physical sites for soliciting this particular sample population were purposefully targeted as well (Creswell, 2009). As stated in this chapter, according to the nonpublic school searches that were conducted on the California Association of Private Special Education Schools Web site, the CDE school directory, and a general Google

search, there are more than 20 nonpublic schools in various parts of southern California that have a description similar to CSA. Thus, the site selection for the survey portion of this case study was dependent on the list of nonpublic schools extracted from the Internet searches, and direct recommendations from the interview participants. Nonetheless, data gathering for the survey portion was not exclusively dependent on the recommendations of the district personal and was collected in unison with the researcher's qualitative (interview) data collection process.

Similar to the qualitative portion, other than identification of the sample population and physical site settings, the researcher also followed various steps to assure that the data collecting method for the survey portion was appropriate (pending IRB approval from Pepperdine University): The researcher first contacted and introduced the purpose of the survey (by e-mail, phone call, or in person) to each nonpublic schools' principal, head administrator, program director, and/or gatekeeper. Next, the researcher obtained a signed request letter for permission to conduct research from each of the nonpublic schools' gatekeeper (see Appendix E). Once a signed letter was secured from each of the nonpublic schools' gatekeeper, the researcher scheduled a date and time at each nonpublic school site to meet with the sample population, preferable at a weekly staff and/or teachers' meeting, to discuss the purpose of the survey and administer surveys. Please note that if a potential member of the sample population was not currently working at a nonpublic school site but did meet the criteria of having experience of working at nonpublic school site (specifically in southern California), a gatekeeper may not have been necessary. If that was the case, a letter (phone call or email) of introduction was communicated for each potential individual to participate as part of the sample population. The survey may have been completed by filling out a hardcopy or online format. The researcher also secured a signed letter of informed consent from each participant before he or she begins the

survey process using hardcopy or online construction (see Appendix D). Once the researcher had secured 62 completed surveys, which was dependent on time allowance, the researcher concluded soliciting surveys from the sample population. The researcher then embark on data analysis and interpretation (Creswell, 2009).

**Instrumentation (Survey Portion)**

The instrumentation for this current research (see Appendix G) has been slightly modified, in part, to assess the attitudes of only special education teachers who currently instruct, or had experience, instructing students at nonpublic schools and may be working at public school campuses that offer special day classes and/or special day programs. The original survey was created and written by Jody Rebecca Siker (2015) and was generated to measure the openness and attitudes of special and general education teachers concerning coteaching. Siker gave the researcher permission to use, change, and/or edit the original survey. According to Siker (2015), the survey was specifically established as a screener for those researchers interested "in measuring teachers' openness to the idea of coteaching" (p. 54). Siker also discussed its use as a screener for administrators concerned with implementing coteaching in their schools, as supervisors can gauge teachers' openness and deliver targeted professional development, and for the possible application of the survey as a pre-post measure to see if coteaching openness changes during an intervention or professional development.

The instrumentation used for this study's survey portion was concentrated on exclusively scrutinizing the second and third research question. There was a total of 47 survey questions which break down into approximately 20 sub sections. A Likert scale was used to measure the sample populations' opinions and attitudes regarding their openness to coteaching. This particular kind of scale is considered to be one of the most prevalent and reliable ways to

uncover degrees of opinion (SurveyMonkey, 2016). Sections 1 through 18 related to areas of Teaching certification, openness to coteaching, teaching responsibilities, responsibilities for teaching tasks during coteaching, and personal information. It is these detailed sections that specifically addressed RQ2: Are there differences in openness to coteaching among special education teachers who currently instruct, or experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience? Please see Table 4.

Table 4.

*Quantitative Survey Questions-Sections Related to RQ2*

| |
|---|
| **Teaching Certification**<br>**Sections:**<br>**#1** How many years have you been teaching, including this year? Please include your years of being the teacher of record before you were certified?<br><br>**#2** Do you have a teaching certification? Yes/No_____. If yes, what type of teaching certification do you have, please list all that apply (e.g., education specialist, multiple subjects, single subject)?<br><br>**#3** What grade level do you currently teach (please list all that apply)? Early Elementary (K-2), Upper Elementary (3-5), Middle School (6-8), High School (9-12), Post-secondary.<br><br>**#4** Are you currently working as a special education teacher at a nonpublic school? Yes/No_____.<br><br>If no, have you ever had experience working at a nonpublic school? Yes/No_____. If yes, for how long?. |
| **Openness to Coteaching**<br>**Section:**<br>**#5**<br>I don't have time to plan with another teacher.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>I don't support teacher collaboration for any reason.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>It is distracting for my students to have another teacher in the classroom.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>My teaching improves when I work with another teacher.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>When both teachers help all students, it helps end the stigma of special education.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>I feel comfortable approaching the other teacher to ask for help with students and content.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>I like getting a different perspective on teaching and learning.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__<br><br>Different teachers have different strengths so two teachers complement each other.<br>Strongly Disagree__ Disagree__ Agree__ Strongly Agree__ |
| (continued) |

**Openness to Coteaching**
**Section:**
**#6**
I feel comfortable offering suggestions to the other teacher on how to teach the students with or without IEPs.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It is difficult for me to collaborate with a teacher who has a different expertise because I am not familiar with what they teach.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I don't like it when other teachers comment on my instructional practices.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I like to be in charge of all aspects of my classroom.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I prefer not to collaborate with the teachers at my school for personal reasons.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Differences in teaching philosophy make it difficult to collaborate with other teachers.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It is disruptive for me to have another teacher in the classroom.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Sometimes another teacher has a better rapport with some of my students.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It helps me to work with a more experienced teacher.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

**Openness to Coteaching**
**Section:**
**#7**
I would co-teach with a teacher even if we have very different, often conflicting, ideas about teaching.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I am willing to compromise with another teacher, even though that means my ideas or decisions are not used sometimes.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

The other teacher fills in gaps in my knowledge on how to teach complex content to students who struggle with it.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I do not want to co-teach with a teacher who is not as effective as I am.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I am willing to co-plan with another teacher, even if we have to meet every day after school past our contract hours.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I don't have time to build a new coteaching relationship.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I would find it difficult to accommodate another teacher with a different teaching style.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__
I find it easier to teach on my own.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I like to collaborate with other teachers.
Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

(continued)

**Teaching Responsibilities**
**Sections:**
**#8**
Are you currently coteaching (please place a check by your response)? Yes_____.
No, I have never co-taught_____. No, but I have co-taught in the past_____.

**#9**
Do you want to co-teach if you were to work (or now work) on a public school campus that offer inclusive coteaching models? Yes/No_____.

**Teaching Responsibilities**
**Sections:**
**# 10**
Please rank the following collaborative teaching models from one (your least favorite) to six (your favorite). Please think of your ideal collaborative teaching situation, not necessarily your current or previous collaborative situation.

_____ No Coteaching

_____ Alternative Teaching: The majority of the students remain in a large group setting, but some students work in a small group for pre-teaching, enrichment, re-teaching, or other individualized instruction. The small group meets in the same room or can be pulled out to work with one of the teachers.

_____ Parallel Teaching: Class is split into two heterogeneous groups, so each teacher instructs half of the class on the same material.

_____ Team Teaching: Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management. They both teach the whole group at the same time.

_____ One Teaching, one Supporting: One teacher plans and instructs, and one teacher provides adaptions and other support as needed.

_____ Station Teaching: Student groups rotate through stations, some that have one teacher and some that offer independent work. Teachers teach different material to small groups and both teachers eventually teach every student.

**Responsibilities for Teaching Tasks during Coteaching**
**Sections:**

**#11**
If you were to co-teach, who would have the responsibility to plan lessons?
_____ My full responsibility
_____ My responsibility with the other teacher
_____ Equal Responsibility
_____ The responsibility of the general education teacher with my help
_____ The other teachers full responsibility

**#12**
If you were to co-teach, who would have the responsibility to lead the classroom discussions?
_____ My full responsibility
_____ My responsibility with the other teacher
_____ Equal Responsibility
_____ The responsibility of the general education teacher with my help
_____ The other teachers full responsibility

**#13**
If you were to co-teach, who would have the responsibility to modify the curriculum to reach struggling learners?
_____ My full responsibility
_____ My responsibility with the other teacher
_____ Equal Responsibility
_____ The responsibility of the general education teacher with my help
_____ The other teachers full responsibility

(continued)

**#14**
If you were to co-teach, who would have the responsibility to keep order in the classroom (i.e., classroom management)?
_____ My full responsibility
_____ My responsibility with the other teacher
_____ Equal Responsibility
_____ The responsibility of the general education teacher with my help
_____ The other teachers full responsibility

**#15**
If you were to co-teach, who would have the responsibilities to choose the curriculum and content?
_____ My full responsibility
_____ My responsibility with the other teacher
_____ Equal Responsibility
_____ The responsibility of the general education teacher with my help
_____ The other teachers full responsibility

**#16**
If you were to co-teach, who would have the responsibility to develop assessments or exams?
_____ My full responsibility
_____ My responsibility with the other teacher
_____ Equal Responsibility
_____ The responsibility of the general education teacher with my help
_____ The other teachers full responsibility

**Personal Information**
**Sections:**
**#17**
Year of your birth. _____

**#18**
What is your gender (please check one of the following responses)? _____ Female _____ Male _____ Other

However, the last two sections, 19 and 20 (Table 5), were created by the researcher, and were not a part of or modified from the original survey. These sections were designed to assess solely RQ3: Do special education teachers at nonpublic (segregated) campuses feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students specifically categorized with ED and/or behavior issues and who are outsourced to segregated nonpublic school campuses?

Table 5.

*Quantitative Survey Sections-Questions Related to RQ3*

| |
|---|
| **Experience in a Nonpublic School Setting Only**<br>**Section:**<br>**#19**<br>From your experience of working exclusively at a nonpublic school(s), do you feel that coteaching models at an inclusive and collaborative public school campus would be a feasible option to replace nonpublic school placement? Yes/No_____.<br><br>**#20**<br>If you answered "Yes" to the prior response, please indicate which coteaching model would be the most beneficial for students at nonpublic schools to be transitioned into at public school campuses. Please do not list your personal favorite choice in which you would prefer to teach, only list the model that you feel is most beneficial to the student. (Alternative Teaching, Parallel Teaching, Team Teaching, One Teaching-One Supporting, Station Teaching)? Please select only one model. |

With concern to survey refinement for the current instrumentation, the researcher also conducted pilot testing for the quantitative (survey) portion. Again, as with the qualitative (interview) portion, it was on the basis of convenience, access, and geographical proximity (Creswell, 2013), and the researcher did not include the sample population data (or its members) from pilot study in the case study. The assemblage of the sample population contributors for the pilot study had also met one or more of the following criteria: Special education teacher currently teaching (or with past experience teaching) at a nonpublic school or a special education teacher currently teaching (or with past experience teaching) at a public school campus.

**Data Analysis (Survey Portion)**

Field (2013) espoused that the final phase of the research process is to analyses the collected data, thus when the data are quantitative it includes observing "data graphically to see what the general trends in the data are and fitting statistical models to the data" (p. 19). Creswell (2009) instructs that the analysis process for quantitative data be accomplished by following a sequence of steps. For the purpose of this present study, the researcher conducted descriptive and inferential statistics and applied the following steps/phases by Creswell (2009) for the analysis of the survey data collected from the sample population concerning RQ2 (Are there differences in openness to coteaching among special education teachers who currently instruct, or experience

instructing, students at a nonpublic/segregated school campus amongst different levels of age, gender, educational background and years of experience?), and descriptive statistics RQ3 (Do special education teachers at nonpublic/segregated campuses feel that coteaching models/approaches at inclusive and collaborative public school campuses are feasible for students specifically categorized with emotional disturbance and/or behavior issues who are outsourced to segregated nonpublic school campuses?):

- Recorded information about the number of individuals in the sample population, and who did or did not complete a survey (respondents and nonrespondents).
- Assessed the presence of missing responses.
- Provided descriptive analysis for all data (including means, standard deviations, and range of scores).
- Identified statistical procedures for different instrument scales.
- Identified and discussed the statistics and statistical computer programs.
- Presented the results in tables and/or figures and interpreted the results.

Specifically, the researcher conducted Mann-Whitney *U* and Kruskal Wallis tests in SPSS in order to test the following hypotheses for RQ2:

Ho: There are no statistically significant differences in openness to coteaching among special education teachers who currently instruct, or experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience.

H1: There are statistically significant differences in openness to coteaching among special education teachers who currently instruct, or experience instructing, students at a

nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience.

The independent variable for the Mann Whitney *U* test was the participant's gender (male or female). The Mann Whitney *U* test tested for any statistically significant difference in mean openness to coteaching (the dependent variable) as measured by the Siker assessment tool.

Prior to conducting the analyses, the researcher assessed the presence of outliers. In order to detect outliers, standardized values were computed. Any value outside +/- 3 was deemed an outlier and removed from the analysis. Second, the normality of the data was assessed. Normality was assessed by computing kurtosis and skewness statistics as well as visual inspection of histograms. Skewness statistics outside +/-3 indicate strong non-normality. Kurtosis statistics outside +/-3 also indicate non-normality (Kline, 2005). Thirdly, there was homogeneity of variances between the two groups. The non-parametric Mann-Whitney U test was used since the assumptions for the independent t test were not met.

Kruskal Wallis tests were conducted for the independent variables age, educational background and years of experience. The researcher originally intended to conduct one way ANOVAs, however, because the assumption of normality was violated the researcher opted to conduct the nonparametric equivalent of the one way ANOVA. The non-parametric Kruskal–Wallis test was performed since the requirements for one-way ANOVA were not met.

**Validity and Reliability of Survey Instrument**

When using an existing instrument, Creswell (2009) suggested describing the established reliability and validity of previous scores obtained from past use of the instrument. Reliability is distinguished as the consistency and/or repeatability of a measure (Web Center for Social Research Methods, 2006), and validity denotes the extent to which a concept is accurately

measured in a quantitative study (Heale & Twycross, 2015). Accordingly, Siker (2015) wrote that there is evidence of unidimensionality of the construct (reliability) as a result of item fit and internal consistency of the measure, and evidence for validity with the instrument as a result of internal structure, item fit, and item by group functioning.

