

LEARNING DISABILITY SURVEY: PROGRAM EMPHASIS, STAFFING
PROCEDURES, AND TYPES OF LEARNING DISABILITY TEACHERS DESIRED

by

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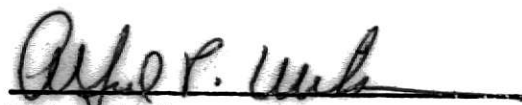
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Chapter I

INTRODUCTION

In their efforts to continuously provide well-trained teachers, American colleges and universities are constantly implementing new techniques and courses to enhance their teacher education programs. In doing so, the needs of the community must be considered. With this idea in mind, in addition to the fact that learning disabilities is a relatively new field, this survey (see Appendix A) was designed and sent to every superintendent, principal, school psychologist, director of special education, and learning disability teacher in the state of Kansas. It was the writer's view that these people could make valuable input as to the kinds and degree of skills needed by future learning disability teachers. This input will be used in modifying and improving the learning disability teacher education program at Kansas State University.

The general purpose of the survey was to solicit the opinions of school personnel concerning the expectations of prospective graduates in the field of learning disabilities in regard to: (I) staffing, identifying program emphasis at each school level, and setting up the learning disability program; (II) the job responsibility of the learning disability teacher in the school and community; (III) desirable courses for teacher training; (IV) affective domain and the school environment; and (V) the concept of learning disabilities, effective testing devices,

and desirable case load for the learning disability teacher.

Specifically, this writer was concerned with Part I. Therefore, the scope of this report will be limited to the staffing, identifying of program emphasis at each school level, and setting up the learning disabilities program.

Chapter II

PROCEDURES

In mid-February, a committee was formed to design a survey device which could be used in obtaining information concerning the skills needed by prospective teachers of learning disabilities. It was felt at that time, that opinions should be sought from schools principals, superintendents, teachers already in the field, directors of special education, parents of learning disabled children, and students enrolled in the learning disability teacher education program at Kansas State University. The survey would be conducted either through telephoning or sending written questionnaires, and would cover the areas of teacher training, tests used to identify learning disabled students, the importance of dress and appearance, and several other areas of teacher effectiveness.

After numerous meetings, it was finally decided to construct a written questionnaire utilizing sixteen short answer questions. These sixteen questions were drafted, and then reworded for congruency with the groups to be sampled. Days later, the original questionnaire (see Appendix B), along with a cover-letter explaining its purpose, was ready for review. Upon consultation with several members of the university staff, it was found that the survey questions were too general in nature. Thus the questions were revised so that more specific information could be received. It was also decided that this type

questionnaire, because of various difficulties, was not feasible for the desired purposes. It was suggested that a device which would lend itself to a rating scale would be more desirable for quantitative purposes. Therefore, using the original sixteen short answer questions as a guide, the survey was divided into five distinct areas. Each committee member designed items for one of four sections, and the fifth section was the combined efforts of all members. After several weeks of independent work, the sections were combined and a tentative copy was drafted. This copy utilized a rating scale of: one, for strongly agree; two, for agree; three, for undecided; four, for disagree; and five, for strongly disagree. In April, the final copy, which consisted of one-hundred-two items in five parts and a sixth part for biographical information, was reviewed and approved.

In preparation for mailing, computer print-out sheets which carried the names of school personnel in the state were secured. For the purpose of follow-up, the sheets were coded along with a corresponding survey. A new cover letter was drafted, printed, and hand signed. Finally the survey, along with the cover-letter (see Appendix C), and a postage-paid envelope, was sent to every superintendent, school psychologist, director of special education, and teacher of learning disabilities in the state of Kansas. The survey was also given to the students enrolled in the Kansas State teacher education program for learning disabilities.

As the surveys were returned, the names were checked off the list, and code numbers were removed. After two weeks a follow-up letter (see Appendix D), was sent to each person who had not responded.

The next step was to record the data on Fortran keypunch data

sheets. The survey was then divided among the investigators for analysis of data, conclusions, and recommendations. This report is limited to Part I- the staffing, identifying program emphasis at each school level, and setting up the learning disability program.

Chapter III

FINDINGS

The computer was programmed to yield mean, mode standard deviation, and number of respondents to each item. It was also programmed to show percentages of group total, subgroup, and divisional ratings within each subgroup. These subgroups and their respective divisions were: positional, which included psychologists, learning disability teachers, principals, superintendents, directors of special education and students; sex, which consisted of males and females; degree, which included bachelors, masters, masters plus, and doctorate levels of education; and experience, which consisted of 1 to 3 years division, 4 to 6 years division, 7 to 9 years division, and the 10 plus division. Percentages for the division of the positional subgroup were reported. They were as follows: principals, 707 received of 1652 sent, indicating a 43 percent response; superintendents, 206 out of 328, indicating a 63 percent response; learning disability teachers, 226 out of 274, indicating an 82 percent response; directors of special education 46 out of 52, indicating an 88 percent response; school psychologists, 119 out of 158, indicating 75 percent response; and Kansas State University students, 56 out of 56 indicating a 100 percent response.

The questions on this part of the survey were broken into the four major headings of placement of the learning disabled child into the program, program emphasis at each school level, participants in

setting up the program, and desirability of different kinds of learning disability teachers. Results were given for each item according to the rating of total group responses. Further analysis was made for significant discrepancies in rating among the divisions of each subgroup. The chi square value for each subgroup was indicated. An asterisk placed was by those values indicating a significant chi square of .05 level or above.

PLACEMENT OF THE LEARNING DISABLED CHILD INTO THE PROGRAM

This section of the chapter was an attempt to determine which school personnel should participate in the decision to place a child into the learning disability program, and how placement should be initiated. The scope of this covered questions one, two, four, five, eight, thirteen, sixteen, twenty-one, and twenty-five.

When asked whether every child in the school should be screened for learning disability problems, 54.2 percent of the total group agreed or strongly agreed with the question, and 9 percent was undecided. The mean rating was 2.63 (see Table 1), and a significant discrepancy was found in the positional division only. Within this subgroup, the students tended to agree more strongly than the others (see Table 2).

Upon examination of item 2, it was found that 89.1 percent of the total group responding, agreed or strongly agreed that the principal should participate in the decision to place a child into the learning disability program (see Table 3). The mean rating was 1.74 (see Table 1). Ratings according to gender, degree and experience showed significant discrepancies. Although both males and females agreed with the question,

Table 1

Total Group Response to Each Item

Part I. Staffing, Program Emphasis at
Each School Level, and Types of
Learning Disability Teachers Desired

Item	Mode	Mean	Standard Deviation	Number Responding
1	1.00	2.63	1.38	1351
2	2.00	1.74	.82	1360
3	2.00	2.57	1.02	1336
4	2.00	2.54	1.08	1360
5	2.00	1.91	.81	1354
6	1.00	1.55	.71	1360
7	2.00	2.40	1.23	1346
8	1.00	1.55	.72	1361
9	2.00	2.21	1.09	1345
10	1.00	1.58	.68	1357
11	1.00	2.17	1.54	1356
12	2.00	2.19	1.07	1360
13	2.00	2.20	1.02	1355
14	2.00	2.28	1.01	1359
15	2.00	2.39	1.06	1354
16	1.00	1.56	.63	1360
17	4.00	3.18	1.07	1350
18	4.00	3.43	1.14	1356
19	1.00	1.42	.57	1359
20	2.00	1.74	.73	1355
21	2.00	1.80	.84	1351
22	2.00	1.83	.79	1349
23	2.00	1.77	.76	1348
24	2.00	2.44	1.01	1332
25	2.00	1.83	.75	1352
26	2.00	2.15	.77	1344

Table 2

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 1

1. Every child in the school
should be screened for learn-
ing disability problems.

χ^2		1	2	3	4	5	**
	Total Group	27.7	26.5	9.0	26.7	9.3	<u>1351</u> 11
	Psychologist	24.3	22.6	6.1	34.8	12.2	<u>115</u> 4
	L.D. Teacher	26.5	24.2	8.5	31.8	9.0	<u>223</u> 3
	Principals	28.9	29.4	9.5	25.0	7.2	<u>705</u> 2
	Superintendents	24.3	24.8	9.7	26.7	14.6	<u>206</u> 0
	Directors	27.3	22.7	11.4	22.7	15.9	<u>44</u> 2
	Students	42.9	23.2	8.9	21.4	3.6	<u>56</u> 0
	Male	28.0	27.8	9.3	25.0	9.8	<u>956</u> 5
	Female	27.6	24.1	8.6	31.6	8.1	<u>395</u> 6
	Bachelors	38.2	22.1	6.9	26.7	6.1	<u>141</u> 2
	Masters	27.3	26.6	9.4	27.6	9.1	<u>831</u> 6
	Masters Plus	27.9	28.7	10.1	22.9	10.5	<u>258</u> 2
	Doctorate	17.8	25.6	10.0	31.1	15.6	<u>90</u> 0
	1-3 Years	25.8	24.2	8.3	32.5	9.2	<u>120</u> 2
	4-6 Years	31.0	24.8	8.0	26.5	9.7	<u>113</u> 0
	7-9 Years	36.5	22.4	9.4	23.5	8.2	<u>85</u> 2
	10 Plus Years	26.7	28.4	9.6	26.2	9.1	<u>953</u> 6

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 3

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 2

2. The principal should participate in the decision to place a child in the L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	42.6	46.5	5.9	3.8	1.0	<u>1360</u> 0
0.0*	Psychologist	42.9	47.9	3.4	4.2	1.7	<u>119</u> 0
	L.D. Teacher	23.6	52.0	12.9	8.4	3.1	<u>225</u> 1
	Principals	47.5	45.3	4.4	2.4	.4	<u>706</u> 1
	Superintendents	51.9	44.7	1.9	1.5	0.0	<u>206</u> 0
	Directors	47.8	52.2	0.0	0.0	0.0	<u>46</u> 0
	Students	19.6	39.3	23.2	14.3	3.6	<u>56</u> 0
.0000*	Male	47.6	45.3	3.9	2.5	0.8	<u>961</u> 0
	Female	30.8	49.6	11.0	7.0	1.5	<u>399</u> 2
.0000*	Bachelors	27.1	44.4	15.0	9.8	3.8	<u>133</u> 0
	Masters	46.1	46.3	4.1	2.8	0.8	<u>836</u> 1
	Masters Plus	43.2	45.9	5.8	4.2	0.8	<u>259</u> 1
	Doctorate	42.2	53.3	3.3	1.1	0.0	<u>90</u> 0
.0000*	1-3 Years	33.6	42.6	11.5	9.8	2.5	<u>122</u> 0
	4-6 Years	26.5	51.3	11.5	4.4	6.2	<u>113</u> 0
	7-9 Years	32.2	56.3	4.6	5.7	1.1	<u>87</u> 0
	10 Plus Years	47.7	45.3	4.3	2.6	0.2	<u>937</u> 2

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

the males tended to agree more strongly. Respondents above the bachelors degree and with more years of experience agreed more strongly.

