THESIS

COLORADO SECONDARY ENSEMBLE TEACHERS' PERCEPTIONS OF THE INTEGRATION OF STUDENTS WITH DISABILITIES

Submitted by

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ABSTRACT

COLORADO SECONDARY ENSEMBLE TEACHERS' PERCEPTIONS OF THE INTEGRATION OF STUDENTS WITH DISABILITIES

Inclusive practices are required of K-12 educators regarding the inclusion and integration of students with special needs through the *Individuals with Disabilities Act* (1975) and the *Every Student Succeeds Act* (2015). However, barriers to integrating students with disabilities may exist in secondary performing ensembles. These barriers include paraprofessional staffing, educator efficacy, community stakeholder expectations, and educator professional development. Implementing and understanding these barriers is vital to providing secondary music educators with the proper tools to provide an integrated performing ensemble. While the inclusion of students with disabilities often occurs in a performing ensemble, the scope of integration may vary depending on educator decisions. When an educator faces this situation, understanding any decisional difference is needed.

The purpose of this study is to investigate Colorado music educators' perceptions regarding the current practices of inclusion and integration of students with disabilities in Colorado's secondary public schools (middle or high schools). Furthermore, this study examines educators' perceptions regarding inclusive practices where students with disabilities are included in ensemble settings. This study can help inform discussions, methods, and policies related to the professional development of in-service educators and pre-service educator preparatory programs regarding the integration and inclusion of students with disabilities. In this study, the following research questions were asked: What is the level of concern and self-efficacy of Colorado

secondary music educators about integrating students with disabilities? What is the relationship between years of teaching experience, concerns, and self-efficacy about the inclusion and integration of students with disabilities? Do Colorado secondary music teachers vary in their level of concern and teaching efficacy at various stages of their career or by school location?

The adapted SACIE-R and TSES questionnaire included the concerns subset of the *Sentiments, Attitudes, and Concerns about Inclusive Education – Revised Scale* (Forlin et al., 2011) and the *Teacher Self-Efficacy Scale* (Tschannen-Moran & Hoy, 2001). Both scales utilized a four-point Likert scale. Data was compiled from mid-November through early mid-December of 2022. Findings from this preliminary investigation indicate that as educator experience increases, the level of educator concern about integrating students with disabilities decreases. Additional findings suggest no statistical significance between educator district setting and the level of concern and efficacy about students with disabilities.

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INTRODUCTION

Students with special educational needs must be provided with equality of opportunity to a free and appropriate education (IDEA, 1975). The *Individuals with Disabilities Education Act of 1975* was integral to passing the *Americans with Disabilities Act* (ADA, 1990) and the *Every Student Succeeds Act* (ESSA, 2015). This legislation mandates that all K-12 educators are to provide instruction with reasonable accommodations to students, regardless of individual student disabilities. More empirical research is needed about students enrolled in public school music ensembles with special educational needs, specifically in secondary (middle and high) schools (Fuelberth & Todd, 2017). Furthermore, more information is needed about performance ensembles, the instruction, or the level of participation of students with special educational needs in music contexts (Jellison & Draper, 2015).

The level of integration of students with disabilities among secondary school music ensembles remains relatively unknown (Darrow, 2010b). Education researchers have broadly defined inclusion as a student with disabilities only being physically present in the classroom environment (Jellison & Draper, 2015). Within this definition of inclusion, a particular level of participation was not required and other scholars (e.g., (Jellison et al., 1984; Wenger-Trayner, 2008) have noted that integration is where a student is not only in the environment but has become a part of the classroom's community of practice.

With various federal legislation mandating integrated models, music educators have a legal duty, within reason, to teach students with disabilities (ESSA, 2015). As education can sometimes be defined as full inclusion (Draper, 2021), an educator might not consistently practice integration in a performing ensemble for many reasons. For example, music educators

not trained in inclusive practices may resist or be uncomfortable integrating students with disabilities (Johnson & Darrow, 1997). Paraprofessional staffing, or lack thereof, might also influence a music educator's ability to integrate students with disabilities into a performing ensemble. Additional barriers to integrating students with disabilities may also extend beyond the classroom context to include community performance expectations for music ensembles and administrational support.

Varying models of including students with disabilities exist in secondary performing ensembles. When discussing inclusive practices within the context of working with students with disabilities, the terms inclusion and integration, neurodivergent (i.e., individuals with a diagnosed physical or cognitive disability), and neurotypical (i.e., individuals with no known physical or cognitive disability) have been used to describe students with disabilities in classroom settings (Darrow & Adamek, 2018; Jellison, 1984; Draper, 2021). For example, integrated models of performing ensembles where all students are performing the same relative tasks with appropriate accommodations will incorporate both neurotypical and neurodivergent students during full class group instruction (Draper, 2021). In contrast, non-integrated models exist of ensembles designed exclusively for students with disabilities where students are each provided learning accommodations within the context of a defined individual education plan (IEP). Non-integrated models are another example of a performing ensemble where students with disabilities are not provided equal quality access to participation in a music learning context where all students are performing together.

The spectrum of integration can be endless. Individual education plans (IEP) allow students to have free and appropriate education tailored to specific needs (ESSA, 2015; IDEA, 1975). This process can create a variety of inclusive and integrative practices as IEPs provide a

list of student accommodations. However, IEPs often include little information for music educators on the best inclusive and integrative practices for music ensembles. With a dearth of empirical evidence that addresses the inclusion and integration of students with disabilities in secondary music ensembles, assumptions exist and proliferate about the benefits of inclusion and integration (Jellison & Draper, 2015). There needs to be more understanding regarding the scope of integration among secondary performing ensembles including teacher perceptions about their own practices and support systems. Thus, there is a need to study educator concern and self-efficacy regarding students with disabilities in music ensembles (Darrow & Adamek, 2018; Draper, 2021; Jellison et al., 1984; Jellison & Draper, 2015; Johnson & Darrow, 1997).

Problem Statement

While students with disabilities must be accommodated in school music classes, there is ambiguity regarding the practice of inclusion and integration in secondary school contexts. This pressing issue surrounding teacher concerns and efficacy may impact teachers' ability to work with students with disabilities. Furthermore, the scant statewide data availability complicates any potential systemic solution given that statewide education policy is a powerful guide in education practice. Therefore, examining self-reported teaching efficacy and level of concern surrounding the issue of working with students with disabilities may help to provide insight into the inclusion and integration of students with disabilities in music ensembles (Forlin et al., 2011; Jones, 2015; Scott et al., 2007; Tschannen-Moran & Hoy, 2001).

REVIEW OF LITERATURE

Providing access to inclusive music environments is vital for the success of students with disabilities (Johnson & Darrow, 1997). However, there are some crucial barriers surrounding educator efficacy and integrative teaching. While legal guidelines can help an educator make decisions, educator preparation, professional development, and training are needed to fully understand educator efficacy and concern. Given the issues about integrating students with disabilities in performing ensembles, this literature review will present information on the following topics: the legal precedents about including and integrating students with disabilities, inclusion of students with disabilities in performing ensembles, and research instruments that measure inclusive practices of educators who instruct students with disabilities.

Legal Precedents

The *Rehabilitation Act of 1973* included the first legislation by the United States Federal Government to address discrimination against students with disabilities. This act stated that any public program or activity receiving federal financial assistance should not exclude a qualified individual from participation (The Rehabilitation Act of 1973, 1973). This law established the first legal requirement for inclusion of individuals with disabilities in all public state agencies and education departments mandating the inclusion of students with disabilities into the public school system. Previously, students with disabilities were often in the care of their families or educated in private institutions separate from the public school system.

The term mainstreaming came into use in the 1970s with the passage of Public Law (PL-142) and the *Education for All Handicapped Children Act* (1975), which was a further development of the *Rehabilitation Act of 1973* (Johnson & Darrow, 1997) Currently known as

the *Individuals with Disabilities Education Act* (IDEA). This legislation guarantees a free, appropriate public education (FAPE) and ensures special education-related services for children with disabilities (IDEA, 1975). Since the passage of the IDEA, public school districts have been mandated to meet the appropriate education standard for students with disabilities. However, this can be done in numerous ways including the inclusion of students with disabilities in regular classrooms, full integration into traditional classrooms, or by providing the least restrictive environment which may or may not be in a separate classroom.

The *Americans with Disabilities Act* (ADA, 1990) further required equal opportunities for students with disabilities. The *Americans with Disabilities Act* is a federal civil rights law prohibiting discrimination against people with disabilities in everyday activities. This act affirmed and extended the IDEA act of 1975, which upheld equal educational opportunities under the law. Importantly, the ADA further established that discrimination is not legal in public education and public enterprise.

During the initial decade of the 21st century, the affirmation of equal opportunities for students from all backgrounds became a focus of education policy. The most notable legal contribution was the *Every Student Succeeds Act*, previously known as the *No Child Left Behind Act* (ESSA, 2015). This law advances equity by upholding protections in the United States for disadvantaged and high-need students, including students with disabilities. Additionally, ESSA helps educators, families, and students receive vital information through annual statewide assessments. ESSA also includes access to new forms of support for state education departments to include and integrate students with disabilities (Bae et al., 2018).

