ATTITUDES OF VOCATIONAL HOME ECONOMICS TEACHERS TOWARD EDUCABLE MENTALLY HANDICAPPED STUDENTS

By

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CHAPTER I

INTRODUCTION

Significance of Problem

Federal legislation attends to the education of handicapped individuals. The directives of the legislation are affecting the public education systems in a number of areas, including students served and the quality of service provided. With the enactment of Public Law 94-142, The Education for All Handicapped Children Act of 1975, changes are taking place in the public classroom and in public education of handicapped persons. Public Law 94-142 states in the purpose:

> It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612 (2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children (U.S. 94th Congress, PL94-142, section 3[C], p. 3).

Vocational education legislation supports education for handicapped students. The 1968 Vocational Education Act gives specific attention to the disadvantaged and the handicapped student. Public Law 94-482, Education Amendments of 1976, also states in the declaration of purpose of vocational education programs that:

> . . . those with special educational handicaps will have ready access to vocational training or retraining which is

> of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training (U.S. 94th Congress, PL94-482, Part A, section 101, p. 2170).

These changes are requiring that handicapped students be educated in the least restrictive environment. Public Law 94-142 states that States establish:

> . . . procedures to assure that, to the maximum extent appropriate, handicapped children; including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (U.S. 94th Congress, PL 94-142, 1975, section 612 [5] [B], p. 9).

"The Law is clear in requiring that handicapped children shall be mainstreamed--that each shall be placed in the least restrictive environment" (Berneman, Goldstein, Weber, 1979, p. 3).

As education of handicapped students in the least restrictive environment becomes prevalent, more handicapped students who have previously been educated in segregated settings are going to be joining their peers in the regular classroom (Redrick and Lazzell, 1978). "The concept of mainstreaming--educating exceptional children in the regular classes--is one of the most topical issues related to education of the exceptional child today" (DuPont, 1978, p. 1). Cohen (1978, p. 16) states, "mainstreaming is increasingly becoming a reality in school systems throughout the country." Thus, inevitably more and more handicapped students are entering the regular classroom environment.

The role and responsibilities of the regular classroom teacher are changing as a result of the inclusion of handicapped students in

the classroom.

> Now the responsibility has shifted to a truly shared responsibility between the resource room teacher and the regular classroom teacher for the mildly retarded child returned to the regular classroom program. Regular classroom teachers will actually be assuming most of the responsibility because they will have the child in the regular class for the larger portion of the day (Fairchild and Fairchild, 1976, introduction).

Garrison (1978, p. 10) suggests that, "mainstreaming may produce adverse results unless there is a major effort to help teachers cope in the daily classroom situation."

The home economics classroom is likely to be one of the classes handicapped students will enter. The home economics classroom traditionally is student-centered and provides individualized learning experiences for the students (Beckman, 1978). These home economics program characteristics are quite suitable for handicapped students. Redrick and Lazzell (1978, p. 1) view the incoming situation as follows:

> One of the first classes in which handicapped students will be placed with non-handicapped peers is home economics. Thus, if the home economics teacher plays a leading role in the mainstreaming movement, it is essential to be well prepared academically and attitudinally to accept these students and help them achieve success.

"The attitudes of classroom teachers [toward integration of handicapped children in the regular classroom] should be of prime concern" (Harasymiu and Horne, 1976, p. 393). Taddeo (1977, p. 7) states:

> Research in the relationship between teacher attitudes and student performance attests to the pervading assumption that teacher attitudes have a definite impact on a student's learning and development.

"The evidence is ample that teacher attitudes toward children significantly influence their behavior and social interaction in the classroom" (Yap, 1977, p. 38). Thus, the attitude of the teacher affects

the learning process between student and teacher. Also, teacher attitudes are reflective in peer attitude and acceptance of a handicapped student.

In Public Law 94-142 the regular classroom teacher is asked to meet the educational needs of the handicapped student in the regular classroom along with all the other students in the class. Without the support and attitudinal acceptance of regular classroom teachers toward the handicapped student, education of the handicapped student in the least restrictive environment can not succeed where it counts the most, in the classroom with the target group (Roubinek, 1978). Identification of teacher attitudes toward the handicapped can enable educational personnel to set the basis for successful mainstreaming programs. "One of the major justifications for studying attitudes toward any group of people is to begin to bring about changes in attitudes" (Harth, 1973, p. 159). Consequently, there is a need to identify the attitudes of vocational home economics teachers toward handicapped students.

Purpose and Objectives

The purpose of this study is to identify the attitudes of vocational home economics teachers in Oklahoma toward the mentally handicapped students and to see if significant relationship exists between selected variables and these attitudes. This study is to help serve as a basis for examining the teacher education program and for recommending revisions which better prepare the teacher to meet the needs of handicapped students in the regular classroom. The following objectives are developed as guides for this study:

1. Determine the attitudes of the vocational home economics teachers toward the educable mentally handicapped students.

2. Compare the attitudes of the vocational home economics teachers to specified variables.

3. Make recommendations based upon the results of this study for teacher education in areas such as inservice training programs, preparatory training programs, and curriculum for the vocational home economics teachers with mainstreamed classrooms.

Hypotheses

The following hypotheses are formulated for this study:

H_1: There will be no significant relationship between the attitude score on subscale sets representing personal hypothetical action and personal feeling of the vocational home economics teachers and:

1. Amount of formal education in the area of handicapped student education.

2. Amount of contact with mentally handicapped students.

3. Amount of teaching experience.

4. Current program setting of the teacher.

H_2: There will be no significant relationship between the attitude score subscale sets representing personal hypothetical action and personal feeling of the vocational home economics teacher and knowledge of the handicapped public laws.

Limitations and Assumptions

The following are the limitations of this study:

1. The knowledge variables are limited to the judgments of a panel of experts.

2. The study is limited to a sample in the state of Oklahoma.

3. The development of the vocational home economics programs in compliance to Public Law 94-142 is in varying stages of operation throughout the state of Oklahoma.

4. The study is limited to voluntary responses to an instrument from a sample group.

5. The attitude instrument is not designed specifically for vocational home economics teachers.

6. The attitude instrument has been developed prior to the passage of Public Law 94-142.

The following are assumptions to this study:

1. The panel for judging the knowledge variables is assumed to be experts in the field.

2. The study assumes the sample answers the instruments honestly.

Definitions

These definitions are presented to clarify the terminology used in this study:

Consumer homemaking program--Home economics programs on the secondary level which are designed to prepare individuals for life skills in the home economics related areas.

Educable mentally handicapped--"The concept of mild or educable level mental handicap implies that the child can be educated and that with proper educational opportunity he [or she] can be a self-supporting, participating member of society" (Gearheart and Weishahn, 1976, p. 116).

Handicapped persons--"Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicap require special educations and related

services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program" (U.S. 94th Congress Public Law 94-142, 1975).

Knowledge variable of public laws concerning the handicapped--A set of questions designed to assess the knowledge cognitive level of the sample concerning the laws affecting education of the handicapped.

A least restrictive environment--Education to take place in the regular classroom environment to the maximum extent appropriate (U.S. 94th Congress, PL94-142).

Mainstreaming--Integration into a regular educational program (Gearheart and Weishahn, 1976).

Occupational homemaking program--Home economics program on the secondary or post secondary level which is designed to prepare individuals for gainful employment in home economics related areas.

Personal feeling--The subuniverse of an attitude concerning the affective domain.

Personal hypothetical action--The subuniverse of an attitude concerning predictive action based on cognitive thought.

Regular classroom teacher--"Educators who are not specially trained special educators" (Gearheart and Weishahn, 1976, p. vii).

Special classroom teacher--Educators who are formally trained to work with handicapped individuals.

Teacher attitude--The organized reactions of a teacher toward something in the environment (object, person, process, or idea) as a result of previous knowledge, background, and experience (Jordan and Proctor, 1969).

Vocational home economics education--Organized educational programs in the field of home economics which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree (U.S. 94th Congress, PL 94-142, 1976).

Procedures

The following procedure is used to identify the attitudes of the vocational home economics teachers toward the mentally handicapped. The independent variables include background variables and knowledge of the public laws which govern the education for handicapped persons variable.

The population for this study includes the certified teachers who are presently teaching in vocational home economics programs in the state of Oklahoma. A stratified random sample is drawn from the population group of teachers to represent the population in this study. The listing of the population is obtained from the Home Economics Division of the State Department of Vocational Education for Oklahoma in Oklahoma City, Oklahoma.

An established instrument to measure attitudes toward the handicapped is used to identify the teacher attitudes. The reliability and validity of the instrument is discussed in the Chapter III research design. A questionnaire to identify background variables is constructed by the researcher. The researcher, along with a panel of experts, develops the questionnaire to evaluate each sample member's knowledge of the public laws which govern education of the handicapped. A set of open response questions are developed to give the researcher insight

into possible inservice and preservice program needs of the teachers and curriculum needs for the teacher preparatory programs.

The instruments are mailed to the stratified random sample of teachers. A follow-up contact is made with sample members who did not respond at the end of a two week period.

The data are interpreted following the statistical analysis. Recommendations and conclusions are formulated according to the results of the analysis.

Summary

The present chapter establishes the research problem; states the research purpose and objectives, hypotheses, limitations and assumptions, and definitions; and describes, briefly, the research procedure. Chapter II gives a review of the literature which serves as a basis for the study. Complete methodology for the study is developed in Chapter III.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The democratic system of government in the United States sets the principle of equal opportunity for all the nation's people. This opportunity includes the right to a free public education. The education of the nation is a right as well as a concern of the people. Due to public concern and awareness, federal legislation is setting guidelines and issuing directives to the public educational system for education of handicapped persons. Public Law 94-142, The Education of All Handicapped Children Act, requires that handicapped students to the maximum extent possible be educated along with the regular students (United States Congress, PL 94-142, 1975). The mainstreaming of handicapped students into the regular classroom situation is of prime concern to education. The success of educating handicapped persons in the least restrictive environment depends on an understanding of the handicaps, knowledge of the educational methods and materials designed for the handicapped students, and the attitude of the educational personnel.

> We are entering a period that cries out for creative development in educational programing to foster positive attitudes toward the disabled. The spread of the concept of mainstreaming has created both a need for this kind of programing and a receptivity toward it on the part of general educators (Cohen, 1977, p. 19).

This review of literature provides the background for this study. The review includes the public laws associated with education of the handicapped, the characteristics of the handicaps identified in the laws, teacher attitudes, and methods of fostering teacher knowledge and attitudes toward handicapped students. A portion of this review of literature pertains to the development of the research instrument.

Public Law

This review discusses three particular public laws which deal with education of the handicapped students: Public Law 94-142, Public Law 94-482, and Public Law 93-112. The basic objectives and implications of the laws are presented.

Public Law 93-112, Rehabilitation Act of 1973

Public Law 93-112 (PL 93-112) prohibits discrimination of handicapped persons. The Law states:

> No otherwise qualified handicapped individual in the United States, as defined in section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (United States 93rd Congress, PL 93-112, section 504, p. 39).

On April 28, 1976, under Executive Order 11914, President Gerald Ford directs the Secretary of Health, Education, and Welfare to coordinate the implementation of section 504 of PL 93-112 (Federal Register Vol. 43, No. 9, 13 January 1978). The Federal Rules and Regulations make some specific statement which have implications to education. Referring to any agency receiving federal aid of which vocational education is such an agency, the Rules and Regulations state:

1. A recipient may not deny a qualified handicapped person the opportunity to participate in programs or activities that are not separate or different, despite the existence of permissibly separate or different programs or activities (Federal Register Vol. 43, No. 9, 13 January 1978, p. 2138).

2. Equal opportunity must be afforded the handicapped not merely equal treatment (Federal Register Vol. 43, No. 9, 13 January 1978, p. 2134).

Thus, PL 93-112 serves as a Bill of Rights for handicapped individuals. Public educational agencies are subject to adhering to these non-discriminatory practices.

Public Law 94-142, Education for All Handicapped Children Act of 1975

The purpose of Public Law 94-142 (PL 94-142) is to insure the right of handicapped children age three to twenty-one of equality in opportunity for public education. The basic objectives of the Law are:

1. Identify and locate every qualified handicapped person residing in the recipient's [agency receiving federal assistance] jurisdiction who is not receiving a public education (Federal Register Vol. 42, No. 86, 4 May 1977, p. 22682).

2. Take appropriate steps to notify handicapped persons and their parents or guardians of the recipient's [agency receiving federal assistance] duty to provide educational opportunities (Federal Register Vol. 42, No. 86, 4 May 1977, p. 22682).

3. Assure to the maximum extent appropriate that handicapped children are educated with children who are not handicapped (United States Congress, PL 94-142, 1975).

4. Develop an individual education program for each identified handicapped student (Braun, Albright, Evans, 1976, p. 39).

5. All federal programs, including vocational education, must meet the standards established by the educational agency within the state which is responsible for the administration of the programs for the handicapped (United States Congress, PL 94-142, 1975).

Thus, the local educational agency needs to locate and properly identify, according to specified guidelines, all handicapped students within the agency's jurisdiction and provide for these students a free and appropriate public education.

> This means that though some children still will require special classes or special schools, most handicapped children will join the mainstream and may receive supplementary instruction designed to keep them there (Owen, Blount, Moscow, 1978, p. 541).

Public Law 94-482, Education Amendments of 1976 Title II Vocational Education

The purpose of Public Law 94-482 (PL 94-482) is to assist states in improving planning in the use of all resources available to them for vocational education and training by involving a wide range of agencies and individuals concerned with education and training within the state in development of vocational education plans. The vocational program provides access to vocational training or retraining to all people, including handicapped individuals. The programs must be high quality, realistic in light of actual or anticipated opportunities for gainful employment, and suited to the needs, interests, and benefiting abilities of the student (United States 94th Congress, PL 94-482, 1976). The Vocational Amendments require that vocational programs involving handicapped students be consistent with the state plan requirements under PL 94-482, Education of All Handicapped Children Act (Tindall, 1978).

The Oklahoma Five-Year State Plan, 1978-1982

The Oklahoma Five-Year State Plan, in accordance with PL 94-482, states:

> If a student has been identified as needing special education and wishes to enroll in a vocational program, every effort will be made to make the two services consistent with the individual's objectives (1978, Section 1.8, p. 5).

