

TEACHERS' AND PARENTS' EXPECTATIONS OF  
THE SOCIAL BEHAVIOR OF PRESCHOOL  
CHILDREN WITH DISABILITIES

By

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
II. REVIEW OF LITERATURE.....	5
Teacher Expectations of Children’s Behavior .....	5
Teacher and Parent Expectations of Children’s Behavior .....	7
III. METHODOLOGY .....	10
Participants.....	10
Procedures.....	12
Instruments.....	13
Analysis of Data.....	14

Chapter	Page
IV. FINDINGS.....	15
Comparison of Teachers' and Parents' Views.....	15
Critical Skills Rated by Teachers and Parents .....	16
Views of Teacher and Parent Subgroups.....	21
V. CONCLUSION.....	26
Research Summary .....	26
Implications.....	26
Limitations and Future Study Directions.....	31
REFERENCES .....	32
APPENDICES .....	36
Appendix A– Survey Questionnaires .....	36
Appendix B– Mann-Whitney <i>U</i> test .....	47
Appendix C– Kruskal-Wallis One-Way Analysis of Variance .....	50
Appendix D– Reliability Analysis.....	52
Appendix E– Institutional Review Board.....	62

## LIST OF TABLES

Table	Page
I . Participant Characteristics .....	11
II . Comparison of Teachers' and Parents' Views.....	15
III. Critical Skills for Success as Rated by Teachers.....	17
IV. Critical Skills for Success as Rated by Parents.....	19
V . Comparison of Teacher Subgroups' Views .....	21
VI. Comparison of Parent Subgroups' Views.....	22

## CHAPTER I

### INTRODUCTION

The number of three- to five-year-old children who received special education and related services had increased 38.3% over the period from 1993 to 2003. More than one-third of children ages three through five with disabilities were educated in early childhood and reverse mainstream environments with nondisabled peers in 2003 (U.S. Department of Education, 2005). These trends have led to an increasing academic interest in the successful social adjustment of young children with disabilities in inclusive educational settings. Social skills related to young children's social development have been considered one of the essential skills (Gresham, 1983; Kemp & Carter, 2005; Salisbury & Vincent, 1990) for successful social adjustment, defined as the extent to which children become intrigued, involved, comfortable, and successful in the school environment (Betts & Rotenberg, 2007). Social skills are defined as socially acceptable behavioral patterns in which children can achieve social reinforcement and acceptance as well as avoid aversive social situations (Mathur & Rutherford, 1996). Social skills contribute to long-term positive community participation (Bryan, 1997). A number of researchers have indicated that children's social competence, defined as an aggregate of generalized social skills that strengthen a person's social functioning (Mathur & Rutherford, 1996), has an influence on their school readiness and academic achievement (Gresham, 1983; Hunt, Atwell, Farron-Davis, & Goetz, 1996; Vaughn, Elbaum, &

Schumm, 1996).

In order for young children with disabilities to become socially competent, both teachers and parents should establish and communicate their expectations for children's behavior in the school. Without clear expectations, children with disabilities may not be aware of teachers' and parents' expectations and thus may behave inappropriately.

Researchers have suggested that when teachers and parents come together and agree on behavioral expectations in the classroom, children are more likely to meet those expectations (Turnball et al., 2002), and thus better adjust to their classrooms. The same is true for young children with disabilities. Thus, this strategy of convergence between teachers' and parents' expectations has been regarded as a more proactive approach to reducing problem behaviors exhibited by children with disabilities.

However, few studies have been conducted on the teacher and parent expectations of the behavior of young children with disabilities. In fact, in contrast to young children without disabilities, young children with disabilities may need more interest and intervention. Accordingly, it is meaningful to identify the extent to which parents and teachers converge and diverge in their views about the social skills necessary for children with disabilities to perform successfully in inclusive education settings.

The purpose of this study is to address the following three objectives:

1. To examine the extent to which preschool teachers and parents of children with disabilities view children's competence in the domains of assertion, self-control, and cooperation as crucial for school success;

2. To identify specific skills those teachers and parents view as important for school success; and



3. To determine whether children's disability severity, teachers' instructional experience and certification, and parents' educational attainment have an influence on expectations of children's behavior.

This study will contribute to the field of special education through the implications of several findings. First, this study will allow parents and teachers of young children with disabilities to identify how teachers and parents differ in terms of their expectations of the social behavior of their children. Since parents and teachers interact with children with disabilities in different settings and thereby play different roles in the children's lives, there may be a great gap between their expectations, a gap that may cause negative effects on the education of children with disabilities. Hence, identifying these differences plays an important role in improving the effect of children's education.

Second, this study may suggest that teachers develop effective teaching strategies in terms of the severity of children's disabilities. The results of this study may imply that teachers should take a different approach to customize their teaching strategies for the various educational needs of children with disabilities.

Third, this study will provide practitioners with approaches to fortify teacher-parent networks to improve the problem behaviors of children with disabilities. In fact, parents and teachers should address the potential causes of the problem behaviors of children with disabilities in the school and at home, and work together to improve such behavior in these settings.

In this study, several assumptions were established. First, it is assumed that the behavior of young children with disabilities at two educational institutions reflects that of the overall pool of preschool children with disabilities. Second, this study hinges on the

assumption that children who meet the expectations of their teachers have close relationships with them, thereby improving their school success. Third, this study also assumes that the circumstances of two educational institutions are not so different that the comparison between the institutions is meaningless. Lastly, considering a survey based on the use of a questionnaire, this study assumes that the survey's respondents are representative of preschool teachers and parents whose children have disabilities; this study further assumes that the responses used in analyses are reliable, and that there are no other possible factors having an influence on responses, except factors indicated in this study.

The remainder of this study will be organized into five chapters. Chapter 2 reviews relevant previous research. Chapter 3 provides a description of the participants, research procedures, and instruments. Chapter 4 presents analysis of data and the research findings. Finally, this study concludes with chapter 5, in which the research findings are summarized and implications, limitations, and future research directions are identified.

## CHAPTER II

### REVIEW OF LITERATURE

#### Teacher Expectations of Children's Behavior

There seems little doubt that children who are able to meet teachers' expectations can succeed socially in the classroom. Thus, if young children do not meet teacher expectations, it is possible for this to result in a negative relationship with each other. These negative relationships may cause children to have behavioral problems in the classroom. Children who meet the expectations of their teachers are more likely to have close relationships with them (Birch & Ladd, 1997). These relationships established by children and their teachers have an influence on their overall behavioral adjustment and competence (Birch & Ladd, 1998; Howes & Hamilton, 1993; Howes, Matheson, & Hamilton, 1994). Research by Pianta and colleagues (Hamre & Pianta, 2001; Pianta & Stuhlman, 2004; Saft & Pianta, 2001) discovered that the extent to which children in early school years have relationships with their teachers is associated with behavioral competence. It is inferred from this research that children who have highly negative relationships with their teachers tend to have higher levels of behavioral problems and lower levels of behavioral competencies in the preschool classroom. Accordingly, it is important for young children to understand and follow teachers' expectations to better adjust to the classroom.

Teacher expectations should be clear for children to understand. Unless these expectations are obvious, it is hard for children to meet the expectations of their teacher; thus, they may establish poor relationships with their teacher. Given that the relationship between a teacher and a child contributes to a child's social adjustment, it is critical to identify the social skills that teachers regard as necessary for children to perform successfully in the classroom. Gresham, Dolstra, Lambros, McLaughlin, and Lane (2000) found that elementary school teachers considered self-control and cooperation more important than assertion skills to school success. However, this research was limited because minimal information was collected from teachers. Lane, Givner, and Pierson (2004) collected additional information from school teachers and examined school teachers' expectations of student behavior in terms of teachers' characteristics such as program type (general vs. special education), grade level, and experience to identify which social skills teachers view as crucial for students' success in their classrooms. This study showed that primary and intermediate teachers regarded skills in self-control and cooperation as more important for students' success and recognized assertion skills as less important. It also showed that general and special education teachers similarly rated the importance of assertion and self-control skills, but general education teachers credited cooperation skills as more essential for success than did special education teachers. Lane, Wehby, and Cooley (2006) indicated that elementary and middle school teachers viewed self-control skills as important for classroom success, and that high school special education teachers viewed self-control skills as more important than high school general education teachers. The results of this study also indicated that in contrast to elementary or middle school teachers, high school teachers recognized assertion skills as less

important. Furthermore, this study identified that teachers at high-risk schools acknowledged self-control and assertion skills as more critical for classroom success than teachers at low-risk schools.

Unfortunately, these studies of teacher expectations cannot be directly applied to the preschool levels since the studies were performed at the elementary and secondary levels. Moreover, these studies are not informative for the education of young children with disabilities. McIntyre, Blacher, and Baker (2006) reported that children with intellectual disabilities showed significantly more teacher-reported problem behaviors, poorer overall student-teacher relationships, fewer parent-and teacher-reported social skills, and fewer self-regulation skills than children without intellectual disabilities. This study supports the necessity of research on the expectations of preschool teachers of children with disabilities for children's success in the classroom.

