



2022

HOW DO PARENTS OF TYPICALLY DEVELOPING CHILDREN PERCEIVE AND INTERACT WITH CHILDREN WITH EXCEPTIONALITIES?

Zurisaday N. Decker

University of Kentucky, zurisadaydecker@gmail.com

Author ORCID Identifier:

 <https://orcid.org/0000-0002-9708-4276>

Digital Object Identifier: <https://doi.org/10.13023/etd.2022.269>

[Right click to open a feedback form in a new tab to let us know how this document benefits you.](#)

Recommended Citation

Decker, Zurisaday N., "HOW DO PARENTS OF TYPICALLY DEVELOPING CHILDREN PERCEIVE AND INTERACT WITH CHILDREN WITH EXCEPTIONALITIES?" (2022). *Theses and Dissertations--Early Childhood, Special Education, and Counselor Education*. 123.

https://uknowledge.uky.edu/edsr_etds/123

This Master's Thesis is brought to you for free and open access by the Early Childhood, Special Education, and Counselor Education at UKnowledge. It has been accepted for inclusion in Theses and Dissertations--Early Childhood, Special Education, and Counselor Education by an authorized administrator of UKnowledge. For more information, please contact UKnowledge@lsv.uky.edu.

STUDENT AGREEMENT:

I represent that my thesis or dissertation and abstract are my original work. Proper attribution has been given to all outside sources. I understand that I am solely responsible for obtaining any needed copyright permissions. I have obtained needed written permission statement(s) from the owner(s) of each third-party copyrighted matter to be included in my work, allowing electronic distribution (if such use is not permitted by the fair use doctrine) which will be submitted to UKnowledge as Additional File.

I hereby grant to The University of Kentucky and its agents the irrevocable, non-exclusive, and royalty-free license to archive and make accessible my work in whole or in part in all forms of media, now or hereafter known. I agree that the document mentioned above may be made available immediately for worldwide access unless an embargo applies.

I retain all other ownership rights to the copyright of my work. I also retain the right to use in future works (such as articles or books) all or part of my work. I understand that I am free to register the copyright to my work.

REVIEW, APPROVAL AND ACCEPTANCE

The document mentioned above has been reviewed and accepted by the student's advisor, on behalf of the advisory committee, and by the Director of Graduate Studies (DGS), on behalf of the program; we verify that this is the final, approved version of the student's thesis including all changes required by the advisory committee. The undersigned agree to abide by the statements above.

Zurisaday N. Decker, Student

Dr. Collin Shepley, Major Professor

Dr. Melinda Ault, Director of Graduate Studies

HOW DO PARENTS OF TYPICALLY DEVELOPING CHILDREN PERCEIVE AND
INTERACT WITH CHILDREN WITH EXCEPTIONALITIES?

THESIS

A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science in Education
in the College of Education at the University of Kentucky

By

Zurisaday N. Decker

Lexington, Kentucky

Director: Dr. Collin Shepley, Assistant Professor of IECE

Lexington, Kentucky

2022

Copyright © Zurisaday N. Decker 2022
<https://orcid.org/0000-0002-9708-4276>

ABSTRACT OF THESIS

HOW DO PARENTS OF TYPICALLY DEVELOPING CHILDREN PERCEIVE AND INTERACT WITH CHILDREN WITH EXCEPTIONALITIES?

The purpose of this study was to examine how parents with children displaying typical development, perceive and interact with children who have exceptionalities or disabilities and explore parents' openness to having discussions about exceptional children in inclusive classrooms. Given that parents function as foundational sources of knowledge to children in their early childhood years, understanding parents' perceptions of and interactions with children with disabilities may help to understand how these parents' children will, in-turn, perceive and interact with classroom peers with disabilities. This line of inquiry is supported by Bronfenbrenner's ecological systems theory, which views microsystems such as the family, as primary influences on a child's development.

KEYWORDS: Parental Perceptions, Comfort Level, Interactions, Exceptional Children, Early Childhood.

Zurisaday N. Decker

07/27/2022

Date

HOW DO PARENTS OF TYPICALLY DEVELOPING CHILDREN PERCEIVE AND
INTERACT WITH CHILDREN WITH EXCEPTIONALITIES?

By
Zurisaday N. Decker

Dr. Collin Shepley

Director of Thesis

Dr. Melinda Ault

Director of Graduate Studies

07/27/2022

Date

DEDICATION

To my children Solara and Luna, may you always work hard for what you believe in and to my nephew Datan thank you for sparking my love for exceptional children.

ACKNOWLEDGMENTS

I would like to acknowledge and give my warmest gratitude to my committee, my Faculty Advisor Dr. Collin Shepley, Co-chair Dr. Jennifer Grisham, and Dr. Sarah Hawkins-Lear. Their guidance and advice carried me throughout the process and lead to a successful and engaging defense.

This thesis was made possible by the incredible support and sacrifice of my husband Ross Decker and my two children Solara and Luna. Thank you for supporting me through this academic achievement and for believing in my vision. To my spouse, thank you for your words of encouragement, unfailing trust, and irreplaceable commitment.

Next, I would like to thank the participants of my preschool classroom. Thank you for entrusting me with the care of your incredible and magical children. It was an honor sharing your sweet children with you and watching them grow and flourish. Thank you for letting me love them.

Lastly, I would like to thank God and His unshakable love for me. Thank you, Lord for Your continuous reminder of faith in this little brown girl.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	iii
LIST OF TABLES.....	v
Positionality Statement.....	1
Introduction.....	2
Public Policy.....	3
School Culture.....	4
Teachers.....	4
Parents.....	5
Method.....	6
Survey Development.....	6
Procedures.....	7
Safety Precautions.....	8
Confidentiality.....	8
Payment.....	9
Participants.....	9
Data Collection.....	11
Data Analysis.....	12
Results.....	14
Discussion.....	17
Limitations.....	19
Conclusion.....	20
APPENDICES.....	
APPENDIX A Letter of Support.....	21
APPENDIX B Cover Letter.....	22
APPENDIX C Survey Instrument.....	23
REFERENCES.....	35
VITA.....	36

LIST OF TABLES

Table I. Skip Logic Rule Ineligible Participants.....	11
Table II. Eligible Participants Demographics.....	11
Table III. Survey Questions Alignment with Research Questions.....	12
Table IV. Survey Responses for Comfort Levels Interacting.....	14
Table V. Survey Responses for Scenario 1.....	15
Table VI. Survey Responses for Scenario 2.....	15
Table VII. Survey Responses for Scenario 3.....	15
Table VIII. Survey Responses for Questions about Inclusive Education.....	17

How do parents of typically developing children perceive and interact with children with exceptionalities?