Therefore, vocational education and training programs are to provide educational service in the least restrictive environment appropriate for handicapped students and to provide such students with an individual education program.

Program Plan of the Oklahoma State Department of Education

In compliance with federal and state legislation, Oklahoma's Department of Education developed an annual program plan. The Oklahoma Annual Program Plan for Fiscal Year 1978 states: "Oklahoma Statutes Article XIII, Section 162, provides that it shall be the duty of each school district to provide special education for all handicapped exceptional children" (1978, Addendum #7). The Oklahoma legislature expands the federal legislative definition for classifications of handicapped students. The state of Oklahoma defines handicapped children as:

> . . . shall mean gifted children, educable mentally handicapped children, trainable mentally retarded children, speech defective children, emotionally disturbed or perceptually handicapped children with special health problems, children requiring the services of a visiting counselor, children with specific learning disabilities as result of neurological impairment, multiple handicapped children and other handicapped children (1978, Addendum #7).

The Plan states that all teachers are required to have a minimum two credit hour course on exceptional children. A needs assessment conducted by the State Educational Agency finds that:

1. Regular educators and students in regular teacher training programs indicate a need for additional skills to serve exceptional children.

2. Undergraduates desire improved instruction in understanding and implementing PL 94-142.

3. Undergraduates indicate a need to increase skills in test interpretation, prescriptive teaching implementation, and writing Individual Education Programs (State Plan, 1978, p. 2).

Tuttle, Oklahoma State Director of Vocational and Technical Education, in a memorandum of understanding as a part of the Plan, establishes a cooperative agreement with the Special Education section of the State Department of Education. In purpose, the two agencies work together to ensure compliance with the state and federal legislations concerning handicapped individuals (State Plan, 1979, Addendum #10).

Characteristics of Handicapped Persons

For purposes of this study, handicap is defined as stated in PL 94-482, Title I, Vocational Education:

> The term 'handicapped' when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (United States 94th Congress, PL 94-482, 1976, section 195 (7).

Educable Mentally Handicapped

There are variations in the classification definitions among various authorities. However, basically the authorities agree with the following concept on educable levels of mental retardation:

> The concept of mild or educable level of mental handicap (or retardation) implies that the child can be educated and that with proper educational opportunity he can be a self-supporting, participating member of society (Gearheart and Weishahn, 1976, p. 116).

The American Association of Mental Deficiency (AAMD) refers to mental retardation as subaverage general intellectual function existing concurrently with deficits in adaptive behavior manifested during the developmental period (Owen, Blount, Moscow, 1978). "Adaptive behavior, in the AAMD frame of reference, includes coping satisfactorily with ordinary events of growing up and maturing" (Reynolds and Birch, 1977, p. 274). "Adaptive behavior is also sometimes called 'street behavior' indicating the manner in which the child is able to perform or function in the everyday requirements of living" (Gearheart and Weishahn, 1976, p. 177).

The intelligence quotient, IQ, and the Adaptive Behavior Scale, are generally used to identify the mentally handicapped student. The IQ range which indicates below average intelligence varies among authorities. Generally, however, "the educable mentally retarded are youngsters whose IQ range is roughly between 50 and 70 and who possess only half to two-thirds or so of the average child's intelligence" (Owen, Blount, and Moscow, 1978, p. 358). Gearheart and Weishahn (1976, p. 117) state that "most authorities would require both the lower-than-average IQ score plus significantly lower-than-average adaptive behavior."

Owen, Blount, and Moscow (1978) list the following as observable behavioral characteristics of the educable mentally handicapped students:

1. Short attention spans, lack of concentration, and unwillingness to participate in class activities.
2. Acquire basic skills more slowly than the average student.
3. Difficulty in generalizing or transferring what is learned to a new situation.

Gearheart and Weishahn (1976) summarize the characteristics of educable mentally handicapped as:

1. Sensory and motor coordination handicaps
2. Low tolerance for frustration
3. Poor self-concept
4. Short attention span
5. Below average ability to generalize and conceptualize
6. Below average language ability
7. General academic retardation
8. Play interests below those of the age peers.

Reynolds and Birch (1977) see mental retardation as being characterized by slow cognitive development which leads to a number of observable, varying classroom responses. A mentally handicapped individual can possess one or all of the observable characteristics. The characteristics are a key to the instructional processes necessary for the education of educable mentally handicapped students.

Hearing Impaired and Deaf

Hearing handicaps are a physical disorder. The handicaps range from mild to deaf. Basically, there are two types of hearing impairment.

"One type of hearing impairment affects the loudness or intensity with which a person hears speech. The other type affects the frequency, intelligibility, or clarity of a sound a person hears" (Gearheart and Weishahn, 1976, p. 34). Hearing impairment is identified through an instrument, a pure audiometer.

Gearheart and Weishahn (1976) present these common behaviors as indicators of a hearing loss:

1. Lack of attention
2. Turning or cocking of head
3. Difficulty in following directions
4. Acting out, stubborn, shy, or withdrawn
5. Reluctance to participate in oral activities
6. Dependent on classmates for instruction
7. Small-group achievement best
8. Medical indications, such as earaches.

Reynolds and Birch (1977) point out the following as indicators of a hearing problem:

1. The child appears to strain to hear, including leaning toward the speaker and cupping the ears.
2. The child asks to have comments or questions repeated and then gives correct responses.
3. The child shows speech inaccuracies, especially dropping the beginnings and endings of the words.
4. The child is frequently confused during discussion, even though evidently trying to participate.
5. The child has running ears, soreness, or aches and frequently rubs and scratches the outer ear canal.

Speech Handicapped

Speech impairment is divided into categories. Gearheart and Weishahn (1976) divide speech problems into articulation problems, language problems, voice problems, stuttering or other nonfluency problems, and other types of speech problems. Speech impairments are easily observed by the nature of the impairment. In order for a speech problem to be classified as handicapped, the problem interferes with, or calls undue attention to the speech.

Visually Handicapped

Visually handicapped individuals are defined in functional terms for educational purposes. Gearheart and Weishahn (1976, p. 52) define visually handicapped in educational terms as "the visually impaired child may be defined as one whose vision is limited to such an extent that it may require educational modifications and adaptations." Reynolds and Birch (1977) speak of visually impaired as students who must be taught to read by means that do not involve sight or students who require some special adjustment in instruction in order to read by visual means.

Gearheart and Weishahn (1976) identify observable signs and visual behaviors common among visually handicapped individuals. Observable signs include red eyelids, watery, red eyes, crossed eyes, pupils of uneven size, eyes that move excessively, and drooping eyelids. Visual behaviors encompass rubbing eyes, sensitivity to light, difficulty with reading, squinting, blinking, holding reading material at improper distance, and complaining of headaches.

Emotionally Handicapped

The emotional handicap spectrum is perhaps the most complex behavioral structure. Gearheart and Weishahn (1976, p. 144) state that an emotional handicap "implies that the difficulty may be the result of the youth's interaction with his environment or significant others in his life." The symptoms or common behaviors are the indicators of emotionally handicapped students. "When the symptoms are moderate and infrequent and do not reoccur repeatedly in the same form, a youngster is not categorized as emotionally disturbed" (Owen, Blount, and Moscow, 1978, p. 352). Some of the symptoms include:

1. Oversensitivity, moodiness, fearfulness, irritability tantrums, destructiveness, and hyperactivity (Owen, Blount, and Moscow, 1978).

2. Hostile aggressiveness, withdrawal, perfection, regression, depression, phobias, overly dependent, and accident proneness (Gearheart and Weishahn, 1976).

Crippled and Health Impaired

Crippled and health impaired persons represent a heterogeneous population with more than 200 conditions (Gearheart and Weishahn, 1976).

> From the point of view of instructional needs there is no justification for assembling children with crippling and health impairments into one group for schooling. Actually, no more heterogeneous array of pupils could be found, educationally speaking (Reynolds and Birch, 1977, p. 403).

The majority of crippled or health impaired students are able to attend regular classrooms with only minimal modifications and adaptions. The health impaired handicaps include allergies, asthma, arthritis, amputation, diabetes, epilepsy, cerebral palsy, spina bifida, muscular dystrophy, and others (Gearheart and Weishahn, 1976).

Teacher Attitudes

The teacher attitude plays a role in the student learning process. Yap (1977, p. 38) states, "Evidence is ample that teachers' attitudes toward children significantly influence their behavior and social interaction in the classroom." The mainstreaming of handicapped students increases the number of mentally handicapped students in the regular classroom. The teacher attitude toward handicapped students in particular, is a concern of educators. Teacher attitude supplements the learning of the handicapped student and the acceptance of the handicapped by the peer group.

> The vast majority of retardates could be helped to lead socially useful and independent lives if they were able to obtain early the proper encouragement and guidance. The likelihood of their doing so depends in great part on the attitudes and conceptions of the mental retardation held by the public in general and in particular by those individuals who have direct contact with the mental retardate at significant times in his life (Greenbaum and Wang, 1965, p. 257).

The behavioral aspect of attitude, that is the set of actions displayed by an individual, are often subconsciously conveyed to students. "Teachers tell children about their own rejection of the handicapped by excluding the handicapped from the content which they teach" (Cohen, 1977, p. 14). Cohen (1977) further suggests that this behavior is often unthinking, but the attitude in a proportionate part is communicated to the students. "The teacher has a profound influence on each student's behavior and achievement, but in addition, the teacher also has a tremendous influence on how students perceive each other" (Gearheart and Weishahn, 1976, p. 189). Taddeo (1977) agrees that teacher attitudes affect the student's learning and development. Thus, the

importance of a teacher attitude of acceptance and understanding is a valuable component for successful cognitive learning and socialization for a handicapped individual.

Research Studies

Educational research is focusing on the aspect of mainstreaming handicapped students. Much of the research deals with identification of problem areas or needs areas and suggests further research needs in this area. The research is, also, looking for appropriate methods of preparing teachers for mainstreaming. "We are entering a period that cries out for creative development in educational programing to foster positive attitudes toward the disabilities" (Cohen, 1978, p. 19). This review focuses on factors which enable a teacher to successfully work with handicapped students and teacher attitudes.

Manzitti (1976), as a part of his research concerning an evaluation of mainstreaming in vocational education programs in Michigan, investigates the teacher needs in training programs. Manzitti's finding reveals:

1. The respondents felt that student teaching experience in mainstreamed classrooms was the most helpful type of practical experience (p. 8).

2. The most frequent problem encountered seemed to be the cooperation of the regular teacher in modifying the curricula. Other problems included modifying the curriculum itself, insufficient methods and materials, the inabilities of handicapped students, and poor teacher preparation (p. 9).

3. The most frequent recommendation for helping teachers with mainstreaming is inservice teacher training programs.

Yap's (1977) study in teacher attitudes suggests that teaching experience is not a potent determinant of teachers' attitudes. The study also shows that short-term educational programs do not have "sufficient impact to produce significant changes in teachers' attitudes" (p. 43). Yap's study further indicates the "more education (as indicated by more advanced degree) the teacher has had, the stronger her tendencies to develop attitudes that are integrative, flexible, or progressive" (p. 43).

Whiteford's (1977, p. 19) study of special needs students in the regular home economics programs discovers that "the selected home economics teachers had favorable attitudes toward teaching special needs students in the regular home economics program." The study also indicates that the selected home economics teachers report limited formal preparation for teaching special needs students. "However, what preparation the respondents reported was identified as most helpful" (Whiteford, 1976, p. 18). Whiteford (1976, p. 20) also states,

> Even though 37 percent of the selected teachers reported little or no formal preparation for teaching special needs students, respondents strongly agree that teaching techniques and knowledge about special needs students should be included in home economics teacher education in both inservice and pre-service training.

Jordan and Proctor (1969) conduct an attitudinal study with the purpose of investigating the attitudes of specific teacher groups toward the educational placement of exceptional children and studying the relationship of these attitudes to knowledge of disabilities and to type and amount of teaching experience. The findings of Jordan and Proctor conclude that:

> The special education teachers were significantly better informed than the regular classroom teachers, but they

> did not have more realistic attitudes toward classroom integration. Thus, experience increases knowledge but not positive attitudes toward realistic classroom placement (p. 439).

and,

> The amount of experience per se is not related to either knowledge about or classroom acceptance of exceptional children. Teachers with extensive academic credit in courses relate to exceptional children and were more knowledgeable about them (p. 439).

Kohr's (1977) research study examines attitudes and classroom practices of Pennsylvania teachers. This study reflects "a socialization process in which teachers, as they accrue time on the job, become less inclined to attempt innovative techniques and become more accepting of administration, facilities, and students" (p. 11).

The findings of Harasymiu and Horne (1976, p. 399) on teachers' opinions and attitudes toward handicapped students implies the "in-service education could make teachers less anxious in working with handicapped." However, these researchers conclude that the basic social distance attitude is not changed with inservice training and suggests further research in this area. The inservice training covers information or knowledge about handicapped. Harasymiu and Horne state:

> Attitudes seem best modified when the shift is generated from within the individual as a result of new environmental experiences, such as information about handicapped as well as direct experience with them (p. 394).

Cohen (1977) in discussions concerning improvement of attitudes toward the handicapped states that instructional approaches do produce more acceptance of the handicapped. Furthermore, "Rejection of contact with the handicapped very often stems in part from not knowing how to relate to them or their disability, a factor which can be reduced through an instructional approach" (p. 18). Cohen implies that

formal education may not change the affective component of attitudes, but may influence the behavioral tendencies.

> The optimal approach to fostering positive attitudes toward the handicapped would combine direct contact in supportive, integrated settings with a curricular approach to the understanding of disabilities and the people who have them (p. 18).

Instrument

The Attitude Behavior Scale: Mental Retardation (ABS-MR) is developed by Jordan (1971) to assess attitude-behaviors toward mentally handicapped persons. Jordan's instrument (ABS-MR) is constructed from the Guttman facet theory.

Guttman Facet Theory

Facet design and analysis is a method for construction of instrument items.

> In facet design and analysis, Guttman is concerned with a semantic a priori method of constructing items that has implications for ensuring structure of the statistical results and their interpretation (Hammersma, 1971, p. 2).