#### Teacher and Parent Expectations of Children's Behavior

It is an arduous task for young children with disabilities to meet the behavioral expectations of both teachers and parents. Hence, it is important to discern the extent to which teachers and parents converge and diverge in their views about the social skills necessary for these children to experience success in the classroom. If the parents' behavioral expectations are different from the teachers', children may have more behavioral adjustment challenges. In this respect, research is necessary that examines the similarities in and differences between teachers' and parents' social skill expectations of children.

Few studies have been conducted to reveal the extent to which parent and teacher expectations converge and diverge. Cai, Kaiser, and Hancock (2004) investigated parent

and teacher agreement on Child Behavior Checklist items in 505 preschool children. This study demonstrates that if parents' expectations of children's behavior converge with teachers', children tend to have fewer behavioral adjustments when entering school for the first time. Moreover, this study pointed out that a lack of consistency for behavioral expectations held by teachers and primary caregivers may bring on difficulties for some children. A longitudinal study of Beebe-Frankenberger, Lane, Bocian, Gresham, and MacMillan (2005) examined differences between teacher and parent views of social skills in 33 samples of adolescent students previously identified in the elementary grades as at risk for academic or behavioral concerns, or both. This study reported that parents and teachers of adolescents with behavioral problems had different behavioral expectations. Whereas teachers primarily valued cooperation skills, rating skills that display assertion and self-control as less important for success in the classroom, parents valued the self-control, responsibility, and assertion skills. This study also suggests several potential targets for early prevention or intervention in collaboration with parents, in that teachers and parents differently judged adolescents with behavioral problems. Lane, Stanton-Chapman, Jamison, and Phillips (2007) examined teachers' and parents' expectations of preschoolers' behavior to determine the extent to which teachers and parents converge and diverge in terms of social skills. The results of this study suggest that teachers and parents diverge in the important domains of self-control and assertion skills, whereas they share similar expectations in cooperation skills. However, while the results provide important implications in the education of preschoolers without disabilities, findings of this study are not applicable to the education of preschool children with disabilities.

Parents and teachers do not always hold similar expectations, and the divergence of behavioral expectations held by teachers and parents may pose difficulties for some young children with disabilities. Therefore, these expectations should be explicit and be compatible at home and school to lead children with disabilities to success in the classroom and to foster strong teacher-parent collaboration for satisfying the educational needs of children with disabilities. Based on the studies mentioned above, this study examines the degree to which teachers and parents view cooperation, assertion, and self-control of preschoolers with disabilities as critical for school success and identifies specific skills regarded as important for success from teacher and parent perspectives.

## CHAPTER III

### METHODOLOGY

#### Participants

Participants were 12 teachers of children with disabilities ages two to five and 13 parents of those children who attend a day care center in Oklahoma City and a private preschool in Stillwater, Oklahoma. The response rates of teachers in the day care center and the preschool were approximately 35% and 75%, respectively. Also, the rates of parents from the two survey sites were nearly 15% and 64%, respectively. The day care center, licensed by the Department of Human Services, serves 135 children between the ages of six weeks and 21 years and provides affordable year-round and early childhood education programs to young children. Two-thirds of the children have disabilities or special needs, and one-third follow typical developmental patterns. The private preschool, licensed by the Division of Child Care of the Oklahoma Department of Human Services, focuses on the needs of toddlers and preschoolers who have developmental disabilities. This school offers reverse inclusive settings and has two classrooms of 10 to 12 children in which nearly approximately 40-50% are children without disabilities.

Data for this study were obtained from teachers and parents using a questionnaire. Teachers and parents responded to a brief, anonymous questionnaire on their own demographic information. Approximately 50.0% ( $n=6$ ) of teachers held teaching certificates, and teaching experience ranged from 2 to 20 years ( $M = 9.08$ ,  $SD = 6.022$ ).



The highest education attainment for parents included 15.4%, high school diplomas; 7.7%, vocational degrees; 61.5%, bachelor’s degrees; and 15.4%, master’s degrees. Parents’ jobs and career fields included homemaker, business and financial operations, educator, healthcare practitioner, healthcare support, administrative position, urban planner, etc. As reported by parents, their children’s disability severity was 38.5% mild, 53.8% moderate, and 7.7% severe. Table 1 shows participant characteristics.

TABLE I  
PARTICIPANT CHARACTERISTICS

Variable	Teacher		Parent	
	%	n	%	n
Credential status				
Certification in early childhood education	25.0	3		
Certification in elementary & early childhood edu.	8.3	1		
Certification in special & early childhood edu.	8.3	1		
Certification in special education	8.3	1		
Do not have certification	50.0	6		
Teaching experience (years)				
Novice (< 5 years)	33.3	4		
Experienced (> 5 years)	66.7	8		
Occupation				
Homemaker			23.1	3
Business and financial operations			15.4	2
Education, training, and library			23.1	3
Healthcare practitioner			15.4	2
Healthcare support			7.7	1
Office and administrative position			7.7	1
Urban planner			7.7	1

Educational attainment			
High school diploma	15.4	2	
Vocational degree	7.7	1	
Bachelor's degree	61.5	8	
Master's degree	15.4	2	
Children's disability severity			
Mild	38.5	5	
Moderate	53.8	7	
Severe	7.7	1	

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### Procedures

Permission was obtained to conduct this study at the university level, and two educational institutions in Oklahoma were invited to participate in this research. Under directors' guidance, the purpose of this study was explained to teachers, and introductory letters and informed consent forms were distributed to obtain agreement of participation in this research study. For 10 to 15 minutes, consenting teachers completed both questionnaires: 1) the teacher form of the Social Skills Rating System (SSRS; Gresham & Elliott, 1990) and 2) the teacher's own information. Using a sealed box to ensure anonymity, completed questionnaires were collected on the appointed visitation day. One return trip to these educational institutions was made to encourage teachers who did not participate in the survey to do so, and to collect questionnaires from additional respondents.

The parent version of the questionnaire was sent home by the teachers. Parents who agreed to participate in the study completed and returned the questionnaire to the teachers in a sealed envelope. In the event that parents did not return the survey within

seven calendar days, another copy of the questionnaire was sent home. Completed questionnaires from parents were collected after one week. Unique identification numbers were assigned, and the data were entered.

### Instruments

The instruments employed in this study were composed of two sections: the Social Skills Rating System and a questionnaire asking demographic information. SSRS is a standardized rating scale to assess the perceived frequency and importance of children's behaviors that have an influence on their development of social competence and adaptive functioning at school and at home. Teacher and parent forms of preschool level SSRS were administered and consisted of 30 items and 39 items, respectively. Each form used a 3-point Likert scale (0=not important, 1=important, 2=critical). Parent items consisted of four subscales: assertion, self-control, cooperation, and responsibility, while teacher items consisted of three subscales: assertion, self-control, and cooperation. The responsibility subscale was included in the parent form but was not analyzed in this study because the teacher form does not include the subscale. Total scores for assertion, self-control, and cooperation domains were computed by summing the scores for each of the 10 items constituting each skill. The reliabilities for the social skill domain, measured using Cronbach's alpha, were as follows: (a) assertion: 0.8370 for teachers and 0.7942 for parents, (b) self-control: 0.8208 for teachers and 0.8081 for parents, and (c) cooperation: 0.8141 for teachers and 0.8572 for parents. The alpha values of the three social skill domains in the parent and teacher samples were considered acceptable for this study.

In addition, the questionnaire asking about teachers' and parents' demographic information was employed in this study. Teachers provided information on their

certification and teaching experience. Also, parents provided their own information, including gender, highest educational degree, and occupation, as well as their child's demographic information, such as age, gender, and disability severity. Parents' occupations were coded with 23 major standard occupational classifications of the United States Department of Labor (DOL), Bureau of Statistics (<http://www.bls.gov/soc/home.htm>).

#### Analysis of Data

Data were analyzed using descriptive statistics, the Mann-Whitney *U* test, and the Kruskal-Wallis one-way analysis of variance. Descriptive analyses were conducted to identify the extent to which teachers and parents viewed children's competence in the areas of assertion, self-control, and cooperation as essential, and which specific skills were evaluated as critical for success by a majority of teachers or parents. Responsibility scores were not analyzed because the teacher version of SSRS does not include a responsibility domain. Two non-parametric methods were used to analyze the data. The Mann-Whitney *U* test was performed to examine differences of the extent to which teachers and parents regard children's competence in the areas of assertion, self-control, and cooperation as essential, and the extent to which subgroups of the teachers credit children's competence in the three social skill domains as essential. The Kruskal-Wallis test was executed to test the extent to which subgroups of parents recognize children's competence in the areas of assertion, self-control, and cooperation as essential.

## CHAPTER IV

### FINDINGS

#### Comparison of Teachers' and Parents' Views

The first objective of this study was to investigate the extent to which teachers and parents recognize children's competence in areas of assertion, self-control, and cooperation as essential for school success. Descriptive statistics were examined to compare teachers' and parents' views on their children's social behavior in the three domains.

TABLE II

COMPARISON OF TEACHERS' AND PARENTS' VIEWS

<i>Domain</i>	<i>Teacher</i>			<i>Parent</i>			<i>Effect size</i>
	<i>Mean</i>	<i>Median</i>	<i>S. D.</i>	<i>Mean</i>	<i>Median</i>	<i>S. D.</i>	
Self-control	14.50	14.50	3.177	15.08	15.00	3.252	-0.3204
Cooperation	13.08	13.00	3.118	12.00	12.00	3.367	0.3329
Assertion	11.83	12.50	3.407	14.15	15.00	3.412	-0.6805*

*Note:*

The *Social Skills Rating System-Teacher Version* (Gresham & Elliott, 1990) does not include a Responsibility subscale. \* denotes significance at a 10% level based on the Mann-Whitney *U* test.

