

EXPERIENTIAL FACTORS INFLUENCING PERCEPTIONS
OF RETARDED CHILDREN

by

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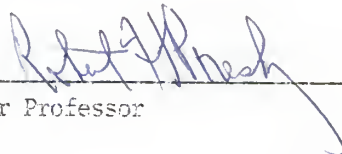
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INTRODUCTION

Since World War II the nature of special education programs for the mentally handicapped has changed. There has been much lobbying by parents to improve the quality and quantity of special education programs. This has resulted in court decisions in recent years which established the right of all children regardless of handicap to an education. Moreover, there has been a move towards mainstreaming handicapped children into regular classrooms (Brenton, 1974).

Brenton (1974) defines mainstreaming as "identifying the physical and academic needs of handicapped students; assessing their possible readiness for integration on either a part-time or full-time basis; preparing the mainstream schools for the student's entry and providing all the backup services required including resource teachers and facilities" (p. 20).

The logic behind mainstreaming is that handicapped children do better academically and socially in a regular classroom. Mainstreaming may also help the normal child to understand the handicapped as well as to reduce stereotyping of them (Christoplos and Renz, 1968; Dunn, 1968; Brenton, 1974).

The emphasis on mainstreaming has increased to such a point that in November, 1975, the "Education for all Handicapped Children Act (Public Law 94-142)" was signed into law. One aspect of this law is a "least restrictive alternative" clause which stipulated that handicapped children should be educated as much as possible with nonhandicapped children. Separation is allowed only when the school can show that the child cannot benefit from mainstreaming (Sarason and Doris, 1977).

Unfortunately, the benefits of mainstreaming have not been conclusively proven. Research indicates that both some special education teachers and

some regular education teachers hold negative and/or unrealistic attitudes toward handicapped children which could inhibit their functioning. Research concerning the causes of these inhibiting attitudes offer conflicting conclusions due to poor methodology.

One area which is particularly confusing is that of experience. There do not appear to be consistent conclusions on how experience with the handicapped affects attitudes toward the mentally handicapped.

Problem

This study will attempt to study the effects of ongoing experience on volunteer tutor's perception of the mentally handicapped associated with working in a community based volunteer program for normal and handicapped children (grades 1-12).

REVIEW OF LITERATURE

Effects associated with working with the handicapped

In recent years there has been growing concern that special education programs may be impaired by negative and/or unrealistic attitudes of teachers. Ensher (1973) in a study based on observing interactions between teachers and special education students concluded that teachers viewed their students with hopelessness and despair which was manifested by excessive control, overprotectiveness and dwelling on weaknesses instead of strengths. Teachers had few expectations for positive change for their students. Peterson (1977) found that the more deviant the child appeared (displaying aversive, aggressive and asocial behaviors) the less positive the teacher felt about mainstreaming the child in the classroom. Rogers (1975) reported that teachers of Trainable Mentally Retarded children were often unrealistic about their student's abilities and often ended up trying to teach these children skills which they could never master or failing to try to teach them any skills at all.

Jones (1969) in a comparison study of the morale of special education, regular elementary, and secondary school teachers found several significant differences between men and women. The male teachers of the retarded were reported to be more satisfied with teaching and had better rapport with other teachers as compared to regular secondary school teachers. The female regular teachers reported greater rapport with colleagues than female special education teachers. Special education teachers regardless of sex were less satisfied about salary issues, curriculum and status than regular teachers and there was a trend for special teachers to feel greater community pressure but less community support. The overall morale of regular female teachers was consistently higher than that of the female

special education teachers. The author of this study states however that this study suffered from poor design and a relatively small sample size. Regardless of its problems however, this study does raise some questions about possible factors affecting teacher attitudes.

The problem of negative attitudes was highlighted again by Ensher (1973). He contended that they were due to: 1) a lack of understanding special education theory, 2) dwelling on the negative aspects of handicaps in the training of special education teachers, and 3) a lack of support by school systems and administrative personnel for teachers. These remarks lacked clear experimental support however.

Gottfried and Jones (1970) extended the previous work by studying possible "conscious" and "unconscious needs" of teachers and how they relate to their attitudes toward the handicapped. It was hypothesized that if these needs were satisfied then the teachers will have more positive attitudes toward their position. By using questionnaires and scales, the authors derived data which partially supported their hypothesis. A clear conclusion could not be reached because the level of satisfaction and teaching level (grade level) interacted and thus obscured differences between satisfied and dissatisfied groups of teachers.

There is also some evidence which suggests that support in the form of materials and resource rooms affects attitudes in a slight but positive way. Shotel, Iano, and McGettigan (1972) gave a questionnaire to elementary school teachers to assess their views of mainstreaming handicapped children with supportive services and found that teachers felt more confident toward mainstreaming when resource centers were part of the program.

Effects associated with labeling

Labels have been consistently shown to affect attitudes. In terms of mental retardation the labeling process tends to have a negative influence on teacher attitudes. Parish and Dyck (1978) conducted two studies to determine the attitudes of teachers and professionals toward the labels: Gifted Children, Normal Children, Physically Handicapped Children, Mentally Retarded Children, Learning Disabled Children, and Emotionally Disturbed Children. The attitude assessment utilized the Personal Attribute Inventory Scale. The labels Gifted Children, Normal Children, and Physically Handicapped Children were found to be perceived as more significantly positive by the teachers than the other labels. These results were unaffected by the sex, age, educational level attained or amount of previous mainstreaming experience of teachers. In their second investigation, the scale was administered to a random sample of participants at the 15th Annual International Conference of the Association for Children with Learning Disabilities. These results were consistent with the first study showing that children labeled Learning Disabled, Mentally Retarded and Emotionally Disturbed were significantly more negatively evaluated than those labeled Normal, Gifted, and Physically Handicapped.

Although it can thus be seen that certain labels hold negative connotations, it is unclear if they will have an effect on the handicapped themselves. Parish and Copeland (1978) administered the Personal Attribute Inventory for Children to "middle school" level children and their teachers in mainstreamed classes. The children were classified as either normal, physically handicapped, learning disabled, or emotionally disturbed. They were asked to describe themselves by using this scale. Their teachers were also asked to describe

how they believed these different groups of children felt about themselves using the same survey. Results showed that handicapped and normal children rated themselves very positively. There were however, significant differences in the teacher's data. Handicapped children were believed by their teachers to rate themselves significantly less positive than they actually did. There were no differences between how the normal children rated themselves and how teachers thought these children would rate themselves. These findings tend to suggest that although teachers held negative expectations of handicapped children, this apparently had no immediate effect on the children's feelings about themselves.