After federal regulation of disability policies, there is more acceptance of including students with disabilities in public education. Discussion of legal requirements may, however,

cause discomfort in educators specific to their own sense of teaching efficacy due to potential gaps in pedagogical knowledge about how to integrate students with disabilities (Cullen et al., 2010). Thus, the question remains about appropriate inclusion: how do music educators assess their attainment of legal requirements?

Inclusion in Performance Ensembles

The standard for peer-reviewed research in music education and students with disabilities started with Jellison et al. (1984) who were the first to study the various models of music education that were prevalent at the time. Specifically, Jellison and colleagues conducted research that examined the behavior of neurotypical and neurodivergent students in an integrated music classroom. The findings highlighted that even though legal precedents help to promote the integration of students with disabilities, educators lack efficacy around the topic of implementing integrative teaching practices.

Additional barriers to inclusive practice exist beyond the context of teacher efficacy. For example, staffing concerns including the assignment of paraprofessionals has been highlighted as an imperative aspect to providing students with disabilities appropriate level access to standard curricular offerings (Scott et al., 2007; Grimsby, 2022). Another barrier is the preparation of pre-service educators in their transition to in-service careers. These barriers may help to contextualize the issue of why educators are concerned about their ability to provide proper attention to all students (Forlin et al., 2011).

Since the passage of the IDEA and ADA, education researchers have largely transitioned from the idea of integration to that of inclusion. Defining inclusion as separate from integration has been pivotal in the realm of teaching practice. Inclusion is defined as educating students with disabilities in age-appropriate and grade-level appropriate classes versus the standard academic

curricular offerings (Johnson & Darrow, 1997). Whereas integration is where a student is not only in the environment, integration specifies that individuals participate as active learners to become a functioning member of a classroom community (Jellison et al., 1984; Wenger-Trayner, 2008).

Inclusion and Integration Models

Examining the varied concepts of inclusive and integrative models as implemented by teachers who lead music ensembles is critical to understanding the scope of inclusion and integration for students with disabilities. First, a clear definition of each term is needed. Integrated models are where students with a known and diagnosed disability are educated most of the school day with their neurotypical peers (Draper, 2021). An integrated model moves beyond that of inclusion by specifying the specific social and academic learning outcomes for students with disabilities. It is in the context of integration where teaching methods such as peer-assisted learning can foster a less restrictive environment and social connection can flourish (Draper, 2021).

Inclusive models may provide a free and appropriate education, but an integrated model may lead to better social and academic skills for students with disabilities (E. A. Draper, 2019; Jellison et al., 1984; Jellison & Draper, 2015). With pre-service educators, there is a generally positive interest in facets of music teaching that can increase inclusion. However, due to lack of support and subject-specific training, these positive attitudes turn negative once a pre-service educator transitions to in-service (Bialka et al., 2019; Johnson & Darrow, 1997; Wilczenski, 1992). Additional preservice and in-service professional development and subject-specific resource support may help improve individual educator efficacy.

Creating a culture of inclusivity in music ensembles is essential to enacting an integrated approach. Integration, however, is primarily dependent on the availability of musical opportunities for students with disabilities in a regularly offered ensemble class (Draper, 2021). Offering flexible scheduling options and nurturing peer-to-peer relationships are two options that teachers can use to foster integration. One approach highlighted by Draper (2021), has been for teachers to advocate for the alignment of ensemble class scheduling with the availability of paraprofessionals who can support students with disabilities in an ensemble context. According to the paraprofessional staff of Tower Elementary School, the focus of Draper's (2021) qualitative case study, having musical opportunities during the school day, such as ensembles, was beneficial to the cognitive and social learning outcomes of students with disabilities.

Peer-to-peer mentoring has also been highlighted by several scholars as a means to integrate neurotypical and neurodivergent students (Draper, 2021; Jellison & Draper, 2015; Johnson & Darrow, 1997). Students' success at Tower Elementary was due to the school's approach toward peer relationships, defined as "nurturing peer relationships." (Draper, 2021, p.144). Tower Elementary School is a full-inclusion school, meaning that students with disabilities are educated alongside their peers without a diagnosis (Draper, 2021). The students' success was attributed to the environment and peer interactions. The case study of Tower Elementary School provides a much-needed example of an integrated model for educating students with disabilities in music ensembles.

Providing adequate training on the use of integrated practices in the music ensemble classroom for both pre-service and in-service educators has been an issue highlighted by several scholars (Bialka et al., 2019; Forlin et al., 2011,Reina et al., 2018, Sharma et al., 2008). Looking into the difference between pre-service and in-service educators' behavior is vital to

understanding potential delimitations (Johnson & Darrow, 1997). Researchers have sought information from pre-service and in-service educators to examine potential issues in teacher training and professional development; however, most empirical study has focused on pre-service educators (Forlin et al., 2011; Gesel et al., 2021; Loreman et al., 2007; Monsen et al., 2014; Sharma et al., 2008; Wilczenski, 1992). More concerning is that a standard of not discussing students with disabilities among students, staff, and stakeholders can become normalized when an in-service educator experiences discomfort in discussions surrounding integrating students with disabilities (Bialka et al., 2019). Given these concerns, there are questions to be considered regarding how to address the barriers that in-service educators face when attempting to make changes to their own practices to include and integrate students with disabilities.

Issues Surrounding Teaching Efficacy and Inclusive Teaching

International research has been conducted on pre-service educators' efficacy concerning students with disabilities in the music classroom (Forlin et al., 2011; Loreman et al., 2007; Sharma et al., 2008; Sharma et al., 2015). Pre-service educators include individuals enrolled in a bachelor's or master's education program. Many teacher training programs struggle to offer adequate training for teacher candidates to work with students with disabilities (Bialka et al., 2019). Understanding why pre-service educators do not typically discuss disabilities with their students is vital in exploring how to include and integrate students with disabilities. This behavior is consistent with results from other studies measuring educator efficacy in inclusive education (Cullen et al., 2010; Forlin et al., 2011; Sharma et al., 2008; Wilczenski, 1992). There are concerns that negative attitudes toward inclusive education can occur once a pre-service educator becomes an in-service educator (Bialka et al., 2019; Wilczenski, 1992).

In-service educator professional development has been identified as a problem among researchers (Reina et al., 2019). Inadequate training for in-service educators has proven detrimental to educators' efficacy toward including and integrating students with disabilities (Reina et al., 2019). As inclusive and integrated policies become more common, professional development, teacher training, and pre-service experience have a crucial effect on what education models are implemented for students with disabilities.

The intertwining relationship between educator self-efficacy and inclusive practices has resulted in two-thirds of general classroom teachers supporting the idea of inclusion (Scruggs & Mastropieri, 1996), meaning some educators are willing to include students with disabilities in their classes. However, more recent data has not been collected regarding teacher perceptions of inclusion specific to students with disabilities in music ensemble classrooms. While educators may be willing to practice inclusion, it is dependent on individual student disabilities and accommodations. Additionally, under one-third of educators believe they do not have sufficient time, skills training, or resources necessary for inclusion and integration (Scruggs & Mastropieri, 1996).

While educators may positively respond to integrating students with disabilities, there is hesitancy and concern regarding available resources. This hesitance is specific to staffing paraprofessionals, access to information, and time for instruction (Scott et al., 2007). There is a difference between whether an educator receives support and the perceived emotion regarding such support at the elementary and secondary ensemble levels. Many educators report a neutral feeling about the support they receive, even though educators receive support for students with disabilities (Scott et al., 2007). Most intriguing is the assertion that educators may have the perception of lowered achievement for students with disabilities.

Research Instruments Measuring Inclusive Teaching Practices

Limited quantitative instruments exist to survey secondary in-service educator's self-perceptions regarding the integration of students with disabilities. Quantitative instruments like the *Sentiments, Attitudes and Concerns about Inclusive Education – Revised* scale (Forlin et al., 2011) measure educator perceptions on including and integrating students with disabilities. Though this scale has largely been used in countries other than the United States. In contrast, the *Teacher Self – Efficacy Scale* (Tschannen-Moran & Hoy, 2001) has been utilized on secondary educators in the United States. Yet few researchers have focused on teaching efficacy regarding the inclusion and integration of students with disabilities in music contexts (Darrow & Adamek, 2018, Draper, 2021, Jellison & Draper, 2015) and none have addressed these issues within the context of secondary music ensembles.

Summary

Given the minimally available empirical evidence that examines teachers' self-perception of inclusive and integrative practices, it is difficult to ascertain the attainment of an appropriate education in the secondary music ensemble. The inclusion of students with disabilities in performing ensembles has evolved to focus upon integrative practices that a music educator uses and the potential barriers to integration that may exist. Since integration depends on the educator, examining the level of concern and teaching efficacy an educator has when considering their work with students with disabilities can help to clarify the level of integration in contemporary education practice in secondary music ensembles. For this study, the SACIE-R (Forlin et al., 2011) and the TSES (Tschannen-Moran & Hoy, 2001) stand out as the most empirically reviewed and available instruments to measure teacher perceptions of teaching-efficacy and concerns surrounding teaching students with disabilities. However, this preliminary investigation

notes that the SACIE-R was designed to be used to examine pre-service, not in-service educators.

