An analysis of the social acceptance of seven mainstreamed mentally handicapped children in a regular classroom

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This study investigated the peer acceptance of the mentally handicapped child mainstreamed in the regular classroom. In search of a solution to the problem, two concerns were addressed:

1. Is the mainstreamed mentally handicapped student accepted by his peers in the regular classroom?
2. Is the mainstreamed handicapped student ever chosen for leadership in the regular classroom by his peers?

The problem was stated as a null hypothesis:

There was no statistically significant difference in the relationship of the mentally handicapped and the "normal" child when placed in the regular classroom when rated by peers.

The general purpose of this study was to determine the peer relationship of the mainstreamed mentally handicapped child in the regular classroom.

This study employed the analytical method of research. A sociometric
questionnaire was chosen as the data gathering instrument. The data was collected and analyzed statistically using the Chi Square Test. The resulting data was charted and interpreted and the appropriate conclusion was drawn.

All of the mentally handicapped were children except one (1) were accepted for all three of the questions. Therefore the null hypothesis was not rejected.

The major finding of this study involving the mainstreamed disabled child and the normal child in the regular class predicted a positive score for placing the two (2) (mentally handicapped and the normal child) groups together in the regular classroom.

The following recommendations were made based on the results of this study:

1. More mentally handicapped children should be placed in the regular classroom where data can be collected to determine which group shows the greatest degree of progress when placed in the regular class setting.

2. Sensitivity classes to enhance the communication between all educators.

3. Inservice training for the non-special education teacher and other personnel to assist with the sensitivity of the learners, their peers and the ease of the transition in the regular setting.

4. Ways of adjusting the curriculum for maximum learning in the regular setting.

5. Dismissal of labels to eliminate the stigma of being different.

6. Ways of disciplining (behavior modification techniques) for all students but emphasizing discipline for the mainstreamed learner.
AN ANALYSIS OF THE SOCIAL ACCEPTANCE OF SEVEN
MAINSTREAMED MENTALLY HANDICAPPED CHILDREN IN
A REGULAR CLASSROOM

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF EDUCATION SPECIALIST

BY
VALJEAN WILLIAMS

DEPARTMENT OF EXCEPTIONAL CHILDREN EDUCATION

ATLANTA, GEORGIA
JULY 1995
Acknowledgement

I wish to thank all three members of my advisory committee, Dr. A. Jean DeVaard, who chaired the committee, Dr. Anna P. Atkinson and Dr. Roberta Bayles for serving on the committee.

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A special thanks to Dr. James Doyles, Dr. Damaris Outzs, Mrs. Judith W. Hanson, Mrs. Dorothy Adams, Dr. Trevor Turner and Mrs. Selma Richardson for their untiring assistance.

To these and many others who served as readers, typists, or gave encouragement and prayed with me for bringing closure to a dream DEFERRED. A big THANKS to all of you and God’s continued blessings.

Sincerely,

Valjean Williams
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DEFINITION OF TERMS

For the purpose of this study, the following definitions will be used:

1. Mental retardation - A term used to describe significantly sub-average general intellectual functioning existing concurrently with defects in adaptive behavior, and manifested during the developmental period (before age 18).


2. Mainstreaming - Refers to the return to the regular classroom, for all or part of the school day, of exceptional children previously educated in self-contained special classrooms. Ibid, p. 479.

3. Normal - Of or indicating average intelligence or development, free from mental disorders; not insane or neurotic.


4. Public Law 94-142 - (Education For All Handicapped Children Act of 1975). A law which stipulates that all handicapped children must have access to a free and appropriate public education, with special education and related services available as needed.

5. **Exceptional learner** - An individual who, because of uniqueness in sensory, physical, neurological, temperamental, or intellectual capacity and/or in the nature or range of previous experience requires an adaptation of the regular school program in order to maximize his or her functioning level.

   *Ibid, p. 75*

6. **Exceptional children** - Children whose performance deviates from the norm, either above or below, to the extent that special education is needed.


7. **Handicapped Children** - Children who have a physical disability or behavioral characteristic so severe that they are hindered in school situations and require special help to profit from instruction.

