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Embracing Every Ability:
Examining Disability's Influence on Support for Federal Spending Toward Education*

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Embracing Every Ability:
Examining Disability's Influence on Support for Federal Spending Toward Education

Abstract

With time continuing, American education has progressively improved. Though, there still remains much needed improvement and some of that stands in the way of equality within the education system. Special education and special needs students experience inequality with accessibility, funding, and educational quality, on top of daily barriers due to personal limitations. Data from the 2006 General Social Survey (N=652), asked individuals to identify whether they had a mental/emotional disability. They were asked to assess federal spending towards education. This study focuses on the factors encouraging individuals to support or not support increased spending on the education system. Mental/emotional ability, affiliated political party, and race are all potential factors taken into consideration. Other aspects taken into consideration involved how the current reality may or may not have an impact on support. Increased spending consequently tightens the unequal gap between special education and mainstream education. Analysis indicates differently-abled individuals are actually NOT more likely to favor increased spending than fully-abled individuals. The most significant finding shows conservative respondents are less likely to support spending toward education. Results were mainly not statistically significant, though advanced general understanding regarding some key problems within education today. Improving the education system with increased spending requires more support from the public. Currently, there's a lot of support for increased spending, though the federal government accounts for a small fraction of the money spent on education. Expressing more support to conservative officials could progress the situation in the right direction.

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Introduction

Briefly imagine an American society where education is properly AND equally distributed. It may not seem realistic because of the abundant problems involving education today. Problems consists of parents not being as involved, schools not being free/funded, closing down, and limited (Barrington 2019). Some factors are outside of school control, but the transition towards improvement begins within schools and communities. Inclusivity should be provided for every student. School is typically visualized with kids having recess, interacting with faculty/peers, and chatting endlessly in cafeterias. Why aren't 'special needs' students thought of? They're excluded and reasons involve limitations and different curriculums. Regardless, they aren't treated equally nor properly invested in. These students may be burdened by autism, chromosomal diseases, down syndrome, and other limitations. The severity of these burdens varies, intensifying the situation. Evidently, they're taught differently in different environments. However, differently-abled people aren't provided equal treatment and investment in comparison to their fully-abled peers. This is in addition to the lackluster investment devoted to the education system, to begin with.

Attempting to invest in both groups of students requires a lot of financial support and many schools/school districts are not able to provide that necessity. Public support helps obtain financial support, which eases the difficulty in creating opportunities for differently-abled students along with increasing local and federal government investment. In this study, we explore the correlation between support toward federal government spending on the education system and having a disability (being differently-abled). The correlation is assessed by the

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following question: Does having a disability increase support for government spending on education?

By analyzing the impact, one's ability has on whether they support government spending or not, we gain a better understanding of how certain barriers can shape an individual's support for federal spending on education. We also gain insight explaining why the government is perceived to not aid 'special education' as much as it should. Currently, a reality where special education and mainstream education are both effectively serving students does not exist. The education system is flawed with many issues that will not be acknowledged unless the public conveys urgency through constant awareness. Having little to no interest in demonstrating support toward government spending on education impedes the potential amount of awareness needed to help provide better opportunities for differently-abled students. Nevertheless, any proactive steps toward improving the effectiveness of the education system stems from having a lot of awareness, otherwise progress won't be made. The examination orchestrated in this work lays the foundation for the next step needed in order to achieve better opportunity for special education. The foundation is centralized on being able to understand the extent of how support and awareness dictate the likelihood of federal spending.

The first step in creating a reality that effectively serves both mainstream education and special education begins with assessing potential actions that could increase the likeliness of having the government spend more on education. Encouraging policy change, curriculum improvements, and more accessibility are differently approached actions that could improve the system and close the unequal gap between special education and mainstream education. Individuals in positions of power instead of the general public, are able to coordinate any desired or demanded changes and encouraging such individuals to orchestrate change requires support.

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This study does not primarily focus on the impact of support, instead the focus is on the influences that persuade an individual to support increased spending on education. The circumstances of a differently-abled individual should lead them to support any education related cause more than their fully-abled peer. This is because of the daily barriers set in place to hinder differently-abled people. None of these disadvantaged folks asked for such circumstances, which entitles them of equal opportunity and that will not occur unless the government is pushed to act on this issue. I hypothesize that people with a mental or emotional disability are more inclined to support funding for education than people without a mental or emotional disability.

Theoretical Framework

Support CAN influence and support can BE influenced. For example, a group of differently-abled individuals (students) may support focusing toward therapy exercises more than critical thinking exercises. In this instance, their support could be influenced by personal knowledge and goals or external factors like a doctor's suggestion or hearing a conversation. Having established this thought approach, when viewing the study's theory, individuals are more likely to support increased education funding because of the benefits they receive. Taking a closer look at both populations, differently-abled individuals are more likely to support more education funding because student benefits resonate more with limited students.