Need for Study

Most empirical research into educator perceptions on including and integrating students with disabilities has been within the context of educator preparation programs. This context includes pre-service or in-service educators at a higher education institution when the research was conducted. While the development of quantitative instruments and scales has provided results that define specific perspectives, the examination of in-service educators who teach a secondary performing ensemble remains unexplored territory (Fuelberth & Todd, 2017). With only six empirical studies in the last thirty-six years on students with disabilities in music classrooms, there is little evidence of what is happening or what students with disabilities are experiencing (Draper, 2021). As stated before, many results of conducted surveys measure pre-service educators and qualitative research into specific student experiences with ensembles at the elementary level. The gap in secondary music educator perceptions, specifically at a statewide level suggests that further research is needed (Draper, 2021; Forlin et al., 2011; Fuelberth & Todd, 2017; Jellison & Draper, 2015; Sharma et al., 2008; Wilczenski, 1992).

Purpose Statement

The purpose of this study is to investigate Colorado music educators' perceptions regarding the current practices of inclusion and integration of students with disabilities in Colorado's secondary public schools (middle or high schools). Furthermore, this study examines educators' perceptions regarding inclusive practices where students with disabilities are included in ensemble settings. This study can help inform discussions, methods, and policies related to the

professional development of in-service educators and pre-service educator preparatory programs regarding the integration and inclusion of students with disabilities.

Research Questions

The following research questions were addressed:

(1) What is the level of concern and self-efficacy of Colorado secondary music educators about integrating students with disabilities?

(2) What is the relationship between years of teaching experience, concerns, and self-efficacy about the inclusion and integration of students with disabilities?

(3) Do Colorado secondary music teachers vary in their level of concern and teaching efficacy at various stages of their career or by school location?

Definitions

Colorado Department of Education (CDE) - the state-level agency which oversees the public education of all K-12 students in the state of Colorado.

Inclusion - the action or state of including a student with disabilities in a regular curriculum, instruction, or classroom.

Integration - bringing together a student with disabilities into a full-inclusive context within a regular curriculum, instruction, or classroom.

Likert-Scale (used in this study) - non-demographic responses for the adapted SACIE-R and TSES scales used a 4-point Likert scale, with one being a low amount of concern or efficacy, two meaning some concern or efficacy, three meaning moderate concern or efficacy and four meaning a high level of concern or efficacy.

Performing ensemble - a group of students performing on band instruments, orchestra instruments, or voice. Usually integrated into the formal curriculum of a secondary school in the United States.

Secondary Schools - public schools which are either "middle level" (middle school) or “senior level" (high school) by the Colorado Department of Education (SchoolView: School and District Data, 2022)

Student with Disabilities - A student who has a diagnosis or evaluation of an intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a severe emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, any other health impairment, specific learning disability, deaf-blindness, or multiple disabilities and who, by reason thereof needs specialized education and related services. (IDEA Part B-Subpart A-Sec. 300.8, 1975)

Delimitations

Data collection was limited to secondary music educators teaching a performing ensemble in Colorado. Only secondary educators who self-reported teaching students with disabilities during the 2022-2023 school year were in this study. Within the specified sample, data from teachers who self-reported teaching in an elementary school setting were filtered out of the questionnaire results via Qualtrics software (Systems, Applications & Products in Data Processing, 2022). Additionally, incomplete responses were redacted from the results before any data analysis.

METHODOLOGY

The purpose of this study is to investigate music educators' perceptions of the current practices around including and integrating students with disabilities in Colorado's secondary public school performing ensembles. The following are described in detail regarding data analysis: sampling strategy, participant selection, the *Sentiments, Attitudes, and Concerns about Inclusive Education - Revised Scale* (SACIE-R) (Forlin et al., 2011; Loreman et al., 2007) and the abridged *Teacher Self-Efficacy Scale* (TSES) (Tschannen-Moran & Hoy, 2001).

Participant Selection

Participants for this study included employed music educators who taught a performing ensemble during the 2022-2023 school year in Colorado public secondary schools as designated by the Colorado Department of Education (*SchoolView: School and District Data*, 2022). Participants were invited to participate in the study via email with a link to the questionnaire. Educator email addresses were collected through a marketing list of music educators currently teaching in a K-12 public school in Colorado. This list was initially obtained fifteen years ago by the Colorado State University, School of Music, Theatre, and Dance marketing office and updated each year through cross-referencing the list with publicly available school district websites.

For this study, the list was updated and expanded via school district websites and current 2022 lists obtained from state-level music educator organizations such as the Colorado Bandmasters Association, the Colorado Music Educators Association, the Colorado chapter of the American String Teachers Association, and the Colorado chapter of the American Choral Director's Association. Targeted advertising of this questionnaire occurred through the Colorado

State University Center of the Arts Facebook page. This action targeted in-service educators formerly enrolled at Colorado State University—allowing for a higher response rate among participants and a large sample size within Colorado.

Sampling Strategy

This study used a stratified purposeful sampling strategy. Respondents were categorized by self-identified CDE district setting and self-identified years of experience. Data was collapsed into two district settings: *remote/rural* (which includes outlying city, outlying town, and remote/rural responses) and *urban-suburban* (which includes Denver metro and urban-suburban responses). Purposeful sampling provided the ability to run an inferential analysis of two group comparisons within CDE district settings. Additionally, respondent data was separately organized into early career (1-5 years of experience) and mid-to-late career (6+ years of experience) to ascertain inferential analysis of two group comparisons for years of experience.

For this project, a pilot study of ten in-service educators was utilized to evaluate the validity and reliability of the adapted SACIE-R and TSES questionnaire (see Appendix A). Eligible respondents had three weeks to complete the questionnaire. Additionally, nonrespondents received three reminder emails over the three weeks. Data were analyzed using a cross-sectional survey design involving "current attitudes, beliefs, opinions, or practices" surveyed at one point (Creswell, 2018, p.386). This sampling process intended to describe a comprehensive view of the integration and inclusion of students with disabilities in Colorado secondary music education programs.

Questionnaire Measures

Two separate and previously validated measures were utilized to ascertain Colorado secondary performing ensemble educators' perceptions about the inclusion and integration of

students with disabilities. These include the concerns subset of the SACIE-R (Forlin et al., 2011; Loreman et al., 2007) and the abridged twelve-item TSES (Tschannen-Moran & Hoy, 2001).

SACIE-R

The initial development of the SACIE scale was instituted to create a modified version of four different previously published measures (Loreman et al., 2007, see Appendix D). The variation and redundancies led to the combination, revision, and adjustment process of four former inclusivity scales, resulting in the SACIE scale. The SACIE scale underwent a four-study refinement process (Forlin et al., 2011, see Appendix C). Referred to by Forlin et al. as the SACIE-R scale, each conducted refinement stage included a re-evaluation of the scale's factor structure. The SACIE-R possesses sufficient strength to justify its use in identifying changes in educator dispositions toward inclusion, including their concerns about implementing inclusive practices for students with special educational needs (Forlin et al., 2011).

TSES

The *Teacher Self-Efficacy Scale*, formerly known as the Ohio State Teacher Efficacy scale (OSTES), is a self-assessment designed for researchers to understand the factors that create difficulties for teachers in school activities. There are two forms, a twenty–four-item scale and a twelve-item scale (see Appendix B), which include three teacher efficacy subscales: instructional strategies, classroom management, and student engagement (Tschannen-Moran & Hoy, 2001). The TSES was analyzed in a three-study refinement process to test validity and reliability. Regardless of the length, either the 24-item or the 12-item is considered valid and should prove helpful in research exploring teacher efficacy (Tschannen-Moran & Hoy, 2001). Through a three-stage refinement process, the final version of the TSES resulted in high reliability, instruction (.91), management (.90), and engagement (.87). To calculate these reliabilities, an

efficacy subscale score was computed by calculating the mean of eight responses to items loading highest on that factor (Tschannen-Moran & Hoy, 2001).

Adaptations

Minor adaptations were utilized to help define the data population and measure concerns about the inclusive education music educators have in Colorado. The first adaptation was to make the SACIE-R usable for in-service educators, not pre-service educators, as used by previous studies. Only the concerns factor set (five questions) of the SACIE-R was employed to precisely measure educator concerns, not sentiments or attitudes towards inclusive education.

Throughout this project, grammar modifications to both the SACIE-R and TSES scales were employed to mesh the possible answers with questions (see Table S11, Appendix E.). Additional adaptations include combining CDE district setting categories to compare group means, as Colorado school districts primarily exist in either rural or urban population centers. Lastly, merging the SACIE-R and TSES in a sequential order versus mixed questioning could have influenced participant responses.

Data Collection and Analysis

Data collection for this study occurred from mid-November to early December 2022 using Qualtrics software (Systems, Applications & Products in Data Processing, 2022). Via an anonymous stratified purposeful sampling questionnaire, respondents gave self-elected demographic information. This information included gender identity, level of education taught (elementary, middle, or high school), years of teaching experience and their district setting as provided by the Colorado Department of Education (Colorado Department of Education, 2022; *SchoolView: School and District Data*, 2022). The questionnaire measured the demographics of educators, schools, and music programs from Colorado secondary schools in 174 districts

through email and social media platforms. No self-identifying information was gathered to maintain the anonymity and privacy of the respondents.