Positionality Statement

As an educator, aunt, and advocate of exceptional children, I understand and am aware of the roles and responsibilities that surround working with this demographic through my firsthand experiences and my educational bias. As a scholar I have been afforded the privilege of studying under some of the most influential advocates for young children with exceptionalities and have learned how to help these students grow and thrive. As an Interdisciplinary Early Childhood Education (IECE) teacher I advocate for all my students to receive personalized and tailored education to meet their educational and developmental needs. As we know children learn at varying rates, it is my job as their advocate and IECE teacher to ensure I am attuned to their personal development and tailor my teaching to meet their varying needs appropriately.

I became incredibly passionate about helping diverse learners after my nephew was born with down syndrome. I was inspired by the help and support that was given to our family at that time. My nephew, Baby D was also born hard of hearing. From an early age, I remember the feelings of excitement and fear that surrounded our family, specifically, my brother and Baby D's mother. Our family had an early interventionist come into our home and teach us how to interact, and communicate via American Sign Language, and modified speech. She helped us understand Baby D's developmental milestones and how to best help him meet them. I passionately believe every child can learn with the proper amount of nurture, love, and respect and I have fully immersed my teaching philosophy, and advocacy for exceptional learners in my motto. I am interested

in understanding more about how to help parental figures interact with and understand children with exceptionalities. My interpretation and bias stem from my individual experiences as a middle-class, Latina, woman, labeled as an English language learner (ELL) my entire K-12 education. My research bias is intertwined with my own obstacles, lack of support, and the diminished voice that was stifled by societal expectations or lack thereof for people in my demographic and socioeconomic strata. I do not intend to compare my experience with children who have exceptionalities, but rather I share where my views and bias stem from in order to frame how they have shaped my passion and drive to advocate for the minority. Serving children with and without exceptionalities is my life's work and I proudly and humbly advocate for this demographic to be heard, seen, taught, represented, and supported.

Introduction

Bronfenbrenner (1986) describes the influences that affect human development through integrated systems in his ecological model composed of the following systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The child is in the center of the systems and all five ecological systems influence one another and ultimately the child, with the microsystem serving as the primary influence on a child. The microsystem consists of the most immediate environments that the child contacts. For example, a child's parents or caregivers are charged with the primary care and development of the child. As a result, parents make numerous decisions that influence a child's development, such as where to send a child to school and with whom the child should interact. The previously mentioned decisions have direct ramifications for a child's education. Some parents may desire for their child to be educated alongside a

homogenous student population, whereas other parents may pursue a more diverse population. Within early childhood education, diversity is often discussed alongside the notion of inclusivity. Inclusivity refers to the extent to which children with disabilities are included alongside children without disabilities. With regard to inclusivity in education, little is known about the perceptions of parents that do not have a child with a disability and the extent to which parents perceive inclusive education as beneficial or determinantal. In contrast, much of the research on inclusivity in early childhood education has been derived from analyzing policies, examining school culture, and interviewing teachers. In considering Bronfenbrenner's ecological systems theory and the influence that parents have on children, I perceive this gap as troublesome. In following sections I discuss the relationship between inclusivity and the systems of policy, school culture, and teacher perceptions. I then present a discussion on why research is needed to understand how parents of children without disabilities perceive inclusive education.

Public Policy

Inclusivity in education for children with exceptionalities, is often linked with a child's right to a free and appropriate public education (FERPA) in the Least Restrictive Environment (LRE), as was stated in 1975 under what is presently known as the Individuals with disabilities Education Act (IDEA) (U.S. Department of Education, 2022). However, federal mandates do not have the sole power to ensure the policies of IDEA are successfully applied in school systems across the United States (Kelty & Wakabayashi, 2020). These laws and policies must be valued, respected, and upheld by education stakeholders, such as school administration who directly contribute to a school's culture.

School Culture

To gain the perspective of school administrators, Gallaher et al. (1984) asked superintendents in the state of Washington to report on special education services within their schools. The researchers conducting this survey found that, the superintendents generally supported Early Childhood Special Educations services (ECSE) and agreed they were beneficial for young children who have identified disabilities or are at risk. One superintendent's personal anecdote warrants mention: "My own children have attended schools with mainstreaming programs in which it was demonstrated that handicapped and nonhandicapped children benefit (Gallaher, Maddox, & Expinosa, 1984, p. 143)." This mindset is a direct contributor and great example of how Bronfenbrenner's ecological systems are intertwined. In the mesosystem and microsystem, children are affected by our schools, peers, and family. If a county's superintendent is not an advocate for children with exceptionalities to be mainstreamed in the classroom, this may hamper the possibility of inclusive settings having a positive impact on young children.

Teachers

With regard to teachers and their perceptions of inclusivity, in one study conducted in the Bahamas, researchers examined ECSE teacher's experiences and perspective in managing a caseload (Andrews & Brown, 2015). The results from their ECSE teachers were 60% negative regarding the idea of inclusive classrooms. Teachers have a profound influence on children. Children in minimally supported inclusive settings may have negative teacher perceptions impacting both typically developing and exceptional children and their families.

The classroom culture, physical environment, and inclusive tone set by teachers are influencing to young children. Each of these falls within the microsystem level of Bronfenbrenner's ecological systems theory. These classroom environments are also influenced by current policies, and rating scales such as the Early Childhood Environmental Rating Scale (ECERS-3), Classroom Assessment Scoring System (CLASS), Inclusive Classroom Profile (ICP), and various others. Setting a tone of inclusive, collaborative partnerships between teachers and families is critical to the continued efforts to promote the social validity of inclusion (Garrick, Salend, & Salend, 2000).

