

INTERGENERATIONAL PROGRAMS IN
OKLAHOMA'S LICENSED CHILD
CARE CENTERS: DIRECTORS
ATTITUDES AND BEHAVIORS

By

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CHAPTER I

INTRODUCTION

The number of intergenerational programs is increasing throughout the United States. Reports by Neuman (1983) show an estimated 300,000 persons over the age of sixty are volunteering in schools and working directly with children and youth between the ages of five and eighteen. Bartz (1984) reports an estimated 100,000 older persons work with children as volunteers in libraries, daycare centers, schools, youth organizations, community agencies, and other settings throughout the United States. Many of these programs have the same primary goal, which is to recognize and reestablish the linkage between the young and old.

The idea of intergenerational programs can form different meanings for every person. Neuman's (1983) working definition of an intergenerational program is a program with planned experiences and activities that are designed to bring generations together for their mutual benefit.

Intergenerational program formats are quite varied according to the particular goals and needs of the group. Lectures and other formal methods are generally used when working with older children. Programs for younger children

typically provide "hands-on" approach with direct interaction between children and seniors. In the area of education, "intergenerational programming" is believed to be one of the fastest growing movements (Prat, 1984). Such programs are often combined with new curricula in which children learn about aging.

The increased need for educating children about aging and having seniors as a resource to a program is extremely beneficial for both generations. The average life expectancy has climbed from 47 in 1900 to 74 years today (Daggett, 1985). The young people of today will grow old in an era when half the population will be over 40, and one half of those will be over 60.

Presently, many seniors and young children are isolated from one another (Bartz, 1984). Demographic trends such as the decline in farms, younger populations move to the suburbs, and occupational mobility are some reasons for the decreased contact between the young and the old. This separation of the young and old provides a greater opportunity for stereotypes of each generation about the other as well as fear of aging in the young. As the number of people over 65 rapidly increases, the physical and psychological distance between age groups also increases (Green, 1982). In the 1920's, the state of Massachusetts reported 50% of all families had at least one older adult living with the family in addition to the parents. The current figure is a low 3.5% of the families.

A study by Seefeldt, Jantz, Galper, and Serock (1977) was conducted to assess the attitudes of children toward the elderly. The Children's Attitude Toward the Elderly instrument (CATE) was used to evaluate the children's attitudes. The sample consisted of 180 children, 20 at each level from age 3 years to 11 years. The results reported that children's attitudes were generally stereotypic and negative toward the elderly; children expressed disgust and distaste at the prospect of growing old themselves; children stated that older people couldn't do anything but sit and rock, go to church, or be pushed in wheelchairs. Out of 180 children, only 39 were able to identify an older person they knew outside their family unit.

As the information clearly shows, the bridge between the ages is growing wider and more negative with the greater isolation between young and old. The isolation does not allow either group to see the many valuable contributions they can make to one another. Society has allowed older persons to be treated in the way younger generations perceive them and the elderly have followed the pattern. Due to the disappearance of older adults in children's lives, many young people are growing up with little or no opportunity to have meaningful relationships with older adults. In the same manner, elderly may be deprived of access to "significant other" younger people. The separation of young and old have caused unrealistic attitudes to develop separately to meet the needs of each

group. Several examples of isolation include senior centers, nursing homes, child care centers and youth organizations.

Neuman (1982) states that intergenerational programming with the express purpose of getting to know each other could help unlock many doors between the young and old. This atmosphere can be created through activities where old and young interact as well as just spend time together quietly or engaged in a mutual interest. Along with the interaction of old and young, we must educate the young about aging. This education will be beneficial in future challenges with their own families and community members. Intergenerational programs can serve as a catalyst for erasing discrimination and stereotyping by age.

The quality of life can be improved for young and old through intergenerational programs. Young children benefit from being with the elderly since the experience allows them to gain respect for the aging process through positive personal contacts, to learn about traditions of the past, and to gain respect for these traditions. The elderly benefit in many ways, also. The new friendship occupies free time and provides the opportunity to serve others. Perry (1983) reports studies show that working people are happier and better adjusted than those who are not working. This implies that the elderly's adjustment would be improved if more alternatives for volunteering were available. Perry (1983) defines volunteering as contributing one's time

without pay to non-profit organizations in the community. In 1974, 14.5% of the elderly participated in volunteer programs. This was an increase of 4% over the 1965 figure of 10.5% of the population of elderly. An increase of 23.5% from 1974 brings the 1985 percentage of volunteers over 65 years of to 38%.

A teacher's resource guide was developed in order to integrate the study of aging into the curriculum (Green, 1982). There are seven parts in the guide, including a description of tutoring programs in schools. A recruitment and training program was used by staff and volunteers in one program (Fine, 1986). This program offered eleven training seminars that prepared volunteers for their role. California State University at Stanislaus uses an intergenerational curriculum broken into ten modules (Asher, 1988). Each module includes a rationale, appropriate objectives and goals, children's resources, a teacher resource bibliography and some suggested activities. All of these resources are informative and adaptable. The benefits of elderly in the classroom can be many after a volunteer training seminar, to help them better understand the children and their role in the classroom.

The literature about intergenerational programs strongly supports the programs in schools for all ages. The programs seem to be unique, each catering to their individual needs. However, they all seem to have a common benefit, joy. This brings many other emotions with it but

every participant agrees on the word joy as an expression of their feelings. The literature is valuable to all who have interest in intergenerational programs and especially to the fearful or skeptical persons. Many of the resources available offer goals and guidelines to begin an intergenerational program. They also give references of programs already in operation. This would allow correspondence or visitation with a program to get first-hand viewpoint. Also available are videotapes, movies, and other resources for those educators and interested professionals who want to become involved in the bridging of the ages through intergenerational programs.

