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Professional Development Needs From the Identified Concerns of School Leaders As the Change Facilitator for Inclusive Schools

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Professional development needs from the identified concerns of school leaders as the change facilitator for inclusive schools

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Professional Development Needs From the Identified Concerns of School Leaders as the Change Facilitator for Inclusive Schools

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A Dissertation

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Faculty of the Department of Educational Leadership and Policy Analysis

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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by

Susan Humphreys Belcher

December 1993

APPROVAL

This is to certify that the Advanced Graduate Committee of

Susan Humphreys Belcher

met on the

10th day of November, 1993.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School, in partial fulfillment of the requirements for the degree of Doctor of Education in Administration.

Chair, Advanced Graduate Committee

Signed on behalf of the Graduate Council

Associate Vice-President for Research and Dean, School of Graduate Studies

ABSTRACT

PROFESSIONAL DEVELOPMENT NEEDS
FROM THE IDENTIFIED CONCERNS OF SCHOOL LEADERS AS
THE CHANGE FACILITATOR FOR INCLUSIVE SCHOOLS

by

SUSAN HUMPHREYS BELCHER

The problem of this study was to identify the professional development needs of the school leader to facilitate the inclusion of students with handicaps into the regular education program.

This was a descriptive study which utilized questionnaire methodology. The Change Facilitators Stages of Concern Questionnaire (CFSoCQ) was the instrument selected as appropriate for the study. Permission was obtained from Dr. Gene Hall at the University of Northern Colorado to reproduce and administer the CFSoCQ. The population of this study was school leaders working in Tennessee public schools. A demographic data sheet and the CFSoCQ were mailed to 500 selected school leaders. A 63% return was obtained. The data sheet asked for the school leaders' current assignment, years as a school leader, enrollment of school, view of themselves as innovators, contact with persons with handicaps, training to deal with persons with handicaps, and experience with persons with handicaps.

Analysis of the data collected to answer the four research questions and 14 hypotheses revealed the following:

Studies over the past five years have shown the thrust not just to bring students with handicaps into the regular school building, but to include these students in regular education classes. Tennessee school leaders do not appear to be professionally developed to face the challenge of facilitating inclusion.

Ninety-two percent of the school leaders indicated their most intense concerns were at the Awareness, Information, and Personal Stages of Concern. The data appeared to indicate that Tennessee school leaders were likely to have high Self Concerns regarding inclusion.

Professional development was recommended using the findings obtained from the study for Self Concerns. Change facilitation relating to inclusion at the point of Self Concerns had to do with feelings of potential inadequacy,

self-doubts about the knowledge required, or uncertainty about the new situation.

The implication for successful facilitation for inclusion was to individualize interventions by centering attention on the concerns of those engaged in the inclusion process and accepting those concerns as legitimate reflections of inclusion in progress.

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EAST TENNESSEE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: Professional Development Needs from the Identified Concerns of School Leaders as the Change Facilitator for Inclusion.

PRINCIPAL INVESTIGATOR: Susan Humphreys Belcher

The Institutional Review Board has reviewed the above-titled project on April 1, 1993 with respect to the rights and safety of human subjects, including matters of informed consent and protection of subject confidentiality, and finds the project acceptable to the Board.

Anthony J. DeLucia
Chairman, IRB

DEDICATION

This dissertation is dedicated to
those whose encouragement, love, and support
helped make this a reality

my parents
Clyde and Freida Humphreys
my sister
Dorothy Holley
and
my husband and daughter
Mikey and Carmen Belcher

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I would like to express my sincere appreciation to all those who encouraged me to begin, continue, and complete my dissertation.

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CHAPTER 1

INTRODUCTION

Background for the Study

Traditionally, children with handicaps were kept at home or placed in institutions soon after birth. Handicapped children are those who deviate from the average or normal child in mental characteristics, in sensory abilities, in neuromuscular or physical characteristics, in social or emotional behavior, or in communication abilities (Kirk, 1972). Children with handicaps were not considered educable and expenditure of funds for this purpose were generally considered wasteful (Hutt & Gibby, 1976). Education was seen to be in the best interest of handicapped and non-handicapped alike to keep the handicapped at home, either to prevent them from harming the non-handicapped or to protect them from a too-demanding environment (Thurman & Widerstrom, 1985).

The development of educational philosophy toward children with handicaps in schools occurred in several phases. The first phase occurred in the late 1800s as a mechanism for relieving stress on the teacher and normal children by isolating children with handicaps in separate, special classes. This segregationist practice was continued

in later years by emphasizing the need to avoid stress on the child with a handicap. The worth and dignity of the person that led to the goal of teaching self reliance was an important shift in philosophy during the mid-1900s. Leaders in education during this period recognized that separation, or segregation in the educational process, was generally negative. In the 1954 landmark case of Brown v. Board of Education, the Supreme Court most forcefully stated the philosophy of integration (Rothstein, 1990).

Although the Brown decision established the right to an equal educational opportunity based upon the Fourteenth Amendment, it was not until Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania and Mills v. D.C. Board of Education in 1972 that Brown v. Board of Education was applied to children with handicaps. In both PARC and Mills, the courts found that education was essential to enable a child to function in society and that all children can benefit from education. Both courts struck down school policies denying education to children with handicaps. These cases applied the equal protection and due process guarantees of the Fifth and Fourteenth Amendments to furnish this important right to students with handicaps (Turnbull, 1990; Rothstein, 1990).

In 1966 and 1970 Congress enacted laws to induce states to provide resources and train personnel to work with children with handicaps. Through these laws Congress

provided grant monies to states for the development of special education programs. Dissatisfied with the states progress, Congress in 1974 substantially increased federal aid to the states for special education and required them to adopt a goal of providing full educational opportunities to all children with handicaps (Turnbull, 1990). The following year the 94th Congress passed Public Law 142, the Education for All Handicapped Children Act of 1975.

In the decade since enactment of P.L. 94-142, significant progress had been made toward the provision of equal access to free and appropriate education for all students. This act contained stipulations which would eventually lead to better educational services for children with handicaps. Stipulations related to the education of handicapped children included:

1. The provision of free, appropriate education for all handicapped children
2. Procedures for testing and evaluation of children that are nondiscriminatory in terms of race and culture
3. The development of individualized educational programs for each handicapped child
4. Education in the least restrictive environment
5. The assurance of due process procedures for the child and their parent or guardian. (Cegelka & Prehm, 1982, p. 71)

These accomplishments could be celebrated, but the continuing segregation of many students in disjointed programs abrogate the full promise of the law. This segregated approach had led to discontinuity and interruption in the instruction for teachers and students, and loss of control by school leadership over specialized programs (Heller, Holtzman, & Messick, 1982; Reynolds & Wang, 1983).

Segregated programs were often expected to accomplish what was not done by regular education. The need to find ways to restructure special education in the context of the entire educational system was needed. If students with handicaps were to progress and become fully included in regular classrooms, regular education and special education must work together to establish new partnerships in education - partnerships between state and federal government, between states and local districts, between regular and special educators and school leaders. The barriers that have separated these groups must be removed (Wang, Reynolds, & Walberg, 1987).

In most schools, the most influential person concerning school philosophy and teachers' attitudes was the school leader. From hiring decisions to establishing appropriate incentives, the school leader influenced the direction and speed the school took toward integration and full inclusion (Drummond, 1990).

The school leader's role was to provide moral support for teachers. A positive climate and overall atmosphere was essential for the improvement of teaching and learning (Mackenzie, 1983). School leaders created a climate in which teachers were encouraged to have an imaginative vision of curriculum. Studies by Neagley and Evans (1980) showed that school leaders consider creating a climate which promoted experimentation and the sharing of ideas as their most effective contribution to improved instruction.

Statement of the Problem

The problem of this study was to identify the professional development needs of the school leader to facilitate the inclusion of students with handicaps into regular education programs.

Purpose of the Study

The purpose of this study was to interpret research and identify professional development needs based on the concerns of Tennessee school leaders. The inclusion of children with handicaps into regular education is a change challenging Tennessee school leaders. The school leader, as the change facilitator for the school, must be professionally developed to meet this challenge.

Research Questions

1. What concerns do school leaders have regarding inclusion?

2. How does current school assignments, years of experience as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with handicapping conditions, and experience with persons with handicaps relate to the school leaders' highest stage of concern about inclusion?

The following hypotheses in the research format are related to this question:

H_{2a}: There is a relationship between the school leaders current assignment and their highest stage concern about inclusion.

H_{2b}: There is a relationship between the school leaders years of experience as a school principal and their highest stage of concern about inclusion.

H_{2c}: There is a relationship between the number enrolled in the school and the school leaders highest stage of concern about inclusion.

H_{2d}: There is a relationship between the school leaders view of self as an innovator and their highest stage of concern about inclusion.

H_{2e}: There is a relationship between the school leaders contact with persons with handicaps and their highest stage of concern about inclusion.

H_{2f}: There is a relationship between the school leaders training for working with persons with handicaps and their highest stage of concern about inclusion.

H_{2g}: There is a relationship between the school leaders experience with persons with handicaps and their highest stage of concern about inclusion.

3. Are there differences in the mean stages of concern scores of school leaders by current school assignments, years of experience as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with handicapping conditions, and experience with persons with handicaps?

The following hypotheses in the research format are related to this question:

H_{3a}: There is a significant difference in the mean stages of concern scores by current school assignment.

H_{3b}: There is a significant difference in the mean stages of concern scores by years of experience as a school principal.

H_{3c}: There is a significant difference in the mean stages of concern score by school enrollment.

H_{3d}: There is a significant difference in the mean stages of concern score by the school leaders view of self as an innovator.

H_{3e}: There is a significant difference in the mean stages of concern score by contact with persons with handicaps.

H_{3f}: There is a significant difference in the mean stages of concern score by training for working with handicapping conditions.

H_{3g}: There is a significant difference in the mean stages of concern score by experience with persons with handicaps.

4. How can the school leaders' stage of concern be addressed by professional development to facilitate inclusion?

Significance of the Problem

The study provided school leaders in Tennessee with professional development which, if used, would facilitate the inclusion of students with handicaps into regular school programs.

Limitations

The limitations of this study were as follows:

1. The study was limited to public school leaders in the State of Tennessee.
2. The study was limited to those who chose to respond, which may not be the entire target group.

Assumptions

The assumptions of this study were as follows:

1. Tennessee School leaders responded to the Change Facilitator Stages of Concern Questionnaire without consultation.
2. Tennessee school leaders' responses to the Change Facilitators Stages of Concern Questionnaire were based on their concerns about inclusion.
3. The Change Facilitator Stages of Concern Questionnaire accurately reflected the stages of concern of Tennessee school leaders.

Definition of Terms

Change Facilitator

One who gives support, help, assistance or nurturing so others develop the competence and confidence needed to use a particular innovation in ways relevant to their concerns so that they become more effective and skilled in using new programs and procedures (Hall & Hord, 1987).

Concerns

Concerns are an aroused state of personal feelings and thought about an issue, phenomenon, or condition as it is perceived (Hall, Newlove, George, Rutherford, & Hord, 1991).

Education for All Handicapped Children Act - Public Law 94-142

The Education for All Handicapped Children Act is federal legislation mandating certain stipulations for special education programs be met by state and local educational agencies in order to receive federal educational monies (Cegelka & Prehm, 1982).

Free Appropriate Public Education

Special education services are provided at no cost to parents, are designed to meet the unique needs of the child, and are supervised and directed by public school personnel in a setting that meets state standards (Tennessee Department of Education, Division of Special Education, 1991).

Handicapped

"A handicap refers to the consequence(s) of a disability that renders a person less able to function or to perform tasks in the way a normal person can" (Peterson, 1987, p. 150).

Inclusive Schools

A fully inclusive school requires all the participants - leaders, educators, and parents - to move beyond their traditionally defined roles and work

cooperatively to fully support all children. The academic success and social development of every child depend in large part on the flexibility and creativity of the adults who teach and nourish them (Drummond, 1990).

Innovation

Innovation represents any program, process or practice being implemented - new or not - that is new to a person (Hall, Hord, Rutherford & Huling-Austin, 1987).

Integration

Integration is to bring or come into equal membership of a community (Drummond, 1990).

Least Restrictive Environment

Least Restrictive Environment is determined by the amount of time a handicapped child spends with children who are non-handicapped (Tennessee Department of Education, Division of Special Education, 1991).

Professional Development

Professional development is to develop in logical order an activity or process intended to improve skills, attitudes, understandings, or performance in present or future roles (Fullan, 1990).

School Leader

For the purpose of this study, school leader was the public school principal.

Overview of the Study

This study was organized and presented in five chapters. Chapter 1 contained the introduction and background of the study, statement of the problem, the purpose of the study, the research questions, the significance, limitations and assumptions, definition of terms, and an overview of the study. Chapter 2 presented a review of the related literature. Chapter 3 described the procedures and methodology of the study. Chapter 4 provided an analysis of the data and interpretation of the results. Chapter 5 presented the summary, findings, conclusions, implications and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this chapter was to review the literature and research related to the innovation of inclusion. The first section of Chapter 2 traced the history of education for the handicapped and legal events leading to the current reform proposals for the restructuring of special and regular education. The second section dealt with the change process, professional development, and effective leadership. The last section contained research related to the development of the Change Facilitator Stages of Concern Questionnaire and its use as a tool for professional development for school leaders, as change facilitators.

Historical Development

Before the turn of the twentieth century, many previously unschooled children attended public schools for the first time. The passage of compulsory schooling and child labor laws, a growing belief in universal education, a large influx of immigrants, and tremendous urban growth contributed to changing the size and diversity of the public

school. Prior to the enactment of compulsory schooling laws, children whose needs could not be met in the regular classroom either did not go to school or dropped out when it seemed clear that the compatibility between child and school was poor. As a matter of law, schools were forced to deal with children believed to be disruptive to the education of the majority. This period marked the development of the first public school programs for mentally retarded students while other special classes were reserved for children of foreign-born parents. By the turn of the century, special education classes in large schools included students identified as slow learners, the mentally subnormal, epileptics, physically handicapped or immigrant children with language or cultural handicaps (Sarason & Doris, 1979).