Parents

Regarding parental perceptions of children with disabilities and schooling, Peck et al. (2004) surveyed 389 parents of typically developing children and their perceptions on the impact inclusion had on their typically developing child. Although most parents reported a generally positive perception and reported their child benefited from being in an inclusive classroom, a minority of parents between 6-13% indicated they believed inclusion had negative impacts on the classroom dimensions. Other complaints collected via parent comments were concerns about behavior disruptions and a lack of teacher direct instruction with typically developing children. These complaints are best exemplified by the following statement provided by a parent, "I don't think school is the place for severely disabled children. This money could be better spent (Peck, Staub, Gallucci, & Schwartz, 2004, p. 139)."

The purpose of this study was to (RQ1) examine how parents with children displaying typical development, perceive and interact with children who have

exceptionalities: and (RQ2) to explore parents' openness to having discussions with their typically developing child about children with exceptionalities and the inclusive classroom setting.

Method

Survey Development

The survey instrument used in this study was developed based on review of current survey literature measuring the perceptions of parents of children with and without disabilities in inclusive classrooms. Cognitive interviews were conducted with a range of applicable individuals. Interview subjects included the PI's committee members who are experts in the field of early childhood education, a parent with a child who has an exceptionality, a parent with a child exhibiting typical development, and a general early education teacher. A survey research approach was used to collect parental perceptions administered via the Qualtrics Survey system. The survey was completed anonymously such that no names, IP addresses, email addresses, or any other identifying information was collected with the survey responses. At the end of the survey, interested participants had the option to follow a contact-info survey link where they had the option to provide their email address to be entered in the participation raffle. Participation in the survey did not influence any educational services that a child was currently receiving. The survey was composed of 22 questions. One question relating to giving consent to participate in the survey research study. Four questions addressing demographics and six question measuring parental perceptions. Six questions with specific scenarios measuring interactions and comfort levels. Lastly, five questions

collecting parental attitudes on inclusive settings and openness on having discussion with their typically developing child relating to children with exceptionalities.

Procedures

The primary investigator, Zurisaday Decker, was the classroom teacher at the Ezra Sparrow Early Childhood Center. Zurisaday sent home a printed copy of the study's cover letter to parents meeting eligibility criteria. Given Zurisadays' position at the center, she had access to the students' assessment results and educational services received-- these records were used to identify eligible parents. These records were routinely reviewed by classroom teachers to ensure the services being provided to the individual child were in compliance with federal and state requirements. It was explicit in the cover letter that a parent's participation was optional and that their participation (or lack of participation) would not affect the educational services the child was receiving at the center. It should be noted that surveys are routinely sent home to parents from the center for the purposes of assessment and evaluation. Thus, parents were not 'caught off guard' by a request that they complete a survey. A letter of support from the Ezra Sparrow Early Childhood Center is attached (Appendix A).

After the University's Institutional Review Board (IRB) approval was obtained, a cover letter including a description of the research study, contact information of the Principal Investigator, Faculty Research Advisor, and the University of Kentucky Office of Research Integrity Board was included in an invitation to participate via an online survey, a link to access the survey, and a QR code was sent home with each child by the lead teacher (Appendix B). A printed copy of the cover letter went home with each student once per week for three weeks. First letter (initial letter), second letter (first

reminder), and third letter (final reminder). The link to the survey was also posted on the class website (Classroom Dojo) as a simple method for parents to gain access to the survey.

Safety Precautions

Research material obtained included participant responses to questions administered through an online Qualtrics-based survey. The data was kept in the Qualtrics server for approximately two months, at which time the primary investigator downloaded the data for analysis. No identifiable information was collected in the survey. Only the study personnel had access to the downloaded data and the primary investigator, Zurisaday Decker, had access to the data on the Qualtrics server. The Research Advisor and principal investigator made every effort to safeguard the data, but as with anything online, they cannot guarantee the security of data obtained via the Internet. Third-party applications used in this study may have Terms of Service and Privacy policies outside of the control of the University of Kentucky.

Confidentiality

Data collected and retained on the Qualtrics server was accessed only by the primary investigator, Zurisaday Decker. These data are protected through the University of Kentucky's secure login system (i.e., password, double authentication). Once data was downloaded for analysis by the primary investigator, the study personnel worked on analyzing the data. No identifiable information was asked in the survey; however, ending the survey, interested participants had the option to follow a contact-info survey link which they chose to provide their email address if they were interested in the raffle. The identifiable information (e.g., participant lists an email address that includes the

participant's name), reported was not linked to a survey response. The primary investigator deleted the contact-info survey after study recruitment ended. All research data both research data and IRB-related materials and records are to be retained for a minimum of 6 years after the IRB-approval period in compliance with university and related data-retention policies. These data were kept on an external hard drive in the locked office of Dr. Collin Shepley, located in room 237K of the Taylor Education Building.

Payment

A \$100 Visa gift card was raffled to the participants who provided their email addresses. The participants had approximately a 1 in 34 chance of winning if all participants completed the survey and provide an email address via a separate "contact-info" survey link. The primary investigator randomly selected an email address after study recruitment ended. The primary investigator then contacted the recipient via phone call and Dojo message to coordinate receipt of the Visa gift card. The primary investigator deleted the contact-info survey after study recruitment ended, and the payment was sent.

Participants

The preschool classroom sample had a total of 34 families with 17 participants meeting criteria to take part in the study. Seventeen participants were removed by implementing "Skip Logic" to help maintain survey validity (see Table I). The survey had 19 total responses. Of the 29 responses 22 completed the survey under their applicable scope. Applicable scope is defined as, participants who completed the survey

to its entirety based on their eligibility (i.e., parent with an exceptional child had “Skip Logic” applied and they were directed to the end of the survey).