   *Ibid. p. 478.*

8. **Learning disability** - A wide variety of disorders in which a student has learning problems that cannot be attributed to emotional difficulties retardation, or sensory impairment.

   *Ibid., p. 479.*

9. **Regular classroom** - One where the teacher is certified to teach that grade or subject; there are no more than 30 pupils to one teacher; the room meets the standards of the accrediting association for elementary and secondary schools.

   *Definition given by State Department of Education.*
CHAPTER ONE

Introduction
Rationale

The philosophy that every child is entitled to an education was the underlying premise of the compulsory education laws passed in the latter part of the nineteenth century. This proposition holds that all individuals are equal under the law and have an equal right to learn. The taint to this idea however, is their capacities to learn are not equal.

A democratic society is committed to providing; 1) the equal right to learn for all individuals, 2) the educational structure and 3) the curriculum that will assure the individuals the opportunity to learn.

Over the past twenty years, Western society has moved into a new kind of world, a world of space capsules and astronauts; countries moving from colonial status to independent states and a smaller and closer world through increased mobility.

Not only has the world become smaller and closer but one where communication has improved and is improving even at the writing of this paper. Technology has made the world smaller through its communication capabilities. Inventions that once were the epitome of the area are now but a vague memory. These creme-de-la-creme inventions have given rise to varied computers, facsimile (fax) machines that will now get the message, picture or document to the receiver in almost a split second.

Space is smaller because of personalities like Robert Goddard’s view on rockets
and space. Many varied spacecrafts have been sent to outer space and they have returned with a wealth of information that will make space or planet living a serious possibility. This data has and is helping us to plan longer stays in space and try several and conclude questions and experiments needed to continue space ventures.

Even with all of this smallness and greatly improve communication educating all of the citizens is still a challenge. Placing any child in an inappropriate learning environment yields no harvest and certainly placing the mentally handicapped in an inappropriate environment will also yield no harvest, a loss of self-esteem or belief he can function as his peers functions. Thus his harvest is even less.

The child who is placed in an inappropriate learning environment recognizes very quickly that he is unable to articulate as others do and the student will do little.

Many famous and non-famous persons have written about the learner, his environment and his relationship with his peers. Thus, the idea of placing mentally handicapped and the "normal" child in the same class and providing them with common and diverse methods of instruction is the beginning of identifying the environment for learning, but even this does not provide equality of learning.

The educational system has changed several times to better serve our normal population and now it has moved through legislative and court decisions to a full and least restrictive education for the handicapped. These decisions were the most far reaching federal legislation ever proposed for providing educational opportunities for all handicapped children.

The law is also a civil rights act, and therefore provides for several individual
protections for handicapped children and their families including prior notice of school actions regarding placement of children; non-discriminatory testing based on more than a single testing instrument; and an impartial due-process hearing by a hearing officer not employed by the school system. It provides also for a "surrogate" parent for those children who are in need, to ensure that their rights are protected. It also provides for a least restrictive environment to be used when placing the child in a special program, that is, placing the child in a regular classroom whenever possible, rather than segregating the handicapped.

The cornerstone of the Act is its provision for a written individualized educational program for each child.

The education of children is of vital importance in this changing world. Children must learn to be more adaptable and flexible to school and more productive in the work force and the changing world.

In the process, they will learn to face the many pressures and tensions. These demands require more efficient training than those of days past. These demands will not only apply to our normal population but also to members of our handicapped society.

Handicapped persons are first of all children and subsequently adults with the same needs and feelings which we all have. No child grows in a vacuum. He grows and learns only with proper care, stimulation and teaching whether retarded or normal.

The poem "Children Learn What They Live" by Dorothy Law Nolte is truly significant to both normal and handicapped children.
If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with acceptance,
and friendship,
He learns to find love in the world.

These words were written for the normal child, but are applicable to all children.

If the normal child needs all of this to function adequately, then the handicapped child needs this and then some plus the time (generally longer) needed to internalize the task given if he is to cope to the best of his ability in this ever changing world.