Using Microsoft Excel software, respondent data were separated into two groups: educators with one to five years of experience and educators (n= 10) with six or more years of experience (n= 67). In addition to analyzing data along with respondents' self-identified years of experience, data was separated by CDE district setting. Respondent data was collapsed into remote/rural (n= 32) and urban-suburban (n= 45) to see any significance (α= .05) between the district setting and the level of concern and efficacy around teaching students with disabilities.

This study was reviewed by the Institutional Review Board of Colorado State University to ensure confidentiality and uphold ethical research considerations using Kuali IRB software. Institutional Review Board (IRB) approval was granted (Protocol ID #3945; see Appendix F) before contacting potential participants about the study. Questionnaire participants digitally agreed to the IRB-approved Informed Consent Form (Appendix G) that detailed the research purpose, study procedures, and confidentiality measures before data collection began. There is a strict need for privacy and a secure sampling strategy when looking for educators' perceptions of integrating and including students with disabilities.

RESULTS

The purpose of this study is to investigate Colorado music educators' perceptions regarding the current practices of inclusion and integration of students with disabilities in Colorado's secondary public schools. The results of this study provide a demographic breakdown of respondents by years of teaching experience, district setting, school level, and type of ensemble taught. A report on the reliability of these results is included. Furthermore, a descriptive, correlational, and inferential analysis will provide answers to the research questions.

Respondents

Out of 625 potential participants, 135 responded. The initial response rate was 21.8%. Of the 135 responses, 97 completed them, resulting in a 71.8% completion rate. In this questionnaire, participants self-selected demographic information such as gender, ensemble type, years of experience, and level of education they taught. This process filtered responses to the questionnaire to only secondary educators, resulting in 77 total responses. Ten respondents identified as having one to five years of experience, and 67 respondents identified as having six or more years of experience. Nineteen respondents identified teaching in a remote/rural district, ten taught in an outlying town, three taught in an outlying city, 23 taught in urban-suburban, and 22 taught in the Denver metro. Demographic data, including respondent percentages, are presented on the next page in Table 1.

Table 1.

Demographic breakdown of respondents

Respondent Total	***n***	**% of respondents**
Completed Responses	77	100
Years of Experience		
1-5 years of experience	10	13
6-20 years of experience	67	87
CDE District Setting		
Remote/Rural	19	25
Outlying Town	10	13
Outlying City	3	3.5
Urban-Suburban	23	30
Denver Metro	22	28.5
Gender*		
Male	39	50.6
Female	38	49.4
Other	0	0.0
School Level**		
Middle School	42	54.5
High School	35	45.5
Ensemble Taught***		
Band	45	58.5
Choir	22	28.5
Orchestra	6	7.8
Other/Emerging Music	4	5.2

Note: Self-identified.*

*Note**: Respondents self-selected which level they primarily taught, elementary, middle and High school, see 'Sampling Strategy' and 'Theoretical limitations' sections.*

*Note***: Respondents self-selected the type of ensemble they primarily teach.*

Reliability

A pre-test of ten respondents was conducted in this study before administering the adapted SACIE-R and TSES questionnaire to participants. The pre-test consisted of ten currently licensed educators like the potential participants. The results of this pre-test were used to revise and edit the questionnaire to increase reliability.

Inter-item correlations were calculated to see if the adapted SACIE-R and TSES questionnaire was reliable. This calculation resulted in weak coefficients between questionnaire areas (see Table S5, Appendix E). Internal consistency was met at ($\alpha > .70$), SACIE-R concerns

(α= .73), and TSES (α= .87). Unfortunately, the alpha score for the SACIE-R concerns was higher than the original studies reliability analysis (α= .65). Additionally, the TSES alpha score for this study was lower than Tschannen-Moran and Hoy's initial reliability analysis (α= .90). This study's alpha scores did not align with previous studies (Forlin et al., 2011; Loreman et al., 2007; Tschannen-Moran & Hoy, 2001). These findings show that the adapted SACIE-R and TSES questionnaire has mixed to low reliability when ascertaining an educator's perception of including and integrating students with disabilities.

Descriptive Analyses

Responses were split into two groups: educators with one to five years of experience (n= 10) and educators with six or more years of experience (n= 67). For CDE district setting analysis, data was separated by setting, collapsing respondent data into two discrete datasets.

Each measure's responses were separately analyzed to determine the means and standard deviations for all respondent data of the adapted SACIE-R and TSES scale (see Table 3, for further information about the data see Appendix E).

Table 2.
Sample means for the adapted SACIE-R and TSES scale.

	All Respondents	
	M	*SD*
SACIE-R concerns	1.88	.59
TSES	3.08	.45

Note: scores were along a 4-point Likert scale

Scoring for the adapted SACIE-R and TSES scale utilized a 4-point Likert scale with a score of 1 being the lowest possible amount of concern/efficacy and a 4 being the highest amount of concern/efficacy. The mean score of the SACIE-R for all respondents was 1.88 out of a

possible 4. The median was 1.8. The concerns score for all respondents had a standard deviation of .59. The mean score of the TSES for all respondents was 3.08. The median was 3.0. All respondents' twelve-item TSES score had a standard deviation of .45 (see Table 2).

Item analysis was completed by determining the mean of each question score (see Table S2, Appendix E). The lowest scores were in the SACIE-R portion versus the TSES portion of the adapted SACIE-R and TSES scale. The lowest score (1.4 out of 4, low amount of concern) was the average score among respondents for question 11. The highest score (3.47 out of 4, a high amount of efficacy) was the average score among respondents for question 18 (see Table S2, Appendix E).

Years of teaching experience were calculated by splitting respondent data into two groups: one to five years of experience (n= 10) and six or more years of experience (n= 67).

Table 3.
Mean and standard deviation of the adapted SACIE-R and TSES scale by years of experience

	1-5 years of experience		**6+ years of experience**		**All respondents**	
	M	*SD*	*M*	*SD*	*M*	*SD*
SACIE-R concerns	2.18	.49	1.83	.59	1.88	.59
TSES twelve-item	2.75	.39	3.13	.43	3.08	.45

Note: The range of educator experience was 1 year to 38 years
Note: For Inferential group analysis, see the section below, Analysis of group comparisons

The mean score of the SACIE-R for educators with one to five years of experience was 2.18. The median was 2.20. The concerns score for educators with one to five years of experience had a standard deviation of .49. The mean score of the SACIE-R for educators with six to or more years of experience was 1.83. The median was 1.60. The concerns score for educators with six to twenty years of experience had a standard deviation of .59 (see Table 3).

The mean score of the TSES twelve-item scale for educators with one to five years of experience is 2.75. The median is 2.75. The score for educators with one to five years of experience had a standard deviation of .39. The mean score of the TSES twelve-item scale for educators with six or more years of experience was 3.13. The median was 3.08. The efficacy score for educators with six to twenty years of experience had a standard deviation of .43 (see Table S3, Appendix E). Finding which questions had the most decisive response from questionnaire respondents further clarifies the central tendency for the adapted SACIE-R and TSES.

An analysis by CDE district setting was calculated by collapsing respondent data into two categories: remote-rural (n= 32) and urban-suburban (n= 45).

Table 4.
Mean and standard deviation of the adapted SACIE-R and TSES scale by district setting.

	Remote-Rural		**Urban-Suburban**		**All respondents**	
	M	*SD*	*M*	*SD*	*M*	*SD*
SACIE-R concerns	1.8	.25	1.887	.41	1.88	.59
TSES twelve-item	3.0	.19	3.17	.19	3.08	.45

Note: Rural-Remote and Urban-Suburban are subsets of CDE categories
Note: For Inferential group analysis, see the section below, Analysis of group comparisons

The mean score of the SACIE-R for educators teaching in remote-rural districts was 1.8. The median was 1.81. The concerns score for educators teaching in a remote-rural district had a standard deviation of .25. The mean score of the SACIE-R for educators teaching in an urban-suburban district was 1.887. The median was 1.88. The concerns score for educators teaching in an urban-suburban district had a standard deviation of .41 (see Table 4).

The mean score of the TSES twelve-item scale for educators teaching in a remote-rural district is 3.0. The median is 3.26. The score for educators teaching in a remote-rural district had

a standard deviation of .19. The mean score of the TSES twelve-item scale for educators teaching in an urban-suburban district was 3.17. The median was 3.31. The efficacy score for educators teaching in an urban-suburban district had a standard deviation of .19 (see Table S4, Appendix E). Finding which questions had the most decisive response from questionnaire respondents further clarifies the central tendency for the adapted SACIE-R and TSES.

Correlational Analyses

Multiple correlation coefficients were calculated to assess relationships between years of experience, SACIE-R concerns, and the TSES twelve-item scale below in Table 5.