The original survey used for research question two was created and written by Jody Rebecca Siker (2015) and was generated to measure the openness and attitudes of special and general education teachers concerning coteaching. The reliability and validity of the instrument was tested (Siker, 2015). After deleting the overfit items, internal consistency was checked (Cronbach's $\alpha = 0.91$) to ensure reliability (Siker, 2015).This indicated that the items on this measure fit together as one unified construct (Siker, 2015). High internal consistency along with item fit suggested that the items worked as a cohesive measure of a phenomenon (Siker, 2015) Support for validity came from several sources: (a) instrument content validity, (b) response processes evidence, (c) internal structure, and (d) relationship between the measure and other variables (Siker, 2015).

**Summary**

Using a qualitative interview protocol for the sample population of the district representatives, along with a quantitative survey instrument for a separate sample population of special education teachers, the researcher collected data foundations to analyze the study's three research questions. Accordingly, the components of Chapter 3 consisted of the research design and methodology, restatement of the research questions, and the descriptions of the sample populations for both of the semi-structured interview and survey portions. Other segments of Chapter 3 included discussions concerning specific data collecting procedures, instrumentation, data analysis, validity and reliability, and the protection of human subjects. In the chapters to

follow, the researcher analyzed the qualitative and quantitative data collected and discussed the results which may ultimately speak to the practicability and/or feasibility of educating all students with disabilities through inclusive and collaborative coteaching environments to eventually lessen and/or preclude the placement of any students with special needs to more restrictive and segregated environments.

# Chapter 4: Results

## Overview

The material presented in this current chapter encompasses the results of which were systematically gathered by the researcher from both the qualitative interviews and the qualitative surveys. As with the previous methodology chapter, the presentation of this results chapter offers the findings in two distinct sections; a qualitative portion that speaks directly to the findings and summary for Research Question 1, and the quantitative portion that address the findings and summary for both Research Question 2 and Research Question 3.

## Research Question 1

The researcher sought to address one qualitative research question with this study: Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments? The qualitative data collection and analysis were designed to address Research Question 1 through interviews with five representative participants from five school districts. In this section, the results of this data analysis are presented by theme and subtheme.

## Demographics

Five people participated in qualitative interviews for this research study. Pseudonyms were used for all participants to maintain their confidentiality and that of their respective school districts (see Table 6). Four of five participants had over a decade of experience in education, and three had one to three years of experience at their current school district. Two participants were program specialists, two were school psychologists, and one was a program administrator of mental health. All participants were masters-educated in education or education-related fields like education psychology

or special education. Finally, all participants had participated in the Individualized Education Program (IEP) for students.

Table 6

*Participant Demographics*

| Participant | Job Title | Degrees and Credentials | Experience at school district | Part of IEP? |
|---|---|---|---|---|
| Bee | Program Specialist | Degree: MA in Education<br>Credentials: Mod/Sev SPED credential | 10+ years | Yes |
| Cee | School Psychologist | Degree: BA in Business, MA in Educational Psychology<br>Credentials: School psychology, school counseling, child welfare and attendance, licensed educational psychologist | 15+ years | Yes |
| Dee | School Psychologist | Degree: BA in Childhood and Adolescent Behavior, MA in Counseling<br>Credentials: early childhood education | Three years at current school district; 15+ in education | Yes |
| Fee | Program Administrator of Mental Health | MA in Educational Psychology, Educational Specialist in School Psychology; some doctoral coursework | Less than one year at current school district, six years in education | Yes |
| Tee | Program Specialist | MA in Special Education<br>Credentials: mild/moderate, administration | One year at current school district, 15 in education | Yes |

**Organization of Qualitative Data**

The researcher prepared and organized the transcribed interview text using NVivo 11 (QSR International, 2012), a computer-assisted qualitative data analysis software designed for qualitative researchers. Interviews were uploaded into NVivo and reviewed thoroughly for accuracy with the participants' statements. In the next step, the researcher made notes throughout the transcripts, which were stored in NVivo as memos and annotations and linked to the respective transcripts. This process was guided by the research questions, and new concepts contained within the data were noted. In the next step, the researcher began line-by-line coding of the transcripts, highlighting and saving notable passages of text related to the research questions and these concepts in the data identified in the previous step. These passages were

saved as codes in NVivo and were given a descriptive label or *in vivo* term. Using these codes, the researcher began the first cycle of coding (Saldaña, 2013), whereby larger categories, the themes, were created from these codes. In the second cycle (Saldaña, 2013), the researcher reviewed all codes and themes using classification, integration, and other analytical tools to ensure that proper placement of codes and themes and that all data were accurately captured in this overall conceptual thematic framework. This thematic structure is presented in Table 7. Finally, the results were interpreted and presented in later sections of this chapter.

Table 7

*Thematic Structure*

| Theme | Subthemes |
|---|---|
| A. School District Provides Inadequate Support for Teachers in Coteaching Classrooms | (A1) Lack of teacher training,<br>(A2) lack of resources for teachers,<br>(A3) lack of support to accommodate variety of needs,<br>(A4) coteaching classrooms may not be offered as an option at some schools |
| B. Negative Aspects of Segregated Placements (nonpublic schools, special day classrooms on public school campuses) | (B1) Separation and isolation,<br>(B2) costs associated with specialized instruction at nonpublic schools,<br>(B3) internalized stigma of students,<br>(B4) distance of nonpublic schools from students' home/residence |
| C. Positive Aspects of Segregated Placements (nonpublic schools, special day classrooms on public school campuses) | (C1) Individualized instruction for varying ability levels,<br>(C2) supervision (higher staff to student ratio),<br>(C3) staff with specialized training |

## Results

Three themes, each with supporting subthemes, were developed through qualitative data analysis. These themes were: (a) inadequate support for teachers in coteaching classrooms, (b) negative aspects of segregated placements, and (c) positive aspects of segregated placements.

**Theme A: Inadequate support for teachers in coteaching classrooms.** Four participants described the lack of support that they felt for their coteaching classrooms. The

statements that participants made fell into four smaller categories, or subthemes: lack of teacher training, lack of resources for teachers, lack of support to accommodate a variety of needs, and coteaching classrooms not offered at some schools.

**Subtheme A1: Lack of teacher training.** Two participants provided information leading to the creation of this subtheme. Cee shared that coteaching does not always work because teachers do not always have the training required for successful coteaching. Cee said that coteaching is least successful when the teachers "do not have any real training on how to successfully co-teach." Furthermore, Cee felt that teachers "may not have the adequate training to implement a coteaching model successfully." Dee also believed that there was a lack of training for teachers in a coteaching classroom. Dee shared that the coteaching classrooms might not work because the general education teachers might lack the training necessary to work with special education teachers, and that both may "lack training on how to both creatively collaborate."

**Subtheme A2: Lack of resources for teachers.** One participant discussed the lack of resources available to teachers in coteaching classrooms. This participant thought that co-teachers lacked support was in terms of resources available to them to provide the best possible instruction for their students. Fee believed that one reason why his/her school district was unable to meet the needs of students with disabilities in coteaching classrooms was due to the lack of available resources. Fee felt that there were inadequate resources both in terms of a lack of teachers who could provide instruction in coteaching classrooms but also in terms of monetary resources. Of this two-fold problem, Fee said, "I think one lends itself to another; you know, if there's no money, you can't hire staff."

**Subtheme A3: Lack of support to accommodate variety of needs.** Two participants believed that they did not receive enough support to meet the myriad needs of their special education students in coteaching classrooms. Cee believed that some of the general education teachers may not have the knowledge needed to support special education teachers in addressing the needs of special education students with a range of needs. Because of this, Cee felt that this could have a negative impact on students because "they might not always get the help and support and modification/accommodations that they are in need of."

Tee also shared the challenge of meeting these unique needs, stating:

> Some students are over-stimulated by too many students in one classroom. Some students' behavioral challenges are too dangerous to stay within a coteaching classroom. Some students do not have the ability, due to their ability, to process information in a way that allows them to meaningfully participate with the coteaching environment.

**Subtheme A4: Coteaching classrooms not offered at some schools.** Two participants said that there were no coteaching classrooms in their school districts. There are currently no coteaching classrooms offered in Bee's school district. Despite this, he felt that coteaching classrooms might help special and general education teachers because they would have to learn to work together, but that the drawbacks would be addressing a variety of needs of each special education student. Dee also stated that coteaching classrooms were unavailable at his school, though he thought that he had seen a One Teaching, One Supporting model of coteaching used rarely in his district. He said that, overall, "coteaching hasn't been emphasized by my district."

**Theme B: Negative aspects of segregated placements.** All five participants described the challenges segregated placements for special education students imposed on students,

parents, and school districts. This theme captures these negative aspects of segregated placements and contains four subthemes: separation and isolation, costs associated with specialized instruction at nonpublic schools, internalized stigma of students, and distance of nonpublic schools from students' homes/residences.

**Subtheme B1: Separation and isolation.** Three participants shared their concerns about segregated placements and their impacts on students vis-à-vis feelings of separation and isolation from their peers. Bee was concerned that special education students attending segregated schools lacked "integration with general student population," something that Bee felt might benefit them regarding socialization. Cee also felt that segregated placements did not receive the benefits of socializing with their peers and "learning from that integration." Cee shared that time away from so-called typical peers meant that special education students did not receive modeling from those peers that might help mainstream them a bit more. Tee also shared these concerns. Tee saw that special education students lacked "opportunities for students to engaged in peer interactions within he home community," and that these students may not have options for extracurricular activities that would help them integrate.

**Subtheme B2: Costs associated with specialized instruction at nonpublic schools.** The cost associated with placing special education students into nonpublic, or segregated, schools was of concern to two participants. Bee shared that, on average, the cost incurred by the school district to send a special education student to a nonpublic school was, per student, approximately $45,000. Dee was unsure of the actual figures associated with sending a special education student to a nonpublic school but believed that it could be in the six figures per student in his school district.

**Subtheme B3: Internalized stigma of students.** Two participants shared an important concern for special education students related to segregated placements, which was that of the stigma that they might face and internalize because of this separation from their peers. Cee stated, "students feel stigmatized by being in a 'different' classroom from their peers." Similarly, Dee said, "It's always that stigma...primarily now I work with middle school students and…they, they personalize that stuff," and that this impacts special education students' perceptions of themselves, especially as they get older.

**Subtheme B4: Distance of nonpublic schools from students' home/residence.** Another drawback of segregated placements for special education students was the challenge of the distance between nonpublic schools and family homes, and especially the challenges of transportation for those students. Four participants expressed their beliefs about this. Cee expressed concern that a special education student and his/her general education siblings might attend different schools, making transportation a challenge for parents. This challenge was described somewhat differently by Fee, who said that a longer ride to school for a special education student could be a problem because if that student had had "really significant behavior challenges, that ride could be…or with anxiety…that ride could be daunting," be Fee clarified that this was not a major concern. Tee stated that, "locations [of nonpublic schools] are typically far away from the student's residence," which might mean longer bus rides for those special education students.

**Theme C: Positive aspects of segregated placements.** Despite participants identifying the drawbacks of segregated placements, and the challenges that these pose for students and parents, all five participants also identified positive aspects of these placements. These positive aspects were divided into subthemes, of which there were three: individualized instruction for

varying ability levels, greater supervision from higher staff to student ratio, and staff with specialized training.

**Subtheme C1: Individualized instruction for varying ability levels.** Two participants shared the benefits of individualized instruction for diverse learners. Dee reported that a benefit of segregated placements was "there is additional stuff you see in the classroom, such as differentiated instruction," which allowed special education teachers to focus on different ability levels that special education students operated at. Fee also said that there was a greater level of individualized instruction in segregated placements. Fee used the example of autistic students, and that these students often benefit from the individual instruction found in segregated placements.

**Subtheme C2: Greater supervision from higher staff to student ratio.** Four participants felt that there was greater supervision for students with segregated placements. Fee relayed that the lower student to teacher ratio was positive aspect of segregated placements. Additionally, Cee stated:

> I have seen students who have been in need of differentiated instruction benefit from a much smaller classroom with a much lower student to teacher ratio benefit from the instruction presented in a different way and with further instruction. I have seen behaviors better molded and shaped when there are not as many students in the classroom and more support available to intervene and address them.

Bee also shared the importance of having smaller class sizes with additional staff and teachers supporting special education students. Dee said that these segregated placements had

"more staff support than SDC classrooms," and this support came in the form of staff and teachers with better training for special education students.

**Subtheme C3: Staff with specialized training.** Three participants recognized the importance of special education students being taught by staff and teachers with specialized training, and this was a positive aspect of segregated placements. Cee said, "Oftentimes there are staff members who have specific training in behaviors, which is often not the case in a public school setting," which Cee thought was a benefit for special education students. Cee continued, stating that in addition to this specific training, "there may be additional resources readily available such as a de-escalation room, Occupational Therapy room, other recreational outlets, and hands-on therapeutic support" for special education students. Dee thought that specialized training and programs like this in nonpublic schools were also a benefit to students. Dee shared, "I like the more embedded psychological services like counseling and behavioral interventions that nonpublic schools have already in the programming." Tee felt that this was an important aspect of nonpublic schools and segregated placements as well in that "it provides an opportunity to reduce stress for the students," and provides them "all day intensive behavioral support," which public schools may not always be able to provide.

**Summary of Qualitative Data**

Three themes and associated subthemes addressed the qualitative research questions of this study. The qualitative findings suggest that not all school districts in southern California provide coteaching classrooms and those that do suffer from challenges. According to participants, these challenges include a lack of training for teachers in coteaching classrooms and a lack of support to accommodate the myriad needs of special education students. While participants described benefits of coteaching environments for students and teachers, this lack of

support can make coordinating between teachers a challenge, and some general education teachers may not be adequately equipped to work with special education students.

Segregated placements pose additional challenges for special education students and teachers. These are costly to the school district. They also present transportation challenges for parents who are responsible for transporting their special education students to a location that may be different from their general education siblings. Additionally, such segregated placements like nonpublic schools enhance special education students' stigmatization and removes them from the benefits of socialization opportunities with special and general education peers.

**Introduction of Quantitative Portion**

Following the close of the survey period, the researcher downloaded the data from SurveyMonkey for data management and analysis. The researcher examined the responses to the confidentiality item and removed the responses for five participants who declined consent to participate in the study. Two participants did not respond to the confidentiality question. Those two cases were removed from the dataset. The final dataset contained 51 cases for analysis.