J. Robert Oppenheimer, in March 1958, speaking to a group of young aspiring scientists about learning attitudes that are useful said:

One of them is to have a deep reverence - not certainly, for the learned man in the stuffed shirt, but for learning, for knowledge, and skills to hold tight to that reverence, not to be talked out of it by any superficial parody of what it is. This reverence is the kind of thing we learn in school when we learn to do and create, and understand, and when we learn really to act with the knowledge we get. 2
This thought is useful to all who educate, not just to the young person aspiring to become a scientist. For a teacher, there is a need to stress that during the formative years, boys and girls are taught appropriately. Children, whatever their abilities, should be exposed to learning experiences through many ways and techniques. Basic skills should be developed from a concrete to a complex level through the varied methods. Children should have enough successes to develop positive self-esteem that will, in the face of failure, maintain itself if failure should appear.

Teachers have a practical interest in the way in which the student in the classroom learns. Children come from varied homes, different exposures, attitudes, emotions and experiences. These conditions cannot be changed, but a child can be helped to meet the future through active participation, self-expression and disciplined self-direction.

In a democracy, every citizen counts. It is necessary to give children an education that will assist them in using the rights of citizenship wisely and to contribute their best talents for themselves as well as the good of all. This does not mean the same education for all, for each differs in his capacity to learn. It does mean that every child should have an education that will assist him in developing as far as he can possibly attain through knowledge, ability to see issues clearly and through growth in self-confidence and self-respect. The ultimate goal of education should be to make it possible for the individual to think and act for himself.

Equality of education does not mean similar education for all, but education that develops the best potentialities in all.

A key to excellence in teaching is an acceptance and understanding of children
and their individual differences. Therefore, regular and special teachers for the normal and handicapped need to insist on educational programs and other support services that are equal in quality and quantity for all children.

The movement of special class education for the mentally handicapped has grown steadily since the organization of the first class in 1896. These classes are now found in most large communities throughout the world. There had not, however, been anything approaching unanimous agreement among educators that the special class is the best method for the handicapped population before the passing of Public Law 94-142. Some educators have maintained that special class placement is the appropriate placement for handicapped, others maintained just as strongly that the mentally handicapped should remain in their regular class and grades.

This difference of opinion concerning the merits of special class placement has prevailed since the first class placement for special learners. Those educators advocating regular class placement allege that the regular school program can be adjusted to care for individual differences and that the regular class does more than the special class to fit the mentally handicapped child to his appropriate social environment. The other side advocates that the regular class setting is not the appropriate place nor does it make appropriate provisions for the handicapped nor aid in his social acceptance.

As far back as the early twenties (20) the controversy regarding placement of the mentally handicapped children in the regular classroom with the normal child can be traced. Not only was there concern about placement but also the concept of how long did the mentally handicapped child need educating was of concern even though it really never
snowballed to the height of the placement dilemma. A recent court decision was handed down in the United States Fifth District Court in the State of Georgia. The court okayed year-round schools for those handicapped children who need more than the one hundred eighty (180) days set aside for our handicapped population. The class-action suit was filed in 1978 by The Georgia Association of Retarded Citizens and the parents of Russell Caine in behalf of Caine and all school-aged mentally retarded children in Georgia, after Savannah-Chatham school officials refused to extend Caine's education to the summer months. The suit sought to force state officials to provide full public education for mentally retarded students beyond the traditional one hundred eighty (180) day school year.

On April 3, 1981, United States District Supreme Court Judge for the Atlanta Judicial Circuit, Judge Horace Ward, ruled that the state and local school board policies which prohibit the consideration of year-round schooling for mentally retarded children violates the federal law.

The Judge, however refused to order that Russell, an eleven (11) year old youth whom educational experts consider to have a developmental age of two (2) years be provided full year-round schooling, as requested in the suit brought against the State Board of Education and the Savannah-Chatham County Board of Education.

In refusing to order a year-round education for Caine, and others like him, Judge Ward acknowledged a likelihood of regression but stated that there was little evidence at date to show and prove a need for extending the school year.

The Court concludes that an across-the-board policy prohibiting the consideration
of a child's needs beyond the one hundred eighty (180) days violates the Federal
Handicapped Act.
CHAPTER TWO

Review Of The Literature

The review of the literature will discuss many theories and practices related to research which examine the peer relationship of the handicapped and the normal child in the regular classroom.

The review will go back as far as the nineteen thirties (1930) because little research has been done in the area of peer relationships between handicapped and "normal" children in more modern times.