Table II describes the participants whose responses met criteria and were included in the study. Eligible participants were labeled P1 – P11 and were composed of nine females and two males. Of the 11 participants seven females and one male were ages 18-36, and two females and one male were ages 37-54. The survey was composed of 22 total questions. Under the last subsection, Additional Comments, question three (Q3) allowed the participants for multiple responses to be recorded, (i.e., additional thoughts, and a multiple – choice selection response could be provided in this section). One respondent, P12 was the only participant who appropriately responded to eligibility questions, “Have you read the information above, are you eligible to participate (i.e., are you at least 18 years of age, a parent or guardian of child with no documented developmental delay and/or not receiving special education or related services), and do you agree to participate?”. Their response was included in the overall count, but due to their response being “NO” (they do not consent or meet study criteria) their survey was ended. No other data was presented to the participant, or any additional data collected, therefore their survey was not included in the analysis of this data. Participants 13, 14, 15, started the survey and provided some demographic answers but did not complete the survey. In addition, there were three further attempts to start the survey, but the participants only selected to give consent, and no additional information was provided by the participant or collected by the Qualtrics System. Due to the lack of essential data provided needed for in – depth analysis, these responses have been removed and only P1 – P11 will be included in the results for analysis.

Table I. Skip Logic Rule Ineligible Participants.

Disability		
Autism	2	12%
Developmental Delay (adaptive, social-emotional)	5	29%
In the Evaluation Process	0	0%
Mild Mental Disability (affects multiple areas of development)	0	0%
Motor (fine/gross/total motor)	1	6%
Speech or Language Impairment	9	53%
Total	17	

Table II. Eligible Participants Demographics.

Participant	Sex	Age Group	Questions Completed of 22	Survey Completion Rate
P1	Female	18-36	21	95%
P2	Female	18-36	21	95%
P3	Female	37-54	19	86%
P4	Female	18-36	22	100%
P5	Female	18-36	22	100%
P6	Female	18-36	22	100%
P7	Female	37-54	22	100%
P8	Female	18-36	21	95%
P9	Male	37-54	22	100%
P10	Female	18-36	22	100%
P11	Male	18-36	22	100%

Data Collection

Survey Instrument attached (Appendix C). The demographic information collected on the participants included gender orientation and age group. Parents who answered that their child has a disability were directed to the end of the survey and thanked for their participation. They were not privy to a full survey only consent and disability data responses were collected and recorded for purposes of research question analysis. All other collected data pertain to parent's perceptions about children with an

exceptionality and their comfort, thoughts, and responses to free response questions were included in the quantitative data analysis of this paper from eligible participants.

Data Analysis

Table III provides information about which survey questions were used to answer the proposed research questions for the study.

Table III. Survey Question Alignment with Research Questions

Research Questions	Survey Questions
RQ1: <i>Examine how parents with children displaying typical development, perceive and interact with children who have exceptionalities</i>	<ul style="list-style-type: none"> • On a scale from 1-3 what is your comfort level with interacting (e.g., playing, talking, sitting next to) children who have exceptionalities/disabilities? • Do children with exceptionalities/disabilities contribute to their community? • Imagine you are at a grocery store, and as you are shopping and turn into the next aisle you see a child with autism having a temper-tantrum in the middle of the aisle. <ul style="list-style-type: none"> ○ On a scale from 1-3 how confident would you feel interacting with the child? ○ Which of the following are you most likely to do? (Turn around, ask the parent if they need help, walk past them) • Imagine you are at the park with your child and a child who has a down syndrome is “bothering,” (e.g., poking, blocking from equipment) your child. <ul style="list-style-type: none"> ○ Which of the following are you most likely to do first? (Talk to the parent, calmly ask the child to stop, remove your child from the general area) ○ How confident would you feel interacting with the child? • Imagine you are on an airplane and sitting next to a child who is non-verbal (i.e., does not use a conventional mode of communication via words and sentences, but rather some American Sign Language, grunts, and gestures). The child repeatedly puts your tray table down and their parent apologizes and asks their child not to do that. You then proceed to put the tray table back, but the child continues to put your tray table down. <ul style="list-style-type: none"> ○ How confident would you feel interacting with the child?

<p>○ What are you most likely to do? (play with the child with parent permission, calmly ask the child to stop, ask to be re-seated)</p>	
<p>RQ2: <i>Explore parents' openness to having discussions with their typically developing child about children with exceptionalities and the inclusive classroom setting</i></p>	<ul style="list-style-type: none"> ● What do you believe are some strengths of enrolling children with and without exceptionalities/disabilities in an inclusive classroom? ● What do you believe are some weaknesses of enrolling children with and without exceptionalities/disabilities in an inclusive classroom? ● Do you feel it's appropriate for children at such an early age to be introduced to children with exceptionalities/disabilities? Is it too early or too late? ● Do you feel comfortable talking to your child about their classmates with disabilities/exceptionalities?

Once the survey data was collected for the three consecutive weeks, the PI downloaded a master copy of all data entered in the Qualtrics server. The data was then operationalized and reported via tables by calculating descriptive statistics for categorical questions and qualitatively identifying themes that emerged within free response questions.

Data analytic strategies were implemented to code responses and identify themes from the free response questions. A mixed method approach was used by applying the generation of themes and constant comparison mix methods (Levitt, et al., 2018). When implementing generation of themes methodology, ideas and patterns were closely examined to identify common themes within the data responses. Then, constant comparative analysis methods were used to code and refine identified patterns. Primary themes for each question were highlighted, bolded, and recorded for individual free response questions via tables on Microsoft Word. Once codes were established from the descriptive sentences primary themes for this study were selected.

Results

When examining the data addressing RQ1, a common theme emerged, and a quantitative approach was used to report comfort levels with interactions. Participants were asked a series of questions intended to measure perceptions (i.e., attitudes, thoughts, beliefs, comfort levels) when interacting with a child with an exceptionality. Of the 11 individuals completing the survey, 27% (3/11) indicated that they do not regularly interact with an individual with an exceptionality; this includes a family member, friend, and or colleague. Subsequently, 73% (8/11) participants responded that although there were exceptional children around them in their educational years (preschool-12th grade), there were very few of these children (i.e., less than 20). A total 36% (4/11) of participants believed that children with exceptionalities can only contribute to their community depending on the severity of their disability. An overview of the participant responses to interaction questions are presented in Table IV, Table V, Table VI, and Table VII.