The negative influence of labels on teacher's attitudes tends to remain even when conflicting evidence is presented. Aloia (1975) presented pictures of severely retarded and normal children with scrambled labels (normal, retarded, no label) to "teacher credential students". They were asked to rate the pictures. The Normal label and No Label condition yielded positive judgments, while the label Mentally Retarded led to negative judgments. Salvia, Clark and Ysseldyke (1973) found similar results using a videotape medium rather than pictures. Groups of special education and general education undergraduates were asked to rate a videotape of three Caucasian boys. The boys were all normal. However, one experimental group was told that they were Gifted, another that they were Retarded and another that they were Normal. The children labeled Gifted were rated more positively than the children labeled Normal and children labeled Retarded. Foster and Ysseldyke (1976) found that teachers held negative expectations toward children labeled as deviant. Using similar methodology, normal children labeled Educable Mentally Retarded generated a greater degree of negative bias than

those labeled Learning Disabled or Emotionally Disturbed. This view was maintained even when teachers were presented with behavior that conflicted with the label.

Kurtz, Harrison, Neisworth and Jones (1977) took the idea of labeling a step further and studied the interaction effects of labeling. In this study 12 undergraduate education majors read stories to 12 preschool children. All 12 children were normal, however six of the undergraduates were told that their children were retarded. Each student sat at a 90° angle from the child who he/she read to. A hidden videotape camera recorded the interaction. The readers who thought their child was retarded tended to lean toward the child significantly more than the readers who thought their child was normal. The authors suggest that this may be compensatory behavior on the part of the reader in order to try and overcome the child's handicap. The small sample of this study, however, limits the generality of the results.

There have been several studies which have attempted to investigate the impact of experience and education on attitudes toward the mentally handicapped. Combs and Harper (1967) compared the ratings on an adjective checklist between a group of inexperienced undergraduates and a group of experienced professionals in the field of special education. Subjects were presented with descriptions of labels of schizophrenic, cerebral palsied, psychopathic and mentally deficient people who they were asked to rate. No significant attitudinal differences were found between these two groups. Schmidt and Nelson (1969) came up with similar conclusions when studying level of teaching experience and attitudes toward the handicapped. White (1974) contended that persons with more related experience were found to have

less positive attitudes toward the handicapped. However, he found that people with a combined level of related education and related experience possessed a greater mean level of accepting attitude toward the mentally handicapped. This finding has been supported by Conner (1973) who compared two types of fieldwork-educational experience. One experience involved living on the same campus with the handicapped while doing fieldwork, while the other group lived apart. The live-in group had more accepting attitudes toward the handicapped than the live apart group, suggesting that the intensity of involvement had a positive effect on attitudes. Strauch, Chester and Rucker (1970) using a semantic differential instrument found that 10 college students working as teacher aides in a resident facility for the retarded had more positive attitudes toward the retarded after six weeks of working there than when they first started.

LeUnes, Christensen and Wilkerson (1975) studied the effects of a tour of a mental institution on attitudes toward the mentally handicapped. Using a semantic differential instrument, undergraduate students' attitudes toward the handicapped were found to be more positive after the tour.

Effects of education

Greene and Retish (1973) compared the attitudes of regular and special education students and found no significant differences. Prothero and Ehlers (1974) compared attitudes of undergraduate and graduate students toward the mentally handicapped before and after they read and mastered a programmed text on mental retardation. There were no significant differences between the pre- and post-test scores on their attitudes. Sund (1975) however, found that teachers' had more positive attitudes toward placement of retarded children in their classrooms when they had more hours of special education training.

Parish, Eads, Reece and Piscitello (1977) studied the effects of an introductory special education course on student attitudes. The students' attitudes were assessed before and after the course with the Personal Attribute Inventory Scale for the terms: Educable Mentally Handicapped, Physically Handicapped, and Learning Disabled. Pretest and post-test comparisons showed no significant differences. Special education majors had significantly more positive attitudes than the non-special education majors. The ratings of the term Physically Handicapped were significantly more positive than ratings for the Learning Disabled or the Educable Mentally Retarded labels before and after the course. It appears from this study that the special education course had no measurable effect on attitudes although special education majors on the average had more positive attitudes than the non-special education majors.

Present study

This study attempted to extend the work of Parish, Eads, Reece and Piscitello by comparing educational and experiential factors influencing attitudes toward the handicapped. Several different undergraduate courses of study, (Education, Social Work, Special Education and Family and Child Development), were compared with each other to see if a certain educational background has an influence on attitudes toward the handicapped. Even more importantly this study went beyond this by introducing an ongoing experience to test White's (1974) conclusion that the extent of attitude change depends on a combination of experiential and educational factors. Last of all, this study investigated the possibility of a relationship between the subjects' self-perceptions and their perceptions of a mentally handicapped child.

The experiential factor consisted of no experience, experience with non handicapped children and experience with Trainable Mentally Retarded Children (TMR).

Experience with non handicapped children and TMR children was obtained through the Friendship Tutoring Program, a voluntary community based program which recruits tutors to work on a one-to-one basis with both mentally handicapped and normal children from area schools (grade 1-12) (Funk, 1969; Brush, 1970). Tutors met once a week for 90 minutes with a child to help the child in homework and also to interact on an interpersonal level with the child. In addition to this, tutors and children often got together for group activities. Tutors were encouraged to meet with their children at additional times and also to try and meet the child's parents and teacher. Tutor inservice training was provided for a half-hour after every other tutoring session. There was also a workshop session where professionals from the fields of Special Education, Education, and Family and Child Development answered any questions tutors had before they were assigned a child.

SIGNIFICANCE OF THE STUDY

Since mainstreaming is public law and there is some evidence that teachers hold negative attitudes toward the handicapped, it is essential that factors involved in shaping these attitudes are identified in the hopes that possible modification of these attitudes can be accomplished. The Friendship Tutoring Program has just begun mainstreaming handicapped children into the program so it is essential that any possible difficulties with the mentally handicapped children's tutors be identified as soon as possible as part of the Friendship Tutoring's internal formative evaluation.

HYPOTHESES

1. There will be significant differences between the attitude ratings of the labels Mentally Handicapped Child, and Normal Child for all participants.
2. There will be significant differences between the three test groups (tutors of normal children, tutors of handicapped children, and non-tutors) in terms of attitude ratings of the labels Mentally Handicapped Child and Normal Child within both the pretest and posttest conditions.
3. There will be significant differences between the three test groups (tutors of normal children, tutors of handicapped children, and non-tutors) in terms of changes in attitude ratings of the labels Mentally Handicapped Child and Normal Child between the pre- and post test conditions.
4. There will be a significant relationship between posttest attitude ratings for Mentally Handicapped Child and tutors' responses on the Tutor Evaluation Form in terms of support from program staff, amount of time spent with the tutee, overall satisfaction with the Friendship Tutoring Program, satisfaction with the tutee, sources of knowledge of the tutor and previous experiences of the tutor with mentally handicapped children.
5. There will be a significant relationship between posttest attitude ratings for Mentally Handicapped Child and the background data of non-tutors completing the Personal Attribute Inventory in terms of previous experience with mentally handicapped children and the individual's self perception.