Purpose

The overall purpose of this study was to determine factors that influence a child care director's attitudes and behaviors toward intergenerational programs.

Hypotheses

In order to expand our knowledge of child care director attitudes and behaviors about intergenerational programs, the following hypotheses were examined:

1. Director attitudes and behaviors as measured by scores on the attitudes and behaviors questionnaire (ABQ) will be predicted by age, education and experience of the director.

2. Director attitudes and behaviors as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by personal experience of the director as measured by the personal experience questionnaire (PEQ).

3. Director attitudes and behaviors as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by desired contact with elderly as measured by the personal experience questionnaire (PEQ).

4. Director behavior as measured by the total score of the attitudes and behaviors questionnaire (ABQ) will be predicted by director attitudes.

5. Director attitudes and behaviors as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by community size and percentage of elderly in the county.

CHAPTER II

METHODS

Subjects

Seventy-six directors of licensed child care centers (36%) returned the questionnaire. The directors ranged in age from 21 to over 70 years with the average age range at 41 to 45 years. Ninety-six percent of the directors were caucasian. The mean educational level of the sample was 1 to 2 years of college and the average experience as a director was 7 to 10 years.

Insert Table I about here.

Procedures

A total of 210 questionnaires were distributed in the State of Oklahoma. Of this total, all were directed to directors of licensed child care centers. Overall, 76 usable questionnaires were returned representing an average return rate of 36%.

A copy of all licensed child care centers in Oklahoma was requested from Department of Human Services. The centers were coded in order to protect confidentiality. From the list, systematic randomization was used, with code numbers being drawn from a container for inclusion in the sample. As a result, three licensed centers from each county were chosen. In counties with fewer than three licensed centers, all were included in the study.

After selection, each questionnaire was given the child care center's code number and mailed to the directors of selected centers. The mailing consisted of a cover letter, explaining the research and asking for their cooperation; the three page questionnaire; and a self-addressed stamped envelope for return to the researcher.

Instruments

The questionnaire consisted of three pages, 1) general information, 2) personal experience questions, and 3) attitude and behavior scales. The general information form asked for demographic characteristics. The personal experience form was adapted from the Familiarity with the Aged Questionnaire (FAQ) developed by Click (1976). This instrument was selected to measure personal experience, the nature of this experience, the desire of the experience, and the amount of contact with people over 65 years.

Attitudes and behaviors of the directors were measured with a five-point Likert scale (see Figure 1). A total

score on attitude was based on the 10 attitude statements; a total score on behavior was based on the 10 behavior statements. Scoring of the attitude and behavior statements was on a point system. The point value was the same as the number circled, except on two attitude statements. The scoring of the two negative statements (#5 and #6) were reversed in order to accumulate an accurate score (eg. 1=5 pts.; 5 = 1 pt.).

CHAPTER III

RESULTS

Director attitudes and behaviors as measured by total score on the attitudes and behaviors questionnaire (ABQ) will be predicted by age, education and experience of the director. Multiple regression indicated that age, education and experience were not predictive of director's attitudes ($R^2 = .007$, $p > .05$) and behaviors ($R^2 = .043$, $p > .05$).

Director attitudes and behaviors as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by personal experience as measured by the personal experience questionnaire. Four questions (#1, 6, 7 & 9) were scored and added together to give a personal experience score for the multiple regression analysis. The multiple regression indicated attitudes and behaviors of directors were not predicted by personal experience ($R^2 = .000$, $p > .05$; $R^2 = .001$, $p > .05$).

Director attitudes and behaviors as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by desired contact with elderly as measured by the

personal experience questionnaire. Desired contact was measured by a score (#9) on the personal experience questionnaire. Multiple regression indicated no significant prediction of attitudes and behaviors by desired contact with the elderly ($R^2 = .000$, $p > .05$, $R^2 = .003$, $p > .05$).

Director behavior as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by director attitudes. Director attitudes about intergenerational programs predicted ($p < .001$) director behavior about intergenerational programs ($R^2 = .516$, $p > .001$).

Director attitudes and behaviors as measured by the attitudes and behaviors questionnaire (ABQ) will be predicted by community size and percentage of elderly in the county. Community size was reported by directors. The size ranged from under 5,000 to over 100,000 with the mean of 5,000 to 10,000.

The percentage of elderly in the county was obtained from 1980 census reports. The range of percentages of elderly was 6.5% to 24.8% with the mean being 15.2%. Multiple regression showed that community size and percentage of elderly in the county predicted the director's behavior score ($R^2 = .085$, $p < .05$). Community size and percentage of elderly in the county were not predictive of the director's attitude score ($R^2 = .041$, $p > .05$).

CHAPTER IV

DISCUSSION

The director's attitudes predicted the director's behavior in this study ($R^2 = .516$, $p > .001$). The attitude questionnaire asked questions about the value of volunteers and/or staff over 65; if directors believed that volunteers over 65 were helpful, too slow or frightened children. Attitudes which were more supportive of intergenerational programs were predictive of behavior related to intergenerational programming. Some of the items on the attitude questionnaire called for evaluation of other people and their enjoyment or support of volunteers and/or staff over 65 in the child care center. Again, when the director saw others as supportive toward intergenerational programming, the overall attitude was more positive.

The sample in the study had a highly positive attitude toward intergenerational programs. The scores ranged from 17 to 50 (low = 0, high = 50). The mean attitude score was 38. Attitudes that are positive can create positive behavior, therefore creating positive attitudes is a beginning step to increasing intergenerational programs.

The creation of positive attitudes is possible in many ways. Positive attitudes in adults can be strengthened

through reading about intergenerational programs that work and how they operate. Touring centers and other facilities that offer intergenerational programs, when available, can be a positive attitude creator. Staff development sessions can be used to discuss intergenerational programming. Children's positive attitudes can be created through curriculum, (Asher, 1988), with books, games, field trips and other resources. Children will look to their role models (teachers, parents, assistants) for their reactions and attitudes as another indicator to make decisions about intergenerational programming. The increase in intergenerational programs relies a great deal on creating positive attitudes.