Guttman's (1959) theory first establishes the universe, then subdivides the universe into subuniverses. "The common of fixed elements indicate the universe of which subuniverses are subsets" (p. 319). In accordance with the theory, facets are identified which differentiate within and among the subuniverses. A facet is "one of several semantic units distinguishable in verbal expression" (Jordan, 1970, p. 142). The facets are representative of dichotomies. These dichotomies are identified as profiles. The profiles represent a rank ordering of the facets within the subuniverses (Appendix A).

> Guttman's facet theory specifies that the attitude universe represented by the item content can be substructured into behavioral profiles which are systematically related according to the number of identical conceptual or semantic elements they hold in common (Jordan, 1971, p. 202).

The semantic framework is predictive of a statistical structure. "Proceeding from a semantic structure to a statistical structure seems essential for relating abstract theory to empirical research" (Guttman, 1959, p. 319).

> The substructuring of an attitude-behavior universe into facets and elements facilitates a sampling of items within each of the derived profiles and also enables the prediction of relationships between various profiles of the universe (Jordan, 1971, p. 202).

Instrument Development of Attitude Behavior Scale: Mental Retardation

Jordan (1970, p. 5) applies and expands the Guttman facet theory.

> The construction of ABS-MR was guided by a facet design which makes it possible to construct items by systematic a priori method instead of by method of intuition or by the use of judges.

In the ABS-MR instrument, Jordan develops a more inclusive set of facets. Thus, a more extensive set of profiles develop.

As implied in Guttman's facet theory, scale construction is accomplished through semantic mapping. Jordan (1970, p. 142) states that "a semantic map is a two-dimensional representation of hypothesized relationships." In theory, this procedure imposes a structured ordered meaning system for relationships between scale levels.

> From a 'theory of content' dictated and structured into six levels of subscales, 29 items were constructed for each of the six levels for a total of 120 items. A measure of intensity was also constructed for each of the items (p. 12).

Jordan's scale levels or subscales are:

1. Societal stereotype
2. Societal norm
3. Personal moral evaluation
4. Personal hypothetical action
5. Person feeling
6. Personal action

Societal stereotype indicates how other people compare mentally retarded persons to those who are not mentally retarded. Societal norm indicates how other people generally act toward mentally retarded persons. Personal moral evaluation indicates how the respondent personally believes he should act or behave toward mentally retarded persons. Personal hypothetical action indicates how the respondent would act toward mentally retarded people. Personal feeling indicates how the respondent feels toward people who are mentally retarded. The personal action scale indicates actual experiences the respondent has had with mentally retarded persons (Appendix A).

The instrument is constructed so that a higher score (range 20-60) on content indicates a more favorable or positive attitude and a higher score on intensity indicates greater certainty in a content answer (Appendix B). The response choices are structured so as to weigh the items on a negative to positive pole. This choice is made because of the difficulty in defining reality for a positive attitude toward mentally handicapped. "Thus, the most favorable response is not always the most realistic response" (Jordan, 1970, p. 17). Concerning the scoring procedure, Jordan (1970) suggests viewing each level separately. "The total score should either not be used at all

or used only when comparing groups or individuals whose subscale scores order approximately in the same manner" (p. 14).

Substantive Research

In a study conducted by Harrelson, Jordan, and Horne (1972), attitudes toward retarded individuals are examined using the ABS-MR instrument. The study is conducted in West Germany and the constituting sample represent parents of retarded children, parents of normal children, teachers of retarded children, regular teachers, and manager-executives. The research variables are attitude-behavior (dependent) and demographic elements, contact with retarded, knowledge of retardation, and belief in man's ability to control his environment (independent). Through an analysis of variance technique the ABS-MR is found to differentiate among various groups. "The instrument differentially discriminated among groups as well as the predictor variables on the various scale levels" (p. 333).

In an extensive study conducted by Jordan (1970), attitudes toward mental retardation are examined in a cross-culture setting. The sample consists of people from seven nations and contains teachers, parents, and employers and managers. The ABS-MR instrument is used to gather data. The research problem is to determine:

> (a) attitudes toward mentally retarded persons, (b) the structure of attitudes, (c) the content of attitudes, and (d) the determinants or predictors of attitudes (p. 127). The data from the seven-nation analysis support the assertion that attitudes at action-behavior levels have an affective-value-contactual basis rather than a cognitive-knowledge one (p. 135).

Summary

The present chapter provides an overview of present public laws governing education of the handicapped, the basic characteristics of handicaps which are identified in the public laws, teacher attitudes and instructional preparation of the regular teachers with handicapped students, and a discussion of the instrument to be used in this research study.

CHAPTER III

RESEARCH DESIGN

Introduction

The objectives of this study were to identify the attitudes of vocational home economics teachers in Oklahoma toward educable mentally handicapped students and to determine the relationship between the dependent variable of attitude and the independent variables. The purpose of the ensuing chapter was to describe the type of research, the population and sample plan, the instrumentation procedure, and the statistical analysis of the data.

Type of Research

This study employed the descriptive type of research design. Best (1977) discussed descriptive design as a study that describes and interprets, and as a research type primarily concerning present conditions. "It [descriptive design] is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing" (p. 116). This study gathered information concerning existing conditions (the dependent and independent variables) and examined statistically the relationship among the variables. The study, also, obtained opinions from the sample to be used in examining teacher

preparation needs for the education of handicapped students in the least restrictive environment. The dependent variable in the study was the attitude of the teacher. The independent variables included background information and knowledge of the public laws which govern education of the handicapped persons.

Population and Sample Plan

The population for this study included home economics teachers meeting the following criteria in the state of Oklahoma:

1. Employee of a public school in the state
2. Certified in the state
3. Teacher in a Vocational Program.

A listing of this population, according to the above criteria along with the school name, mailing address, and vocational district, was obtained from the Home Economics Division of the State Department of Vocational Education in Oklahoma City, Oklahoma. The home economics teachers meeting the population criteria constituted the sample choices. In order to have an accurate representation from the six vocational districts in the state, a proportionate percentage was randomly drawn from a table of random numbers for each vocational district to meet the sample number.

The population represented 421 teachers in the six vocational districts. The districts and the percentage of the total per district was as follows: Southeast, 92 teachers, 22%; Northeast, 84 teachers, 20%; Southwest, 85 teachers, 20%; Central, 69 teachers, 16%; Northwest, 44 teachers, 11%; and East, 47 teachers, 11%.

The sample size was determined from a table for determining sample size from a given population. The table of Krejcie and Morgan (1970, p. 608) recommended a sample size of 201 for a population of 420.

The State Home Economics Supervisor was contacted and informed of the purpose of the research study. The sample members were contacted by letter explaining the purpose of the study and the procedural involvement of the members, and asked to participate in the study. From the responding sample members, the actual participating sample was obtained.

Instrumentation

The sample population was surveyed through a written questionnaire. The instrument was designed to obtain three types of information which identify the dependent and independent variables for the study. This instrument consisted of the Attitude Behavior Scale: Mental Retardation, and the development and implementation of a demographic information form, an objective evaluation of the public laws governing education of the handicapped form, and a free-response form.

Demographic Information Form

The demographic information form (Appendix B) was developed by the researcher. The information form was designed to identify the independent variables of amount of formal education in the area of handicapped student education, amount of contact with educable mentally handicapped students, amount of teaching experience, and the current program setting of the teacher.

A multiple choice format was used in the information form in order to collapse the information for analysis purposes. The specific questions and the collapsed categories were determined through a review of the literature and the objectives of this study.

Questions one, two, and three concerned the amount of formal education in the subject area of handicapped students. Harth (1973) suggested that the attitude among professionals may in part be a function of formal training. The categories in question one determined the credit hours. Question two asked the recency of course work. Question three identified the number of conferences, workshops, or seminars attended. Cohen (1977) stated that workshops, conferences, and seminars have an educational affect in developing an understanding of education of the handicapped.

Questions four and five determined the amount of teaching experience. The categorical divisions were the divisions as established by Erickson (1968) in the studies of teacher dropout.

Questions six, seven, and eight dealt with contact experience with educable mentally handicapped students. As indicated in the research of Foster and Salvia (1977) contact was a factor in attitude. The divisional answer choices in question eight were designed to distinguish between the level of the students' experiences in secondary school.

Questions nine and ten identified the program setting of the participating sample teachers. The answer choices corresponded to the structural framework of the Oklahoma vocational education system.

The demographic information form was administered to a graduate seminar in home economics on February 6, 1979, at Oklahoma State

University. This class of Home Economics Division doctoral students examined the instrument for content validity and clarity. Minor working changes were made in accordance with the recommendations of the group.

Objective Evaluation of Knowledge of Public Law

A set of multiple choice questions (Appendix B) was developed by the researcher to assess the knowledge of public laws which govern the education of handicapped persons. For this study the laws were identified as: Public Law 94-142, The Education for All Handicapped Children Act; Public Law 94-482, Education Amendments; and Public Law 93-112, Rehabilitation Act.

A panel of experts reviewed and modified the instrument to establish content validity and clarity of the instrument. The panel of experts were: Dr. Anna Gorman, professor of Home Economics Education at Oklahoma State University; Dr. Margaret Callsen, associate professor of Home Economics Education at Oklahoma State University; and Dr. Clyde Matthews, director of Special Programs at the Oklahoma State Department of Vocational-Technical Education.

Free-Response Form

A free-response form (Appendix B) was developed by the researcher in order to gather information helpful in meeting objective three of this study. The free-response form had been designed to give input into the educational needs of the teachers and the delivery system of such information as seen from the teachers' point of view. Graduate

students enrolled in a doctoral seminar at Oklahoma State University examined the instrument for content validity and clarity on February 6, 1979. Minor changes were made as recommended by the students.

Attitude Behavior Scale: Mental Retardation

In order to determine the dependent variable of teacher attitudes toward mentally handicapped students, the researcher used the Attitude Behavior Scale: Mental Retardation (ABS-MR) developed by Jordan (1970) (Appendix D). The instrument was divided into six subscale attitude measures which are societal stereotype, societal norm, personal moral evaluation, personal hypothetical action, personal feeling, and personal action. Jordan indicated that the subscales were to be scored by subscales and that the subscales could be used independently or in any combination thereof (Johnson, 1976). For this study the personal hypothetical action (PHA) subscale and the personal feeling (PF) subscale were chosen. The PHA was chosen as a representation of the cognitive component of attitude behavior. A respondents' attitude on the PHA showed the mental thinking or cognitive processes. The PF subscale measured the affective component. The affective component showed the emotional or feeling reactions of the respondents. Cohen (1977), in discussions concerning the improvement of attitudes toward the handicapped, implied that formal education may change the behavioral tendencies but not change the affective component. Thus, the research was designed to test the cognitive and the affective components of attitude separately toward the specified independent variables.

Each subscale contains 20 items with three response alternatives of favorableness and three response alternatives of the intensity or certainty of response for each item. A response of one indicated the most negative response to an attitude item. A response of three indicated the most positive response to the attitude item. The intensity items corresponded to each attitude item and asked the respondents' certainty about an answer to the attitude item. An intensity response of one indicated the least certainty about an answer to the attitude item. An intensity response of three indicated the most certainty about an answer to the attitude item. The intensity measure for degree of certainty would indicate the degree of strength in the respondents' answer to an attitude item.

> Scoring is done by summarizing the response categories. Six separate scores are obtained that are not additive into a total score and that can be used independently or in any combination thereof (Johnson, 1976, p. 1056).

For this study the personal hypothetical action subscale set and the personal feeling subscale set were summarized separately and examined through statistical procedures separately.

Reliability of the ABS-MR had been reported and established by Jordan (1970). Item analysis indicated that items correlate in terms of inter-item correlation patterns and item-to-subscale correlations. An analysis of variance for a test development sample was used to produce a reliability coefficient equivalent to the Kuder-Richardson measure of interval consistency. The reliability coefficient for the personal hypothetical action subscales set was .79. The reliability coefficients for the personal feeling subscale set ranged from .71 to .85 (p. 47).

Content validity, construct validity, and concurrent validity were determined and established by Jordan (1970). Content validity was established through development of content items in cooperation with a panel of practicing school psychologists in the field of mental retardation. The construct validity was determined by the correlation similarities between most of the three sets of the test development sample. Also, supportive construct validity data was obtained by comparison of the postulated semantic structure and the obtained statistical structure. The establishment of concurrent validity was inferred by the fact that older, more experience, and more knowledgeable test development sample, score more positively toward the mentally retarded.

Statistical Analysis

The data was collected from the participating sample and the responses from the Attitude Behavior Scale: Mental Retardation, objective evaluation of the public laws governing education of the handicapped form, demographic information form, and a free-response form were tabulated for the purpose of statistical analysis. The data was treated in accordance with the interval number structure. The analysis of the data is structured according to the hypotheses stated in Chapter I.

The following hypotheses are tested:

H_1: There will be no significant relationship between the attitude score on subscale sets representing personal hypothetical action and personal feeling of the vocational home economics teachers and:

1. Amount of formal education in the area of handicapped student education.

2. Amount of contact with mentally handicapped students.

3. Amount of teaching experience.

4. Current program setting of the teacher.

Instrumentation--Attitudes are measured by the Attitude Behavior Scale: Mental Retardation and the background variables by the demographic information form.

Analysis--Pearson Product Moment Correlations between attitude scores and the demographic responses. The .05 significance level is accepted as the confidence level.

H_2: There will be no significant relationship between the attitude subscale sets representing personal hypothetical action and personal feeling of the vocational home economics teacher and knowledge of the handicapped public laws.

Instrumentation--Attitudes are measured by the Attitude Behavior Scale: Mental Retardation and the knowledge variable by the objective evaluation of the public laws governing education of the handicapped form.

Analysis--Pearson Product Moment Correlations between attitude scores and knowledge scores. The .05 significance level is accepted as the confidence level.

Descriptive information was obtained from the responses to the free-response form. Frequency distributions were used to tabulate the responses.