By the 1920s schools became more discriminating about the students considered acceptable for public school attendance and raised the minimum IQ required to 40 and then to 50. Thus, classes for children with mild disabilities grew, while children with severe handicaps remained excluded (Scheerenberger, 1983).

Legal Implications

In the 1954 landmark case of Brown v. Board of Education of Topeka, Kansas the Supreme Court ruled school segregation to be illegal, thus, leading to racial integration of many previously segregated students and to an

increased heterogeneity in the populations public schools were required to serve. Chief Justice Earl Warren stated in the Brown decision that separate education was not equal. It was this landmark Supreme Court decision which applied to the handicapped population and was an influential force in the passage of federal legislation for handicapped students.

The first federal legislation to deal with the handicapped was Section 504 of the Rehabilitation Act in 1973. Section 504 of the Rehabilitation Act was a civil rights statute which provided that:

> No otherwise qualified individual with handicaps in the United States . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or activity conducted by any Executive agency . . . . (Rehabilitation Act, 1973)

Section 504 of the Rehabilitation Act set the stage for the passage of Public Law 94 of the 142nd Congress, The Education for All Handicapped Children Act, passed in 1975 and effective in 1978 required that all handicapped children be provided with a free appropriate public education in the least restrictive environment. Parents, for the first time, had the law on their side in demanding school programming

for their handicapped children, many of whom were still excluded from school prior to the passage of Public Law 94-142 (Heshuseus, 1986).

Current Reform Proposals

The last quarter century has been marked by challenges to special education's orientation and desirability in the form of efficacy studies. Much of the efficacy debate centered on the wisdom of removing students from the regular classroom environment in order to provide them with differential education and the extent to which this differential education actually improved academic and social performance. Considerable attention was also given to potential negative effects of labeling, including loss of self esteem, stigma, social isolation, and the self-fulfilling prophecy (Skrtic, 1991).

Madeline C. Will (1984), former Assistant Secretary of the United States Department of Education for the Office of Special Education and Rehabilitation Services, proposed reform within the current special education delivery system. This purposed reform committed the Federal Office of Special Education and Rehabilitation Services to break down the barriers between special and regular education so full inclusion of students with handicaps could become a reality. This call for reform of the special education and regular education delivery systems was referred to as the Regular

Education Initiative.

The Regular Education Initiative urged states to reconsider their methods for organizing and administering special education programs and to eliminate the current dual system of education. The creation of a single system would more effectively meet the needs of all students: handicapped and nonhandicapped (Will, 1986). Reynolds, Wang, & Walberg (1987) proposed the "joining of demonstrably effective practices from special, compensatory, and general education" (p. 394), arguing that strengthening the regular education system to be more inclusive would better serve the needs of handicapped and other at-risk children.

Sailor, Gerry, & Wilson (1991) commented on the negative effects of the educational isolation of children with handicaps noting that:

> Categorical educational isolation of children is by its nature predicated on systems of classification and labeling. Labeling, in turn, fuels stigmatization of the isolated children by promoting stereotypical thinking and a depersonalization that is inherently incompatible with the concept of free appropriate education. Moreover, stigmatization, as the Supreme Court of the United Stated noted in Brown V. Board of Education of Topeka, Kansas (1954), victimizes children. (p. 180)

Proponents of the Regular Education Initiative suggested that services for children with handicaps be delivered within the regular classroom setting. Many proponents have contended that effective instruction, as practiced by regular classroom teachers, can appropriately be implemented for all children and accommodate the individual differences among all handicapped children (Gartner & Lipsky, 1987; Lilly, 1988; Pugach, 1987, 1988; Reynolds et al., 1987; Stainback & Stainback, 1988, 1989; Taylor, 1988; Wang, 1988; Will, 1986).

The Regular Education Initiative proponents contended that the dual system separated special education and, therefore, minimized communication between special and regular classroom teachers. This separation was perceived as a harmful disjunction between ongoing regular classroom instruction and special programs. Labeling children with handicaps and segregating them from the regular classroom resulted in stigmatization. Children manifesting learning or behavior characteristics that do not meet the expectations of the regular education system were typically referred for assessment and labeled. These children held a feeling of inferiority resulting from this process. Practice of the Regular Education Initiative was a means for reducing the need for assessment of children with lower levels of functioning, thereby eliminating labeling practices. Instead of labeling children, regular education

classes would be modified to meet the needs of all individual learners. All children would be deemed different in intellectual, physical, and psychological, characteristics but able to learn in most environments (Biklen & Zollers, 1986; Gartner & Lipsky, 1987; Lilly 1987, 1988; Reynolds et al., 1987).

The Regular Education Initiative for inclusion was an occurrence primarily restricted within a special education policy and academic context. Research and policy essays supporting inclusion had appeared largely in special education journals; this reflected the historical dichotomy between regular and special education. While inclusion practices are on the increase across the nation, there was a dearth of empirical research documenting the nature and efficacy of these practices (Keogh, 1988; McKinney & Hocutt, 1988; Semmel, Abernathy, Butera & Lesar, 1991).

The speed with which special education reform is taking place can be noted in the research completed by Hurst (1988). The purpose of the Hurst study was to evaluate the level of concern of supervisors and administrators in the state of Tennessee toward the placement of classes for the severely handicapped and the multi-handicapped in the regular school building. This study suggested that secondary principals', elementary principals' and superintendents' concerns were focused in other areas rather than on the mainstreaming of classes for the handicapped in

their regular schools. The past five years has shown the thrust not just to bring students with handicaps into the regular school building, but to include these students in regular classes.

Tallent (1986) conducted a research study to see if a difference existed between selected North Carolina classroom teachers' attitudes toward mainstreaming. The results from the stratified random sample indicated that of the 215 respondents a significant difference did not exist in attitude toward mainstreaming between elementary and secondary classroom teachers. In general all teachers surveyed had negative attitudes toward mainstreaming.

Prillaman (1984) surveyed 42 administrators regarding their attitudes toward mainstreaming. The study showed that approximately 30 percent supported the special class model as the best placement for handicapped children. Approximately 75 percent also believed that normally developing children profit from contact with handicapped children.

Wang, Reynolds, & Walberg (1987) proposed a new wave of innovation in which special educators would unite with regular educators to go forward with a broad program of adaptive education for all students, including strong efforts on behalf of children who had not progressed under present programs. This change was endeavored without thwarting the hard-won rights of handicapped children.

The Study Group on Special Education (National Association of State Boards of Education, 1992) was appointed in the fall of 1990 by the then president of the National Association of State Boards of Education, Walter Esdaile. The study group was made up of seventeen state board of education members for a two-year study of the state of special education, particularly in light of the education reform movement. The report made recommendations for creating a system that supported change and outlined the study group's vision for education.

The Study Group on Special Education gave three recommendations which addressed the areas of: (1) the state board role in an inclusive system, (2) personnel in an inclusive system, and (3) finance in an inclusive system.

> Recommendation #1: State boards of education must create a new belief system and vision for education in their states that includes ALL students. Once the vision is created, boards must provide leadership by clearly articulating goals for all students and then identifying the changes needed to meet those goals.

> Recommendation #2: State boards should encourage and foster collaborative partnerships and joint training programs between general educators and

> special educators to encourage a greater capacity of both types of teachers to work with the diverse student population found in fully inclusive schools.
>
> Recommendation #3: State boards, with state departments of education, should sever the link between funding, placement, and handicapping label. Funding requirements should not drive programming and placement decisions for students. (p. 5)

In addressing personnel for an inclusive system the study group cited the need for on-going professional development for practicing teachers and administrators. One of the suggestions from the study group was that "state boards should ensure that the theme of inclusion is strongly represented in administrator training programs throughout the state, such as school leader academies and other state-supported training activities" (p. 29). The planning process for change must be an ongoing, comprehensive, and strategic process. Such training must be tailored to the needs of the individual, rather than using one generic program for the entire district.

Change Process

Marcia Kalb Knoll, ASCD president, 1987-88 stated that:

> One of the most common and serious mistakes made by both the administrators and leaders of a change process is to presume that once an innovation has been introduced and initial training has been completed the intended users will put the innovation into practice. A second serious mistake is to assume that all users of the implementation will react in similar ways. (Hord et al., 1987, p. forward)

The change process was an extremely complicated operation often confused with program implementation or revision by those who did not understand the subtleties and nuances of an evolutionary process that involved strategic planning over time. Change was a phenomenon that was usually incrementally adaptive; it could never be considered successful or complete until it was accepted and internalized by the individuals impacted by the process. Educational improvement had long been associated with program initiation or adaptation which was an event that could be adopted and formalized with limited impact marked by the absence of real change. As a result, little school improvement had occurred because individuals equated process

with event and without the requisite long range strategic planning, successful change was not likely to occur.

A basic problem with ineffective change strategy had been to consider change as an impersonal program function in organizational or institutional terms. This misconception lead to the assumption that change could be dictated or accomplished by fiat. Most critics of public education were victims of simplistic thinking or antiquated concepts based on classical theory; they thought of change as a nomothetic event rather than a process focusing on the idiographic dimensions of the endeavor. Practitioners were usually operationally reactive in that they responded to those kinds of external pressures with simplistic, quick-fix solutions focused on programs instead of concentrating on strategic planning that involved getting individuals intellectually, mentally, emotionally, and sociologically involved in the process that will effect change (Hall & Hord, 1987; Hall et al., 1987).

Professional Development

Successful change required staff development that was innovation-related and continuous during the course of implementation. The process of implementing an innovation was essentially a learning process (Fullan & Pomfret, 1977). Huberman and Miles (1984) confirmed the link between staff development and implementation of an innovation in a

detailed examination of 12 case studies of innovation:

> Large-scale, change-bearing innovations lived or died by the amount and quality of assistance that their users received once the change process was under way.... The forms of assistance were various. The high-assistance sites set up external conferences, in-service training session, visits, committee structures, and team meetings. They also furnished a lot of ongoing assistance in the form of materials, peer consultation, access to external consultant, and rapid access to central office personnel.... Although strong assistance did not usually succeed in smoothing the way in early implementation, especially for the more demanding innovations, it paid handsome dividends later on by substantially increasing the levels of commitment and practice mastery. (p. 273)

Change Facilitator

Effective change facilitators worked with people in an adaptive and systemic way, designing interventions for clients' needs, realizing that those needs existed in particular contexts and settings. Functioning in a systemic way recognized that the school as a whole would be affected by whatever was done with respect to even its smallest part. Interventions in one arena produced unexpected results in

another. Therefore, notions about the speed with which successful school improvement could be accomplished, the specific actions needed to achieve it, and even the shape implemented change ultimately took, had to be altered along the way.

School change did not occur by fate. The decision had to be made to do something to change the status quo for the better. This decision sometimes emerged from a teacher or group of teachers; generally, though, the decision to embark on school change resulted from deliberate action by the school leader. Sustained results in school change required effective school leadership (Sergiovanni, 1991). Change occurred more rapidly when it began at the school leader's desk if appropriate interventions were provided to support and assist in facilitating the change (Hall et al., 1987).

Research by Hall, Hord, & Griffin (1980) revealed that supervisors and consultants who provided effective support for school leaders in the process of change also addressed and resolved the facilitators' concerns about the innovation in the change process.

Leadership

Edmonds (1979) identified characteristics of effective schools as strong administrative leadership that placed the acquisition of basic skills at the highest priority, and development of a pervading belief that all students can and

will attain expected levels of achievement. Leithwood and Montgomery (1982) found two types of school leaders, "effective" and "typical". School leader characteristics were revealed by the way educational goals were addressed. Effective school leaders had clear goals and their priorities dealt with the happiness and achievement of students. Effective school leaders achieved balance between task and interpersonal relationships, but their first priority was to have a good school. Effective school leaders applied the task ethic to themselves, and they viewed themselves as instructional leaders, responsible for the quality of their school, by securing support from the community and higher administration. High teacher expectations were communicated and were coupled with the assumption that programs would always be changing to better serve learners. The typical school leader tended to be primarily responsive to district demands and the demands from the many other sources of problems encountered everyday.

The school leader was the focal point from which action, and its subsequent effects, emanated. The school leader was perceived as best situated in the school for making school improvements (Hall & Hord, 1987). Effective school leaders defined priorities focused on the mission of the school and augmented support for these priorities from all stakeholders. Their actions encroached on almost all

aspects of the classroom and school that were likely to influence achievement of these priorities. They intervened directly and constantly to ensure that priorities were achieved (Leithwood & Montgomery, 1982).

McGraw (1978) stated that "The key person to introducing any special students into a regular school setting is the principal. Without overt and positive support on the part of the principal, the chances of success (mainstreaming) are greatly diminished" (p. 55).

The critical importance of the school leader in the overall mainstreaming process for children who were handicapped had been widely cited in the literature (Alexander & Strain, 1978; Drummond, 1990; Larrivee, 1979; Lazar, Stodden, & Sullivan, 1976; Payne & Murray, 1974; Rude & Rubadeau, 1992; Smith, Flexner, & Sigelman, 1980; Van Horn, Burnello, & DeClue, 1992; Vargason, Smith, & Wyatt, 1974). Reehill, for example (1982) stated:

> The degree to which the special needs of children with handicapping conditions are accommodated within the regular educational environment and successful alternative educational programming is provided will depend largely upon the attitude of regular school administrators towards such educational programming as well as their knowledge of appropriate educational placements. (p. 2)

The school leader, by virtue of his or her position, must be considered a key person in instituting a successful program for children with disabilities (Drummond, 1990; Hamre-Nietupski, McDonald, & Nietupski, 1992). The role of the school leader in providing commitment to successful special education programs and services had been a topic of ongoing debate (Gearheart, 1980; Howe, 1981; Barth, 1985; Greenfield, 1987; Thousand & Villa 1989; Van Horn et al., 1992). These authors all found the need to ensure that school leaders had specific skills related to program development for children with handicaps.

In a study of school leaders in urban, suburban and rural contexts to identify the leadership behaviors and belief systems regarding children with handicaps Van Horn et al., (1992) found that the school leaders' expectations and attitudes toward students with disabilities were key influential factors governing the school leaders' behavior. The school leaders' symbolic behavior sent a clear message to the school community regarding their values and interest to include, rather than exclude, children with handicaps in all school activities.