The teachers' mean rating of the importance of children's assertion skills was 11.83 compared with the parents' mean of 14.15. Next, effect sizes (ES) in the three domains were measured using Cohen's *d* to test the magnitude of differences between the two groups' mean values divided by the pooled standard deviation for those means (Busk &

Serlin, 1992). Results of the Mann-Whitney  $U$  test showed a significant difference at a 10% level between teacher and parent ratings of the importance of assertion skills ( $U=44.000$ ,  $p=.062$ ,  $ES=-.6805$ ) with parent ratings significantly higher than teacher ratings. There were no significant differences between teacher and parent ratings of the importance of self-control skills ( $U=69.500$ ,  $p=.642$ ,  $ES=-.3204$ ) and cooperation skills ( $U=65.500$ ,  $p=.493$ ,  $ES=.3329$ ). Table 2 shows mean scores by teachers and parents.

#### Critical Skills Rated by Teachers and Parents

The second objective of this study was to identify specific social skills teachers and parents perceive as critical for children's classroom adjustment. Results of frequency analyses indicated that more than 50% of preschool teachers rated six skills as critical: *follows directions, controls temper in conflict situations with adults, participates in games or group activities, waits turn in games or other activities, controls temper in conflict situations with peers, and puts work materials or school property away*. When rating the importance of social skills, skills receiving an importance score of 2 were identified as critical. Table 3 presents critical skills for success as rated by teachers. Most parents of young children with disabilities assessed nine skills as critical for success: *follows your instructions, participates in organized group activities, responds appropriately when hit or pushed by other children, avoids situations that are likely to result in trouble, shows interest in a variety of things, makes friends easily, is self-confident in social situations such as parties or group outings, communicates problems to you, and speaks in an appropriate tone of voice at home*. On the other hand, the majority of parents rated only one skill, *attends to your instructions*, as not important for school

TABLE III  
CRITICAL SKILLS FOR SUCCESS AS RATED BY TEACHERS

<i>Item</i>	<i>Experience</i>						<i>Credential status</i>			
	<i>Total (n=12)</i>		<i>Novice (n=4)</i>		<i>Experienced (n=8)</i>		<i>Credential (n=6)</i>		<i>Non-credential (n=6)</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
<i>Self-control</i>										
T4. Responds appropriately to testing by peers	50.0	6	50.0	2	50.0	4	50.0	3	50.0	3
T7. Controls temper in conflict situations with adults	66.7 <sup>a</sup>	8	75.0 <sup>a</sup>	3	62.5 <sup>a</sup>	5	66.7 <sup>a</sup>	4	66.7 <sup>a</sup>	4
T13. Accepts peers' ideas for group activities	8.3	1	0.0	0	12.5	1	0.0	0	16.7	1
T14. Cooperates with peers without prompting	41.7	5	25.0	1	50.0	4	50.0	3	33.3	2
T15. Waits turn in games or other activities	75.0 <sup>a</sup>	9	75.0 <sup>a</sup>	3	75.0 <sup>a</sup>	6	100.0 <sup>a</sup>	6	50.0	3
T20. Controls temper in conflict situations with peers	66.7 <sup>a</sup>	8	50.0	2	75.0 <sup>a</sup>	6	83.3 <sup>a</sup>	5	50.0	3
T21. Follows rules when playing games with others	50.0	6	25.0	1	62.5 <sup>a</sup>	5	66.7 <sup>a</sup>	4	33.3	2
T23. Compromises in conflict situations by changing own ideas to reach agreement	33.3	4	50.0	2	25.0	2	16.7	1	50.0	3
T26. Receives criticism well	33.3	4	0.0	0	50.0	4	33.3	2	33.3	2
T28. Responds appropriately to peer pressure	41.7	5	0.0	0	62.5 <sup>a</sup>	5	50.0	3	33.3	2
<i>Cooperation</i>										
T1. Follows directions	75.0 <sup>a</sup>	9	75.0 <sup>a</sup>	3	75.0 <sup>a</sup>	6	83.3 <sup>a</sup>	5	66.7 <sup>a</sup>	4
T6. Attempts classroom tasks before asking for your help	41.7	5	25.0	1	50.0	4	33.3	2	50.0	3
T9. Participates in games or group activities	66.7 <sup>a</sup>	8	25.0	1	87.5 <sup>a</sup>	7	66.7 <sup>a</sup>	4	66.7 <sup>a</sup>	4

T10. Produces correct schoolwork	16.7	2	25.0	1	12.5	1	33.3	2	0.0	0
T12. Introduces himself or herself to new people without being told	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
T16. Uses time appropriately while waiting for your help	8.3	1	25.0	1	0.0	0	16.7	1	0.0	0
T18. Uses free time in an acceptable way	50.0	6	25.0	1	62.5 <sup>a</sup>	5	50.0	3	50.0	3
T22. Finishes class assignments within time limits	8.3	1	0.0	0	12.5	1	0.0	0	16.7	1
T27. Puts work materials or school property away	66.7 <sup>a</sup>	8	50.0	2	75.0 <sup>a</sup>	6	66.7 <sup>a</sup>	4	66.7 <sup>a</sup>	4
T29. Joins ongoing activity or group without being told to do so	33.3	4	25.0	1	37.5	3	16.7	1	50.0	3
<i>Assertion</i>										
T2. Makes friends easily	25.0	3	25.0	1	25.0	2	33.3	2	16.7	1
T3. Approximately tells you when he or she thinks you have treated him or her unfairly	41.7	5	25.0	1	50.0	4	83.3 <sup>a</sup>	5	0.0	0
T5. Approximately questions rules that may be unfair	16.7	2	0.0	0	25.0	2	33.3	2	0.0	0
T8. Gives compliments to peers	16.7	2	50.0	2	0.0	0	16.7	1	16.7	1
T11. Helps you without being asked	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
T17. Says nice things about himself or herself when appropriate	33.3	4	25.0	1	37.5	3	50.0	3	16.7	1
T19. Acknowledges compliments or praise from peers	16.7	2	25.0	1	12.5	1	33.3	2	0.0	0
T24. Initiates conversations with peers	50.0	6	50.0	2	50.0	4	33.3	2	66.7 <sup>a</sup>	4
T25. Invites other to join in activities	41.7	5	50.0	2	37.5	3	16.7	1	66.7 <sup>a</sup>	4
T30. Volunteers to help peers with classroom tasks	16.7	2	25.0	1	12.5	1	16.7	1	16.7	1

*Note:*

The number in the left column refers to the item number on the *Social Skills Rating System-Teacher Version* (Gresham & Elliott, 1990). A = Assertion; C = Cooperation; S = Self-Control. <sup>a</sup> scores greater than 50% of the respondents.



TABLE IV  
CRITICAL SKILLS FOR SUCCESS AS RATED BY PARENTS

<i>Item</i>	<i>Education</i>								<i>Children severity</i>			
	<i>Total (n=13)</i>		<i>High School</i>		<i>Bachelor</i>		<i>Master</i>		<i>Mild</i>		<i>Moderate &amp; Severe</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
<i>Self-control</i>												
P1. Follows your instructions	84.6 <sup>a</sup>	11	66.7 <sup>a</sup>	2	87.5 <sup>a</sup>	7	100.0 <sup>a</sup>	2	60.0 <sup>a</sup>	3	100.0 <sup>a</sup>	8
P11. Responds appropriately when hit or pushed by other children	69.2 <sup>a</sup>	9	66.7 <sup>a</sup>	2	75.0 <sup>a</sup>	6	50.0	1	80.0 <sup>a</sup>	4	62.5 <sup>a</sup>	5
P14. Avoids situations that are likely to result in trouble	69.2 <sup>a</sup>	9	66.7 <sup>a</sup>	2	62.5 <sup>a</sup>	5	100.0 <sup>a</sup>	2	60.0 <sup>a</sup>	3	75.0 <sup>a</sup>	6
P18. Controls temper in conflict situations with you	46.2	6	33.1	1	50.0	4	50.0	1	20.0	1	62.5 <sup>a</sup>	5
P19. Controls temper when arguing with other children	38.5	5	0.0	0	62.5 <sup>a</sup>	5	0.0	0	20.0	1	50.0	4
P21. Follows rules when playing games with others	30.8	4	33.3	1	37.5	3	0.0	0	40.0	2	25.0	2
P22. Attends to your instructions	46.2	6	33.3	1	50.0	4	50.0	1	20.0	1	62.5 <sup>a</sup>	5
P28. Waits turn in games or other activities	46.2	6	33.3	1	50.0	4	50.0	1	20.0	1	62.5 <sup>a</sup>	5
P35. Ends disagreements with you calmly	46.2	6	0.0	0	62.5 <sup>a</sup>	5	50.0	1	20.0	1	62.5 <sup>a</sup>	5
P39. Speaks in an appropriate tone of voice at home	53.8 <sup>a</sup>	7	33.3	1	62.5 <sup>a</sup>	5	50.0	1	80.0 <sup>a</sup>	4	37.5	3
<i>Cooperation</i>												
P2. Helps you with household tasks without being asked	23.1	3	33.3	1	25.0	2	0.0	0	40.0	2	12.5	1
P4. Attempts household tasks before asking for your help	30.8	4	33.3	1	25.0	2	50.0	1	40.0	2	25.0	2
P9. Uses free time at home in an acceptable way	30.8	4	0.0	0	37.5	3	50.0	1	20.0	1	37.5	3