When asked on item 4 if the school nurse should participate in the decision to place a child into a learning disability program, 55.8 percent of the total group agreed or strongly agreed and 22.6 percent was undecided (see Table 4). The mean rating was 2.54 (see Table 1). Significant discrepancies were found in sex, experience, and position. Although the total group agreed the psychologist tended to disagree with the question more so than the other divisions; females more than males, and the less experienced more than the experienced.

When asked on item 5 if placement in the learning disability program should be initiated by the regular classroom teacher referrals, 85.1 percent of the total group agreed or strongly agreed and 8.7 percent was undecided (see Table 5). This yielded a mean score of 1.91 (see Table 1). All the division within each subgroup agreed or strongly agreed with this question (80.3-91 percent). It is felt that this indicates subgroup congruence.

It was found that 93.7 percent of the total responding to item 8 agreed or strongly agreed that the learning disability teacher should participate in the decision to place a child into a learning disability program (see Table 6). The mean rating was 1.55 (see Table 1). Significant discrepancies were found in all subdivisions. Although all divisions in each subgroup agreed strongly students tended to do so more than any other in the positional subgroup; females more than males; those with bachelors degrees more than those with higher degrees; and the more experienced less than the other divisions in that subgroup.

Of the total group responding to item 13, 71.2 percent felt that

Table 4

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 4

4. The school nurse should participate in the decision to place a child in a L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	16.2	39.6	22.6	17.2	4.3	$\frac{1360}{2}$
.0000*	Psychologist	12.7	34.7	15.3	33.1	4.2	$\frac{118}{1}$
	L.D. Teacher	10.6	32.7	21.7	27.9	2.2	$\frac{226}{0}$
	Principals	12.8	43.6	23.8	11.8	3.0	$\frac{706}{1}$
	Superintendents	18.4	36.9	25.2	14.1	5.3	$\frac{206}{0}$
	Directors	19.0	45.7	17.4	15.2	2.2	$\frac{46}{0}$
	Students	16.1	32.1	23.2	21.4	7.1	$\frac{56}{0}$
.0000*	Male	17.5	40.6	23.8	14.0	4.2	$\frac{960}{1}$
	Female	13.3	37.3	20.0	25.0	4.5	$\frac{400}{1}$
.4830	Bachelors	12.8	33.1	24.1	22.6	7.5	$\frac{133}{0}$
	Masters	16.0	40.3	23.2	16.6	3.8	$\frac{836}{1}$
	Masters Plus	18.8	38.1	22.7	16.5	3.8	$\frac{260}{0}$
	Doctorate	16.7	44.4	18.9	16.7	3.3	$\frac{90}{0}$
.0002*	1-3 Years	10.7	32.8	21.3	27.9	7.4	$\frac{122}{0}$
	4-6 Years	12.4	32.7	29.2	21.2	4.4	$\frac{113}{0}$
	7-9 Years	9.2	39.1	20.7	27.6	3.4	$\frac{87}{0}$
	10 Plus Years	17.8	41.4	22.9	14.0	3.8	$\frac{937}{2}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 5

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 5

5. Placement in the L.D. program
should be initiated by class-
room teacher referrals.

χ^2		1	2	3	4	5	**
	Total Group	29.4	55.7	8.7	4.6	1.0	$\frac{1358}{8}$
.1009	Psychologist	23.7	61.9	8.5	5.1	0.8	$\frac{118}{1}$
	L.D. Teacher	33.3	52.9	5.8	7.6	0.4	$\frac{225}{1}$
	Principals	27.6	57.0	9.8	4.5	1.1	$\frac{704}{3}$
	Superintendents	36.3	51.5	9.8	1.5	1.0	$\frac{204}{2}$
	Directors	28.9	55.6	4.4	8.9	2.2	$\frac{45}{1}$
	Students	28.6	62.5	7.1	0.0	1.8	$\frac{56}{0}$
.2117	Male	28.5	56.2	9.7	4.4	1.1	$\frac{957}{4}$
	Female	32.2	55.7	6.3	5.0	0.8	$\frac{397}{4}$
.6480	Bachelors	32.6	56.8	5.3	4.5	0.8	$\frac{132}{1}$
	Masters	30.2	54.9	8.7	4.8	1.4	$\frac{832}{5}$
	Masters Plus	27.9	58.9	8.9	3.9	0.4	$\frac{259}{1}$
	Doctorate	25.6	55.6	13.3	5.6	0.0	$\frac{90}{0}$
.4835	1-3 Years	28.1	60.3	5.0	5.8	0.8	$\frac{121}{1}$
	4-6 Years	23.0	57.5	10.6	7.1	1.8	$\frac{113}{0}$
	7-9 Years	29.1	51.2	10.5	7.0	2.3	$\frac{86}{0}$
	10 Plus Years	30.5	55.7	8.9	3.9	1.0	$\frac{933}{6}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 6

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 8

8. The L.D. teacher should participate in the decision to place a child in a L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	54.1	39.1	3.8	1.8	0.7	$\frac{1361}{1}$
.0000*	Psychologist	66.4	31.9	0.8	0.8	0.0	$\frac{119}{0}$
	L.D. Teacher	74.3	23.0	1.3	1.3	0.0	$\frac{226}{0}$
	Principals	44.3	46.9	5.0	2.8	1.0	$\frac{706}{1}$
	Superintendents	51.0	42.2	5.8	0.0	1.0	$\frac{206}{0}$
	Directors	65.2	30.4	2.2	2.2	0.0	$\frac{46}{0}$
	Students	83.9	16.1	0.0	0.0	0.0	$\frac{56}{0}$
.0000*	Male	49.9	42.1	4.4	2.2	0.9	$\frac{961}{0}$
	Female	65.8	30.8	2.5	1.0	0.0	$\frac{400}{1}$
.0001*	Bachelors	75.9	22.6	0.8	0.8	0.0	$\frac{133}{0}$
	Masters	52.3	40.7	4.7	1.7	0.7	$\frac{836}{1}$
	Masters Plus	53.1	41.2	2.3	2.7	0.8	$\frac{260}{0}$
	Doctorate	40.0	50.0	5.6	3.3	1.1	$\frac{90}{0}$
.0000*	1-3 Years	73.8	25.4	0.0	0.8	0.0	$\frac{122}{0}$
	4-6 Years	76.1	20.4	1.8	0.9	0.9	$\frac{113}{0}$
	7-9 Years	60.9	36.8	1.1	1.1	0.0	$\frac{87}{0}$
	10 Plus Years	47.7	44.2	5.2	2.0	0.9	$\frac{938}{1}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

the director of special education should participate in the decision to place a child into an L. D. program and 13.7 percent was undecided (see Table 7). This yielded a mean score of 2.20 (see Table 1).

Significant discrepancies were found in sex, position, degree, and experience. In the positional subgroup, learning disability teachers with the question agreed less strongly than the others. Females agreed less than males, those with bachelor degrees less than higher levels of education, and those with less experience agreed more with the question than the other divisions within that subgroup.

Of the total group responding to item 16, 94 percent agreed or strongly agreed that the psychologist should participate in the decision to place a child into the learning disability program (see Table 8). This yielded a mean score of 2.20 (see Table 1). A significant discrepancy was found in the positional category. Psychologist overwhelmingly agreed with this question (100%). The ratings were relatively congruent in each of the other divisions.

Of the total group responding to item 18, 56.1 percent felt that the superintendent should not participate in the decision to place a child into the learning disability program. Twenty percent was undecided (see Table 9). This yielded a mean score of 3.43 percent (see Table 1). Significant discrepancies were found in all areas. The superintendents tended to disagree with the question at a lower rate than any of the other positional subgroups, and females disagreed more strongly than males. In the educational subgroup, percentages ranged from 53.9-62.2, with the masters plus division disagreeing more strongly. With the years of experience subgroup, agreement decreased with the increase of experience.

Table 7

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 13

13. The director of special
education should partici-
pate in the decision to
place a child in a L.D.
program.

χ^2		1	2	3	4	5	**
	Total Group	25.5	45.5	13.7	12.7	1.9	<u>1355</u> 7
.0000*	Psychologist	22.7	43.7	13.4	17.6	2.5	<u>119</u> 0
	L.D. Teacher	17.3	40.0	16.0	24.0	2.7	<u>225</u> 1
	Principals	25.2	48.1	14.1	11.0	1.6	<u>201</u> 6
	Superintendents	32.5	53.4	7.8	5.8	0.5	<u>206</u> 0
	Directors	41.3	30.4	19.6	6.5	2.2	<u>46</u> 0
	Students	32.1	33.9	16.1	10.7	7.1	<u>56</u> 0
.0000*	Male	26.9	47.5	13.3	10.8	1.6	<u>957</u> 3
	Female	22.6	42.0	15.1	17.6	2.8	<u>398</u> 3
.00095*	Bachelors	19.1	44.3	14.5	17.6	4.6	<u>131</u> 5
	Masters	25.8	46.7	13.7	12.2	1.6	<u>833</u> 8
	Masters Plus	29.7	39.8	15.4	12.4	2.7	<u>259</u> 1
	Doctorate	18.9	62.2	7.8	11.1	0.0	<u>90</u> 0
.0000*	1-3 Years	13.2	34.7	17.4	30.6	4.1	<u>121</u> 1
	4-6 Years	10.5	43.4	15.0	18.6	3.5	<u>143</u> 0
	7-9 Years	28.7	41.4	17.2	10.3	2.3	<u>87</u> 0
	10 Plus Years	27.5	48.6	12.8	9.7	1.3	<u>934</u> 5