Burrello, Schrup, & Barnett (1988) found that, if a school leader was effective, there would be no distinction made between the expectations set for special and regular education students, staff, and programs. Sergiovanni (1984) found "the symbolic leader assumes the role of 'chief' and

by emphasizing selective attention (the modeling of important goals and behaviors) signals to others what is of importance and value" (p. 7).

The effective school leader incorporated various modes to implement an effective program. This included openness to new ideas, trends, and innovations. The school leader had a vision of where the school had been and where it was going as defined by what was best for each student, handicapped or non-handicapped.

Concerns Based Adoption Model

The concept of concerns emerged out of the work of Frances Fuller and her colleagues in the 1960s. Fuller (1969) proposed that concerns could be organized to describe the developmental nature of teachers concerns. The Concerns-Based Adoption Model (CBAM) was developed at the University of Texas Research and Development Center for Teacher Education over a three and one half year period by Gene Hall and his associates (Hall, Wallace, & Dossett, 1973). The supposition of the CBAM was that the adoption of an innovation was a process and the various individuals engaged in the process could be at different developmental stages (Hall, Loucks, Rutherford, & Newlove, 1975).

The CBAM was framed on the following fundamental characteristics:

1. Focused on adoption of innovations rather than on change that is 'innovation-free';
2. Focused on the individual as the unit of analysis rather than on groups;
3. Viewed innovation adoption as developmental with definable, predictable, and measurable levels and stages;
4. Hypothesized that use of the innovation progresses through a series of definable, predictable, and measurable levels;
5. Hypothesized that individual user concerns about the innovation progress through a series of definable, predictable and measurable stages;
6. Hypothesized that there is a corresponding relationship between a user's concern about the innovation and how the innovation is used. (Hall, 1974, pp. 10-11)

Change Facilitators Stages of Concern Questionnaire

Gene Hall and his associates developed the concept of stages of concern about an innovation as part of the CBAM. The Concerns Based Adoption Model project staff first developed the Stages of Concern Questionnaire (SoCQ) to obtain information about the concerns of teachers and college faculty in relation to the use of an educational innovation. Through their research with teachers they found

that school leaders and other change facilitators have concerns about their role in the implementation of educational innovations. One of the key diagnostic dimensions that change facilitators considered was concern about the innovation. The CBAM project staff in 1979 began work on the Change Facilitator Stages of Concern Questionnaire (CFSoCQ). Working with colleagues over a three year period from within the Research and Development Center for Teacher Education, the CFSoCQ was developed and refined producing an even stronger measure than the earlier SoCQ (Hall et al., 1991). The Concerns-Based Adoption Model was client-centered, it could identify the special needs of each user so that the change facilitator could provide vital assistance through appropriate actions. "The hypothesis underlying the CBAM suggested that with diagnostic information the change facilitator can make decisions about how to use resources and provide interventions to individuals to facilitate the school improvement process" (Hord, Rutherford, Huling-Austin, & Hall, 1987, p. 10).

Considerable descriptive data about the concerns of change facilitators were collected from administrators, staff developers, curriculum coordinators and others. The result of the analyses of the descriptive concerns data was initial identification and characterization of a set of seven Change Facilitator Stages of Concern. The following was the final formal definitions of these Change Facilitator

Stages of Concern:

Awareness Stage: Change facilitation in relation to the innovation is not an area of intense concern. The person's attention is focused elsewhere.

Information Stage: There is interest in learning more about the innovation. The concern is not self-oriented or necessarily change facilitation oriented. The focus is on the need/desire to know more about the innovation, its characteristics, its use and effects.

Personal Stage: Uncertainty about one's ability and role in facilitating use of the innovation is indicated. Doubts about one's adequacy to be an effective change facilitator and questions about institutional support and rewards for doing the job are included. Lack of confidence in oneself or in the support to be received from superiors, nonusers, and users are a part of this stage.

Management Stage: The time, logistics, available resources, and energy involved in facilitating others in use of the innovation are the focus. Attention is on the "how to do its" of change

facilitation, decreasing the difficulty of managing the change process, and the potential of overloading staff.

Consequence Stage: Attention is on improving one's own style of change facilitation and increasing positive innovation effects. Increasing the effectiveness of users and analyzing the effects on clients are the focuses. Expanding his/her facility and style for facilitating change is also the focus.

Collaboration Stage: Coordinating with other change facilitators and/or administrators to increase one's capacity in facilitating use of the innovation is the focus. Improving coordination and communication for increased effectiveness of the innovation are the focuses. Issues related to involving other leaders in support of and facilitating use of the innovation for increased impact are indicated.

Refocusing Stage: Ideas about alternatives to the innovation are a focus. Thoughts and opinions oriented toward increasing benefits to clients are based on substantive questions about the maximum effectiveness of the present innovative thrust.

> Thought is being given to alternative forms or possible replacement of the innovation. (Hall et al., 1991, p. 17)

The CBAM authors advocated that it was inadvisable not to address the concerns of individuals in the process of change. This approach had historically been archetypal of policymakers, legislators, and others who were organizationally removed from the classroom. They seemed to have little understanding of the change process as it was experienced by front-line users. From a CBAM point of view, the ethical approach to change facilitation was to base interventions on the needs of individuals, not simply to use formal authority to force a change (Hall & Hord, 1987).

The first step in using concerns to guide professional development was to understand the concerns of the individual. The second step was to deliver interventions that might respond to those concerns. The CFSoCQ provided a means for ascertaining professional development needs, specifically, the content and delivery of those needs. Once the concerns of individuals were known, professional development could be planned which met the expressed concerns (Hord et al., 1987).

The following were suggestions for professional development at specific stages of concern:

Awareness Stage: Acknowledge that little concern is legitimate, share information about the innovation to arouse interest, tie the innovation to an area of concern, state if the innovation is required, and encourage dialogue with others.

Information Stage: Share general detailed information about the innovation through conversation, literature or media demonstration.

Personal Stage: Give reassurance of personal adequacy through discussion and notes, encourage innovation use cautiously, show relationship to other priorities that conflict in terms of time demands, show how the innovation can be introduced gradually, set reasonable goals, provide a support system, and legitimize the expression of personal concerns.

Management Stage: Assure that management concerns can be resolved, address specific issues of concern, show how the innovation can be a part of existing programs, use others to share successful practices, provide a model of effective use, plan one specific task, establish a peer support group, set time lines for accomplishment of tasks.

Consequence Stage: Support regularly, communicate

information on topics of interest, strengthen communication skills with others, use conferences to refine skills.

Collaboration Stage: Arrange for idea exchange, use this individual for technical assistance to others, encourage collaborative awareness, use a consultant to facilitate development of group process skills and resources.

Refocusing Stage: Focus energy for productive direction, use as trainers, encourage individuals to take action on concerns, provide resources and materials and encourage pilot test of materials to see if they would be of use to others.

The concerns of individuals tended to occur in a developmental sequence from Self Concerns (Awareness, Information, and Personal Stages) to Task Concerns (Management Stage) to Impact Concerns (Consequence, Collaboration, and Refocusing Stages). Progression through the stages could be facilitated but could not be coerced. It was the job of the person planning the interventions to assist in resolving the current concerns while supporting the individual to progress to the next stage of concern.

The concerns expressed by individuals formed a profile of concerns. Some stages were more or less intense than others. A staff developer could assess the relative value

of particular development exercises for an individual or group based on the group profile or individual profile (Hord et al., 1987).

Summary of Literature Review

Chapter 2 formed the conceptual framework for the study. Literature cited indicated the importance of removing the barriers which separated special education and regular education. The history and legal implications of the education of the handicapped led to the current reform movement of the Regular Education Initiative.

Understanding the facilitation of inclusive schools involved the change process, professional development, and effective leadership. The concept of concern which emerged from the work of Frances Fuller and colleagues gave way to the Concerns Based Adoption Model.

Additionally, research was cited regarding the appropriateness of the Change Facilitators Stages of Concern Questionnaire. The questionnaire was designed after Hall and his associates in 1981 refined a stronger measure for determining the school leader's concern for implementing educational innovation. From the CBAM vantage point, the ethical approach to change facilitation was to base interventions on the needs of individuals, not simply to use formal authority to force a change.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The purpose of this study was to interpret research and identify professional development needs based on the concerns of Tennessee school leaders. The inclusion of children with handicaps into regular education is a change challenging Tennessee school leaders. The school leader, as the change facilitator for the school, must be professionally developed to meet this challenge.

Chapter 3 of this study was divided into four sections. Section One provided a description of the research design. Section Two provided a description of the procedures to collect the data. Section Three provided a description of the Change Facilitator Stages of Concern Questionnaire, and Section Four provided a description of the data analysis techniques used in reporting and interpreting the data.

Research Design

The research design used for this study was descriptive in nature. The purpose of descriptive research was the analysis of trends, public opinions, factors producing change or growth, and functional relationships

among variables. Descriptive research is concerned with conditions or relationships that existed, opinions that were held, processes that were going on, effects that were evident or trends that were developing (Best, 1981). Borg and Gall (1983) described the instrument chosen to obtain data in a descriptive study of paramount importance.

The instrument chosen for this study was the Change Facilitator Stages of Concern Questionnaire. "The Change Facilitator Stages of Concern Questionnaire is a proven and useful way of measuring the types of concerns that persons have in relation to their change facilitator role" (Hall et al., 1991, p. 2).

Procedure For Data Collection

The population of this study was school leaders working in Tennessee Public Schools. The sample was identified from the 1990-91 Directory of Public Schools Approved Nonpublic, Special State Schools, and the State Department of Education, State of Tennessee.

One hundred thirty nine of county, city, and special school districts were listed in the directory. The State of Tennessee Annual Statistical Report of the Department of Education for the Scholastic Year Ending June 30, 1991 reported there were 1487 school leaders in the identified population: elementary school leaders represented 64%, middle school leaders represented 13%, and secondary

leaders represented 23% of the total population. A sample of 500 school leaders were surveyed from the 1487 school leaders in public systems in Tennessee. A confidence level of .95 was established in the selection of the sample size with a degree of accuracy of .05. Over sampling was used in order to assure a return of 315 surveys to obtain this level of accuracy. Random sampling was used for this study to assure representativeness of school leaders across the state.

Elementary schools sampled were composed of kindergarten through eighth grades. Middle schools were sampled separately. Middle schools were based on a grade span of 5 through 8. Secondary schools were based on any grade span that included at least one or more of grades 9, 10, 11, and 12.

Instrumentation

The concept of stages of concern about an innovation was developed by Gene Hall and his associates in Austin, Texas, at the University of Texas Research and Development Center for Teacher Education, as part of the Concerns Based Adoption Model (Hall et al., 1973). The Concerns Based Adoption Model (CBAM) project staff first developed the Stages of Concern Questionnaire (SoCQ) to obtain information about the concerns of teachers and college faculty in relation to the use of an educational innovation. Through

their work with teachers, research indicated school leaders and other change facilitators had concerns about their role in the implementation of educational innovations. One of the key diagnostic dimensions that change facilitators considered was concern about the innovation. The CBAM project team in 1979 began work on the Change Facilitator Stages of Concern Questionnaire (CFSoCQ). Working with colleagues, over a three year period from within the Research and Development Center for Teacher Education, the CFSoCQ was developed and refined producing an even stronger measure than the earlier SoCQ (Hall et al., 1991). The CBAM was client-centered. It could identify the special needs of each user so that the change facilitator could provide vital assistance through appropriate actions. "The hypothesis underlying the CBAM was that with diagnostic information the change facilitator could make decisions about how to use resources and provide interventions to individuals to facilitate the school improvement process" (Hord et al., 1987, p. 10).

Reliability and Validity

A total of 589, 35-item CFSoC Questionnaires were administered in 1981. The means, standard deviations, and alpha coefficients were computed for the five questions within each of the seven stages of concern. The means ranged from 9.07 to 25.88. The standard deviations ranged

from 5.94 to 9.49 and the alphas from .61 to .85.

Seven hundred fifty CFSoCQ responses were collected after 1981 and produced essentially identical statistics. The subsequent analyses yielded means ranging from 8.40 to 24.99, standard deviations ranging from 5.93 to 9.25 and alphas ranging from .63 to .86. These statistics indicate adequate internal reliability.

Validity was established across various innovations by a variety of individuals with experience in being a change facilitator for different educational innovations. The sample was made up of individuals who had experience in being a change facilitator in roles such as principal, staff developer, external agent, curriculum developer, and university faculty. Additionally, they were noted for a variety of educational innovations. The stage definitions were developed from field realities and were seen as meaningful by practicing change facilitators. (Hall et al., 1991).

Data Collection Procedures

The following procedures were used in the development of this study:

1. A review of the literature was conducted to establish the need for the study, gather information on the development of the questionnaire used, and obtain information on professional development.

2. The Change Facilitator Stages of Concern Questionnaire was used in this study along with demographic information on each respondent.

3. Permission to use the Change Facilitator Stages of Concern Questionnaire was obtained from the author.

4. A random sample was generated using the table of random numbers to identify 500 school leaders drawn from the 139 public school systems in Tennessee.

5. Application for approval of the study was submitted to the East Tennessee State University Human Subject Review Board.

6. Cover letters and questionnaire packets were sent to Tennessee public school leaders identified through a random sample.

7. A follow-up letter was mailed one month later to school leaders who had not responded.

8. One week after the follow-up letters were mailed telephone calls were made to superintendents and supervisors, in systems where the response rate was low, to request their assistance in this research project. Those who agreed to assist were mailed questionnaire packets to give to the school leaders in their systems.

9. Descriptive statistics were applied to the data results using the Statistical Package for Social Science.

10. Demographic data was analyzed for frequency and correlation with the intensity of concerns.

11. Data results and information obtained from the review of literature was used to identify school leader needs related to their concerns about inclusive schools.