P12. Volunteers to help family members with tasks	15.4	2	33.3	1	12.5	1	0.0	0	20.0	1	12.5	1
P16. Keeps room clean and neat without being reminded	7.7	1	0.0	0	12.5	1	0.0	0	0.0	0	12.5	1
P17. Completes household tasks within a reasonable time	7.7	1	0.0	0	12.5	1	0.0	0	0.0	0	12.5	1
P27. Puts away toys or other household property	7.7	1	0.0	0	12.5	1	0.0	0	0.0	0	12.5	1
P30. Congratulates family members on accomplishments	23.1	3	0.0	0	37.5	3	0.0	0	0.0	0	37.5	3
P31. Follows household rules	46.2	6	33.3	1	50.0	4	50.0	1	20.0	1	62.5 <sup>a</sup>	5
P38. Communicates problems to you	76.9 <sup>a</sup>	10	66.7 <sup>a</sup>	1	87.5 <sup>a</sup>	7	50.0	1	100.0 <sup>a</sup>	5	62.5 <sup>a</sup>	5
<i>Assertion</i>												
P6. Participates in organized group activities	69.2 <sup>a</sup>	9	100.0 <sup>a</sup>	3	62.5 <sup>a</sup>	5	50.0	1	80.0 <sup>a</sup>	4	62.5 <sup>a</sup>	5
P8. Introduces herself or himself to new people without being told	23.1	3	33.3	1	25.0	2	0.0	0	20.0	1	25.0	2
P15. Starts conversation rather than waiting for others to talk first	30.8	4	33.3	1	37.5	3	0.0	0	40.0	2	25.0	2
P20. Appropriately expresses feelings when wronged	46.2	6	33.3	1	50.0	4	50.0	1	40.0	2	50.0	4
P23. Shows interest in a variety of things	61.5 <sup>a</sup>	8	66.7 <sup>a</sup>	2	62.5 <sup>a</sup>	5	50.0	1	60.0 <sup>a</sup>	3	62.5 <sup>a</sup>	5
P25. Makes friends easily	53.8 <sup>a</sup>	7	33.3	1	62.5 <sup>a</sup>	5	50.0	1	40.0	2	62.5 <sup>a</sup>	5
P29. Receives criticism well	38.5	5	0.0	0	62.5 <sup>a</sup>	5	0.0	0	20.0	1	50.0	4
P32. Is self-confident in social situations such as parties of group outings	61.5 <sup>a</sup>	8	33.3	1	75.0 <sup>a</sup>	6	50.0	1	60.0 <sup>a</sup>	3	62.5 <sup>a</sup>	5
P34. Joins group activities without being told	46.2	6	0.0	0	62.5 <sup>a</sup>	5	50.0	1	40.0	2	50.0	4
P36. Is liked by others	30.8	4	33.3	1	25.0	2	50.0	1	20.0	1	37.5	3

*Note:*

The number in the left column refers to the item number on the *Social Skills Rating System-Parent Version* (Gresham & Elliott, 1990). A = Assertion; C = Cooperation; S = Self-Control; R = Responsibility. <sup>a</sup> scores greater than 50% of the respondents.

adjustment as defined by an importance score of zero. Table 4 demonstrates critical skills for success as rated by parent.

### Views of Teacher and Parent Subgroups

The last objective of this study was to determine whether children’s disability severity, teachers’ instructional experience and certification, and parents’ educational attainment influence teachers’ and parents’ expectations of children’s behavior. The Mann-Whitney *U* tests were conducted to compare differences in expectations between two different groups of teachers categorized by teaching experience and certification (e.g. novice vs. experienced teachers and credentialed vs. non-credentialed teachers). Test variables were total scores for assertion, self-control, and cooperation.

TABLE V

### COMPARISON OF TEACHER SUBGROUPS’ VIEWS

<i>Group compared</i>	<i>Skill</i>					
	<i>Assertion</i>		<i>Cooperation</i>		<i>Self-control</i>	
	<i>Mean rank</i>	<i>U-statistic</i>	<i>Mean rank</i>	<i>U-statistic</i>	<i>Mean rank</i>	<i>U-statistic</i>
Experience		14.50		9.50		10.50
Novice	6.13		4.88		5.13	
Experienced	6.69		7.31		7.19	
Credential status		14.50		15.00		14.50
Credential	5.92		7.00		5.92	
Non-credential	7.08		6.00		7.08	

*Note:* Mean rank and U-statistics are based on the Mann-Whitney *U* test.

Results of the Mann-Whitney *U* test revealed insignificant differences between novice and experienced teacher ratings of the importance of assertion (U=14.50, p=.795), cooperation (U=9.50, p=.266), and self-control skills (U=10.50, p=.347). Also, there

seems to be no significant differences between credentialed and non-credentialed teacher ratings of the importance of assertion ( $U=14.500$ ,  $p=.568$ ), cooperation ( $U=15.000$ ,  $p=.629$ ), and self-control skills ( $U=14.500$ ,  $p=.572$ ). Table 5 summarizes the compared results of expectations between the subgroups of teachers.

The Kruskal-Wallis one-way analyses of variance were performed to compare differences in expectations among three different groups of parents in terms of the severity of children’s disabilities (e.g. parents of children with mild vs. moderate vs. severe disabilities) and level of education (e.g. parents with high school diploma vs. bachelor’s vs. master’s degree). Test variables were total scores for assertion, self-control, and cooperation of each subgroup.

TABLE VI  
COMPARISON OF PARENT SUBGROUPS’ VIEWS

<i>Group compared</i>	<i>Skill</i>					
	<i>Assertion</i>		<i>Cooperation</i>		<i>Self-control</i>	
	<i>Mean rank</i>	<i>X<sup>2</sup></i>	<i>Mean rank</i>	<i>X<sup>2</sup></i>	<i>Mean rank</i>	<i>X<sup>2</sup></i>
Child’s severity		4.489		3.985		4.702*
Mild	5.70		6.00		5.60	
Moderate	8.79		8.57		8.86	
Severe	1.00		1.00		1.00	
Parent education		1.367		0.267		1.579
High school	4.83		6.00		4.67	
College	7.88		7.31		7.94	
Graduate	6.75		7.25		6.75	

*Note:*  
Mean rank and  $X^2$  are based on the Kruskal-Wallis one-way analysis of variance. \* denotes significance at a 10% level based on the Mann-Whitney  $U$  test.

Results of the Kruskal-Wallis one-way analysis of variance presented a significant difference at a 10% level among parents of children with mild, moderate, and severe disabilities in terms of ratings of the importance of self-control skills ( $\chi^2=4.702$ ,  $p=.095$ ). However, cooperation ( $\chi^2=3.985$ ,  $p=.136$ ) and assertion skills ( $\chi^2=4.489$ ,  $p=.106$ ) were not significantly different among those subgroups. Also, there seems to be no significant differences among parents who completed high school, bachelor's, and master's degrees in terms of ratings of the importance of assertion ( $\chi^2=1.367$ ,  $p=.505$ ), cooperation ( $\chi^2=.267$ ,  $p=.875$ ), and self-control skills ( $\chi^2=1.579$ ,  $p=.454$ ). Table 6 summarizes the compared results of expectations among the subgroups of parents.

Frequency scores indicated that the majority of novice teachers evaluated the following three specific skills as critical for children's success in school: *follows directions, controls temper in conflict situations with adults, and waits turn in games or other activities*. Experienced teachers also rated these three skills as critical for school success, in addition to six other items: *participates in games or group activities, uses free time in an acceptable way, controls temper in conflict situations with peers, follows rules when playing games with others, puts work materials or school property away, and responds appropriately to peer pressure*.

Both certified and non-certified teachers indicated that *follows directions, controls temper in conflict situations with adults, participates in games or group activities, and puts work materials or school property away* are critical for children to successfully adjust to school. However, certified teachers viewed three additional items as critical: *waits turn in games or other activities, controls temper in conflict situations with peers, and follows rules when playing games with others*. However, non-certified

teachers regarded two other items as critical: *initiates conversations with peers* and *invites others to join in activities*.

Most parents of young children with mild disabilities, as well as those of young children with moderate or severe disabilities, rated seven specific skills as critical: *follows your instructions, participates in organized group activities, responds appropriately when hit or pushed by other children, avoids situations that are likely to result in trouble, shows interest in a variety of things, is self-confident in social situations such as parties of group outings, and communicates problems to you*. However, more than 50% of the parents of young children with mild disabilities also indicated that *speaks in an appropriate tone of voice at home* is critical, while the majority of parents of young children with moderate and severe disabilities also viewed six other items as critical: *controls temper in conflict situations with you, attends to your instructions, makes friends easily, waits turn in games or other activities, follows household rules, and ends disagreements with you calmly*.