Summary

The present chapter presented the methodology involved in testing the hypotheses of this study. Chapter III contains the explanations of the research design, the population and sample plan, the instrumentation procedure, and the statistical analysis of the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

In purpose, this study was designed to identify the attitudes of vocational home economics teachers in Oklahoma toward the mentally handicapped students and to determine the relationship between the attitude and the amount of education in the area of handicapped students, amount of teaching experience, amount of contact with mentally handicapped students, the program setting of the teacher, and the teacher knowledge of the public laws which govern the education of the handicapped. In order to accomplish this purpose the following objectives were formulated:

1. Determine the attitudes of the vocational home economics teachers toward the mentally handicapped students.
2. Compare the attitudes of the vocational home economics teachers to specified variables.
3. Make recommendations based upon the results of this study for teacher education in areas such as inservice training programs, preparatory training programs, and curriculum for the vocational home economics teachers with mainstreamed classrooms.

This chapter presents a description of the participating sample, an analysis of the data in accordance with the hypotheses of the study, and the results from the response portion of the research instrument.

Description of Sample

In this study the population constituted 421 vocational home economics teachers in the six vocational districts of Oklahoma. The invited sample consisted of 201 teachers randomly drawn in a proportional percentage from each district population. Of the usable responses from the research instrument, 132 teachers represented the participating sample. The participating sample represented 66 percent of the invited sample. Table I illustrates the participating sample number and percent of the invited sample by district.

TABLE I

SAMPLE REPRESENTATION BY DISTRICT

Vocational District	Invited Sample Number	Participating Sample Number	Percent Participating
Central District	32	22	69
East District	23	16	70
Northeast District	40	21	53
Northwest District	22	18	82
Southeast District	44	29	66
Southwest District	40	26	65
Total	201	132	66

The independent variables were the amount of formal education in the area of handicapped students, the amount of teaching experience, the amount of contact with mentally handicapped students, the present program setting of the teacher, and the teacher knowledge of the public laws which govern the education of the handicapped.

Background information items one, two, and three concerned the amount of formal education in the area of handicapped students. The number of credit hours earned was identified in item one. Of the respondents, 60 or approximately 46 percent had no credit hours in education of the handicapped. Approximately a remaining 40 percent had one to three credit hours in this area. The greatest proportion of the teachers who received credit hours, 58 teachers, had been within the past three years. The teacher education certification requirements for the state of Oklahoma were:

> After July 1, 1976, no person shall be granted a standard certificate to teach in the public schools of this state unless he has satisfactorily completed a course of two or more semester hours in education of the exceptional child (State Board of Education, 1975, p. 84).

Item three asked the number of conferences, workshops, or seminars the teacher attended on the education of the handicapped. Of the reported responses, 60, or approximately 46 percent, attended none and 62, or approximately 47 percent, attended one to three workshops, conferences, or seminars (Table II).

Items four and five reported the teaching experience of the sample. The experience ranged from one to over 26 years, with the largest concentration, 30 teachers, in the category of six to ten years (Table III).

TABLE II

AMOUNT OF EDUCATION OF RESPONDENTS IN AREAS OF WORKING WITH HANDICAPPED STUDENTS

Item Response Choices	Frequency	Percent[a]
1. Formal Education		
zero credit hours	60	45.46
1 - 3 credit hours	53	40.15
4 - 6 credit hours	15	11.36
7 - 9 credit hours	2	1.52
10 - 12 credit hours	1	.76
13 - 15 credit hours	0	0
16 - 18 credit hours	0	0
19 or above credit hours	1	.76
Total	132	100.00
2. Recency of Study		
no courses	60	45.46
within past year	18	13.64
2 - 3 years ago	40	30.30
4 - 5 years ago	7	5.30
6 or more years ago	7	5.30
Total	132	100.00
3. Number of Conferences, Workshops, Seminars		
zero	60	45.46
1 - 3	62	46.97
4 - 6	9	6.82
7 - 10	1	.76
11 or more	0	0
Total	132	100.00

[a]Percentage carried two digits.

TABLE III

AMOUNT OF RESPONDENTS' TEACHING EXPERIENCE

Item Response Choice	Frequency	Percent[a]
4. Number of Years Teaching		
1 year	15	11.36
2 years	9	6.82
3 years	14	10.61
4 years	8	6.06
5 years	14	10.61
6 - 10 years	29	21.97
11 - 15 years	17	12.88
16 - 20 years	7	5.30
21 - 25 years	10	7.58
26 or more years	9	6.82
Total	132	100.00
5. Number of Years Teaching Home Economics		
1 year	18	13.64
2 years	12	9.09
3 years	12	9.09
4 years	11	8.33
5 years	17	12.88
6 - 10 years	30	22.73
11 - 15 years	10	7.58
16 - 20 years	7	5.30
21 - 25 years	11	8.33
26 or more years	4	3.03
Total	132	100.00

[a]Percentage carried two digits.

The contact with mentally handicapped students was described through information from items six, seven, and eight. The responses showed that approximately 80 percent, or 105 teachers, had handicapped students in classes with regular students. During the school term in which this study was conducted, 73, or approximately 55 percent, of the teachers had one to five handicapped students. Of this group of students, only three teachers had students of an age range other than 14 to 18 years of age. Complete information is found in Table IV.

TABLE IV

AMOUNT OF CONTACT BY RESPONDENTS WITH HANDICAPPED STUDENTS

Item Response Choice	Frequency	Percent[a]
6. Classroom Contact		
no contact	23	17.42
total handicapped classes	0	0
handicapped in class with regular students	105	79.55
both contact types	4	3.03
Total	132	100.00
7. Number in Class this Term		
zero	45	34.09
1 - 5	73	55.30
6 - 10	12	9.09
11 - 15	2	1.52
16 or more	0	0
Total	132	100.00

TABLE IV (Continued)

Item Response Choice	Frequency	Percent[a]
8. Age Level of Handicapped Students		
none	44	33.59
14-15 years old	26	19.85
16-18 years old	29	22.14
both age groups	29	22.14
other ages	3	2.29
Total	132	100.00

[a] Percentage carried two digits.

Items nine and ten identified the program setting of the teachers. In this study, 129, or approximately 98 percent, of the teachers worked in a local district school system. Approximately 87 percent, 114 teachers, taught Consumer and Homemaking programs (Table V).

TABLE V

CURRENT PROGRAM SETTING OF RESPONDENTS

Item Response Choice	Frequency	Percent[a]
9. Type of Program		
consumer and homemaking	114	87.02
occupational	4	3.05
both types	10	7.63

TABLE V (Continued)

Item Response Choice	Frequency	Percent[a]
9. Type of Program (Cont.)		
other types	3	2.29
no response	1	0
Total	132	100.00
10. Type School		
local district school	129	98.47
area vo-tech school	1	.76
other type school	1	.76
no response	1	0
Total	132	100.00

[a]Percentage carried two digits.

The teachers' knowledge of the public laws which govern the education of the handicapped was determined by responses from the knowledge of public laws section of the research instrument. Items five and eight of the eight evaluative questions were the only items in which a larger proportion of the teachers responded correctly. Item five concerned the procedure for classifying an individual as mentally handicapped. Of the responding teachers, 105, or approximately 80 percent, answered the question correctly. Item eight dealt with the make-up of the handicapped child evaluation team. Seventy-seven, approximately 58 percent, of the teachers responded correctly to this question. Approximately 48 percent of the teachers knew the definition

of an Individual Educational Program; however, 71 percent did not know the public law which requires these programs. Ninety-four percent or 124 teachers could not identify the public law which first dealt directly with discriminatory practices toward handicapped persons. Fifty-six percent or 74 teachers did not know the basic purpose of PL 94-142, The Education of All Handicapped Children Act. Also, in response to the question asking the identity of the law which established that public education be made available for all handicapped individuals between ages of three and 21, inclusive, by September of 1980, approximately 67 percent or 88 teachers responded incorrectly to the question. Ninety percent of the teachers did not know the make-up of student enrollment in order for a vocational program to be funded as a handicapped program. Complete information is displayed in Table VI.

The dependent variable identified for this study was the teacher attitude. The attitude was measured by Jordan's Attitude Behavior Scale: Mental Retardation (ABS-MR). The ABS-MR instrument consisted of six subscale sets. Two of the subscale sets were chosen for this study, personal hypothetical action and personal feeling. Jordan (1970) indicated that the selection of the item content orders the items in part on the principle of cognitive to affective. PHA measured the cognitive dimension of the attitude. The PF component examined the affective dimension of the attitude. The ABS-MR instrument was designed to incorporate a measure of intensity to attitude items. This intensity element identified the degree of certainty in item responses.

TABLE VI

RESPONDENTS' KNOWLEDGE OF PUBLIC LAWS RELATING TO HANDICAPPED STUDENTS IN SCHOOLS

Item	Frequency of Correct Responses	Percent[a]
1. Which public law first dealt with discriminatory practices toward handicapped persons?	8	6.06
2. What was the purpose of PL 94-142?	58	43.94
3. Which public law required Individual Educational Programs?	38	28.79
4. Which law established age levels of handicapped students to be served?	44	33.33
5. What is the first procedure in classifying an individual as handicapped?	105	79.54
6. What should the student enrollment be for funding a program as handicapped?	13	9.85
7. What is an Individual Educational Program?	64	48.49
8. What is the make-up of the handicapped evaluation team?	77	58.33

N=132 (Item responses found in Appendix B)

[a]Percentage carried two digits.

The ABS-MR instrument was constructed to weigh the items on a negative to positive pole. Jordan suggested that the most positive response was not always the most realistic response (Jordan, 1970). A response of one confirmed the most negative response to the items question. A response of three indicated the most positive response to an item question. For the intensity element of the ABS-MR instrument, a response of one stated the lowest degree of certainty to an item. A response of three to an intensity question affirmed the highest degree of certainty to an item question. For this study each subscale set was scored and analyzed separately.

The mean for PHA was 2.17 and the mean of PF was 1.84. The t-test statistical procedure was used to determine mean difference in the sample data between PHA and PF subscale sets. Results indicated that the means of the two subscale sets were significantly different at the .05 alpha level. The respondents showed a higher positive polarity to PHA (personal hypothetical action) attitude subscale set than to the PF (personal feeling) attitude subscale set. These results indicated that the cognitive dimension of the attitude is more positive than the affective dimension of the attitude. The standard deviation showed that the sample variance was not great and not greatly different between the PHA and PF subscale sets of the attitude. This indicated homogeneity among the sample.

The mean for intensity on the PHA subscale set was 2.42 and the intensity mean of the PF subscale set was 2.48. Thus, on the average respondents showed a high degree of certainty about answers to the attude items (Table VII).

TABLE VII

MEAN SCORES FOR EACH SUBSCALE SET USED FROM ATTITUDE BEHAVIOR SCALE MENTAL RETARDATION

Scale	Mean	Standard Deviation	t Value	PR>|T|
ABS-MR (PHA) personal hypothetical action	2.17	.317		
ABS-MR (PF) personal feeling	1.84	.306	12.08	.0001
Intensity (PHA) personal hypothetical action	2.42	.39		
Intensity (PF) personal feeling	2.48	.43		

(Scale range 1 to 3 with 1 being the most negative and 3 being the most positive.)

Analysis of Hypotheses

The formulated hypotheses were tested through statistical procedures provided by the Statistical Analysis System (SAS). Zero order correlations and multiple correlation coefficients provided the statistical means for analyzing the data in accordance with the formulated hypotheses. Significant levels were determined for the statistical procedure at the .05 alpha level. Substantive interpretations of statistically significant correlations were determined by the conventions or levels described by Davis (1971). These conventions were accepted by the researcher for statistical interpretation. The convention or

level statements were:

Value	Appropriate Phrase
+.70 or higher	A very strong positive association.
+.50 to +.69	A substantial positive association.
+.30 to +.49	A moderate positive association.
+.10 to +.29	A low positive association.
+.01 to +.09	A negligible positive association.
.00	No association.
-.01 to -.09	A negligible negative association.
-.10 to -.29	A low negative association.
-.30 to -.49	A moderate negative association.
-.50 to -.69	A substantial negative association.
-.70 or lower	A very strong negative association.

(Davis, 1971, p. 49)

Hypothesis one stated: There will be no significant relationship between the attitude scores of the subscale sets representing personal hypothetical action attitude and the personal feeling attitude of the vocational home economics teachers and the amount of formal education in the area of handicapped students, amount of contact with handicapped students, amount of teaching experience, and the current program setting of the teacher. Information for analysis was measured through responses from Jordan's Attitude Behavior Scale: Mental Retardation and the background information sections of the instrument.

Each item from the research instrument which respectively pertained to or represented each independent variable was tested for significant correlation to the combined mean of the items through the Pearson r statistical procedure. This procedure was done in order to determine if the respective items correlated and could be considered together as a representation of each independent variable.

The three background information instrument items concerning the amount of formal education in the area of handicapped students were statistically significant at the .05 alpha level to the combined mean

of the three items. Substantively, item one (.88) and item two (.89) indicated a very strong positive association (Davis, 1971). Item three (.65) indicated substantively a substantial positive association (Davis, 1971) (Table VIII).

TABLE VIII

CORRELATION COEFFICIENTS OF ITEMS RELATING TO THE AMOUNT OF FORMAL EDUCATION

Item Number and Name	Correlation Coefficients		
	Item 1	Item 2	Item 3
Item 1: Formal Education	1.00		
Item 2: Recency of Study	.70**	1.00	
Item 3: Conferences, Workshops, Seminars	.32*	.26*	1.00
Combined Mean of Items 1,2,3	.88**	.89**	.65**

*Significant at .05 alpha.

**Significant to .0001 alpha.

The two instrument items concerned with the amount of teaching experience were statistically significant at the .05 alpha level to the combined mean of the two items. A correlation of .99 substantively stated a very strong positive association (Davis, 1971). Thus, the two experience items were considered in further statistical procedures as one value (Table IX).

TABLE IX

CORRELATION COEFFICIENTS OF ITEMS RELATING TO THE AMOUNT OF TEACHING EXPERIENCE

Item Number and Name	Correlation Coefficients	
	Item 4	Item 5
Item 4: Years Teaching	1.00	
Item 5: Years Teaching Home Economics	.94*	1.00
Combined Means of Items 4, 5	.99*	.99*

*Significant to .0001 alpha.

The three items representing the amount of contact with mentally handicapped students were statistically significant at the .05 alpha level to the combined mean of the three items. Substantively, the correlations associated to the combined mean above .70 and indicated a very strong positive association (Davis, 1971) (Table X).