Using the CFSoCQ

The questionnaire was made up of a cover letter (see Appendix C), an introductory page (see Appendix D), and three pages containing a total of 35 items and demographic information (see Appendix E). The cover letter was used to introduce the questionnaire and help focus the respondent on the task. The introductory page gave examples for completing the questionnaire and indicated that "inclusion" was the innovation to which the questionnaire referred. Respondents marked each of the 35 items on a "0" to "7" Likert scale according to the respondent's feeling that the item describes a concern felt at the time the questionnaire was completed. The "0" was used by respondents for marking items that were completely irrelevant. The demographic information was at the end of the questionnaire and was used in gathering information about the respondents for both sample description and correlation purposes. Respondents were asked to take 10 to 15 minutes to complete the questionnaire individually without consultation.

Administering the CFSoC Questionnaire

The authors of the Change Facilitator Stages of Concern Questionnaire prescribed no one setting or process for administration. To date it has been disseminated by mail, personal contact, at workshops, and combinations of the three. The method of administration did not seem to alter the seriousness with which individuals responded (Hall et al., 1991).

The following procedures were used to administer the questionnaire to Tennessee public school leaders:

1. A cover letter, introductory page, 35-item questionnaire, demographic information, and a self-addressed stamped envelope were mailed to the randomly selected school leaders. Questionnaires were numbered for identification purposes only. The number provided the researcher a way to monitor the return and follow-up with those members of the sample who did not respond.

2. A follow-up letter was mailed one month later to all selected school leaders who had not responded.

3. Questionnaire packets were mailed to superintendents and supervisors, who were asked by telephone to assist in follow-up on the return of the questionnaire.

Scoring the CFSoC Questionnaire

Each of the seven stages of concern were represented by five statements. The "raw score" for each scale was simply

the sum of the responses to the five statements for that scale. The raw scores were converted to percentile scores for interpretation (see Appendix G).

The percentiles were based on the responses of 589 individuals who completed the questionnaire in 1981. The respondents in the norming group represented elementary, secondary, and higher education institutions with a range of experience facilitating a variety of educational innovations (Hall et al., 1991).

Interpretation of Data

1. Data were interpreted using Measuring Change Facilitator Stages of Concern: A Manual for Use of the CFSoC Questionnaire.
2. Interpretation was based on group data for the interpretation of highest stage of concern scores.
3. Individual data were aggregated to develop a profile for elementary, middle and secondary school leaders within the population.
4. The Statistical Package for Social Sciences was used to assess the relationships which exist between the individual items on the scale and the demographic data for frequency and correlation with highest stage of concern scores.
5. The data obtained were used to design professional development for Tennessee school leaders.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this study was to interpret research and identify professional development needs based on the concerns of Tennessee school leaders. The inclusion of children with handicaps into regular education is a change challenging Tennessee school leaders. The school leader, as the change facilitator for the school, must be professionally developed to meet this challenge.

Presentation of the Data

Data for this study were obtained from the Change Facilitators Stages of Concern Questionnaire sent to a random sample of Tennessee school leaders. Data were compiled through responses given by school leaders to a set of thirty-five questions on the survey. The thirty-five questions on the questionnaire were set up on a Likert scale to which the participant could respond with a number "0" through "7" to indicate a level of concern ranging from "irrelevant" to "very true of me now." Participants were asked to respond to demographic information. Demographic information was used to gather data about the school leader which addressed their current assignment, number of

years as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with persons with handicaps, and experience with persons with handicaps.

Population and Sample Response

A sample of 500 school leaders was randomly selected from a population of all public schools in the state of Tennessee. The total population included 1487 public school leaders. An analysis of the population revealed that 64% were elementary school leaders, 13% were middle school leaders, and 23% were secondary school leaders.

Surveys were mailed to the 500 randomly selected school leaders. The mailing included a copy of the survey with demographic information, an introductory letter, and a self-addressed, stamped envelope. Three hundred fifteen responses to the Change Facilitators Stages of Concern Questionnaire were received. This was a 63% return. The sample response represented 56.7% elementary school leaders, 22.9% middle school leaders, and 20.4% secondary school leaders. The random sampling technique provided a sample that was representative, but the response rate over represented middle school leaders.

Sample Descriptives

The sample represented elementary, middle and secondary school leaders. The school organizational patterns present in the sample made it difficult to classify schools by elementary or middle. Schools K-8 were included in the elementary classification. Schools 5-8, or any combination of these grades, were included in the middle classification. Secondary classification was identified as schools 9-12 or any combination of these grades. Over half of the respondents (56.7%) were in elementary schools. Data indicating this distribution are presented in Table 1.

Table 1

Frequency Distribution for Current School Assignment

Assignment	n	%
Elementary school	178	56.7
Middle school	72	22.9
Secondary school	64	20.4
Total	314[a]	100.0

[a]One respondent did not indicate his current school assignment.

The demographic data revealed that 66.8% of the school leaders had served as a school principal for 15 years or less. The frequencies for these data are shown in Table 2.

Table 2

Frequency Distribution for Years of Experience as a School Principal

Years as school principal	n	%
Less than 5	62	19.8
5 to 10	94	30.0
11 to 15	53	17.0
16 to 20	42	13.4
More than 20	62	19.8
Total	313[a]	100.0

[a]Two respondents did not indicate their number of years as a school leader.

Respondents were given five options to categorize their school's enrollment. The highest number in a category was 117 (37.6%) respondents with an enrollment of 251 to 500.

An enrollment of less than 250 represented the smallest category. The frequencies for these data are shown in Table 3.

Table 3

Frequency Distribution for Number of Students Enrolled

Students enrolled	n	%
Less than 250	26	8.4
251 to 500	117	37.6
501 to 750	99	31.8
751 to 1000	41	13.2
More than 1000	28	9.0
Total	311[a]	100.0

[a]Four respondents did not indicate the number of students enrolled.

Respondents were given four options to describe how they viewed themselves in terms of innovation. One hundred fifty one of the respondents (48.2%) indicated they were currently involved in an innovative project; 14.1% of the

sample did not view themselves as an innovator or felt innovation should come from the central administrative office. The frequencies for these data are shown in Table 4.

Table 4

Frequency Distribution for View of Self as an Innovator

View of self	n	%
Not an innovator	26	8.3
Central office	18	5.8
Involved in past	118	37.7
Currently involved	151	48.2
Total	313[a]	100.0

[a]Two respondents did not indicate their view of self as an innovator.

The respondents were asked to describe their main contact with persons with handicaps from four options given. Two hundred sixty one of the respondents (82.9%) indicated their main contact with persons with handicaps was through

school. There were no responses to contact being through church or community. The frequencies for these data are shown in Table 5.

Table 5

Frequency Distribution for Contact with Persons with Handicaps

Contact	n	%
Relatives	35	11.1
Friends	19	6.0
School	261	82.9
Church/Community	0	0
Total	315	100.0

Training for dealing with handicapping conditions and methods had been received by 54.3% of the sample through in-service education or conferences. Special education certification was held by 25 (8.0%) of the respondents. The frequency distribution for these data are shown in Table 6.

Table 6

Frequency Distribution for Training for Working with Handicapping Conditions

Training	n	%
Special education certification	25	8.0
Special education classes only	86	27.7
In-service and conferences	169	54.3
Individual initiative	31	10.0
Total	311[a]	100.0

[a]Four respondents did not indicate their training for handicapping conditions and methods.

One hundred ninety eight of the respondents' experiences with persons with handicaps had been through the supervision of a program that included persons with handicaps; 35.7% indicated their experience with persons with handicaps had been through instruction, whether formal or informal. These data are shown in Table 7.

Table 7

Frequency Distribution for Experience with Persons with Handicaps

Experience	n	%
Instruction with sp. ed. certification	21	6.8
Instruction in regular classroom	76	24.7
Informal instruction	13	4.2
Supervision of program w/ handicapped	198	64.3
Total	308[a]	100.0

[a]Seven respondents did not indicate their experience with persons with handicaps.

Research Questions

Research Question One

What concerns do school leaders have regarding inclusion?

The average or mean raw score was calculated for each stage of concern. The total raw score possible on each scale was 35. The Information Stage had the highest mean score of 24.9. These data are summarized in Table 8.

Table 8

Mean Raw Score for Each Stage of Concern

Stage of concern	M	SD
Awareness	19.0	5.9
Information	24.9	8.4
Personal	13.2	6.6
Management	20.0	7.4
Consequence	21.5	6.7
Collaboration	20.1	7.5
Refocusing	9.7	5.5

Note. Maximum raw score = 35.

The mean for each stage of concern using the percentile conversion score (see Appendix G for percentile conversion chart) was computed. The Awareness Stage had the highest percentile mean at 88.7. Data are summarized in Table 9.

Table 9

Mean Percentile Score for Each Stage of Concern

Stage of concern	M	SD
Awareness	88.7	8.6
Information	76.1	23.5
Personal	53.3	28.2
Management	64.7	27.5
Consequence	26.5	24.7
Collaboration	30.8	24.8
Refocusing	42.7	29.4

Note. Maximum percentile score = 99.

The frequency of the highest stage of concern score was computed. Of the 315 school leaders who responded to the Change Facilitators Stages of Concern Questionnaire, 290 (92.0%) school leaders indicated that their highest concerns were Self Concerns. Eleven school leaders (3.5%) indicated their highest concerns were Task Concerns. Fourteen school leaders (4.5%) indicated that their highest concerns were Impact Concerns. These data are displayed in Table 10.

Table 10

Frequency for Highest Stage of Concern Score

Stage of concern	n	%
Self		
Awareness	195	61.9
Information	83	26.3
Personal	12	3.8
Task		
Management	11	3.5
Impact		
Consequence	-	-
Collaboration	5	1.6
Refocusing	9	2.9
Total	315	100.0

Research Question Two

How does current school assignment, years of experience as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with handicapping conditions, and experience with persons with handicaps relate to the school leaders' highest stage of concern about inclusion?

Seven hypotheses were developed and tested to answer Research Question Two. The Chi-Square Test of Independence was used to test these hypotheses.

H_{2a}: There is a relationship between the school leaders' current assignment and their highest stage of concern about inclusion.

The Chi-Square Test of Independence was used to determine if the school leaders' current assignments were related to their highest stage of concern. Sixty two percent of the school leaders had Awareness as their highest stage of concern.

A Chi-Square value of 6.11 was not statistically significant ($p = .81$). There was no relationship between

the current assignment of the school leader and their highest stage of concern. Table 11 contains the relevant data obtained through the application of the Chi-Square Test of Independence.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Informational Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

An analysis of the recoded data revealed a significance level of $p = .58$. This was not statistically significant. There was no relationship between the current assignment of the school leader and their highest stage of concern. The null hypothesis was retained.

Table 11

Current Assignment Crosstabulated with Highest Stage of Concern (SoC)

SoC	Elem	Mid	Sec	Total
Awareness	106 59.6	45 62.5	43 67.2	194 61.8
Information	49 27.5	17 23.6	17 26.6	83 26.4
Personal	7 3.9	3 4.2	2 3.1	12 3.8
Management	8 4.5	2 2.8	1 1.6	11 3.5
Collaboration	4 2.2	1 1.4	- -	5 1.6
Refocusing	4 2.2	4 5.6	1 1.6	9 2.9
Summary	178 100.0	72 100.0	64 100.0	314 100.0%

Note. Elem = schools K-8. Mid = schools 5-8, or any combination. Sec = schools 9-12. Values represent number of respondents and percentages.

H_{2b}: There is a relationship between the school leaders' years of experience as a school principal and their highest stage of concern about inclusion.

When looking at the data shown in Table 12, it was noted that 289 school leaders' highest concerns were at the Awareness, Information and Personal Stages.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Informational Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

Analysis of the recoded data revealed a Chi-Square of 9.79, which was not statistically significant ($p = .28$). There was no relationship between the school leaders' years of experience as a school principal and their highest stage of concern. The null hypothesis of no relationship was retained.

Table 12

Years of Experience Crosstabulated with Highest Stage of Concern (SoC)

SoC	Less than 5	5 to 10	11 to 15	16 to 20	More than 20	Total
Awareness	37 59.7	56 59.6	38 71.7	25 59.5	38 61.3	194 62.0
Information	21 33.9	27 28.7	11 20.8	12 28.6	12 19.4	83 26.5
Personal	1 1.6	5 5.3	1 1.9	2 4.8	3 4.8	12 3.8
Management	2 3.2	2 2.1	2 3.8	2 4.8	3 4.8	11 3.5
Collaborate	1 1.6	- -	- -	1 2.4	3 4.8	5 1.6
Refocusing	- -	4 4.3	1 1.9	- -	3 4.8	8 2.6
Summary	62 100.0	94 100.0	53 100.0	42 100.0	62 100.0	313 100.0%

Note. Values represent number of respondents and percentages.

H_{2c}: There is a relationship between the number enrolled in the school and the school leaders' highest stage of concern about inclusion.

The data received revealed 50.5% of the respondents', with a school enrollment over 500, highest concerns were at the Awareness, Information, and Personal Stages. Table 13 contains the relevant data obtained through the application of the Chi-Square statistic.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Information Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

A Chi-Square of 6.33 was derived with a significance level of $p = .61$. These data were not statistically significant. There was no relationship between the school enrollment and the school leaders' highest stage of concern about inclusion when the data were collapsed. The null hypothesis of no relationship was retained.

Table 13

School Enrollment Crosstabulated with Highest Stage of Concern

Stage of Concern	Less than 250	251 to 500	501 to 750	751 to 1000	More than 1000	Total
Awareness	15 57.7	72 61.5	62 62.6	24 58.5	19 67.9	192 61.7
Information	5 19.2	30 25.6	27 27.3	13 31.7	8 28.6	83 26.7
Personal	2 7.7	6 5.1	4 4.0	- -	- -	12 3.9
Management	2 7.7	4 3.4	2 2.0	2 4.9	1 3.6	11 3.5
Collaborate	2 7.7	2 1.7	- -	1 2.4	- -	5 1.6
Refocusing	- -	3 2.6	4 4.0	1 2.4	- -	8 2.6
Summary	26 100.0	117 100.0	99 100.0	41 100.0	28 100.0	311 100.0%

Note. Values represent number of respondents and percentages.

H_{2d}: There is a relationship between the school leaders' view of self as an innovator and their highest stage of concern about inclusion.