Regardless of academic attainment, a majority of parents of young children with disabilities indicated that *follows your instructions* and *avoids situations that are likely to result in trouble* were critical for school success. More than 50% of college and high school graduates also rated four other items as critical: *participates in organized group activities, responds appropriately when hit or pushed by other children, shows interest in a variety of things, and communicates problems to you*. However, the items rated only by most of the college graduates as critical were *controls temper when arguing with other children, makes friends easily, receives criticism well, is self-confident in social*

*situations such as parties of group outings, joins group activities without being told, ends disagreements with you calmly, and speaks in an appropriate tone of voice at home.*

## CHAPTER V

### CONCLUSION

#### Research Summary

The purpose of this study was to examine the extent to which teachers and parents of young children with disabilities perceive children's social competence in the areas of assertion, self-control, and cooperation as crucial for classroom success. Also, this research attempted to identify specific skills which those teachers and parents believe to be critical for classroom success. Lastly, this study was conducted to explore not only how preschool teachers' expectations of the behavior of children with disabilities are affected by teachers' instructional experience and credential status but also how parents' expectations are influenced by their own educational level and the disability severity of their children. Teachers and parents of young children with disabilities participated in this study. The children in this study attended one of two educational institutions at the preschool level. Each participant was asked to respond to an anonymous questionnaire on the social skills for children's success and a brief questionnaire on demographic information. Data collected from participants were analyzed using statistical methods.

#### Implications

The results of this study suggest several implications. First, findings revealed that parents more frequently rated assertion skills as critical for children's success than did teachers, while there were no significant differences between teachers' and parents'



ratings of the importance of the two other domains. This finding demonstrates that parents of preschool children with disabilities hope that the children become assertive in order to meet their needs, to prevent themselves from becoming victims of teasing or cruel behavior, to make friends, and to respond to dangerous situations (McCay & Keyes, 2002). However, teachers did not view assertion skills as critical as parents. A possible reason is that a majority of teacher participants in this study do not have special education certification. This can be explained by assuming that the teachers might not be well educated about the behavioral characteristics of children with disabilities and the importance of self-determination skills. In fact, children with disabilities need assertion skills not only because they tend to have more difficulties building friendships, but also because they may be restricted in learning these skills (McCay & Keyes, 2002).

Since it is possible that the difference between parents' and teachers' expectations regarding the behavior of children with disabilities affects those children's education, parents and teachers need to share their expectations to improve collaboration through which these two groups of expectations are reconcilable or are reducible to one or the other. If teachers' and parents' expectations of children's behavior are not shared, children's behavior which is considered desirable may not be reinforced consistently at school and at home; consequently, positive educational effects may be reduced, and children may confuse the desired behavior patterns.

Second, results also indicated that the majority of teachers of young children with disabilities viewed the following six items as critical:

1. follows directions
2. waits turn in games or other activities

3. controls temper in conflict situations with adults
4. controls temper in conflict situations with peers
5. participates in games or group activities
6. puts work materials or school property away

The result that most teachers viewed the item *follows directions* as critical for children's school success strengthens Chadwick and Kemp's finding (2000) that teachers of children with disabilities rated the item *follows instructions given by the teacher* as essential for success in an inclusive kindergarten classroom. This similarity between the two findings implies that preschool children with disabilities may successfully adjust to their kindergarten classroom if they meet the teachers' expectation of *follows your directions* at the preschool level. On the other hand, most parents of children with disabilities rated the following nine skills as critical:

1. follows your instructions
2. communicates problems to you
3. participates in organized group activities
4. responds appropriately when hit or pushed by other children
5. avoids situations that are likely to result in trouble
6. shows interest in a variety of things
7. is self- confident in social situations such as parties or group outings
8. makes friends easily
9. speaks in an appropriate tone of voice at home

The majority of parents of children with disabilities acknowledged two items, *follows your instructions* and *speaks in an appropriate tone of voice at home*, as critical for

children's success. This finding parallels the results of Lane et al. (2007), which show that parents of children without disabilities viewed the same two specific skills as critical. Thus, it can be inferred that the skills, *follows your instructions* and *speaks in an appropriate tone of voice at home*, are consistently rated as pivotal skills by parents, regardless of whether or not children have disabilities. Moreover, there is a difference between parents of children without and with disabilities with respect to specific social skills necessary for children's success. Perceiving specific skills of assertion as less important, parents of preschool children without disabilities rated specific skills of self-control and cooperation as critical social skills (Lane et al.). However, in this study, parents of preschool children with disabilities viewed specific skills of assertion as critical, such as *participates in organized group activities*, *shows interest in a variety of things*, *makes friends easily*, and *is self-confident in social situations such as parties or group outings*. Therefore, the difference between the results of this study and those of the study of Lane et al. suggests that children's disabilities may lead those parents to have different expectations. In this regard, intervention programs are needed that specifically target the skills that teachers and parents of young children with disabilities recognize as important. For instance, teachers can teach assertion skills by showing desirable models to children. If a child hits another child to snatch a toy, their teacher could demonstrate what the child who already grabbed the toy should say to the friend—such as the child's feelings about the friend's behavior; the reason that the friend should not snatch the toy; or alternative ways for the friend to play with the toy (McCay & Keyes, 2002). This instance shows an intervention program that allows children to improve assertion skills.

Third, findings of critical social skills in the three domains rated by parent subgroups in terms of disability severity of children indicated that there is a significant difference in expectations of self-control skills among the three parent subgroups. This suggests that children's disability severity is a factor influencing parents' expectations of children's behavior for school success. Also, parents of children with moderate disabilities more often viewed self-control skills as essential than did those of children with mild disabilities. This result shows that parents of children with moderate disabilities may believe that their children need more intervention programs through which the children are able to enhance their self-control skills. To enhance children's self-control skills, teachers need to use desirable models and role-play. When teachers instruct children regarding the skill, *controlling temper in conflict situations with peers*, teachers can first ask children about their experiences in conflict situations with peers, and then ask for their opinions about ways to control their tempers. Next, teachers can discuss the importance of the skill and identify several steps to improve this skill. Moreover, teachers can model the skill steps developed by Elliott and Gresham (1991) in their appropriate sequence by using one of the situations specific to the skill. Furthermore, teachers may encourage children to role play by using situations that children may experience in their lives at home or at school. This example demonstrates an intervention program through which a teacher encourages children to enhance self-control skills.

Results of ratings of specific social skills, regarded as critical by subgroups of teachers and parents, revealed that teachers' instructional experience and their teaching credentials have an effect on their expectations about children's specific social skills. Furthermore, the severity of children's disabilities and parents' educational attainment

also leads to the differences between specific skills rated as critical. These findings imply that teachers should establish effective teaching strategies in terms of children's disability severity and identify parents' various expectations in response to their educational attainment.

#### Limitations and Future Study Directions

While suggesting important implications about the social skills that teachers and parents of preschool children with disabilities believe to be important for classroom success and development, this study has several limitations in generalizing the results. The data indicated the teachers' and parents' perceived importance of children's behavior across two educational institutions. However, participants from the two institutions may not necessarily reflect the overall pool of teachers and parents of preschool children with disabilities. That is, these groups by the nature of the region, their socio-economic status, or educational background may not reflect the general population. Also, the arguments of this study rely on very limited statistical information. The small sample size may limit the analysis of data and the generalization of the findings. Hence, more data on preschoolers with disabilities are needed to better evaluate and support the results of this study.

Future investigations are more likely to be improved by examining the influence of disability severity perceived by teachers and children's ages on teachers' and parents' expectations. Teachers' expectations of children with disabilities may be different from parents' expectations of those children depending on the severity of children's disabilities. Also, since children's behavioral development varies at each age level, teacher and parent expectations may diverge depending on the ages of children with disabilities.

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APPENDICES

APPENDIX A– SURVEY QUESTIONNAIRES

**Teacher’s Additional Information**

1. What is your age level classroom? (Please circle all that apply)

- 1 3 year olds
  - 2 4 year olds
  - 3 5 year olds
  - 4 Other \_\_\_\_\_
- (Fill in blank)

2. What is your credential status? (Please select all that apply)

- 1 Certification in early childhood education
  - 2 Certification in elementary education
  - 3 Certification in special education
  - 4 Hold substitute certification
  - 5 Hold alternative certification
  - 6 Hold childcare certification
  - 7 Do not have certification
  - 8 Other \_\_\_\_\_
- (Fill in blank)

3. How many years have you worked as a teacher? (Please complete)

\_\_\_\_\_ year(s)

# Social Skills

## Rating System

## Ages 3-5 Social Skills Questionnaire

Frank M. Gresham and Stephen N. Elliott

### Directions

This questionnaire is designed to measure **how often** a student exhibits certain social skills and **how important** those skills are for success in *your* classroom. Ratings of problem behaviors are also requested. First, complete the information about the student and yourself.