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 8

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 16

16. The psychologist should participate in the decision to place a child in a L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	49.4	46.0	3.3	0.7	0.4	$\frac{1360}{2}$
.0000*	Psychologist	78.2	21.8	0.0	0.0	0.0	$\frac{119}{0}$
	L.D. Teacher	50.4	42.9	4.0	2.2	0.4	$\frac{226}{0}$
	Principals	43.3	52.3	3.5	0.6	0.3	$\frac{702}{2}$
	Superintendents	52.4	42.7	3.9	0.5	0.0	$\frac{206}{0}$
	Directors	50.0	45.7	2.2	0.0	2.2	$\frac{46}{0}$
	Students	50.0	46.4	3.6	0.0	0.0	$\frac{56}{0}$
.1577	Male	48.6	47.1	3.5	0.4	0.3	$\frac{961}{0}$
	Female	51.6	43.6	2.8	1.5	0.5	$\frac{399}{2}$
.5167	Bachelors	45.1	51.1	3.0	0.0	0.8	$\frac{133}{0}$
	Masters	49.1	46.0	3.9	0.6	0.4	$\frac{837}{0}$
	Masters Plus	52.1	44.0	1.9	1.5	0.4	$\frac{259}{1}$
	Doctorate	51.1	47.8	1.1	0.0	0.0	$\frac{90}{0}$
.1811.	1-3 Years	63.1	32.8	2.5	0.8	0.8	$\frac{122}{0}$
	4-6 Years	48.7	46.9	2.7	1.8	0.0	$\frac{113}{0}$
	7-9 Years	44.8	52.9	2.3	0.0	0.0	$\frac{87}{0}$
	10 Plus Years	47.8	47.4	3.7	0.7	0.3	$\frac{938}{1}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 9

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 18

18. The superintendent should
participate in the decision
to place a child in a L.D.
program.

χ^2		1	2	3	4	5	**
	Total Group	6.6	16.2	20.7	40.0	16.1	<u>1356</u> 6
.0000*	Psychologist	2.6	6.8	13.7	50.4	26.5	<u>113</u> 6
	L.D. Teacher	3.1	12.8	17.3	42.0	24.8	<u>224</u> 2
	Principals	9.1	16.8	21.2	40.2	12.8	<u>705</u> 2
	Superintendents	6.3	23.4	29.3	32.2	8.8	<u>206</u> 0
	Directors	2.2	17.4	13.0	50.0	17.4	<u>46</u> 0
	Students	3.6	16.1	19.6	32.1	28.6	<u>56</u> 0
.0000*	Male	7.4	17.7	21.6	39.4	13.9	<u>961</u> 0
	Female	4.8	12.8	18.8	42.1	21.6	<u>399</u> 2
.0064*	Bachelors	2.3	17.3	18.8	33.8	27.8	<u>122</u> 0
	Masters	7.2	17.4	21.4	39.4	14.5	<u>837</u> 0
	Masters Plus	8.1	12.7	19.7	43.6	15.8	<u>259</u> 1
	Doctorate	2.2	15.6	20.0	47.8	14.4	<u>90</u> 0
.0000*	1-3 Years	1.7	9.1	13.2	47.1	28.9	<u>122</u> 0
	4-6 Years	4.4	13.3	11.5	43.4	27.4	<u>113</u> 0
	7-9 Years	4.6	13.8	25.3	37.9	18.4	<u>87</u> 0
	10 Plus Years	7.7	17.6	22.7	39.7	12.3	<u>938</u> 1

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

When asked if parents should participate in the decision to place a child into the learning program, 86.7 percent of the total group agreed or strongly agreed and 7.6 percent was undecided (see Table 10). This gave a mean rating of 1.80 (see Table 1). A significant discrepancy was found in the positional subgroup. The psychologist tended to agree more with the question than the other divisions. The divisions within each of the other subgroups responded consistently with the total group findings.

Upon examination of the total groups response to item 25, 88.5 percent felt that the regular classroom teacher should participate in the decision to place a child into the program (see Table 11). This yielded a mean rating of 1.83 (see Table 1). Significant discrepancies were found in gender, position, and experience. The principals tended to disagree less strongly with the question than the other divisions of the positional subgroup. Females agreed stronger than males, and the ten plus year group agreed less than the other year divisions.

PROGRAM EMPHASIS AT EACH SCHOOL LEVEL

This section of the chapter examined questions three, seven, nine, seventeen, twenty-one, and twenty-four. These questions sought information which would identify the learning disability teacher's main concern at the elementary, junior high, and senior high school levels.

Upon examination of item 3, it was agreed or strongly agreed by the total group responding that the total school emphasis for the learning disabled child at the junior high level should be upon remediation with some presentation of vocational information and training. This agreement was 52.3 percent and 25 percent was undecided (see Table 12). The mean

Table 10

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 21

21. The parents should participate in the decision to place a child in a L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	39.0	47.7	7.6	3.7	1.3	$\frac{1351}{11}$
.0050*	Psychologist	55.9	37.3	3.4	2.5	0.8	$\frac{118}{1}$
	L.D. Teacher	42.9	42.0	8.5	4.9	1.8	$\frac{224}{2}$
	Principals	33.5	52.8	8.7	3.7	1.3	$\frac{699}{8}$
	Superintendents	43.7	45.6	6.3	3.9	0.5	$\frac{206}{0}$
	Directors	45.7	50.0	0.0	2.2	2.2	$\frac{46}{0}$
	Students	41.1	42.9	10.7	1.8	3.6	$\frac{56}{0}$
.4366	Male	38.1	49.5	7.6	3.4	1.4	$\frac{955}{6}$
	Female	42.2	44.4	7.6	4.5	1.3	$\frac{396}{5}$
.1285	Bachelors	40.6	43.6	8.3	3.0	4.5	$\frac{133}{0}$
	Masters	37.6	49.8	8.0	3.6	1.1	$\frac{830}{7}$
	Masters Plus	44.4	44.0	7.0	3.9	0.8	$\frac{257}{3}$
	Doctorate	34.4	55.6	5.6	3.3	1.1	$\frac{90}{0}$
.0571	1-3 Years	42.6	44.3	6.6	2.5	4.1	$\frac{122}{0}$
	4-6 Years	46.8	38.7	8.1	6.3	0.0	$\frac{111}{2}$
	7-9 Years	44.2	44.2	9.3	1.2	1.2	$\frac{86}{1}$
	10 Plus Years	37.0	50.5	7.6	3.8	1.2	$\frac{930}{9}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 11

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 25

25. The regular classroom teacher should participate in the decision to place a child in a L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	32.8	55.7	6.8	3.4	.07	$\frac{1352}{10}$
.0008	Psychologist	39.8	47.5	3.4	6.8	2.5	$\frac{118}{1}$
	L.D. Teacher	40.0	52.9	4.9	1.8	0.4	$\frac{225}{1}$
	Principals	28.0	59.9	7.4	4.0	0.6	$\frac{699}{8}$
	Superintendents	31.1	56.8	9.2	2.4	0.5	$\frac{206}{0}$
	Directors	43.5	50.0	6.5	0.0	0.0	$\frac{46}{0}$
	Students	51.8	41.1	5.4	1.8	0.0	$\frac{56}{0}$
.0000*	Male	29.2	58.4	7.5	4.1	0.7	$\frac{955}{8}$
	Female	42.3	50.4	5.0	1.8	0.5	$\frac{397}{4}$
.3133	Bachelors	41.4	51.9	4.5	2.3	0.0	$\frac{133}{0}$
	Masters	31.8	56.1	7.6	3.6	1.0	$\frac{831}{6}$
	Masters Plus	33.1	56.4	5.4	4.7	0.4	$\frac{257}{3}$
	Doctorate	27.4	64.4	6.7	1.1	0.0	$\frac{90}{0}$
.0181*	1-3 Years	38.5	55.7	2.5	2.5	0.8	$\frac{122}{0}$
	4-6 Years	45.0	40.5	9.9	3.6	0.9	$\frac{111}{2}$
	7-9 Years	33.3	59.8	2.3	4.6	0.0	$\frac{87}{0}$
	10 Plus Years	29.9	58.6	7.6	3.1	0.8	$\frac{933}{6}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 12

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 3

3. At the junior high level (7-8)
the total school emphasis for
the L.D. child should be upon
remediation with some pre-
sentation of vocational in-
formation and training.

χ^2		1	2	3	4	5	**
	Total Group	12.8	39.5	25.9	16.7	3.2	$\frac{1336}{26}$
.0000*	Psychologist	11.1	35.0	17.1	32.5	4.3	$\frac{117}{2}$
	L.D. Teacher	16.3	41.2	17.2	19.5	5.9	$\frac{221}{5}$
	Principals	13.0	41.1	30.4	12.7	2.7	$\frac{693}{14}$
	Superintendents	10.9	42.6	27.2	17.3	2.0	$\frac{202}{4}$
	Directors	6.5	39.1	17.4	34.8	2.2	$\frac{46}{0}$
	Students	18.2	29.1	36.4	12.7	3.6	$\frac{56}{0}$
.0067*	Male	11.7	42.2	27.6	15.6	3.0	$\frac{944}{22}$
	Female	16.3	35.7	23.5	20.4	4.1	$\frac{392}{9}$
.1020	Bachelors	16.3	36.4	20.9	20.9	5.4	$\frac{129}{4}$
	Masters	13.1	40.4	27.6	15.4	3.5	$\frac{825}{12}$
	Masters Plus	11.9	44.8	23.4	18.3	1.6	$\frac{252}{8}$
	Doctorate	7.9	34.8	28.1	24.7	4.5	$\frac{89}{1}$
.0109*	1-3 Years	11.8	35.3	17.6	28.6	6.7	$\frac{119}{3}$
	4-6 Years	12.4	41.6	22.1	18.6	5.3	$\frac{113}{0}$
	7-9 Years	12.8	33.7	29.1	19.8	4.7	$\frac{86}{1}$
	10 Plus Years	12.5	41.9	27.7	15.3	2.6	$\frac{918}{21}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

response was 2.5 (see Table 1). In the degree and positional subgroups there were no discrepancies; however the sex and years of experience subdivisions reported significant discrepancies. Although the total group tended to agree, the 1 to 3 year experience division showed higher levels of disagreement within its subgroup. Women appeared to disagree more strongly than men.