One hundred fifty-one (48.3%) of the respondents indicated they were currently involved in an innovative project. Of those currently involved in an innovative project 63.6% were at the Awareness Stage of Concern. These data are shown in Table 14.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Information Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

Analysis of the collapsed data indicated a chi-square value of 4.77 ($p = .57$). This was not statistically significant. There was no relationship between the school leaders' view of self as an innovator and their highest stage of concern about inclusion. The null hypothesis of no relationship was rejected.

Table 14

View of Self as an Innovator Crosstabulated with Highest Stage of Concern

Stage of concern	Not an innov	Central office	Invol in past	Currently involved	Total
Awareness	14 53.8	14 77.8	69 58.5	96 63.6	193 61.7
Information	7 26.9	3 16.7	36 30.5	37 24.5	83 26.5
Personal	3 11.5	- -	7 5.9	2 1.3	12 3.8
Management	2 7.7	- -	3 2.5	6 4.0	11 3.5
Collaborate	- -	1 5.6	1 .8	3 2.0	5 1.6
Refocusing	- -	- -	2 1.7	7 4.6	9 2.9
Summary	26 100.0	18 100.0	118 100.0	151 100.0	313 100.0%

Note. Not an innov = not an innovator. Invol in past = Involved in the past but, not currently involved in an innovative project. Values represent number of respondents and percentages.

H_{2o}: There is a relationship between the school leaders' contact with persons with handicaps and their highest stage of concern about inclusion.

Results indicated 82.9% of the school leaders' primary contact with persons with handicaps was through school; of these, 51.8% were in the Awareness Stage of Concern. Relatives were the primary contact for 11.1% of the sample with 6.0% being in the Awareness Stage of Concern. Data are shown in Table 15.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Information Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

Analysis of the data yielded a Chi-square value of 2.11 ($p = .72$). This was not a statistically significant relationship. The null hypothesis of no relationship was retained. There was no relationship between the school leaders contact with persons with handicaps and their highest stage of concern about inclusion.

Table 15

Contact with Person with Handicaps Crosstabulated with Highest Stage of Concern (SoC)

SoC	Relatives	Friends	School	Total
Awareness	19 54.3	13 68.4	163 62.5	195 61.9
Information	10 28.6	5 26.3	68 26.1	83 26.3
Personal	3 8.6	- -	9 3.4	12 3.8
Management	3 8.6	1 5.3	7 2.7	11 3.5
Collaborate	- -	- -	5 1.9	5 1.6
Refocusing	- -	- -	9 3.4	9 2.9
Summary	35 100.0	19 100.0	261 100.0	315 100.0%

Note. Values represent the number of respondents and percentages.

H_{2f}: There is a relationship between the school leaders' training for working with persons with handicaps and their highest stage of concern about inclusion.

It was noted the percentage of school leaders with special education certification, and those whose training was through individual initiative, was lower at the Awareness Stage than the school leaders whose training for working with persons with handicaps was through in-service activities. Those whose training had been through in-service activities highest stage of concern was the Awareness Stage. These data are shown in Table 16.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Information Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

Analysis of the collapsed data indicated a chi-square value of 7.48 ($p = .28$). This was not statistically significant. The null hypothesis was retained. There was no relationship between the school leaders training for working with persons with handicaps and their highest stage of concern about inclusion.

Table 16

Training for Working with Persons with Handicaps Crosstabulated with Highest Stage of Concern (SoC)

SoC	Sped cert	Sped classes	In-service	Indiv initi	Total
Awareness	12 48.0	53 61.6	112 66.3	15 48.4	192 61.7
Information	8 32.0	25 29.1	40 23.7	10 32.3	83 26.7
Personal	1 4.0	2 2.3	6 3.6	3 9.7	12 3.9
Management	2 8.0	2 2.3	5 3.0	2 6.5	11 3.5
Collaborate	- -	4 4.7	- -	1 3.2	5 1.6
Refocusing	2 8.0	- -	6 3.6	- -	8 2.6
Summary	25 100.0	86 100.0	169 100.0	31 100.0	311 100.0%

Note. Sped cert = special education certification. Sped classes = special education classes, but not certified. Indiv initi = individual initiative through readings, research, or interactive television. Values represent number of respondents and percentages.

H_{2g}: There is a relationship between the school leaders' experience with persons with handicaps and their highest stage of concern about inclusion.

Analysis of Table 17 revealed 198 (61.6%) of the respondents', whose experience with persons with handicaps had been through the supervision of programs that included individuals with handicaps, highest stage of concern was Awareness.

The data were categorized by using the recode function in the statistics package. The data were recoded to avoid concerns about small expected cell frequencies. The seven stages were collapsed into three categories (see Appendix H). The Awareness and Information Stages were left in separate categories, and the Personal, Management, Collaboration and Refocusing Stages were collapsed into the third category.

Analysis of the collapsed data indicated a Chi-Square of 13.50 and a significance level of $p = .04$. This was statistically significant. There was a relationship between the school leaders' experience for working with persons with handicaps and their highest stage of concern about inclusion when using the collapsed categories. When using the collapsed categories the null hypothesis of no relationship was rejected in favor of the research hypothesis.

Table 17

Experience with Persons with Handicaps Crosstabulated with Highest Stage of Concern (SoC)

SoC	Tch sped	Reg class	Inform inst	Superv sped	Total
Awareness	10 47.6	54 71.1	5 38.5	122 61.6	191 62.0
Information	8 38.1	15 19.7	8 61.5	51 25.8	82 26.6
Personal	- -	3 3.9	- -	9 4.5	12 3.9
Management	1 4.8	1 1.3	- -	8 4.0	10 3.2
Collaborate	- -	2 2.6	- -	3 1.5	5 1.6
Refocusing	2 9.5	1 1.3	- -	5 2.5	8 2.6
Summary	21 100.0	76 100.0	13 100.0	198 100.0	308 100.0%

Note. Tch sped = formal instruction with special education certification. Reg class = formal instruction with special education students in the regular classroom. Inform inst = informal instruction such as Sunday School. Super Sped = supervision of program that included handicapped. Values represent number of respondents and percentages.

Research Question Three

Are there differences in the mean stages of concern scores of school leaders by current school assignment, years of experience as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with handicapping conditions, and experience with persons with handicaps?

Seven hypotheses were developed and tested to answer Research Question Three. The One-way Analysis of Variance statistical procedure and the Student-Newman-Keuls Post Hoc Multiple Comparisons Test was used to test these hypotheses.

H_{3a}: There is a significant difference in the mean stages of concern scores by current school assignment.

There were no significant differences between mean stages of concern scores by current school assignment at the .05 level of significance. The data summarized in Table 18 failed to reject the null hypothesis of no difference. The research hypothesis was not accepted.

Table 18

Comparison of Mean Scores on the Stages of Concern by Current School Assignment

Group	M	SD	F	p
	Awareness stage			
Elementary[a]	19.0	5.6	1.5	.22
Middle[b]	18.1	6.1		
Secondary[c]	19.9	6.4		
	Information stage			
Elementary	25.5	8.3	1.5	.23
Middle	23.5	9.1		
Secondary	25.1	7.8		
	Personal stage			
Elementary	13.5	6.5	.37	.69
Middle	12.8	7.0		
Secondary	13.0	6.3		
	Management stage			
Elementary	20.6	7.6	1.1	.34
Middle	19.3	7.3		
Secondary	19.3	7.0		

(table continued)

Table 18 (continued)

Comparison of Mean Scores on the Stages of Concern by Current School Assignment

Group	M	SD	F	p
	Consequence stage			
Elementary	22.2	6.4	2.1	.13
Middle	21.3	7.2		
Secondary	20.2	6.9		
	Collaboration stage			
Elementary	20.2	7.2	.48	.62
Middle	20.4	8.1		
Secondary	19.3	7.5		
	Refocusing stage			
Elementary	9.7	5.3	.34	.71
Middle	9.3	5.9		
Secondary	10.1	5.8		

Note. The values represent mean raw scores. Maximum score = 35.

[a] n = 178 for group.

[b] n = 72 for group.

[c] n = 64 for group.

H_{3b}: There is a significant difference in the mean stages of concern scores by years of experience as a school principal.

Data were analyzed using One-Way Analysis of Variance. As shown in Table 19 a statistically significant difference was found between the mean scores at the Awareness Stage of Concern by years of experience as a school principal ($p = .02$). Pairwise differences were found using Student-Newman-Keuls Post Hoc Multiple Comparison Test. School leaders at the Awareness Stage of Concern with 11 to 15 years of experience had a higher mean score than school leaders with more than 20 years of experience.

At the Management Stage, school leaders with 15 years or less experience had higher mean scores than school leaders with 16 or more years of experience. This was found to be statistically significant ($p = .00$). When using the Student-Newman-Keuls Post Hoc Multiple Comparison Test pairwise differences were found at the .05 level between these groups of school leaders.

The null hypothesis of no differences was rejected in favor of the research hypothesis.

Table 19

Comparison of Mean Scores on the Stages of Concern by Years of Experience as a School Principal

Group	M	SD	F	p
	Awareness stage			
Less than 5[a]	20.1	5.5	3.1	.02
5 to 10[b]	18.8	5.9		
11 to 15[c]	20.6	5.1		
16 to 20[d]	17.6	7.0		
More than 20[e]	17.6	5.7		
	Information stage			
Less than 5	27.3	6.3	2.0	.10
5 to 10	25.0	8.4		
11 to 15	24.3	9.2		
16 to 20	23.2	9.4		
More than 20	24.1	8.7		
	Personal stage			
Less than 5	13.5	5.5	2.2	.07
5 to 10	14.5	7.1		
11 to 15	13.4	6.4		
16 to 20	12.7	7.1		
More than 20	11.4	6.2		

(table continued)

Table 19 (continued)

Comparison of Mean Scores on the Stages of Concern by Years of Experience as a School Principal

Group	M	SD	F	p
	Management stage			
Less than 5	20.6	6.8	4.6	.00
5 to 10	21.5	7.2		
11 to 15	21.4	6.9		
16 to 20	17.0	7.5		
More than 20	18.0	7.6		
	Consequence stage			
Less than 5	21.5	6.1	1.3	.28
5 to 10	22.5	6.4		
11 to 15	21.5	6.3		
16 to 20	21.5	7.7		
More than 20	20.0	7.5		
	Collaboration stage			
Less than 5	20.5	7.1	1.6	.17
5 to 10	21.2	6.8		
11 to 15	18.4	7.6		
16 to 20	20.4	8.4		
More than 20	19.0	7.9		

(table continued)

Table 19 (continued)

Comparison of Mean Scores on the Stages of Concern by Years of Experience as a School Principal

Group	*M*	*SD*	*F*	*p*
	Refocusing stage			
Less than 5	9.7	5.4	1.5	.19
5 to 10	10.0	5.3		
11 to 15	10.5	5.2		
16 to 20	7.9	4.2		
More than 20	9.6	6.5		

Note. The values represent mean raw scores. Maximum score = 35.

[a]*n* = 62 for group.

[b]*n* = 94 for group.

[c]*n* = 53 for group.

[d]*n* = 42 for group.

[e]*n* = 62 for group.

H_{3c}: There is a significant difference in the mean stages of concern score by school enrollment.

Data were analyzed using One-Way Analysis of Variance. As shown in Table 20 school leaders at the Personal Stage of Concern whose enrollment was 251 to 500 had higher mean scores from school leaders in schools where enrollment was 751 to 1000. This was found to be statically significant ($p = .01$). Pairwise differences were found using Student-Newman-Keuls Post Hoc Multiple Comparison Test between these two groups of school leaders at the Personal Stage of Concern. The null hypothesis of no difference was rejected in favor of the research hypothesis.

Table 20

Comparison of Mean Scores on the Stages of Concern by School Enrollment

Group	M	SD	F	p
	Awareness stage			
Less than 250[a]	19.2	6.2	.61	.65
251 to 500[b]	19.3	5.9		
501 to 750[c]	18.5	6.1		
751 to 1000[d]	18.4	5.3		
More than 1000[e]	20.0	6.4		

(table continued)

Table 20 (continued)

Comparison of Mean Scores on the Stages of Concern by School Enrollment

Group	M	SD	F	p
	Information stage			
Less than 250	24.4	8.4	.12	.98
251 to 500	25.4	8.2		
501 to 750	24.7	8.7		
751 to 1000	24.9	8.6		
More than 1000	24.9	9.0		
	Personal stage			
Less than 250	15.0	6.6	3.30	.01
251 to 500	14.7	6.9		
501 to 750	12.1	6.2		
751 to 1000	11.9	6.3		
More than 1000	12.4	5.2		
	Management stage			
Less than 250	21.1	7.1	.98	.42
251 to 500	20.8	6.9		
501 to 750	19.3	7.9		
751 to 1000	19.0	7.0		
More than 1000	19.1	8.1		

(table continued)

Table 20 (continued)

Comparison of Mean Scores on the Stages of Concern by School Enrollment

Group	M	SD	F	p
	Consequence stage			
Less than 250	21.7	5.6	.81	.52
251 to 500	22.4	6.5		
501 to 750	20.8	7.4		
751 to 1000	21.6	6.1		
More than 1000	20.9	7.2		
	Collaboration stage			
Less than 250	20.6	6.4	.45	.77
251 to 500	20.3	7.0		
501 to 750	19.7	8.2		
751 to 1000	20.9	7.5		
More than 1000	18.7	7.6		
	Refocusing stage			
Less than 250	10.4	4.0	.94	.44
251 to 500	10.3	5.6		
501 to 750	9.1	5.7		
751 to 1000	9.1	4.8		
More than 1000	9.4	6.1		

(table continued)

Table 20 (continued)

Note. The values represent mean raw scores. Maximum score = 35.

[a]n = 26 for group.

[b]n = 117 for group.

[c]n = 99 for group.

[d]n = 41 for group.

[e]n = 28 for group.

H_{3d}: There is a significant difference in the mean stages of concern score by the school leaders view of self as an innovator.