### Student Information

Student's name _____			Date _____		
_____	_____	_____	_____	_____	_____
School _____		City _____		State _____	
Grade _____	Birth date _____		Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male		
		Month	Day	Year	
Ethnic group (optional)					
<input type="checkbox"/> Asian			<input type="checkbox"/> Indian (Native American)		
<input type="checkbox"/> Black			<input type="checkbox"/> White		
<input type="checkbox"/> Hispanic			<input type="checkbox"/> Other _____		
Is this student handicapped? <input type="checkbox"/> Yes <input type="checkbox"/> No					
If handicapped, this student is classified as:					
<input type="checkbox"/> Learning-disabled			<input type="checkbox"/> Mentally handicapped		
<input type="checkbox"/> Behavior-disordered			<input type="checkbox"/> Other handicap (specify) _____		

### Teacher Information

Teacher's name _____			Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male		
_____	_____	_____	_____	_____	_____
First		Middle		Last	
What is your assignment?					
<input type="checkbox"/> Regular	<input type="checkbox"/> Resource	<input type="checkbox"/> Self-contained	<input type="checkbox"/> Other (specify) _____		



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A 10 9 8

Form: TP

Next, read each item on pages 2 and 3 (items 1 - 40) and think about this student's behavior during the past month or two. Decide **how often** the student does the behavior described.

- If the student **never** does this behavior, circle the **0**.
- If the student **sometimes** does this behavior, circle the **1**.
- If the student **very often** does this behavior, circle the **2**.

For items 1 - 30, you should also rate **how important** each of these behaviors is for success in *your* classroom.

- If the behavior is **not important** for success in your classroom, circle the **0**.
- If the behavior is **important** for success in your classroom, circle the **1**.
- If the behavior is **critical** for success in your classroom, circle the **2**.

Here are two examples:

	How Often?			How Important?		
	Never	Sometimes	Very Often	Not Important	Important	Critical
Shows empathy for peers.	0	1	2	0	1	2
Asks questions of you when unsure of what to do in schoolwork.	0	1	2	0	1	2

*This student **very often** shows empathy for classmates. Also, this student **sometimes** asks questions when unsure of schoolwork. This teacher thinks that showing empathy is **important** for success in his or her classroom and that asking questions is **critical** for success.*

**Please do not skip any items.** In some cases you may not have observed the student perform a particular behavior. Make an estimate of the degree to which you think the student would probably perform that behavior.

FOR OFFICE USE ONLY			Social Skills			How Often?			How Important?			
How Often?			Never	Sometimes	Very Often	Not Important	Important	Critical				
C	A	S										
			1. Follows your directions.	0	1	2	0	1	2			
			2. Makes friends easily.	0	1	2	0	1	2			
			3. Appropriately tells you when he or she thinks you have treated him or her unfairly.	0	1	2	0	1	2			
			4. Responds appropriately to teasing by peers.	0	1	2	0	1	2			
			5. Appropriately questions rules that may be unfair.	0	1	2	0	1	2			
			6. Attempts classroom tasks before asking for your help.	0	1	2	0	1	2			
			7. Controls temper in conflict situations with adults.	0	1	2	0	1	2			
			8. Gives compliments to peers.	0	1	2	0	1	2			
			9. Participates in games or group activities.	0	1	2	0	1	2			
			10. Produces correct schoolwork.	0	1	2	0	1	2			
			11. Helps you without being asked.	0	1	2	0	1	2			
			12. Introduces himself or herself to new people without being told.	0	1	2	0	1	2			
			13. Accepts peers' ideas for group activities.	0	1	2	0	1	2			
			14. Cooperates with peers without prompting.	0	1	2	0	1	2			
			15. Waits turn in games or other activities.	0	1	2	0	1	2			
			16. Uses time appropriately while waiting for your help.	0	1	2	0	1	2			
C	A	S	SUMS OF HOW OFTEN COLUMNS									

**Social Skills (cont.)**

FOR OFFICE USE ONLY						How Often?			How Important?		
How Often?						Never	Sometimes	Very Often	Not Important	Important	Critical
C	A	S									
			17.	Says nice things about himself or herself when appropriate.		0	1	2	0	1	2
			18.	Uses free time in an acceptable way.		0	1	2	0	1	2
			19.	Acknowledges compliments or praise from peers.		0	1	2	0	1	2
			20.	Controls temper in conflict situations with peers.		0	1	2	0	1	2
			21.	Follows rules when playing games with others.		0	1	2	0	1	2
			22.	Finishes class assignments within time limits.		0	1	2	0	1	2
			23.	Compromises in conflict situations by changing own ideas to reach agreement.		0	1	2	0	1	2
			24.	Initiates conversations with peers.		0	1	2	0	1	2
			25.	Invites others to join in activities.		0	1	2	0	1	2
			26.	Receives criticism well.		0	1	2	0	1	2
			27.	Puts work materials or school property away.		0	1	2	0	1	2
			28.	Responds appropriately to peer pressure.		0	1	2	0	1	2
			29.	Joins ongoing activity or group without being told to do so.		0	1	2	0	1	2
			30.	Volunteers to help peers with classroom tasks.		0	1	2	0	1	2
C	A	S	SUMS OF HOW OFTEN COLUMNS								

**Problem Behaviors**

FOR OFFICE USE ONLY					How Often?						
How Often?					Never	Sometimes	Very Often				
E	I										
		31.	Has temper tantrums.		0	1	2	Do not make importance ratings for items 31 - 40			
		32.	Fidgets or moves excessively.		0	1	2				
		33.	Argues with others.		0	1	2				
		34.	Disturbs ongoing activities.		0	1	2				
		35.	Says nobody likes him or her.		0	1	2				
		36.	Appears lonely.		0	1	2				
		37.	Is aggressive toward people or objects.		0	1	2				
		38.	Disobeys rules or requests.		0	1	2				
		39.	Shows anxiety about being with a group of children.		0	1	2				
		40.	Acts sad or depressed.		0	1	2				
E	I	SUMS OF HOW OFTEN COLUMNS					Stop. Please check to be sure all items have been marked.				

FOR OFFICE USE ONLY

SUMMARY									
SOCIAL SKILLS					PROBLEM BEHAVIORS				
HOW OFTEN? TOTAL		BEHAVIOR LEVEL			HOW OFTEN? TOTAL		BEHAVIOR LEVEL		
(sums from p. 2)	(sums from p. 3)	(see Appendix A)			(sums from page 3)		(see Appendix A)		
		Fewer	Average	More		Fewer	Average	More	
C	+   =				E				
A	+   =				I				
S	+   =				Total (E + I)				
Total (C + A + S)									
(see Appendix B)					(see Appendix B)				
Standard Score		Percentile Rank			Standard Score		Percentile Rank		
(see Appendix E)					(see Appendix E)				
SEM		Confidence Level	68%		95%		Confidence Level	68%	
Confidence Band (standard scores)			to			Confidence Band (standard scores)			to

Note: To obtain a detailed analysis of this student's Social Skills strengths and weaknesses, complete the Assessment-Intervention Record.

## **Parent's Additional Information**

1. Your child is classified as: (Please circle correct number)

- 1 Developmental delay
- 2 Developmental disabilities
- 3 Speech/language delays
- 4 Other \_\_\_\_\_  
(Please specify)

2. The severity of your child is: (Please circle correct number)

- 1 Mild
- 2 Moderate
- 3 Severe

3. What is your highest education? (Please circle correct number)

- 1 Some high school
- 2 High school diploma
- 3 Vocational degree
- 4 Bachelor's degree
- 5 Masters' degree
- 6 Doctorate, medical, or law degree

4. What is your occupation? (Please circle correct number)

- 1 Unemployed
- 2 Homemaker
- 3 Management occupations
- 4 Business and financial operations
- 5 Community and social services
- 6 Legal
- 7 Education, training, and library
- 8 Art, design, entertainment, media
- 9 Healthcare practitioners
- 10 Healthcare support
- 11 Protective services
- 12 Food preparation and serving
- 13 Personal care and service
- 14 Sales and related
- 15 Office and administrative
- 16 Farming, fishing, and forestry
- 17 Construction and extraction
- 18 Production
- 19 Transportation and material
- 20 Other



# Social Skills

## Rating System

## Ages 3-5 Social Skills Questionnaire

Frank M. Gresham and Stephen N. Elliott

### Directions

This questionnaire is designed to measure **how often** your child exhibits certain social skills and **how important** those skills are to your child's development. Ratings of problem behaviors are also requested. First, complete the information about your child and yourself.

### Student Information

Name	_____	Date	_____
	First Middle Last		Month Day Year
School	_____	City	_____
			State
Grade	_____	Birth date	_____
			Month Day Year
Teacher's name	_____		
Ethnic group (optional)			
<input type="checkbox"/> Asian	<input type="checkbox"/> Indian (Native American)		
<input type="checkbox"/> Black	<input type="checkbox"/> White		
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other _____		
How many brothers and sisters does this child have at home?			
<input type="checkbox"/> None	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 or more

### Parent Information

Name	_____	Telephone	_____
	First Middle Last		
Address	_____	City	_____
			State
Sex:	<input type="checkbox"/> Female	<input type="checkbox"/> Male	
How are you related to this child?			
<input type="checkbox"/> Mother	<input type="checkbox"/> Guardian		
<input type="checkbox"/> Father	<input type="checkbox"/> Other _____		



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A 10 9

Form: PP

Next, read each item on pages 2-4 (items 1-49) and think about your child's present behavior. Decide **how often** your child does the behavior described.

- If your child **never** does this behavior, circle the 0.
- If your child **sometimes** does this behavior, circle the 1.
- If your child **very often** does this behavior, circle the 2.