Of the total group responding to item 7, 61.8 percent agreed or strongly agreed that at the elementary school level the total school emphasis should be upon doing away with the underlying causes of the disabilities, and bringing the child up to grade level. Thirteen percent was undecided (see Table 13). The mean response was 2.40 (see Table 1). Discrepancies were found in the gender, position and experience divisions. Psychologists and directors, and females tended to agree less strongly than other divisions in their respective subgroups. In the subgroup of experience, the degree of disagreement tended to decrease with the increase in years of experience.

When asked if the learning disability teacher should concentrate on the underlying causes of the learning disability, 68.9 percent of the total group responding to item 9 agreed or strongly agreed and 13.8 percent was undecided (see Table 14). The mean response was 2.21 (see Table 1). Discrepancies were reported in the areas of gender and degree. Men tended to agree more strongly with the question than women. In the subgroup of experience, agreement tended to increase with the increase of experience.

When asked if the learning disability teacher's main concern was to bring the child up to grade level in academic subjects, 31.7 percent of the total group responding agreed, and 20.6 percent was undecided

Table 13

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 7

7. At the elementary school level (K-6) the total school emphasis for the L.D. child should be upon doing away with the underlying causes of the disabilities and bringing the child up to grade level.

χ^2		1	2	3	4	5	**
	Total Group	27.7	34.1	13.6	17.4	6.1	$\frac{1346}{16}$
.0000*	Psychologist	13.8	30.2	11.2	32.8	12.1	$\frac{116}{5}$
	L.D. Teacher	29.7	29.7	9.5	22.5	8.6	$\frac{222}{4}$
	Principals	28.7	34.7	15.4	15.4	5.8	$\frac{701}{6}$
	Superintendents	33.7	40.5	12.2	12.2	1.5	$\frac{205}{1}$
	Directors	13.3	35.6	22.2	22.2	6.7	$\frac{45}{1}$
	Students	32.7	36.4	14.5	10.9	5.5	$\frac{55}{1}$
.0106*	Male	28.5	35.3	14.1	16.8	5.3	$\frac{955}{6}$
	Female	26.9	32.5	12.8	19.7	8.2	$\frac{391}{10}$
.9591	Bachelors	26.7	35.9	12.2	17.6	7.6	$\frac{131}{2}$
	Masters	28.7	33.6	13.7	17.7	6.3	$\frac{830}{7}$
	Masters Plus	28.2	34.1	14.1	17.6	5.9	$\frac{255}{5}$
	Doctorate	20.5	42.0	13.6	19.3	4.5	$\frac{88}{1}$
.0001*	1-3 Years	20.0	31.7	11.7	30.0	9.9	$\frac{120}{2}$
	4-6 Years	31.5	27.9	9.9	20.7	9.9	$\frac{111}{2}$
	7-9 Years	19.8	40.7	7.0	19.8	12.8	$\frac{86}{1}$
	10 Plus Years	30.5	34.9	14.6	15.2	4.8	$\frac{929}{10}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 14

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 9

9. A L.D. teacher should concentrate on the underlying causes of the learning disability.

χ^2		1	2	3	4	5	**
	Total Group	28.6	40.3	13.8	13.2	2.9	<u>1345-</u> 7
0.0*	Psychologist	12.6	31.0	16.4	32.8	6.9	<u>116</u> 3
	L.D. Teacher	23.1	31.7	15.4	22.6	7.2	<u>221</u> 5
	Principals	31.6	45.7	14.6	7.3	0.9	<u>700</u> 7
	Superintendents	36.1	46.8	10.2	5.4	1.5	<u>205</u> 1
	Directors	23.9	30.4	13.0	28.3	4.3	<u>46</u> 0
	Students	30.9	23.6	10.9	27.3	7.3	<u>55</u> 1
.0000*	Male	31.0	43.8	13.7	10.0	1.5	<u>956</u> 5
	Female	23.9	33.4	14.7	21.6	6.4	<u>389</u> 12
.5332	Bachelors	26.0	38.2	13.0	19.8	3.1	<u>131</u> 2
	Masters	29.2	40.9	14.6	12.6	2.7	<u>824</u> 13
	Masters Plus	29.7	44.8	13.1	10.0	2.3	<u>259</u> 1
	Doctorate	30.3	36.0	13.5	15.7	4.5	<u>89</u> 1
.0000*	1-3 Years	19.3	28.6	11.8	33.6	6.7	<u>119</u> 3
	4-6 Years	18.8	36.6	17.0	22.3	5.4	<u>112</u> 1
	7-9 Years	28.6	32.1	21.4	14.3	3.6	<u>84</u> 3
	10 Plus Years	32.2	44.5	12.8	8.9	1.6	<u>929</u> 10

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

(see Table 15). The mean response was 3.18 (see Table 1). There appeared to be mixed feelings concerning this items and discrepancies were reported in all subgroups. It appeared that each division within all the subgroups tended to respond less positively to the question with the increase in experience, education and position.

Of the total responding to item 22, 84.4 percent felt that the learning disability teacher should have access to extra money for specialized supplies, and 11.4 percent was undecided (see Table 16). The mean rating was 1.83 (see Table 1). Significant discrepancies were reported in all subgroups. In the sex subgroup men tended to respond less positively. In levels of degree and years of experience subgroups, the divisions appeared to decrease in agreement with the question with the increase in education and experience.

When asked if major emphasis at the senior high level should be on vocational information and preparation with low emphasis on remediation, 55.7 percent of the total group responding to item 22 agreed or strongly agreed with the question and 26.7 percent was undecided (see Table 17). The mean response was 2.44 (see Table 1). Discrepancies were found in all the subgroups. A large number of the psychologists responded positively to the question. A slightly larger percentage of women agreed more strongly than men. Agreement appeared to decrease with the increase in education and years of experience.

SETTING-UP THE LEARNING DISABILITY PROGRAM

This section of the chapter examined items six, ten, twelve, fourteen, nineteen, and twenty-three. These questions attempted to determine which school personnel should be involved in the actual

Table 15

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 17

17. The L.D. teacher's main
concern is bringing the
child up to grade level
in academic subjects.

χ^2		1	2	3	4	5	**
	Total Group	4.8	26.9	20.6	38.8	7.9	$\frac{1350}{12}$
.0000*	Psychologist	5.9	33.9	9.3	39.8	11.0	$\frac{118}{1}$
	L.D. Teacher	8.1	45.0	6.3	32.0	8.6	$\frac{222}{5}$
	Principals	3.6	20.4	24.9	43.3	7.8	$\frac{702}{5}$
	Superintendents	4.4	28.9	26.5	32.8	7.4	$\frac{204}{2}$
	Directors	6.5	17.4	34.8	39.1	2.2	$\frac{48}{3}$
	Students	5.4	26.8	19.6	39.3	8.9	$\frac{26}{0}$
.0000*	Male	4.2	24.5	24.0	40.1	7.2	$\frac{955}{6}$
	Female	6.3	33.7	13.2	37.0	9.9	$\frac{395}{6}$
.0031*	Bachelors	5.3	43.2	14.4	30.3	6.8	$\frac{132}{1}$
	Masters	4.5	27.7	21.0	39.1	7.7	$\frac{829}{3}$
	Masters Plus	4.2	22.0	22.4	41.7	9.7	$\frac{259}{1}$
	Doctorate	7.9	15.7	23.6	44.9	7.9	$\frac{89}{1}$
.0000*	1-3 Years	4.2	42.5	10.0	35.0	8.3	$\frac{120}{2}$
	4-6 Years	11.6	37.5	9.8	33.9	7.1	$\frac{112}{1}$
	7-9 Years	2.3	19.5	19.5	44.8	13.8	$\frac{87}{0}$
	10 Plus Years	4.0	24.9	23.3	40.4	7.4	$\frac{931}{8}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 16

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 22

22. A L.D. teacher should have
access to extra money for
specialized supplies.

χ^2		1	2	3	4	5	**
	Total Group	35.4	49.0	11.4	2.5	0.8	<u>1749</u> 13
0.0*	Psychologist	50.8	46.6	1.7	0.8	0.0	<u>118</u> 1
	L.D. Teacher	58.7	36.9	2.7	1.3	0.4	<u>225</u> 1
	Principals	28.0	53.4	14.7	2.9	1.0	<u>696</u> 11
	Superintendents	23.8	54.4	16.5	3.9	1.5	<u>206</u> 0
	Directors	37.0	54.0	6.5	2.2	0.0	<u>46</u> 0
	Students	50.0	33.9	14.3	1.8	0.0	<u>56</u> 0
.0000*	Male	29.4	53.3	13.4	2.6	1.0	<u>953</u> 8
	Female	51.0	39.6	6.8	2.3	0.3	<u>396</u> 5
.0009*	Bachelors	49.6	45.1	3.8	1.5	0.0	<u>133</u> 0
	Masters	34.2	52.2	10.4	2.3	1.0	<u>828</u> 9
	Masters Plus	34.2	47.9	13.2	4.3	0.4	<u>257</u> 3
	Doctorate	33.3	43.3	21.1	1.1	1.1	<u>90</u> 0
.0000*	1-3 Years	59.0	40.2	0.8	0.0	0.0	<u>122</u> 0
	4-6 Years	52.3	40.5	5.4	0.9	0.9	<u>111</u> 2
	7-9 Years	36.8	51.7	10.3	1.1	0.0	<u>87</u> 0
	10 Plus Years	30.3	52.3	13.4	3.1	0.9	<u>930</u> 9

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 17

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 24

24. At the senior high level
(9-12) low emphasis should
be on remediation and
major emphasis on voca-
tional information and
preparation.

χ^2		1	2	3	4	5	**
	Total Group	17.3	38.4	26.7	13.1	2.3	
.0000*	Psychologist	32.2	40.9	14.8	10.4	1.7	$\frac{1360}{2}$
	L.D. Teacher	27.9	36.0	22.1	10.8	3.2	$\frac{222}{4}$
	Principals	13.1	41.5	29.4	13.6	2.3	$\frac{686}{21}$
	Superintendents	12.7	34.1	33.2	16.6	3.4	$\frac{255}{1}$
	Directors	15.2	45.7	26.1	13.0	0.0	$\frac{46}{0}$
	Students	25.0	32.1	26.8	16.1	0.0	$\frac{56}{0}$
.0001*	Male	14.5	40.4	28.7	13.6	2.8	$\frac{542}{10}$
	Female	25.4	36.4	23.8	12.8	1.5	$\frac{390}{11}$
.0004*	Bachelors	28.2	35.1	26.7	9.2	0.8	$\frac{131}{2}$
	Masters	17.5	41.0	26.7	12.3	2.4	$\frac{819}{18}$
	Masters Plus	14.7	42.1	25.8	15.1	2.4	$\frac{252}{8}$
	Doctorate	11.2	23.6	30.3	20.2	5.6	$\frac{89}{1}$
.0000*	1-3 Years	40.5	36.4	14.0	8.3	0.8	$\frac{121}{2}$
	4-6 Years	27.9	32.4	24.3	13.5	1.8	$\frac{111}{3}$
	7-9 Years	17.4	38.4	25.6	14.0	4.7	$\frac{86}{1}$
	10 Plus Years	13.4	40.5	29.9	13.5	2.6	$\frac{916}{23}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

setting up on the learning disability program.