This review will also look at the historical accounts of the handicapped and normal youngsters in the regular classroom setting. It will note the problems that surface when the two groups are placed together and will discuss what is meant by mainstreaming and how it affects the two groups in question. In the past, and even today, in some instances, the thought of placing the two groups together in the same classroom, has often caused a furor.

Harry J. Baker felt that if all concerned persons of the handicapped and the normal child would come together, the results would be unlimited. In agreeing with Martin, S.L. Rivlin has stated "It is probably better from the standpoint of a child's mental health to place him in a situation where he has a chance to succeed, even though it may mean segregating him in a group with similarly handicapped children."

In his studies with persons who work with handicapped children, Martin found that most of those persons felt that segregation casts a stigma on the child that may be damaging to his best personality development, to the extent of making him feel different
and inferior to other children not handicapped.

Dr. Martin conferred with other leading educators about the trend to place the handicapped and normal child in the regular classroom. This question was raised at the International Council for Exceptional Children. The responses given were primarily for placing the two groups of students together, even though this concept may not work for all types of handicapped nor for all of those who are "normal".

Gladys I. Rhodes writes as early as 1942 that our mentally retarded children, when they mature will find themselves living in a society made up of all levels of intelligence, but competing with only the lower five (5) to twenty (20) percent of the population. She continues by asserting that most special education teachers know better than anyone the limitations and abilities of their own group of children. It is most important for the children to face some challenging tasks and to do well. If the task can be done well with our children in school, they will grow into confident adults and will find their tasks at that time, no more difficult than their tasks of yesterday.

At least three major issues are involved in the questions of whether physically, mentally or emotionally handicapped elementary school children should be placed in special classes or in regular classrooms. "The issues are the child's self-respect, his scholastic achievement, and his social and emotional development."

The issue of peer imitation becomes critically important in the preschool setting since children do imitate each other and parents are often afraid that their child will pick up immature habits and activities.

The possibility that popularity of children might have a bearing on the tendency to
be imitated was studied through the use of a sociometric measure to gather the data
needed. A bulletin board of the children in the class was designed with a picture of each
student displayed on it. The children were asked to point to the child's picture he would
like to play with, giving his first, second and third choices.

The results of this sociogram showed both non-handicapped and handicapped
subjects indicated about the same amount of peer imitation, but both were more likely to
imitate a model who was not handicapped. Recent literature has shown special education
labels assigned to children may generate negative expectation when compared to the
"normal" label. For example, Foster, Ysseldyke and Reese in 1975 measured the
expectation for a normal child in fourth grade who was represented as both normal and
emotionally disturbed. They concluded that the disturbed label placed upon the child had
negative effects. Similar results were noted in a study by Foster, Schmidt and Sabetion in
1976.

Special education is well along the new road of mainstreaming, but this change
has come about because of individual commitment and a general desire for something
new. If the mainstreamed pupil is placed in a regular classroom, he will need activities
that will raise his response level and cause no negative harm to his social relationships.

Ecological theorists have suggested that an individual's behavior may be a source
of discordance within his or her environment. The study revealed the behavior of the
emotionally disturbed were nondisturbing and less acceptable when it was thought to be
the behavior of an emotionally disturbed child. The purpose of this investigation was to
study the effects of labels - labels appropriate and labels nonappropriate - on individual
attitudes toward the disturbance and acceptability of the behavior.

All children grow older, chronologically, at the same rate, and many of their educational, social, and psychological needs are functions of their chronological age rather than functions of their mental age or intelligence quotients.11

Children and youth have to be grouped of course for educational purposes. What is often overlooked is the fact that the nature or constitution of any group is a function of its purpose.12 In January of 1948, Cruickshark and Medre stated that the field of interpersonal relationships had become one of the most important areas of investigation. They researched this concern and found that even though some of their subjects had severe to mild physical handicaps, their defects did not enter in the child's acceptance level for social acceptance.13 Reginald L. Jones found in his study done in September of 1974, that there were as many positive responses given by special class students to various questions as were given by the nonretarded. It is suggested that retarded students reject the stigma of special placement, but hold many positive attitudes toward their classroom and school experience.14

The stigma associated with special class placement and the consequent rejection of the special class as a preferred education placement have been well documented. However, classroom teachers of the educable mentally handicapped indicate that while retarded students' attitudes towards special class placement are negative, their own experiences indicate that the children showed evidence of many positive attitudes toward school, teacher, and peers and also toward the learning experiences provided in the classroom.
The positive attitudes of retarded students toward various aspects of school and instruction as experienced by the students in their individual classrooms are in sharp contrast to views given by students with respect to placement in the self-contained special class.