Data were analyzed using One-Way Analysis of Variance. A statistically significant difference was found in the mean Information Stage of Concern scores (p = .04) as shown in Table 21. School leaders at the Information Stage who did not view themselves as an innovator had higher mean scores than did school leaders who had in the past been involved in an innovative project, and school leaders who were currently involved in an innovative project.

School leaders at the Personal Stage of Concern who did not view themselves as an innovator had higher mean scores than did school leaders who had in the past been involved in an innovative project, and school leaders who were currently involved in an innovative project. Statistically significant differences were found (p = .01). When using

the Student-Newman-Keuls Post Hoc Multiple Comparison Test pairwise differences were found between these groups at the Personal Stage of Concern. The null hypothesis of no difference was rejected in favor of the research hypothesis.

Table 21

Comparison of Mean Scores on the Stages of Concern by School Leaders' View of Self as an Innovator

Group	M	SD	F	p
	Awareness stage			
Not an innovator	20.6	6.0	1.2	.31
Central office	19.9	6.6		
Involved in past	19.1	5.8		
Currently involved	18.5	5.9		
	Information stage			
Not an innovator	28.1	6.9	2.7	.04
Central office	24.1	8.3		
Involved in past	25.9	7.6		
Currently involved	23.8	8.9		

(table continued)

Table 21 (continued)

Comparison of Mean Scores on the Stages of Concern by School Leaders' View of Self as an Innovator

Group	M	SD	F	p
	Personal stage			
Not an innovator	17.1	7.8	4.2	.01
Central office	14.7	6.3		
Involved in past	13.3	6.3		
Currently involved	12.4	6.3		
	Management stage			
Not an innovator	22.8	6.6	1.6	.20
Central office	21.2	8.6		
Involved in past	19.5	6.8		
Currently involved	19.9	7.8		
	Consequence stage			
Not an innovator	21.5	6.8	1.4	.25
Central office	18.5	8.3		
Involved in past	21.8	6.7		
Currently involved	21.8	6.5		

(table continued)

Table 21 (continued)

Comparison of Mean Scores on the Stages of Concern by School Leaders' View of Self as an Innovator

Group	M	SD	F	p
	Collaboration stage			
Not an innovator	19.5	5.9	1.2	.30
Central office	17.1	7.8		
Involved in past	20.2	7.7		
Currently involved	20.6	7.3		
	Refocusing stage			
Not an innovator	8.6	3.5	1.8	.15
Central office	10.8	6.0		
Involved in past	9.1	4.7		
Currently involved	10.3	6.2		

Note. The values represent mean raw scores. Maximum score = 35.

[a] n = 26 for group.

[b] n = 18 for group.

[c] n = 118 for group.

[d] n = 151 for group.

H_{3o}: There is a significant difference in the mean stages of concern score by contact with persons with handicaps.

The data as shown in Table 22 revealed no statistically significant differences in the mean stages of concern scores by contact with persons with handicaps. The null hypothesis of no differences was retained.

Table 22

Comparison of Mean Scores on the Stages of Concern by Contact with Persons with Handicaps

Group	M	SD	F	p
	Awareness stage			
Relatives[a]	20.3	5.3	1.1	.34
Friends[b]	18.2	4.4		
School[c]	18.9	6.1		
	Information stage			
Relatives	26.2	8.1	.44	.64
Friends	24.5	9.0		
School	24.8	8.4		

(table continued)

Table 22 (continued)

Comparison of Mean Scores on the Stages of Concern by Contact with Persons with Handicaps

Group	M	SD	F	p
	Personal stage			
Relatives	12.6	7.5	.51	.60
Friends	12.1	7.2		
School	13.4	6.4		
	Management stage			
Relatives	20.5	8.3	1.2	.31
Friends	17.6	7.9		
School	20.2	7.2		
	Consequence stage			
Relatives	20.6	7.2	1.2	.31
Friends	19.8	8.4		
School	21.8	6.5		
	Collaboration stage			
Relatives	18.8	8.0	.71	.49
Friends	19.3	8.5		
School	20.3	7.3		

(table continued)

Table 22 (continued)

Comparison of Mean Scores on the Stages of Concern by Contact with Persons with Handicaps

Group	M	SD	F	p
	Refocusing stage			
Relatives	9.2	5.5	2.9	.06
Friends	6.9	3.9		
School	10.0	5.6		

Note. The values represent mean raw scores. Maximum score = 35.

[a]n = 35 for group.

[b]n = 19 for group.

[c]n = 261 for group.

H_{3f}: There is a significant difference in the mean stages of concern score by training for working with handicapping conditions.

The data, as shown in Table 23, revealed no statistically significant differences in the mean stages of concern scores by training for working with handicapping conditions. The research hypothesis was not accepted.

Table 23

Comparison of Mean Scores on the Stages of Concern by Training for Working with Handicapping Conditions

Group	M	SD	F	p
	Awareness stage			
Certification[a]	18.0	5.0	.57	.64
Classes only[b]	19.1	5.4		
In-service[c]	19.2	6.3		
Individual initiative[d]	18.0	5.7		
	Information stage			
Certification	23.4	10.2	1.0	.38
Classes only	26.0	7.8		
In-service	24.4	8.4		
Individual initiative	25.9	8.5		
	Personal stage			
Certification	13.5	7.3	.13	.94
Classes only	13.3	6.0		
In-service	13.3	6.8		
Individual initiative	12.5	6.8		

(table continued)

Table 23 (continued)

Comparison of Mean Scores on the Stages of Concern by Training for Working with Handicapping Conditions

Group	M	SD	F	p
	Management stage			
Certification	21.2	7.7	.52	.67
Classes only	20.4	7.1		
In-service	19.6	7.7		
Individual initiative	20.5	6.5		
	Consequence stage			
Certification	21.2	7.2	.74	.53
Classes only	22.0	6.7		
In-service	21.1	7.0		
Individual initiative	22.8	5.0		
	Collaboration stage			
Certification	19.6	7.8	1.5	.21
Classes only	20.0	6.8		
In-service	19.6	8.0		
Individual initiative	22.7	5.4		

(table continued)

Table 23 (continued)

Comparison of Mean Scores on the Stages of Concern by Training for Working with Handicapping Conditions

Group	M	SD	F	p
	Refocusing stage			
Certification	9.6	5.2	1.6	.19
Classes only	9.5	4.6		
In-service	10.1	6.0		
Individual initiative	7.8	4.2		

Note. The values represent mean raw scores. Maximum score = 35.

[a]n = 25 for group.

[b]n = 86 for group.

[c]n = 169 for group.

[d]n = 31 for group.

H_{3g}: There is a significant difference in the mean stages of concern score by experience with persons with handicaps.

The data as shown in Table 24 revealed no statistically significant differences in the mean stages of concern scores by experience with persons with handicaps. The null

hypothesis of no differences was retained.

Table 24

Comparison of Mean Scores on the Stages of Concern by Experience with Persons with Handicaps

Group	M	SD	F	p
	Awareness stage			
1[a]	17.8	5.5	1.3	.28
2[b]	20.1	5.5		
3[c]	19.0	5.8		
4[d]	18.7	6.1		
	Information stage			
1	25.4	8.4	1.5	.23
2	23.4	9.2		
3	27.8	8.1		
4	25.3	8.0		
	Personal stage			
1	14.1	5.7	.19	.90
2	13.0	7.0		
3	12.8	6.1		
4	13.3	6.6		

(table continued)

Table 24 (continued)

Comparison of Mean Scores on the Stages of Concern by Experience with Persons with Handicaps

Group	M	SD	F	p
	Management stage			
1	21.7	6.9	1.2	.32
2	20.4	7.2		
3	16.9	4.2		
4	19.9	7.6		
	Consequence stage			
1	21.0	6.3	.85	.47
2	20.6	7.2		
3	21.1	7.0		
4	22.0	6.6		
	Collaboration stage			
1	19.8	6.6	1.7	.16
2	19.1	7.7		
3	17.1	6.7		
4	20.8	7.4		

(table continued)

Table 24 (continued)

Comparison of Mean Scores on the Stages of Concern by Experience with Persons with Handicaps

Group	M	SD	F	p
	Refocusing stage			
1	11.1	4.9	1.1	.36
2	9.2	5.6		
3	8.2	3.7		
4	9.8	5.5		

Note. The values represent mean raw scores. Maximum score = 35. Group 1 = instruction with special education certification; Group 2 = instruction in the regular classroom; Group 3 = informal instruction; Group 4 = supervision of program with handicapped persons.

[a] n = 21 for group.

[b] n = 76 for group.

[c] n = 13 for group.

[d] n = 198 for group.

Research Question Four

How can the school leaders' stage of concern be addressed by professional development to facilitate inclusion?

Data collected from the 315 respondents to the completed Change Facilitator Stages of Concern Questionnaires revealed that 61.9% (195) of the school leaders surveyed in Tennessee highest concerns about inclusion were at the Awareness Stage. The Information Stage was highest for 26.3% (83) school leaders, and 3.8% (12) highest concerns were at the Personal Stage. Two hundred ninety (92.0%) of Tennessee school leaders' needs are Self Concerns (Awareness, Information, and Personal Stages). Change facilitation relating to inclusion at the point of self concerns had to do with feelings of potential inadequacy, self-doubts about the knowledge required, or uncertainty about the new situation.

Using the self concerns as a guide to deliver professional development the following suggestions drawn from Hord et al. (1987) are used to respond to concerns.

AWARENESS STAGE

Respondents who score high on awareness concerns are typically considering their potential or possible involvement as change facilitator, or are just beginning to

be involved as a facilitator of inclusion. They are beginning to think about this role as a change facilitator for inclusion.

The following suggestions are given to staff developers for use with school leaders at the Awareness Stage of Concern:

1. School leaders' concerns about inclusion are legitimate and appropriate and should be supported.

2. Share information about inclusion in order to arouse some interest in it, but not so much information that it overwhelms.

3. Acknowledge that a lack of awareness about inclusion is expected and reasonable, and that no questions about inclusion are foolish.

4. Tie inclusion to an area in which the school leader is concerned.

5. Involve school leaders in discussions about inclusion and its implementation.

6. Encourage the school leader to network with other school leaders who are already successfully facilitating inclusion in their school.

7. Take steps to minimize inaccurate sharing of information about inclusion.

INFORMATION STAGE

School leaders in the information stage are interested in learning more about inclusion. The concern is not self-oriented or necessarily change facilitation oriented. The leaders' focus is on the need to know more about inclusion, its characteristics, its use, and effects.

The following suggestions given to staff developers for use with school leaders at the Information Stage of Concern:

1. Provide clear accurate information about inclusion.

2. Use a variety of ways to share information on inclusion through conversation, in writing, mailed brochures, short media presentation, brief reports in staff meetings, use of newsletters, and press releases. The key is to begin with providing general information using several different resources, then to gradually increase the amounts.

3. Provide information contrasting what the school leader is presently doing with what inclusion would entail.

4. Have school leaders who have used inclusion in other schools visit with the school leader. Then have the school leader visit the school where inclusion is being implemented.

5. Express a great deal of enthusiasm and enhance the visibility of others who are excited about what they have been doing with inclusion.

6. State realistic expectations about the benefits

and costs associated with inclusion.

Leaders with high information concerns do not want massive detail and a bombardment of information about inclusion; rather, they need a small amount of information at one time, with planned offerings of information to follow.

PERSONAL STAGE

The school leaders' uncertainty about their ability and role in facilitating inclusion are indicated in the personal stage. Leaders doubt their adequacy to be an effective change facilitator and question institutional support and rewards for implementing inclusion. The leaders have a lack of confidence in themselves and/or in the support to be received from superiors, nonusers, and users. Leaders at the Personal Stage are concerned about their capability to function with the innovation or about the ambiguity and uncertainty the introduction of inclusion may cause. They have concerns about how authorities will perceive their use of inclusion, and about the administration's priority for its use.

The following suggestions are given to staff developers for use with school leaders at the Personal Stage of Concern:

1. Establish rapport and show the school leader encouragement and assurance of personal adequacy through

conversations and notes.

2. Legitimize the existence and expression of personal concerns. Provide an opportunity to let the leader know these concerns are common and that others have them.

3. Network the school leader with personal concerns with others whose personal concerns have diminished and who will be supportive.

4. Show how inclusion can be implemented sequentially by gradual introduction rather than with a major, all-encompassing leap. It is important to establish reasonable expectations that are attainable.

5. Do not push the use of inclusion, but encourage and support it while maintaining expectations.

When a school leader is concerned about himself or herself, that person does not have much residual energy for concern about the tasks and responsibilities innovation requires. Staff developers should be supersensitive to the possible arousal of personal concerns and address those concerns to achieve their early resolution. Unless this resolution is accomplished early in a change effort, the implementation phase can become prolonged. Innovation has been delayed due to inadequately addressing or assisting individuals in resolving their personal concerns.

Summary

This chapter displayed and described the data collected in this study. The data presented described the school leaders' stage of concern for inclusion. A summary of the findings, conclusions implications, and recommendations were included in Chapter 5.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Overview

The purpose of this chapter is to summarize the study, present findings, provide conclusions, and suggest recommendations. The first section of this chapter presents the problem statement that provided direction for the study. The second section of this chapter presents the purpose and procedure of the study. The third section summarizes the findings of the study. The fourth section offers the conclusions. The fifth section suggests implications. The final section provides recommendations.

Statement of the Problem

The problem of this study was to identify the professional development needs of the school leader to facilitate the inclusion of students with handicaps into regular education programs.

Purpose and Procedures

The purpose of this study was to interpret research and identify professional development needs based on the

concerns of Tennessee school leaders. The inclusion of children with handicaps into regular education is a change challenging Tennessee school leaders. The school leader, as the change facilitator for the school, must be professionally developed to meet this challenge.

The research design used for this study was descriptive in nature. The population for this study was Tennessee school leaders. The sample was randomly selected from Tennessee public elementary, middle, and secondary schools. The size of the sample surveyed was 500. The participation rate was 63%. The instrument used was the Change Facilitators Stages of Concern Questionnaire.

Findings

Findings of this study are discussed relative to the four research questions and the 14 hypotheses developed from those questions. From the results of the data analysis and interpretation, the following findings are presented:

Research Question One

What concerns do school leaders have regarding inclusion?