Table 5.
Correlation Table for years of teaching experience and adapted SACIE-R concerns and TSES twelve-item scale, all respondents

	Years of Experience	SACIE-R concerns	TSES twelve-item
Years of Experience	1		
SACIE-R concerns	-0.24059	1	
TSES twelve-item	0.276932	-0.17205	1

Note: years of experience and SACIE-R concerns $p < 0.01$, years of experience and TSES twelve-item $p < 0.06$, and SACIE-R concerns and TSES twelve-item $p < 0.99$

There was a weak negative relationship between the years of experience and SACIE-R concerns ($r = -0.24$, see Table 5). In addition, a weak positive linear relationship existed between the TSES and years of experience ($r = 0.27$, see Table 5). Lastly, there was a weak negative relationship between the TSES and SACIE-R variables ($r = -0.17$, see Table 5) which indicates that as the level of efficacy increases, the level of concerns decreases. This result was mirrored in a Pearson's correlation run to corroborate initial findings (see Table S6, Appendix E). An explanatory correlational design identified data explicitly collected from Colorado secondary performing ensemble educators teaching in the 2022-2023 school year (Creswell, 2018).

Analysis of Group Comparisons

SACIE-R

A t-test was utilized to compare participants with 1-5 years of experience and 6+ years of experience. When comparing in-service educators' level of concern using the SACIE-R concerns subset, there was no statistical significance between educators with one to five years of experience and educators with six or more years of experience (t= 1.91; p< 0.07, see Table S8, Appendix E).

TSES

Educators with one to five years of experience had lower educator self-efficacy scores (M= 2.75, SD= .39) than educators with six or more years of experience (M= 3.13, SD= .43). The scores were found to be significantly different between groups (t= -2.75, p< .05, see Table S9, Appendix E).

CDE District Setting

T-tests were calculated to elucidate any statistical significance between differing district population settings. Respondents were categorized into two groups along CDE district setting categories. The two categories were *remote/rural* (outlying town, outlying city, and remote rural respondents) and *urban-suburban* (which consisted of Denver metro and urban-suburban respondents). This study used an alpha level of .05 for all statistical tests.

SACIE-R. The mean test score for respondents in a rural/remote setting was (M= 1.8), with a standard deviation of *(*SD= .25). The mean test score for respondents in an urban-suburban setting was (M= 1.887). With a standard deviation of *(*SD= .41). A paired-sample t-test was conducted to compare the means of the two groups (t= -.49, p≥ .62, see Table S10, Appendix E). When comparing in-service educators' level of concern utilizing the SACIE-R

concerns, there was no statistical significance between educators in rural and urban-suburban district settings (p= .62, see Table S10, Appendix E).

TSES. The mean test score for respondents in a rural/remote setting was (M= 3.0) with a standard deviation of *(SD*= .19). The mean test score for respondents in an urban-suburban setting was (M= 3.17). With a standard deviation of *(SD*= .19). A paired-sample t-test was conducted to compare the means of the two groups (t= -1.18, p= .24, see Table S11, Appendix E). When comparing in-service educators' level of concern utilizing the TSES twelve-item tool, there was no statistical significance between educators in rural and urban-suburban district settings (p= .24, see Table S11, Appendix E).

DISCUSSION

The purpose of this study was to investigate Colorado music educators' perceptions regarding the current practices of inclusion and integration of students with disabilities in Colorado's secondary public schools (middle or high schools). This study examined educator perceptions regarding inclusive practices, including specific contexts where students with disabilities are in regular classroom settings. The following research questions were asked:

(1) What is the level of concern and self-efficacy of Colorado secondary music educators about integrating students with disabilities?

(2) What is the relationship between years of teaching experience, concerns, and self-efficacy about the inclusion and integration of students with disabilities?

(3) Do Colorado secondary music teachers vary in their level of concern and teaching efficacy at various stages of their career or by school location?

The following discussion addresses patterns in the perceptions of educators teaching performing ensemble classes specific to including and integrating students with disabilities.

Research Question 1

The first research question was: what is the level of concern and self-efficacy of Colorado secondary music educators about integrating students with disabilities? This study found that music educators were concerned about their skills and abilities surrounding inclusive education practices. Additional findings show that respondents were most concerned about their ability to give attention to all students.

Level of Concern

In answering the level of concern about the knowledge and skills to teach students with disabilities, respondents reported (*M*= 2.10), meaning that respondents felt somewhat concerned about their skills and knowledge surrounding the inclusion and integration of students with disabilities. Respondents were slightly more concerned about their ability to give attention to all students in an inclusive classroom setting (*M*= 2.21). This result shows that educators are concerned about the effect students with disabilities may have on the classroom environment.

These responses had the highest averages of the five SACIE-R concerns questions administered, suggesting that teacher training could improve educator skills to instruct and incorporate students with disabilities. Additional areas for further professional development might be balancing neurodivergent and neurotypical instruction. These results align with Draper's statement that the classroom environment become the focus for how to include and integrate students with disabilities (Draper, 2021). Respondents also reported a higher average of concern about their skills and abilities compared to their workload, stress level, or level of student acceptance of students with disabilities.

Level of Self-Efficacy

This study's respondents were confident and efficacious overall, with average scores above three in most cases (see Table S3, Appendix E). The lowest average score when asking about teacher perceptions regarding teaching self-efficacy was on the topic of assisting families in helping their children in school. The highest average score from respondents was on their ability to get students to follow classroom rules. These findings align with Tschannen-Moran & Hoy (2001) and Wray et al. (2022) who also found that educators were confident in their abilities to get students to follow rules, and least confident in their ability to influence students' families.

Results from this study indicate that educators are concerned about their skills, abilities, and attention to inclusive practices. In-service educators with more experience are more efficacious, while educators with less experience are less efficacious. Additionally, educators were most confident in their ability to influence their classroom and least confident in their ability to influence parent participation.

Research Question 2

The second research question was: what is the relationship between years of teaching experience, concerns, and self-efficacy about the inclusion and integration of students with disabilities? This study found that as educators gain more experience, their concern about including and integrating students with disabilities lowers.

Relationships between Educator Experience, Concerns, and Efficacy

When comparing the potential relationship between years of experience and the level of teacher concern, only weak correlations were found. Only years of experience and educator concern correlations were found to be statistically significant. A weak positive correlation was found between educators with one to five years of experience (r= .04). This indicates that the relationship increases minimally with every year of gained experience until five years of experience. In contrast, a weak negative correlation was found in educators with six or more years of experience (r= -.17), showing that every year of experience gained beyond six years may result in a slight decrease in concern. These results were expected given that there is little association between factors and questions of the SACIE-R (Forlin et al., 2011).

There is some connection when comparing years of experience and the level of self-efficacy educators have (Tschannen-Moran & Hoy, 2001). A moderately strong positive correlation was found between years of experience and teacher self-efficacy (r=.51) indicating

that the relationship may be more complex than what may be assumed, particularly for early career educators. A weak positive correlation was found between six or more years of experience and self-efficacy (r=.15, see Table S7, Appendix E), suggesting that there may be a decreased amount of complexity as educator years of experience increase.

Running correlation tests between the years of experience variable, the SACIE-R component, and the TSES twelve-item scale clarified the general trends in a music educator's career. As years of experience went up, an educator's level of concern decreased (r= -.24 see Table S6, Appendix E). As years of educator experience went up, the level of efficacy increased (r=.27, see Table S6, Appendix E). As educators' level of concern increases, their efficacy decreases (r= -.17, see Table S6, Appendix E). This finding is new and unrelated to any previous study involving the SACIE-R or TSES instruments. However, given the relatively small sample size, further study is needed.

Research Question 3

The third research question was: Do Colorado secondary music teachers vary in their level of concern and teaching efficacy at various stages of their career or by school location? This study found a significant relationship between educators' experience and self-efficacy. There is no significant relationship between district setting, years of experience, and educator level of concern about integrating students with disabilities. A t-test identified significant relationships between variables and the adapted SACIE-R and TSES scale.

Intersection of Career Stage and Level of Concern and Efficacy

Educators with one to five years of teaching experience are more likely to have had a preparatory program influence their teaching (Bialka et al., 2019). Analysis of this study's data corroborates Bialka's assertion (M= 2.18, see Table 4 and Table S6, Appendix E). This

corroboration suggests that an educator's concerns about integrating and including students with disabilities are affected by the educator's years of experience (p= 0.01, see Table S6, Appendix E). Educators with six or more years of experience do not have significantly fewer concerns than educators with one to five years of experience (p= 0.07, see Table S9, Appendix E). This is corroborated in the descriptive analysis (M= 1.83, see Table S4, Appendix E) and the correlational analysis (r= .-17, see Table S8, Appendix E).

Intersection of District Setting and Level of Concern and Efficacy

Results from this study suggest no significance between rural (M= 1.8) or urban settings (M= 1.887) and an educator's level of concern about including and integrating students with disabilities. Regardless of the district setting, educator concerns are nearly the same. Additionally, there is no significance between rural (M= 3.0) or urban settings (M= 3.17) and educators' level of efficacy in including and integrating students with disabilities. Rural school districts are more prevalent than urban school districts among Colorado's 174 public school districts (Colorado Department of Education, 2022). The results of this study show that regardless of district setting, there is no statistical significance corroborating district setting with the level of concern or efficacy regarding including and integrating students with disabilities in music ensembles.

In summary, other than educator experience and educator efficacy, no significant relationships were found. The intersection of efficacy and experience affirms that as educators gain experience, their level of efficacy increases. The intersection of district setting, and concern or efficacy showed no significance. Educators, regardless of setting, are concerned and efficacious at similar levels.