It has been suggested as early as the beginning of special education that placing the two groups together has been rejected because of the stigma that labels bring; this accounts for the nonacceptance of placing the handicapped children with "normal" children in the regular classroom setting.

Timothy Flynn wrote in his article "Rating of Educable Mentally Handicapped Students By Regular And Special Teachers", that special education programs for educable mentally handicapped children have often been evaluated to determine whether they significantly promote the social and emotional adjustment of students attending these programs. His research findings indicated that special class students are better adjusted in the social and emotional areas than their regular class counterparts.

W. I. Gardner in 1966, did not look favorably on the Flynn findings because of the validity of the measurement used to obtain data. Gardner found that the difference was present because of a different frame of reference of the special and regular class teachers. The special teachers, according to Gardner, are more accepting of the educable mentally handicapped child, which results in the teachers viewing the special child as better adjusted, even though the child may exhibit the same behavior as the educable mentally handicapped child placed in the regular class.

In the field of special education, hardly anything provokes heated controversy as
surely as the use of the new catch words - mainstreaming, normalization, and the least restrictive environment.

Ensuing conversation reveals that these terms are seen as representative of "an intrusion or even an attack on well established philosophy and practices in the field of special education through court actions initiated by a collection of meddlesome civil rights lawyers and discontented parents."17

In early 1970, the parents of mentally retarded pupils won legal victories which sharply accelerated the growth of educational services for their children. The parents had grown tired of pleading with the school officials for the same educational rights as the nonhandicapped children were provided, so they sought court help. This aid was granted in a landmark consent agreement in Pennsylvania (U.S. District Court for the Eastern District of Pennsylvania).

The suit was filed by the Pennsylvania Association for Retarded Children, Nancy Beth Bowmae, et al, Plaintiff vs the Commonwealth of Pennsylvania, David H. Kurthman, et al, Defendants, Civil Action Number 71-42. Ammended consent agreement of February 14, 1972 made it mandatory for the public schools to supply appropriate special education for the handicapped.

In 1976, the Council for Exceptional Children, a national organization with a membership of sixty (60) thousand plus, of special educators, described the school's environment in which exceptional children should be educated. This description then became the official description of mainstreaming. It reads:
Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and that special classes separate schooling; removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs are such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services." (Official Action, 1976, p. 43).
CHAPTER THREE

Methodology

This study investigates the effects of placing mainstreamed mentally handicapped children in the regular classroom with "normal" children of their same chronological age. It used the descriptive survey method.

The researcher was concerned with the answer to the following three questions related to the social acceptance of the mainstreamed mentally handicapped child by his peers:

1. Is the mainstreamed mentally handicapped child accepted by his peers?
2. Is the mainstreamed mentally handicapped child chosen as a leader in the regular class?
3. Is the mainstreamed mentally handicapped child chosen as a best friend?

The null hypothesis, $H_0: \chi^2 = \sigma^2$, was posited for the major questions.

The data in this study were obtained from the three questions on the sociometric questionnaire. The Chi Square Test was used to analyze the data relative to each question. The formula for computing Chi Square values ($\chi^2$) is $\chi^2 = \sum \left[ \frac{O - E}{E} \right]^2$

In the analysis, the level was used to determine the significance of the finding. For this level of significance, a $\chi^2$ value of 6.635 was used.

In this chapter, the researcher presents and analyzes the data collected for the study and for the purpose of answering the research questions.
Instrument:

A sociometric questionnaire, in the model of Jacob Monero's was used to determine the social position of the mainstreamed mentally handicapped child by his peers.

After rapport was established with the group, the mainstreamed mentally handicapped child and the normal child were given the questionnaire with the three (3) questions on it. The mainstreamed mentally handicapped child and the normal child were asked to name three (3) persons for each question. If more than three (3) names were given, the first three (3) were accepted and the extra names were not counted.