The hypothesis concerning community size and percentage of elderly in the county as predictive of the director's behavior was supported with this sample. In larger communities where a high percentage of elderly are present, directors report more positive behaviors. The number of elderly available would be an obvious factor in having available volunteers over 65 years.

Smaller communities with fewer elderly should not give up on having volunteers in intergenerational programs. They should seek out volunteers through advertisement, word of mouth, by using grandparents of children in the center. A workshop could be offered in the community that would introduce the idea of intergenerational programs, how they can work, and the volunteers role in the program.

The behaviors of directors in this study were affected by availability of volunteers and the director's knowledge of alternative ways of recruiting volunteers over 65 years. A recruitment and training program could help with the start of an intergenerational program (Fine, 1986). After use of this guide director behavior might become higher in a new study.

There were no significant findings in director attitudes and/or behaviors as predicted by age, education and experience. Personal experience did not predict director attitudes and/or behaviors. The hypothesis concerning desired contact with elderly as predictive of the director attitudes and/or behaviors was not supported in this study.

The results that were not significant in this study could, however, be quite different in an urban population. This sample does not seem to be as isolated from people over 65 as urban areas (Bartz, 1984). Urban areas offer fewer opportunities from people over 65 and, therefore, offer fewer young children the chance to encounter with a person over 65.

The fewer experiences directors have with people over 65, the less they have to base their attitude on, therefore creating a more neutral or even negative attitude toward people over 65. This showing that director experiences and desired contact would be predictive of director attitudes

and behaviors. The results of an urban population could prove to be interesting and informative.

The issue of quality in early childhood education programs has gained the attention of many people over the last 10 years. Research has shown seven critical components in high quality programs (Schweinhart, 1987):

1. A developmentally appropriate curriculum.
2. Supervisory support and in-service training for program staff.
3. Low enrollment limits and an adequate number of adults, with teaching/caregiving teams assigned to small groups of children.
4. Staff trained in early childhood development.
5. Parents involved as partners with program staff.
6. Sensitivity to the noneducational circumstances of the child and family.
7. Developmentally appropriate evaluation procedures.

Research has also shown that when these seven components are met, a good early childhood program can be offered in any setting (Schweinhart, 1987).

In addition to quality, caregivers must be concerned about continuing to enrich children's life experiences. One aspect of enrichment to children's lives is experiencing healthy people over 65 years of age. Elderly people (defined here as 65 years and older) have so much to share with others and usually have a great deal of time to share experiences.

The quality of life can be improved for young and old through intergenerational programs. Young children benefit from being with the elderly since the experience allows them to gain respect for the aging process through positive personal contacts, to learn about traditions of the past, and to gain respect for these traditions. The elderly benefit in many ways, also. The new friendship occupies free time and provides the opportunity to serve others. Perry (1983) reports studies show that working people are happier and better adjusted than those who are not working. This implies that the senior's adjustment would be improved if more alternatives for volunteering were available.

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APPENDICES

APPENDIX A
LITERATURE REVIEW

LITERATURE REVIEW

The number of intergenerational programs is increasing throughout the United States. Reports by Neuman (1983) show an estimated 300,000 persons over the age of 60 are volunteering in schools and working directly with children and youth between the ages of 5 and 18. Bartz (1984) reports an estimated 100,000 older persons work with children as volunteers in libraries, daycare centers, schools, youth organizations, community agencies, and other settings throughout the United States. Many of these programs have the same primary goal which is to recognize and reestablish the linkage between the young and old.

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Intergenerational program formats are quite varied according to the particular goals and needs of the group. Lectures and other formal methods are generally used when working with older children. Programs for younger children typically provide a "hands-on" approach with direct

interaction between children and seniors. In the area of education, "intergenerational programming" is believed to be one of the fastest growing movements (Prat, 1984). Such programs are often combined with new curricula in which children learn about aging.

The increased need for educating children about aging and having seniors as a resource to a program is extremely beneficial for both generations. The average life expectancy has climbed from 47 in 1900 to 74 years today (Daggett, 1985). The young people of today will grow old in an era when half the population will be over 40, and one half of those will be over 60.

The health and physical abilities of the elderly have been improving steadily in the United States. Perry (1983) looked at 100 individuals 65 years or older; of those individuals, about two-thirds view their health as good or excellent when comparing to others of their age. The good health of seniors allows them to get out and participate in more activities such as exercise classes, community clubs, and volunteering.

The data on mental health show significant problems in this area. One study by Daggett (1985) found 15 to 25 percent of older persons have significant symptoms of mental illness, and the percentage increases after 65 and again after 75. Daggett also found that one-fourth of the older people surveyed in a 1981 Harris Poll felt they were

experiencing the dreariest time of their life and considered loneliness to be a serious problem.

Presently, many seniors and young children are isolated from one another (Bartz, 1984). Demographic trends such as the decline in farms, younger populations move to the suburbs, and occupational mobility are some reasons for the decreased contact between the young and the old. This separation of the young and old provides a greater opportunity for stereotypes of each generation about the other as well as fear of aging in the young. As the number of people over 65 rapidly increases, the physical and psychological distance between the age groups also increases. Green (1982) stated that in the 1920's, the state of Massachusetts reported 50% of all families had at least one older adult living with the family; currently the figure is 3.5%.

A study by Serock, Seefeldt, Jantz, and Galper (1977) asked 180 children, 20 at each age level between the ages of three and eleven, what they knew of older people and how they interacted with people who were older than they. Children in the study had limited knowledge of older people. They also expressed many stereotypes about old people: "They have gray hair, "Old people sit all day and watch TV in their rocking chairs." When researchers asked the children how they felt about growing old themselves, they stated simply they did not want to do it. These researchers

report that the youngest children reported the most negative feelings about old people and growing old.