The theory takes the inequality gap between fully-abled and differently-abled individuals into consideration. Fully-abled students do not experience the benefits of education in the same manner because they have an easier journey. Due to the different focuses between curriculums, it is more important for differently-abled individuals to maximize their education because of their limited critical thinking skills. Many enter adulthood with no accurate sense of what to do

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because they weren't properly prepared and that adversity impacts the kind of career many end up in. As previously mentioned, severity is very broad. Nevertheless, the theory isn't affected because the impact doesn't change from a high severe differently-abled student to a less severe differently-abled student. Change within schools and policy making do not arrive unless differently-abled students are given the equal opportunity to succeed as well. The gap in academic achievement between both populations is overwhelming, which is a result of holding differently-abled students to lower expectations (Aaron, Loprest 2012). The lack of motivation held by students is actually a result of being failed by the education system. Many don't fully emerge themselves into the academic curriculum because that is what they're taught to do. Addressing the issue requires restructuring the approaches society has for education quality and education funding. The theory further advances general understanding of educational disparities between fully-abled individuals and differently-abled individuals.

Literature Review

Having a disability could increase support for government spending on education. Frankly, anything could impact support so why focus on disability? The education system is composed of two student populations: fully-abled students and differently-abled students. Depending on the severity of the limitations from a differently-abled student, they're either taught alongside fully-abled students in what is known as mainstream education. Otherwise, they're taught differently, alongside other severely limited individuals in what is called special education. Focusing on the impact of support coming from an individual with a disability, creates an emotional appeal to individuals in power making decisions affecting the education system. The task of accommodating both populations is difficult because necessities differ. Past literature

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shows the lack of connection between education and students. The essentials of education become fabricated due to the overwhelming political climate dictating the nations' investment into education. Instead of improving education for student sake, education is adapted only for money sake. The internet has overwhelmed society and education is now taught online as well as in person which to an extent increases accessibility, but statistics haven't showed great improvement. As it pertains to this particular study, the main factors taken into consideration when exploring how better opportunity can be provided, involve educational policy/funding and educational quality. Without support, differently-abled students will suffer from the lack of equality-based policies, unfair funding methods, and inadequate education quality.

Policy Change

The reason for creating any policy is to ensure a sense of protocol for whoever is involved. When a policy involves different groups of people, the goal is to maintain equality (Pradhan 2017). Overtime, differently-abled individuals have gained more equality and aid, easing the difficulty of navigating life. Though till this day, problems centralized on inequality continue, which consist of lower employment rates, fewer resources, poorer health and lower education levels (Shandra 2018). The journey of a differently-abled student, regardless of disability, consists of many inequalities aside from physical differences. There is also less accessibility for differently-abled students. Research shows, "The 'reality' of impairment is not denied but is not the cause of disabled people's economic and social disadvantage" (Oliver, Barnes 2010:548). Rather, the lack of opportunity is due to unaccepted norms associated with participating in mainstream economic and social activities which society influences. Despite the

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evident presence of this issue, educational policy has not helped matters, which is why we start from the top of the power order.

Consider the role of credible individuals, such as doctors and therapists? The negotiation of identity as a differently-abled person in higher education, [is] more difficult to address due to being regarded as private, instead of public matters (Riddle 2011). To this extent, even protocol works in opposition to differently-abled individuals. The respective journeys magnify the vast differences between both populations. Closing the unequal gap, by addressing policies doesn't require amending every policy in place that works against differently-abled individuals. Creating new ones that combat the injustice of past ones achieve the same goal. The trickle effect is very present here, by creating the notion: differently-abled individuals need more equality, peoples' perspectives begin to change. Ultimately, speaking to the impact held by lawmakers, government officials, and those in positions of power. Research on policy making in the United Kingdom show "In contrast to previous policies, [the 'Disability Equality Duty'] was conceived as a proactive measure that requires all public institutions ... to facilitate disabled people's inclusion" (Oliver et al. 2010:553-544). Ultimately the impact of the initiatives was marginal due to lack of enforcement. Although this pertains to another country, the action taken infers that people in need of support will receive support if they're supported by others. People in power created that notion, despite failing to properly enforce the regulation. This action also shows that people expressed support hence the outcome of receiving media coverage and a government decision. With more accountability and transparency, differently-abled students would be better supported and negative public attitudes would change. While understanding how attitudes differ from culture to culture, it is important to keep in mind the responsibility held by governments in being able to enforce equality within academia. The relationship between support and disability

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provides new insight able to help better understand attitudes influenced by governments.

Officials who are responsible for orchestrating the funds and policies created by higher officials must be held accountable as well.