Table IV. Survey Responses for Comfort Levels Interacting

Question	Response Categories	Total
Q1: On a scale from 1-3 what is your comfort level playing with children who have exceptionalities/disabilities?	1. Not at all comfortable	0.0% (n=0)
	2. Somewhat comfortable	18.2% (n=2)
	3. Very comfortable	81.8% (n=9)
Q2: On a scale from 1-3 what is your comfort level talking to children who have exceptionalities/disabilities?	1. Not at all comfortable	0.0% (n=0)
	2. Somewhat comfortable	18.2% (n=2)
	3. Very comfortable	81.8% (n=9)
Q3: On a scale from 1-3 what is your comfort level sitting next to children who have exceptionalities/disabilities?	1. Not at all comfortable	0.0% (n=0)
	2. Somewhat comfortable	18.2% (n=2)

	3. Very comfortable	81.8% (n=9)
--	---------------------	----------------

Table V. Survey Responses for Scenario 1

Question	Response Categories	Total
Q1: <i>Imagine you are at a grocery store, and as you are shopping and turn into the next aisle you see a child with autism having a temper-tantrum in the middle of the aisle. On a scale from 1-3 how confident would you feel interacting with the child?</i>	1. Not very confident	18.2% (n=2)
	2. Somewhat confident	36.4% (n=4)
	3. Very confident	45.5% (n=5)
Q2: <i>Which of the following are you most likely to do?</i>	Turn around	27.3% (n=3)
	Ask the parent if they need help	54.5% (n=6)
	Walk past them	18.2% (n=2)

Table VI. Survey Responses for Scenario 2

Question	Response Categories	Total
Q1: <i>Imagine you are at the park with your child and a child who has a down syndrome is “bothering,” (e.g., poking, blocking from equipment) your child. Which of the following are you most likely to do first?</i>	Talk to the parent	27.3% (n=3)
	Calmly ask the child to stop	54.5% (n=6)
	Remove your child from the general area	18.2% (n=2)
Q2: <i>How confident would you feel interacting with the child?</i>	1. Not very confident	0.0% (n=0)
	2. Somewhat confident	45.5% (n=5)
	3. Very confident	54.5% (n=6)

Table VII. Survey Responses for Scenario 3

Question	Response Categories	Total
Q1: <i>Imagine you are on an airplane and sitting next to a child who is non-verbal (i.e., does not use a conventional mode of communication via words and sentences, but rather some American Sign Language, grunts, and gestures). The child repeatedly puts your tray table down and their parent</i>	Play with the child with parent permission	72.7% (n=8)
	Calmly ask the child to stop	27.3% (n=3)
	Ask to be reseated	0.0% (n=0)

<i>apologizes and asks their child not to do that. You then proceed to put the tray table back, but the child continues to put your tray table down. What are you most likely to do?</i>		
<i>Q2: How confident would you feel interacting with the child?</i>	1. Not very confident	0.0% (n=0)
	2. Somewhat confident	63.6% (n=7)
	3. Very confident	36.4% (n=4)

The questions pertaining to RQ2 were included in the last portion of the survey and consisted of questions intended to measure parents’ openness to having discussions with their typically developing child about exceptional children and their thoughts on having inclusive classrooms. The survey also asked parents to provide any additional comments, feedback, and experiences they would like to share with the principal investigator. The section had two multiple choice questions with one question also collecting additional thoughts, and three free response questions. In analyzing the data, the generation of themes and constant comparison methodologies was implemented to help code responses and develop reoccurring themes within participants responses. When implementing generation of themes methodology, each free response question was analyzed separately to derive one overarching theme for individual questions. This was completed by implementing constant comparative analysis methods. Ideas and patterns were closely examined to identify common themes within the data responses. Primary themes for each question were highlighted, bolded, and recorded for individual free response questions via tables on Microsoft Word. The following themes emerged and were coded and inserted in Table VIII.

Table VIII. Survey Responses for Questions about Inclusive Education

Question	Example Response	Identified Theme
Q1: What do you believe are some strengths of enrolling children with and without exceptionalities/disabilities in an inclusive classroom?	“Children sharing an inclusive classroom are more likely to feel comfort when engaging with others and learn about how to better interact with each other.”	Parents believe students in inclusive classroom can promote a positive culture when done effectively and can help both typically developing students and exceptional learners to interact with one another.
Q2: What do you believe are some weaknesses of enrolling children with and without exceptionalities/disabilities in an inclusive classroom?	“Younger children are the most genuine and usually do not mean to hurt anyone when they ask questions about others.”	Parents believe preschool years are an appropriate age to introduce children with exceptionalities with additional thoughts.
Q3: Additional comments.	“Could be a learning curve for all and likely will take additional time which could limit traditional instruction”	Some limitations with inclusive classrooms parents reported the time and preparation could take away from traditional instruction and communication difficulties could arise.

Discussion

The Principal Investigator (PI) sought to examine parental perceptions of exceptional children. Findings indicate that parents reported a high level of confidence when interacting with exceptional children. Across three unique domains, 81.8% of parents surveyed reported being very confident in talking, sitting, and playing with exceptional children. When presented with the three different scenarios requiring an adult to interact with a child with exceptionalities, participants reported varying levels of confidence and differing actions that they would take to respond to the child. Although, it should be stated that none of the participants responded “*not very confident*” within the presented scenarios, this indicates a generally positive finding. In the last portion of the

survey participants free responses were used to develop themes. When participants were asked their thoughts on inclusion the following themes were developed, themes that emerged suggested that parents believed all children regardless of disability can learn in the same environment, though this will likely require greater effort and resources from a teacher.

When viewed collectively, the findings from the survey are relatively positive regarding attitudes, perceptions, and comfort levels interacting with exceptional children. Reasons for these positive findings can be viewed with consideration of Bronfenbrenner's ecological systems theory. All survey respondents were part of a tightknit community and school system in which the superintendent is viewed as an advocate of the parents. In addition, the PI for the study was the classroom teacher for the survey respondents' children, thus the influence of the teacher and culture of the classroom likely contributed to parents' perceptions. Anderson County is a warm, inviting community with inclusive culture as evident by the PI's attendance to community and sporting events. It should also be stated that the principal of the classroom teacher's school, established trustworthy relationships with families and teachers alike. The principal often offered to help co-teach, assist, and provide feedback to promote a positive work environment. The principal's involvement and willingness to assist likely contributes to a school-wide culture of acceptance and support. Lastly, the PI also acknowledged her personal bias as the aunt of an exceptional learner, a duly certified educator, and her knowledge on promoting inclusive settings and positive classroom culture. Each of these ecological domains have likely contributed to the survey respondents' attitudes and perceptions.