Hickey, Hickey, and Kalish (1968) stated in their study that behavioral scientists have a tendency to accept a basic premise that states "values, attitudes, and stereotypes, internalized by children during their early years, are maintained, with some modification, throughout their life span." Hickey, Hickey, and Kalish (1968) looked at 208 third grade students in the Los Angeles area for their study of perceptions of the elderly. Researchers had children write an in class paper about an "old person." The characteristics of the elderly, as perceived by these children, were then broken into two major categories: Physical and Social. The two major categories were further divided into several subclassifications. The researchers determined that the third graders recognized the term "old person" and were able to differentiate from other ages. Children from higher income groups described older people more favorably than others. These results appear to be based upon an interaction between experience and "image."

Many negative attitudes by seniors toward children have been created through isolation of older adults from children. A study was conducted to find out how the elderly viewed young children. A sample was made up of 100 seniors all over the age of 65 from the Washington, DC area (Seefeldt, Jantz, Serock, and Galper, 1982). The researchers developed an instrument which would provide the

following information: (1) the feelings elderly held toward children; (2) elderly's knowledge of children; and (3) the frequency and type of contact elderly had with children. The elderly with more frequent contact with children and higher educational levels reported more positive attitudes; and they reported generally passive interactions with children. The relationship between educational level and positive feelings towards children also suggest that those implementing intergenerational programs consider providing older volunteers with facts and accurate information about children. This information would be especially important for those persons electing contact with children under the age of five.

A study by Seefeldt, Jantz, Galper, and Serock (1977) was conducted to assess the attitudes of children toward the elderly. The Children's Attitude Toward the Elderly instrument (CATE) was used to evaluate the children's attitudes. The sample consisted of 180 children, 20 at each level from age 3 years to 11 years. The results reported that children's attitudes were generally stereotypic and negative toward the elderly; children expressed disgust and distaste at the prospect of growing old themselves; children stated that older people couldn't do anything but sit and rock, go to church, or be pushed in wheelchairs. Out of 180 children, only 39 were able to identify an older person they knew outside their family unit. As the information clearly shows, the bridge between the ages is growing wider and more

negative with the greater isolation between young and old. The isolation does not allow either group to see the many valuable contributions they can make to one another. Society has allowed older persons to be treated in the way younger generations perceive them and the elderly have followed the pattern. Due to the disappearance of older adults in children's lives, many young people are growing up with little or no opportunity to have meaningful relationships with older adults. In the same manner, elderly may be deprived of access to "significant other" younger people. The separation of young and old have caused unrealistic attitudes to develop separately to meet the needs of each group. Several examples of isolation include senior centers, nursing homes, child care centers, and youth organizations.

Neuman (1982) states that intergenerational programming (with the express purpose of getting to know each other) could help unlock many doors between the young and old. This atmosphere can be created through activities where old and young interact as well as just spend time together quietly or engaged in a mutual interest. Along with the interaction of old and young, we must educate the young about aging. This education will be beneficial in future challenges with their own families and community members. Intergenerational programs can serve as a catalyst for erasing discrimination and stereotyping by age (consider both extremes -- elderly and children).

The quality of life can be improved for young and old through intergenerational programs. Young children benefit from being with the elderly since the experience allows them to gain respect for the aging process through positive personal contacts, to learn about traditions of the past, and to gain respect for these traditions. The elderly benefit in many ways, also. The new friendship occupies free time and provides the opportunity to serve others. Perry (1983) reports studies show that working people are happier and better adjusted than those who are not working. This implies that the senior's adjustment would be improved if more alternatives for volunteering were available. Perry (1983) defines volunteering as contributing one's time without pay to non-profit organizations in the community. In 1974, 14.5% of the elderly participated in volunteer programs. This was an increase of 4% over the 1965 figure of 10.5% of the population of the elderly. An increase of 23.50% from 1974 brings the 1985 percentage of volunteers over 65 years to 38%.

Tice (1982) summarizes the Final Report by the President of the International Year of the Child which called for more involvement on the part of the elderly in schools. The report states, "Older persons, better than anyone else, are able to link children with living history, with diversity in life circumstances and cultural roots."

A teacher's resource guide was developed in order to integrate the study of aging into the curriculum (Green,

1982). There are seven parts in the guide including a description of tutoring programs in schools. A recruitment and training program was used by staff and volunteers in one program (Fine, 1986). This program offered eleven training seminars that prepared volunteers for their role. California State University at Stanislaus uses an intergenerational curriculum broken into ten modules (Asher, 1988). Each module includes a rationale, appropriate objectives and goals, children's resources, a teacher resource bibliography and some suggested activities. All of these resources are informative and adaptable. The benefits of elderly in the classroom can be many after a volunteer training seminar, to help them better understand the children and their role in the classroom.

The literature about intergenerational programs strongly supports the programs in schools for all ages. The programs seem to be unique, each catering to their individual needs. However, they all seem to have a common benefit, joy. This brings many other emotions with it but every participant agrees on the word joy as an expression of their feelings. The literature is valuable to all who have interest in intergenerational programs and especially to the fearful or skeptical persons. Many of the resources available offer goals and guidelines to begin an intergenerational program. They also give references of programs already in operation. This would allow correspondence or visitation with a program to get a first

hand viewpoint. Also available are videotapes, movies, and other resources for those educators and interested professionals who want to become involved in the bridging of the ages through intergenerational programs.