The questions asked were:

1. Who do you like to play with?
2. Who do you like to eat lunch with?
3. Who is your best friend?

As indicated earlier, the sociometric questionnaire was administered to all of the children in the regular classroom. Each child was given a score of one (1) each time he was selected. A score of three (3) or more was needed to be considered accepted and a score of two (2) or below was considered to be non-accepted.

Population:

The population consisted of seven (7) mainstreamed mentally handicapped children who were placed in a regular fourth grade classroom as a result of Public Law 94-142. The ages ranged from eight (8) to ten (10) years. The group was composed of
three (3) girls and four (4) boys. Each of the children had previously attended a self-contained special education classroom. Each of the mainstreamed mentally handicapped children had an intelligence quotient (2) score of seventy-five (75) on a standard intelligence test and were at least two (2) to three (3) years below level on the reading and mathematics standardized test scores. The group was placed in the regular classroom at the beginning of the school year, September 1980.

A sample of the remaining twenty-two (22) children in the classroom was determined by accepting every third (3rd) child in the alphabetically listed class roll. All twenty-nine (29) children came from similar backgrounds, community, all lived in one family dwellings except one (1) who lived in a multi-family dwelling, two (2) had deceased fathers, and two (2) lived with one (1) parent (mother). Three (3) of the twenty-two (22) students had been retained once before entering fourth grade.

Analysis of Data:

As indicated, the sociometric questionnaire was administered to every child in the class. After each had been given the opportunity to respond to the questionnaire individually, the results were scored and tabulated. Each student was given an acceptance score of one each time he was chosen by his peers for any of the three questions on the questionnaire. Only the three responses written first were accepted. Any beyond that were not counted.

The investigator had no method of determining the extent of acceptance when compiling the data. It was assumed by the investigator that each child was accepted
equally whether his name was written first, second or last.

In the same manner, each child was given a score of one each time his name was given by any child to the questions which asked who would you like to sit next to? This question was used along with the scores that were less than two (2). Survey one (1), two (2), and three (3) shows the comparison of the acceptance and the rejection. See data. (Pages 20 and 21)

From the data compiled, the investigator concludes that the mainstreamed mentally handicapped children were accepted in the regular classroom by their peer group as easily as the normal youngsters were accepted in a new environment.

The rejection level was not as high as other studies indicated when researching the same problem.

The social position of the mainstreamed handicapped in the regular classroom was apparently determined by the personality of the children rather than any other factor.
SURVEY ONE

1. Who do you like to play with?

\[ \sum \frac{(\delta - 1 \varepsilon)^2}{f \varepsilon} = F \chi^2 \]

<table>
<thead>
<tr>
<th>M</th>
<th>Reg. Students</th>
</tr>
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<tr>
<td>Acceptance</td>
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</tr>
<tr>
<td>Rejection</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
</tr>
</tbody>
</table>

\[ \chi^2(1) = 4.68 \]

\[ P < .05 \]

SURVEY TWO

2. Who do you like to eat with?

\[ \sum \frac{(\delta - 1 \varepsilon)^2}{f \varepsilon} = F \chi^2 \]

<table>
<thead>
<tr>
<th>Acceptance</th>
<th>Mainstreamed</th>
<th>Reg. Students</th>
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</thead>
<tbody>
<tr>
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<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Rejection</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
SURVEY THREE

3. Who is your best friend?

\[ \sum \frac{(0-1\varepsilon)^2}{f_\varepsilon} = F \chi^2 \]

<table>
<thead>
<tr>
<th>M</th>
<th>Reg. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
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</tr>
<tr>
<td>Rejection</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

\[ \chi^2(1) = P < .05 \]

SURVEY FOUR

4. Who wouldn't you like to sit next to

\[ \sum \frac{(0-1\varepsilon)^2}{f_\varepsilon} \]

\[ P < .05 \]

<table>
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<tr>
<td>Rejection</td>
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</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
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CHAPTER FOUR

Finding And Discussion

As previously stated, the sociometric questionnaire was administered to each of the twenty-nine (29) children in the regular class, and each child was given one (1) point for each time his or her name was chosen by his peers (acceptance score) in response to the three (3) questions:

1. Who do you like to eat with?
2. Who do you like to play with?
3. Who is your best friend?

If a score of less than two (2) was received, the student was asked, who do you like to sit next to?