**Method of Analysis**

The researcher recoded participants' responses for years of teaching experience, educational background, and age from scale variables to nominal variables to use in the analysis to compare openness to coteaching and coteaching responsibilities. Years of teaching experience was recoded into three groups: less than 10, 10 to 20, and over 20. Educational background was recoded into three groups: less than 5, 5 to 15, and over 15. Age was recoded into three groups: less than 37, 37 to 50, and over 50. The recoded variables were used in the statistical analyses to compare the dependent variables. The researcher originally intended to calculate and use one dependent variable in the analysis. However, upon review of the survey instrument the

researcher determined that the two measures assessed two separate constructs that could be defined as openness to coteaching and coteaching responsibilities. Additionally, the two constructs were assessed using two separate response scales. Openness to coteaching was assessed on a Likert type response scale ranging from strongly disagree to strongly agree, while coteaching responsibilities was assessed using a Likert response scale ranging from my full responsibility to the other teacher's full responsibility. Responses for openness to teaching and coteaching responsibility items were averaged to create scores. These scores were treated as scale level variables in the analysis. The researcher assessed the presence of statistically significant differences in the two dependent variables by age, gender, educational background, and years of experience. Year of birth responses were placed into three groups: 37 or less, 37 to 50, and over 50. This variable was used as age in the analyses and treated as a categorical variable. Gender was treated as a dichotomous, categorical variable in the analysis. Educational background was assessed as type of credential participants held. Participants' responses were placed into groups: 1 – Education Specialist (other than Mild-Moderate and Moderate-Severe), 2 – Severity (i.e., Mild-Moderate and Moderate-Severe), 3 – Other (including Clear Education, Special Education, Substitute, 30-day emergency). This variable was treated as a categorical variable in the analysis. Finally, years of experience was placed into three groups: 10 or less, 10 to 20, and over 20. This variable was treated as a categorical variable in the analysis.

Prior to conducting the analyses, the researcher assessed outliers and normality in the data. Standardized values were calculated for openness to coteaching and coteaching responsibilities. Standardized values greater than 3.29 units from the sample mean were considered outliers (Tabachnick & Fidell, 2013). No outliers were assessed for either variable. Descriptive statistics were calculated of the variables, including skewness and kurtosis.

Skewness and kurtosis values, in addition to histograms, were assessed to determine if the variables were normally distributed. The mean openness to coteaching score was 2.65 (*SD* = 0.18). The mean coteaching responsibilities score was 2.90 (*SD* = 0.20). Skewness values greater than or equal to 2 and kurtosis values greater than or equal to 3 were indicative of a non-normal distribution (Westfall & Henning, 2013). None of the values exceeded the extreme values. Further examination of the histograms for openness to coteaching and coteaching responsibilities scores indicated that the data likely followed a normal distribution and was unlikely to produce outliers. Table 8 presents descriptive statistics for openness to coteaching and coteaching responsibilities.

Table 8

*Descriptive Statistics for Openness to Coteaching and Coteaching Responsibilities (N = 51)*

| Variable | *M* | *SD* | *n* | Skewness | Kurtosis |
|---|---|---|---|---|---|
| Openness to Coteaching | 2.65 | 0.18 | 48 | 0.16 | 0.20 |
| Coteaching Responsibilities | 2.90 | 0.20 | 49 | 0.17 | 1.33 |

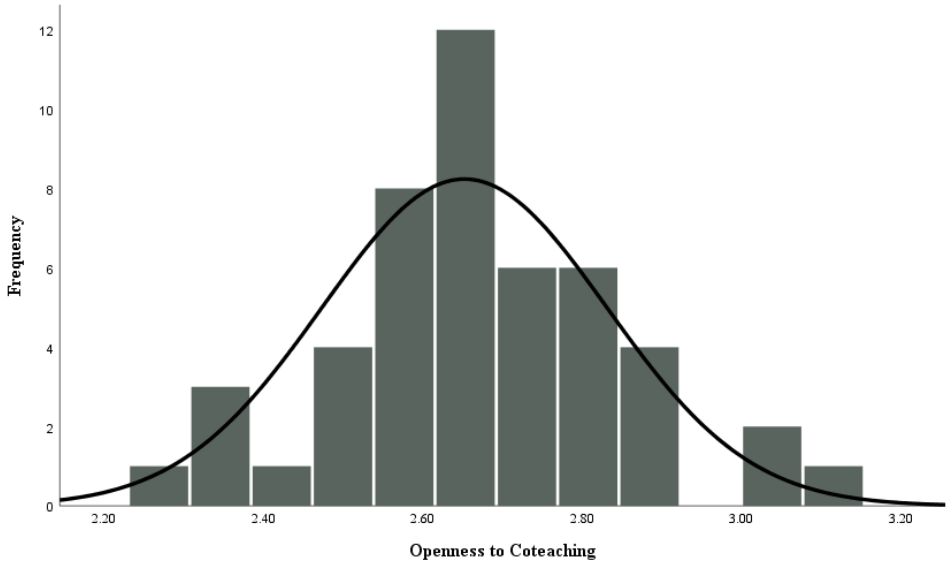


*Figure 5.* Histogram for openness to coteaching (*n* = 48).

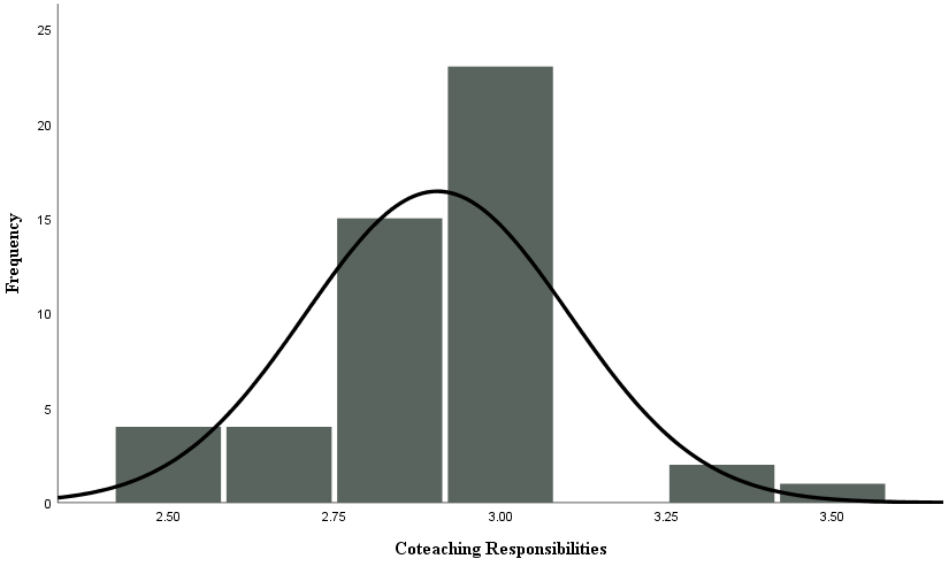


*Figure 6.* Histogram for coteaching responsibilities ($n$ = 49).

**Research Question 2**

The researcher conducted two Mann-Whitney *U* tests to assess differences in openness to coteaching and coteaching responsibilities scores by participants' gender. The result of the test for openness to coteaching was not statistically significant, $U = 284$, $z = -0.18$, $p = .857$. The researcher failed to reject the null hypothesis and concluded that openness to coteaching was similar across male and female participants. For coteaching responsibilities, the results of the analysis were not statistically significant, $U = 267$, $z = -0.40$, $p = .692$. The researcher also failed to reject the null hypothesis and concluded that perceptions related to coteaching responsibilities were similar across male and female participants. Table 9 presents the results of the Mann-Whitney *U* tests for openness to coteaching and coteaching responsibilities by gender. Figures 7 and 8 present the means for openness to coteaching and coteaching responsibilities by gender.

Table 9

*Mann-Whitney U test for the Difference Between Openness to Coteaching and Coteaching Responsibilities (N = 51)*

| | Mean Rank | | | | |
|---|---|---|---|---|---|
| Variable | Female | Male | *U* | *z* | *p* |
| Openness to coteaching | 24.79 | 24.05 | 284.00 | -0.18 | .857 |
| Coteaching responsibilities | 24.40 | 25.95 | 267.00 | -0.40 | .692 |

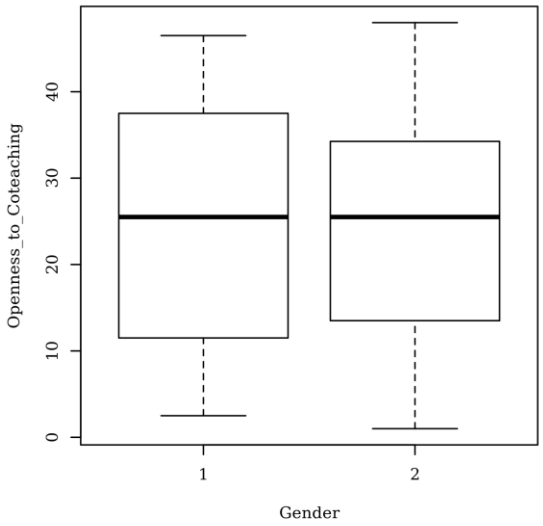


*Figure 7*. Ranks of openness to coteaching by gender (*n* = 48).

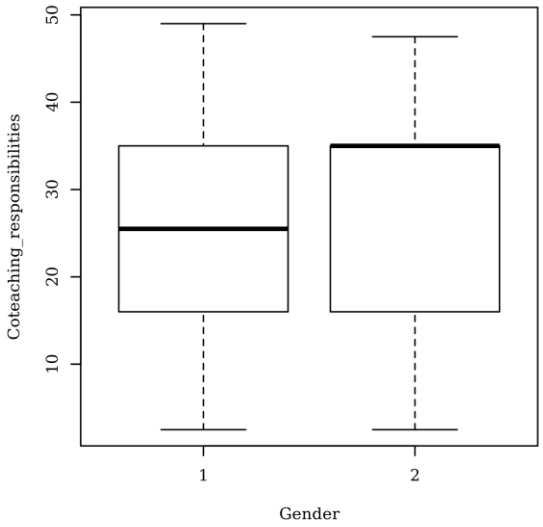


*Figure 8.* Ranks of coteaching responsibilities by gender (*n* = 49).

The researcher conducted Kruskal Wallis tests to assess differences in openness to coteaching and coteaching responsibilities by years of teaching experience, educational background, and age. The results of the Kruskal Wallis indicated that there were no statistically significant differences in openness to coteaching and perceptions of coteaching responsibilities by years of experience, educational background, and age. The findings suggested that neither length of teaching career, educational background, nor age provided a statistically significant influence on participants' openness to coteaching and coteaching responsibilities. Table 10 presents the results of the Kruskal Wallis tests for openness to coteaching and coteaching responsibilities by years of teaching experience, educational background, and age. No post hoc comparisons were conducted since there were no statistically significant findings in the Kruskal Wallis tests.

Table 10

*Kruskal Wallis Tests for Openness to Coteaching and Coteaching Responsibilities by Years of Teaching Experience, Educational Background, and Age (N =51)*

| Term | $\chi^2$ | *df* | *p* |
|---|---|---|---|
| Openness to coteaching | | | |
| Years of teaching experience | 2.89 | 2 | .236 |
| Educational background | 6.33 | 3 | .097 |
| Age | 4.57 | 2 | .102 |
| Coteaching responsibilities | | | |
| Years of teaching experience | 1.13 | 2 | .569 |
| Educational background | 2.26 | 3 | .520 |
| Age | 0.53 | 2 | .766 |

**Research Question 3**

To address Research Question 3 the researcher calculated frequencies and percentages for feasibility of coteaching models to replace nonpublic school placement and what coteaching

model is most beneficial for students at nonpublic schools. Although the responses for feasibility of coteaching models to replace nonpublic school placement, slightly over half the respondents did not believe the models were feasible ($n$ = 27, 53%). Of the 25 participants who indicated which model they believe would be most beneficial, team teaching was the most frequently identified model ($n$ = 11, 22%). Table 11 presents the frequencies and percentages for the Research Question 3 items.

Table 11

*Frequencies and Percentages for Research Question 3 Items (N = 51)*

| Variable | *n* | *%* |
|---|---|---|
| Feasibility of coteaching models to replace nonpublic school placement | | |
| Yes | 24 | 47.06 |
| No | 27 | 52.94 |
| Coteaching model that is most beneficial for students at nonpublic schools | | |
| Alternative teaching | 1 | 1.96 |
| Parallel teaching | 2 | 3.92 |
| Team teaching | 11 | 21.57 |
| One teaching-one supporting | 2 | 3.92 |
| Station teaching | 9 | 17.65 |
| Not answered | 26 | 50.98 |

*Note.* Due to rounding errors, percentages may not equal 100%.

**Summary of Quantitative Portion**

Quantitative data from a sample of teachers was collected and analyzed to assess differences in openness to coteaching and coteaching responsibilities by age, gender, educational background, and years of teaching experience. The feasibility of coteaching models to replace nonpublic school placement and which coteaching model teachers perceived to be most feasible was also assessed. The results of the analyses indicated that participants age, gender, educational background, and years of teaching experience did not influence openness to coteaching and coteaching responsibilities. Participants' responses were similar across all categories of age,

gender, educational background, and years of teaching experience. The researcher failed to reject the null hypotheses and concluded that any differences present in the scores were due to chance. Participant's responses were almost evenly split regarding the feasibility of coteaching models. Slightly more participants, however, felt that the coteaching model was not a feasible alternative to nonpublic school placements. Of the responses for coteaching model that would be most beneficial for students at nonpublic students, many teachers indicated that a team teaching model is most beneficial.

In the following Chapter 5, the researcher scrutinizes the findings of both the qualitative and quantitative portions and discusses the results which may ultimately speak to the practicability and/or feasibility of educating all students with disabilities through inclusive and collaborative coteaching environments. Additional components of Chapter 5 include similarities, contrasts, and new contributions to the literature as previously evidenced in Chapter 2, conclusions, implications, along with recommendations for future research and methodological enhancements.

# Chapter 5: Discussion

## Overview

In this final chapter, the researcher will first reiterate the purpose of the study, restate the research questions, then discuss and summarize key findings of both the qualitative and quantitative portions of the results chapter. Next, the researcher will assess the similarities and disparities of the study's prior literature review, as well as discuss any new contributions this study has made to the existing catalogue of information. To conclude, the researcher will draw conclusions, position suggestions and implications, and offer recommendations for future research and methodological enhancements. Lastly, the researcher will articulate recommendations for future education policy and its practicing members with concern to the practicability of educating all students with disabilities through inclusive and collaborative coteaching environments.