Summary

There are a variety of inclusive and integrative models in secondary schools. Music education programs that base their foundation on the integration of students with disabilities provide the most opportunity for students and all community stakeholders. Providing instruction for students with disabilities, while legally required, is the most beneficial to a school community (Culp & Salvador, 2021; Darrow, 1993; Fuelberth & Todd, 2017; Gerrity et al., 2013; Humpal, 1991; Jellison et al., 1984; Jellison & Draper, 2015; Salvador & Pasiali, 2017).

This study affirms that music educators in Colorado are confident in instructing students with disabilities. The efficacy scores averaged 3.08 out of 4 on a 4-point Likert scale, meaning respondents were quite efficacious. This study found that a music educator with less experience feels more concerned about including students with disabilities in their classroom. One hypothesis is that educator preparation programs focused more on inclusive education within the last ten years (Wray et al., 2022). Further research into educators' concerns about integrating students with disabilities in performing ensembles may yield more specific results.

This study indicates that music educators with more experience are less concerned about the integration of students with disabilities (see Table S6, Appendix E). One explanation is that their experience may provide a more extensive social understanding of integrating and including students with disabilities. Alternatively, educators with more experience can feel like they lack support to make instructional changes that benefit students with disabilities (McLeskey et al., 2001). This may make more experienced educators less willing to use creative solutions. A step to address these problems has been studied; pre-service educator programs have changed (Wray et al., 2022). Pre-service programs are moving towards inclusive practices by encouraging differentiated instruction, developing an educator's sense of learning styles, and explaining legal

requirements. Moving toward these practices and away from a one-size-fits-all approach to instruction results in pre-service and early career educators having more concern about students with disabilities (West, 2021; Wray et al., 2022).

Practical Implications

The practicality of how an educator implements empirical theories is critical when researching literature on teaching practices. A barrier to integration is inadequate training in inclusive instructional strategies for support staff and educators. Paraprofessionals provide necessary services to students with disabilities (Darrow, 2010a; Grimsby, 2022). However, school districts have difficulty staffing paraprofessionals (Giangreco et al., 2006). Further, empirical research into how school districts manage paraprofessionals does not exist (Howley et al., 2017).

Current legal requirements require that all students be given equal opportunity for free and appropriate education (ESSA, 2015; IDEA, 1975). Depending on an individualized education plan, this requirement provides an appropriate opportunity for students with disabilities to join performing ensembles. Secondary performing ensembles may provide space to achieve social congruence for students with disabilities, but it largely depends on the facilitation of instruction (Darrow & Adamek, 2018).

Peer-assisted and group learning instructional strategies can help facilitate the inclusion and integration of students with disabilities (Calhoon & Fuchs, 2003). These strategies are well-researched and available for development. One issue is implementation. It can be challenging to implement peer-assisted learning (Herman, 2022). Furthermore, it can be costly to train music educators in new training and policy initiatives (Conway et al., 2005). Both provide practical roadblocks to integrative practices in music ensembles.

Peer-assisted learning assists an educator in facilitating large group rehearsals. However, an individualized approach with a paraprofessional can integrate a student with disabilities who otherwise might be minimally included in a rehearsal. While educators can integrate their classrooms, the proper resources (such as staffing and training) might be limited. Thus, providing inclusive and integrative ensembles is connected to resource availability.

Theoretical Implications

In this study, the adapted SACIE-R and TSES provided differing results from their original studies regarding inter-item correlation, internal consistency, and reliability (Forlin et al., 2011; Loreman et al., 2007; Tschannen-Moran & Hoy, 2001). This result must be interpreted with caution as it has a relatively small sample size compared to previous studies. However, this study met its empirical goal – examining any significance, relationship, level of concern, and self-efficacy around Colorado secondary music educators, including and integrating students with disabilities.

The results of this study demonstrate the role that experience plays in providing inclusive practices in a secondary music ensemble. With a moderately strong correlation (r= .51) between early career educators and their amount of self-efficacy, this relationship displays the importance of supporting early career educators. These findings indicate a potential need for further administrational support and professional development of early career educators in order to increase their confidence in instructing and integrating students with disabilities in music ensembles.

Additional implications include the need for pre-service practice in educator preparatory programs. Practicum-style coursework involving students with disabilities in music settings may provide more efficacy for early career educators. Additional training of pre-service educators in

peer-assisted and group learning instructional strategies may also improve efficacy among early career educators.

School districts and educator preparatory programs can implement these two theoretical goals. This study's findings regarding district settings prove that while financial resources may differ, there is no significant relationship between district settings and the level of concern or self-efficacy an educator has regarding students with disabilities.

Limitations

This was the first time a study like this was conducted in Colorado. This was a preliminary investigation. Due to the sample size disparity and other limiting factors, the findings of this study should be interpreted with an amount of caution. Further research is needed to corroborate these findings.

There is a substantial contrast between the sample size of this study (n= 77) and the original studies (n= 542). Furthermore, the two original studies, SACIE-R and TSES, were utilized in different ways, pre-service and in-service educators versus only in-service educators (adapted SACIE-R and TSES). This study's leading sample by ensemble type was instrumental educators (n= 53, band and orchestra educators), whereas choral educators (n= 20) and educators who primarily taught classes self-identified as other (n= 4) represent ensembles and classrooms that could be more accessible for inclusive practices. Thus, choral, and other non-ensemble classes have a higher pupil ratio of students with disabilities.

This study utilized the SACIE-R concerns subset in a way separate from its original design. The choice to use only the concerns subset was because of its stability in factor analysis, thus the subscale was used separately. This is the first time the concerns subset was used

independently; thus, results should be interpreted cautiously. The SACIE-R was used because it had yet to be utilized by in-service educators serving in the United States.

Several other limitations may have affected this study. Changes made to the wording of answers may have influenced the reliability of the adapted questionnaire. Dependent on district location, Colorado educators are mainly in two population concentrations, rural and urban. This study's district setting sample did not match the ratios of Colorado's population concentrations. This limitation could have altered potential results and influenced the sampling strategy. Inter-item correlations were weak.

Also, alpha scores were inconsistent between the original scales (SACIE-R and TSES) and the adapted questionnaire. In terms of time, reliability findings of this study are from a decade or more after their initial design. Finally, these findings were in a different state with solely music educators versus various educators. Overall, the results of this study should be understood and interpreted with an amount of caution.

Suggestions for Further Study

Integration practices regarding students with disabilities vary between individual districts and school communities (Draper, 2021; Johnson & Darrow, 1997; VanWeelden & Whipple, 2014). Integration and inclusion in music ensembles benefit students, school communities, and stakeholders (Darrow, 2017; Darrow & Adamek, 2018; Draper, 2021; E. A. Draper, 2019; Jellison et al., 1984; Jellison & Draper, 2015). Music educators need clarity and guidance on professional development practices and resource availability for integrating students with disabilities. Educator perceptions are difficult to discern. However, measurement tools, such as the SACIE-R and the TSES, are available. Empirical studies analyzed either an educator's level of concern or self-efficacy. Further research is needed to affirm the findings of this study.

Research into student perspectives in integrated contexts has occurred (Draper, 2021; Gfeller et al., 1990; Grimsby, 2022; Jones, 2015; VanWeelden & Whipple, 2014). However, comparing student perspectives in a secondary music ensemble with their educator's perception would solidify empirical understanding of integrative ensemble models. Further research needs to clarify the level of integration in secondary music ensembles. Future studies should include quantitative data on a larger scale, including educators outside of one state. A study of students with disabilities' perception of their integration would clarify the extent to which they are included in ensembles.

Conclusion

This study examined Colorado secondary music educators' level of concern and self-efficacy regarding including and integrating students with disabilities. Preliminary results indicate that educators with more experience are more efficacious while having a lower level of concern regarding students with disabilities. Additional findings imply no significance between the district setting and an educator's level of concern or efficacy.

The results of this study are a potential view into what educators feel regarding concern and self-efficacy, the relationship between the two, and the statistical significance of integrating students with disabilities in music ensembles. A notable finding is how experience impacts an educator's level of concern about including and integrating students with disabilities. Integrating students with disabilities in secondary music ensembles is imperative to provide students with a free and appropriate music education.

Music educators who are well trained, concerned, and confident in their ability to instruct students with disabilities have the power to offer the life skill of music to the most comprehensive and diverse population of students. Providing access to students with disabilities

is vital to meet legal and moral standards of democratic education (Dewey, 1916). Integration not only prepares neurodivergent students but all agents at play in a classroom (Darrow & Adamek, 2018; Draper, 2021; Fuelberth & Todd, 2017; Jellison et al., 1984; Johnson & Darrow, 1997; Salvador & Pasiali, 2017). The benefits of integration do not lie only with those in the classroom; parents and school stakeholders can help to realize a democratic society where all are provided opportunities.

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APPENDIX A

The Adaptation of the SACIE-R and TSES scale

This appendix includes the questionnaire used in this study. Included in Appendix A is the demographic questions of gender, years of experience as an educator, what level of secondary education was taught (middle or high school), what type of ensemble was taught, (band, choir, or orchestra), and what district setting the educator works in according to CDE district level data (Colorado Department of Education, 2022; *SchoolView: School and District Data*, 2022). The concerns factor from the SACIE-R(Forlin et al., 2011; Loreman et al., 2007) and the abridged twelve-item TSES(Tschannen-Moran & Hoy, 2001).