Tennessee school leaders are likely to have high Self Concerns regarding inclusion. Of the 315 school leaders who responded to the Change Facilitators Stages of Concern

Questionnaire, 195 (61.9%) of those were at the Awareness Stage of Concern, 83 (26.3%) were at the Information Stage of Concern, and 12 (3.8%) were at the Personal Stage of Concern.

Research Question Two

How does current school assignments, years of experience as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with handicapping conditions, and experience with persons with handicaps relate to the school leaders' highest stage of concern about inclusion?

The following hypotheses in the research format were related to this question:

H_{2a}: There is a relationship between the school leaders' current assignment and their highest stage concern about inclusion.

There was no relationship between the current assignment of the school leader and their highest stage of concern. The Chi-Square statistic was used to compare the data between the school leaders' current assignments and their highest stage of concern about inclusion. Results indicate 61.9% of the school leaders' highest stage of concern was Awareness Concerns. The research hypothesis was

not supported.

H_{2b}: There is a relationship between the school leaders' years of experience as a school principal and their highest stage of concern about inclusion.

There was not a significant relationship between the school leaders' years of experience as a school principal and their highest stage of concern about inclusion. Results of this test indicated school leaders' highest concerns were Awareness Concerns. The research hypothesis was not supported.

H_{2c}: There is a relationship between the number enrolled in the school and the school leaders' highest stage of concern about inclusion.

The Chi-Square statistic was used to compare the data between the number enrolled in the school and the school leaders' highest stage of concern about inclusion. Results of this test indicated 50.5% of the school leaders, with a school enrollment over 500, were at the Awareness, Information, and Personal Stages of Concern. There was no relationship between the school enrollment and the school leaders' highest stage of concern about inclusion. The research hypothesis was not supported.

H_{2d}: There is a relationship between the school leaders' view of self as an innovator and their highest stage of concern about inclusion.

One hundred fifty-one of the respondents indicated they are currently involved in an innovative project. The Chi-Square statistic showed there was not a statistically significant relationship between how the school leaders viewed themselves as an innovator and their highest stage of concern about inclusion. The research hypothesis was not supported.

H_{2e}: There is a relationship between the school leaders' contact with persons with handicaps and their highest stage of concern about inclusion.

Results indicated 82.9% of the school leaders primary contact with persons with handicaps was through school, of these 51.8 were in the Awareness Stage of Concern. There was no relationship between the school leaders' highest stage of concern and their contact with persons with handicaps. The research hypothesis was not supported.

H_{2f}: There is a relationship between the school leaders' training for working with persons with handicaps and their highest stage of concern about inclusion.

The training for 169 (54.3%) Tennessee school leaders has been through in-service education. The Awareness Stage

of Concern is the highest for 66.3% of these school leaders. There was no relationship between the school leaders' training for working with persons with handicaps and their highest stage of concern about inclusion. The research hypothesis was not supported.

H_{2g}: There is a relationship between the school leaders' experience with persons with handicaps and their highest stage of concern about inclusion.

The data revealed 198 school leaders had experience with persons with handicaps through the supervision of programs that included individuals with handicaps. The highest stage of concern for 61.6% of these school leaders was Awareness. When the seven stages of concern were collapsed into three categories a significance level of $p = .04$ was found. There was a significant relationship between the school leaders' experience with persons with handicaps and their highest stage of concern about inclusion. The null hypothesis of no relationship was rejected in favor of the research hypothesis. School leaders with experience supervising programs that included individuals with handicaps were more likely to have a higher level of concern at the Awareness Stage.

Research Question Three

Are there differences in the mean stages of concern scores of school leaders by current school assignment, years of experience as a school principal, school enrollment, view of self as an innovator, contact with persons with handicaps, training for working with handicapping conditions, and experience with persons with handicaps?

The following hypotheses in the research format were related to this question:

H_{3a}: There is a significant difference in the mean stages of concern scores by current school assignment.

The One-Way Analysis of Variance was used to test this hypothesis. There was no significant difference between mean stages of concern scores by current school assignment at the .05 level of significance. The highest mean scores were at the Information Stage of Concern. The research hypothesis was not supported.

H_{3b}: There is a significant difference in the mean stages of concern scores by years of experience as a school principal.

A statistically significant difference was found between the mean scores at the Awareness Stage of Concern. School leaders with 11 to 15 years of experience as a school

principal had higher mean scores than school leaders with more than 20 years of experience. Pairwise differences using Student-Newman-Keuls Post Hoc Multiple Comparison Test were found at the Awareness Stage of Concern between these groups of school leaders.

School leaders at the Management Stage of Concern with 15 or less years experience had higher mean scores from school leaders with 16 or more years of experience. The null hypothesis of no differences was rejected in favor of the research hypothesis.

H_{3c}: There is a significant difference in the mean stages of concern score by school enrollment.

The One-Way Analysis of Variance found school leaders at the Personal Stage of Concern whose enrollment was 251 to 500 to have higher mean scores from school leaders whose enrollment was 751 to 1000. This was statistically significant ($p = .01$). The null hypothesis of no difference was rejected in favor of the research hypothesis.

H_{3d}: There is a significant difference in the mean stages of concern score by the school leaders' view of themselves as an innovator.

One-Way Analysis of Variance found school leaders at the Information Stage of Concern who did not view themselves as an innovator had a higher mean score than did school

leaders who had in the past been involved in an innovative project, and school leaders who were currently involved in an innovative project. This was statistically significant ($p = .04$).

School leaders at the Personal Stage of Concern who did not view themselves as an innovator had higher mean scores than did school leaders who had in the past been involved in an innovative project, and school leaders who were currently involved in an innovative project. Statistically significant differences were found ($p = .01$). The null hypothesis of no difference was rejected in favor of the research hypothesis.

H_{3a}: There is a significant difference in the mean stages of concern score by contact with persons with handicaps.

No statistically significant differences in the mean stages of concern scores by contact with persons with handicaps were found. The data failed to reject the null hypothesis of no difference. The research hypothesis was not accepted.

H_{3f}: There is a significant difference in the mean stages of concern score by training for working with handicapping conditions.

The data revealed no statistically significant differences in the mean stages of concern scores by training

for working with handicapping conditions. The data failed to reject the null hypothesis of no difference. The research hypothesis was not accepted.

H_{3g}: There is a significant difference in the mean stages of concern score by experience with persons with handicaps.

One-Way Analysis of Variance revealed no statistically significant differences in the mean stages of concern scores by experience with persons with handicaps. No pairwise differences were noted using Student-Newman-Keuls Post Hoc Multiple Comparison Test. The data failed to reject the null hypothesis of no difference. The research hypothesis was not accepted.

Research Question Four

How can the school leaders' stage of concern be addressed by professional development?

The developers of the Change Facilitators Stages of Concern Questionnaire hypothesized that the stages of concern that were aroused were the ones that would be most directly related to action and for which targeted intervention would be perceived as most relevant and helpful. When the earlier Self Concerns in the Awareness, Information, and Personal Stages were resolved, intermediate

and subsequently later concerns became aroused (Hall et al., 1991).

In analyzing the data, it appears school leaders in Tennessee could best be prepared to facilitate inclusion by focusing on their Self Concerns as indicated by 92% (290) of the sample. School leaders' professional development should address their feelings of potential inadequacy regarding inclusion, self doubts about the knowledge required to facilitate inclusion, and their uncertainty about inclusion.

The professional development process for inclusion must be an ongoing, comprehensive, and strategic process. Such training must be tailored to Self Concerns of Tennessee school leaders, rather than using one generic program.

The process of implementing inclusion is essentially a learning process. A base of understanding should be built in order for school leaders to be professionally developed in the area of Self Concerns. A clear vocabulary for the concept of inclusion must be established. The history and legal ramifications associated with inclusion should be explored with school leaders. The current moral and ethical issues of inclusion should be dealt with so school leaders are cognizant of the parents and advocates views on the issues.

Efforts should be made to develop an ongoing support network of school leaders involved in the inclusion process. Through the network school leaders should be provided the

opportunity to visit sites where inclusion is taking place. The opportunity for external conferences with other leaders who have been both successful and unsuccessful in implementing inclusion is important in order for the school leader to have a base from which to draw their own plans. This network would provide the opportunity for dialogue between school leaders. The network would provide on site assistance to school leaders with the planning and implementation phases of inclusion.

Conclusions

The following conclusions drawn from the study are limited to the sample investigated:

1. Studies over the past five years have shown the thrust not just to bring students with handicaps into the regular school building, but to include these students in regular education classes. Tennessee school leaders do not appear to be professionally developed to face the challenge of facilitating inclusion.

2. School leaders in Tennessee have high Self Concerns about facilitating inclusion. School leaders at this stage have feelings of potential inadequacy, self doubts about the knowledge required, or uncertainty about inclusion.

3. Experience with persons with handicaps for

Tennessee school leaders had predominately been through the supervision of a program that included handicapped and the leaders indicated a high Awareness Stage of Concern.

4. Tennessee school leaders who did not view themselves as an innovator had higher Information and Personal Stages of Concern than school leaders who had been involved in innovative projects.

Implications

School leaders are challenged with the proposed reform to break down the barriers between special and regular education so full inclusion of students with handicaps becomes a reality. School leaders are being called upon to facilitate the process. Facilitation decisions are best made when the school leader has been professionally developed to meet this challenge.

The challenge of inclusion and the demands the change process places on school leaders probably had a much greater influence on school leaders than did the demographic variables tested with their highest stage of concern.

Special education has become exceedingly complex with many federal and state laws, regulations, and requirements under which public schools must operate. The federal and state laws cannot be successfully implemented by school leaders who do not know what to do. Appropriate professional development with the Self Concerns would

provide the school leader with the necessary skills to facilitate programs for children with handicaps within the laws.

Tennessee school leaders indicated they are gaining, to a large extent, their knowledge of children with handicaps from in-service activities. It would appear that principal preparation programs might consider incorporating classes that deal with facilitating inclusive school programs in their course requirements.

Recommendations

As a result of the study the following recommendations were made concerning the professional development needs of Tennessee school leaders to facilitate inclusive schools:

1. Staff developers should be familiarized with the Change Facilitators Stages of Concern Questionnaire and its concomitant intervention strategies.

2. In order for Tennessee school leaders to facilitate inclusion, their Self Concerns should be addressed through professional development.

3. Practical examples of facilitating inclusive schools should be presented at state meetings and administrative functions to provide school leaders an opportunity to hear first hand experiences. This would allow school leaders to obtain information relative to their

own individual situation and would be beneficial in presenting school leaders with actual examples of benefits gained through inclusive schools.

4. Professional development should provide the school leader with the necessary skills to facilitate inclusive programs, for children with handicaps, within the federal and state regulations and laws.

5. An ongoing support network should be developed for Tennessee school leaders. This could be done through administrator training programs throughout the state, such as school leader academies and other state-supported training activities.

6. Ongoing assistance in the form of materials, peer consultation, access to external consultants, and rapid access to central office personnel should be provided.

7. Professional development should be provided in divergent groups based upon the school leaders' school enrollment, years of experience, and experience with innovation.

8. Progression through the stages of concern can be facilitated but can not be coerced. Staff developers should plan interventions to assist school leaders in resolving their current concerns while supporting them to progress to the next stage of concern.

9. Staff developers should be cognizant that the solution to successful facilitation for inclusion could be

to individualize interventions by centering attention on the concerns of those engaged in the inclusion process and accepting those concerns as legitimate reflections of inclusion in progress.

10. After school leaders have been professionally developed to address their self concerns, this study should be replicated.

11. A follow up study is recommended for an in-depth analysis of school leaders' stages of concern in schools and school systems who are implementing inclusive programs.

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APPENDICES

APPENDIX A

REQUEST TO USE

CHANGE FACILITATORS STAGES OF CONCERN QUESTIONNAIRE

405 West College Street
Jonesborough, Tennessee 37659
March 17, 1993

Dr. Gene Hall, Dean
College of Education
McKee Hall
University of Northern Colorado
Greeley, Colorado 80639

Dear Dr. Hall,

In November of 1991 I spoke to you on the phone about the appropriateness of using the Change Facilitator Stages of Concern Questionnaire which you and your colleagues developed at the University of Texas. As I told you on the phone, I am a doctoral student in the Department of Educational Leadership and Policy Analysis at East Tennessee State University and plan to use the questionnaire in my dissertation. My question was whether the use of the Change Facilitator Stages of Concern Questionnaire would be valid in ascertaining the concerns of principals related to the inclusion of children with handicaps into regular education. Your response to my question was that the questionnaire would be valid for that particular use. You sent me a copy of the questionnaire and the CFSoCQ Manual.

I will use the instrument to ascertain the concerns of a random sample of Tennessee principals toward the innovation of inclusion. My study will provide school leaders in Tennessee with a professional development model which, if used, will facilitate the inclusion of students with handicaps into regular school programs.

I have received approval of my prospectus from my doctoral committee and am preparing to implement my study. At this time I am formally requesting your permission to use the Change Facilitator Stages of Concern Questionnaire in my study. I will be glad to share the results of the study with you when they are complete.

If your have any questions about the study, please feel free to call me (615-753-2134), (FAX 615-753-2138), or my committee chairman, Dr. Donn W. Gresso (615-929-4251).

Thank you for your assistance with my research project.

Sincerely,

Susan Humphreys Belcher
Doctoral Student
Department of Educational
Leadership and Policy Analysis
East Tennessee State University

cc: Dr. Donn W. Gresso, Chairman
Doctoral Program

APPENDIX B

PERMISSION TO USE

CHANGE FACILITATORS STAGES OF CONCERN QUESTIONNAIRE

UNIVERSITY OF NORTHERN COLORADO

COLLEGE OF EDUCATION
CENTER FOR RESEARCH ON TEACHING AND LEARNING
MC KEE HALL 518
GREELEY, COLORADO 80639
(303) 351-1279
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March 23, 1993

Susan Humphreys Belcher
Doctoral Student
Dept. of Educ. Leadership and Policy Analysis
East Tennessee State University
405 West College Street
Jonesborough, TN 37659

Dear Ms. Belcher:

I am writing to reconfirm our earlier discussions and correspondence in regard to your using the Change Facilitator Stages of Concern Questionnaire in your doctoral dissertation. You have our permission.