For items 1-39, you should also rate **how important** each of these behaviors is for your child's development.

- If it is **not important** for your child's development, circle the 0.
- If it is **important** for your child's development, circle the 1.
- If it is **critical** for your child's development, circle the 2.

Here are two examples:

	How Often?			How Important?		
	Never	Sometimes	Very Often	Not Important	Important	Critical
Shows a sense of humor.	0	1	2	0	1	2
Answers the phone appropriately.	0	1	2	0	1	2

*This parent thought that the child **very often** showed a sense of humor and that showing a sense of humor was **important** to the child's development. This parent also thought that the child **never** answered the phone appropriately and that answering the phone appropriately was **critical** to the child's development.*

There are no right or wrong answers. You may take as much time as you like.  
**Please do not skip any items.**

FOR OFFICE USE ONLY How Often?					Social Skills			How Often?			How Important?		
C	A	R	S		Never	Sometimes	Very Often	Not Important	Important	Critical			
				1. Follows your instructions.	0	1	2	0	1	2			
				2. Helps you with household tasks without being asked.	0	1	2	0	1	2			
				3. Appropriately questions household rules that may be unfair.	0	1	2	0	1	2			
				4. Attempts household tasks before asking for your help.	0	1	2	0	1	2			
				5. Gives compliments to friends or other children in the family.	0	1	2	0	1	2			
				6. Participates in organized group activities.	0	1	2	0	1	2			
				7. Politely refuses unreasonable requests from others.	0	1	2	0	1	2			
				8. Introduces herself or himself to new people without being told.	0	1	2	0	1	2			
				9. Uses free time at home in an acceptable way.	0	1	2	0	1	2			
				10. Asks permission before using another family member's property.	0	1	2	0	1	2			
				11. Responds appropriately when hit or pushed by other children.	0	1	2	0	1	2			
				12. Volunteers to help family members with tasks.	0	1	2	0	1	2			
				13. Invites others to your home.	0	1	2	0	1	2			
				14. Avoids situations that are likely to result in trouble.	0	1	2	0	1	2			
C	A	R	S	SUMS OF HOW OFTEN COLUMNS									

FOR OFFICE USE ONLY				Social Skills (cont.)			How Often?			How Important?			
How Often?					Never	Sometimes	Very Often	Not Important	Important	Critical			
C	A	R	S										
				15. Starts conversations rather than waiting for others to talk first.	0	1	2	0	1	2			
				16. Keeps room clean and neat without being reminded.	0	1	2	0	1	2			
				17. Completes household tasks within a reasonable time.	0	1	2	0	1	2			
				18. Controls temper in conflict situations with you.	0	1	2	0	1	2			
				19. Controls temper when arguing with other children.	0	1	2	0	1	2			
				20. Appropriately expresses feelings when wronged.	0	1	2	0	1	2			
				21. Follows rules when playing games with others.	0	1	2	0	1	2			
				22. Attends to your instructions.	0	1	2	0	1	2			
				23. Shows interest in a variety of things.	0	1	2	0	1	2			
				24. Answers the phone appropriately.	0	1	2	0	1	2			
				25. Makes friends easily.	0	1	2	0	1	2			
				26. Compromises in conflict situations by changing own ideas to reach agreement.	0	1	2	0	1	2			
				27. Puts away toys or other household property.	0	1	2	0	1	2			
				28. Waits turn in games or other activities.	0	1	2	0	1	2			
				29. Receives criticism well.	0	1	2	0	1	2			
				30. Congratulates family members on accomplishments.	0	1	2	0	1	2			
				31. Follows household rules.	0	1	2	0	1	2			
				32. Is self-confident in social situations such as parties or group outings.	0	1	2	0	1	2			
				33. Attends to speakers at meetings such as in church or youth groups.	0	1	2	0	1	2			
				34. Joins group activities without being told.	0	1	2	0	1	2			
				35. Ends disagreements with you calmly.	0	1	2	0	1	2			
				36. Is liked by others.	0	1	2	0	1	2			
				37. Asks sales clerks for information or assistance.	0	1	2	0	1	2			
				38. Communicates problems to you.	0	1	2	0	1	2			
				39. Speaks in an appropriate tone of voice at home.	0	1	2	0	1	2			
C	A	R	S	SUMS OF HOW OFTEN COLUMNS									

Go on to Page 4. ➡

FOR OFFICE USE ONLY How Often?		Problem Behaviors	How Often?		
			Never	Sometimes	Very Often
E	I				
		40. Has temper tantrums.	0	1	2
		41. Fidgets or moves excessively.	0	1	2
		42. Argues with others.	0	1	2
		43. Disturbs ongoing activities.	0	1	2
		44. Says nobody likes him or her.	0	1	2
		45. Appears lonely.	0	1	2
		46. Is aggressive toward people or objects.	0	1	2
		47. Disobeys rules or requests.	0	1	2
		48. Shows anxiety about being with a group of children.	0	1	2
		49. Acts sad or depressed.	0	1	2
E	I	SUMS OF HOW OFTEN COLUMNS	<b>Stop. Please check to be sure all items have been marked.</b>		

Do not make importance ratings for items 40 - 49

FOR OFFICE USE ONLY									
SOCIAL SKILLS			PROBLEM BEHAVIORS						
HOW OFTEN? TOTAL		BEHAVIOR LEVEL		HOW OFTEN? TOTAL		BEHAVIOR LEVEL			
(sums from p. 2)	(sums from p. 3)	(see Appendix A)		(sums from page 4)	(see Appendix A)				
		Fewer	Average	More		Fewer	Average	More	
C	+ =				E				
A	+ =				I				
R	+ =				Total (E + I)				
S	+ =								
Total (C + A + R + S)									
(see Appendix C)				(see Appendix C)					
Standard Score		Percentile Rank		Standard Score		Percentile Rank			
(see Appendix E)				(see Appendix E)					
SEM	±	Confidence Level		SEM	±	Confidence Level			
		68%	<input type="checkbox"/>	95%	<input type="checkbox"/>	68%	<input type="checkbox"/>	95%	<input type="checkbox"/>
Confidence Band (standard scores)		to		Confidence Band (standard scores)		to			

## APPENDIX B– MANN-WHITNEY $U$ TEST

The **Mann-Whitney  $U$**  test is a non-parametric analysis method for assessing whether two samples of observations come from the same distribution. The null hypothesis is that the two samples are drawn from a single population; their probability distributions are equal. It requires the two samples to be independent, and the observations to be ordinal or continuous measurements (Conover, 1998).  $U$ -statistic is given by:

$$U_1 = R_1 - \frac{n_1(n_1 + 1)}{2}$$

where  $n_1$  is the two sample size for sample 1, and  $R_1$  is the sum of the ranks in sample 1.

An equally valid formula for  $U$  is

$$U_2 = R_2 - \frac{n_2(n_2 + 1)}{2}$$

The smaller value of  $U_1$  and  $U_2$  is the one used when consulting significance tables. The sum of the two values is given by

$$U_1 + U_2 = R_1 - \frac{n_1(n_1 + 1)}{2} + R_2 - \frac{n_2(n_2 + 1)}{2}$$

1. Mann-Whitney *U* Test for Comparison of Teachers' and Parents' Views

Ranks				
	<i>Group</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Self-Control	Teacher	12	12.29	147.50
	Parent	13	13.65	177.50
Cooperation	Teacher	12	14.04	168.50
	Parent	13	12.04	156.50
Assertion	Teacher	12	10.17	122.00
	Parent	13	15.62	203.00

Test Statistics			
	<i>Self-Control</i>	<i>Cooperation</i>	<i>Assertion</i>
Mann-Whitney <i>U</i>	69.500	65.500	44.000
Wilcoxon <i>W</i>	147.500	156.500	122.000
<i>Z</i>	-.465	-.685	-1.868
Asymp. Sig. (2-tailed)	.642	.493	.062
Exact Sig. [2*(1-tailed Sig.)]	.650	.503	.068

*Note:*

Grouping Variable: Group (Teacher vs. Parent)

2. Mann-Whitney *U* Test in Terms of Teacher Experience

Ranks				
	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Self-Control	Novice	4	5.13	20.50
	Experienced	8	7.19	57.50
Cooperation	Novice	4	4.88	19.50
	Experienced	8	7.31	58.50
Assertion	Novice	4	6.13	24.50
	Experienced	8	6.69	53.50

Test Statistics

	<i>Self-Control</i>	<i>Cooperation</i>	<i>Assertion</i>
Mann-Whitney U	10.500	9.500	14.000
Wilcoxon W	20.500	19.500	24.500
Z	-.941	-1.112	-.260
Asymp. Sig. (2-tailed)	.347	.266	.795
Exact Sig. [2*(1-tailed Sig.)]	.368	.283	.808

Note:

Grouping Variable: Teacher Experience (Novice Teachers (<5 years) vs. Experienced Teachers (>5 years))

3. Mann-Whitney *U* Test in Terms of Teacher Credential Status

Ranks

	<i>Credential</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Self-Control	Certified	6	5.92	35.50
	Non-certified	6	7.08	42.50
Cooperation	Certified	6	7.00	42.00
	Non-certified	6	6.00	36.00
Assertion	Certified	6	5.92	35.50
	Non-certified	6	7.08	42.50