Adapted SACIE-R and TSES

Questions were separated into three factors including demographics, the adapted SACIE-R scale, and the 12-item TSES scale.

Adapted SACIE-R and TSES Scale					
Factor 1: Demographics					
1. What is your Gender?					
2. How many years of experience do you have as a Music Educator?					
3. Which level of education do you teach?	Elementary		Middle School		High School
4. What type of ensemble do you teach?	Band		Choir		Orchestra
5. What District setting do you teach in?	Denver Metro	Urban-Suburban	Outlying City	Outlying Town	Remote/Rural
Factor 2: SACIE-R Concerns					
6. I am concerned that my workload will increase if I have students with disabilities in my class.	Not at all	Somewhat	Moderately		Extremely

7. I am concerned that it will be difficult to give appropriate attention to all students in an inclusive classroom.	Not at all	Somewhat	Moderately	Extremely
8. I am concerned that I will be more stressed if I have students with disabilities in my class.	Not at all	Somewhat	Moderately	Extremely
9. I am concerned that students with disabilities will not be accepted by the rest of the class.	Not at all	Somewhat	Moderately	Extremely
10. I am concerned that I do not have the knowledge and skills required to teach students with disabilities.	Not at all	Somewhat	Moderately	Extremely
Factor 3 – abridged 12-item TSES				
11. To what extent can you use a variety of assessment strategies?	Very Little	Some Influence	Quite a Bit	A Great Deal
12. To what extent can you provide an alternative explanation or example when students are confused?	Very Little	Some Influence	Quite a Bit	A Great Deal
13. To what extent can you craft good questions for your students?	Very Little	Some Influence	Quite a Bit	A Great Deal
14. How well can you implement alternative strategies in your classroom?	Very Little	Some Influence	Quite a Bit	A Great Deal
15. How much can you do to control disruptive behavior in the classroom?	Very Little	Some Influence	Quite a Bit	A Great Deal
16. How much can you do to get children to follow classroom rules?	Very Little	Some Influence	Quite a Bit	A Great Deal
17. How much can you do to calm a student who is disruptive or noisy?	Very Little	Some Influence	Quite a Bit	A Great Deal

18. How well can you establish a classroom management system with each group of students?	Very Little	Some Influence	Quite a Bit	A Great Deal
19. How much can you do to get students to believe they can do well in schoolwork?	Very Little	Some Influence	Quite a Bit	A Great Deal
20. How much can you do to help your students value learning?	Very Little	Some Influence	Quite a Bit	A Great Deal
21. How much can you do to motivate students who show low interest in schoolwork?	Very Little	Some Influence	Quite a Bit	A Great Deal
22. How much can you assist families in helping their children do schoolwork?	Very Little	Some Influence	Quite a Bit	A Great Deal

APPENDIX B

The Teacher Self-Efficacy Scale (abridged Twelve-Item)

For this study, the twelve-item TSES was utilized versus the original twenty-four-item scale, due to the higher cumulative percentage.(Tschannen-Moran & Hoy, 2001).

12-item Teacher Self-Efficacy Scale				
1. To what extent can you use a variety of assessment strategies?	Very Little	Some Influence	Quite a Bit	A Great Deal
2. To what extent can you provide an alternative explanation or example when students are confused?	Very Little	Some Influence	Quite a Bit	A Great Deal
3. To what extent can you craft good questions for your students?	Very Little	Some Influence	Quite a Bit	A Great Deal
4. How well can you implement alternative strategies in your classroom?	Very Little	Some Influence	Quite a Bit	A Great Deal
5. How much can you do to control disruptive behavior in the classroom?	Very Little	Some Influence	Quite a Bit	A Great Deal
6. How much can you do to get children to follow classroom rules?	Very Little	Some Influence	Quite a Bit	A Great Deal
7. How much can you do to calm a student who is disruptive or noisy?	Very Little	Some Influence	Quite a Bit	A Great Deal
8. How well can you establish a classroom management system with each group of students?	Very Little	Some Influence	Quite a Bit	A Great Deal
9. How much can you do to get students to believe they can do well in schoolwork?	Very Little	Some Influence	Quite a Bit	A Great Deal
10. How much can you do to help your students value learning?	Very Little	Some Influence	Quite a Bit	A Great Deal

11. How much can you do to motivate students who show low interest in schoolwork?	Very Little	Some Influence	Quite a Bit	A Great Deal
12. How much can you assist families in helping their children do schoolwork?	Very Little	Some Influence	Quite a Bit	A Great Deal

APPENDIX C

The Sentiments, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) Scale

For this study, this revised 15-item scale was reduced to only utilize the concerns factor set (Forlin et al., 2011; Loreman et al., 2007).

SACIE-Revised Scale				
Factor 1: SACIE-R Sentiments				
1. I find it difficult to overcome my initial shock when meeting people with severe physical disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. I am afraid to look a person with a disability straight in the face.	Strongly Disagree	Disagree	Agree	Strongly Agree
3. I tend to make contact with people with disabilities brief and I finish them as quickly as possible.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. I would feel terrible if I had a disability.	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I dread the thought that I could eventually end up with a disability.	Strongly Disagree	Disagree	Agree	Strongly Agree
Factor 2: SACIE-R Attitudes				
1. Students who have difficulty expressing their thoughts verbally should be in regular classes.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. Students who frequently fail exams should be in regular classrooms.	Strongly Disagree	Disagree	Agree	Strongly Agree

3. Students who need an individualized academic program should be in regular classes.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. Students who are inattentive should be in regular classes.	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Students who require communicative technologies (for example, Braille and sign language) should be in regular classes.	Strongly Disagree	Disagree	Agree	Strongly Agree
Factor 3: SACIE-R Concerns				
1. I am concerned that my workload will increase if I have students with disabilities in my class.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. I am concerned that it will be difficult to give appropriate attention to all students in an inclusive classroom.	Strongly Disagree	Disagree	Agree	Strongly Agree
3. I am concerned that I will be more stressed if I have students with disabilities in my class.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. I am concerned that students with disabilities will not be accepted by the rest of the class.	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I am concerned that I do not have the knowledge and skills required to teach students with disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree

APPENDIX D

The Sentiments, Attitudes, and Concerns about Inclusive Education Scale

This scale is the original 19-item version of the revised scale utilized for the purpose of this study (Loreman et al., 2007).

SACIE-R Original Scale				
1. It is rewarding when I am able to help people with disabilities.	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I am grateful that I do not have a disability.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I feel comfortable around people with disabilities.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Students who have difficulty expressing their thoughts verbally should be in regular classes.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I am afraid to look a person with a disability straight in the face.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. Students who need assistance with personal care should be in regular classes	Strongly Agree	Agree	Disagree	Strongly Disagree
7. Students who are physically aggressive towards others should be in regular classes.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. Students who need an individualized academic program should be in regular classes.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. Students who are inattentive should be in regular classes.	Strongly Agree	Agree	Disagree	Strongly Disagree

10. Students who require communicative technologies (for example Braille and sign language) should be in regular classes.	Strongly Agree	Agree	Disagree	Strongly Disagree
11. With appropriate support all students with disabilities should be in regular classes.	Strongly Agree	Agree	Disagree	Strongly Disagree
12. Students who frequently fail exams should be in regular classes	Strongly Agree	Agree	Disagree	Strongly Disagree
13. I am concerned that my workload will increase if I have students with disabilities in my class.	Strongly Agree	Agree	Disagree	Strongly Disagree
14. I am concerned that there will be inadequate resources/staff available to support inclusion.	Strongly Agree	Agree	Disagree	Strongly Disagree
15. I am concerned that I do not have the knowledge and skills required to teach students with disabilities.	Strongly Agree	Agree	Disagree	Strongly Disagree
16. I am concerned that it will be difficult to give appropriate attention to all students in an inclusive classroom	Strongly Agree	Agree	Disagree	Strongly Disagree
17. I am concerned that students with disabilities will not be	Strongly Agree	Agree	Disagree	Strongly Disagree

accepted by the rest of the class.				
18. I am concerned that the academic achievement of students without disabilities will be affected.	Strongly Agree	Agree	Disagree	Strongly Disagree
19. I am concerned that I will be more stressed if I have students with disabilities in my class.	Strongly Agree	Agree	Disagree	Strongly Disagree

APPENDIX E

This appendix includes all Tables and charts related to this research study.

Table S1.

Demographic breakdown of respondents

Respondent Total	***n***	**% of respondents**
n	77	100
N	97	15.5
Potential participants	625	-
Years of Experience		
1-5 years of experience	10	13
6-20 years of experience	67	87
CDE District Setting		
Remote/Rural	19	25
Outlying Town	10	13
Outlying City	3	3.5
Urban-Suburban	23	30
Denver Metro	22	28.5
Gender		
Male	39	50.6
Female	38	49.4
School Level		
Middle School	42	54.5
High School	35	45.5
Ensemble Taught		
Band	45	58.5
Choir	22	28.5
Orchestra	6	7.8
Other/Emerging Music	4	5.2

Note: Self-identified.*

*Note**: Respondents self-selected which level they primarily taught, elementary, middle and High school, see 'Sampling Strategy' and 'Theoretical limitations' sections.*

*Note***: Respondents self-selected the type of ensemble they primarily teach.*

Table S2.
Sample means for the adapted SACIE-R and TSES scale.