We wish great success in your study. Yes, I would be interested in learning about your findings.

Sincerely,

Gene Hall, Professor
College of Education

APPENDIX C

COVER LETTER

405 West College Street
Jonesborough, TN 37659
April 23, 1993

Dear Principal,

This letter serves as a request of you, as a school leader, to participate in a research study on the concerns you have regarding the **Inclusion of Children with Handicaps into Regular Education.** I am the Assistant Superintendent for Special Services in the Washington County School System and am presently completing the requirements for an Ed.D degree at East Tennessee State University. The completion of the enclosed survey by you is necessary for the research I am conducting.

This brief survey will take only a few minutes to complete. By completing this form, you will be expressing a willingness to participate in this research project. The researcher will hold your answers in the strictest confidence. Your participation is voluntary. Feedback from my data analysis will be available to you at your request.

The purpose of the study is to identify the professional development needs for preparing school leaders to act as the change facilitators for inclusion. No comparisons will be made between school systems. Survey numbers are for my use only.

I have provided self-addressed stamped envelopes for individual returns by May 5, 1993. Your assistance in this project is needed and will be greatly appreciated.

Sincerely,

Susan H. Belcher

SUSAN HUMPHREYS BELCHER
Assistant Superintendent
Washington County Schools
ETSU Doctoral Student

Enclosures
cc: Dr. Donn W. Gresso, Chairperson
Doctoral Program

APPENDIX D

QUESTIONNAIRE INFORMATION

APPENDIX E

CHANGE FACILITATORS STAGES OF CONCERN QUESTIONNAIRE

APPENDIX F

FOLLOW-UP LETTER

405 West College Street
Jonesborough, TN 37659
May 21, 1993

Dear Principal,

A few weeks ago I wrote you asking for your participation in a research study on the concerns you have regarding the **Inclusion of Children with Handicaps into Regular Education.** Perhaps it has not been convenient for you to respond to my request since this is a very busy time of year for you as the school leader. Your participation is crucial for the success of my study; I would again like to ask for your help.

I am the Assistant Superintendent for Special Services in the Washington County School System and am presently completing the requirements for an Ed.D degree at East Tennessee State University. The purpose of the study is to identify the professional development needs for preparing school leaders to act as **change facilitators** for **inclusion.** No comparisons will be made between school systems. Survey numbers are for my use only.

This survey will take only a few minutes to complete. By completing this form, you will be expressing a willingness to participate in this research project. The researcher will hold your answers in the strictest confidence. Your participation is voluntary. Feedback from my data analysis will be available to you at your request.

I have provided a self-addressed, stamped envelope for individual returns by June 1, 1993. Your assistance in this project is needed and will be greatly appreciated.

Sincerely,

Susan H. Belcher

SUSAN HUMPHREYS BELCHER
Assistant Superintendent
Washington County Schools
ETSU Doctoral Student

Enclosures
cc: Dr. Donn W. Gresso, Chairperson
Doctoral Program

APPENDIX G

PERCENTILE CONVERSION CHART

CFSoCQ Quick Scoring Device

A

Date: _____

Site: _____ SS#: _____

Innovation: _____

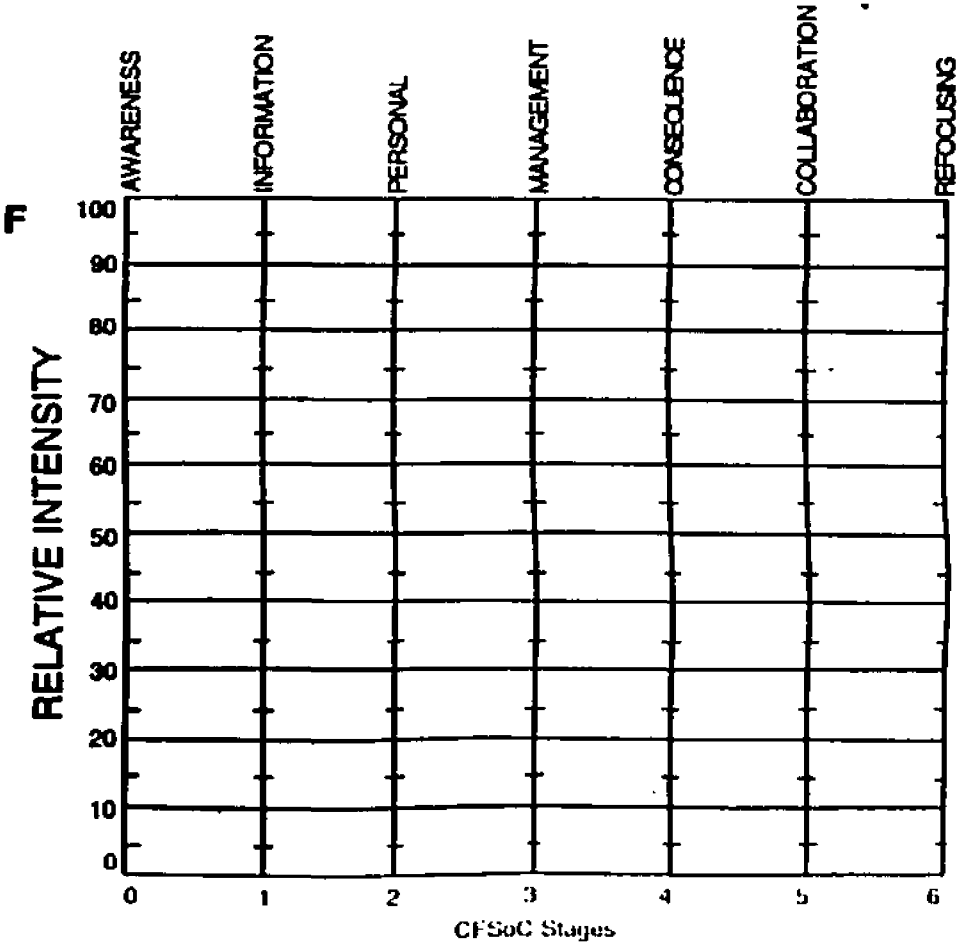
B

Stage	0	1	2	3	4	5	6
	2 ___	1 ___	8 ___	4 ___	6 ___	3 ___	13 ___
	5 ___	7 ___	11 ___	14 ___	18 ___	9 ___	19 ___
	10 ___	12 ___	17 ___	23 ___	21 ___	15 ___	26 ___
	22 ___	16 ___	24 ___	28 ___	27 ___	20 ___	32 ___
	25 ___	30 ___	29 ___	34 ___	31 ___	33 ___	35 ___
Raw Score Totals	**C** ___	___	___	___	___	___	___
Percentile Scores	**E** ___	___	___	___	___	___	___

D

Five Item Raw Scale Score Total	Percentiles for: Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	1	0	0	0	0	0
1	1	2	1	1	0	0	1
2	2	3	2	1	0	0	3
3	4	5	4	2	1	0	5
4	7	8	7	2	1	0	8
5	14	13	12	5	1	0	13
6	22	18	18	8	1	1	18
7	31	21	24	11	1	1	23
8	40	26	30	15	2	2	31
9	48	30	34	18	2	3	39
10	56	34	39	22	2	3	47
11	61	37	43	26	2	4	55
12	68	40	49	30	2	5	63
13	75	43	56	35	3	7	68
14	81	46	62	40	3	8	75
15	87	49	68	44	4	9	81
16	91	53	73	50	5	12	86
17	94	56	77	55	6	15	89
18	96	58	79	60	7	18	90
19	97	61	81	66	9	21	92
20	98	64	84	71	11	24	95
21	98	66	87	74	13	28	96
22	98	68	89	78	16	32	97
23	98	72	91	82	20	36	97
24	99	76	93	86	27	40	98
25	99	79	95	89	33	43	98
26	99	81	97	91	39	48	98
27	99	84	98	93	46	54	99
28	99	87	99	94	54	60	99
29	99	89	99	96	62	67	99
30	99	92	99	96	68	72	99
31	99	94	99	98	74	77	99
32	99	96	99	97	82	82	99
33	99	98	99	98	87	85	99
34	99	99	99	99	91	91	99
35	99	99	99	99	97	97	99

F



Concerns Based Systems International

Appendix H

Recoded Data

Current Assignment Crosstabulated with Highest Stage of Concern (SoC)

SoC	Elem	Mid	Sec	Total
Awareness	106 59.6	45 62.5	43 67.2	194 61.8
Information	49 27.5	17 23.6	17 26.6	83 26.4
Recoded	23 12.9	10 13.9	4 6.3	37 11.8
Summary	178 100.0	72 100.0	64 100.0	314 100.0%

Note. Elem = schools K-8. Mid = schools 5-8, or any combination. Sec = schools 9-12. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent number of respondents and percentages.

Years of Experience Crosstabulated with Highest Stage of Concern (SoC)

SoC	Less than 5	5 to 10	11 to 15	16 to 20	More than 20	Total
Awareness	37 59.7	56 59.6	38 71.7	25 59.5	38 61.3	194 62.0
Information	21 33.9	27 28.7	11 20.8	12 28.6	12 19.4	83 26.5
Recoded	4 6.5	11 11.7	4 7.5	5 11.9	12 19.4	36 11.5
Summary	62 100.0	94 100.0	53 100.0	42 100.0	62 100.0	313 100.0%

Note. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent number of respondents and percentages.

School Enrollment Crosstabulated with Highest Stage of Concern

Stage of Concern	Less than 250	251 to 500	501 to 750	751 to 1000	More than 1000	Total
Awareness	15 57.7	72 61.5	62 62.6	24 58.5	19 67.9	192 61.7
Information	5 19.2	30 25.6	27 27.3	13 31.7	8 28.6	83 26.7
Recoded	6 23.1	15 12.8	10 10.1	4 9.8	1 3.6	36 11.6
Summary	26 100.0	117 100.0	99 100.0	41 100.0	28 100.0	311 100.0%

Note. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent number of respondents and percentages.

View of Self as an Innovator Crosstabulated with Highest Stage of Concern

Stage of concern	Not an innov	Central office	Invol in past	Currently involved	Total
Awareness	14 53.8	14 77.8	69 58.5	96 63.6	193 61.7
Information	7 26.9	3 16.7	36 30.5	37 24.5	83 26.5
Recoded	5 19.2	1 5.6	13 11.0	18 11.9	37 11.8
Summary	26 100.0	18 100.0	118 100.0	151 100.0	313 100.0%

Note. Not an innov = not an innovator. Invol in past = Involved in the past but, not currently involved in an innovative project. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent number of respondents and percentages.

Contact with Person with Handicaps Crosstabulated with Highest Stage of Concern (SoC)

SoC	Relatives	Friends	School	Total
Awareness	19 54.3	13 68.4	163 62.5	195 61.9
Information	10 28.6	5 26.3	68 26.1	83 26.3
Recoded	6 17.1	1 5.3	30 11.5	37 11.7
Summary	35 100.0	19 100.0	261 100.0	315 100.0%

Note. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent the number of respondents and percentages.

Training for Working with Persons with Handicaps

Crosstabulated with Highest Stage of Concern (SoC)

SoC	Sped cert	Sped classes	In-service	Indiv initi	Total
Awareness	12	53	112	15	192
	48.0	61.6	66.3	48.4	61.7
Information	8	25	40	10	83
	32.0	29.1	23.7	32.3	26.7
Recoded	5	8	17	6	36
	20.0	9.3	10.1	19.4	11.6
Summary	25	86	169	31	311
	100.0	100.0	100.0	100.0	100.0%

Note. Sped cert = special education certification. Sped classes = special education classes, but not certified. Indiv initi = individual initiative through readings, research, or interactive television. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent number of respondents and percentages.

Experience with Persons with Handicaps Crosstabulated with Highest Stage of Concern (SoC)

SoC	Tch sped	Reg class	Inform inst	Superv sped	Total
Awareness	10	54	5	122	191
	47.6	71.1	38.5	61.6	62.0
Information	8	15	8	51	82
	38.1	19.7	61.5	25.8	26.6
Recoded	3	7	-	25	35
	14.3	9.2	-	12.6	11.4
Summary	21	76	13	198	308
	100.0	100.0	100.0	100.0	100.0%

Note. Tch sped = formal instruction with special education certification. Reg class = formal instruction with special education students in the regular classroom. Inform inst = informal instruction such as Sunday School. Super Sped = supervision of program that included handicapped. Recoded = Personal, Management, Collaboration, and Refocusing Stages of Concern. Values represent number of respondents and percentages.

VITA

SUSAN HUMPHREYS BELCHER

Personal Data

Date of Birth	January 6, 1954
Place of Birth	Greeneville, Tennessee

Educational Background

1993	Ed.D.	East Tennessee State University Johnson City, Tennessee Major: Administration
1982	M.Ed.	East Tennessee State University Johnson City, Tennessee Major: Special Education
1976	B.S.	East Tennessee State University Johnson City, Tennessee Major: Elementary Education Special Education

Professional Experience

1988 - Present	Assistant Superintendent, Special Programs, Washington County Department of Education, Jonesborough, Tennessee
1991 - Present	Adjunct Faculty Member, Department of Human Development and Learning, East Tennessee State University, Johnson City, Tennessee
1985 - 1988	Preschool Handicapped Program Director and Teacher, Washington County Department of Education, Jonesborough, Tennessee
1976 - 1985	Special Education Teacher, Resource Programs, and Comprehensive Development Class, Washington County Department of Education, Jonesborough, Tennessee

Professional Organizations

Association Retarded Citizens, Board Member
Delta Kappa Gamma
East Tennessee Education Association, Executive Board Member
Northeast Tennessee Special Education Supervisors Association
Tennessee Association of Administrators of Special Education
Tennessee Coalition of Special Education Supporters
Upper East Tennessee Supervisors' Study Council

Professional Presentations

1986 - National Early Childhood Special Education Conference, Interagency Collaboration to Provide Integrated Service Delivery for Preschoolers, North Falmouth, Massachusetts.