APPENDIX B

FIGURE AND TABLE

Figure 1

Attitudes

1. It is a good idea to involve volunteers and/or staff over 65 in child care programs.
2. Do you believe volunteers and/or staff over 65 offer valuable experiences for young children?
3. Do you believe men over 65 are helpful in a child care program?
4. Do you believe women over 65 are helpful in a child care program?
5. Volunteers and/or staff over 65 frighten young children.
6. Volunteers and/or staff over 65 are too slow to work with young children.
7. Child caregivers enjoy having volunteers and/or staff over 65 years.
8. Parents in the center support volunteers and/or staff over 65 years in child care centers.
9. Young children enjoy volunteers and/or staff over 65 years in child care centers.
10. Volunteers and/or staff over 65 enjoy involvement with young children in child care centers.

Behaviors

1. Men over 65 are involved in classroom activities at our center.
2. Women over 65 are involved in classroom activities at our center.
3. Staff take children on field trips to elderly care centers (including nursing homes, hospitals, etc.).
4. As a component of your center, children have contact with people over 65 who are in good health.
5. Children respond positively to people over 65 when contact is available.

Figure 1 (Continued)

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6. Some volunteers and/or staff over 65 are present in the center (e.g. cook, custodian, grandparents, teachers, etc.).
 7. There are materials for children, such as books and pictures, showing the aging process.
 8. Center volunteers and/or staff discuss aging and the elderly with the children.
 9. Staff training includes information about intergenerational programs and/or elderly and/or aging.
 10. The director encourages staff to involve volunteers over 65.
-

TABLE I

DEMOGRAPHIC INFORMATION

Age of Director	Experience of Director	Education of Director
Under 20 yrs.-- 0	Less than 1 year -- 2	High School --26
32-25 yrs. -- 3	1 to 3 yrs. -- 7	1-2 College --28
26-30 yrs. -- 1	4 to 6 yrs. --14	3-4 College -- 7
31-35 yrs. --10	7 to 10 yrs. --10	Bachelor's --11
36-40 yrs. -- 9	10 to 15 yrs. --15	Master's -- 4
41-45 yrs. --17	15 to 20 yrs. --10	Doctor's -- 0
56-50 yrs. -- 7	Over 20 yrs. --15	
51-55 yrs. --10		
56-60 yrs. --11		
61-65 yrs. -- 6		
66-70 yrs. -- 1		
Over 70 yrs. -- 1		

APPENDIX C

INSTRUMENTS

September 22, 1989

Dear Director,

The Department of Family Relations and Child Development is conducting an investigation into the ideas of directors about involving men and women over 65 in child care classroom activities. We are soliciting your help in providing the necessary information about your center, your personal experiences, and your ideas about intergenerational programs.

Three forms are provided for this purpose: (1) a general information sheet to provide necessary background information for our study; (2) experiences with people over age 65; (3) information about your ideas and practices at your child care center. Please answer every item on each of the three forms, since an item left blank can invalidate the scoring of the scales.

Please be assured that your name and the name of your center will not be connected to any responses and/or results of this study. This is the purpose of the general information sheet.

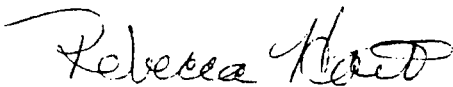
Your kind cooperation is very much appreciated. Should you have any questions concerning the project, please contact Dr. Donna Couchenour, the project director, at (405) 744-5730 or Rebecca Hart, investigator, at (405) 372-1756.

Kindly return the completed forms in the return envelope by October 9, 1989.

Respectfully,



Donna Couchenour
Project Director



Rebecca Hart
Investigator

General Information

Please mark the most appropriate response on every item on each of the three forms.

Size of community:

less than 5,000
 5,000 to 10,000
 10,000 to 20,000
 20,000 to 50,000
 50,000 to 100,000
 over 100,000

Number of children in center:

less than 10
 10 to 20
 21 to 40
 41 to 60
 61 to 80
 81 to 100
 over 100

Number of staff in center:

(please indicate all payed staff)
 1 to 5
 6 to 10
 11 to 15
 16 to 20
 over 20

Age range of children in center:

(Mark all appropriate ages)
 infants (birth to 1 year)
 toddlers (1 to 3 years)
 preschoolers (3 to 5 years)
 school age (6 to 12 years)

Racial composition of center:

(please indicate approximate numbers)
 African American
 Asian American
 Caucasian
 Hispanic
 Native American
 Other (please specify _____)

Age of director:

under 20 years
 21-25 years
 26-30 years
 31-35 years
 36-40 years
 41-45 years
 46-50 years
 51-55 years
 56-60 years
 61-65 years
 66-70 years
 over 70 years

Education of director:

(Mark highest level completed)
 High school or GED
 College 1 to 2 years
 College 3 to 4 years
 Bachelor's degree
 Master's degree
 Doctorate degree

Experience of director:

less than 1 year
 1 to 3 years
 4 to 6 years
 7 to 10 years
 10 to 15 years
 15 to 20 years
 over 20 years

Race of director:

African American
 Asian American
 Caucasian
 Hispanic
 Native American
 Other (please specify _____)

If you would like a copy of the studies results sent to you please check here. _____

Form 2

1. How often do you have contact with people over 65 years?
 - constantly (daily contact)
 - frequently (once a week or more frequently)
 - moderately (at least once a month to three times a month)
 - infrequently (1-3 times a year)
 - never

2. Where do you have contact with people over 65 years?
 - independent older person lives in home
 - dependent older person lives in home
 - older person visits in your home
 - you visit older person's home or place of residence
 - church group, community group, or other group
 - other, explain _____

3. With how many people over 65 are you well acquainted?
 - more than four
 - one
 - two to four
 - none

4. The people over 65 with whom you are acquainted are
 - grandparents
 - parents
 - neighbors
 - other relatives
 - friends
 - staff/volunteers

5. How far away do (or did) your grandparents or parents over 65 live?
 - same town
 - same state
 - same county
 - out-of-state

6. If you have grandparents or parents over 65 how often do you visit by telephone?
 - daily
 - frequently (once a week or more)
 - moderately (once a month or more)
 - infrequently (1-3 times a year)
 - never

7. Your contacts with people over 65 have been
 - pleasant
 - neutral
 - some pleasant, some unpleasant
 - unpleasant

8. Have you recently spent more time than usual with a person over 65?
 - yes (please explain _____)
 - no

We are interested in the type of time you spend with people over 65.
Please check the one that is most appropriate.