These hypotheses are stated in anticipation of rejecting the null hypothesis. Acceptance of the null hypothesis would mean that there were no significant differences.

METHODOLOGY

Subjects: One hundred and seventy college students who completed all relevant materials were included in this study. They were recruited from Educational Psychology, Social Work, and Family and Child Development courses at Kansas State University in the Fall 1978 semester. These subjects were divided into three test groups: Non-tutors, Tutors of the mentally handicapped, and Tutors of the non-handicapped. There were 138 subjects in the first group, (30 males, 108 females), 5 in the second, (3 males, 2 females), and 27 in the third, (2 males, 25 females). Assignment to the three test groups varied. The non-tutor group consisted of those subjects who chose not to participate in the Friendship Tutoring Program (FTP). These subjects formed a contrast group. The tutors in the non-handicapped tutor group consisted of 27 of those students who elected to work with non-handicapped children in FTP. Three of the tutors of the mentally handicapped volunteered to work with the handicapped and two more were persuaded to do so. All tutors were expected to work with the children for at least 90 minutes per week for 11 weeks with the option of working with them for longer periods. A tutor workshop at the beginning of the semester was provided to all tutors in order to provide information about the types and characteristics of children in the program. Tutors were also expected to attend inservice training every two weeks. This was designed to answer any questions that they might have had and also it provided a forum for ideas and opinions to improve tutoring skills and the program in general.

Table I indicates the percentage of subjects in certain major fields of study.

Table I
Educational Background of Tutors and Nontutors

	Nontutors	Tutors of Nonhandicapped	Tutors of Mentally Handicapped
Sample (N)	138	27	5
Major			
Education	46.4%	63.0%	80.0%
Family and Child Development	31.2%	0.0%	0.0%
Social Work	8.7%	7.4%	0.0%
Home Economics	5.1%	7.4%	0.0%
Special Education	4.3%	18.5%	0.0%
Recreational Therapy	0.0%	0.0%	20.0%
Other	3.6%	3.7%	0.0%
No Response	0.7%	0.0%	0.0%
TOTAL	100.0%	100.0%	100.0%

In all three treatment groups (nontutors, tutors of the handicapped and tutors of the nonhandicapped) Education was the dominant major. Approximately 7 major fields of study were represented in the nontutor group (NT), 5 in the tutors of the nonhandicapped group (TNH), and 2 in the tutors of the mentally handicapped group (TMH).

The handicapped tutees were between the ages of 14 and 20 and were classified as Trainable Mentally Retarded by the local school district. All tutees were male. The non-handicapped tutees were between the ages of 6 and 18 and were from regular classes in the local school district.

Instruments: Tutors and non-tutors completed the Parish Personal Attribute Inventory Scale (PAIS) (Parish, Bryant and Shirazi, 1976), both before they met their children and after 11 sessions of tutoring. Each time they were asked to rate the terms Yourself, Normal Child and Mentally Handicapped Child with the PAIS.

The Personal Attribute Inventory Scale (see Appendix A) was constructed by having freshman college students look through the Adjective Checklist compile by Gough (Parish, Bryant and Shirazi, 1976) and pick words which they thought were good or bad labels of people. The PAIS was then derived by randomly selecting 50 negative and 50 positive words from those on which 95% of the students agreed. Subjects were requested to pick 30 words which they felt were most characteristic of some person or target group. A score was derived by counting the number of negative adjectives checked (Parish, Bryant and Shirazi, 1976). The test-retest reliability with college students has been reported to be .90 over a two day period and .95 over a one week period (Parish, Bryant and Shirazi, 1976a) and .83 over a 4 week period. Criterion-related validity for the PAIS when compared to the Westie Summated Differences Scale was .46 ($p < .001$). Criterion-related validity for the PAIS when compared to the Ewns Adjective Checklist was found to be .66 ($p < .001$) for junior and senior college students and .55 ($p < .01$) for graduate students.

Along with the PAIS, each subject filled out a brief survey (Appendix A) covering demographic information such as age, sex, college major, previous work experience with either a retarded or non-retarded child and whether they had any family members who are retarded.

At the end of the semester, a questionnaire was given to the tutors (see Appendix B). This questionnaire assessed the time spent by the tutors with their tutees during the Friendship Tutoring Program sessions and at

other times plus work and/or interaction with school personnel, parents of tutees, Friendship Tutoring staff (ongoing experience), knowledge about children similar to their tutee gained before becoming a tutor (prior knowledge), experience with children similar to their tutee obtained before becoming a tutor (prior experience), and aid and advice given to the tutor from program staff or inservice training workshops (ongoing support).

Analysis of data: A 2x2x3 multivariate repeated measures design was used to test the first three hypotheses. Responses to the labels Normal Child, and Mentally Handicapped Child were the first dimension, pre-test and posttest conditions formed the second dimension and differences between each of the three experimental groups (tutors of the non-handicapped, tutors of the handicapped and non-tutors) formed the third dimension.

Pearson product moment correlations were used to test the fourth and fifth hypotheses concerning the relationship of PAIS scores of the term Mentally Handicapped Child to tutor background self perceptions and the Friendship Tutoring experiences and procedures.

LIMITATIONS OF THE STUDY

The use of KSU college students may not be representative of other populations. The study of a volunteer tutoring program in a relatively small Kansas university city may not be representative of similar programs in other geographic areas. The results of this study are also limited to the test instruments and measures used.

PROTECTION OF HUMAN RIGHTS

Subjects were given a written informed consent form with the PAIS and the Tutor Evaluation. The forms and procedures were approved by the University Committee on Research Involving Human Subjects of Kansas State University (see Appendices A and B).

RESULTS

Table II presents the label score means for the three subject groups by label and trial (pretest - posttest). The results of the multivariate

Table II
Label Score Means for the Three Subject Groups*

Label	Trial	Non-tutors (NT)	Tutors of Nonhandicapped (TNH)	Tutors of Mentally Handicapped (TMH)
Normal Child	Pretest	8.44	6.19	9.40
	Posttest	8.02	5.48	8.60
Mentally Handicapped Child	Pretest	12.73	12.26	11.40
	Posttest	12.67	10.33	15.20

* A high score indicates increasing negative labeling, all scores are out of possible 30.

repeated measures analysis indicates that the LABELS main effect was significant, $F(1,167) = 15.47, p < .001$. This supports the first hypothesis in that there were significant differences between the two labels. The ratings for the label Mentally Handicapped Child were significantly more negative than the ratings for the label Normal Child. The lack of a significant GROUP main effect fails to support the second hypothesis although the data suggests a tendency for the groups to differ, $F(2,167) = 2.26, p < .11$. The lack of a significant LABEL X PRETEST - POSTTEST interaction fails to support the third hypothesis, $F(1,167) = 1.04, p < .31$. No significant differences were found between the three test groups in terms of changes in ratings of the two labels between pre- and posttest conditions. For all three test groups there was a slight insignificant decrease in negative label scores

between pre- and posttest conditions with one exception. The TMH group appeared to show an increase in negative scores between pretest and posttest conditions for the Mentally Handicapped Child label while the TNH group appeared to show a decrease in negative responses.