## Purpose of the Study

The purpose of this mixed-methods case study was first to disclose the chief reasons for such failure on the part of a plethora of public school districts in southern California to facilitate the needs of certain students characterized with ED and/or another disability who also display behavior issues in inclusive and collaborative environments. Failure on the part of public school districts to facilitate these students at their home school commonly translates to a change of placement for that student to another school with a more restrictive and segregated environment. The research involved with this case study extracted the opinions and/or explanations for the inability of public school districts to facilitate all of their students (with ED and behavior issues) by interviewing specific district representatives who are a part of the decision-making process to place students in more restrictive and segregated environments.

Second, this study investigated the preliminary openness of collaboration through coteaching (Siker, 2015) from the perspective of teachers who currently instruct, or had experience instructing, students at a nonpublic school campus. The analysis of data extracted from the interview process of the district representatives along with the survey data from the teachers ultimately speak to the practicability and/or feasibility of educating all students with disabilities in an inclusive and collaborative environment through coteaching to eventually lessen and/or preclude the placement of any students with special needs to more restrictive and segregated environments.

**Research Questions**

According to Creswell (2009), a mixed-methods study may perhaps include numerous types of research questions that can be presented in various forms, written either separately, or in a singular question that "reflects the procedures or content, and do not include separate quantitative and qualitative questions" (p.139). This study's three research questions included both a separate and centralized qualitative question (RQ1), and separate centralized quantitative questions (RQ2 and RQ3); therefore, the following research questions have guided this study:

**Research Question 1.** Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments?

**Research Question 2.** Are there differences in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience?

**Research Question 3.** Do special education teachers at nonpublic (segregated) campuses feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students specifically categorized with ED and/or behavior issues and who are outsourced to segregated nonpublic school campuses?

## Summary of Key Findings and Comparison of Results to Literature

**Qualitative: Research Question 1.** The researcher sought to address one qualitative research question with this study: Why are certain public school districts in southern California unable to facilitate the special needs of all (if any) of their students characterized with ED, or any other categorized disability that also displays behavior issues in inclusive and collaborative coteaching environments? The qualitative data collection and analysis were designed to address Research Question 1 through interviews with five representative participants from five school districts. The results of this data analysis were presented by the following major themes: (a) inadequate support for teachers in coteaching classrooms, (b) negative aspects of segregated placements, and (c) positive aspects of segregated placements. Subthemes resulting from each of the three major theme areas will also be discussed in comparison to relevant literature in Chapter 2.

**Theme A: Inadequate support for teachers in coteaching classrooms.** Four participants described the lack of support that they felt for their coteaching classrooms. The statements that participants made fell into four smaller categories, or subthemes: lack of teacher training, lack of resources for teachers, lack of support to accommodate a variety of needs, and coteaching classrooms not offered at some schools. The specific theme of inadequate support for teachers in coteaching classrooms and/or inclusive environments is evidenced by existing literature in Chapter 2 and is discussed below in detail through its four subthemes: (A1) Lack of

teacher training, (A2) lack of resources for teachers, (A3) lack of support to accommodate variety of needs, and (A4) coteaching classrooms may not be offered as an option at some schools.

**Subtheme A1: Lack of teacher training.** Two participants provided information leading to the creation of this subtheme. One participant shared that coteaching does not always work because teachers do not always have the training required for successful coteaching, and that coteaching is least successful when the teachers "do not have any real training on how to successfully co-teach." Another participant felt that teachers "may not have the adequate training to implement a coteaching model successfully," and believed that there was a lack of training for teachers in a coteaching classroom. That same participant also communicated that the coteaching classrooms might not work because the general education teachers might lack the training necessary to work with special education teachers, and that both may "lack training on how to both creatively collaborate." Literature has also specified that several proponents of self-contained classroom settings have responded to the trend toward inclusion by voicing several questions regarding teacher support and collaboration, "The concern becomes whether or not general education teachers have the necessary skills to scaffold support within their classrooms and whether the system supports collaboration with special educators" (McCray & McHatton, 2011, p. 135). The same researchers also wrote of the lack in documented pedagogy utilized to train teacher candidates for collaboration/inclusion and commented that the findings were of no surprise since research "…showed that less than one-third of early career general educators reported receiving pre-service training in collaboration, the area that had the greatest effect on their sense of efficacy in working with [students with disabilities]" (p. 136).

**Subtheme A2: Lack of resources for teachers.** One participant discussed the lack of resources available to teachers in coteaching classrooms. This participant believed that coteachers lack of support was in terms of resources available to them to provide the best possible instruction for their students. The participant believed that one reason why his/her school district was unable to meet the needs of students with disabilities in coteaching classrooms was due to the lack of available resources. The participant felt that there were inadequate resources both in terms of a lack of teachers who could provide instruction in coteaching classrooms but also in terms of monetary resources. Of this two-fold problem, the participant said, "I think one lends itself to another; you know, if there's no money, you can't hire staff."

The Leatherman (2007) study regarding teachers' perceptions about inclusion ultimately found, "The teachers express positive feelings about the inclusive classroom, but they convey the need for more training or workshops to better meet the individual needs of children with disabilities" (p. 607). Although (as previously mentioned) Leatherman and Niemeyer (2005) argued for the inclusion of students with disabilities, they also conceded that for inclusion to be successful, "several factors are important: (a) qualified personnel, (b) available support services, (c) adequate space and equipment to meet the needs of all children, and (d) positive teacher attitude toward inclusion" (p. 23). According to Leatherman (2007), personnel issues are also a primary theme with regard to the achievement of productive programs, "Teachers in early childhood inclusive programs strongly indicated that an adequate number of staff was important to a successful inclusive program" (p. 595). Leatherman then stated, "A second personnel issue was appropriate teacher preparation, which included coursework and inclusive practicum experiences" (p. 595).

Leatherman (2007) also illustrated a description of other supportive needs (for accommodations), "The adequacies of resources, such as materials, equipment, and physical accommodations, were also factors to successful inclusion" (p. 594). In a Rodriguez et al. (2012) study, the researchers discussed factors that influence teacher attitude (concerning the perception of resources); the study involved at least 1,430 teachers with experience in inclusive settings. "Three types of resources were deemed necessary: training, support from a team of experts, and support in the classroom" (p. 1).

**Subtheme A3: Lack of support to accommodate variety of needs.** Some participants believed that they did not receive enough support to meet the myriad needs of their special education students in coteaching classrooms. One participant believed that some of the general education teachers may not have the knowledge needed to support special education teachers in addressing the needs of special education students with a range of needs. Because of this, the participant felt that this could have a negative impact on students because "they might not always get the help and support and modification/accommodations that they are in need of." Another participant shared the challenge of meeting these unique needs, stating that some "…students are over-stimulated by too many students in one classroom. Some students' behavioral challenges are too dangerous to stay within a coteaching classroom." The same participant went on to say, "Some students do not have the ability, due to their ability, to process information in a way that allows them to meaningfully participate with the coteaching environment." Accordingly, the literature does support the sentiments expressed by the participants.

The literature cites that supporters of self-contained classrooms and segregated campus settings often espouse that learning through socialization is not the most practical avenue for students with disabilities. Chesley and Calaluce (1997) stated, "The professional literature is

devoid of documentation in support of the argument that full inclusionary programs improve the cognitive development of students with disabilities" (p. 489). Regarding other issues of inclusion, proponents of self-contained classroom settings have responded to the trend toward inclusion by voicing several questions regarding teacher preparedness. Avramidis and Norwich (2002) reported that studies from the American educational system "have suggested that general educators have not developed an empathetic understanding of disabling conditions, nor do they appear to be supportive of the placement of special needs learners in their regular classrooms" (p. 133). The researchers also discussed the reason for reaching such a conclusion, "This can be explained by the fact that integration had often been effected in an *ad hoc* manner, without systematic modifications to a school's organization, due regard to teachers' instructional expertise, or any guarantee of continuing resource provisions" (Avramidis & Norwich, 2002, p. 133).

**Subtheme A4: Coteaching classrooms not offered at some schools.** Two participants said that there were no coteaching classrooms in their school districts. However despite this, one of the participants felt that coteaching classrooms might help special and general education teachers because they would have to learn to work together, but that the drawbacks would be addressing a variety of needs of each special education student. Another participant also stated that coteaching classrooms were unavailable at his school, though he/she thought that they had seen a One Teaching, One Supporting model of coteaching used rarely in his/her district. They said that, overall, "coteaching hasn't been emphasized by my district." As the literature demonstrates, it is important to remember that the Individuals with Disabilities Act [IDEA] does not include any stipulations that dictate placement in a self-contained class" (p. 15), nor does it mandate coteaching classrooms. And although Lohman (2011) stated that the legislation does

indeed recognize the necessity for students to be in the suitable LRE, he goes further by explaining that legislators have established that "inclusive classroom place is not appropriate for every student, and that school districts must have a 'continuum of placement available.' This continuum encompasses inclusive classroom placement to residential placement to accommodate the individual needs of children with disabilities" (p. 15).

The continuum of placement for the LRE can best be described by using the cascade model by Deno (1970), as Deno arranged the outline for scholastic guidelines regarding special education delivery and services (Shepard, 2012). The word cascade "is used because the services identified in the cascade move from the most fully integrated (i.e., the regular school system) to the least integrated (i.e., a fully segregated school or residential institution)" (Cengage Learning, 2010, para. 1). Deno (1994) wrote that the diagram/model "was developed within the system through joint discussion of regular and special education personnel on how the district could move toward less segregated, more socially inclusive support of the needs of failure-vulnerable children than had existed in the past" (p. 382). Deno (1994) also expressed that the levels of integration mirror the channel from the least restrictive to a more additional restrictive environment.

**Theme B: Negative aspects of segregated placements.** All five participants described the challenges segregated placements for special education students imposed on students, parents, and school districts. This theme captures these negative aspects of segregated placements and contains four subthemes: separation and isolation, costs associated with specialized instruction at nonpublic schools, internalized stigma of students, and distance of nonpublic schools from students' home/residence.

**Subtheme B1: Separation and isolation.** Three participants shared their concerns about segregated placements and their impacts on students vis-à-vis feelings of separation and isolation from their peers. One participant was concerned that special education students attending segregated schools lacked "integration with general student population," something that the participant felt might benefit them regarding socialization. Another participant also felt that segregated placements did not receive the benefits of socializing with their peers and "learning from that integration" and shared that time away from so-called typical peers meant that special education students did not receive modeling from those peers that might help mainstream them a bit more. Yet another participant also shared these concerns and saw that special education students lacked "opportunities for students to engaged in peer interactions within the home community," and that these students may not have options for extracurricular activities that would help them integrate.

Friend et al. (2010) concluded that coteaching translates into a metaphor of how intensely education is transitioning by blurring the familiarized boundaries that separated students with disabilities from their peers. Dinsmoor-Case (1992) stated, "Because the child, not the system, is defined as the problem, children remain dependent on special education. We are caught in a self-perpetuating system of dependence on special education and are hard-pressed to break the cycle" (p. 33). The author then shared the practice of coteaching as a preview to illustrate how systems thinking can make a difference. Longtime advocates of inclusive classroom settings have often used some features of recognized learning theories as a base argument for inclusive practices; many proponents argue for the social constructivist theory, which "states that our knowledge is shaped or constructed through the social influences and interactions within our environment. In

other words, we understand our environment through social interactions and how we interpret those interactions with others" (Leatherman, 2007, p. 595).

**Subtheme B2: Costs associated with specialized instruction at nonpublic schools.** The cost associated with placing special education students into nonpublic, or segregated, schools was of concern to two participants. One participant shared that, on average, the cost incurred by the school district to send a special education student to a nonpublic school was, per student, approximately $45,000. Another participant was unsure of the actual figures associated with sending a special education student to a nonpublic school but believed that it could be in the six figures per student in his school district.

On the national level "total expenditures for public elementary and secondary schools in the United States in 2013–14 amounted to $634 billion, or $12,509 per public school student enrolled in the fall…" (National Center for Education Statistics, 2017, p.1). The average cost of education in California for a public school student was approximately $9,407 in 2009 per school year (Public Policy Institute of California, 2012), and stayed relatively close to that dollar amount for the next several years. In 2014, EdSource (2017) however reported that the cost was approximately $8,694, and according to Kaplan (2017), "…California schools spent $10,291 per K-12 student in 2015-16, which is about $1,900 less than the $12,252 per student spent by the nation as a whole" (p. 1).

At CSA (the case study school referenced in the literature review), the average cost of attendance for an individual student was, at the very least, $34,000 per school year (CSA Therapist-Counselor X, personal communication, February 3, 2015). Thus, school districts would have financially benefited from facilitating the students who qualified for special education at the pupil's home school, which is exclusively dependent on the student's home

address, since the special education teachers, paraprofessionals, teacher assistants, school counselors, psychologists, and other related services staffs are already in place and receiving a salary. Shepard (2012) also commented that the public schools would profit from inspecting ways to limit nonpublic school assignments by generating programs within public schools that speak to facilitating severe maladaptive behaviors. In southern California, Eisenberg (2014) conducted a study for the purpose of examining the features associated with contracting out students with ED to nonpublic schools. The researcher specifically used a transaction cost economics theory (TCE) to scrutinize the economic relationship between school districts within a SELPA and two nonprofit therapeutic day schools. Eisenberg's (2014) findings concluded, "Decisions to outsource whole school models for students with mental health needs are currently inefficient, and influenced by opportunism, family means, and access to advocacy" (p. 6).

**Subtheme B3: Internalized stigma of students.** Two participants shared an important concern for special education students related to segregated placements, which was that of the stigma that they might face and internalize because of this separation from their peers. One participant stated, "students feel stigmatized by being in a 'different' classroom from their peers." Similarly, another participant said, "It's always that stigma...primarily now I work with middle school students and…they, they personalize that stuff…," and that this impacts special education students' perceptions of themselves, especially as they get older. Lohman (2011) discussed that supporters of inclusive environments have emphasized that self-contained environments tend to highlight the social dissimilarities of students through the deprivation of regular social interaction. Lohman (2011) went on to write that those who follow Vygotsky's (1978) theory of social development have held that including children with special needs alongside their peers in the general education setting permits frequently more interactions to fall

within the zone of proximal development, "a key element in social development. These interactions within the inclusive learning environment allow for enhanced learning" (Lohman, 2011, p. 7). Furthermore, Udvari-Solner and Thousand (1996) specified, "Constructivism challenges the assumptions and practices of reductionism that have pervaded educational practices for generations. In a reductionist framework effective learning can only take place in a rigid, hierarchical progression" (p. 5). Following along the same path as the social constructivist theory (of learning from others through social influences), Leatherman and Niemeyer (2005) argued that inclusive classroom settings are not only a benefit for students with disabilities, "but at the same time, children without disabilities are more aware of differences between people and display more comfort around a person with a disability" (p. 23).