9. Do you spend time with people over 65 years by choice or obligation?
 - chose to spend time with people over 65.
 - obligated to spend time with people over 65. (please explain _____)

Form 3

Please circle the number that best indicates your response.

almost never 1	occasionally 2	sometimes 3	frequently 4	almost always 5
				1 2 3 <u>4</u> 5
1.	It is a good idea to involve volunteers and/or staff over 65 in child care programs.			
				1 2 3 4 5
2.	Do you believe volunteers and/or staff over 65 offer valuable experiences for young children?			
				1 2 3 4 5
3.	Do you believe men over 65 are helpful in a child care program?			
				1 2 3 4 5
4.	Do you believe women over 65 are helpful in a child care program?			
				1 2 3 4 5
5.	Volunteers and/or staff over 65 frighten young children.			
				1 2 3 4 5
6.	Volunteers and/or staff over 65 are too slow to work with young children.			
				1 2 3 4 5
7.	Child caregivers enjoy having volunteers and/or staff over 65 years.			
				1 2 3 4 5
8.	Parents in the center support volunteers and/or staff over 65 working with their children.			
				1 2 3 4 5
9.	Young children enjoy volunteers and/or staff over 65 years in child care centers.			
				1 2 3 4 5
10.	Volunteers and/or staff over 65 enjoy involvement with young children in child care centers.			
				1 2 3 4 5
11.	Men over 65 are involved in classroom activities at our center.			
				1 2 3 4 5
12.	Women over 65 are involved in classroom activities at our center.			
				1 2 3 4 5
13.	Staff take children on field trips to elderly care centers (including nursing homes, hospitals, etc.).			
				1 2 3 4 5
14.	As a component of your center, children have contact with people over 65 who are in good health.			
				1 2 3 4 5
15.	Children respond positively to people over 65 when contact is available.			
				1 2 3 4 5
16.	Some volunteers and/or staff over 65 are present in the center (e.g. cook, custodian, grandparents, teachers, etc.).			
				1 2 3 4 5
17.	There are materials for children, such as books and pictures, showing the aging process.			
				1 2 3 4 5
18.	Center volunteers and/or staff discuss aging and the elderly with the children.			
				1 2 3 4 5
19.	Staff training includes information about intergenerational programs and/or elderly and/or aging.			
				1 2 3 4 5
20.	The director encourages staff to involve volunteers over 65.			
				1 2 3 4 5

APPENDIX D

RAW DATA

		CODE	DAGE	DEDUC	DEXP	COMM
		ELDCOMM	FDATT	TDBEH	FIME	DESIRE
		NATURE	PERSEXP			
CASE	1	6.004	4.000	2.000	4.000	2.000
CASE	1	0.182	25.000	19.000	9.000	2.000
CASE	1	4.000	15.000			
CASE	2	6.006	6.000	2.000	5.000	.
CASE	2	0.182	49.000	44.000	7.000	2.000
CASE	2	4.000	13.000			
CASE	3	8.003	4.000	3.000	4.000	1.000
CASE	3	0.166	41.000	29.000	10.000	2.000
CASE	3	4.000	16.000			
CASE	4	9.013	6.000	1.000	2.000	.
CASE	4	0.081	35.000	28.000	9.000	2.000
CASE	4	4.000	15.000			
CASE	5	0.010	2.000	1.000	5.000	4.000
CASE	5	0.155	28.000	19.000	7.000	2.000
CASE	5	4.000	13.000			
CASE	6	12.006	10.000	2.000	7.000	1.000
CASE	6	0.173	35.000	22.000	6.000	2.000
CASE	6	3.000	11.000			
CASE	7	14.001	7.000	1.000	5.000	2.000
CASE	7	0.196	34.000	20.000	2.000	2.000
CASE	7	4.000	8.000			
CASE	8	14.003	7.000	2.000	5.000	1.000
CASE	8	0.196	50.000	32.000	9.000	2.000
CASE	8	4.000	15.000			
CASE	9	15.007	6.000	1.000	3.000	2.000
CASE	9	0.085	17.000	17.000	5.000	2.000
CASE	9	4.000	11.000			
CASE	10	15.026	10.000	3.000	7.000	5.000
CASE	10	0.065	30.000	21.000	8.000	2.000
CASE	10	4.000	14.000			
CASE	11	16.001	8.000	2.000	.	1.000
CASE	11	0.191	36.000	23.000	10.000	2.000
CASE	11	4.000	16.000			
CASE	12	17.002	4.000	1.000	5.000	2.000
CASE	12	0.179	45.000	21.000	9.000	2.000
CASE	12	4.000	15.000			
CASE	13	20.006	9.000	4.000	7.000	1.000
CASE	13	0.184	35.000	23.000	8.000	2.000
CASE	13	4.000	14.000			
CASE	14	22.007	6.000	1.000	4.000	4.000
CASE	14	0.131	46.000	30.000	10.000	2.000
CASE	14	4.000	16.000			
CASE	15	22.016	10.000	1.000	7.000	4.000
CASE	15	0.131	25.000	14.000	10.000	2.000
CASE	15	4.000	16.000			
CASE	16	23.003	8.000	2.000	3.000	2.000
CASE	16	0.186	30.000	19.000	4.000	2.000
CASE	16	4.000	10.000			