Due to limited literature measuring parental perceptions and comfort levels with interacting with exceptional children, the findings from this study serve as a foundation for future research in this area. In addition, it should be stated that this study provides data on a small sample of parents from one geographic area. More research is needed to understand if (and how) perceptions and comfort levels may vary from community to community, or even classroom to classroom.

Limitations

The study had several limitations one being the lengthy IRB approval process as this study was submitted in January 2022. The IRB recommended changes to prevent the study from going through an additional review. Other recommendations and changes required removing questions from the survey resulting in the recruitment date being setback several months which had an impacted on the sample size. Due to the sample size being 11 eligible participants the study cannot be generalized at this time and due to time constraints, we were unable to collect reliability data for thematic analysis of the free response questions.

If this study were conducted again the following changes should be considered to help further research in this field. For this study to be generalized more research in this area across other geographic communities, and a variation of preschool classrooms should be surveyed. If results do not align with findings from the current study additional questions should be considered. Questions addressing the types of resources parents would be comfortable engaging in to increase their comfort and confidence interacting with exceptional children. Another avenue would be asking participants to engage in a workshop where these resources and classes could help participants better understand

exceptional children. If practical application is an option, in person interviews and coaching sessions with parents regarding difficult conversations with their typically developing child would facilitate on demand learning.

Conclusion

The purpose of this study is to examine how parents with children displaying typical development, perceive and interact with children who have exceptionalities and explore parents' openness to having discussions about exceptional children in inclusive classrooms. Parents survey reported relatively positive perceptions regarding attitudes, and comfort levels when interacting with exceptional children. Participants also indicated a high level of comfort with inclusivity and conversations regarding such with their typically developing child. As previously outlined the positive ecological climate surrounding the research participants likely impacted the results in a positive manner. Therefore, special attention should be paid to the ecological system when attempting to positively influence the perceptions of a community regarding inclusion.

APPENDIX A. LETTER OF SUPPORT



**Ezra Sparrow Early Childhood Center 1154 Bypass North
Lawrenceburg, KY 40342
Phone: (502) 839-2504 Fax: (502) 839-2533**

12/14/2021

To Whom It May Concern:

I am writing this letter in support of the IRB application submitted by Zurisaday N. Decker (Principal Investigator). I understand that this project will involve parents/guardians to participate in an electronic survey administered via Qualtrics. This study aims to measure parental perceptions of children with disabilities. This survey should take approximately 10 to 15 minutes to complete. There are no risks to any participants. The responses to the survey are anonymous which means no names, IP addresses, email addresses, or any other identifiable information will be collected with the survey responses. If families wish to be entered into winning a gift for their participation they can provide their email address at the end of the survey, but it is not a mandatory question.

I fully support this research study occurring at our site. Please do not hesitate to contact me if there are any questions regarding our cooperation with this project.

Sincerely,

A handwritten signature in black ink that reads "Janice Meredith". The signature is fluid and cursive.

Janice Meredith
Principal,
Sparrow Early Childhood Center
1154 Bypass North
Lawrenceburg, KY 40342

W: 502-839-2504

F: 502-839-2533

APPENDIX B. COVER LETTER

Parent Perception of Children with Exceptionalities/ Disabilities

Researchers at the University of Kentucky are inviting you to take part in a research study. The purpose of the study aims to measure parental perception and comfort levels when interacting with children with exceptionalities (i.e., varying disabilities: autism, down syndrome, physical disabilities, speech, and language impairments etc.). Although you may not get personal benefit from taking part in this research study, your responses may help us understand more about parental perceptions of children with disabilities within the preschool classroom and community environment, and how to provide the most support for families. Your participation in this study is completely voluntary. Some volunteers experience satisfaction from knowing they have contributed to research that may possibly benefit others in the future. Eligibility to participate in this study are Parent or Guardian of child with no documented developmental delay and/or not receiving special education or related services, must be at least 18 years of age

The study is being conducted by Zurisaday N. Decker a graduate student under the advisory of Dr. Collin Shepley, Dr. Jennifer Grisham, and Dr. Sarah Hawkins-Lear in the Department of Early Childhood, Special Education and Counseling Education from the University of Kentucky. Please remember that your participation is voluntary. This survey should take approximately 10 – 15 minutes. You may decline to participate or answer any specific questions on this survey. There are no risks to you for your participation. Your participation in this study is completely voluntary and will not influence your child's standing within the SECC classroom/building or any services provided.

Your response to the survey is anonymous which means no names, IP addresses, email addresses, or any other identifiable information will be collected with the survey responses. We will make every effort to safeguard your data, but as with anything online, we cannot guarantee the security of data obtained via the Internet. Third-party applications used in this study may have Terms of Service and Privacy policies outside of the control of the University of Kentucky.

We hope to receive completed questionnaires from about 34 people, so your answers are important to us. Of course, you have a choice about whether to complete the survey/questionnaire, but if you do participate, you are free to skip any questions or discontinue at any time. You will not be penalized in any way for skipping or discontinuing the survey. We will not know which responses are yours if you choose to participate, you have an approximate 1 in 34 chances of winning a \$100 Visa gift card for your participation. If you do not want to be in the study, there are no other choices except not to take part in the study. If you choose to be entered to win the \$100 Visa gift card you will be prompted to enter your email address in a separate survey to ensure your anonymity.

If you have questions about the study, please feel free to ask; my contact information is given below. Thank you in advance for your assistance with this important project. To ensure your responses/opinions will be included, please submit your completed survey/questionnaire by **April 8, 2022**.

Thank you for taking the time to participate in my research.

Sincerely, Zurisaday N. Decker, Principal Investigator
E-MAIL: zurisaday.decker@uky.edu

Dr. Collin Shepley, Faculty Research Advisor
E-MAIL: collinshepley@uky.edu

If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428.