Funding

With regard to funding, schools' lack support for government spending due to insufficient aid and improper utilization of funds. For example, in the United States, Arizona students with autism and other special needs did not receive proper funding in the year 2019 (Altavena 2019). It is important to note several lawmakers in Arizona agree that special education isn't financially invested enough. While law is a key element of support needed, no significant proposals were made the following year (Altavena 2019). Addressing funds requires acknowledging influencing factors present, such as political party affiliation and race. A majority of the public supports improved educational policy that said, there is a huge divide in how to approach education funding (Fullerton, Dixon 2010:646). Another factor that comes into play is age, older generations aren't too fond of supporting education if it means paying more local taxes (Fullerton, Dixon 2010:646). In order to better assess the role of age, one analyzes the composition of several political parties. Despite always having several policies, exerting effective enforcement is reliant upon increased support collectively. This doesn't dismiss the responsibility held by local governments. Arizona's state Department of Education hasn't studied special education costs since 2007, before the start of the Great Recession (Altavena 2019). State governments are perceived to have more responsibility on education spending than the federal government. This is information available to the public, therefore individuals could be discouraged from supporting when learning what federal money accounts for- 10% of education

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spending (Tilsley 2017). Individuals' attitudes may shift due to feeling powerless. From a brief point of view, the responsibility of a majority of the public is to elect state representatives, answer questions regarding educational policy, and invest into fundraisers, charities, etc. When changes or implementation do not take place regardless of being emphasized, attitudes shift. Differently-abled individuals may feel underrepresented so that also could influence support for increased spending on education.

On the other side of not having enough funding, there's also a misdistribution of funding. The attitudes and views differ here as well. Reviewer, Eric Hanushek, in 1989 wrote "Detailed research spanning two decades and observing performance in many different educational settings provides strong and consistent evidence that expenditures are not systematically related to student achievement" (Biddle and Berliner 2002). On the other end in favor of supporting more spending Rob Greenwald, Larry Hedges, and Richard Laine in 1996 wrote, "[Our analysis shows] that school resources are systematically related to student achievement and that those relations are large [and] educationally important" (Biddle et al. 2002). Both analyses are almost a decade apart from each other which speaks to the history of the division between people regarding educational spending.

Advantages and disadvantages of policy implementation depend on many factors aside from accurately reporting and structuring policies/data. Finance indicators is one of those factors. Disability-level trends have important implications for special education finance because the typical costs of educating youth with disabilities tend to be higher for lower incidence disabilities (Dhuey, Lipscomb 2013:317). This may be due to limited research, which seems ironic because there has recently been growth with the aforementioned trends. Other potential explanations for the disability-level trends pertain to district location. Every school district within every state uses

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different methods to distribute special education aid, some factors considered consist of “multiple student weights, single student weights, resource-based, percentage reimbursement, block grant, combination, no separate special education funding, and census-based” (Dhuey et al. 2013:319). Lower income districts, over populated districts, and underrepresented districts are impacted by this and other barriers such as politics which have an influence on attitudes among the public. The effect this has on differently-abled peoples’ views vary, there will be motivated individuals and unmotivated individuals. Ideally, the public is supposed to unite on these issues but motivation may derive from an increased desire in wanting equality and loss of motivation may derive from losing hope and faith on the arrival of change. “Disabled people were confronting and questioning professionally-led policies and practices that attempted to provide them with ‘care and protection’ but very little else” (Oliver 2010). The attitude of “very little else” is due to bureaucratization of application processes, cuts in disability funding, means-test requirements, minimal scholarships for supporting part-time and distance learning and inadequate financial support to meet daily costs (Chiwandire, Vincent 2019). Everything thus far has taken place outside of classroom setting and it impacts the extent of support from differently-abled and fully-abled individuals. The biggest advantage with policy implementation is the increased likelihood of increasing awareness and equality. The lack of effectiveness from these factors is not the responsibility of the public. Though the public’s responsibility in educating every student is very important because the reality of this entire situation thrives on that level. Individuals who aspire to be teachers and teachers themselves dictate the future of many disadvantaged students.

Educational Quality

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Mainstream education and special education are designed differently for apparent reasons. “Historically literature on social status of children suggests that students prefer peers with whom they have something in common” (Boutot 2005). Norms like this should be tested, because exclusion in many instances could potentially do more harm than benefitting. Differently-abled support or lack of support can further expand this analysis by providing in-depth insight on the significance of personal barriers being someone who has a mental or emotional disability. Looking at statistics there are reportedly more fully-abled students in the U.S that make up public education about 86% (Schaeffer 2020). Not every student is able to express their attitude which makes it harder to correlate support and disability, though looking at how much students’ progress or regress can fill in for the inability to show support or to not show support. Their successful or lack of progression is an indicator of how much government spending is affecting them.