Dissimilarly, those who champion self-contained classrooms and segregated campus settings often promote that learning through socialization is not the most useful prospect for students with disabilities, and there is a lack documentation that encourages that full inclusionary programs advance the cognitive development of students with disabilities (Chesley & Calaluce, 1997). Kauffman, Bantz, and McCullough (2002) confidently sanctioned that separation from the conventional general education environment is sometimes indispensable "for educators to develop and maintain the nature and intensity of instruction and support needed by some students" (p. 167).

**Subtheme B4: Distance of nonpublic schools from students' home/residence.** Another drawback of segregated placements for special education students was the challenge of the distance between nonpublic schools and family homes, and especially the challenges of transportation for those students. Four participants expressed their beliefs about this. One of the participants expressed concern that a special education student and his/her general education

siblings might attend different schools, making transportation a challenge for parents. This challenge was described somewhat differently by another, who said that a longer ride to school for a special education student could be a problem because if that student had "really significant behavior challenges, that ride could be…or with anxiety…that ride could be daunting…". Another participant stated that, "locations [of nonpublic schools] are typically far away from the student's residence," which might mean longer bus rides for those special education students.

Although there is minimal literature on this theme of distance, one of the unfortunate disadvantages that accompany nonpublic schools is frequently the long travel time the students must endure each day (both to and from). According to CSA, it was not unusual for students to average a 45-minute van-bus ride both to and from school each day, as the school held contracts with districts outside the immediate surrounding cities such as Whittier, Huntington Beach, Fullerton, Orange, and many others (CSA Administrator X, personal communication, March 30, 2017).

**Theme C: Positive aspects of segregated placements.** Despite participants identifying the drawbacks of segregated placements, and the challenges that these pose for students and parents, all five participants also identified positive aspects of these placements. These positive aspects were divided into subthemes, of which there were three: individualized instruction for varying ability levels, greater supervision from higher staff to student ratio, and staff with specialized training.

**Subtheme C1: Individualized instruction for varying ability levels.** Two participants shared the benefits of individualized instruction for diverse learners. One participant reported that a benefit of segregated placements was "there is additional stuff you see in the classroom, such as differentiated instruction," which allowed special education teachers to focus on different

ability levels that special education students operated at. Another participant also said that there was a greater level of individualized instruction in segregated placements, and used the example of autistic students, and that these students often benefit from the individual instruction found in segregated placements.

Parallel to the previous Subtheme A3 (Lack of support to accommodate variety of needs), the literature discloses that enthusiasts of self-contained classrooms and segregated campus settings often advocate the following: Learning through socialization may not be the most reasonable avenue for students with disabilities as the literature is scarce with support for the argument that inclusive settings/programs advance the cognitive development of students with disabilities (Chesley & Calaluce, 1997), issues of teacher preparedness in the inclusive settings and if the system supports collaboration with special educators (McCray & McHatton, 2011), and whether or not general educators have developed an empathetic understanding of disabling conditions, or if they appear to be accommodating to the placement of special needs learners in their regular classrooms (Avramidis & Norwich, 2002).

**Subtheme C2: Greater supervision from higher staff to student ratio.** Four participants felt that there was greater supervision for students with segregated placements. One of the participants relayed that the lower student to teacher ratio was positive aspect of segregated placements. Additionally, another participant stated:

> I have seen students who have been in need of differentiated instruction benefit from a much smaller classroom with a much lower student to teacher ratio benefit from the instruction presented in a different way and with further instruction. I have seen behaviors better molded and shaped when there are not as many

students in the classroom and more support available to intervene and address them.

One participant also shared the importance of having smaller class sizes with additional staff and teachers supporting special education students. Yet another participant said that these segregated placements had "more staff support than SDC classrooms," and this support came in the form of staff and teachers with better training for special education students. It is well documented in literature that segregated special education placements (whether on public or nonpublic campuses) have a substantially lower student to teacher ratio than inclusive settings (Deno, 1970; The Public School Review, 2016).

**Subtheme C3: Staff with specialized training.** Three participants recognized the importance of special education students being taught by staff and teachers with specialized training, and this was a positive aspect of segregated placements. One participant said, "Oftentimes there are staff members who have specific training in behaviors, which is often not the case in a public school setting," which the participant thought was a benefit for special education students. This participant continued, stating that in addition to this specific training, "there may be additional resources readily available such as a de-escalation room, Occupational Therapy room, other recreational outlets, and hands-on therapeutic support" for special education students. Another thought that specialized training and programs like this in nonpublic schools were also a benefit to students. The participant shared, "I like the more embedded psychological services like counseling and behavioral interventions that nonpublic schools have already in the programming." The participant felt that this was an important aspect of nonpublic schools and segregated placements as well in that "it provides an opportunity to reduce stress for the

students," and provides them "all day intensive behavioral support," which public schools may not always be able to provide.

As with the previous Subtheme C2, it is also well recognized in literature that segregated nonpublic campuses offer staff that have specialized training (CSA Administrator X, personal communication, March 30, 2017; Heward, 2009)

**Quantitative: Research Questions 2 and 3.** The researcher then sought to address two quantitative research questions with this study, the first being: Are there differences in openness to coteaching among special education teachers who currently instruct, or had experience instructing, students at a nonpublic (segregated) school campus amongst different levels of age, gender, educational background and years of experience? As demonstrated in Chapter 4, the results indicated that participants age, gender, educational background, and years of teaching experience did not influence openness to coteaching and coteaching responsibilities. Participants' responses were similar across all categories of age, gender, educational background, and years of teaching experience. The researcher failed to reject the null hypotheses and concluded that any differences present in the scores were due to chance. In comparison to the prior literature, there is little research in the area of measuring special education or general education teacher openness to coteaching and its specific models. There is even less research concerning the sentiments and measurement to the openness of special education teachers at nonpublic (segregated) environments. Thus as originally stated in Chapter 3, the instrumentation used for this research study was slightly modified (in part) to assess the attitudes of only special education teachers who currently instruct, or had experience, instructing students at nonpublic schools and may be working at public school campuses that offer special day classes and/or special day programs. The original survey was created and written by Siker (2015) and was

generated to measure the openness and attitudes of both general education teachers and special education teachers (however not at nonpublic/segregated campuses).

Siker's (2015) research specifically filled a gap in literature by concentrating on teachers' ideas about coteaching as a model, irrespective of their coteaching relationship status, "Teachers reported their thoughts about coteaching in the ideal, describing their feelings about instructing, planning, communicating, and negotiating with another teacher in a shared space" (p.48). Siker's study revealed that teachers overall (when given a choice of instructional models) wanted to share responsibility and preferred to coteach. Remarkably, however the Siker study also exposed that "even though they were open to the idea of coteaching, there were some differences based on teacher type (i.e., special or general educators) and coteaching experiences" (p. 48). In this current study, the results of the Kruskal Wallis test indicated that there were no statistically significant differences in openness to coteaching and perceptions of coteaching responsibilities by years of experience, educational background, and age. Please note, as discussed in Chapter 4, educational background was assessed as type of credential participants held, yet there was no statistically significant differences.

The last research question addressed in the study was: Do special education teachers at nonpublic (segregated) campuses feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students specifically categorized with ED and/or behavior issues and who are outsourced to segregated nonpublic school campuses? Chapter 4 evidenced that participant responses were almost evenly split regarding the feasibility of coteaching models. Slightly more participants, however, felt that the coteaching model was not a feasible alternative to nonpublic school placements. Still, of the responses for the

coteaching models that would be most beneficial for students at nonpublic students, this study indicated that the team teaching model is most beneficial.

**New Contributions to Literature**

Although there is literature with respect to overall teacher collaboration, coteaching, and models of coteaching among special and general educators (Friend et al., 2010; Goldstein, 2015; Siker, 2015), the opinions/feelings of special education teachers at nonpublic (segregated) environments concerning coteaching is minimal. Correspondingly, the past research involved with specific questions like feasibility (of facilitating) and selecting a specific coteaching model that would most benefit students with ED and/or behavior issues and who are outsourced to nonpublic school campuses is even more negligible. Consequently this study, attempted to fill some gaps by illuminating the following: Why more public school districts do not implement coteaching models to educate all students with disabilities such as ED, the openness nonpublic school teachers may (or may not) possess toward inclusive and collaborative coteaching environments, and perhaps more importantly, whether those same teachers feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students who are outsourced to nonpublic schools.

**Conclusions and Implications**

Before any conclusions can be drawn, or any implications can be quantified about lessening and/or precluding the segregated placement of student through a coteaching framework, we must first recollect that by tradition, students with disabilities had once only received academic instruction in dispersed and/or isolated classroom settings, and that special education developed as a detached system of special classes “or residential schools for children with specific categories of disability like mental retardation, emotional disturbance, or sensory

impairments" (Nevin, 2008, p. 656). Secondly, with so many emotional pleas and supplications on both sides of the inclusive setting versus self-contained/segregated settings debate, we must be cognizant of what is demanded by law, As it now stands IDEA (2004) continues to hold with reverence the nation's decree for the protection of a pupil's right to a free and appropriate public education in the LRE possible. Although the details following the LRE placement decisions are not specifically written in the federal legislation, the concept that resides behind it is crystal clear, as the legislation is "an attempt to keep special education students from being separated from the rest of the students in other programs" (Lohman, 2011, p. 6).

Friend et al. (2010) made the specific argument that "Coteaching seems to be a vehicle through which legislative expectations can be met while students with disabilities at the same time can receive the specifically designed instruction and other supports to which they are entitled" (p. 10). As well, the argument for coteaching can also be grounded in theories of learning, including Vygotsky's (1978) most notable theory of social development. Given these influences from prior literature and the findings of this current study (themes which emerged from the district representative participants, and results from surveying the opinions of nonpublic school teacher participants), the construct of examining coteaching programs on public school campuses to lessen and/or preclude students from being placed at nonpublic (segregated) schools is in need of immediate exploration. It appears that until certain individual school districts substantially increase their teacher and auxiliary staff supports, shift monetary spending, and provide strong leadership to enhance collaboration among its special and general education teachers, nonpublic school placement for some students with ED and behavior issues may be an appropriate placement.

**Recommendations for Future Research/Methodological Enhancements**

Future research should consider the following investigations (placed in order of importance per the researcher) in the area of implementing coteaching programs to lessen and/or preclude the placements of students with disabilities in nonpublic (segregated) environments:

1. Scrutinize why nonpublic school teachers may feel that a specific coteaching model is more favorable than another for facilitating students they currently teach who may transfer onto a public school campuses.
2. Explore through district self-assessments the priorities involved with either progressing/cultivating existing coteaching programs or initiating coteaching programs at districts that don't offer the model.
3. Identify and compare types of leadership models (that have been the most successful) at public school sites that currently offer collaborative coteaching programs.

The following suggestions are recommended for methodological enhancements of future research:

1. Qualitative: Expanding the sample population to include school districts beyond that of just southern California and interview at least two to three representatives from the same district for greater consistency of understanding responses and value of meanings within that individual district.
2. Qualitative: Convert the qualitative interviews questions into a quicker quantitative method/format.
3. Qualitative: Split the sample populations of the district representatives, by representatives who are employed at school districts with coteaching programs, and those representatives who work for districts that don't offer any form coteaching programs.

4. Quantitative: Expand the sample population to include a greater number participants by soliciting nonpublic school teachers at conventions, conferences, and/or associations that unite nonpublic school program directors and/or teachers.

**Policy and Practitioner Recommendations**

The researcher's recommendations are two-fold and involve change of policy, and suggestions for the leaders of both individual public school districts and nonpublic schools. First, federal and state legislation and/or regulations should perhaps require all school districts (who don't currently implement coteaching models) to self-assess their ability to offer coteaching programs within their immediate boundaries, and for those school districts who do currently implement coteaching programs, necessitate a self-assessment for expanding coteaching programs among all of their school campuses.

With regard to public and nonpublic school leaders, teacher/staff trainings (in both type of environments) should include a greater emphasize on collaboration; of course for public schools it would concentrate collaboration among special and general education teachers, and for the nonpublic schools, the focus collaboration would be among their teachers in areas of expertise of curricular knowledge and combining classrooms for socialization.

**Summary**

This mixed methods case study examined the systems thinking component of collaboration through coteaching at inclusive public school environments to facilitate the needs of special education students who are presently segregated at nonpublic schools. The literature review includes a vivid case illustration of the workings of a former nonpublic school, of which the researcher was given permission and meaningful access to pertinent information (see Appendix H), as well as the necessary background information to truly understanding how the

components of our past history, progressive learning theories, and physical environments are tied together to enhance education through collaboration. This study first analyzed qualitative data in the form of interviews from a sample population of 5 district representatives to disclose the chief reasons for such failure on the part of a plethora of public school districts in southern California to facilitate the needs of their students (characterized with emotional disturbance and/or another disability who also display behavior issues) in inclusive and collaborative environments. Secondly, this study used quantitative data compiled from surveys to investigate the preliminary openness of collaboration through coteaching (Siker, 2015) from a sample population of 51 teachers who currently instruct (or had experience instructing) students at a nonpublic school campus. And lastly, this study investigated whether that same sample population of nonpublic teachers felt that a coteaching model/approach at inclusive and collaborative school campuses are feasible for the students they currently teach (or had experience teaching) at nonpublic school environments.

The findings from this study are three-fold: First, the qualitative interviews exposed that there are considerable deficiencies among certain school districts in southern California in the effort to educate all students with disabilities on public school campuses. The following themes were developed from the responses of the district representative participants: (a) inadequate support for teachers in coteaching classrooms, (b) negative aspects of segregated placements, and (c) positive aspects of segregated placements (please note that subthemes also emerged from each of the three areas). Second, the findings from the quantitative portion revealed that participants' age, gender, educational background, and years of teaching experience did not influence openness to coteaching and coteaching responsibilities. Next for the quantitative portion, the study uncovered that participant's responses were almost evenly split regarding the

feasibility of coteaching models, however slightly more participants felt that the coteaching model was not a feasible alternative to nonpublic school placements. Lastly, the study also uncovered that the nonpublic teacher participants indicated that the most beneficial model out of all the coteaching options presented in the survey (to best facilitate their nonpublic/segregated students in a public school settings) is that of team teaching. Consequently, this study helped to fill some gaps in literature by illuminating the following: Why more public school districts do not implement coteaching models to educate all students with disabilities such as ED, the openness nonpublic school teachers may (or may not) possess toward inclusive and collaborative coteaching environments, and perhaps more importantly, whether those same teachers feel that coteaching models-approaches at inclusive and collaborative public school campuses are feasible for students who are outsourced to nonpublic schools.