Link to Survey: https://uky.az1.qualtrics.com/jfe/form/SV_6S78LFGiAPDrX3U

QR Code to Survey |



APPENDIX C. SURVEY INSTRUMENT

Parent Perception of Children with Exceptionalities/Disabilities

Start of Block: Recruitment/Consent

Recruitment/Consent **Parent Perception of Children with Exceptionalities/Disabilities**

Researchers at the University of Kentucky are inviting you to take part in a research study. The purpose of the study aims to measure parental perception and comfort levels when interacting with children with exceptionalities (i.e., varying disabilities: autism, down syndrome, physical disabilities, speech, and language impairments etc.). Although you may not get personal benefit from taking part in this research study, your responses may help us understand more about parental perceptions of children with disabilities within the preschool classroom and community environment, and how to provide the most support for families. Your participation in this study is completely voluntary. Some volunteers experience satisfaction from knowing they have contributed to research that may possibly benefit others in the future. Eligibility to participate in this study are Parent or Guardian of child with no documented developmental delay and/or not receiving special education or related services, must be at least 18 years of age

The study is being conducted by Zurisaday N. Decker a graduate student under the advisory of Dr. Collin Shepley, Dr. Jennifer Grisham, and Dr. Sarah Hawkins-Lear in the Department of Early Childhood, Special Education and Counseling Education from the University of Kentucky. Please remember that your participation is voluntary. This survey should take approximately 10 – 15 minutes. You may decline to participate or answer any specific questions on this survey. There are no risks to you for your participation. Your participation in this study is completely voluntary and will not influence your child's standing within the SECC classroom/building or any services provided.

Your response to the survey is anonymous which means no names, IP addresses, email addresses, or any other identifiable information will be collected with the survey responses. We will make every effort to safeguard your data, but as with anything online, we cannot guarantee the security of data obtained via the Internet. Third-party applications used in this study may have Terms of Service and Privacy policies outside of the control of the University of Kentucky. We hope to receive completed questionnaires from about 34 people, so your answers are important to us. Of course, you have a choice about whether to complete the survey/questionnaire, but if you do participate, you are free to skip any questions or discontinue at any time. You will not be penalized in any

way for skipping or discontinuing the survey. We will not know which responses are yours if you choose to participate, you have an approximate 1 in 34 chances of winning an \$100 Visa gift card for your participation. If you do not want to be in the study, there are no other choices except not to take part in the study. If you choose to be entered to win the \$100 Visa gift card you will be prompted to enter your email address in a separate survey to ensure your anonymity.

If you have questions about the study, please feel free to ask; my contact information is given below. Thank you in advance for your assistance with this important project. To ensure your responses/opinions will be included, please submit your completed survey/questionnaire by **April 8, 2022**.

Thank you for taking the time to participate in my research.

Sincerely, Zurisaday N. Decker, Principal Investigator
E-MAIL: zurisaday.decker@uky.edu

Dr. Collin Shepley, Faculty Research Advisor
E-MAIL: collinshepley@uky.edu

If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428.

Copyright© Zurisaday N. Decker 2022

Q1 Have you read the information above, are you eligible to participate (i.e. are you at least 18 years of age, a parent or guardian of child with no documented developmental

delay and/or not receiving special education or related services), and do you agree to participate?"

Yes (1)

No (2)

Skip To: End of Survey If Have you read the information above, are you eligible to participate (i.e. are you at least 18 ye... = No

End of Block: Recruitment/Consent

Start of Block: Demographics

Q1 Does your child have a disability or currently in the evaluation process to receive special education services?

Yes, identified disability (1)

No, identified disability (2)

In the evaluation process (3)

Skip To: Demographics Q2 If Does your child have a disability or currently in the evaluation process to receive special educa... = No, identified disability

Skip To: Demographics Q2 If Does your child have a disability or currently in the evaluation process to receive special educa... = In the evaluation process

Q1.1 If yes, what type of disability is your child diagnosed with? Please check all that apply:

- Developmental Delay (adaptive, social-emotional) (1)
- Autism (2)
- Speech or Language Impairment (3)
- Mild Mental Disability (affects multiple areas of development) (4)
- Motor (fine/gross/total motor) (5)
- In the Evaluation Process (6)

*Skip To: End of Survey If If yes, what type of disability is your child diagnosed with?
Please check all that apply: = Developmental Delay (adaptive, social-emotional)*

*Skip To: End of Survey If If yes, what type of disability is your child diagnosed with?
Please check all that apply: = Autism*

*Skip To: End of Survey If If yes, what type of disability is your child diagnosed with?
Please check all that apply: = Speech or Language Impairment*

*Skip To: End of Survey If If yes, what type of disability is your child diagnosed with?
Please check all that apply: = Mild Mental Disability (affects multiple areas of
development)*

*Skip To: End of Survey If If yes, what type of disability is your child diagnosed with?
Please check all that apply: = Motor (fine/gross/total motor)*

Demographics Q2 How do you describe yourself?

- Male (1)
 - Female (2)
 - Non-binary / third gender (3)
 - Prefer to self-describe (4)
-
- Prefer not to say (5)

Q3 What is your age group?

- 18-36 years old (1)
- 37-54 years old (3)
- 55 + (4)

End of Block: Demographics

Start of Block: Parental Perceptions

Instructions Please answer the following questions about your perceptions (i.e., attitudes, thoughts, beliefs, comfort levels) when interacting with a child with exceptionalities/disability, select your answer to each question.

Q1 Do you regularly interact with someone outside your immediate family who has an exceptionalty/disability?

- Yes (1)
 - No (2)
 - Once per Week (3)
 - Once or Twice per Week (4)
-

Q2 On a scale from 1-3 what is your comfort level with interacting (e.g., playing, talking, sitting next to) children who have exceptionalities/disabilities?

	Not at all Comfortable (1)	Somewhat Comfortable (2)	Very Comfortable (3)	Not Applicable (4)
Playing with (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sitting next to (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Do children with exceptionalities/disabilities contribute to their community?

- Yes (1)
 - Depends on Severity of the Disability (2)
 - No (3)
-

Q4 Growing up, were there any students with exceptionalities/disabilities at your school (at any grade level)?

- Yes (1)
 - Unsure (2)
 - No (3)
-

Q4.1 If yes, please make your best estimation on the total across all years, how many students with exceptionalities/disabilities were at your school?