The content of what is being served to differently-abled students is formulated through societal norms. “Furthermore, society’s positive valuation of those individuals deemed normal, or non-deficit bearing, creates the conditions in which both ... ‘diverse [and] special’- remain separate and on the margins” (Gilham, Tompkins 2016). Being excluded wouldn’t occur if curriculums were structured differently. Many students aren’t able to fully reach potential, further having an impact on how motivated or discouraged one is to support change. As previously mentioned, therapy is the primary focus with special education. The quality of education needs to make up for the lack of equality within education. When assessing the relationship between coping with a disability and education individuals with a disability who were more educated a had higher levels of both economic participation and social coping (Bengtsson, Gupta 2017). Considering this analysis was taken from a Danish survey in 2012-

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2013, the relationship is able to show further explanation as to why support may be impacted being a differently-abled individual. Instead of complying to the norms set by society, educators need to engage more with special education to give better opportunities to differently-abled students. Lacking support will only make it harder to achieve change. Autistic children by definition, have social and communication limitations and would be assumed to have lower engagement with friends (Boutot 2005). Attitudes and norms are more likely to change with better comprehension on how support is influenced and how it influences decisions. The reason for orchestrating this study is to devote more focus on differently-abled individuals. Devoting more focus on their attitudes, views, barriers, limitations, and disadvantages ultimately help the education system as a whole progress. In this study, I'll assess the views on federal spending for education of individuals while comparing different demographics: race, ability, and affiliated political party. Each demographic holds a different impact on the likelihood of differently-abled individuals either supporting or not supporting increased spending on education.

Methods

The data set for this study was acquired from the General Social Survey (GSS) administered in 2006 with a response rate of 71.2% beginning on March 7th and ending on August 7th. "The General Social Survey (GSS) is a project of the independent research organization NORC at the University of Chicago, with principal funding from the National Science Foundation" (Smith et al. 2019). The data set is biannually reported, consisting a population of 4,510 individuals hence making people the unit of analysis. This study uses a sample size of 652 respondents. Demographics are as follows: ages of 18-88, white or non-white, and affiliated to Democrats, Independents, or Republicans. The GSS was used because it is the

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most frequently examined information source following the US Census, within Social Sciences. Having diverse (randomized) responses helps achieve apprehension when correlating the American education system and its' people. The randomization of responses by the GSS is done through an area probability design, ultimately randomly selecting respondents in households across the U.S. to take part in the survey. Respondents may come from a mixture of rural, urban and suburban areas across the nation.

For the purposes of this research topic, there is one independent variable, one dependent variable, and two control variables. Overarching concepts such as race and politics will be analyzed within the study as control variables. Sociological issues pertaining to inequality and ableism are considered while using the independent and dependent variables. Whether an individual has an emotional or mental disability serves as the independent variable. The GSS asked respondents, "Do you have any emotional or mental disability?" in which the respondent would answer either yes or no.

An individual's view toward federal spending on the education system serves as the dependent variable. The GSS asked, "Are we spending too much, too little, or about the right amount on improving the nation's education system?" respondents would answer too much, too little or enough.

Regarding the control variables the GSS asked respondents, "What race do you consider yourself?" and "Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or what?" Respondents would identify as white or non-white and would select on 7-point conservative scale where their affiliation lies. Answers for the scale from 0-7 are, "Strong democrat, Not strong democrat, Independent near democrat, Independent, Independent near republican, Not strong republican, Strong republican". These variables help further explore

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questions related to social injustices and generational norms that affect the lives of many differently-abled individuals and how throughout life society adds to their disadvantages. Some variables have missing cases, unanswered cases, or not applicable cases which influenced the fluctuation with the sample size and were removed for the purposes of this study.

While analyzing the significance of awareness on inequality experienced by differently-abled students within education, ableism is operationalized by inserting ability as the independent variable. The presence of education comes into effect by inserting perspectives fully-abled and differently-abled individuals have toward federal spending on education as the dependent variable. The control variables account for bigger themed concepts, what if financial reasons motivate someone to think a certain way more than ability, the same thought process applies to both socio-economic status and racial identity as potential influencers. At this point, awareness stands the middle ground as the causal mechanism in how disability and education are correlated. As previously mentioned, having support or not having support for increased educational spending, creates awareness or does not create awareness that'll encourage or have no effect on lawmakers to modify policies and inequality. The fluctuation of support concerning political affiliation varies. Ideally, it varies on how formidable individuals may be because they well-off folks are more likely not to support more spending for disadvantaged individuals. Prejudice views could come into effect with discrepancies across districts, how funding is approached, and how education is served/underserved. Unique views across different generations can have an impact on how support is given, some views might favor internal funding over external others may feel differently, which is why this study explores different possibilities.

Findings

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Univariate Analysis

Table 1 displays each variable's mean, median, and standard deviation used in this study. Figures 1-4 display each variable's histograms. The independent variable asking respondents if they have a mental or emotional disease had a mean of .06 which further means about 6% of people who participated in the survey answered yes to having a disease (see figure 1). This could be a result of having a relatively smaller sample size and due to the complex nature of being able to understand personal issues such as having a mental or emotional disability which is only professionally diagnosed.