In conclusion from the findings of this current study, it appears that until certain individual school districts substantially increase their teacher and auxiliary staff supports, shift monetary spending, and provide strong leadership to enhance collaboration among its special and general education teachers, nonpublic school placement for some students with ED and behavior issues may be an appropriate placement.

# REFERENCES

Avramidis, E., & Norwich, B. (2002). Teachers' attitudes toward integration/inclusion: A review of the literature. *European Journal of Special Needs Education, 17*(2), 129–147. https://doi.org/10.1080/08856250210129056

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations* (4th ed.). San Francisco, CA: Jossey-Bass.

Byrnes, M. A. (2005). *Taking sides: Clashing views on controversial issues in special education* (2nd ed.). Dubuque, IA: McGraw-Hill/Dushkin.

California Department of Education. (2012, December 12). *Special education: Services and resources.* Retrieved from http://www.cde.ca.gov/sp/se/

California Department of Education. (2015, April 23). *Private schools frequently asked questions.* Retrieved from http://www.cde.ca.gov/sp/ps/rq/psfaq.asp#A

California Department of Education. (2016, March 24). *Definition of a school.* Retrieved from http://www.cde.ca.gov/ds/si/ds/dos.asp#dospublic

California Department of Education. (2016). *Mental Health Services FAQ.* Retrieved from http://www.cde.ca.gov/sp/se/ac/mhsfaq.asp

California Legislative Information. (2007, October 10). *Ed. Code 56031, CFR Part 300.26*. Retrieved from http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=56031

California Teachers Association. (2011). *Special education resource guide*. Retrieved from http://www.uesf.org/wp-content/uploads/CTA-SPED-resource-guide.pdf

Cassell, J. A., & Nelson, T. (2010). Visions lost and dreams forgotten: Environmental education, systems thinking, and possible futures in American public schools. *Teacher Education Quarterly, 37*(4), 179-197. Retrieved from https://www.jstor.org/stable/23479466

Cengage Learning. (2010). *A cascade model of special education services from New South Wales 1998.* Retrieved from http://www.cengage.com/education/book_content/0170181812_krause/go_further/pdf/krause3e_gf_0903.pdf

Center for Parent Information and Resources. (2012). *Categories of disability under IDEA*. Retrieved from http://www.parentcenterhub.org/repository/categories/#dd

Chan, T. C., & Jarman, D. (2004). Departmentalize elementary schools. *Principal, 84*, 70–72. Retrieved from https://eric.ed.gov/?id=EJ693835

Chesley, G. M., & Calaluce, P. D. (1997). The deception of inclusion. *Mental Retardation, 35*(6), 488–90. https://doi.org/10.1352/0047-6765

Clark, R. (1992). French colonial policy and the education of women and minorities: Louisiana in the early eighteenth century. *History of Education Quarterly, 32*(2), 193–211. https://doi.org/10.2307/368985

Correa, V. I., & Wagner, J. Y. (2011). Principals' role in supporting the induction of special education teachers. *Journal of Special Education Leadership, 24*(1), 17–25. Retrieved from http://casecec.org/archives/journals.asp

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among the five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Danforth, S., & Smith, T. J. (2005). *Engaging troubling students: A constructivist approach*. Thousand Oaks, CA: Corwin Press.

Deno, E. (1970). Special education as developmental capital. *Exceptional Children, 37*(3), 229–237. https://doi.org/10.1177/001440297003700306

Deno, E. (1994). Special education as developmental capital revisited: A quarter century appraisal of means versus ends. *The Journal of Special Education, 27*(4), 375–392. https://doi.org/10.1177/002246699402700402

Digest of Education Statistics. (2014). *Students with disabilities, inclusion of*. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=59

Dinsmoor-Case, A. (1992). The special education rescue: A case for systems thinking. *Education Leadership, 50*(2), 32–34. Retrieved from https://eric.ed.gov/?id=EJ451473

Disability Rights California. (2011). *Special education rights and responsibility manual.* Retrieved from http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm

Donder, D. J. (2011). Induction at the secondary level: A focus on content pedagogy, and a school's best teachers. *Journal of Special Education Leadership, 24*(1), 62–64. Retrieved from https://eric.ed.gov/?id=EJ926853

Edison Township Public Schools. (2017). *Innovative schools:7 cool school models.* Retrieved from https://www.greatschools.org/new-jersey/edison/edison-township-public-school-district/

EdSource. (2017). *How does 142alifornia rank in per-pupil spending: It all depends.* Retrieved from https://www.edweek.org/media/2016/12/29/school-finance-education-week-quality-counts-2017.pdf

Education of all Handicapped Children. (1975). *Public Law 94-142*. Retrieved from http://uscode.house.gov/statutes/pl/94/142.pdf

Ehlers, R. (2013). *Overview of special education in California.* Legislative Analyst's Office. Retrieved from http://www.lao.ca.gov/reports/2013/edu/special-ed-primer/special-ed-primer-010313.aspx

Eisenberg, R. C. (2014). *Special education outsourcing: District privatization of therapeutic day schools with severe emotional disabilities* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3628156)

El Dorado Charter SELPA. (2017). *Non-public schools (nps) and residential treatment centers (rtc) guidelines.* Retrieved from https://beehively-websites.s3.amazonaws.com/sites/52381b4f1defc52c29000002/pages/52a1a6811defc588f8005175/files/NPS_RTC_Handbook_2017-09-12.pdf

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Thousand Oaks, CA: Sage Publications.

Friend, M., Cook, L., Hurley-Chamberlin, D., & Shamberger, C. (2010). Coteaching: An illustration of the complexity of collaboration in special education. *Journal of Education and Psychology Consultation, 20*(1), 9–27. https://doi.org/10.1080/10474410903535380

Getzinger, R., Halpin, L., Buzarellos, K., & Taylor, M. (2016). *Laws*. Retrieved from https://idea302.weebly.com/laws.html

Glesne, C. (2016). *Becoming qualitative researchers: An introduction* (5th ed.). Boston, MA: Pearson Education.

Goldberg, D. (2010). I have a dream for special education. *Special Education & IEP Advisor*. Retrieved from http://www.specialeducationadvisor.com/i-have-a-dream-for-special-education/

Goldstein, S. (2015). Coteaching models that work in an inclusion setting. *Pearson Education*. Retrieved from http://www.pearsoned.com/education-blog/coteaching-models-that-work-in-an-inclusion-setting/

Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing, 18,* 66-67. http://dx.doi.org/10.1136/eb-2015-102129

Heward, W. L. (2009*). Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Pearson Education.

Kaplan, J. (2017). *California's support for k-12 education is improving, but still lags the nation.* Retrieved from http://calbudgetcenter.org/resources/californias-support-k-12-education-improving-still-lags-nation/

Kauffman, J. M., Bantz, J., & McCullough, J. (2002). Separate and better: A special public school class for students with emotional and behavioral disorders. *Exceptionality, 10*(3), 149–170. https://doi.org/10.1207/S15327035EX1003_1

Kauffman, J. M., McGee, K., & Brigham, M. (2004). Enabling or disabling: Observations on changes in special education. *Phi Delta Kappan, 85*(8), 613-20. https://doi.org/10.1177/003172170408500810.

Kilmann, R. H., Saxton, M. J., & Serpa, R. (1986). Issues in understanding and changing culture. *California Management Review, 28*(2), 87-94. Retrieved from http://www.kilmanndiagnostics.com/system/files/Kilmann_Issues%20Culture.pdf

Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd ed.). New York, NY: The Guilford Press.

Laszlo, K. (2012). From systems thinking to systems being: The embodiment of evolutionary leadership. *Journal of Organizational Transformation & Social Change 9*(2), 95–108. http://dx.doi.org/10.1386/jots.9.2.95_1

Leatherman, J. M. (2007). "I just see all children as children": Teachers' perceptions about inclusion. *The Qualitative Report, 12*(4), 594–611. Retrieved from http://www.nova.edu/ssss/QR/QR12-4/leatherman.pdf

Leatherman, J. M., & Niemeyer, J. A. (2005). Teachers' attitudes toward inclusion: Factors influencing classroom practice. *Journal of Early Childhood Teacher Education, 26*(4), 23–36. Retrieved from http://www.nova.edu/ssss/QR/QR12-4/leatherman.pdf

Levenson, N. (2012, September). *Applying systems thinking to improve special education in Ohio*. Retrieved from http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/20120905-Applying-Systems-Thinking-to-Improve-Special-Education-in-Ohio_6_0.pdf

Lohman, A. I. (2011). *Special education learning environments: Inclusion versus self-contained* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3450216)

Los Angeles Unified School District. (2017). *Nonpublic, nonsectarian school/agency services: Master contract 2017-2018.* Retrieved from https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/363/service%20center/nonpublic%20schools/2017-

18%20NP%20MASTER%20CONTRACT%20for%20POSTING%2006.20.2017%20final%20v2.pdf

Lund, D. B. (2003). Organizational culture and job satisfaction. *Journal of Business & Industrial Marketing, 18*(3), 219–236. Retrieved from http://dx.doi.org/10.1108/0885862031047313

Mallette, L. A. (2017). *Dissertation fundamentals for the social sciences: For that time when you find yourself academically…alone* (3rd ed.). Rancho Mirage, CA: Mallette Publishing.

Mead, J. F. (n.d.). *Mills v. Board of Education of the District of Columbia.* Retrieved from http://usedulaw.com/438-mills-v-board-of-education-of-the-district-of-columbia.html

Managementhelp. (2017). *General guidelines for conducting research interviews.* Retrieved from https://managementhelp.org/businessresearch/interviews.htm#anchor567684

Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective instruction* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

McCray, E. D., & McHatton, P. A. (2011). Less afraid to have them in my classroom: Understanding pre-service general educators' perceptions about inclusion. *Teacher Education Quarterly, 38*(4), 135–155. Retrieved from http://www.teqjournal.org/

Nance, E., & Calabrese, R. L. (2009). Special education teacher retention and attrition: The impact of increased legal requirements. *International Journal of Education Management, 23*(5), 431–440. http://dx.doi.org/10.1108/09513540910970520

National Center for Education Statistics. (2016). *Children and youth with disabilities*. Retrieved from http://nces.ed.gov/programs/coe/pdf/coe_cgg.pdf

National Center for Education Statistics. (2017). *Public school expenditures.* Retrieved from https://nces.ed.gov/programs/coe/indicator_cmb.asp

Nevin, A. I. (2008). Learning to teach inclusively: Student teachers' classroom inquiries. *Journal of Education Administration, 46*(5), 656–660. http://doi.org/10.1108/0957823081095555

Nigatu, T. H. (2012). *Qualitative data analysis*. Retrieved from https://www.slideshare.net/tilahunigatu/qualitative-data-analysis-11895136

Northouse, P. G. (2013). *Leadership theory and practice* (6th ed.). Thousand Oaks, CA: Sage.

Packer, L. E. (2002). *Special education glossary and acronyms guide*. Retrieved from http://www.tourettesyndrome.net/wp-content/uploads/acronyms_edu.pdf

Patton, M. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Pepperdine University. (2009). *Protection of human participants in research: Policies and procedures manual*. Retrieved from https://community.pepperdine.edu/irb/content/irb_policy_09_10.doc

PhDStudent. (2017). *Stating the obvious: Writing assumptions, limitations, and delimitations.* Retrieved from https://www.phdstudent.com/choosing-a-research-design/stating-the-obvious-writing-assumptions-limitations-and-delimitations

Public Policy Institute of California. (2012). *School finance: Summary*. Retrieved from http://www.ppic.org/publication/school-finance/

Public School Review. (2016). *California special education public schools.* Retrieved from http://www.publicschoolreview.com/california/special-education-public-schools

QSR International. (2012). NVivo qualitative data analysis software [Computer software]. Retrieved from https://www.qsrinternational.com/nvivo/home

Race Forward Research. (2016). *Historical timeline of public education in the U.S.* Retrieved from https://www.raceforward.org/research/reports/historical-timeline-public-education-us

Research design. (2016). In *Business Dictionary.* Retrieved from http://www.businessdictionary.com/definition/research-design.html

Ripley, S. (n.d.). *Collaboration between general and special education teachers*. Retrieved from http://www.teachervision.fen.com/teaching-methods/resoures/2941.html

Rodriguez, I. R., Saldaña, D., & Moreno, F. J. (2012). Support, inclusion, and special education teachers' attitudes toward the education of students with autism spectrum disorders. *Autism Research and Treatment, 2012.* https://doi.org/10.1155/2012/259468

Robbins, S., & Judge, T. A. (2012). *Essentials of organizational behavior* (11th ed.). Upper Saddle River, NJ: Prentice Hall.

Sabornie, E. J., & deBettencourt, L. U. (2004). *Teaching students with mild and high disabilities at the secondary level* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage Publications.

San Diego County Office of Education. (2017). *2017-2018 San Diego county: Nonpublic master contract.* Retrieved from http://webcache.googleusercontent.com/search?q=cache:us-O5wIXEqgJ:agendaonline.net/public/Meeting/Attachments/DisplayAttachment.aspx%3FAttachmentID%3D625167%26IsArchive%3D0+&cd=6&hl=en&ct=clnk&gl=us

San Mateo County Office of Education. (2017). *Nonpublic, nonsectarian school/agency services: Master contract 2017-18.* Retrieved from

http://www.smcoe.org/assets/files/learning-and-leadership/selpa/resources/SMCOE%202017-2018%20Final.pdf

Santa Clara County Office of Education. (2014). *Santa clara county selpas/district master contract: General agreement for nonsectarian, nonpublic schools/agency services.* Retrieved from https://www.sccoe.org/countyboard/Documents/2013-14/050714/12A.pdf

Santa Cruz Office of Education. (2014). *SELPA handbook: Nonpublic school placement.* Retrieved from http://www.santacruzcoe.org/wp-content/uploads/selpa/selpa_pdfs/SELPA_handbook_ch11.pdf

Sass, E. (2016). *American educational history: A hypertext timeline.* Retrieved from http://www.eds-resources.com/educationhistorytimeline.html

Schmieder-Ramirez, J., & Mallette, L. A. (2007). *The SPELIT power matrix*. North Charleston, SC: Book Surge.

Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Random House.

Senge, P., McCabe, N. C., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2012). *Schools that learn: A fifth discipline resource field book for educators, parents, and everyone who cares about education.* New York, NY: Random House.