The program setting items were considered a nominal number structure. In accordance with a nominal number structure a chi-square test was conducted on the program setting items. The results indicated that the table was too sparse for a chi-square to be a valid test. Thus, further analytical consideration of the independent variable was not considered.

The two subscale sets of the ABS-MR instrument were correlated to each independent variable under consideration in hypothesis one of this study. The ABS-MR subscale sets represented personal hypothetical action (PHA) attitudes and personal feeling (PF) attitudes.

TABLE X

CORRELATION COEFFICIENTS OF ITEMS RELATING TO THE AMOUNT OF CONTACT

Item Number and Name	Correlation Coefficients		
	Item 6	Item 7	Item 8
Item 6: Classroom Contact	1.00		
Item 7: Number this Term	.49*	1.00	
Item 8: Age Level	.46*	.77*	1.00
Combined Means of Items 6,7, 8	.74*	.87*	.92*

*Significant to .0001 alpha.

Each item and the unit representing the combined mean of the three items concerning the independent variable of the amount of formal education in the area of handicapped students were correlated through the Pearson r statistical procedure to each of the attitude subscale sets (PHA and PF). Results indicated no statistical significances (Table XI).

Each item and the unit representing the combined mean of the two items concerning the independent variable of the amount of teaching experience were correlated through the Pearson r statistical procedure to each of the attitude subscale sets. Results indicated no statistical significances (Table XI).

Each item and the unit representing the combined mean of the three items dealing with the amount of contact with mentally handicapped students were correlated to each attitude subscale set (PHA

TABLE XI

ZERO ORDER CORRELATIONS OF EDUCATION, EXPERIENCE, AND CONTACT TO THE TWO ATTITUDE SUBSCALE SETS

Item Number and Name	ABS-MR (PHA)[a]	ABS-MR (PF)[b]
	Correlations	
Item 1: Formal Education	.09	.09
Item 2: Recency of Study	.10	.04
Item 3: Workshops, Conferences, Seminars	.11	.13
Education[c]	.12	.09
Item 4: Years Teaching	-.14	.11
Item 5: Years Teaching Home Economics	-.13	.12
Experience[d]	-.13	.12
Item 6: Classroom Contact	.10	.20[f]
Item 7: Number this Term	.23[f]	.19[f]
Item 8: Age Level	.16	.11
Contact[e]	.19[f]	.18[f]

[a]PHA refers to personal hypothetical action component of attitude (cognitive).

[b]PF refers to person feeling component of attitude (affective).

[c]The three education items considered as one unit.

[d]The two experience items considered as one unit.

[e]The three contact items considered as one unit.

[f]Significant at the .05 alpha level.

and PF) through the Pearson r statistical procedure. PHA represented the personal hypothetical action attitude and PF represented the personal feeling attitude. Results indicated that the unit representing the combined mean was statistically significant at the .05 alpha level to both attitude measures (PHA and PF). Substantively, these correlations of .19 and .18 indicated a low positive association (Davis, 1971). The individual item concerning the number of mentally handicapped students in the classroom this term was, also, statistically significant at the .05 level to both attitude measures (PHA and PF). Substantively, correlations of .23 and .19 indicated a low positive association (Davis, 1971) (Table XI).

Hypothesis one was accepted for the independent variables of amount of formal education in the area of handicapped students and the amount of teaching experience. There was no significant relationship between the attitude scores on the subscale sets representing personal hypothetical action and personal feeling of vocational home economics teachers and the amount of formal education in the area of handicapped students and the amount of teaching experience.

Hypothesis one was not accepted for the independent variable of the amount of contact with mentally handicapped students. There was a significant relationship between the attitude subscale scores of the vocational home economics teachers and the amount of contact with mentally handicapped students. Complete correlations are shown in Table XI.

The Pearson r was used to test Hypothesis two: There will be no significant relationship between the attitude scores on the subscale sets representing personal hypothetical action and personal feeling and

the knowledge of the public law. Knowledge of the public laws which govern the education of the handicapped indicated no statistically significant correlation to the respondent samples personal hypothetical action attitude on the personal feeling attitude. The knowledge of the public law variable explains virtually none of the variation in either attitude measure. Substantive examination of the data suggested that the knowledge of the public law scores were consistently low, and thus effected correlation coefficients. Hypothesis two is accepted, as there was no significant relationship between the two subscale sets for attitude and the knowledge of the public law scores (Table XII).

TABLE XII

ZERO ORDER CORRELATIONS OF KNOWLEDGE AND THE TWO ATTITUDE SUBSCALE SETS[a]

Item	Pearson r Knowledge Score	Mean	Standard Deviation	Possible Range
ABS-MR (PHA)	.11	2.17	.32	1 - 3
ABS-MR (PF)	.04	1.84	.31	1 - 3
Knowledge Score	1.00	1.39	.24	1 - 2

[a]ABS-MR (PHA) refers to the personal hypothetical action component of the attitude. ABS-MR (PF) refers to the personal feeling component of the attitude.

The SAS General Linear Models (GLM) procedure was performed on the independents variables to each attitude subscale set in order to determine the predictive value. Three separate GLM models were set up and analyzed. The Models representing the independent variables were as follows:

Model One - Each instrument item representing education, experience, contact, and knowledge score considered separately.

Model Two - All items representing education, experience, and contact considered as one item respectively along with the knowledge score.

Model Three - Selected items to represent each independent variable.

The best fitting or most realistic model was subjectively determined as Model Three. This model was chosen for the following reasons:

1. The three items concerning the amount of formal education in the area of handicapped students were statistically significant. However, substantively the correlations did not fall in the same level according to the levels described by Davis (1971). Thus, each item enters the model independently.

2. The two items measuring experience significantly associated .99. Thus, the two items enter the model as one value.

3. Of the three background information items concerning contact, item number seven was chosen for the model. Contact item six does not order correctly for quantitative statistical analysis and contact item eight refers to age of students contacted rather than the amount of contact quantitatively.

4. The knowledge score was entered.

The multiple correlation coefficient for Model Three for the attutude measure of personal hypothetical action was statistically significant at the .05 alpha level. Model Three explains approximately ten percent of the variation in the personal hypothetical action component of the attitude (Table XIII).

TABLE XIII

MULTIPLE CORRELATION COEFFICIENT FOR MODELS REPRESENTING EDUCATION, CONTACT, AND EXPERIENCE TO ATTITUDE SUBSCALE SETS

Dependent Variable Attitude	Independent Variable Model	R^2
ABS-MR (PHA) Personal Hypothetical Action	One	.11
ABS-MR (PF) Personal Feeling	One	.08
ABS-MR (PHA) Personal Hypothetical Action	Two	.07
ABS-MR (PF) Personal Feeling	Two	.05
ABS-MR (PHA) Personal Hypothetical Action	Three	.10*
ABS-MR (PF) Personal Feeling	Three	.06

*Statistically significant at .05 alpha level.

The SAS Stepwise Regression procedure provided further exploration into the predictors of attitude. All independent variable items representing education, experience, contact, and knowledge score entered the procedure for each of the attitude subscale sets (PHA and PF).

The Stepwise Regression procedure for the dependent variable of PHA revealed three items which were significant at the .05 alpha level. The number of handicapped students in the classroom this term (contact)

was the best predictor of the attitude and explained approximately five percent of the variation. The number of workshops, conferences, and seminars attended (education) and the number of years teaching (experience) added approximately two percent each, respectively, to the explained variation. No other independent variables met the significance level for entry into the model (Table XIV).

TABLE XIV

STEPWISE REGRESSION FOR THE DEPENDENT VARIABLE OF PERSONAL HYPOTHETICAL ACTION ATTITUDE SUBSCALE SET

Step	Independent Variable Entry	R^2
One	Item 7: Contact Number This Term	.0544*
Two	Item 7: Contact Number This Term	
	Item 4: Years Teaching	.0785*
Three	Item 7: Contact Number This Term	
	Item 4: Years Teaching	
	Item 3: Workshops, Conferences, Seminars Attended	.0994*

*Significant at .05 alpha level.

No other variables met the .500 significance for entry into the model.

The Stepwise Regression procedure for the dependent variable of PF attitude entered two items which were significant at the .05 alpha level. The amount of classroom experience contact with mentally handicapped students was the best predictor of the attitude and explained approximately five percent of the variation. The number of mentally handicapped students in the classroom this term added approximately one percent to the explained variation. No other independent variables met the significance level for entry into the model (Table XV).

TABLE XV

STEPWISE REGRESSION FOR DEPENDENT VARIABLE OF PERSONAL FEELING ATTITUDE SUBSCALE SET

Step	Independent Variable Entry	R^2
One	Item 6: Classroom Contact	.0465*
Two	Item 6: Classroom Contact	
	Item 7: Contact Number This Term	.0576*

*Significant at .05 alpha level.

No other variables met the .500 significance for entry into the model.

Teacher Responses and Comments

The sample teachers were asked to respond and comment on certain questions concerning education of the handicapped. Indicative results

from selected response choices are presented in the following discussion. The sample teachers could respond to more than one response choice.

Approximately 76 percent of the teachers felt the need for assistance or help in dealing with increased mainstreaming of handicapped students. The most frequent response to the immediate help need for increased numbers of handicapped students in the regular classroom was a need for instructional techniques or methods for working with the handicapped students. Approximately 53 percent of the teachers stated a need for instruction on classroom management techniques for working with the handicapped students in the regular classroom. Approximately 51 percent of the teachers would like to receive such information from university extension courses offered in the local area. A team combination of the Home Economics Education and Special Education was the teachers' choice for the department providing information concerning the handicapped student. The teachers identified the most frequent problem encountered by having handicapped students in the regular classroom as a lack of time to give handicapped students the individual attention. A larger proportion of the teachers reported receiving helpful information concerning general teaching problems from workshops, conferences, or seminars. Table XVI shows the frequency and percent for each question response.

The sample teachers were asked to identify the informational needs for the teacher preparation program. The respondents' views were summarized in the following statements. The teachers need:

1. Classroom management and instructional techniques for operating in a multidimensional student classroom.

TABLE XVI

FREQUENCY AND PERCENT FOR TEACHER RESPONSE ITEMS

Item and Response Choice	Frequency	Percent[a]
1. Need assistance with handicapped:		
yes	99	76
no	18	14
do not know	13	10
2. Most immediate help need:		
record keeping and writing IEP's	10	8
materials designed for handicapped	37	29
teacher aids in classroom	44	35
instructional techniques and methods	56	44
other	2	2
3. Like to receive information:		
university extension	67	51
summer workshop	45	34
summer school	16	12
evening courses	6	5
other	7	5
4. Department to provide information:		
Home Economics Education	17	13
Special Education	7	5
Combination HEED and SED	104	79
State Dept. of VoTech Education	11	8
College of Education	4	3
other	2	2
5. Problems encountered with handicapped:		
no handicapped students	26	20
no problems	3	2
finding materials	31	24
lack of time	79	61
slowing the total student learning	39	30
other	3	2
6. Positive aspects with handicapped:		
no handicapped students	27	21
no positive aspects other than normal	32	25
better self-awareness and acceptance	50	39
better peer awareness and acceptance	34	26
other	3	2

TABLE XVI (Continued)

Item and Response Choice	Frequency	Percent[a]
7. Where receive teaching information:		
professional journals	26	20
university courses	20	15
workshops, conference, seminars	82	63
secondary teachers	58	45
university teachers	8	6
other	13	10
8. What information needed:		
characteristics of handicapped	40	31
materials	60	47
how to alter materials	57	44
curriculum materials	45	35
how to alter curriculum materials	43	33
classroom management	68	53
other	2	2

[a]Teachers could respond to more than one response. (Percentage figured to whole number.

2. Information as to available curriculums and materials designed handicapped students.

3. Develop an awareness of resource personnel in the local and district educational centers.

4. Instruction on altering materials for use with the handicapped.

5. Observation and student teaching experiences in mainstreamed classrooms.

6. Develop an understanding of the unique characteristics which directly affect the learning process of the handicapped.

7. Information on evaluative and grading techniques for use with handicapped students.

8. Develop skill in planning and preparing curriculum units that can be used with handicapped students.

9. Field experience with handicapped students.

The teachers were asked to relate successful ideas for working with handicapped students. These responses were summarized as follows:

1. Have the more advanced students help the handicapped student.
2. Individualized instruction.
3. Pre-test students.
4. Praise and encourage students.
5. Give tests orally or tape record tests.
6. If possible, have the handicapped enroll in the smaller classes.
7. Repeat basic concepts often in the instructional process.
8. Develop activities which foster development of self-esteem.
9. Allot extra time for completing learning activities.
10. Work in cooperation with the special education or resource room teachers.
11. Develop educational games for teaching educational concepts.
12. Develop handout materials with diagrams instead of words whenever possible.
13. Use of curriculum guides designed for handicapped students.
14. Structure the student's curriculum around one basic text or workbook so that the student can become familiar with the text. This is less confusing to the handicapped student.
15. Keep the classroom activity very structured.

A complete listing of the sample teacher comments can be reviewed in Appendix D.

Summary

This chapter presented the results of the study. The chapter contained a description of the respondents, a discussion of the

teacher comments to the educational needs for working with the handicapped student, and an analysis of the data in accordance with the hypotheses of the study. Correlation statistical procedures produced the means for data analysis.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Introduction

Education of handicapped persons in the least restrictive environment was the focus of recent federal legislation. These legislative endeavors spoke directly to regular classroom education of the handicapped. The outcome of the direction implied an increase in the number of handicapped students in the regular classroom along with the regular student population. The successful education of the handicapped student depends to a great extent on the attitude and preparation of the classroom teacher for this new environment. This study was designed to determine the present attitude of the vocational home economics teachers toward educable mentally handicapped students. The study was also designed to gather information to enable educational personnel to set the bases for successful programs for educating handicapped students in the least restrictive environment.

Summary

This section of the chapter presents the summary of the research study. This section also provides information about the purpose and objectives, hypotheses, limitations, population and sampling, instrument design, data collection, statistical treatment, and results and conclusions.