The dependent variable had a mean of 2.69 which details that most individuals believe general governments spend too little on the education system (see figure 2). The data skewed right and point 3 was the highest, which is why the mean is close to 3, there was an overwhelmingly number of respondents who feel there needs to be more spending on the education system. The aforementioned factors involving inequality and limitations could be why not many people think the nation spends too much or just enough on education, though the control variables help understand more.

The first control variable is political party affiliation and while keeping in mind that it was utilized on a seven-point scale, the mean is 2.62. Which means that a majority of respondents identified as a democrat, to an extent which is toward the left side of the conservative scale (figure 3). One could infer this pattern is accurate due to aid-based views within democratic and independent political parties.

The second control variable being race of respondent had a mean of .75 which entails that 75% of respondents identified as white. Due to there being an overwhelmingly number of white respondents, the race impact observations are limited since there doesn't appear to be much of

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difference in views pertaining to supporting increased spending on the education system and mainly identifying as either a democrat or independent party member.

Bivariate Findings

When correlating every variable used in this study, results showed only two were statistically significant. The independent variable and dependent variable were not statistically significant. The correlation between the conservative scale variable and dependent variable were significant at the .05 level, with a correlation of $-.136$. Since this is a negative number it indicates the higher a respondent is on the conservative scale, the less likely they are to support increased spending on the education system (see table 2). When assessing the entirety of both variables, democrats are more likely to support increased spending on the education system and republicans are more likely to support less spending on the education system. As for the correlation between the dependent variable and race variable there was no statistically significant relationship.

Lastly, the next statistically significant correlation consisted of the race variable and affiliated political party variable. The relationship of both variables was also significant at the .05 level, with a correlation of $.274$. The indication this finding provides is the higher a respondent is on the conservative scale, the more likely they are to identify as a white respondent. The associations of both significant correlations are not strong. The negative correlation has a weak association and the positive correlation has a moderate association.

Multivariate Findings

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The dependent variable, being attitudes toward spending on education was used to see if it was continuous from every other independent variable. On table 3 it is noted that R^2 is .021. R^2 also indicates the model used for this study accounts for 2% of the variation within the data. The F-test is statistically significant. In other words, the intercept-only model is different to the one used in this study. Regression trends remained similar to those found in bivariate analysis, only political party affiliation was significant (see table 3). When the variables become standardized coefficients, we see which coefficients held the most impacts. Due to only having one significant coefficient, no conclusive comparison may be made. The only change that would occur from the dependent variable would come from political party affiliation, for every unit increase in the dependent variable (favoring spending) there is a .129 decrease in change for the political party variable.

Discussion

The findings presented in this study help improve general understanding toward the education system and how it may be improved. The purpose of this study was to provide insight on the impact of support and what influences it. While the hypothesis was rejected, much can still be taken from this study. Taking a look at what was significant, the fact respondents were more inclined to not support increased educational spending if they identified as republican shows how the education system isn't being properly attended to. Considering all of the evidence available showing the need for investment, more spending, more equality in the education system proves that people truly care about education or do not. The reason for why this conclusion is reached is because of how apparent the evidence is to society. The inequalities

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faced by differently-abled students is seen in classes daily, in career development, and even post-academia.

While factors relating to race and class are considered when analyzing why people either desire improving education or not, political and ethical reasons should come into account as well. Regardless, the truth is evident, special education will only improve on the basis that education generally improves. Based on the findings, there were no significant results between the independent and dependent variable, further meaning there is no relationship between people having an emotional/mental disability and views on federal education spending. The support level of an individual is what ultimately gives any matter significance and despite not gaining insight on the formulations of a differently-abled individuals' support, there is valuable insight on other demographics influencing the state of education today. The current state of education isn't well, but this study has emphasized factors able to advance past literature.

The findings in this study may help better understand why past literature is limited in regards to special needs. Limited knowledge of many disabilities is available and views on education spending/funding are reliant upon external factors having nothing to do with educating students. Other studies may approach the same information differently though by having this study focus on barriers faced by special education and barriers endured by different-ability folks the perspective then shifts the direction of research. There needs to be an increased amount of attention toward the education systems' tangible and intangible assets (Laudan 2012). Past theories implying the need to create policies in favor of increased funding and increased equality for differently-abled individuals do not fully satisfy the requirement students deserve. An increased sense of urgency, enforcement, and support make the necessary difference to advance

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the impact of setting policies, regulations, and curriculums, one of many steps forward in the right direction.