Using a 2 x 2 univariate repeated measures design, an analysis of responses to the label Mentally Handicapped Child was done. The pretest-posttest conditions were the first dimension while the TNH and TMH groups formed the second dimension. A significant interaction was found between pretest-posttest conditions and group, $F(1,30) = 5.17, p < .03$, indicating a significant difference in pretest-posttest changes in ratings between the TMH and TNH groups.

Pearson product moment correlations were performed between the posttest PAIS scores of the label Mentally Handicapped Child and responses to questions from the Tutor Evaluation Form. Table III presents the results. The questions were from six areas designated by the investigator: support from program staff, amount of time spent with tutee, overall satisfaction with FTP, satisfaction with tutee, previous experiences with mentally handicapped children, and sources of knowledge. No significant correlations were found between the PAIS scores and questions from the areas of time spent with the tutee, satisfaction with the tutee, previous experiences with mentally handicapped children, and overall satisfaction with FTP for both the TNH and TMH groups. In the area of support from program staff one question correlated significantly with the PAIS scores for the TMH group but not for the TNH groups. This correlation suggests that the more the coordinator was viewed as aiding the tutor in handling interpersonal problems with the tutee, the more negatively the posttest label of Mentally Handicapped Child was rated ($r = .97, p < .01$). A significant correlation between the

TABLE III

Areas of Tutor Evaluation with Their Correlations with The
Posttest PAIS Label Scores of Mentally Handicapped Child

Tutor Evaluation Area	Question	Tutors of Mentally Handicapped (TMH) (N = 5)	Tutors of Nonhandicapped (TNH) (N = 27)
		r	r
Support from program staff	"Through the guidance of my coordinator I was better able to: 1. Handle behavior problems with my tutee 2. Handle problems in getting along with my tutee.	.86*	.02
Amount of time spent with tutee.	Questions: 6, 12, 41, 46, 47	.97**	.08
Overall satisfaction with FTP	Questions: 23, 25, 40	No significant r	No significant r
Satisfaction with tutee	Questions: 20, 21, 24, 26-28, 37, 39	No significant r	No significant r
Previous experiences with mentally handicapped children	Question 50	No significant r	No significant r
Sources of Knowledge	Ranking of sources of knowledge about children similar to tutor's tutee: 1. Parents 2. Siblings 3. College courses	-.40 -.83* -.25	.33* .02 -.46**

area of sources of knowledge and PAIS label ratings indicates that the more the TNH tutors viewed college courses as being helpful in gaining knowledge about children similar to their tutee, the more positive they rated the handicapped label ($r = -.46, p < .01$). For the TMH group only one question correlated with the posttest handicap label. For this group it appears that the more siblings were viewed as helpful in gaining knowledge about children similar to their tutee, the more positive the tutors rated the handicapped label ($r = -.83, p < .10$). Another correlation between this area and PAIS label ratings suggests that the more the TNH group thought parents were helpful in providing knowledge about children similar to their tutee, the more negatively they appeared to rate the handicap label ($r = .33, p < .10$). These correlations provide partial support to hypothesis 4. Thus it appears that there were significant relationships between posttest attitude ratings of the label Mentally Handicapped Child and tutor's responses on the Tutor Evaluation Form in terms of support from program staff and sources of knowledge.

Pearson product moment correlations were also calculated between the PAIS posttest label score Mentally Handicapped Child and previous experience on nontutors with mentally handicapped children as measured by the Background Data Sheet. Neither previous experience with handicapped children nor the type of experience were found to have any significant correlation with posttest scores of the Mentally Handicapped Child label on the PAIS. This indicates a lack of support for hypothesis 5. The strongest correlate of the posttest score for Mentally Handicapped Child was the pretest score of Mentally Handicapped Child for both the NT and TNH groups, $r = .69, .80$ respectively, $p < .001$.

DISCUSSION

These results support the findings of Parish and Dyck (1978), Aloia (1975) and Foster and Ysseldyke (1976) in that there were significant differences between ratings of a mentally handicapped child label and the more normative labels.

The finding that there were no significant differences between the three subject groups (NT, TNH, TMH) in either the pretest or posttest or between the pretest and posttest conditions lends support to the studies done by Combs and Harper (1967), and Schmidt and Nelson (1969).

These results should be viewed with caution, however, due to the small sample size. It is quite possible that significant differences could be obtained through increasing the sample size. In the case of the GROUP main effect for the 2x2x3 multivariate repeated measures analysis there is evidence that the differences within test groups within pre- and posttest conditions approaches statistical significance, $F(2,167) = 2.26$, $p < .11$. An increase in sample size in future replication of this study may strengthen the significance of this group effect.

Even though there were no significant differences in scoring of labels by the three groups between the pre- and posttest condition it is interesting to note the increase in mean negative scoring of the Mentally Handicapped Child label between pre- and posttest for the TMH group. There are several possibilities to account for this. It could be that the tutors were merely checking off adjectives that described observable attributes of their tutee. For instance, attributes such as "unintelligent", "rattlebrained" or "awkward" were not observed during the pretest phase since the tutors had not been assigned a tutee at that time. At the posttest phase they had been working with their tutees for about 11 weeks. This provided time for the tutor to observe possible negative behaviors.

Future investigators could analyze this factor by possibly using just two labels to rate: MENTALLY HANDICAPPED CHILD and YOUR TUTEE. In this way the tutor would be rating a general type label (MENTALLY HANDICAPPED CHILD) versus a label characterizing a specific person that the tutor has known for a specific period of time. After this has been done, an item by item comparison can be done to indicate which attributes for each label were checked. From such an analysis the investigator can hopefully detect specific differences in the way the two labels were rated and note what specific attributes, if any, appear to be characteristic of each label.

Another possibility for the increase in mean scoring of the MENTALLY HANDICAPPED CHILD label for the TMH group could lie in the ages of their tutees. The label specifically states that it is a child that the tutor is to describe yet the individual that they worked with was at least 14 years old. In some peoples' minds it is quite possible that they do not regard someone this age as a child. Thus it may be difficult to assume that the person being described by the tutor under the label of MENTALLY HANDICAPPED CHILD is actually the tutor's tutee. It may be wise in future studies to drop the label and use the YOUR TUTEE label instead.