It was found that 92.8 percent of the total group responding to item 6 agreed or strongly agreed that the school psychologists should participate in the setting up of the learning disability program (see Table 18). The mean rating was 1.55 (see Table 1). Significant discrepancies in ratings were found in the gender and position subgroups. Men tended to agree more positively with the question than women. The response of the learning disability teachers was overwhelmingly less positive than any of the other division in this subgroup (see Table 18).

When asked if the director of special education should participate in the setting up of the learning disability program, 93 percent of the total group responding to item 10 agreed or strongly agreed (see Table 19). This yielded a mean score of 1.58 (see Table 1). Significant discrepancies were found in the position, gender, and degree subgroups. Learning disability teacher responded less positively than the other divisions within this subgroup. Although women reported more undecided responses, both men and women tended to agree. In the subgroup of education the bachelor level division agreed less positively than the others within the subgroup.

Upon examination of item 12, 69.8 of the total group responding agreed or strongly agreed that the superintendent should participate in the setting up of the learning disability program, and 15.5 percent was undecided (see Table 20). The mean rating was 2.19 (see Table 1). There were significant discrepancies within each subgroup. Principals and superintendents appeared to agree more strongly than the other division within that subgroups. Men agreed more positively than women. In the subdivisions of experience and education, the percentages of

Table 18

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 6

6. The school psychologist
should participate in the
setting up of the L.D.
program.

χ^2		1	2	3	4	5	**
	Total Group	54.3	38.5	4.7	1.9	0.4	1360 2
.0000*	Psychologist	70.6	28.6	0.8	0.0	0.0	119 0
	L.D. Teacher	43.6	38.7	9.8	6.7	1.3	225 1
	Principals	54.7	39.4	4.4	0.8	0.3	706 1
	Superintendents	57.8	37.4	2.9	1.5	0.5	226 0
	Directors	41.3	52.2	2.2	4.3	0.0	46 0
	Students	58.9	35.7	5.4	0.0	0.0	56 0
.0000*	Male	56.4	38.8	3.8	0.9	0.2	960 1
	Female	49.8	38.0	7.0	4.3	1.0	400 1
.5608	Bachelors	51.9	35.3	8.3	3.8	0.8	133 0
	Masters	54.4	38.5	4.9	1.7	0.5	836 1
	Masters Plus	54.8	39.8	2.7	2.3	0.4	259 1
	Doctorate	58.9	35.6	4.4	1.1	0.0	90 0
.0726	1-3 Years	50.0	40.2	6.3	2.7	0.9	122 0
	4-6 Years	55.2	37.9	4.6	1.1	1.1	112 1
	7-9 Years	55.7	28.7	9.8	4.9	0.8	87 0
	10 Plus Years	53.8	40.0	4.3	1.6	0.3	938 1

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 19

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 10

10. The director of special
education should partici-
pate in the setting up of
the L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	50.3	42.7	5.2	1.1	0.4	$\frac{1357}{5}$
.0000*	Psychologist	68.9	29.4	0.8	0.8	0.0	$\frac{119}{0}$
	L.D. Teacher	36.0	49.0	11.6	2.2	0.0	$\frac{225}{1}$
	Principals	46.5	47.2	4.8	0.9	0.6	$\frac{703}{4}$
	Superintendents	60.2	35.0	3.4	1.5	0.0	$\frac{206}{0}$
	Directors	82.6	15.2	2.2	0.0	0.0	$\frac{46}{0}$
	Students	55.4	41.1	3.6	0.0	0.0	$\frac{56}{0}$
.0006*	Male	54.0	40.3	4.4	1.0	0.2	$\frac{957}{4}$
	Female	42.0	48.8	7.3	1.3	0.8	$\frac{400}{1}$
.0046*	Bachelors	40.2	44.7	13.6	1.5	0.0	$\frac{132}{1}$
	Masters	50.1	44.2	4.3	1.0	0.5	$\frac{833}{4}$
	Masters Plus	55.8	38.1	4.6	1.2	0.4	$\frac{260}{0}$
	Doctorate	53.3	43.3	3.3	0.0	0.0	$\frac{90}{0}$
.1122	1-3 Years	48.4	40.2	9.0	1.6	0.8	$\frac{122}{0}$
	4-6 Years	46.0	44.2	8.0	0.0	1.8	$\frac{113}{0}$
	7-9 Years	46.0	44.8	6.9	2.3	0.0	$\frac{87}{0}$
	10 Plus Years	51.5	42.9	4.3	1.1	0.2	$\frac{934}{5}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 20

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 12

12. The superintendent should
participate in the setting
up of the L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	28.3	41.5	15.5	11.7	2.9	$\frac{1360}{2}$
.0000*	Psychologist	24.4	39.5	15.1	16.8	4.2	$\frac{119}{0}$
	L.D. Teacher	14.6	39.8	19.5	21.2	4.9	$\frac{226}{0}$
	Principals	30.6	43.8	15.9	7.5	2.1	$\frac{705}{2}$
	Superintendents	37.4	44.2	7.8	9.7	1.0	$\frac{206}{0}$
	Directors	34.8	23.9	19.6	19.6	2.2	$\frac{46}{0}$
	Students	23.2	30.4	19.6	16.1	10.7	$\frac{56}{0}$
.0000*	Male	31.6	43.1	13.8	9.3	2.3	$\frac{960}{0}$
	Female	20.5	37.8	19.8	17.5	4.5	$\frac{400}{1}$
.0000*	Bachelors	18.0	33.8	21.1	19.5	7.5	$\frac{122}{0}$
	Masters	29.3	41.1	16.4	10.9	2.3	$\frac{836}{3}$
	Masters Plus	33.2	43.2	11.6	8.5	3.5	$\frac{259}{1}$
	Doctorate	21.1	54.4	7.8	14.4	2.2	$\frac{90}{0}$
.0000*	1-3 Years	18.0	31.1	20.5	23.0	7.4	$\frac{122}{0}$
	4-6 Years	16.8	39.8	21.2	14.2	8.0	$\frac{113}{0}$
	7-9 Years	23.0	42.5	13.8	16.1	4.6	$\frac{87}{2}$
	10 Plus Years	31.7	43.0	14.5	9.2	1.6	$\frac{937}{2}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

agreement tended to increase with experience and education.

When asked if the regular classroom teacher should participate in the setting up of the learning disability program, 67.3 percent responding to item 14 strongly agreed and 16.9 percent was undecided (see Table 21). The mean rating was 2.28 (see Table 1). There were discrepancies in the areas of position, gender, and experience. Within all subgroups showing discrepancies, there appeared to be mixed opinions. However, principals and superintendents, and men seemed to have agreed with the question slightly stronger. Those respondents with the least experience tended to show a lower rating of indecisiveness.

Of the total group responding to item 19, 98 percent agreed or strongly agreed that the learning disability teacher should participate in the setting up of the learning disability program (see Table 22). The mean rating was 1.42 (see Table 1). There were significant rating discrepancies in sex, degree, and experience. Although each division of all subgroups rated this question in a positive manner, by comparison women tended to agree more positively than men. Those respondents with a bachelors degree reported no negative ratings. In the experience subgroup, those respondents with the least experience agreed unanimously.

Of the total group responding to item 23, 89 percent agreed or strongly agreed that the principal should participate in the setting up of the learning disability program (see Table 23). The mean rating was 1.77 (see Table 1). Significant discrepancies were found in all subgroups. In the positional subgroup, the learning disability teachers tended to agree with the question less strongly than the other divisions. Women tended to agree less strongly than men. Although all divisions within the educational subgroup tended to agree with the question, the

Table 21

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 14

14. The regular classroom teacher should participate in the setting up of the L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	21.7	45.6	16.9	14.1	1.5	$\frac{1359}{3}$
.0072*	Psychologist	20.2	45.4	16.0	16.8	1.7	$\frac{119}{0}$
	L.D. Teacher	24.8	38.1	13.7	19.5	4.0	$\frac{226}{0}$
	Principals	22.1	45.7	16.7	14.5	1.0	$\frac{705}{2}$
	Superintendents	19.4	51.5	21.8	6.3	1.0	$\frac{206}{0}$
	Directors	22.2	48.9	17.8	8.9	2.2	$\frac{45}{1}$
	Students	16.1	53.6	16.1	14.3	0.0	$\frac{56}{0}$
.0034*	Male	21.3	46.3	18.7	12.5	1.1	$\frac{958}{2}$
	Female	22.7	44.1	12.7	18.0	2.5	$\frac{401}{0}$
.4770	Bachelors	22.0	42.4	14.4	18.2	3.0	$\frac{132}{1}$
	Masters	20.0	47.0	17.2	14.1	1.3	$\frac{835}{2}$
	Masters Plus	26.5	40.0	18.1	13.5	1.9	$\frac{260}{0}$
	Doctorate	23.3	46.7	16.7	12.2	1.1	$\frac{90}{0}$
.0237*	1-3 Years	27.9	45.1	10.7	13.9	2.5	$\frac{122}{0}$
	4-6 Years	21.2	44.2	16.8	12.4	5.3	$\frac{113}{0}$
	7-9 Years	31.0	41.4	14.9	11.5	1.1	$\frac{87}{0}$
	10 Plus Years	20.4	45.5	18.2	14.9	1.1	$\frac{936}{3}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 22