Purpose and Objectives

The purpose of this study was to identify the attitudes of the vocational home economics teachers in Oklahoma toward the educable mentally handicapped students and to determine if a relationship exists between selected variables determined through a review of literature and these attitudes. The study was to help serve as a basis for examining the teacher education program and for recommending revisions which better prepare the teachers to meet the needs of handicapped students in the regular classroom. The objectives of the study were:

1. To determine the attitudes of the vocational home economics teachers toward the educable mentally handicapped.
2. To compare the attitudes of the vocational home economics teachers to the specified variables.
3. To make recommendations based upon the results of this study for teacher education in areas of inservice training programs, preparatory training programs, and curriculum for vocational home economics teachers with mainstreamed classrooms.

Hypotheses

Two null hypotheses were developed for testing the data in this research study. In brief, the hypotheses were as follows:

1. The relationship between the teacher attitude and the amount of formal education in the area of handicapped students, the amount of teaching experience, the amount of contact with educable mentally handicapped students, and the current program setting of the teacher.
2. The relationship between the teacher attitude and the teachers' knowledge of the public laws which govern the education of the handicapped.

Limitations

Six limitations to this study were recognized. These limitations are:

1. The knowledge variables were limited to the judgments of a panel of experts.
2. The study was limited to a sample in the state of Oklahoma.
3. The development of the vocational home economics programs in compliance to Public Law 94-142 was in varying stages of operation throughout the state of Oklahoma.
4. The study was limited to voluntary responses to an instrument by a sample group.
5. The attitude instrument was not designed specifically for vocational home economics teachers.
6. The attitude instrument had been developed prior to the passage of PL 94-142.

Population and Sampling

The population for this study included the 421 certified teachers who were teaching in vocational home economics programs in the state of Oklahoma. A listing of the population was obtained from the Home Economics Division of the State Department of Vocational-Technical Education for Oklahoma in Oklahoma City, Oklahoma.

A stratified random sample was drawn from the population group of teachers. The sample was randomly drawn in a proportional percentage from each of the six vocational districts in Oklahoma.

Instrument Design

An established instrument, Attitude Behavior Scale: Mental Retardation developed by Dr. John E. Jordan, was used to measure teacher

attitudes toward educable mentally handicapped. The reliability and validity of the instrument had been previously determined by Dr. Jordan. A questionnaire to identify independent variables as outlined in hypothesis one was constructed by the researcher. The researcher, along with a panel of experts, developed the questionnaire to evaluate each sample member's knowledge of the public laws which govern education of the handicapped. A set of open response questions was developed to give the researcher insight into possible inservice and preservice program needs of the teachers and curriculum needs for the teacher preparation programs.

Data Collection

The instruments were mailed to 201 teachers who met the population criteria. A follow-up contact was made with sample members who did not respond at the end of a two week period. The number of usable returns was 132 teachers which represented 66 percent of the invited sample.

Statistical Treatment

The data was analyzed through correlation statistical procedures utilizing the Statistical Analysis System (SAS). The chi-square and Pearson r correlation procedures and the General Linear Models (GLM) regression procedures were used to determine relationships as outlined by the hypotheses.

Results and Conclusions

Statistical analysis substantiated the following results. The

analysis indicated that:

1. The amount of formal education in the area of handicapped did not significantly relate to teacher attitude. However, it should be noted that 46 percent of the teachers had no educational preparation concerning the handicapped.

2. The amount of teaching experience did not significantly relate to attitude.

3. The amount of contact with mentally handicapped students DID significantly relate to attitude.

4. The knowledge of the public laws which govern the education of the handicapped did not significantly relate to the attitude. However, it should be noted that knowledge scores were consistently low.

The teachers had a more positive attitude on the personal hypothetical action subscale (cognitive dimension) than on the personal feeling subscale (affective dimension). The teachers were a homogeneous group in reference to their attitude score on the individual subscales. Education in the area of handicapped students, teaching experience, and knowledge of handicapped laws did not relate to the attitude subscales. However, contact with handicapped students did relate positively with the attitude subscales.

Recommendations

After reviewing the literature and conducting this study, it became quite apparent to this researcher that the success of PL 94-142, The Education of All Handicapped Children Act, lies in the preparation of the classroom teachers. This researcher feels that the teachers in this study were not academically prepared to deal with multidimensional student types when research findings showed that approximately 86 percent have had none to a maximum of three credit hours in the area of education of the handicapped. A very large proportion of the

teachers involved in this study indicated a need for help in dealing with these students. The study results suggested some possible needs in the teacher preparation program and some ideas for meeting this need. The study also indicated a need for additional research investigation.

Teacher Preparation

The results of this study supported the idea that the teacher preparation program needs to better prepare the teachers academically for working with multidimension student types in a single classroom. The teachers surveyed supported the idea of an interdisciplinary approach to teacher training in the area of handicapped students. The Home Economics discipline and the Special Education discipline when working in a team effort could connect the dimensions of educating the handicapped student in the home economics classroom. Specifically, the teachers identified the following needs which the researcher recorded as competencies:

Competency 1. Classroom management skills and techniques for operating in a multidimensional student classroom.

Competency 2. Curriculum development skill in planning and preparing curriculum and instructional units that can be used with handicapped students.

Competency 3. Instructional techniques for working with multidimensional student types in a regular classroom to include a complete understanding of the development process in preparing individualized instruction.

Competency 4. Evaluation techniques for multidimensional student types.

Competenncy 5. An understanding of the unique characteristics which directly affect the learning process of handicapped students.

Competency 6. An understanding of the teacher roles and responsibilities as outlined by public policy for the education of handicapped students. This to include the construction and use of Individual Education Programs and the ways and means of seeking aid both financially and through support personnel for working with handicapped students.

The sample teachers further indicated that a field experience was needed to complete the educational process.

Results of the study indicated that the delivery of informational aid in dealing with handicapped students to the field teachers could be accomplished through a university extension program presented in local areas. The research suggested that an interdisciplinary approach to such a program would prove helpful to local teachers.

Related Study

The study results showed that the teachers lack knowledge of the public laws which govern the education of the handicapped. In the opinion of this researcher, this fact opens the door to many research needs. Research pertaining to the degree to which the teacher education programs prepare teachers to deal with all aspects of public policy which effect education. The following questions need to be addressed. Are the teachers being prepared to understand and thus effectively deal with public policy? Would teacher input from well informed teachers provide the means for effective policy development and implementation?

The sample teachers indicated a need for handicapped curriculum materials, an awareness of present handicapped materials, and curriculum materials with portions adapted to slow learners. The development

and disseminational means of such materials could provide many research possibilities.

It is the opinion of the researcher that correlations of the independent variables, of the amount of education in the area of handicapped and the knowledge of the public laws, to a dependent variable of attitude can not exist until the independent variable provides enough range difference to make a realistic test. A research design which experimentally can develop the independent variable range would provide some means for determining possible correlations.

An important question and problem to the teachers in this study was the evaluation of handicapped students. Research into the development of these techniques seems appropriate.

A regional study designed to determine explained variation and the predictive components of a teacher attitude toward handicapped students could provide useful information. A larger sample size would allow for more elaborate statistical exploration of the data.

As viewed by this researcher, an important study would involve the exploration of curriculum theories in order to determine:

1. If the curriculum theories allow for multidimensional student types in the same educational setting.

2. Which theories base development on multidimensional student types and provide for a teaching skill or method in curriculum adaptation for meeting individual student needs.

3. Which curriculum development approach would cover not only the aspects of educating the handicapped but also the multicultural student population and the "normal" student population.

An investigation of teachers prepared under different development theories would seem appropriate in order to determine the theory which best fits this multidimensional student population.

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APPENDIXES

APPENDIX A

GUTTMAN AND JORDAN TABLES

TABLE XVII

GUTTMAN'S FACETS OF WHICH SUB-UNIVERSES DIFFER

A=Subject's Behavior	B=Referent	C=Referent's Inter-group Behavior
a_1=belief	b_1=subject's group	c_1=comparative
a_2=overt action	b_2=subject himself	c_2=interactive

Source: Guttman, 1959, p. 320.

TABLE XVIII

GUTTMAN FACET PROFILES* OF ATTITUDE SUBUNIVERSES

Subuniverse	Profile
I. Stereotype	a_1 b_1 c_1
II. Norm	a_1 b_1 c_2
III. Hypothetical Interaction	a_1 b_2 c_2
IV. Personal Interaction	a_2 b_2 c_2

Source: Guttman, 1959, p. 320.

*Based on facets of above table.

TABLE XIX

JORDAN FACETS USED TO DETERMINE JOINT* STRUCTION OF AN ATTITUDE UNIVERSE

(A) Referent	(B) Referent Behavior	(C) Actor	(D) Actor's Intergroup Behavior	(E) Domain of Actor's Behavior
a_1 others	b_1 belief	c_1 others	d_1 comparison	e_1 symbolic
a_2 self	b_2 action	c_2 self	d_2 interaction	e_2 operational

Source: Jordan, 1970, p. 9.

*Joint struction is operationally defined as the ordered sets of the five facets from low to high (subscript 1's are low) across all five facets simultaneously.

TABLE XX

JOINT LEVEL, PROFILE COMPOSITION, AND LABELS FOR SIX TYPES OF ATTITUDE STRUCTION

Subscale Type-Level	Struction Profile*	Descriptive Joint Term
1	$a_1\ b_1\ c_1\ d_1\ e_1$	Societal stereotype
2	$a_1\ b_1\ c_1\ d_2\ e_1$	Societal norm
3	$a_2\ b_1\ c_1\ d_2\ e_1$	Personal moral evaluation
4	$a_2\ b_1\ c_2\ d_2\ e_1$	Personal hypothetical action
5	$a_2\ b_2\ c_2\ d_2\ e_1$	Personal feeling
6	$a_2\ b_2\ c_2\ d_2\ e_2$	Personal action

Source: Jordan, 1970, p. 10.

*Based on facets of above table.

APPENDIX B

RESEARCH STUDY INSTRUMENT

CODE_____

QUESTIONNAIRE BOOKLET

This booklet contains the questionnaire for this research study. The questionaire is in four parts: an information form, an attitude scale, a public law questionnaire, and a response form.

Each part is complete with a set of directions. Please read the directions carefully before completing the questionnaire. This questionnaire will take approximately 30 to 45 minutes to complete.

Thank you again for your cooperation in completing and returning this form to me.

BACKGROUND INFORMATION

Directions: Write the letter corresponding with your answer to the following statements in the blank to the left of the statement. Please answer with the response which most closely applies to you.

___1. What amount of formal education credit hours have you had in the study of handicapped students?

a. zero credit hours
b. 1 to 3 credit hours
c. 4 to 6 credit hours
d. 7 to 9 credit hours
e. 10 to 12 credit hours
f. 13 to 15 credit hours
g. 16 to 18 credit hours
h. 19 or above credit hours; specify number_____

___2. How recent was your latest course in the study of handicapped students?

a. I have had no course
b. within the past year
c. 2 to 3 years ago
d. 4 to 5 years ago
e. 6 or more years ago; specify number of years_____

___3. How many conferences, workshops, or seminars have you attended in which the subject matter dealt with handicapped students?

a. zero
b. 1 to 3
c. 4 to 6
d. 7 to 10
e. 11 or more; specify number_____

___4. How many years teaching experience have you had, including the present year?

a. 1 year
b. 2 years
c. 3 years
d. 4 years
e. 5 years
f. 6 to 10 years
g. 11 to 15 years
h. 16 to 20 years
i. 21 to 25 years
j. 26 or more years

___5. How many years have you taught as a vocational home economics teacher, including the present year?

a. 1 year
b. 2 years
c. 3 years
d. 4 years
e. 5 years
f. 6 to 10 years
g. 11 to 15 years
h. 16 to 20 years
i. 21 to 25 years
j. 26 or more years

___6. What classroom experience contact have you had with educable mentally handicapped students?

a. no classroom experience with handicapped students
b. totally handicapped student classes
c. handicapped students in classes with regular students
d. both of the above types of classroom contact with handicapped students

___7. How many educable mentally handicapped students do you have in your classrooms this term?

a. zero
b. 1 to 5
c. 6 to 10
d. 11 to 15
e. 16 to 20
f. 21 or more; specify number_____

7a. What is the total enrollment number in your home economics classes for the spring term? _____

___8. What is the age level of the educable mentally handicapped students you presently have enrolled in your classes?

a. I have no educable mentally handicapped students in my classes
b. 14 to 15 years old
c. 16 to 18 years old
d. both of the above age groups
e. other ages; specify age range_____

___9. What type of vocational home economics program do you presently teach?

a. Consumer and Homemaking Program
b. Occupational Program
c. both of the above type programs
d. other type; specify type_____

___10. In what type of school do you presently teach?

a. local district school
b. area vocational-technical school
c. other; specify_____

ATTITUDE BEHAVIOR SCALE

MENTAL RETARDATION

Directions: This section contains statements of ways in which people sometimes act toward other people. You are asked to indicate for each of these statements whether you personally would act toward mentally retarded people according to the statement. You should then indicate how sure you feel about this answer. Answer the statement by writing the number corresponding to your response choice in the space to the left of the statement.