The correlation between tutor evaluation areas and the posttest scores of the PAIS label MENTALLY HANDICAPPED CHILD leads to some interesting conclusions. The reader should be cautioned first of all to not draw cause and effect relationships from these correlations. It is possible that the tutor's attitudes did not become negative as a result of help from the room coordinator but rather sought him/her out more when they had problems with their child. The correlatin between the ranking response items should be interpreted in light of the fact that it may be stated

ambiguously. When this item was constructed it was intended that the tutor rank knowledge gained from his/her own parents and siblings. It is possible that they ranked knowledge gained from the tutee's parent or siblings. To make sure, future versions of the Tutor Evaluation Form should make this item more specific. In addition each potential source of knowledge should be rated independently.

Further analysis on the tutors' education, family background, extracurricular activities, etc. may identify a particular factor that is associated with an increase in negative attitudes over time. Ideally, a longitudinal study should be undertaken. This would give a good picture of the change of attitudes and prevent complications from differences in age cohorts that could be encountered in a cross-sectional study.

All conclusions drawn from the correlation coefficients of the TMH group should be tempered with the understanding that this group had a small sample size. It is quite possible more areas of the tutor evaluation would have been significant if the sample size was larger.

Factor analysis of the Tutor Evaluation Form should be done in the near future also. It is possible that the questions designed to cover the areas specified in Table III do not really reflect that area at all. Factor analysis might help to sharpen the measurement ability of this instrument.

Once this is done then correlations between responses from the evaluation and the PAIS should be rechecked in light of any change made in the tutor evaluation instrument.

The lack of a significant correlation between the posttest PAIS label score MENTALLY RETARDED CHILD and previous experience of nontutors with mentally handicapped children indicates that there was no significant relationship between the two. This matches the same results found with both tutor groups.

This lack of significance for previous experience as well as ongoing experience does not lend support to the contentions expressed by Ensher (1973) and Peterson (1977) that experience has a negative effect on attitudes. These correlations do not lend support to the idea that experience has a positive effect on attitudes towards the handicapped either. As stated before, these results may be due to the small sample size of the TMH group. This small sample size it is felt, has failed to adequately replicate the work of White (1974) or Parish, Eads, Reece and Piscitello (1977).

Besides an increase in sample size, future studies should strive to get an adequate cross-section of major areas of study for each treatment group. This would facilitate a more accurate assessment of the effect, if any, that educational background has on attitudes toward the handicapped.

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APPENDIX A

Personal Attribute Inventory Scale

with

Informed Consent Form

and

List of Negative Adjectives

**Department of Family and
Child Development**

Justin Hall
Manhattan, Kansas 66506
913-532-5510

December 7, 1978

Dear Sir or Ms.:

The purpose of this study is to investigate and assess the effectiveness of certain training programs for teachers of normal and handicapped children.

Would you please take a few minutes and fill out this inventory? It is being conducted under guidelines established by Kansas State University. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. You should omit any inventories which you feel unduly invade your right to privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

We may want to compare the data you give us today with information you have previously given. In order to compare your answers from today's inventory with any data you have previously given, we ask that you write the last four digits of your phone number and the last four digits of your social security number in the space provided on each inventory. This will help in matching data yet assure your confidentiality.

Please check one of the statements below regarding participation in this study. If you choose not to participate just sign the statement accordingly and return the unanswered inventories at the end of the period.

If you would like a summary of the results please check below and give us your name and address.

Your help in this study will be greatly appreciated.

Sincerely,

Thomas L. Lafontaine
Dept. of Family & Child Dev.
776-6566

Robert Poresky, Ph.D.
Dept. of Family & Child Dev.
532-5510

I agree to participate in this study.

I prefer not to participate in this study.

Name: _____

Date: _____

Check here if you would like a summary of results:

Address that summary should be sent to: _____

Read through this list and select exactly 30 words which seem to be typical of yourself. Indicate your selection by placing an X in the appropriate space next to each word.

- | | |
|---|--|
| <input type="checkbox"/> active | <input type="checkbox"/> natural |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> obnoxious |
| <input type="checkbox"/> alert | <input type="checkbox"/> organized |
| <input type="checkbox"/> appreciative | <input type="checkbox"/> original |
| <input type="checkbox"/> awkward | <input type="checkbox"/> patient |
| <input type="checkbox"/> bitter | <input type="checkbox"/> pleasant |
| <input type="checkbox"/> calm | <input type="checkbox"/> poised |
| <input type="checkbox"/> careless | <input type="checkbox"/> prejudiced |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> progressive |
| <input type="checkbox"/> clear-thinking | <input type="checkbox"/> quarrelsome |
| <input type="checkbox"/> complaining | <input type="checkbox"/> queer |
| <input type="checkbox"/> conceited | <input type="checkbox"/> quitting |
| <input type="checkbox"/> confident | <input type="checkbox"/> rational |
| <input type="checkbox"/> confused | <input type="checkbox"/> rattlebrained |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> relaxed |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> resentful |
| <input type="checkbox"/> cowardly | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> cruel | <input type="checkbox"/> rude |
| <input type="checkbox"/> deceitful | <input type="checkbox"/> self-centered |
| <input type="checkbox"/> dependable | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> despondent | <input type="checkbox"/> self-controlled |
| <input type="checkbox"/> determined | <input type="checkbox"/> self-pitying |
| <input type="checkbox"/> energetic | <input type="checkbox"/> selfish |
| <input type="checkbox"/> fairminded | <input type="checkbox"/> shallow |
| <input type="checkbox"/> fickle | <input type="checkbox"/> shiftless |
| <input type="checkbox"/> foolish | <input type="checkbox"/> show-off |
| <input type="checkbox"/> foresighted | <input type="checkbox"/> sincere |
| <input type="checkbox"/> forgetful | <input type="checkbox"/> slipshod |
| <input type="checkbox"/> gloomy | <input type="checkbox"/> snobbish |
| <input type="checkbox"/> good-natured | <input type="checkbox"/> spineless |
| <input type="checkbox"/> greedy | <input type="checkbox"/> stable |
| <input type="checkbox"/> handsome | <input type="checkbox"/> steady |
| <input type="checkbox"/> hasty | <input type="checkbox"/> stingy |
| <input type="checkbox"/> healthy | <input type="checkbox"/> strong |
| <input type="checkbox"/> helpful | <input type="checkbox"/> sulky |
| <input type="checkbox"/> hostile | <input type="checkbox"/> sympathetic |
| <input type="checkbox"/> humorous | <input type="checkbox"/> tactful |
| <input type="checkbox"/> imaginative | <input type="checkbox"/> tactless |
| <input type="checkbox"/> impatient | <input type="checkbox"/> thankless |
| <input type="checkbox"/> industrious | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> initiative | <input type="checkbox"/> touchy |
| <input type="checkbox"/> intolerant | <input type="checkbox"/> trusting |
| <input type="checkbox"/> inventive | <input type="checkbox"/> undependable |
| <input type="checkbox"/> irresponsible | <input type="checkbox"/> understanding |
| <input type="checkbox"/> irritable | <input type="checkbox"/> unfriendly |
| <input type="checkbox"/> jolly | <input type="checkbox"/> unintelligent |
| <input type="checkbox"/> kind | <input type="checkbox"/> unkind |
| <input type="checkbox"/> mannerly | <input type="checkbox"/> warm |
| <input type="checkbox"/> masculine | <input type="checkbox"/> weak |
| <input type="checkbox"/> nagging | <input type="checkbox"/> whiny |