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 19

19. The L.D. teacher should participate in the setting up of the L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	60.6	37.4	1.0	0.5	0.2	<u>1359</u> 3
0.0*	Psychologist	76.3	21.2	0.8	1.7	0.0	<u>118</u> 1
	L.D. Teacher	82.3	17.7	0.0	0.0	0.0	<u>226</u> 0
	Principals	52.0	46.2	1.4	0.3	0.1	<u>706</u> 0
	Superintendents	50.2	45.9	1.5	1.5	1.0	<u>205</u> 1
	Directors	60.9	39.1	0.0	0.0	0.0	<u>46</u> 0
	Students	89.3	10.7	0.0	0.0	0.0	<u>56</u> 0
.0000*	Male	54.5	43.4	1.1	0.6	0.3	<u>960</u> 1
	Female	75.7	23.3	0.8	0.3	0.0	<u>399</u> 2
.0081*	Bachelors	74.4	24.8	0.8	0.0	0.0	<u>133</u> 0
	Masters	60.0	38.2	1.2	0.5	0.1	<u>835</u> 2
	Masters Plus	56.5	41.2	1.2	0.4	0.8	<u>260</u> 0
	Doctorate	50.0	47.8	0.0	2.2	0.0	<u>90</u> 0
.0000*	1-3 Years	83.6	16.4	0.0	0.0	0.0	<u>122</u> 0
	4-6 Years	72.6	24.8	2.7	0.0	0.0	<u>113</u> 0
	7-9 Years	75.9	23.0	0.0	1.1	0.0	<u>87</u> 0
	10 Plus Years	53.8	44.2	1.2	0.5	0.3	<u>937</u> 2

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 23

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 23

23. The principal should participate in the setting up of the L.D. program.

χ^2		1	2	3	4	5	**
	Total Group	37.3	51.7	6.1	3.2	0.7	$\frac{1348}{14}$
.0000*	Psychologist	37.3	50.8	4.2	6.8	0.8	$\frac{118}{1}$
	L.D. Teacher	28.8	53.6	8.1	7.2	2.3	$\frac{222}{4}$
	Principals	39.7	52.0	5.9	2.0	0.4	$\frac{698}{9}$
	Superintendents	42.2	53.4	3.9	0.5	0.0	$\frac{206}{0}$
	Directors	43.5	47.8	4.3	2.2	2.2	$\frac{46}{0}$
	Students	26.8	51.8	16.1	5.4	0.0	$\frac{56}{0}$
.0000*	Male	40.6	51.6	5.0	1.9	0.8	$\frac{955}{6}$
	Female	30.5	53.7	8.9	6.4	0.5	$\frac{393}{8}$
.0300*	Bachelors	24.0	59.7	7.8	7.0	1.6	$\frac{129}{4}$
	Masters	38.1	52.2	6.4	2.5	0.7	$\frac{831}{6}$
	Masters Plus	42.4	50.6	3.5	2.7	0.8	$\frac{257}{3}$
	Doctorate	41.1	51.1	4.4	3.3	0.0	$\frac{90}{0}$
.0006*	1-3 Years	31.4	51.4	8.3	6.6	2.5	$\frac{121}{1}$
	4-6 Years	34.9	48.6	9.2	3.7	3.7	$\frac{109}{4}$
	7-9 Years	35.6	54.0	5.7	4.6	0.0	$\frac{87}{0}$
	10 Plus Years	39.7	52.8	4.9	2.3	0.3	$\frac{932}{7}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

level of agreement tended to slightly increase with experience.

DESIRABILITY OF DIFFERENT KINDS OF LEARNING DISABILITY TEACHERS

The final section of this chapter reported data concerning questions eleven, fifteen, twenty, and twenty-six.

It was found that 67.6 percent of the respondents of item 11 felt that a self-contained learning disability classroom teacher would be desirable to have in the school system and sixteen percent was undecided (see Table 24). The mean rating was 2.17 (see Table 1). Discrepancies were reported in each subgroup. The superintendents, males, and those with higher degrees reported more indecisive responses to the question than any other division within their respective subgroup. Those people with the least experience tended to disagree less strongly.

In regard to the desirability of the itinerant teacher in the school system, 61.0 percent of the total groups responding to item 25 agreed and 21.4 percent was undecided (see Table 25). This yielded a mean rating of 2.39 (see Table 1). Significant discrepancies in answers were found in the areas of degree, experience, and sex. A relatively greater percentage of females tended to agree with the question than the males. Those with bachelor degrees and those with 1 to 3 years of experience tended to agree with the question more strongly than other divisions within their respective subgroups.

In regard to the desirability of the resource teacher in the school system, 87.9 percent of those responding to item 20 agreed, and 9.4 percent was undecided (see Table 26). The mean rating was 1.74 (see Table 1). There were no discrepancies found in the positional

Table 24

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 11

11. A self-contained L.D. class teacher (one who works with learning disabled children in her room for all or most of the day) is desirable to have in the school system.

χ^2		1	2	3	4	5	**
	Total Group	34.9	32.7	16.0	11.7	4.2	<u>1356</u> 6
.0000*	Psychologist	31.9	35.3	12.9	14.7	5.2	<u>116</u> 3
	L.D. Teacher	39.8	22.6	11.9	19.0	6.6	<u>226</u> 0
	Principals	36.2	37.1	15.2	8.5	3.0	<u>704</u> 3
	Superintendents	23.8	29.6	27.7	12.6	6.3	<u>206</u> 0
	Directors	41.3	28.3	17.4	13.0	0.0	<u>46</u> 0
	Students	44.6	33.9	7.1	12.5	1.8	<u>56</u> 0
.0161*	Male	33.7	33.9	17.7	10.6	4.0	<u>958</u> 3
	Female	38.4	30.4	12.2	14.3	4.8	<u>398</u> 2
.0288*	Bachelors	36.1	27.1	12.8	20.3	3.8	<u>133</u> 0
	Masters	34.6	35.0	14.5	11.4	4.4	<u>832</u> 5
	Masters Plus	34.4	31.3	21.2	8.9	4.2	<u>259</u> 1
	Doctorate	36.7	26.7	21.1	13.3	2.2	<u>90</u> 0
.00007*	1-3 Years	36.1	22.1	12.3	25.4	4.1	<u>122</u> 6
	4-6 Years	38.4	29.5	12.5	12.5	7.1	<u>112</u> 1
	7-9 Years	34.5	28.7	19.5	11.5	5.7	<u>87</u> 0
	10 Plus Years	34.8	34.3	17.1	10.1	3.7	<u>937</u> 2

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 25

Percentage of Responses for 1-5 by
Total and Each Subgroup

Item 15

15. An itinerant teacher (one who commutes from school to school and works with regular classroom teachers and children) is desirable to have in the school system.

χ^2		1	2	3	4	5	**
	Total Group	20.6	40.4	21.4	13.7	3.4	$\frac{1354}{8}$
0.0	Psychologist	39.5	43.7	10.9	4.2	1.7	$\frac{119}{0}$
	L.D. Teacher	33.9	37.1	13.4	10.7	4.9	$\frac{224}{2}$
	Principals	12.1	37.5	28.5	17.7	4.1	$\frac{201}{6}$
	Superintendents	17.5	50.0	21.8	10.2	0.5	$\frac{206}{0}$
	Directors	39.1	50.0	4.3	4.3	2.2	$\frac{46}{0}$
	Students	30.4	44.6	3.6	17.9	3.6	$\frac{56}{0}$
.0000*	Male	15.9	41.2	24.8	14.9	3.1	$\frac{958}{3}$
	Female	32.3	39.1	13.6	10.6	4.0	$\frac{396}{5}$
.0073*	Bachelors	25.8	40.9	17.4	9.8	6.1	$\frac{132}{1}$
	Masters	18.6	38.6	24.1	15.6	3.1	$\frac{834}{3}$
	Masters Plus	19.1	49.0	16.7	11.7	3.5	$\frac{257}{3}$
	Doctorate	26.7	38.9	22.2	12.2	0.0	$\frac{80}{0}$
.0000*	1-3 Years	33.1	44.6	16.5	4.1	1.7	$\frac{121}{1}$
	4-6 Years	31.0	36.3	13.3	15.0	4.4	$\frac{113}{0}$
	7-9 Years	31.4	34.9	16.3	14.0	3.5	$\frac{86}{1}$
	10 Plus Years	15.6	40.8	24.8	15.4	3.3	$\frac{934}{5}$

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

χ^2 = chi square value

Table 26

Percentage of Responses for 1-5 by

Total and Each Subgroup 20. A resource teacher (one who

works with individuals or small groups of children for a specified amount of time every week in a resource room) is desirable to have in a school system.

Item 20

χ^2		1	2	3	4	5	**
	Total Group	40.0	47.9	9.4	1.8	0.4	<u>1355</u> 7
0.0	Psychologist	63.0	34.5	1.7	0.0	0.0	<u>119</u> 0
	L.D. Teacher	58.7	34.5	5.4	0.9	0.4	<u>223</u> 3
	Principals	31.3	53.0	13.1	2.3	0.0	<u>704</u> 3
	Superintendents	29.8	58.5	9.3	2.4	0.0	<u>205</u> 1
	Directors	50.0	47.8	2.2	0.0	0.0	<u>46</u> 0
	Students	60.7	33.9	3.6	1.8	0.0	<u>56</u> 0
.0000*	Male	34.2	52.6	10.8	1.9	0.5	<u>958</u> 3
	Female	54.7	37.5	6.3	1.5	0.0	<u>397</u> 4
.0082*	Bachelors	50.8	40.9	5.3	3.0	0.0	<u>132</u> 1
	Masters	37.6	48.5	11.6	1.7	0.6	<u>835</u> 2
	Masters Plus	40.7	53.5	4.7	1.2	0.0	<u>258</u> 2
	Doctorate	41.6	44.9	10.1	3.4	0.0	<u>89</u> 1
.0000*	1-3 Years	60.7	38.5	0.0	0.8	0.0	<u>122</u> 0
	4-6 Years	50.4	40.7	8.0	0.9	0.0	<u>113</u> 0
	7-9 Years	44.8	41.4	11.5	1.1	1.1	<u>87</u> 0
	10 Plus Years	34.8	51.9	10.8	2.1	0.3	<u>933</u> 6

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who did not respond

 χ^2 = chi square value

subgroup; however they existed in the sex, degree, and years of experience subgroup. The female division showed less indecisiveness than the males, and the doctorate level division tended to be more indecisive than other divisions within this subgroup. In the experience subgroup 1 to 3 year division, there were no indecisive responses.