Limitations

Several factors kept potential insight limited due to a smaller sample size and broad questions. Randomly asking a bigger size of people in the range of thousands could show more significant results. Questions sometimes didn't have flexible answer options, which also notes the uncertain likelihood every respondent has accessibility to medical and professional attention. Mental and emotional disabilities are very different, though were categorized here and by doing so, limits how specific results may be. Many missing information points regarding why respondents answered 'I don't know' or 'No answer' also led to a smaller sample size, which makes it more difficult to find conclusive results. Currently there is a rare amount of research available on disabilities, which means understanding how to properly treat disabilities and differently-abled individuals is still limited. The severity of many disabilities also creates limitation because the lack of research on disability to begin with makes it harder to adjust teaching styles for different students based on their individual necessities. Restructuring the relationship between politics and education is a step forward in better understanding other relationships such as disability and education, which ultimately are effected by politics

Conclusion

Whether or not having a disability increases or decreases support for government spending on education other findings have shown the need to reinvest into the nations' education

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system. The future is within the state of education and change doesn't occur instantly. What happens if change doesn't happen? Differently-abled individuals could find themselves in a dilemma only becoming more difficult. Support is important and it's necessary for anything to take place. Understanding what influences support and how support may be influenced with hopes of bringing change creates a bigger foundation that may eventually be useful in creating more schools, more inclusive environments, more social awareness, stricter policies, tighter regulation and more funding spread outside of mainstream education.

The data used from the GSS was limited though presented opportunities for the data base to improve results and statistics. As a result, better preparing future research to make further strides with this issue, inching closer to full equality. The impacts of policy change, fund revisions, and quality improvement all could dictate support and could be impacted by support. What does all of this mean for my theory and future research: more depth should be looked at. A lot of research has been done to make small progress. In the climate of today's world, differently-abled individuals need the support of their fully-abled peers more than ever before. In the midst of a pandemic, differently-abled individuals are even more limited. Therapy for safety reasons can not be orchestrated and so in a larger sense, the community has to come together even more to unite with differently-abled individuals to help them have an easier journey.

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Tables and Figures

Table 1. Descriptive Statistics for Every Variable.

Variable:	Mean:	Median:	Standard Deviation:
Emotional/mental disability	.06	0	.243
Education System Spending	2.69	3	.566
Political Party	2.78	3	1.931
White Respondent	.75	1	.431

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Table 2. Bivariate Correlations for Every Variable

Variables:	Federal spending on Education System views	R is White	Affiliated Political Party (conservative scale)
R has an emotional/mental disability	-0.39	.045	-.017
Spending on Education System views		-.062	-.136*
R is White			.274*

P* < .05

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Table 3. Regression of attitudes on education spending and every variable.

Variables	<i>b</i>	β
Constant	2.831	
White Respondent	-.025	.540
Emotional/mental disability	-.040	.305
Affiliated Political Party (Conservative Scale)	-.129	.001*

