Are attitudes and practices regarding mainstreaming changing? A case of teachers in two rural school districts.

ARE ATTITUDES AND PRACTICES REGARDING MAINSTREAMING CHANGING? A CASE OF TEACHERS IN TWO RURAL SCHOOL DISTRICTS.


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Abstract:
The study examined attitudes and practices regarding mainstreaming of 91 regular and special educators in two districts. Participants responded to two questionnaires. Results corroborated data obtained in many previous investigations suggesting that educators are not strongly supportive of mainstreaming. Furthermore, regular education teachers do not seem to frequently implement differentiated instructional strategies necessary to accommodate students with special educational needs. Several demographic variables were found to be related to teacher use of instructional adaptations. These included certification (special versus regular, grade level (elementary, junior high, and high school), gender and training in mainstreaming. Implications for teacher training and practice are discussed.

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