CASE	17	34.003	2.000	4.000	2.000	3.000
CASE	17	0.138	39.000	28.000	7.000	1.000
CASE	17	4.000	12.000			
CASE	18	25.001	9.000	2.000	5.000	1.000
CASE	18	0.248	24.000	17.000	8.000	2.000
CASE	18	4.000	14.000			
CASE	19	28.002	3.000	2.000	3.000	1.000
CASE	19	0.176	39.000	23.000	4.000	2.000
CASE	19	4.000	10.000			
CASE	20	29.005	5.000	1.000	3.000	1.000
CASE	20	0.214	31.000	14.000	9.000	2.000
CASE	20	3.000	14.000			
CASE	21	30.006	5.000	2.000	4.000	4.000
CASE	21	0.111	27.000	17.000	5.000	2.000
CASE	21	4.000	11.000			
CASE	22	31.001	6.000	1.000	6.000	1.000
CASE	22	0.205	47.000	31.000	9.000	2.000
CASE	22	4.000	15.000			
CASE	23	31.002	9.000	2.000	7.000	1.000
CASE	23	0.205	37.000	34.000	5.000	2.000
CASE	23	4.000	11.000			
CASE	24	32.002	4.000	1.000	5.000	1.000
CASE	24	0.174	48.000	42.000	9.000	2.000
CASE	24	4.000	18.000			
CASE	25	32.004	6.000	2.000	5.000	1.000
CASE	25	0.174	44.000	31.000	7.000	1.000
CASE	25	2.000	10.000			
CASE	26	33.014	5.000	1.000	5.000	4.000
CASE	26	0.162	48.000	32.000	6.000	2.000
CASE	26	2.000	10.000			
CASE	27	34.001	9.000	1.000	3.000	1.000
CASE	27	0.150	49.000	18.000	6.000	2.000
CASE	27	4.000	12.000			
CASE	28	34.004	9.000	2.000	4.000	2.000
CASE	28	0.150	44.000	29.000	4.000	2.000
CASE	28	4.000	10.000			
CASE	29	36.002	7.000	2.000	7.000	2.000
CASE	29	0.159	31.000	27.000	5.000	2.000
CASE	29	4.000	11.000			
CASE	30	37.011	10.000	3.000	5.000	4.000
CASE	30	0.152	41.000	32.000	6.000	2.000
CASE	30	4.000	12.000			
CASE	31	39.001	12.000	1.000	6.000	3.000
CASE	31	0.142	34.000	23.000	5.000	2.000
CASE	31	4.000	11.000			
CASE	32	39.006	2.000	1.000	2.000	3.000
CASE	32	0.142	33.000	18.000	9.000	2.000
CASE	32	4.000	15.000			
CASE	33	40.005	6.000	3.000	2.000	1.000
CASE	33	0.163	33.000	21.000	10.000	1.000
CASE	33	3.000	14.000			
CASE	34	41.009	6.000	2.000	5.000	
CASE	34	0.118	30.000	20.000	6.000	2.000
CASE	34	4.000	12.000			

CASE	35	43.001	8.000	2.000	4.000	3.000
CASE	35	0.201	47.000	42.000	10.000	2.000
CASE	35	4.000	16.000			
CASE	36	44.001	2.000	1.000	3.000	1.000
CASE	36	0.167	22.000	12.000	7.000	2.000
CASE	36	3.000	12.000			
CASE	37	45.001	9.000	2.000	4.000	2.000
CASE	37	0.213	38.000	26.000	10.000	2.000
CASE	37	4.000	16.000			
CASE	38	45.002	7.000	4.000	7.000	2.000
CASE	38	0.213	32.000	22.000	5.000	2.000
CASE	38	4.000	11.000			
CASE	39	46.001	5.000	4.000	3.000	1.000
CASE	39	0.146	33.000	16.000	7.000	2.000
CASE	39	4.000	13.000			
CASE	40	48.006	8.000	1.000	7.000	3.000
CASE	40	0.147	40.000	24.000	7.000	2.000
CASE	40	4.000	13.000			
CASE	41	49.002	7.000	2.000	5.000	2.000
CASE	41	0.166	48.000	23.000	7.000	2.000
CASE	41	4.000	13.000			
CASE	42	51.002	5.000	1.000	5.000	1.000
CASE	42	0.195	36.000	29.000	8.000	2.000
CASE	42	4.000	14.000			
CASE	43	51.003	10.000	2.000	6.000	1.000
CASE	43	0.195	41.000	25.000	8.000	2.000
CASE	43	3.000	13.000			
CASE	44	52.186	5.000	5.000	1.000	6.000
CASE	44	0.105	34.000	22.000	8.000	2.000
CASE	44	4.000	14.000			
CASE	45	54.001	6.000	2.000	3.000	1.000
CASE	45	0.128	35.000	12.000	9.000	2.000
CASE	45	4.000	15.000			
CASE	46	55.010	8.000	4.000	7.000	1.000
CASE	46	0.141	35.000	23.000	8.000	2.000
CASE	46	4.000	14.000			
CASE	47	56.006	11.000	4.000	6.000	2.000
CASE	47	0.154	46.000	44.000	6.000	2.000
CASE	47	4.000	12.000			
CASE	48	57.015	7.000	3.000	3.000	1.000
CASE	48	0.099	38.000	20.000	7.000	2.000
CASE	48	4.000	13.000			
CASE	49	57.022	9.000	4.000	6.000	4.000
CASE	49	0.099	32.000	20.000	7.000	2.000
CASE	49	4.000	13.000			
CASE	50	58.008	5.000	1.000	7.000	1.000
CASE	50	0.166	50.000	31.000	9.000	2.000
CASE	50	4.000	15.000			
CASE	51	59.001	4.000	5.000	3.000	3.000
CASE	51	0.165	42.000	24.000	5.000	2.000
CASE	51	3.000	10.000			
CASE	52	60.019	4.000	4.000	2.000	3.000
CASE	52	0.145	44.000	42.000	10.000	2.000
CASE	52	4.000	16.000			