In respect to a mentally retarded person, would you:

___21a. Share a seat on a train for a long trip?

1. no
2. don't know
3. yes

___21b. How sure are you of the answer for 21a?

1. not sure
2. fairly sure
3. sure

___22a. Have such a person as a fellow worker?

1. no
2. don't know
3. yes

___22b. How sure are you of the answer for 22a?

1. not sure
2. fairly sure
3. sure

___23a. Have such a person working for you?

1. no
2. don't know
3. yes

___23b. How sure are you of the answer for 23a?

1. not sure
2. fairly sure
3. sure

___24a. Live in the next-door house or apartment?

1. no
2. don't know
3. yes

___24b. How sure are you of the answer for 24a?

1. not sure
2. fairly sure
3. sure

___25a. Extend an invitation to a party at your house?

1. no
2. don't know
3. yes

___25b. How sure are you of the answer for 25a?

1. not sure
2. fairly sure
3. sure

___26a. Accept a dinner invitation at his house?

1. no
2. don't know
3. yes

___26b. How sure are you of the answer for 26a?

1. not sure
2. fairly sure
3. sure

___27a. Go to the movies together?

1. no
2. don't know
3. yes

___27b. How sure are you of the answer for 27a?

1. not sure
2. fairly sure
3. sure

___28a. Go together on a date?

1. no
2. don't know
3. yes

___28a. How sure are you of the answer for 28a?

1. not sure
2. fairly sure
3. sure

___29a. Permit a son or daughter to date this person?

1. no
2. don't know
3. yes

___29b. How sure are you of the answer for 29a?

1. not sure
2. fairly sure
3. sure

___30a. Permit a son or daughter to marry this person?

1. no
2. don't know
3. yes

___30b. How sure are you of the answer for 30a?

1. not sure
2. fairly sure
3. sure

___31a. Feel sexually comfortable together?

1. no
2. don't know
3. yes

___31b. How sure are you of the answer for 31a?

1. not sure
2. fairly sure
3. sure

___32a. Enjoy working with the mentally retarded?

1. no
2. don't know
3. yes

___32b. How sure are you of the answer for 32a?

1. not sure
2. fairly sure
3. sure

___33a. Enjoy working with the mentally retarded as much as other handicapped?

1. no
2. don't know
3. yes

___33b. How sure are you of the answer for 33a?

1. not sure
2. fairly sure
3. sure

___34a. Enjoy working with mentally retarded who also have emotional problems?

1. no
2. don't know
3. yes

___34b. How sure are you of the answer for 34a?

1. not sure
2. fairly sure
3. sure

___35a. Hire the mentally retarded if you were an employer?

1. no
2. don't know
3. yes

___35b. How sure are you of the answer for 35a?

1. not sure
2. fairly sure
3. sure

___36a. Want the mentally retarded in your class if you were a teacher?

1. no
2. don't know
3. yes

___36b. How sure are you of the answer for 36a?

1. not sure
2. fairly sure
3. sure

___37a. Require the mentally retarded to be sterilized if you were in control?

1. yes
2. don't know
3. no

___37b. How sure are you of the answer for 37a?

1. not sure
2. fairly sure
3. sure

___38a. Separate the mentally retarded from the rest of society if you were in control?

1. yes
2. don't know
3. no

___38b. How sure are you of the answer for 38a?

1. not sure
2. fairly sure
3. sure

___39a. Believe that the care of the mentally retarded is an evidence of national social development?

1. no
2. don't know
3. yes

___39b. How sure are you of the answer for 39a?

1. not sure
2. fairly sure
3. sure

___40a. Provide, if you could, special classes for the mentally retarded in regular school?

1. no
2. don't know
3. yes

___40b. How sure are you of the answer for 40a?

1. not sure
2. fairly sure
3. sure

Directions: This section contains statements of actual feelings that people may hold toward the mentally retarded. You are asked to indicate how you feel toward people who are mentally retarded compared to people who are not mentally retarded. You should then indicate how sure you feel of your answer.

How do you actually feel toward persons who are mentally retarded compared to others who are not mentally retarded?

___41a. Disliking?

1. more
2. about the same
3. less

___41b. How sure are you of the answer for 41a?

1. not sure
2. fairly sure
3. sure

___42a. Fearful?

1. more
2. about the same
3. less

___42b. How sure are you of the answer for 42a?

1. not sure
2. fairly sure
3. sure

___43a. Horrified?

1. more
2. about the same
3. less

___43b. How sure are you of the answer for 43a?

1. not sure
2. fairly sure
3. sure

___44a. Loathing?

1. more
2. about the same
3. less

___44b. How sure are you of the answer for 44a?

1. not sure
2. fairly sure
3. sure

How do <u>you actually feel</u> toward persons who are mentally retarded compared to others who are not mentally retarded?

___45a. Dismay?

1. more
2. about the same
3. less

___45b. How sure are you of the answer for 45a?

1. not sure
2. fairly sure
3. sure

___46a. Hating?

1. more
2. about the same
3. less

___46b. How sure are you of the answer for 46a?

1. not sure
2. fairly sure
3. sure

___47a. Revulsion?

1. more
2. about the same
3. less

___47b. How sure are you of the answer for 47a?

1. not sure
2. fairly sure
3. sure

___48a. Comptemptful?

1. more
2. about the same
3. less

___48b. How sure are you of the answer for 48a?

1. not sure
2. fairly sure
3. sure

___49a. Distaste?

1. more
2. about the same
3. less

___49b. How sure are you of the answer for 49a?

1. not sure
2. fairly sure
3. sure

How do <u>you actually feel</u> toward persons who are mentally retarded compared to others who are not mentally retarded?

___50a. Sickened?

1. more
2. about the same
3. less

___50b. How sure are you of the answer for 50a?

1. not sure
2. fairly sure
3. sure

___51a. Confused?

1. more
2. about the same
3. less

___51b. How sure are you of the answer for 51a?

1. not sure
2. fairly sure
3. sure

___52a. Negative?

1. more
2. about the same
3. less

___52b. How sure are you of the answer for 52a?

1. not sure
2. fairly sure
3. sure

___53a. At ease?

1. less
2. about the same
3. more

___53b. How sure are you of the answer for 53a?

1. not sure
2. fairly sure
3. sure

___54a. Restless?

1. more
2. about the same
3. less

___54b. How sure are you of the answer for 54a?

1. not sure
2. fairly sure
3. sure

How do you actually feel toward persons who are mentally retarded compared to others who are not mentally retarded?

___55a. Uncomfortable?

1. more
2. about the same
3. less

___55b. How sure are you of the answer for 55a?

1. not sure
2. fairly sure
3. sure

___56a. Relaxed?

1. less
2. about the same
3. more

___56b. How sure are you of the answer for 56a?

1. not sure
2. fairly sure
3. sure

___57a. Tense?

1. more
2. about the same
3. less

___57b. How sure are you of the answer for 57a?

1. not sure
2. fairly sure
3. sure

___58a. Bad?

1. more
2. about the same
3. less

___58b. How sure are you of the answer for 58a?

1. not sure
2. fairly sure
3. sure

___59a. Calm?

1. less
2. about the same
3. more

___59b. How sure are you of the answer for 59a?

1. not sure
2. fairly sure
3. sure

How do <u>you actually feel</u> toward persons who are mentally retarded compared to others who are not mentally retarded?

___60a. Happy?

1. less
2. about the same
3. more

___60b. How sure are you of the answer for 60a?

1. not sure
2. fairly sure
3. sure

KNOWLEDGE OF THE PUBLIC LAW

Directions: Write the letter corresponding with your answer to the following questions in the blank to the left of the question. Make only one response to each question. Please do not guess at the answers. If you do not know the answer, respond with the letter "d. do not know."

___1. Which of the following public laws first dealt directly with discriminatory practices toward handicapped persons?

a. PL 93-122, Rehabilitation Act
b. PL 94-142, The Education for All Handicapped Children Act
c. PL 94-482, Education Amendments
d. do not know

___2. What was the basic purpose of PL 94-142, The Education for All Handicapped Children Act?

a. require state advisory committee with at least one member familiar with the handicapped
b. provide a free and appropriate education for the handicapped
c. provide transportation system to educational centers especially designed for handicapped persons
d. do not know

___3. Which public law required Individual Educational Programs for the handicapped students?

a. PL 64-347, Smith-Hughes Act
b. PL 94-142, The Education for All Handicapped Children Act
c. PL 94-482, Education Amendments
d. do not know

___4. Which of the following public laws establishes that public education be made available for all handicapped individuals between the ages of 3 to 21, inclusive, by September 1, 1980?

a. PL 93-112, Rehabilitation Act
b. PL 94-142, The Education for All Handicapped Children Act
c. PL 94-482, Education Amendments
d. do not know

___5. What is the first procedure in classifying an individual as mentally handicapped?

a. testing of the student by a qualified person
b. request permission to be tested from parent or guardian
c. enroll the student in a program of special education
d. do not know

___6. What should the make-up of a student enrollment be in order for a vocational program to be funded as a handcapped program?

a. at least one student must be properly identified as handicapped
b. at least 75 percent of the students must be properly identified as handicapped
c. all students must be properly identified as handicapped
d. do not know

___7. By definition, what is an Individual Educational Program for handicapped children?

a. a standardized individual learning package
b. a written statement developed to meet the unique instructional needs of the child
c. a program setting structured for the handicapped child
d. do not know

___8. What is the make-up of the team who evaluates the child as to educational strengths, performance level, and educational needs?

a. a representative of the local educational agency, the teacher, and the parents
b. a representative of the local educational agency and the teacher
c. the parents only
d. do not know

RESPONSE QUESTIONS

Directions: Answer the following questions by writing the letter corresponding with your answer in the blank to the left of the statement. Unless otherwise indicated, you may answer questions with more than one response. Please write your comments, opinions, or suggestions to each question subject in the space provided.

___1. Do you feel you need assistance or help in dealing with increased mainstreaming of handicapped students in your classroom?

a. yes
b. no
c. do not know

___2. What is the most immediate help you would like provided for the increased number of handicapped students in your classroom? (Choose only one answer.)

a. assistance with record-keeping and writing Individual Education Programs for the handicapped student
b. additional material designed for the handicapped student
c. additional school personnel as aids in the classroom
d. instructional techniques or methods for working with the handicapped student
e. other; specify_____

COMMENTS:

___3. Where would you most like to receive helpful information concerning teaching the handicapped student? (Choose only one answer.)

a. university extension course offered in your local area
b. summer workshop
c. university summer school course
d. university night school course
e. other; specify_____

COMMENTS:

___4. Which department do you feel should be teaching information for home economics teachers concerning the mainstreaming of handicapped students into the regular classroom?

a. Home Economics Education
b. Special Education
c. combination (team) of both Home Economics Education and Special Education
d. State Department of Vocational-Technical Education
e. College of Education
f. other; specify_____

COMMENTS:

___5. What problems have you encountered by having handicapped students in your classroom?

a. I have no handicapped students
b. no problems
c. finding materials suitable for handicapped students
d. lack of time to give handicapped students the individual attention they demand
e. slow learning process of the handicapped student, slowing the other class members
f. other; specify_____

COMMENTS:

___6. What positive aspects have you experienced by having handicapped students?

a. I have no handicapped students
b. no positive aspects above that regularly occur in the classroom
c. better self-awareness and acceptance of handicapped students
d. better peer awareness and acceptance of handicapped students
e. other; specify_____

COMMENTS:

___7. Where do you receive helpful information concerning teaching problems?

a. professional journals
b. university courses
c. workshops, seminars, conferences
d. secondary teachers
e. university teachers
f. other; specify_____

___8. What information do you need in teaching handicapped students?

a. information concerning the characteristics of the handicapped and how to work with these characteristics
b. materials designed for use with handicapped students
c. instruction on how to alter curriculum to fit the needs of handicapped students
d. instruction on how to alter materials to fit the needs of handicapped students
e. curriculum material designed for handicapped students
f. instruction on classroom management techniques for working with the handicapped students in the regular classroom
g. other; specify_____

COMMENTS:

Directions: Answer the statements on the following page by <u>writing</u> your response to the statement <u>in the space</u> provided below the statement.

9. List information you feel would be useful in the teacher preparation program to help new teachers who may be working with handicapped students.

10. List and explain one idea you have found successful in working with handicapped students.

APPENDIX C

CORRESPONDENCE

Dear Vocational Home Economics Teacher:

I have been a vocational home economics classroom teacher and I am currently a master's degree student in Home Economics Education at Oklahoma State University. I am writing to request your assistance in my research study.

In view of recent federal legislation concerning the education of handicapped students in the least restrictive environment, more handicapped students are being placed in the regular classrooms. My research is designed to provide information concerning the effects of increasing numbers of handicapped students in the regular classrooms. This research examines the teacher attitudes toward educable mentally handicapped students and the teacher's ideas on teacher education program needs for preservice and inservice training in dealing with handicapped students.

Please complete the enclosed questionnaire and return to me in the self-addressed, stamped envelope within the next two weeks. The questionnaire is coded for the purpose of data analysis in the computer and for follow-up correspondence with non-respondents. An abstract of the results including the ideas shared by teachers will be compiled and returned to the participants. The completion date will be June, 1979. You may be assured that your responses will be kept in strictest confidence. Neither you nor your school will be identified in the written results of this research study.

Your cooperation in completing the questionnaire is gratefully acknowledged and appreciated. Thank-you.

Sincerely,

Margaret Crouse

Dr. Elaine Jorgenson, Major Adviser
Head, Home Economics Education

Dear Vocational Home Economics Teacher:

A few weeks ago you received a request to complete my research study questionnaire. The questionnaire is designed to provide needed information for teacher education programs concerning the education of the handicapped students in the regular home economics classroom.

Would you complete and return the questionnaire to me as soon as possible? I realize your time is precious and I sincerely appreciate your time. If you have already returned the questionnaire, please accept my thanks and ignore this letter.

Sincerely,

Margaret Crouse
Graduate Student
Oklahoma State University

Dr. John E. Jordan
166 Lexington Avenue
East Lansing, Michigan 48823

Dear Dr. Jordan:

I am a graduate student in Home Economics Education at Oklahoma State University. I am working on a master's thesis to be completed in July, 1979.

I am requesting permission to use your instrument, Attitude Behavior Scale: Mental Retardation (ABS-MR), in a study of home economics teacher attitudes toward educable mentally handicapped students. After reviewing literature I have found ABS-MR to meet the objectives of my research study.

Would you please send me a copy of your instrument and any related information and/or bibliography? I would, also, be interested in any information you may suggest as to the feasibility of using this instrument in measuring teacher attitudes.

I will be glad to pay for any cost involved in sending this information to me. Thank you.

Sincerely,

Margaret R. Crouse
1400 Perkins Road L-87
Stillwater, Oklahoma 74074

Elaine Jorgenson, Major Adviser
Head, Home Economics Education

LSU
LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE, LOUISIANA 70803

Special Education Services / 65 Huey P. Long Field House

October 16, 1978

Ms. Margaret Crouse
1400 Perkins Road L-87
Stillwater, Oklahoma

Dear Ms. Crouse:

Enclosed you will find the MR scale and other articles and materials related to it. The only thing I ask in return is that if you do any research in the area that you furnish me a copy of your thesis and other articles that may come from it.

Sincerely,

John E. Jordan, Ph.D.
Professor
Executive Director, IRSEN

JEJ/cm

Enclosure

APPENDIX D

TEACHER COMMENTS TO RESPONSE ITEMS

QUESTION: What is the most immediate help you would like provided for the increased number of handicapped students in your classroom?