In summation of the types of teachers desired (item 26), the group was asked to give its preference if the school system could support only one type of learning disability teacher. Of the total groups responding, 22.6 percent listed itinerant, 38.4 percent resource, and 37.7 listed self-contained (see Table 27). The mean response was given at 2.15 (see Table 1). Significant discrepancies were found in the areas of sex and experience. The females and other people with the least experience tended to prefer a resource teacher at a slightly higher rate than the other types.

Table 27Percentage of Responses for 1-5 by
Total and Each SubgroupItem 26If your school system
could support only one
type of program, which
program would you
advocate?____itinerant ____resource
____self-contained

χ^2		1	2	3	4	5	**
	Total Group	22.6	38.4	37.7			<u>1344</u> 18
0.0	Psychologist	19.7	67.5	12.8			<u>117</u> 2
	L.D. Teacher	16.1	55.8	28.1			<u>224</u> 2
	Principals	19.6	29.4	50.9			<u>693</u> 14
	Superintendents	42.7	29.6	27.7			<u>206</u> 0
	Directors	30.4	60.9	8.7			<u>46</u> 0
	Students	19.6	42.9	37.5			<u>56</u> 0
.0000*	Male	25.3	32.9	41.8			<u>950</u> 11
	Female	17.3	53.3	29.4			<u>394</u> 7
.0751	Bachelors	16.5	48.9	34.6			<u>133</u> 0
	Masters	23.9	36.2	39.9			<u>825</u> 12
	Masters Plus	22.3	42.6	35.2			<u>256</u> 4
	Doctorate	27.8	37.8	34.4			<u>90</u> 0
.0000*	1-3 Years	19.8	66.1	14.0			<u>121</u> 1
	4-6 Years	17.9	49.1	33.0			<u>112</u> 1
	7-9 Years	16.5	42.4	41.2			<u>85</u> 2
	10 Plus Years	24.8	33.0	42.2			<u>928</u> 11

* Indicates a significant chi square value at the .05 level of significance

** Number of people responding to this question over number of people who
did not respond χ^2 = chi square value

Chapter IV

CONCLUSIONS

In order to gain information for enhancing the learning disability teacher education program at Kansas State University, a survey instrument was devised and sent to every superintendent, principal, director of special education, school psychologist, and learning disability teacher in the state of Kansas. This report, which dealt with placement of a child into the learning program, program emphasis at each school, setting up the learning disability program, and types of learning disability teacher desired, represented part I of that survey. From examination of data from these subheadings several conclusions were made.

In the sub-section dealing with placement of the learning disabled child into the program, it appeared that the majority of the total group surveyed strongly agreed that the principal, learning disability teacher, director of special education, school psychologist, parents, and regular classroom teacher should participate in placement of the child into the program. Over half responded that the superintendent should not participate in the decision; however a large number was undecided. There were mixed opinions as to whether all children should be screened. The majority responded that placement should be initiated by the regular classroom teacher.

When questioned as to who should participate in the setting up of the program, it appeared that the majority strongly agreed that the

principal, psychologist, director of special education, and the learning disability teacher should be involved. Over half seemed to feel that the superintendent and regular teacher should participate; however a substantial number was undecided.

Of the total group questioned concerning the total emphasis at each school level, slightly over half felt that; junior high emphasis should be on remediation with low emphasis on vocational instruction; elementary emphasis should be on doing away with the underlying cause of the disability and bringing the child up to grade level; and senior high emphasis should be on vocational information and preparation with low emphasis on remediation.

When asked which type of learning disability teacher was most desirable if the system could support only one, a mixed response was obtained. However when the desirability of each was separately questioned, a small percentage felt that the self-contained and itinerant teacher setups were desirable, and an overwhelming majority felt that the resource teacher setup was desirable.

From the apparent information gained through the responses to the survey, the following skills for a learning disability teacher may be listed:

1. The learning disability teacher should have knowledge of procedures for setting up a learning disability program.
2. Learning disability teachers should be familiar with the procedures for operation the three kinds of programs.
3. Learning disability teacher should possess skills for working closely with others: parents, regular teacher, etc.
4. The learning disability teacher should have skills for working with specialized materials.

5. The learning disability teacher should know screening procedures.
6. Elementary learning disability teachers should exhibit skills for working with the underlying causes of the learning problem.
7. Junior high teacher should have some knowledge of the procedures for vocational guidance.
8. Teachers at the senior high level should have training in vocational guidance.

Chapter V

RECOMMENDATIONS AND SUGGESTIONS

On any study of this type, considerations for further study should be made. On many of the questions answered on this survey, the students tended to agree 100 percent. Since all students were enrolled at Kansas State University, this may have been caused by educational biases. Therefore more studies should be done to include students of other colleges and universities.

On the section dealing with the program emphasis at each school level, over half the total group surveyed indicated the need for vocational information and/or preparation for junior and senior high learning disability students. Therefore it is recommended that courses in vocational guidance be included in the secondary teacher education program for learning disabilities.

The respondents who have been in the profession longer tended to show a greater percentage of indecisive answers, which may imply that they are not familiar with the learning disability field. Therefore it is recommended that workshops and seminars concerning learning disabilities be made more available throughout various sections of the state.

On the sections concerned with the participants involved in setting up the learning disability program and placing the child into the program, many of the divisions in the positional subgroup tended to strongly agree with their particular role. Because of this, it is felt

that these specific items should be restated to eliminate the appearance of biases.

Any further study of this nature should include parents. Since their major concern should be their children, it is felt that their opinions will be valuable since they probably would not exhibit educational and professional biases. Although many may be educators, they would presumably answer a questionnaire from the viewpoint of parent rather than educator.

APPENDIXES

APPENDIX A

FINAL SURVEY

PART I—continued

15. ___ An itinerant teacher (one who commutes from school to school and works with regular classroom teachers and children) is desirable to have in the school system.
16. ___ The psychologist should participate in the decision to place a child in a L.D. program.
17. ___ The L.D. teacher's main concern is bringing the child up to grade level in academic subjects.
18. ___ The superintendent should participate in the decision to place a child in a L.D. program.
19. ___ The L.D. teacher should participate in the setting up of the L.D. program.
20. ___ A resource teacher (one who works with individuals or small groups of children for a specified amount of time every week in a resource room) is desirable to have in a school system.
21. ___ The parents should participate in the decision to place a child in a L.D. program.
22. ___ A L.D. teacher should have access to extra money for specialized supplies.
23. ___ The principal should participate in the setting up of the L.D. program.
24. ___ At the senior high level (9-12) low emphasis should be on remediation and major emphasis on vocational information and preparation.
25. ___ The regular classroom teacher should participate in the decision to place a child in a L.D. program.
26. ___ If your school system could support only one type of program, which program would you advocate?
 ___itinerant ___resource
 ___self-contained

□ □ □ □ □
PART II

1. ___ The L.D. teacher should be responsible for administering and interpreting diagnostic tests not required to be given by the school psychologist.
2. ___ A L.D. teacher should organize in-service training programs and workshops.
3. ___ The L.D. teacher should help parents understand their child's difficulties.
4. ___ The L.D. teacher should live in the community where she teaches.
5. ___ The L.D. teacher should express feelings openly to administrators.
6. ___ The L.D. teacher should inform parents of their progress or lack of progress.
7. ___ A physical education teacher and not the L.D. teacher should be responsible for working on motor coordination and muscle control problems in L.D. children.
8. ___ The L.D. teacher should handle most L.D. matters without administrative consultation.
9. ___ The L.D. teacher should become involved in community affairs.

PART II—continued

10. The only school involvement expected of the L.D. teacher should be teaching the child.
11. The L.D. teacher should help sponsor youth activities.
12. The L.D. teacher should suggest ways for the parents to help the child.
13. The L.D. teacher should work relatively independent of other teachers.
14. The L.D. teacher should sponsor adult activities.
15. The L.D. teacher should encourage parents to become involved in school and/or class activities.
16. The L.D. teacher should regularly consult with the regular classroom teacher regarding L.D. matters pertaining to one of the children in their room.
17. The L.D. teacher should speak at community functions.
18. The L.D. teacher should have no duties directly involved with tests or testing procedures.
19. The L.D. teacher should visit with the parents in their home.
20. It is important for the L.D. teacher to belong to professional teacher organizations.

□ □ □ □ □

PART III

1. Training in the characteristics of the L.D. child is important in the preparation of a L.D. teacher.
2. A master's degree should be one of the qualifications for a L.D. teacher.
3. Training in the guidance of L.D. children and parents is important in the preparation of a L.D. teacher.
4. A L.D. teacher trained at the secondary level should be able to teach learning disabilities at the elementary level.
5. Training in language and speech development is important in the preparation of a L.D. teacher.
6. The L.D. teacher should be able to interpret and make educational prescriptions from the test results she receives from the psychologist.
7. Training in remedial reading is important in the preparation of a L.D. teacher.
8. Training in the psychology of exceptional children is important in the preparation of a L.D. teacher.
9. Training in the characteristics of the emotionally disturbed child is important in the preparation of a L.D. teacher.
10. The L.D. teacher should have regular classroom teaching experience before she teaches in a L.D. program.
11. Training in the remediation of the L.D. child is important in the preparation of a L.D. teacher.
12. It is important to have a theory of learning disabilities and to organize your work around that theory.