NUMBER: _____

The Parish Personal Attribute Inventory

Read through this list and select exactly 30 words which seem to be typical of NORMAL CHILD. Indicate your selection by placing an X in the appropriate space next to each word.

active
 affectionate
 alert
 appreciative
 awkward
 bitter
 calm
 careless
 cheerful
 clear-thinking
 complaining
 conceited
 confident
 confused
 conscientious
 cooperative
 cowardly
 cruel
 deceitful
 dependable
 despondent
 determined
 energetic
 fairminded
 fickle
 foolish
 foresighted
 forgetful
 gloomy
 good-natured
 greedy
 handsome
 nasty
 healthy
 helpful
 hostile
 humorous
 imaginative
 impatient
 industrious
 initiative
 intolerant
 inventive
 irresponsible
 irritable
 jolly
 kind
 mannerly
 masculine
 nagging

natural
 obnoxious
 organized
 original
 patient
 pleasant
 poised
 prejudiced
 progressive
 quarrelsome
 queer
 quitting
 rational
 rattlebrained
 relaxed
 resentful
 resourceful
 rude
 self-centered
 self-confident
 self-controlled
 self-pitying
 selfish
 shallow
 shiftless
 show-off
 sincere
 slipshod
 snobbish
 spineless
 stable
 steady
 stingy
 strong
 sully
 sympathetic
 tactful
 tactless
 thankless
 tolerant
 touchy
 trusting
 undependable
 understanding
 unfriendly
 unintelligent
 unkind
 warm
 weak
 whiny

NUMBER: _____

The Parish Personal Attribute Inventory

Read through this list and select exactly 30 words which seem to be typical of MENTALLY HANDICAPPED CHILD. Indicate your selection by placing an X in the appropriate space next to each word.

- | | |
|---|--|
| <input type="checkbox"/> active | <input type="checkbox"/> natural |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> obnoxious |
| <input type="checkbox"/> alert | <input type="checkbox"/> organized |
| <input type="checkbox"/> appreciative | <input type="checkbox"/> original |
| <input type="checkbox"/> awkward | <input type="checkbox"/> patient |
| <input type="checkbox"/> bitter | <input type="checkbox"/> pleasant |
| <input type="checkbox"/> calm | <input type="checkbox"/> poised |
| <input type="checkbox"/> careless | <input type="checkbox"/> prejudiced |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> progressive |
| <input type="checkbox"/> clear-thinking | <input type="checkbox"/> quarrelsome |
| <input type="checkbox"/> complaining | <input type="checkbox"/> queer |
| <input type="checkbox"/> conceited | <input type="checkbox"/> quitting |
| <input type="checkbox"/> confident | <input type="checkbox"/> rational |
| <input type="checkbox"/> confused | <input type="checkbox"/> rattlebrained |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> relaxed |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> resentful |
| <input type="checkbox"/> cowardly | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> cruel | <input type="checkbox"/> rude |
| <input type="checkbox"/> deceitful | <input type="checkbox"/> self-centered |
| <input type="checkbox"/> dependable | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> despondent | <input type="checkbox"/> self-controlled |
| <input type="checkbox"/> determined | <input type="checkbox"/> self-pitying |
| <input type="checkbox"/> energetic | <input type="checkbox"/> selfish |
| <input type="checkbox"/> fairminded | <input type="checkbox"/> shallow |
| <input type="checkbox"/> fickle | <input type="checkbox"/> shiftless |
| <input type="checkbox"/> foolish | <input type="checkbox"/> show-off |
| <input type="checkbox"/> foresighted | <input type="checkbox"/> sincere |
| <input type="checkbox"/> forgetful | <input type="checkbox"/> slipshod |
| <input type="checkbox"/> gloomy | <input type="checkbox"/> snobbish |
| <input type="checkbox"/> good-natured | <input type="checkbox"/> spineless |
| <input type="checkbox"/> greedy | <input type="checkbox"/> stable |
| <input type="checkbox"/> handsome | <input type="checkbox"/> steady |
| <input type="checkbox"/> hasty | <input type="checkbox"/> stingy |
| <input type="checkbox"/> healthy | <input type="checkbox"/> strong |
| <input type="checkbox"/> helpful | <input type="checkbox"/> sulky |
| <input type="checkbox"/> hostile | <input type="checkbox"/> sympathetic |
| <input type="checkbox"/> humorous | <input type="checkbox"/> tactful |
| <input type="checkbox"/> imaginative | <input type="checkbox"/> tackless |
| <input type="checkbox"/> impatient | <input type="checkbox"/> thankless |
| <input type="checkbox"/> industrious | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> initiative | <input type="checkbox"/> touchy |
| <input type="checkbox"/> intolerant | <input type="checkbox"/> trusting |
| <input type="checkbox"/> inventive | <input type="checkbox"/> undependable |
| <input type="checkbox"/> irresponsible | <input type="checkbox"/> understanding |
| <input type="checkbox"/> irritable | <input type="checkbox"/> unfriendly |
| <input type="checkbox"/> jolly | <input type="checkbox"/> unintelligent |
| <input type="checkbox"/> kind | <input type="checkbox"/> unkind |
| <input type="checkbox"/> mannerly | <input type="checkbox"/> warm |
| <input type="checkbox"/> masculine | <input type="checkbox"/> weak |
| <input type="checkbox"/> nagging | <input type="checkbox"/> whiny |

NUMBER: _____

BACKGROUND DATA SHEET

Please respond to the following questions:

1. Your age? _____
2. Your sex? _____
3. Your college major? _____
4. In what class or location did you fill out this questionnaire in? _____

5. Have you had any previous experience working or interacting with mentally handicapped children? YES _____, NO _____.

If yes, specify the experience: a) Teacher Aide _____, b) Church school _____, c) Child care (baby sitting) _____, d) Camp counselor _____, e) Youth group (i.e.: scouts) _____, f) Recreation Supervisor _____, g) Other (specify) _____