CASE	53	61.001	9.000	1.000	1.000	1.000
CASE	53	0.175	39.000	36.000	5.000	2.000
CASE	53	4.000	11.000			
CASE	54	63.009	8.000	3.000	5.000	4.000
CASE	54	0.089	33.000	17.000	9.000	2.000
CASE	54	3.000	14.000			
CASE	55	63.013	5.000	2.000	5.000	1.000
CASE	55	0.089	38.000	21.000	7.000	2.000
CASE	55	4.000	13.000			
CASE	56	65.006	6.000	2.000	4.000	1.000
CASE	56	0.127	45.000	27.000	1.000	2.000
CASE	56	4.000	7.000			
CASE	57	65.017	8.000	2.000	6.000	1.000
CASE	57	0.127	50.000	26.000	5.000	2.000
CASE	57	4.000	9.000			
CASE	58	66.001	8.000	1.000	6.000	1.000
CASE	58	0.151	43.000	30.000	8.000	2.000
CASE	58	4.000	14.000			
CASE	59	66.003	7.000	4.000	3.000	4.000
CASE	59	0.151	49.000	37.000	1.000	2.000
CASE	59	3.000	6.000			
CASE	60	67.001	6.000	1.000	5.000	2.000
CASE	60	0.104	29.000	17.000	8.000	2.000
CASE	60	3.000	13.000			
CASE	61	67.004	6.000	2.000	3.000	1.000
CASE	61	0.104	42.000	24.000	7.000	2.000
CASE	61	4.000	13.000			
CASE	62	69.151	9.000	2.000	7.000	5.000
CASE	62	0.099	22.000	16.000	7.000	2.000
CASE	62	4.000	13.000			
CASE	63	70.002	5.000	5.000	6.000	.
CASE	63	0.090	39.000	20.000	7.000	2.000
CASE	63	3.000	12.000			
CASE	64	70.008	4.000	4.000	3.000	1.000
CASE	64	0.090	46.000	27.000	10.000	2.000
CASE	64	4.000	16.000			
CASE	65	70.015	6.000	4.000	6.000	4.000
CASE	65	0.090	27.000	17.000	5.000	2.000
CASE	65	4.000	11.000			
CASE	66	72.004	4.000	2.000	3.000	1.000
CASE	66	0.166	43.000	31.000	9.000	2.000
CASE	66	3.000	14.000			
CASE	67	73.001	9.000	2.000	7.000	2.000
CASE	67	0.204	46.000	37.000	6.000	2.000
CASE	67	4.000	12.000			
CASE	68	73.002	8.000	5.000	7.000	2.000
CASE	68	0.204	38.000	28.000	4.000	1.000
CASE	68	3.000	8.000			
CASE	69	74.004	4.000	1.000	4.000	3.000
CASE	69	0.111	38.000	17.000	9.000	2.000
CASE	69	4.000	15.000			

CASE	70	33.007	6.000	1.000	2.000	4.000
CASE	70	0.162	34.000	19.000	6.000	2.000
CASE	70	4.000	12.000			
CASE	71	55.001	10.000	1.000	7.000	4.000
CASE	71	0.141	50.000	42.000	6.000	2.000
CASE	71	4.000	12.000			
CASE	72	58.007	8.000	3.000	6.000	3.000
CASE	72	0.166	47.000	37.000	8.000	2.000
CASE	72	4.000	14.000			
CASE	73	52.181	6.000	2.000	4.000	1.000
CASE	73	0.105	25.000	20.000	6.000	2.000
CASE	73	4.000	12.000			
CASE	74	67.002	6.000	1.000	5.000	3.000
CASE	74	0.104	34.000	15.000	7.000	2.000
CASE	74	4.000	13.000			
CASE	75	28.005	4.000	1.000	2.000	3.000
CASE	75	0.176	39.000	13.000	4.000	2.000
CASE	75	4.000	10.000			
CASE	76	40.400	9.000	2.000	7.000	2.000
CASE	76	0.163	49.000	38.000	9.000	2.000
CASE	76	4.000	15.000			

VITA

Rebecca Sue Hart

Candidate for the Degree

of Master of Science

Thesis: INTERGENERATIONAL PROGRAMS IN OKLAHOMA'S LICENSED
CHILD CARE CENTERS: DIRECTOR ATTITUDES AND
BEHAVIORS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Shreveport, Louisiana,
September 22, 1963, the daughter of Mr. William
Hart and Ms. Peggy K. Hart. Married W. Craig
Evans, May 28, 1989.

Education: Graduated from Glenwood Springs High School
in Glenwood Springs, Colorado, in June 1981.
Received a Bachelor of Science degree in Early
Childhood Education from Louisiana Tech
University, Ruston, Louisiana, in May, 1986.
Completed requirements for the Master of Science
degree at Oklahoma State University, in December,
1989.

Professional Experience: Senior Camp Counselor, Jewish
Community Center of Dallas, Dallas, Texas, June,
1986-July 1986; Preschool Teacher, Palisades
United Methodist Preschool, Capistrano Beach,
California, October, 1986-June, 1987; Pre-
Kindergarten Teacher, Jenny Hart Early Education
Center, Irvine, California, June, 1987-July, 1988;
Graduate Teaching Assistant, Oklahoma State
University Child Development Labs, Stillwater,
Oklahoma, August, 1988-December, 1989.

Professional Organizations: National Association for
the Education of Young Children, Oklahoma
Association for the Education of Young Children,
Southern Association for Children Under Six,
Oklahoma Association for Children Under Six.