	All Respondents	
	M	*SD*
SACIE-R concerns	1.88	.59
TSES twelve-item	3.08	.45

Note: n= 77, scores were along a 4-point Likert, with 1 being the lowest and 4 being the highest

Table S3.
Mean and standard deviation of the adapted SACIE-R and TSES scale by years of experience

	1-5 years of experience		6+ years of experience		All respondents	
	M	*SD*	*M*	*SD*	*M*	*SD*
SACIE-R concerns	2.18	.49	1.83	.59	1.88	.59
TSES twelve-item	2.75	.39	3.13	.43	3.08	.45

Note: Range of educator experience was 1 year to 38 years

Table S4.
Mean and standard deviation of the adapted SACIE-R and TSES scale by district setting.

	Remote-Rural		Urban-Suburban		All respondents	
	M	*SD*	*M*	*SD*	*M*	*SD*
SACIE-R concerns	1.8	.25	1.887	.41	1.88	.59
TSES twelve-item	3.0	.19	3.17	.19	3.08	.45

Note: Rural-Remote and Urban-Suburban are subsets of CDE categories
Note: For Inferential group analysis see section below, Analysis of group comparisons

Table S5.
Correlation Table for years of teaching experience and adapted SACIE-R concerns and TSES twelve item scale, all respondents

	Years of Experience	SACIE-R concerns	TSES twelve-item
Years of Experience	1		
SACIE-R concerns	-0.24059	1	
TSES twelve-item	0.276932	-0.17205	1

Note: years of experience and SACIE-R concerns p=<0.01, years of experience and TSES twelve-item p=<0.06, and SACIE-R concerns and TSES twelve-item p=<0.99

Table S6.
Pearson's coefficient by years of experience and adapted SACIE-R and TSES questionnaire variable

	n	***Pearson's r***
1-5 years SACIE	10	0.047889689
1-5 years TSES	10	0.510944556
6+ years SACIE	67	-0.173396794
6+ years TSES	67	0.150014287

Note: 6+ years of experience SACIE-R p=.08, all other variables p=>.55.

Table S7.
SACIE-R t-test results along years of experience

	1-5 years SACIE-R	***6+ years SACIE-R***
Mean	2.18	1.835820896
Variance	0.270666667	0.359909543
Observations	10	67
Hypothesized Mean Difference	0	
df	13	
t Stat	1.910972543	
P(T<=t) one-tail	0.03915496	
t Critical one-tail	1.770933396	
P(T<=t) two-tail	0.07830992	
t Critical two-tail	2.160368656	

Note: p=<0.07

Table S8.

TSES t-test results along years of experience

	1-5 years TSES	***6+ years TSES***
Mean	2.75	3.133084577
Variance	0.165123457	0.190669129
Observations	10	67
Hypothesized Mean Difference	0	
df	12	
t Stat	-2.75335812	
P(T<=t) one-tail	0.008746556	
t Critical one-tail	1.782287556	
P(T<=t) two-tail	0.017493113	
t Critical two-tail	2.17881283	

Note: p=<0.01

Table S9.

SACIE-R concerns t-test of rural and urban-suburban district settings

	Rural SACIE-R	***Urban-Suburban SACIE-R***
Mean	1.8	1.886956522
Variance	0.253333333	0.417549407
Observations	19	23
Hypothesized Mean Difference	0	
df	40	
t Stat	-0.490040527	
P(T<=t) one-tail	0.313391192	
t Critical one-tail	1.683851013	
P(T<=t) two-tail	0.626782385	
t Critical two-tail	2.02107539	

Note: p=>0.62

Table S10.
TSES twelve item t-test of rural and urban-suburban district settings

	Rural TSES	***Urban-Suburban TSES***
Mean	3.004385965	3.166666667
Variance	0.195581546	0.191287879
Observations	19	23
Hypothesized Mean Difference	0	
df	38	
t Stat	-1.189559969	
P(T<=t) one-tail	0.120799569	
t Critical one-tail	1.68595446	
P(T<=t) two-tail	0.241599137	
t Critical two-tail	2.024394164	

Note: p=>0.24

Table S11.
Chart of grammatical adaptations made for the adapted SACIE-R and TSES

	Likert scale level	**Original wording**	**Modified wording**
SACIE-R concerns*	1	Strongly Disagree	Not At All
	2	Disagree	Somewhat
	3	Agree	Important
	4	Strongly Agree	Critical
TSES	1	Strongly Disagree	Very Little
	2	Disagree	Some Influence
	3	Agree	Quite a bit
	4	Strongly Agree	Extremely

Note: Response wording was altered in the refinement process of the SACIE-R (Forlin et al., 2011) and in this study for the 3rd Likert scale degree.*

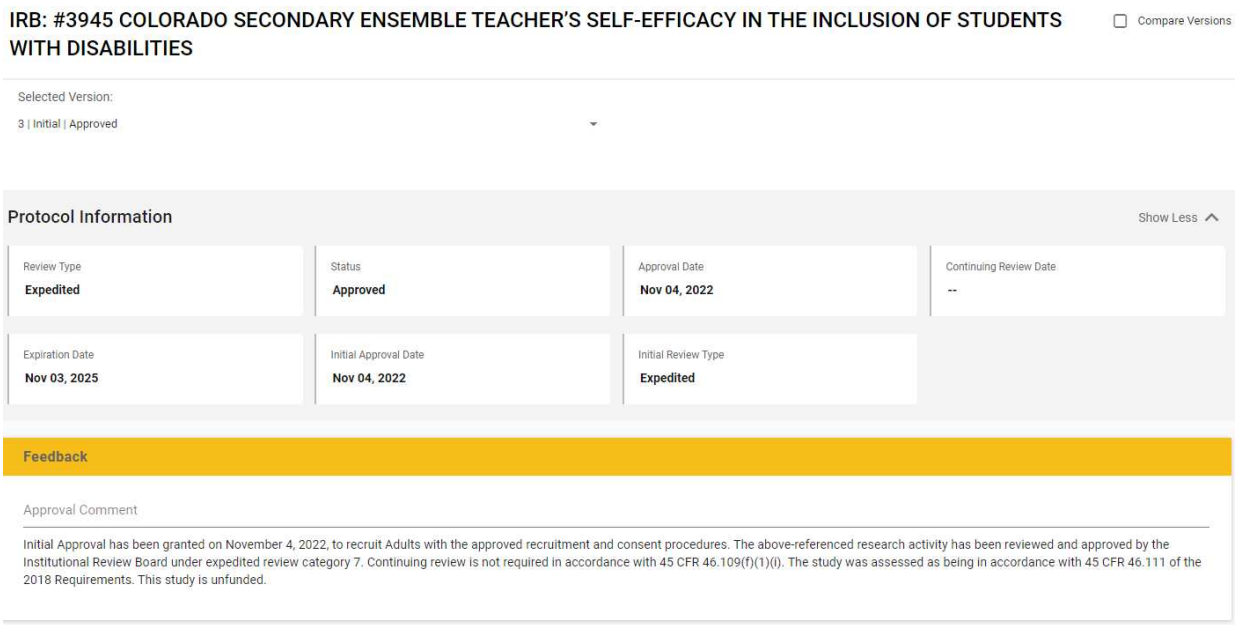
APPENDIX F

IRB APPROVAL NOTICE

PROTOCOL

The protocol listed below has been approved by the CSU IRB Determinations Fort Collins on Wednesday, November 4th, 2022.

Principal Investigator: Pendergast, Seth
Co-Investigator: Gray, Samuel
Key Person: Johnson, Erik



APPENDIX G

INFORMED CONSENT FORM

Dear Participant, my name is Samuel Gray, and I am a researcher from Colorado State University in the Music Education department. We are conducting a research study on educator perceptions of the inclusion of students with disabilities in performing ensembles. The title of our project is Colorado Secondary Ensemble Teacher's Self-Efficacy in the Inclusion of Students with Disabilities. The Principal Investigator is Seth Pendergast, and I am the Co-Principal Investigator.

We invite you to take an online survey. Participation will take approximately 10-15 minutes. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.
We will be collecting your gender, years of experience, what level of education you teach, what type of ensemble you teach, and what type of district setting you teach in. When we report and share the data with others, we will combine the data from all participants.
We will keep your data confidential; your name will not be collected, your email address will be kept in a separate encrypted file on password protected software, and on a password protected computer in a location accessible only to the research team.
While there are no direct benefits to you, we hope to gain more knowledge on Educator perceptions on the inclusion and integration of students with disabilities in performing ensembles in Colorado secondary schools. There are no known risks to participation in this survey. However, it is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential (but unknown) risks.

To indicate your willingness to participate in this research and to continue on to the survey, click the "Next Page" button below.

If you have any questions about the research, please contact Samuel Gray at samuel.gray@colostate.edu or Seth Pendergast at seth.pendergast@colostate.edu.
if you have any questions about your rights as a volunteer in this research, contact the CSU IRB at CSU_IRB@colostate.edu; 970-491-1553.

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