Shepard, K. N. (2012). *A case study: The operation of nonpublic schools from the perspective of nonpublic school staff members* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3586349)

Siker, J. R. (2015). *An arranged marriage: Special and general educators' preliminary openness to coteaching* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3720828)

Solis, M., Vaughn, S., Swanson, E., & McCulley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and coteaching. *Psychology in the Schools, 49*(5), 498–510. https://doi.org/10.1002/pits.21606

Special Education & IEP Advisor. (2014). *Educational placements from least restrictive to most restrictive.* Retrieved from http://www.specialeducationadvisor.com/educational-placements-from-least-restrictive-to-most-restrictive/

Stake, R. E., Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications. Retrieved from http://psycnet.apa.org/psycinfo/2005-07735-017

StatisticsSolutions. (2017). *Choosing an interview type for qualitative research.* Retrieved from http://www.statisticssolutions.com/choosing-an-interview-type-for-qualitative-research/

SurveyMonkey. (2016). *Likert scale for rating questionnaire responses: The Likert scale explained.* Retrieved from https://en.surveymonkey.com/mp/likert-scale/

Tabachnick, B. & Fidell, L. (2013). *Using multivariate statistics.* Boston, MA: Pearson Education.

Udvari-Solner, A., & Thousand, J. S. (1996). Creating a responsive curriculum for inclusive schools. *Remedial and Special Education, 17*(3), 182–192. https://doi.org/10.1177/074193259601700307

United States Department of Education. (2007, February 2). *Building the legacy: IDEA 2004.* Retrieved from http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C3%2C

United States Department of Education. (2010). *Thirty-five years of progress in educating children with disabilities through IDEA.* Retrieved from https://www2.ed.gov/about/offices/list/osers/idea35/history/idea-35-history.pdf

United States Department of Education, Office of Special Education Programs. (2006). *Disabilities that qualify infants, toddlers, children, and youth for services under IDEA 2004.* Retrieved from http://www.ldonline.org/article/12399?theme=print

Villa, R. A., & Thousand, J. S. (2003). Making inclusive education work. *Teaching All Students,61*(2), 135–155. Retrieved from http://www.ascd.org/publications/educational-leadership/oct03/vol61/num02/Making-Inclusive-Education-Work.aspx

Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Waldron, N. L., & Redd, L. (2011). Providing a full circle of support to teachers in an inclusive elementary school. *Journal of Special Education Leadership, 24*(1), 59-61. Retrieved from https://eric.ed.gov/?id=EJ926852

Wargo, W. G. (2015). *Identifying assumptions and limitations for your dissertation*. Retrieved from http://www.academicinfocenter.com/identifying-assumptions-and-limitations-for-your-dissertation.html

Web Center for Social Research Methods. (2006). *Research methods knowledge base: Reliability.* Retrieved from https://www.socialresearchmethods.net/kb/reliable.php

Weintraub, F. J. (2012). A half century of special education: What we have achieved and the challenges we face. *Teaching Exceptional Children, 45*(1), 50–53. https://doi.org/10.1177/004005991204500107

Weist, M. D., Lever, N. A., Bradshaw, C. P., & Owens, J. S. (2014). *Handbook of school mental health: Research, training, practice and policy* (2nd ed.). New York, NY: Springer.

Westfall, P. H., & Henning, K. S. S. (2013). *Texts in statistical science: Understanding advanced statistical methods.* Boca Raton, FL: Taylor & Francis.

WETA & Learning Media. (2010). *LD online*. Retrieved from http://www.ldonline.org/glossary

Wyse, S. E. (2012). *Snap surveys*. Retrieved from https://www.snapsurveys.com/blog/demographics-questions-surveys/

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

# APPENDIX A

## List of Abbreviations

| | |
|---|---|
| ADA | Americans with Disabilities Act |
| ED | Emotional Disturbance |
| CDE | California Department of Education |
| CSA | Case Study Academy |
| CSADC | Case Study Adolescence and Domestic Services, Inc. |
| IDEA | Individuals with Disabilities Act |
| LRE | Least Restrictive Environment |
| NCLB | No Child Left Behind |
| RtI | Response to Intervention |
| SELPA | Special Education Local Plan Area |
| SEN | Students with Emotional Needs |
| USDE | United States Department of Education |

APPENDIX B

Informed Consent for Interview Portion

**PEPPERDINE UNIVERSITY**

***(Doctoral Candidate)***

**INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES**

EXAMINING COTEACHING TO LESSEN AND/OR PRECLUDE THE SEGREGATED PLACEMENT OF STUDENTS WITH EMOTIONAL DISTURBANCE VIA SOUTHERN CALIFORNIA SCHOOL DISTRICTS

You are invited to participate in a research study conducted by Christa Stepanian M.Ed., Special Education and Dr. Leo Mallette (faculty advisor) at Pepperdine University, because you are a district representative (specifically some type of school official such as the district psychologist, program specialist, and/or special education director) who is a part of the decision-making process to place students in more restrictive and segregated environment. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

**PURPOSE OF THE STUDY**

The purpose of the qualitative portion of the study is to disclose the chief reasons for such failure on the part of public school districts in southern California to facilitate the needs of certain students characterized with ED and/or another disability who also display behavior issues in inclusive and collaborative environments.

**STUDY PROCEDURES**

If you volunteer to participate in this study, you will be asked to take part in a semi-structured interview (either in-person and/or by phone). The investigator will ask at least 20 questions and the session should take about 40-50 minutes. If desired by the participant, the investigator will provide the interview protocol prior to the interview and the operational definition coteaching (and its' models). The investigator requests to voice record the interview session(s) for accurateness and precision of responses if acceptable to the participant, however the voice recording is not required for participation.

**POTENTIAL RISKS AND DISCOMFORTS**

The potential and foreseeable risks associated with participation in this study are minimal, and there is a risk of potential breach of confidentiality. Minimal risks may include inconveniences, discomforts, and the time needed to complete the interview process.

## POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include possibly cultivating the educational placements of special education students.

## CONFIDENTIALITY

I will keep your records for this study anonymous as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

All electronic data (including voice recordings) will be stored on a password protected computer and all hard copy data will be stored in a locked cabinet at the principal investigators place of residence. The data will be stored for a minimum of three years and then destroyed. Anonymous data may be released to a third-party statistician, however there will be no identifiable information obtained in connection with this study. Your name, address or other identifiable information will not be collected.

## PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

## ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

## INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Christa Stepanian by phone ([redacted], or email [redacted] if I have any other questions or concerns about this research.

**RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

**SIGNATURE OF RESEARCH PARTICIPANT**

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

**AUDIO/VIDEO/PHOTOGRAPHS**

□ *I agree to be audio-recorded.*

□ *I do not want to be audio-recorded.*

_____
Name of Participant

_____ _____
Signature of Participant Date

Signature of Investigator Date

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

_____
Name of Person Obtaining Consent

| | |
|---|---|
| Signature of Person Obtaining Consent | Date |

# APPENDIX C

## Request for Permission to Conduct Research

Christa Stepanian

[redacted]

[redacted]

Date

District Representative

District Name

District Address

XX Street

City, Ca. zip code

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear District Representative

My name is Christa Stepanian, and I am a student in the Doctor of Educational in Organizational Leadership program at Pepperdine University. The research I wish to conduct for my dissertation involves examining the systems thinking component of collaboration (through coteaching) to lessen and/or preclude the placement of students with emotional disturbance (or extreme behaviors) in segregated placements (nonpublic schools, special day classrooms). This project will be conducted under the supervision of Dr. Leo Mallette (Pepperdine University, Malibu, California).

I am hereby seeking your consent to 1) interview various programs directors/coordinators, administrators at several of your campuses, and 2) special education teachers within your district who have had prior experience working in a nonpublic school environment.

I have provided you with a copy of my both my interview questions for various programs directors/coordinators, administrators, and the survey for the special education teachers. I have also included copies of the consent forms to be used in the research process, as well as a copy of the approval letter which I received from the Pepperdine IRB/Research Ethics Committee (Human).

Upon completion of the study, I undertake to provide your district with a copy of the full research report. If you require any further information, please do not hesitate to contact me at [redacted], or by phone ([redacted]. If you wish, you may also contact my supervisor Dr. Mallette at [redacted] for any questions or concerns. Thank you for your time and consideration in this matter.

Yours sincerely,

Christa Stepanian

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me in the enclosed return envelope. Thank you very much.

PERMISSION GRANTED FOR THE REQUESTED RESEARCH ABOVE:

---

Name

Date: _____

This letter has been modified from Metropolitan University REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

http://webcache.googleusercontent.com/search?q=cache:NxAXvzgAAboJ:rcd.nmmu.ac.za/rcd/media/Store/documents/Research%2520Ethics/Research%2520Ethics%2520Committee%2520Human/Letter-for-DoE-Education-Support-Centre.docx+&cd=1&hl=en&ct=clnk&gl=us

APPENDIX D

Informed Consent for Survey Portion

**PEPPERDINE UNIVERSITY**

***(Doctoral Candidate)***

**INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES**

EXAMINING COTEACHING TO LESSEN AND/OR PRECLUDE THE SEGREGATED PLACEMENT OF STUDENTS WITH EMOTIONAL DISTURBANCE VIA SOUTHERN CALIFORNIA SCHOOL DISTRICTS

You are invited to participate in a research study conducted by Christa Stepanian M.Ed., Special Education and Dr. Leo Mallette (faculty advisor) at Pepperdine University, because you are currently instructing, or had experience instructing, students at a nonpublic school campus. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

**PURPOSE OF THE STUDY**

The purpose of the quantitative portion of this study is to measure the preliminary openness of collaboration through coteaching from the perspective nonpublic school teachers, and whether they feel the students they teach (or had taught) at nonpublic school campuses could be facilitated at public schools through coteaching programs.

**STUDY PROCEDURES**

If you volunteer to participate in this study, you will be asked to take an anonymous survey (your choice of either a hard copy or online version) with a total of 47 survey questions (which breakdown into approximately 20 sub sections). The survey may take between 15 to 20 minutes to complete and most of the questions are in a rating scale format with answer choices ranging from: Strongly disagree, Disagree, Agree, Strongly Agree.

**POTENTIAL RISKS AND DISCOMFORTS**

The potential and foreseeable risks associated with participation in this study are minimal, and there is a risk of potential breach of confidentiality. Minimal risks may include inconveniences,

discomforts, and the time needed to complete the survey.

**POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include possibly cultivating the educational placements of special education students and increasing the awareness of teachers' opinions and feelings regarding segregated placement of student with disabilities.

**POTENTIAL CONFLICTS OF INTEREST OF THE INVESTIGATOR**

The investigator may ask a small group of (no more than 6 to 8) potential participates, in which the investigator has a supervising role over to complete a survey. Please note that small pool of participates are confined to only one nonpublic school site.

**CONFIDENTIALITY**

I will keep your records for this study anonymous as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

All electronic data will be stored on a password protected computer and all hard copy data will be stored in a locked cabinet at the principal investigators place of residence. The data will be stored for a minimum of three years and then destroyed. Anonymous surveys may be released to a third-party statistician, however there will be no identifiable information obtained in connection with this study. Your name, address or other identifiable information will not be collected.

**PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

**ALTERNATIVES TO FULL PARTICIPATION**

The alternative to participation in the study is not participating or completing only the items which you feel comfortable. Your alternative is to not participate. For participants who work at the investigator's school-site and/or company, the relationship with your employer will not be affected whether you participate or not in this study.

**INVESTIGATOR'S CONTACT INFORMATION**

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Christa Stepanian by phone ([redacted], or email [redacted] if I have any other questions or concerns about this research.

**RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

**SIGNATURE OF RESEARCH PARTICIPANT**

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

_____
Name of Participant

_____ _____
Signature of Participant Date

Signature of Investigator Date

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

_____
Name of Person Obtaining Consent

_____ _____
Signature of Person Obtaining Consent Date

# APPENDIX E

## Request for Permission to Conduct Research

Christa Stepanian

[redacted]

[redacted]

Date

Name of Program Director

Name of Nonpublic School

Address of Nonpublic School

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear [Name of Program Director]

My name is Christa Stepanian; I am a Curriculum and Instructional Specialist at a Spectrum School in Orange, California (Rossier Elementary Park). I am also student in the Doctor of Education in Organizational Leadership program at Pepperdine University. The research I wish to conduct for my dissertation (in-part) involves assessing the feelings/attitudes of teachers' "openness" concerning coteaching models.

Overall, there have been volumes of research regarding this subject; however very little research has involved the opinion of teachers at nonpublic (and/or segregated) environments. Most importantly, I feel my current research will shed light on whether or not the teachers at nonpublic (and/or segregated environments) feel that coteaching modeled classrooms at public school campuses are feasible options for students who are placed in nonpublic (and/or segregated) environments.

This project will be conducted under the supervision of Dr. Leo Mallette (Pepperdine University, Malibu, California), and I am hereby seeking your consent to survey various voluntary participants (employee-teachers) at your campus. In addition, I have sought and received the permission from Dr. John McLaughlin, Executive Vice President of Research and Analytics at Chancelight Behavioral Health Therapy & Education.

I have attached a copy of the survey to be used in the research process, please note that the survey is completely anonymous, will take about 15-20 minutes to complete, and is ***not*** concerned in any way with the operation of Spectrum Schools, your campus and/or program. Also, I will (upon approval from the Pepperdine IRB/Research Ethics Committee- Human) supply an approval letter for your records.

Upon completion of the study, I undertake to provide Spectrum Schools with a copy of the full research report. If you require any further information, please do not hesitate to contact me at [redacted], or by phone ([redacted]. If you wish, you may also contact my supervisor Dr. Mallette at [redacted] for any concerns or questions. Thank you for your time and consideration in this matter.

Yours sincerely,

Christa Stepanian

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me in the enclosed return envelope. Thank you very much.

PERMISSION GRANTED FOR THE REQUESTED RESEARCH ABOVE:

---

[Name of Director]

Date: _____

This letter has been modified from Metropolitan University REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

http://webcache.googleusercontent.com/search?q=cache:NxAXvzgAAboJ:rcd.nmmu.ac.za/rcd/media/Store/documents/Research%2520Ethics/Research%2520Ethics%2520Committee%2520Human/Letter-for-DoE-Education-Support-Centre.docx+&cd=1&hl=en&ct=clnk&gl=us

# APPENDIX F

## Interview Protocol for District Administrators

Date:

Research Interviewer:

Interviewee:

District:

Email:

Phone Number:

**Introduction and Overview**

Thank you in advance for your time and interest with participating in this interview. The goal of this research is to collect qualitative data for a dissertation regarding the examination of collaborative coteaching environments to lessen and/or prelude the segregated placement of special education students.