- Many (more than 50) (1)
 - Some (between 20-50) (2)
 - Few (less than 20) (3)
-

Q5 Do you have any members in your family (other than your child enrolled in a preschool classroom), friends, colleagues who have exceptionalities/disabilities if yes, which?

- Immediate Family Member (sibling, aunt/uncle, grandparents etc.) (1)
- Friend (2)
- Colleague (3)

End of Block: Parental Perceptions

Start of Block: Scenarios

Instructions Please answer the following question regarding your confidence level (e.g., in general, your feelings, beliefs, and trust in your abilities) to interact with a child with exceptionalities/ disabilities. Please read the following scenarios and rate your confidence with each interaction and select your response in each question.

Scenario 1 Question 1.1:

Imagine you are at a grocery store, and as you are shopping and turn into the next aisle you see a child with autism having a temper-tantrum in the middle of the aisle. On a scale from 1-3 how confident would you feel interacting with the child?

	1. Not very Confident (1)	2. Somewhat Confident (2)	3. Very Confident (3)
Confidence with Interaction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 1 Question 1.2:

Imagine you are at a grocery store, and as you are shopping and turn into the next aisle

you see a child with autism having a temper-tantrum in the middle of the aisle. Which of the following are you most likely to do?

- Turn around (1)
 - Ask the parent if they need help (2)
 - Walk past them (3)
-

Scenario 2 Question 2.1:

Imagine you are at the park with your child and a child who has a down syndrome is “bothering,” (e.g., poking, blocking from equipment) your child. Which of the following are you most likely to do first? How confident would you feel interacting with the child?

	Not at all Confident (1)	Somewhat Confident (2)	Very Confident (3)
Confidence with Interaction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 2

Question 2.2:

Imagine you are at the park with your child and a child who has a down syndrome is “bothering,” (e.g., poking, blocking from equipment) your child. Which of the following are you most likely to do?

- Talk to the parent (1)
 - Calmly ask the child to stop (2)
 - Remove your child from the general area (3)
-

Scenario 3 Question 3.1:

Imagine you are on an airplane and sitting next to a child who is non-verbal (i.e., does not use a conventional mode of communication via words and sentences, but rather some American Sign Language, grunts, and gestures). The child repeatedly puts your tray table down and their parent apologizes and asks their child not to do that. You then proceed to put the tray table back, but, the child continues to put your tray table down. How confident would you feel interacting with the child?

	Not at all Confident (1)	Somewhat Confident (2)	Very Confident (3)
Confidence with Interaction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 3

Question 3.2:

Imagine you are on an airplane and sitting next to a child who is non-verbal (i.e., does not use a conventional mode of communication via words and sentences, but rather some American Sign Language, grunts, and gestures). The child repeatedly puts your tray table down and their parent apologizes and asks their child not to do that. You then proceed to put the tray table back but, the child continues to put your tray table down. What are you most likely to do?

- Play with the child with parent permission (1)
- Calmly ask the child to stop (2)
- Ask to be reseated (3)

End of Block: Scenarios

Start of Block: Additional Comments/Perceptions

Instructions In this section of the survey please add any additional comments, feedback, and experiences you would like to share with the principal investigator. An inclusive

classroom is defined as a classroom where children with and without disabilities learn together. Please read the following questions and respond to each question.

Q1 What do you believe are some strengths of enrolling children with and without exceptionalities/disabilities in an inclusive classroom?

Q2 What do you believe are some weaknesses of enrolling children with and without exceptionalities/disabilities in an inclusive classroom?

Q3 Do you feel it's appropriate for children at such an early age to be introduced to children with exceptionalities/disabilities? Is it too early or too late?

Yes, preschool years are appropriate (1)

No, preschool is too early (2)

Additional thoughts: (3)

Q4 Do you feel comfortable talking to your child about their classmates with disabilities/ exceptionalities?

- Definitely not (1)
 - Probably not (2)
 - Might or might not (3)
 - Probably yes (4)
 - Definitely yes (5)
-

Q5 Additional comments:

Optional Thank you for your participation and help. Although you, the participant and your responses are anonymous in this survey, participants who wish to enter the raffle will be asked to provide their email address, these will be collected in a separate survey so that no identifying information will be associated with their survey responses. Please follow the link below to be entered to win.

<https://www.surveymonkey.com/r/NMZJPSK>

End of Block: Additional Comments/Perceptions

Copyright© Zurisaday N. Decker 2022

References

- Andrews, A., & Brown, J. L. (2015). Discrepancies in the ideal perceptions and the current experiences of special education teachers. *Journal of Education and Training Studies*, 3(6), 126-131.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742.
- Gallaher, J., Maddox, M., & Expinosa, L. (1984). Perceptions of early childhood special education: Surveys of superintendents and parents in washington state. *Journal of the Division for Early Childhood*, 8(2), 141-148.
- Garrick, L. M., Salend, D., & Salend, S. J. (2000). Parental perceptions of inclusive educational placements. *Remedial and Special Education*, 21(2), 121-128.
- Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *International Journal of Qualitative Studies in Education*, 15(6), 613-629.
- Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *SAGE Open*, 10(4), 1-13.
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology. *American Psychologist*, 73(1), 26-46.
- Odom, S. L., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practice. *The Journal of Special Education*, 37(3), 164-173.
- Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandall, S., Hanson, M. J., . . . Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs*, 4(1), 17-49.
- Peck, C. A., Staub, D., Gallucci, C., & Schwartz, I. (2004). Parent perception of the impacts of inclusion on their nondisabled child. *Research & Practice for Persons with Severe Disabilities*, 29(2), 135-143.
- Reichow, B., Boyd, B. A., Barton, E. E., & Odom, S. L. (2016). *Handbook of Early Childhood Special Education*. Springer International Publishing Switzerland.
- U.S. Department of Education. (2022, January 29). *IDEA Regulations*. Retrieved from <https://sites.ed.gov/idea/topic-areas/>

VITA

University of Kentucky: Bachelor's Degree in Interdisciplinary Early Childhood

Education: 2020

Recipient of study grant Tiered Instruction, Engagement, Responding, and Services: 2020

Preschool Instructor: 2020-Present

Zurisaday N. Decker