6. Have you had any previous experience working or interacting with non-handicapped children? YES _____, NO _____.

If yes, specify the experience: a) Teacher Aide _____, b) Church school _____, c) Child care (baby sitting) _____, d) Camp counselor _____, e) Youth Group (i.e.: scouts) _____, f) Recreation Supervisor _____, g) Other (specify) _____

7. Do you have any mentally retarded relatives? YES _____, NO _____.

If yes, specify the relation: _____

8. Do you have any physically handicapped relatives? YES _____, NO _____

If yes, specify the relation: _____

9. What year are you in college: FRESHMAN _____

SOPHOMORE _____

JUNIOR _____

SENIOR _____

GRADUATE _____

Negative Adjectives from Personal Attribute Inventory Scale

Awkward	Impatient	Shiftless
Bitter	Intolerant	Showoff
Careless	Irresponsible	Slipshod
Complaining	Irritable	Snobbish
Conceited	Nagging	Spineless
Confused	Obnoxious	Stingy
Cowardly	Prejudiced	Sulky
Cruel	Quarrelsome	Tactless
Deceitful	Queer	Thankless
Despondent	Quitting	Touchy
Fickle	Rattlebrained	Undependable
Foolish	Resentful	Unfriendly
Forgetful	Rude	Unintelligent
Gloomy	Self-Centered	Unkind
Greedy	Self Pitying	Weak
Hasty	Selfish	Whiny
Hostile	Shallow	

APPENDIX B

Tutor Evaluation Form
with
Informed Consent Form
and
List of Questions
with
Respective Topic Areas



Department of Family and
Child Development

Justin Hall
Manhattan, Kansas 66506
913-532-5510

December 7, 1978

Dear Tutor:

Each year the Friendship Tutoring Program distributes a questionnaire in order to assess the program and the overall satisfaction of the tutors as well to determine the future needs of the program. The results of this semester's survey will also be used in a thesis study to determine the feasibility of expansion of the program to groups such as the mentally handicapped.

Would you please take a few minutes and fill out this questionnaire? It is being conducted under guidelines established by Kansas State University. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

In order to best utilize the information you provide we would like you to write the last four digits of your phone number in the space provided in the upper right hand corner of the first page of the questionnaire. This will help in matching the questionnaire data with other data you have previously provided yet assure your confidentiality.

Please check one of the statements below regarding participation in this study. If you choose not to participate just sign the statement accordingly and return the unanswered questionnaire to the room coordinator.

If you would like a summary of the results please check below and give us your name and address.

Your help in this evaluation will be greatly appreciated by everyone on the staff of Friendship Tutoring.

Sincerely,

Thomas L. Lafontaine
Director, FTP

Robert Poresky, Ph.

_____ I agree to participate in this study.

_____ I prefer not to participate in this study.

Name: _____

Date: _____

Check here if you would like a summary of results: _____
Address that summary should be sent to: _____

FRIENDSHIP TUTORING PROGRAM -DECEMBER 1978
 DEPARTMENT OF FAMILY AND CHILD DEVELOPMENT
 THOMAS LAFONTAINE, EXECUTIVE COORDINATOR

TUTOR EVALUATION FORM

Please respond to items according to the directions given throughout the questionnaire.

1. Your age? _____
2. Your sex? _____
3. Your college major? _____
4. Are you tutoring for class credit? YES _____, NO _____. If so, what class?

5. What site did you tutor at? (check one) Grades 1-3 _____, Grade 4 _____,
 Grade 5 _____, Grade 6 _____, Grades 7-12 _____.
6. I have attended the following number of Friendship Tutoring sessions: _____

Please respond to the following questions using the key below. (circle number)

	DISAGREE VERY STRONGLY	DISAGREE STRONGLY	DISAGREE	UNDECIDED	AGREE	AGREE STRONGLY	AGREE VERY STRONGLY
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
7. There should be more program-wide activities.				1	2	3	4 5 6 7
8. Group activities at my grade level were sufficient in number.					1	2 3 4	5 6 7
9. There should be more group activities.					1	2 3 4	5 6 7
10. I would like a planned group activity weekly at my grade level as part of the regular tutoring session.					1	2 3 4	5 6 7
11. I would like more input into planning group activities at my grade level.					1	2 3 4	5 6 7
12. It was a problem for me to meet weekly with my tutee.					1	2 3 4	5 6 7
13. Expecting tutors to attend tutor meetings is asking too much.					1	2 3 4	5 6 7
14. Tutor meetings helped me be a better tutor.					1	2 3 4	5 6 7
15. I enjoyed the contact with other tutors at tutor meetings.					1	2 3 4	5 6 7
16. I need more in-service-training for this work.					1	2 3 4	5 6 7

DISAGREE VERY STRONGLY <u>1</u>	DISAGREE STRONGLY <u>2</u>	DISAGREE <u>3</u>	UNDECIDED <u>4</u>	AGREE <u>5</u>	AGREE STRONGLY <u>6</u>	AGREE VERY STRONGLY <u>7</u>				
17.	Tutor meetings gave me ideas about activities to plan for my tutee.			1	2	3	4	5	6	7
18.	Tutor meetings gave me guidance in handling behavior problems.			1	2	3	4	5	6	7
19.	The tutee should do a homework assignment every week.			1	2	3	4	5	6	7
20.	There was a recurrent behavior problem with my tutee.			1	2	3	4	5	6	7
21.	When a behavior problem arose I was able to deal effectively with the situation.			1	2	3	4	5	6	7
22.	Other tutees interrupted my work with my tutee.			1	2	3	4	5	6	7
23.	The facilities and equipment of the program were good.			1	2	3	4	5	6	7
24.	I had a good relationship with my tutee.			1	2	3	4	5	6	7
25.	Activities other than homework are important in the Friendship Tutoring Program.			1	2	3	4	5	6	7
26.	I am an important person to my tutee.			1	2	3	4	5	6	7
27.	Weekly time with my tutee takes precedence over other activities for me.			1	2	3	4	5	6	7
28.	I was confident in my ability to work with my tutee.			1	2	3	4	5	6	7
29.	Other tutors were of assistance to me.			1	2	3	4	5	6	7
30.	It is worthwhile when a few tutors plan an activity together for their tutees.			1	2	3	4	5	6	7
31.	Through the guidance of my coordinator I was better able to:									
	a) Handle behavior problems with my tutee.			1	2	3	4	5	6	7
	b) Handle academic problems with my tutee.			1	2	3	4	5	6	7
	c) Handle problems in getting along with my tutee.			1	2	3	4	5	6	7
32.	My coordinator(s) discussed program requirements.			1	2	3	4	5	6	7
33.	I could go to my coordinator(s) if I needed help in some problem.			1	2	3	4	5	6	7