$R^2 = .021$; $F(648) = 4.550^*$

$P^* < .05$

Figure 1. Histogram of Emotional/Mental Disability

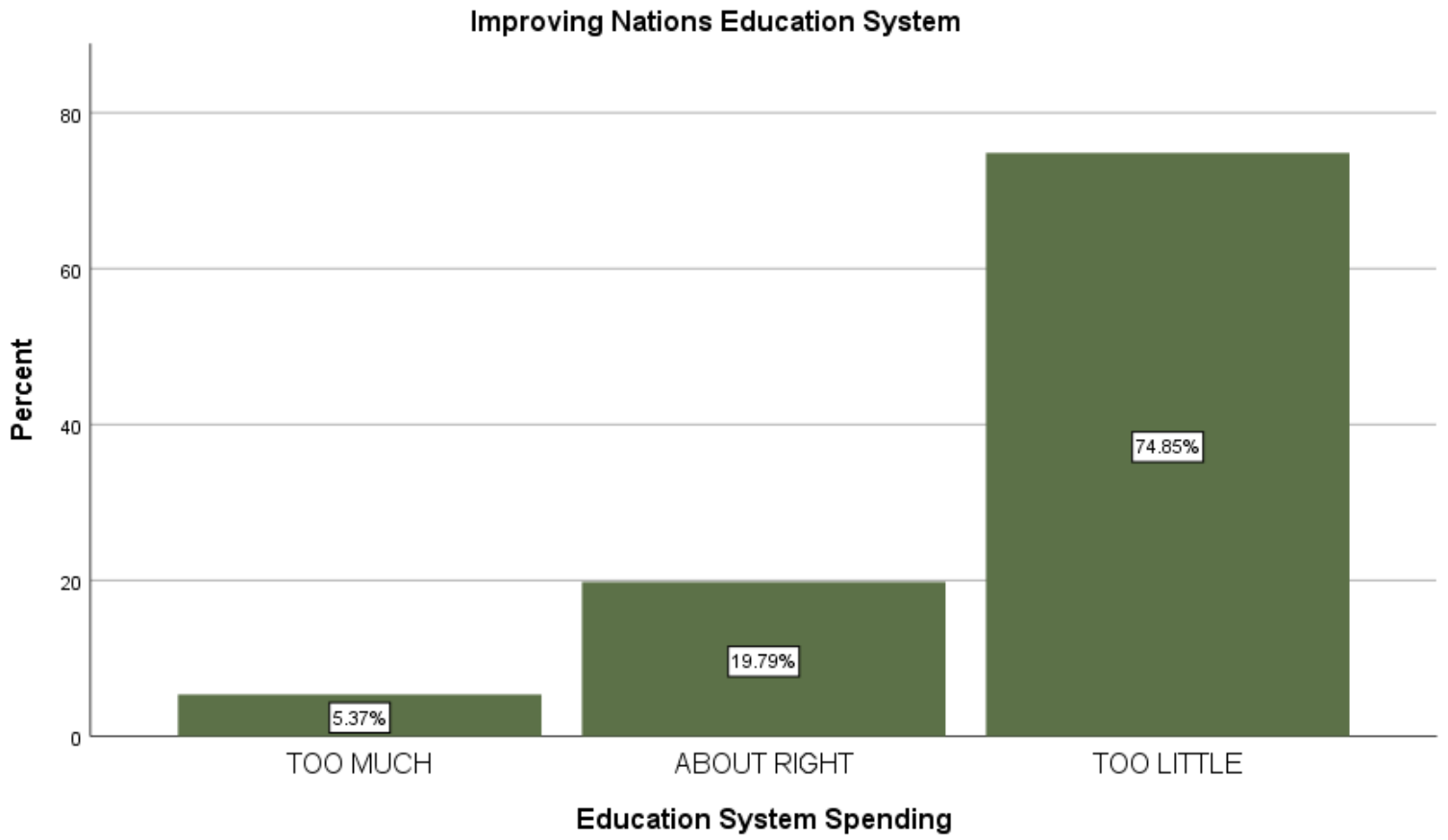


Figure 2. Improving Nation’s Education System Attitudes Histogram