COMMENTS:

Handicapped students need additonal help and time which I don't always have.

This student takes more time than 15 normal students.

Smaller class number. As the number of handicapped students increase, class number should decrease. I spend 4 or 5 times the time as regular students.

The class size must be smaller to equally help all students.

Currently do not have any handicapped students.

I would have no idea how to work with them.

Classes in dealing with these students.

In large classes, aids would be helpful.

In Home Economics II, I have students who are handicapped. I make arrangements to use the aid from special education class when needed in class activities.

If a child is to be mainstreamed an aid is very necessary or the child will experience failure.

These students would need one-to-one assistance.

QUESTION: Where would you most like to receive helpful information concerning teaching the handicapped student?

COMMENTS:

I feel working with handicapped students requires different knowledge for different subject areas.

You can not bring the quality of expertise in resource people to your area if you live away from city areas.

I would prefer short mini courses. I live quite a distance from the universities.

Summer conference.

Inservice workshops at local schools.

Special education teacher.

Professional improvement meetings.

If it becomes necessary because of handicapped students enrolling.

Special education teacher. The university teacher has not worked with handicapped students and therefore is not really relating to the needs of the classroom teacher. Our special education teacher is most helpful with IEP and other problems associated with mainstreaming.

QUESTION: Which department do you feel should be teaching information for home economics teachers concerning the mainstreaming of the handicapped students into the regular classroom?

COMMENTS:

Special Education Dept. is more qualified due to past experiences.

Special Education teachers have developed many techniques that would be of value to the home economics teachers.

Both departments (home economics education and special education) working together could provide more information.

Home economics teachers who have taught mentally retarded people.

Should be a team, this way the teacher will receive ideas and help from both sides.

Use home economics education, special education, and education, if they will work together.

Education should be on how to work with handicapped in the home economics classes and ways of adjusting core curriculum to their needs.

QUESTION: What problems have you encountered by having handicapped students in your classroom?

COMMENTS:

Classes have between 12 and 18 people, which makes it often difficult to give one-to-one help needed in skilled work.

Some handicapped students simply can not comprehend certain information and must have special material and help.

Inability of slow students to do written and academic work.

Just not enough time, only if classes are small.

In the past, I found time was a problem, especially the clothing lab.

Other students feel very frustrated and slowed by the handicapped students.

I feel unprepared to cope with emotional outbursts and serious situations stemming from personal and family relations.

One handicapped student really has a chip on her shoulder and she makes it difficult for others to relate to her.

Most of our materials are too difficult--but mostly I could do a terrific job if I had more time.

It is very frustrating to see both the "normal" child and the EMH child suffer because of lack of teacher time to keep these students up.

QUESTION: What positive aspects have you experienced by having handicapped students?

COMMENTS:

I try to educate the students so they will accept or at least understand handicapped students.

By having handicapped students in my class I now have a better understanding of them and their needs, problems, and how others react to them.

Home economics students work with special education students. We love them!

Students also helping with teaching the students.

Those students in my class are not extremely handicapped. They are mostly learning disabled in a particular area.

An understanding of their needs and problems.

When other students help the EMH students with their work--the EMH students gain confidence and socialization improved.

Improved self-concept. I find that these students have a very poor self-concept, due to their failure to keep up with their peers. They are smart enough to see that they cannot achieve as well as others in the classroom.

Students felt they could give individual help--but found that they did not like to as it slowed them down--and slow ones let them do the work.

QUESTION: Where do you receive helpful information concerning teaching problems?

COMMENTS:

Principal

Other teachers

Master Teacher pamphlet

Special Education teachers (twelve people chose this response comment)

August conference

Counselors

Shop talk at conference

Trial and error

QUESTION: What information do you need in teaching handicapped students?

COMMENTS:

My biggest concern is large class size and moving too fast for the special student.

Time to work with handicapped on a one-to-one basis and time to prepare materials for them.

I have very little information suited for the handicapped student.

I especially need help in techniques to fit the handicapped students. I find I neglect one or the other. Cannot effectively teach both in the same classroom, except in perhaps grooming and cleaning house.

I presently use the Vo-Tech curriculum. This is hard for these students, but also for some of my better students. We need a curriculum for these special students.

It is important for the EMH child to discover an area in which success can be accomplished. Most material in the regular curriculum and books cannot be read, much less understood by these students. Their verbal and math skills are not adequate to allow them to do regular classroom work.

QUESTION: List information you feel would be useful in the teacher preparation program to help new teachers who may be working with handicapped students.

COMMENTS:

Have patience and try various teaching techniques because students could be and usually are different in their responses.

Get to know the special education teacher and have regular meetings with that person.

Nothing I learned in workshops and education courses has proven helpful. I feel "mainstreaming" will prove to be the greatest step BACKWARD in education in our generation. Students who need special help NEED SPECIAL HELP. Let's give it to them instead of trying to pretend everyone is alike.

Instruction on how to alter materials to use with handicapped. Instruction on classroom management techniques for working with handicapped students in the regular classroom.

Facts about handicapped. Problems handicapped students have. Building good self-concepts. Adapting materials for their needs.

Provide workshops conducted by teachers who work with handicapped students on an every day basis.

Be brief in your explanation of concepts. Repeat facts often. Let them work with their hands.

Observation of special education classes. Intern teach at schools which have mentally retarded students in the regular classrooms.

Specific techniques and materials to teach the mentally handicapped. How are we to evaluate these students?

See page 16, #8--all those circled.

Observe classes and work directly with handicapped students.

Library of the State Department of Vocational Technical Education. Curriculum materials.

How to write instructional units for each case. How to identify and deal with each student.

Remember that they are individuals with a problem--but who doesn't have some type of handicap?

Have intern teachers work with qualified personnel and make lesson plans adapted to the level for the handicapped.

To plan and prepare curriculum units that can be used especially with handicapped students.

Explanation of characteristics of various types of handicapped students. Techniques for adapting materials for these students.

Observe classes in special education to become aware of different grouping of handicapped students in order to determine capabilities of THM, EMH, LD, and physically handicapped. Visit a regional educational service center to become knowledgeable about special materials. Be aware of special abilities which each person has.

Techniques on procedure. Understanding students. Materials available and evaluation.

How to grade and evaluate. How to adapt equipment for safety of students and to help equipment work better for them. How to measure what they can and cannot do.

Field trip and training or teaching experience at Hisson or Enid State School. Experience is the best teacher.

Patience and allow other students to help.

Curriculum to go along with regular classroom curriculum.

Item to include in the curriculum. Ways to adapt the curriculum.

Curriculum and materials.

See question #8.

List of materials available, workshops, aids in the classroom.

How to readjust curriculum materials for handicapped. I would also think a list of equipment that should be used.

Special assistance in clothing area.

I feel it would be helpful to have some classroom teachers that are experienced in working with handicapped in the regular classroom situation speak to prospective teachers about experiences and things that have seemingly worked for them. A teacher exchange seemed to be more meaningful than just reading a text.

More classes at the college level dealing with characteristics of the handicapped and how to deal with them. Instruction on how to relate your problems to special needs of the handicapped.

A survey course on characteristics of the handicapped. Techniques and materials which are helpful. Ways to improve materials. All items on #8.

Ideas on how to adapt regular materials and curriculum to those who cannot read and maintain speed of others in classroom.

Education on characteristics, materials, and curriculum for the students and how to handle time management in the classroom.

Talk to special education teachers to see which students will need extra help.

Characteristics and capabilities of the handicapped students.

Developing curriculum.

Information as to the actual number of handicapped students and the different levels found in the classroom.

Seminars or workshops on working with handicapped students. Materials designed for handicapped students.

Question #8 answers on page 16 is a good list of information I feel would be useful in the teacher preparation program to help new teachers who will be working with handicapped students.

Need information on testing procedures for the handicapped.

All things you listed earlier.

Workshops on working with handicapped that are mainstreamed with other students.

Motivation techniques, grading when mainstreamed, preventing discrimination by other students.

Discussions with teacher who teaches them.

Possibly a supplement to our core curriculum similar to "85 Ways."

There needs to be some instruction given on how to organize the classroom so that specialized instruction can be given to these students without lowering the standard of instruction in the classroom.

We must have information on how to teach the handicapped student, how to alter materials and curriculum, and how to manage handicapped and other students at the same time.

Instructional materials geared to the handicapped that covers the same materials as the regular, normal student uses.

Brief definition of symptoms of various handicaps.

What to expect and how to break materials into very small units.

Teaching techniques.

How to organize a classroom so that students can work at different levels at the same time. Our materials (curriculum) is not adaptable to individualized teaching.

They need to be put in a situation where they would have to work with them.

Visit in the home with students and parents, determine limits of students and achievements of students.

Some management techniques and materials for handicapped.

Teaching skills which build upon previous ones; it is not possible to skip each step. An EMH child may not be able to achieve the level of average students. Frustration and failure can be the result of our system of scheduling so that a child is pushed along with his peer group instead of level of achievement.

More courses dealing with handicapped students. Home economics related courses designed to educate the prospective teacher in the use of home economics materials for the handicapped.

More information on everything, curriculum, methods, how to help those students without hurting the regular students.

I'm really not sure.

Programs should relay information as to the wide variation of student abilities.

I think every future teacher should have some type of experience in dealing with handicapped students during the student teaching. To be sure and acknowledge the accomplishments made by the handicapped.

Characteristics of the handicapped students. How to work with them. How to evaluate their work at grade card time.

Be patient. They seem to want to learn as much as you want to teach them. Sometimes caring really helps the situation.

Classroom management, slow materials suitable for working with handicapped students, evaluation techniques and testing techniques, grading techniques.

Know who the handicapped students are and some background information before you enter your class.

Visit with special education teachers to get a first hand view on the student expectation and abilities.

Let new teachers spend some time in the special education class.

Actual working with students.

The new teachers should be taught how to change the curriculum so that the slow students can achieve and feel successful.

QUESTION: List and explain one idea you have found successful in working with handicapped students.

COMMENTS:

You have to give more individual instruction and you can often use some of your more advanced students to help.

My first year I only had ten in a class and the majority of these were handicapped. I found that pre-testing and figuring out individual plans worked the best. Everyone worked through packets at their own speed.

Praise for accomplishments and much encouragement is necessary to keep most of them trying. Giving much individual time and attention is necessary. Do not assume that directions given to the class as a whole will be understood. Give only one step or direction at a time.

Giving test orally.

I haven't really found anything successful. I feel I've had no training for these students and when they are in my class it is extremely frustrating. I don't have time to help the special student and I don't really know how to help.

If possible, enroll them in small classes. Always be cheerful and patient with them. I found my frustration with them was diminished when I did this. Try to have something for the rest of the class to work on while the EMH students finish their work.

Repetition and individual help and caring.

The student must be made aware of their self-worth. That their ideas are as important and equal to the other student's ideas. Give them something that they can accomplish, then work toward harder tasks.

Lots of encouragement.

Give test orally.

Have a lot of patience and get students in the class to help the slow learners.

Developing materials where the students can work on their own while you work with others, crossword puzzles, tapes, etc.

Allow them more time to do their work. Open discussion of the individual problem of the handicapped students and normal students.

Treat them like everyone else.

Work on a one-to-one basis. If I cover the information slowly, show as well as tell, the students remember. In testing, you must read the test to the students, use simpler terms the student does well.

Having assignments that they can complete that parallel the ones other class members are doing.

Letting my fast students help these students after they have finished their work.

Working on a one-to-one basis is almost necessary.

Involve them in all activities, so they do not feel left out.

Team one above average with one who is handicapped. The above average student usually is through with his or her work early. They can then help the below average student or handicapped student to catch up.

Individual attention. Extra handouts with diagrams.

Don't restrict to a certain time and they will complete at their own pace.

I usually give them individual home projects in each unit in order for them to develop a better self-concept so they will feel comfortable in the class.

Curriculum guide from Missouri, I believe.

Keep the classroom situation as routine as possible, never let the handicapped feel they are being given a different course of work.

Work with the special education teachers. Recording tests.

Have several options open as ways to earn a grade. The student can choose areas or projects that they can successfully complete.

Providing extra time and help to complete an assignment.

My handicapped students seem to enjoy simple games.

Give positive reinforcement for effort in the form of grade and oral recognition, rather than a success/failure situation.

Using the buddy system--using projects as demonstration materials in clothing construction.

Working closely with the EMH teacher, they can help you out on certain assignments. They usually can spend some time during the day with them and give them that extra help.

Giving lab type tests rather than written.

Structuring the students' curriculum around one basic text or workbook. The students can get familiar with one text and it is less confusing.

Tape recording tests so they don't have to worry about not being able to read the test.

Keep some very simple tasks for them. They do one thing at a time and for a long time.

Finding the time in a large class would help. Small classes give you more time for individualized instruction.

I have a curriculum that is designed to instruct educable mentally handicapped. Now I need to implement the ideas and units better than in the past. Students in the classroom can be excellent teachers and they can teach a handicapped student on a one-to-one basis.

I have not had that many students in my class, but most want to be as much like the normal students as possible. So I try to gear their projects to look important but simple enough for their level.

Repetition is very necessary and aids in increasing confidence of the student.

The handicapped students usually want to try to do what the other students are doing, so I modify in some way the completion requirements.

Our special education teacher has been a big help. For my non-readers I have tried to develop work done in pictures or have them compile a notebook of pictures cut from magazines.

These students do not like to be singled out as different. They respond better to a fellow student helping rather than the teacher.

Be very structured--they can't handle the freedom and creativity of a long assignment.

Pair the handicapped student with another student who can serve as a teacher's aide. Must be sensitive and willing student who enjoys working with the handicapped student.

Personal attention during lab class to make sure they are doing as others. Talking with them to let them know that you care. Make it evident that they deserve as much attention as anyone.

I have taught special education for three years and feel that actual experience is the best teacher. The visitation of programs at institutions was most helpful.

I taught crafts for 2½ years at the Pauls Valley State School and found this experience more helpful than some others I have had.

Find ways of making them feel successful. They can all do something well.

I enjoy working with the handicapped students but do not have enough time for them. I would only have a few minutes each day. I have none this year. I would like to have a class just for the handicapped students.

VITA[2]

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