When the tabulation was completed for all of the students, it was then assumed each child was equally accepted whether he was chosen/selected first, second or third.

The investigator did not ask for reasons for the choices/selections, therefore there is no determination as to the why's of their popularity.

This study was designed to determine the social position of the mainstreamed mentally handicapped children placed in the regular classroom.

It was conducted in an urban elementary school regular classroom where no special provisions were made for the mainstreamed mentally handicapped children.

It is significant to note that although there is a great deal of controversy centered around placing mentally handicapped children in the regular classroom setting with "normal" students, there are limited studies on the controversy or resolution of the
controversial topic. When additional studies are done, this question can be and will be settled conclusively.

This study shows that the mainstreamed mentally handicapped children were significantly accepted as equals in their regular class placement. This regular class placement was able to meet the needs of the mainstreamed mentally handicapped child.

The results revealed the following:

1. There was no stigma, rejection or isolation in this class placement.
2. The seven (7) mainstreamed mentally handicapped children were chosen as leaders in various situations.
3. The seven (7) mainstreamed mentally handicapped children were chosen as best friends.

The investigator would like to note that although discipline was not a concern, the techniques used by the regular classroom teacher were accepted without great debate by both groups (the normal and the mainstreamed mentally handicapped children). Both groups took the alternate course in stride and tried harder to stay on task. The twenty-nine (29) students were quite unified, cohesive, and well matched.

The investigator cannot say that this type placement should be done for all handicapped and non-handicapped but that it does deserve some attention. This solution may become clearer when we determine the skills and knowledge needed to aid the mainstreamed mentally handicapped in becoming socially competent and economically self-sufficient adults.
CHAPTER FIVE

Conclusion, Implication And Recommendation

This study was designed to determine the social position of the mainstreamed mentally handicapped children in the regular classroom. It was conducted in one classroom where the handicapped children were mainstreamed.

From the data presented, it is concluded that (1) the mainstreamed mentally handicapped children were accepted socially as well as the normal class members and that, (2) they were chosen for the contribution they gave to the class.

It appears that this regular class did make adjustments that met the needs of the mainstreamed mentally handicapped children. The social position of the mainstreamed mentally handicapped students within the class did not receive any isolation or rejection from their peer group, thus, their position or academic ability was not a factor in the environment or "running" of the class setting.

It cannot be answered at this point whether the mainstreamed mentally handicapped child should be placed in the regular classroom until conclusive studies can be compiled and the data analyzed more conclusively.

There is a need for more studies to be done on the social aspects of the handicapped and the normal child; more conclusive information discussing the knowledge and skills needed to assist the mainstreamed mentally handicapped child to become a more socially competent and economically self-sufficient adult; teacher training for this type educational setting, room adjustment e.g. barrier free and flexible sessions to
assist parents and peers in attitudes regarding this type placement.

The investigator believes that there are a number of areas that need further investigating before the problem can be solved such as, the social relationship of the mainstreamed mentally handicapped child and the normal child in the same class environment, adjusting the curriculum to meet the needs of the handicapped, the stigma of being handicapped.

Indeed, there is a great need in all communities to be more understanding of the problems of educating the handicapped and the normal student. And the results would yield happiness, satisfaction, cooperation of the two and this will bring about hopefully the appropriate adjustments for the child, parent(s), teachers, administrators and community.

In conclusion, the thoughts of Emmet Fox and Harry S. Baker seem to speak to the issues of the handicapped:

Love is by far the most important thing of all. It is the Golden Gate of Paradise. Pray for the understanding of love, and meditate upon it daily. It casts out fear. It is the fulfilling of the Law. It covers a multitude of sins. Love is absolutely invincible.

Dr. Baker's thoughts of fifty years ago puts the problem/solution quite succinctly:

The education of the handicapped and the normal children will make greater progress when those responsible for the mentally handicapped and the normal child join hands in a cause that is really common to both.
NOTES


5 Ibid.


7 Ibid


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