PART III—continued

- | | |
|---|---|
| <p>13. ___ Training in education of exceptional children is important in the preparation of a L.D. teacher.</p> <p>14. ___ A field experience (teacher aide to a L.D. teacher) in L.D. is important in the preparation of a L.D. teacher.</p> | <p>15. ___ A practicum in L.D. (graduate level student teaching) is important in the preparation of a L.D. teacher.</p> <p>16. ___ A L.D. teacher trained at the elementary level should be able to teach learning disabilities at the secondary level.</p> |
|---|---|

□□□□□
PART IV

- | | |
|--|---|
| <p>1. ___ In regard to his/her students, the L.D. teacher should be a friend to the children.</p> <p>2. ___ Appearance does play an important part in the effectiveness of a teacher. (i.e. men - length of hair; women - length of skirt, skirt vs pants)</p> <p>3. ___ The L.D. teacher should be allowed to use early dismissals from school for controlling behavior.</p> <p>4. ___ In regard to his/her students, the L.D. teacher should encourage students to discuss and confide their problems in him/her.</p> <p>5. ___ Experimentation with new ideas and techniques is desirable.</p> <p>6. ___ A school building which is designed for openness and movement within is an effective educational arrangement.</p> <p>7. ___ In regard to his/her students, the L.D. teacher should exercise firm discipline at all times.</p> <p>8. ___ Competition with others should be stressed in learning.</p> <p>9. ___ The L.D. teacher should be allowed to use extra privileges for controlling behavior.</p> | <p>10. ___ In regard to his/her students, the L.D. teacher should provide immediate feedback to students about their progress.</p> <p>11. ___ The student should learn to rely more on himself than on the teacher for help with directions.</p> <p>12. ___ The L.D. teacher should be allowed to use material rewards such as inexpensive prizes for controlling behavior.</p> <p>13. ___ In the classroom "noise" is acceptable.</p> <p>14. ___ In regard to his/her students, the L.D. teacher should become emotionally involved with the students.</p> <p>15. ___ A classroom in which there are several learning centers is an effective classroom arrangement.</p> <p>16. ___ The teacher should strive to involve students in decision-making activities which relate to their learning.</p> <p>17. ___ The L.D. teacher should be allowed to use positive verbal reinforcement for controlling behavior.</p> |
|--|---|

PART IV—continued

18. In regard to his/her students, the L.D. teacher should allow students to work at their own rate of speed.
19. One of the major goals of instruction should be to facilitate achievement as well as to help students cope with failure.
20. In regard to his/her students, the L.D. teacher should make objectives known to students prior to instruction.
21. The school should encourage group instruction rather than individualized instruction.
22. A classroom which utilizes a structured arrangement of desks in rows is an effective classroom arrangement.
23. In regard to his/her students, the L.D. teacher should allow students to help make decisions in the instructional process.

□ □ □ □ □

PART V

1. The Wide Range Achievement Test is useful in identifying and/or diagnosing learning problems.
2. The case load of a L.D. teacher should be 11-20 pupils.
3. The Wechsler Intelligence Scale for Children is useful in identifying and/or diagnosing learning problems.
4. The L.D. child is mentally retarded (50-80 I.Q.).
5. The Wepman Auditory Discrimination Test is useful in identifying and/or diagnosing learning problems.
6. The L.D. child has average or above intelligence, but does not work up to his potential.
7. The Peabody Picture Vocabulary Test is useful in identifying and/or diagnosing learning problems.
8. The case load of a L.D. teacher should be 5-10 pupils.
9. The Purdue Perceptual Motor Survey is useful in identifying and/or diagnosing learning problems.
10. The L.D. child is emotionally disturbed.
11. The Illinois Test of Psycholinguistic Abilities is useful in identifying and/or diagnosing learning problems.
12. The L.D. child has emotional problems.
13. The Frostig Developmental Test of Visual Perception is useful in identifying and/or diagnosing learning problems.
14. The L.D. child is a slow learner (80-90 I.Q.).
15. The Bender Gestalt Test is useful in identifying and/or diagnosing learning problems.
16. The case load of an L.D. teacher should be 21-30 pupils.
17. The Vineland Social Maturity Scale is useful in identifying and/or diagnosing learning problems.

PART VI

Sex _____

Years of Teaching Experience _____

College Attended Degree

Present Position _____

APPENDIX B

THE ORIGINAL QUESTIONNAIRE

1. Since the field of learning disabilities is so new, there are various theories as to what learning disabilities include. What is your concept of learning disabilities?
2. What are the advantages, disadvantages, and special training needed for an itinerant, resource, and self-contained classroom teacher?

Which program would you advocate?

3. In the hiring of an L. D. teacher, is prior teaching experience

Essential _____

Desired _____

Unimportant _____

Is a Master's Degree

Essential _____

Desired _____

Unimportant _____

Is being a member of a professional organization

Essential _____

Desired _____

Unimportant _____

4. Which diagnostic tests are used in your system?

Who administers them to the students?

5. Who is involved in your system of referrals?

Who participates in the staffing of the children into the L. D. program?

6. Who will actually set up the L. D. program?
7. What instructional materials would a L. D. teacher have at her disposal?

Who would provide these materials?

8. What type of special educational courses should a L. D. teacher be expected to have taken?

Is an audio-aides course recommended?

9. Could a L. D. teacher with secondary education background teach in an elementary L. D. program and vice versa?
10. What is the difference between a L. D. teacher and a regular classroom teacher in regard to

delivery of knowledge? _____

classroom arrangement? _____

What do you consider to be the ideal classroom arrangement?

traditional rows _____

open classroom _____

learning centers _____

engineered classroom _____

What is the ideal number of children enrolled in this arrangement?

11. Is the L. D. teacher allowed exceptional methods of controlling behavior?

early dismissal _____

physical punishment _____

behavior modification _____

extra privileges _____

12. What personal qualities should a L. D. teacher exhibit?

13. What standards of appearance do you set for your teachers?

hair _____

skirt length _____

pantsuit vs. skirt _____

14. To what extent would you expect your teachers to participate in community functions?

Do you expect her to speak at school functions?

15. What role does the parent play in the education of his child?

How important is the parent-teacher interaction?

16. What areas in L. D. need improvement and why?

APPENDIX C

COVER-LETTER



Department of Administration and Foundations of Education
College of Education
Holton Hall
Manhattan, Kansas 66506

April, 1974

Dear Public School Personnel:

IT'S TIME TO MAKE YOUR WISHES KNOWN. The Special Education Component of the Department of Administration and Foundations is asking for input from the people on the "FIRING LINE". The input information supplied by you will be utilized in the establishment of a more comprehensive teacher education program in the area of learning disabilities.

As you will notice, your survey form contains a code number on the upper right hand corner of the first page. This number is only for the purpose of follow-up of non-returned forms. Upon receipt of your survey form, the code number will be clipped off thus making the form completely anonymous.

Please fill out the survey at your earliest convenience and return it to me in the enclosed envelope. I sincerely hope that you will take advantage of this opportunity to have **INPUT** into the establishment of a more comprehensive teacher education program in the area of learning disabilities.

Sincerely,

Larry L. Martin, Ph.D.
Coordinator of Special Education
Component

LLM:lab

Enclosure

APPENDIX D

FOLLOW-UP LETTER

WE REALLY NEED YOUR !HELP!:

OOPS! Did you forget to send in your survey on Learning Disabilities?
If you did, please complete it and return it as soon as possible. We
are trying to compile the results so that we can work on our courses
to better prepare teachers in the Learning Disabilities field before
they get into the field. Please help us help the children of the future
by better preparing our Learning Disabilities teachers of today!

Sincerely,

A handwritten signature in cursive script that reads "Larry L. Martin".

Larry L. Martin
Coordinator of Special Education

APPENDIX E

COMMENTS RETURNED WITH SURVEYS

1. Principal - "Many of the tests mentioned are not used enough by our school to enable me to comment. This survey is an excellent idea."
2. Superintendent - "Several problems with survey: 1. Didn't stick with learning disabilities; 2. Most people have had little exposure to learning disability programs."
3. Teacher - "Principals with LD or EMR or ED classes should be required to KNOW about the program and its goals. They need to take Intro to LD or Psyc of Exceptional Children or at least a workshop!"
4. Psychologist - "I feel that many questions were poorly worded, especially Part V. LD is not a field of absolutes and cannot be adequately surveyed as such. I was faced to give the most."
5. Principal - "I cannot honestly answer many of these questions with any degree of accuracy, so I am returning the survey instrument to you."
6. Principal - "We do not have a learning disability program at the present time; therefore your questions are very difficult to answer."
7. Teacher - "Please, give help, do research in the area of classroom teachers in accepting L. D. Too many, it seems, are dead set against it and it hinders much progress with students. Every opportunity in educational classes to explain about LD would be a step. You might catch teachers going back to school."

LEARNING DISABILITY SURVEY: PROGRAM EMPHASIS, STAFFING
PROCEDURES, AND TYPES OF LEARNING DISABILITY TEACHERS DESIRED

by

IRA LEA BURKS WOLFE

B. S., Arkansas A. M. & N. College, 1970

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1974

In an effort to improve and modify the learning disability teacher education program at Kansas State University, a survey instrument was devised and used to obtain information concerning the skills needed by prospective teachers of learning disabilities. In an effort to get the opinions of people already in the field, this survey was sent to every superintendent, principal, school psychologist, director of special education, and learning disability teacher in the state of Kansas. It was felt that these people could make valuable input as to the kinds and degree of skills needed by future learning disability teachers. Students enrolled in the program at Kansas State University also filled out the survey.

The questionnaire, which consisted of one hundred-two items, was divided into five major parts: I. placement of a learning disabled child into the program, program emphasis at each grade level, setting up the program, and types of learning disability teacher desired; II. the job responsibility of the learning disability teacher in the school and community; III. desirable courses for teacher training; IV. affective domain and the school environment; and V. the concept of learning disability effective testing devices, and acceptable case load for the learning disability teacher. A rating scale of one to five was used, with one indicating strong agreement through five which indicated strong disagreement.

This report dealt only with part I-placement of a child into the learning disability program, program emphasis at each grade level, setting up the program, and types of learning disability teachers desired. The findings were reported according to these sub-sections.

In the sub-section dealing with placement of the learning disabled child into the program, it appeared that the majority of the total group surveyed strongly agreed that the principal, learning disability teacher, director of special education, school psychologist, parents, and regular classroom teacher should participate in placement of the child into the program. Over half responded that the superintendent should not participate in the decision; however a large number was undecided. There were mixed opinions as to whether the nurse should participate, and as to whether all children should be screened. The majority responded that placement should be initiated by the regular classroom teacher.

When questioned as to who should participate in the setting up of the program, it appeared that the majority strongly agreed that the principal, psychologist, director of special education, and the learning disability teacher should be involved. Over half seemed to feel that the superintendent and regular teacher should participate; however a substantial number was undecided.

Of the total group questioned concerning the total emphasis at each school level, slightly over half felt that: junior high emphasis should be on remediation with low emphasis on vocational instruction; elementary emphasis should be on doing away with the underlying cause of the disability, and bringing the child up to grade level; and senior high emphasis should be on vocational information and preparation with low emphasis on remediation.

When asked which type of learning disability teacher was most desirable if the system could support only one, a mixed response was

obtained. However when the desirability of each was questioned separately, a small percentage felt that the self-contained and itinerant teacher setup were desirable, and an overwhelming majority felt that the resource teacher setup was desirable.