Before we start, I would like to offer you the operational definition and the various descriptions of coteaching models as applied by Siker (2015) from a previous study [hand-out the definition and descriptions on a sheet of paper], so there is a shared understanding of the exact collaborative environments being conferred. After you read through the definition and descriptions, please let me know if you have any questions, or need clarification?

| |
|---|
| **Definition of Coteaching:** Two teachers (one special educator and one general educator; not assistants or volunteers) jointly provide instruction to a heterogeneous group of students (students with and without disabilities) in a single physical space (usually in the classroom, but one group may be pulled out to receive services). |
| **Alternative Teaching:** The majority of the students remain in a large group setting, but some students work in a small group for pre-teaching, enrichment, re-teaching, or other individualized instruction. The small group meets in the same room or can be pulled out to work with one of the teachers. |

| |
|---|
| **Parallel Teaching:** Class is split into two heterogeneous groups, so each teacher instructs half of the class on the same material. |
| **Team Teaching:** Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management. They both teach the whole group at the same time. |
| **One Teaching, one Supporting:** One teacher plans and instructs, and one teacher provides adaptions and other support as needed. |
| **Station Teaching:** Student groups rotate through stations, some that have one teacher and some that offer independent work. Teachers teach different material to small groups and both teachers eventually teach every student. |

The interview should take about 40-50 minutes, and with your permission, I would like to tape record our session for accurateness and precision of your responses, is that acceptable?

**Questions:**

1. Birth year?
2. Gender?
3. What is your educational background?
4. Do you have a teaching credential? If so, what type?
5. What is your exact job title?
6. Years of experience at your current position for the district?
7. Have you ever been a part of an Individualized Education Program (IEP) team that decided to place a student in a segregated environment, such as a special day classroom or nonpublic school?
8. What do you feel are the positive aspects of special day classrooms?
9. What do you feel are the negative aspects of special day classrooms?

10. What is the percentage of students at your district that are placed in special day classrooms for at least one or more classes/subjects?
11. What do you feel are the positive aspects of nonpublic schools?
12. What do you feel are the negative aspects of nonpublic schools?
13. What is the percentage of students at your district that are placed at nonpublic schools?
14. Does your district offer coteaching classrooms at any of their public school campuses?
15. [If "yes" to the above question please continue here, if "no", please skip to question number17]. What has been the most successful coteaching model? What has been the least successful model?
16. Why do you feel your district is unable to meet the special needs of all of their students characterized with disabilities (including those with behavioral issues) in those coteaching environments?
17. [If they answered "no" to question number 14, please continue here, if they answered "yes" to question number 14, please skip to question number 18]. Why do you feel your district does not offer any coteaching classrooms on any of their public school campuses?
18. Whether or not your district offers coteaching environments, what do you feel are the negative aspects of coteaching models for both special education and general education students? And for both special education and general education teachers?
19. Whether or not your district offers coteaching environments, what do you feel are the positive aspects of coteaching models for the students? And for both special education and general education teachers?

20. Can you please list the quantity of nonpublic schools your district currently contracts with now?

# APPENDIX G

## Attitudes about Coteaching

Modified Survey for Nonpublic School Teachers

Thank you in advance for your time and interest with participating in this survey. The goal of this survey is to collect quantifiable data for a dissertation regarding collaborative coteaching environments to lessen and/or prelude the segregated placement of special education students.

This survey has been slightly modified (in-part) to assess only special education teachers who currently instruct, or have formally had experience instructing students at nonpublic schools (and may now be working at public school campus that offer special day classes and/or special day programs). The original survey was created and written by Jody Rebecca Siker (2015), and was generated to measure the "openness" and attitudes of special and general education teachers concerning coteaching. Only the last two sections/questions were not a part of (nor modified from) the original survey, and were created solely to assess the feelings of teachers from their current (or past) experience exclusively at nonpublic school settings.

This survey is completely anonymous and may take you between 15-20 minutes to complete. There is a total of 47 survey questions which breakdown into approximately 20 sub sections. Thank you again for your time and interest, your participation is greatly appreciated.

Teaching Certification

Sections #1-4

1. How many years have you been teaching, including this year? Please include your years of being the teacher of record before you were certified. _____.

2. Do you have a teaching certification? Yes/No_____. If yes, what type of teaching certification do you have, please list all that apply (e.g., education specialist, multiple subjects, single subject)? _____

3. What grade level do you currently teach (please list all that apply)? Early Elementary (K-2), Upper Elementary (3-5), Middle School (6-8), High School (9-12), Post-secondary.

_____

4. Are you currently working as a special education teacher at a nonpublic school? Yes/No_____.

If no, have you ever had experience working at a nonpublic school? Yes/No_____.

If yes, for how long? _____.

Openness to Coteaching

Section #5

In the following sections, please think about coteaching with a general education teacher (if you were to work at public school campuses that offer coteaching models). Please remember that your responses are completely anonymous and be honest about your feelings in regard to coteaching.

Coteaching: Two teachers (one special educator and one general educator; not assistants or volunteers) jointly provide instruction to a heterogeneous group of students (students with and without disabilities) in a single physical space (usually in the classroom, but one group may be pulled out to receive services).

*Please report your agreement to the following statements about coteaching (from strongly disagree to strongly agree) by placing a check on the line next to your answer for each row. For this particular survey, please note that the "other teacher" is a general education teacher.

I don't have time to plan with another teacher.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I don't support teacher collaboration for any reason.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It is distracting for my students to have another teacher in the classroom.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

My teaching improves when I work with another teacher.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

When both teachers help all students, it helps end the stigma of special education.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I feel comfortable approaching the other teacher to ask for help with students and content.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I like getting a different perspective on teaching and learning.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Different teachers have different strengths so two teachers complement each other.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Openness to Coteaching

Section #6

*Please report your agreement to the following statements about coteaching (from strongly disagree to strongly agree) by placing a check on the line next to your answer for each row. The "other teacher" is a general education teacher.

I feel comfortable offering suggestions to the other teacher on how to teach the students with or without IEPs.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It is difficult for me to collaborate with a teacher who has a different expertise because I am not familiar with what they teach.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I don't like it when other teachers comment on my instructional practices.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I like to be in charge of all aspects of my classroom.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I prefer not to collaborate with the teachers at my school for personal reasons.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Differences in teaching philosophy make it difficult to collaborate with other teachers.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It is disruptive for me to have another teacher in the classroom.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Sometimes another teacher has a better rapport with some of my students.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

It helps me to work with a more experienced teacher.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Openness to Coteaching

Section #7

*Please report your agreement to the following statements about coteaching (from strongly disagree to strongly agree) by placing a check on the line next to your answer for each row. The "other teacher" is a general education teacher.

I would co-teach with a teacher even if we have very different, often conflicting, ideas about teaching.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I am willing to compromise with another teacher, even though that means my ideas or decisions are not used sometimes.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

The other teacher fills in gaps in my knowledge on how to teach complex content to students who struggle with it.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I do not want to co-teach with a teacher who is not as effective as I am.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I am willing to co-plan with another teacher, even if we have to meet every day after school past our contract hours.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I don't have time to build a new coteaching relationship.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I would find it difficult to accommodate another teacher with a different teaching style.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I find it easier to teach on my own.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

I like to collaborate with other teachers.

Strongly Disagree__ Disagree__ Agree__ Strongly Agree__

Teaching Responsibilities

Sections #8-9

These next sections will ask you to discuss your feelings about collaborating with general education teachers with a different area of expertise (e.g., math, language arts, science, history/social studies).

Collaborative Teaching/Coteaching: Two or more teachers (including one special educator and one general educator; not assistants or volunteers) jointly provide instruction to a heterogeneous group of students (students with and without disabilities) in a single physical space (usually in the classroom, but one group may be pulled out to receive services).

8. Are you currently coteaching (please place a check by your response)? Yes_____.

No, I have never co-taught_____.

No, but I have co-taught in the past_____.

9. Do you want to co-teach if you were to work (or now work) on a public school campus that offer inclusive coteaching models? Yes/No_____.

Teaching Responsibilities

Sections #10

*Please rank the following collaborative teaching models from one (your least favorite) to six (your favorite). Please think of your ideal collaborative teaching situation, not necessarily your current or previous collaborative situation.

_____ No Coteaching

_____ Alternative Teaching: The majority of the students remain in a large group setting, but some students work in a small group for pre-teaching, enrichment, re-teaching, or other individualized instruction. The small group meets in the same room or can be pulled out to work with one of the teachers.

_____ Parallel Teaching: Class is split into two heterogeneous groups, so each teacher instructs half of the class on the same material.

_____ Team Teaching: Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management. They both teach the whole group at the same time.

_____ One Teaching, one Supporting: One teacher plans and instructs, and one teacher provides adaptions and other support as needed.

_____ Station Teaching: Student groups rotate through stations, some that have one teacher and some that offer independent work. Teachers teach different material to small groups and both teachers eventually teach every student.

Responsibilities for Teaching Tasks during Coteaching

Sections #11-16

In the following section, please think about your ideal coteaching situation with a general education teacher and a special education teacher working together to teach grade-level content in the same classroom to students with and without IEPs. Even if you are collaborating in this way right now, please think about your ideal collaboration, not necessarily your current or previous collaboration. In that context, decide who should be responsible for what aspects of teaching. Please put a check on only one response per section/question.

11. If you were to co-teach, who would have the responsibility to plan lessons?

_____ My full responsibility

_____ My responsibility with the other teacher

_____ Equal Responsibility

_____ The responsibility of the general education teacher with my help

_____ The other teachers full responsibility

12. If you were to co-teach, who would have the responsibility to lead the classroom discussions?

_____ My full responsibility

_____ My responsibility with the other teacher

_____ Equal Responsibility

_____ The responsibility of the general education teacher with my help

_____ The other teachers full responsibility

13. If you were to co-teach, who would have the responsibility to modify the curriculum to reach struggling learners?

_____ My full responsibility

_____ My responsibility with the other teacher

_____ Equal Responsibility

_____ The responsibility of the general education teacher with my help

_____ The other teachers full responsibility

14. If you were to co-teach, who would have the responsibility to keep order in the classroom (i.e., classroom management)?

_____ My full responsibility

_____ My responsibility with the other teacher

_____ Equal Responsibility

_____ The responsibility of the general education teacher with my help

_____ The other teachers full responsibility

15. If you were to co-teach, who would have the responsibilities to choose the curriculum and content?

_____ My full responsibility

_____ My responsibility with the other teacher

_____ Equal Responsibility

_____ The responsibility of the general education teacher with my help

_____ The other teachers full responsibility

16. If you were to co-teach, who would have the responsibility to develop assessments or exams?

_____ My full responsibility

_____ My responsibility with the other teacher

_____ Equal Responsibility

_____ The responsibility of the general education teacher with my help

_____ The other teachers full responsibility

Personal Information

Sections #17-18

The next two sections will ask about your personal information.

17. Year of your birth. _____

18. What is your gender (please check one of the following responses)?

_____ Female _____ Male _____ Other

Experience in a Nonpublic Setting Only

Sections #19-20

The immediate inquiries were specifically created to assess the feelings of teachers from their current (or past) experience exclusively at nonpublic school settings. Please refer to the following listed models for specific descriptions:

Alternative Teaching: The majority of the students remain in a large group setting, but some students work in a small group for pre-teaching, enrichment, re-teaching, or other individualized instruction. The small group meets in the same room or can be pulled out to work with one of the teachers.

Parallel Teaching: Class is split into two heterogeneous groups, so each teacher instructs half of the class on the same material.

Team Teaching: Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management. They both teach the whole group at the same time.

One Teaching, one Supporting: One teacher plans and instructs, and one teacher provides adaptions and other support as needed.

Station Teaching: Student groups rotate through stations, some that have one teacher and some that offer independent work. Teachers teach different material to small groups and both teachers eventually teach every student.

19. From your experience of working exclusively at a nonpublic school(s), do you feel that coteaching models at an inclusive and collaborative public school campus would be a feasible option to replace nonpublic school placement? Yes/No_____.

20. If you answered “Yes” to the prior response, please indicate which coteaching model would be the most beneficial for students at nonpublic schools to be transitioned into at public school campuses. Please do not list your personal favorite choice in which you would prefer to teach, only list the model that you feel is most beneficial to the student. (Alternative Teaching, Parallel Teaching, Team Teaching, One Teaching-One Supporting, Station Teaching)? Please select only one model_____.

# APPENDIX H

## Permission Letter to Use Personal Communication(s), and Information Concerning Case Study Academy/Case Study Adolescent and Community Services in Literature Review

Certain information redacted to maintain confidentiality.

Christa Stepanian
[redacted]

April 23, 2017

[redacted]

Dear [redacted]:

I am completing a dissertation at Pepperdine University, entitled "EXAMINING A SYSTEMS THINKING FRAMEWORK TO LESSEN AND/OR PRECLUDE THE SEGREGATED PLACEMENT OF STUDENTS WITH EMOTIONAL DISTURBANCE VIA SOUTHERN CALIFORNIA SCHOOL DISTRICTS." I would like your permission to include various personal communications and/or material information that were spoken and/or written relating to the following citations and references in my literature review concerning [redacted]. Please be aware that I will only refer to [redacted] under the pseudonym of Case Study Academy (CSA), and [redacted] under the pseudonym of Case Study Adolescent and Community Services (CSACS), unless given specific permission to use the genuine name(s) of [redacted], and [redacted]. I do however reference all personal communications under their genuine names and will continue to do so, unless you ask me to use only pseudonyms.

I have attached a full copy of the citations, description of the original work, and SPELIT Power Matrix (Environmental Analysis) for your review; please see all pages.

The requested permission extends to any future revisions and editions of my dissertation by ProQuest Information and Learning (ProQuest) through its UMI® Dissertation Publishing business. ProQuest may produce and sell copies of my dissertation on demand and will make my dissertation available for free internet download through the Open Access publishing method required by Pepperdine University. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you.

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me in the enclosed return envelope. Thank you very much.

Sincerely,

Christa Stepanian

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

_____

[redacted]

Date: _____

This letter has been modified from Thesis and Dissertation Office - Request for Permissions to Include Copyrighted or Unpublished Material in a Graduate Thesis, Project Report, or Dissertation at PQ/UMI® GradWorks Guide F2006
http://web.csulb.edu/library/guide/serv/permis.html