DISAGREE VERY STRONGLY	DISAGREE STRONGLY	DISAGREE	UNDECIDED	AGREE	AGREE STRONGLY	AGREE VERY STRONGLY				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>				
34. The program has helped me to improve my ability to work with children or adolescents.				1	2	3	4	5	6	7
35. My participation in Friendship Tutoring was a worthwhile experience.				1	2	3	4	5	6	7
36. I am satisfied with the Friendship Tutoring Program.				1	2	3	4	5	6	7
37. I am more positive about my tutee now than when I first met him/her.				1	2	3	4	5	6	7
38. The tutor workshop held in September was helpful in giving me information and ideas for tutoring.				1	2	3	4	5	6	7
39. My tutee's behavior is appropriate for his/her age.				1	2	3	4	5	6	7
40. If it is possible, I would like to tutor next semester.				1	2	3	4	5	6	7

Please use the following key for the next group of questions:

CIRCLE THE APPROPRIATE NUMBER ON THE RIGHT HAND SIDE ACCORDING TO THE KEY

No Meetings	1 Meeting	2 Meetings	3 Meetings	4 Meetings	5 or more Meetings
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5+</u>

During the Fall 1978 semester in which I participated in FTP:

41. I have visited my tutee's home.	0	1	2	3	4	5+
42. I have had contact with my tutee's teacher concerning a specific academic problem.	0	1	2	3	4	5+
43. I have met the school social worker concerning my tutee.	0	1	2	3	4	5+
44. I have met the school psychologist concerning my tutee.	0	1	2	3	4	5+
45. I have met the school counselor concerning my tutee.	0	1	2	3	4	5+
46. In addition to the usual Thursday meetings I have met my tutee at other times.	0	1	2	3	4	5+
47. On Thursday tutorings session I planned an activity away from the tutoring site for my tutee.	0	1	2	3	4	5+
48. I have met my tutee's parent(s) or guardian(s).	0	1	2	3	4	5+

PLEASE CHECK THE APPROPRIATE ANSWER TO THE FOLLOWING QUESTIONS:

49. Have you been in Friendship Tutoring before this semester? YES _____ NO _____

50. Have you had ~~previous~~ experience working or interacting with children similar to your tutee? YES _____ NO _____

If yes, specify the experience: a) Teacher aide _____, b) Church school _____,
c) Child care (Babysitting) _____, d) Camp counselor _____, e) Youth group (i.e.
scouts) _____, f) Recreation supervisor, g) Other _____

51. In my opinion I believe my tutee is: NORMAL _____, RETARDED _____,
LEARNING DISABLED _____, DON'T KNOW _____, OTHER (specify) _____

52. Rank the following sources in the order of their helpfulness to you in gaining knowledge about children similar to your tutee. Use the numbers 1 through 8 with 1 for the most influential sources and 8 for the least influential source. Use each number only once.

_____ Newspaper, Radio, T.V.

_____ Peers

_____ Parents

_____ Siblings

_____ Your previous observations of children similar to your tutee.

_____ Your previous experience working with children similar to your tutee.

_____ College courses

_____ Other (specify) _____

53. Rank the following aides in the order you feel has been most helpful to you in your tutoring activities. Use the numbers 1 through 8 with 1 for the most useful aide and 8 for the least useful aide. Use each number only once.

_____ Help from Room Coordinators

_____ Help from parents

_____ Help from tutee's teacher

_____ Help from school psychologists, social worker and/or counselor

_____ Program equipment

_____ Program facilities

_____ After tutoring sessions

_____ Other (specify) _____

54. Please list any activities engaged in or places visited by you and your tutee during the semester that you consider worthwhile.

55. We welcome any comments, suggestions, observations, etc. that you wish to make. Please use this space to make them:

TOPIC AREAS COVERED IN TUTOR EVALUATION FORM

<u>AREA</u>	<u>QUESTIONS MEASURING AREA</u>
1. Support from Program Staff.	13-18, 31-33, 38, 53
2. Amount of time spent with tutee.	6, 12, 41, 46, 47
3. Overall satisfaction with FTP.	23, 25, 40
4. Satisfaction with tutee.	20, 21, 24, 26-28, 37, 39
5. Sources of information.	3, 4, 52
6. Previous experiences with mentally handicapped children.	50

EXPERIENTIAL FACTORS INFLUENCING PERCEPTIONS
OF RETARDED CHILDREN

by

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Using undergraduate college students from Kansas State University (n = 170), experiential factors influencing perceptions of retarded children were studied. The sample was split into 3 test groups: Nontutors (n = 138), tutors of the mentally handicapped (n = 5), and tutors of the nonhandicapped (n = 27). All tutors were participants in the Manhattan, Kansas Friendship Tutoring Program. Each group completed the Personal Attribute Inventory (Parish, Bryant and Shirazi, 1976) before they were assigned to a group and after 11 weeks of interaction with their tutees. Two labels were rated using the Personal Attribute Inventory Scale by all test groups: Mentally Handicapped Child and Normal Child. The nontutor group were asked to fill out a background data sheet indicating their age, sex, undergraduate major, previous work and experience with either a retarded or nonretarded child. All tutors completed a Tutor Evaluation Form which attempted to measure the areas of: support from program staff, amount of time spent with the tutee, overall satisfaction with the Friendship Tutoring Program, satisfaction with the tutee, source of knowledge of the tutor and previous experiences of the tutor with mentally handicapped children.

The study was designed to test 5 hypotheses:

1. There will be significant differences between the attitude ratings of the labels Mentally Handicapped Child and Normal Child.
2. There will be significant differences between the three test groups in terms of attitude ratings of the label Mentally Handicapped Child and Normal Child.
3. There will be significant differences between the three test groups in terms of changes in attitude ratings of the labels Mentally Handicapped Child and Normal Child.

4. There will be significant relationship between posttest attitude ratings for Mentally Handicapped Child and tutors' responses on the Tutor Evaluation Form.
5. There will be a significant relationship between posttest attitude ratings for Mentally Handicapped Child and the background data on nontutors completing the Personal Attribute Inventory Scale in terms of previous experience with mentally handicapped children.

A 2x2x3 multivariate repeated measures design was used to test the first three hypotheses while Pearson product moment correlations were used to test the fourth and fifth hypotheses.

Results confirmed the first hypothesis and partially confirmed the fourth hypothesis in that support from program staff and sources of knowledge of the tutor correlated significantly with the Personal Attribute Inventory Scale scores. The second, third and fifth hypotheses were not supported however. A post hoc 2 x 2 univariate measures design was used to further analyze responses to the label Mentally Handicapped Child. Results indicated a significant difference in pretest-posttest changes in ratings between the tutors of the mentally handicapped and tutors of the nonhandicapped. Small sample size was stated as the dominant reason for the lack of results. Suggestions were made for improvement in design and test instruments for future studies.