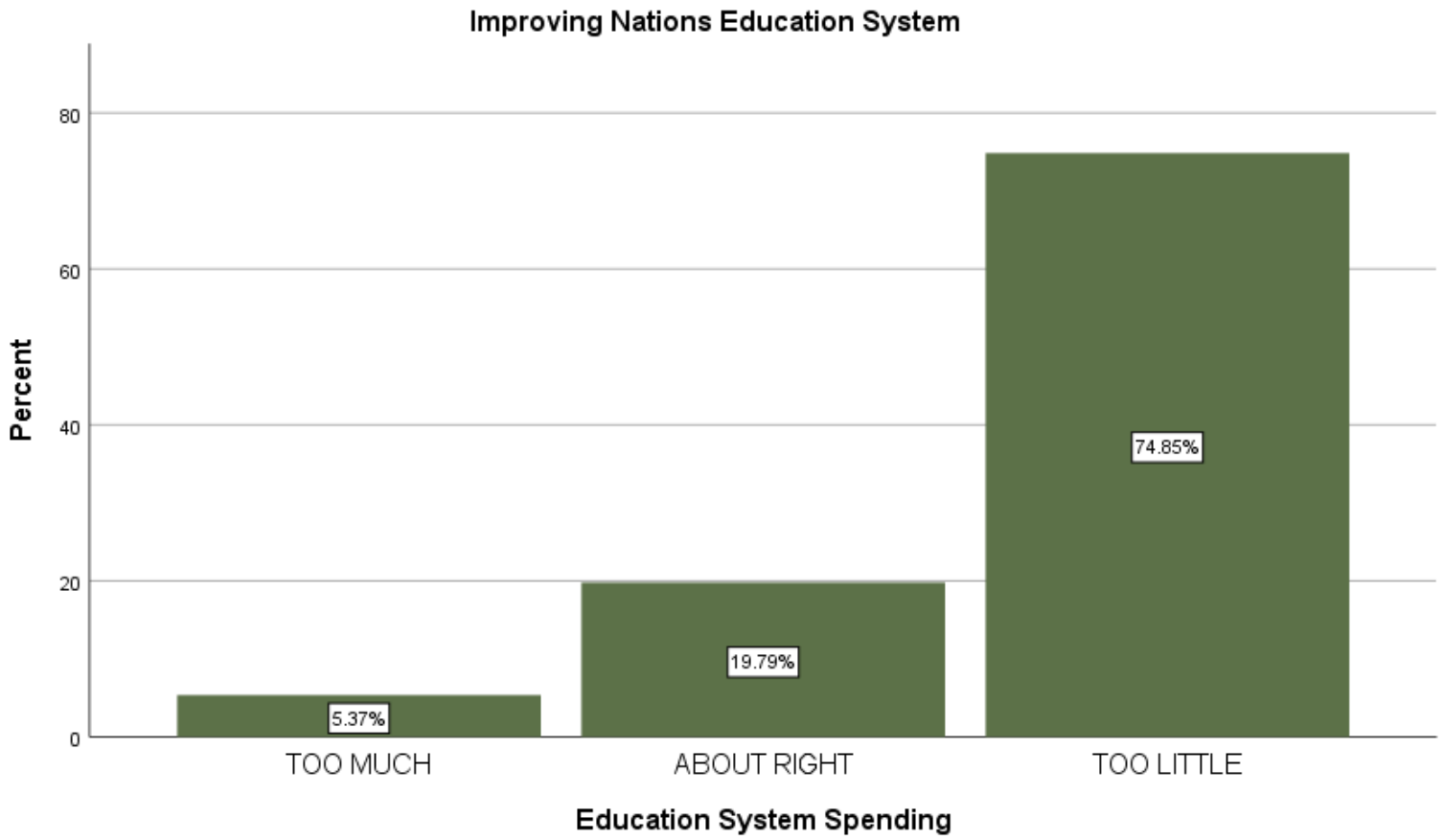
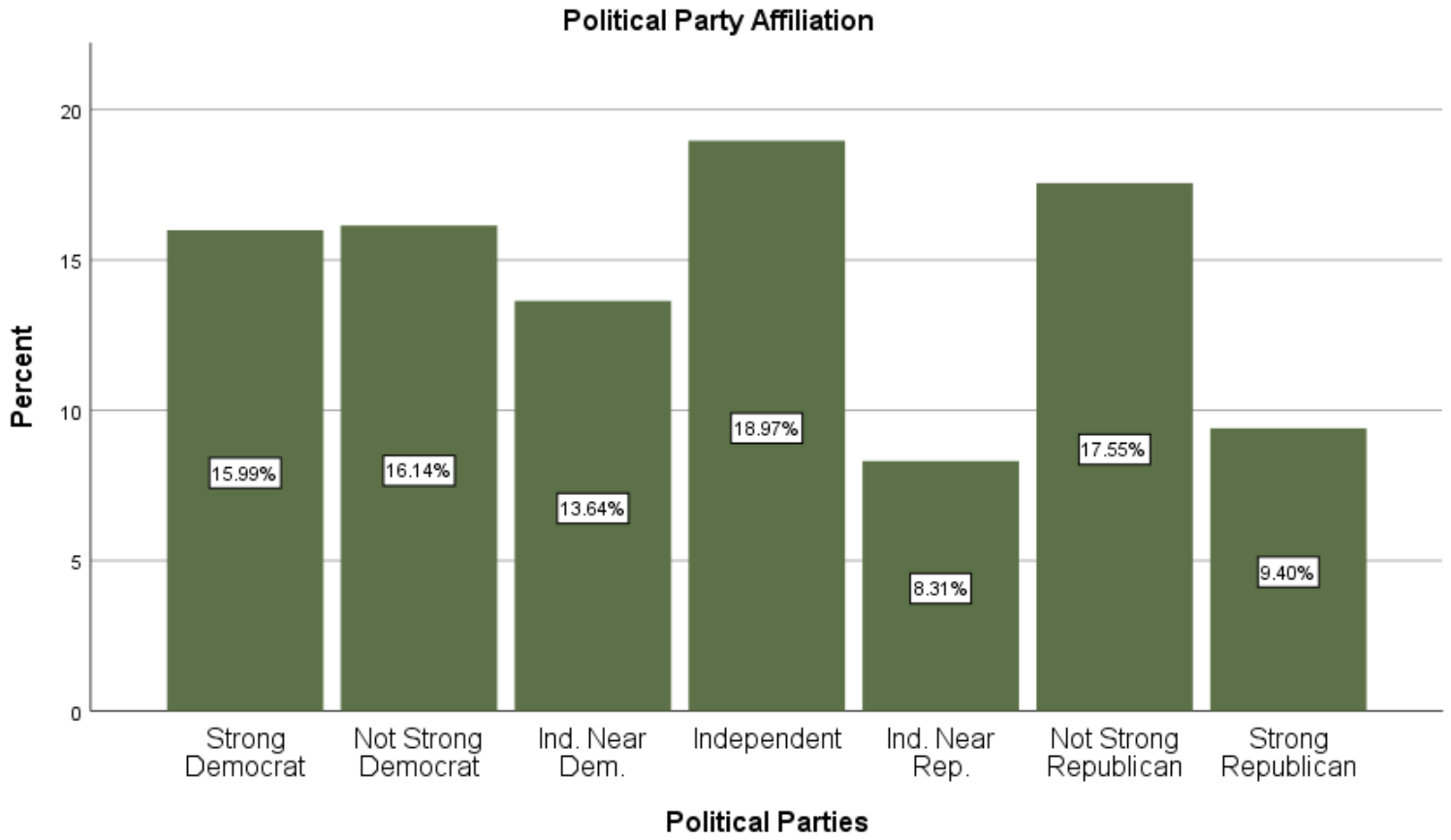


Figure 3. Affiliated Political Party Histogram



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Figure 4. Respondents' Race Histogram