Test Statistics

	<i>Self-Control</i>	<i>Cooperation</i>	<i>Assertion</i>
Mann-Whitney U	14.500	15.000	14.500
Wilcoxon W	35.500	36.000	35.500
Z	-.564	-.484	-.572
Asymp. Sig. (2-tailed)	.572	.629	.568
Exact Sig. [2*(1-tailed Sig.)]	.589	.699	.589

Note:

Grouping Variable: Teacher Credential Status (Certified Teachers vs. Non-certified Teachers)

APPENDIX C– KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE

The **Kruskal-Wallis one-way analysis of variance** by ranks is a non-parametric method for testing equality of population medians among groups. Intuitively, it is identical to a one-way analysis of variance with the data replaced by their ranks (Siegel & Castellan, 1988). The test statistic is given by

$$K = (N - 1) \frac{\sum_{i=1}^g n_i (\bar{r}_{i.} - \bar{r})^2}{\sum_{i=1}^g \sum_{j=1}^{n_i} (r_{ij} - \bar{r})^2}$$

where  $n_i$  is the number of observations in group  $i$ ,  $r_{ij}$  is the rank of observations of observation  $j$  from group  $i$ ,  $N$  is the total number of observations across all groups, and

$$\bar{r}_{i.} = \frac{\sum_{j=1}^{n_i} r_{ij}}{n_i}$$

$$\bar{r} = (N + 1)/2$$

is the average of all the  $r_{ij}$ .

1. Kruskal-Wallis Test in Terms of Parents' Educational Attainment

		Ranks	
	<i>Education Level</i>	<i>N</i>	<i>Mean Rank</i>
Self-Control	High School	3	4.67
	Bachelor's	8	7.94
	Master's	2	6.75
Cooperation	High School	3	6.00
	Bachelor's	8	7.31
	Master's	2	7.25
Assertion	High School	3	4.83
	Bachelor's	8	7.88
	Master's	2	6.75



Test Statistics

	Self-Control	Cooperation	Assertion
Chi-Square	1.579	0.267	1.367
Degree of Freedom	2	2	2
Asymp. Sig.	0.454	0.875	0.505

Note:

Grouping Variable: Parents' Academic Attainment

2. Kruskal-Wallis Test in Terms of Disability Severity of Children

Ranks

	<i>Disability Severity</i>	<i>N</i>	<i>Mean Rank</i>
Self-Control	Mild	5	5.60
	Moderate	7	8.86
	Severe	1	1.00
Cooperation	Mild	5	6.00
	Moderate	7	8.57
	Severe	1	1.00
Assertion	Mild	5	5.70
	Moderate	7	8.79
	Severe	1	1.00

Test Statistics

	Self-Control	Cooperation	Assertion
Chi-Square	4.702	3.985	4.489
Degree of Freedom	2	2	2
Asymp. Sig.	0.095	0.136	0.106

Note:

Grouping Variable: Disability Severity of Children

## APPENDIX D – RELIABILITY ANALYSIS

### Parent Assertion Reliability

	Mean	Std. Dev.	Cases
P 6	1.6154	.6504	13
P 8	1.1538	.5547	13
P15	1.1538	.6887	13
P20	1.3846	.6504	13
P23	1.6154	.5064	13
P25	1.5385	.5189	13
P29	1.3846	.5064	13
P32	1.6154	.5064	13
P34	1.3846	.6504	13
P36	1.3077	.4804	13

### Correlation Matrix

	P6	P8	P15	P20	P23	P25	P29	P32	P34	P36
P 6	1.0000									
P 8	.1777	1.0000								
P15	.3291	.1510	1.0000							
P20	.3788	.5152	.4150	1.0000						
P23	.7785	.2282	.1838	.2335	1.0000					
P25	-.0760	.2673	.2152	.3229	.2196	1.0000				
P29	-.2725	.3651	.2941	.2725	-.0250	.4148	1.0000			
P32	.2725	-.0685	.4227	.2335	.6750	.5367	.3000	1.0000		
P34	.3788	.5152	.4150	.8030	.4866	.3229	.2725	.4866	1.0000	
P36	-.1231	-.1925	-.1550	.1231	.1845	.2829	.1581	.5720	.1231	1.0000

N of Cases =13

Statistics for Scale	Mean	Variance	N of Std. Dev.	Variables		
	14.1538	11.6410	3.4119	10		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.4154	1.1538	1.6154	.4615	1.4000	.0318
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.3321	.2308	.4744	.2436	2.0556	.0086

### Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
P 6	12.5385	9.7692	.3563	.9830	.7913
P 8	13.0000	10.0000	.3801	.9137	.7861
P15	13.0000	9.3333	.4357	.9312	.7819
P20	12.7692	8.6923	.6585	.9316	.7500

P23	12.5385	9.6026	.5678	.9912	.7660
P25	12.6154	9.9231	.4432	.6475	.7791
P29	12.7692	10.3590	.3147	.5483	.7922
P32	12.5385	9.4359	.6264	.9849	.7597
P34	12.7692	8.3590	.7601	.8751	.7350
P36	12.8462	10.9744	.1370	.7125	.8083

Analysis of Variance

Source of Variance	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	13.9692	12	1.1641		
Within People	29.6000	117	.2530		
Between Measures	3.7231	9	.4137	1.7265	.0915
Residual	25.8769	108	.2396		
Nonadditivity	.0028	1	.0028	.0116	.9145
Balance	25.8741	107	.2418		
Total	43.5692	129	.3377		
Grand Mean	1.4154				

Tukey estimate of power to which observations must be raised to achieve additivity = .8815

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 10 items  
 Alpha = .7942 Standardized item alpha = .7913

Parent Cooperation Reliability

	Mean	Std. Dev.	Cases
P 2	1.1538	.5547	13
P 4	1.2308	.5991	13
P 9	1.2308	.5991	13
P12	1.0769	.4935	13
P16	0.8462	.5547	13
P17	1.0000	.4082	13
P27	1.0769	.2774	13
P30	1.1538	.5547	13
P31	1.4615	.5189	13
P38	1.7692	.4385	13

Correlation Matrix

	P2	P4	P9	P12	P16	P17	P27	P30	P31	P38
P 2	1.0000									
P 4	.1350	1.0000								

P 9	-.1157	.7679	1.0000							
P12	.5620	.7804	.4986	1.0000						
P16	.0833	.3665	.6172	.3512	1.0000					
P17	.3680	.6814	.6814	.8272	.7360	1.0000				
P27	-.0833	-.1157	.3858	-.0468	.0833	.0000	1.0000			
P30	.1857	-.3858	.3858	.5620	.6250	.7360	-.0833	1.0000		
P31	.0233	.1650	.4330	.1752	.5568	.3934	.3118	.6013	1.0000	
P38	-.1581	-.5367	.5367	.4739	.1845	.4665	.1581	.5007	.5071	1.0000

N of Cases =13

Statistics for Scale	Mean 12.0000	Variance 11.3333	N of Std. Dev. 3.665	Variables 10		
Item Means	Mean 1.2000	Minimum .8462	Maximum 1.7692	Range .9231	Max/Min 2.0909	Variance .0660
Item Variances	Mean .2590	Minimum .0769	Maximum .3590	Range .2821	Max/Min 4.6667	Variance .0082

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
P 2	10.8462	10.3077	.2016	.	.8759
P 4	10.7692	8.6923	.6459	.	.8363
P 9	10.7692	8.5256	.6999	.	.8306
P12	10.9231	8.9103	.7397	.	.8288
P16	11.1538	8.9744	.6172	.	.8389
P17	11.0000	9.0000	.8845	.	.8221
P27	10.9231	11.0769	.0972	.	.8698
P30	10.8462	8.8077	.6736	.	.8335
P31	10.5385	9.4359	.5108	.	.8483
P38	10.2308	9.5256	.5968	.	.8419

Analysis of Variance

Source of Variance	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	13.6000	12	1.1333		
Within People	25.2000	117	.2154		
Between Measures	7.7231	9	.8581	5.3028	.0000
Residual	17.4769	108	.1618		
Nonadditivity	.0054	1	.0054	.0332	.8558
Balance	17.4715	107	.1633		
Total	38.8000	129	.3008		
Grand Mean	1.2000				

Tukey estimate of power to which observations must be raised to achieve additivity = 1.0983

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 10 items  
 Alpha = .8572 Standardized item alpha = .8532

**Parent Self-control Reliability**

	Mean	Std. Dev.	Cases
P 1	1.8462	.3755	13
P11	1.6923	.4804	13
P14	1.6923	.4804	13
P18	1.4615	.5189	13
P19	1.3846	.5064	13
P21	1.2308	.5991	13
P22	1.4615	.5189	13
P28	1.4615	.5189	13
P35	1.3846	.6504	13
P39	1.4615	.6602	13

Correlation Matrix

	P1	P11	P14	P18	P19	P21	P22	P28	P35	P39
P 1	1.0000									
P11	.1777	1.0000								
P14	.1777	.2778	1.0000							
P18	-.0329	-.0154	-.0514	1.0000						
P19	-.1011	.1845	.1845	.5367	1.0000					
P21	-.1994	-.0223	-.0223	.4330	.2324	1.0000				
P22	.3948	.2829	.2829	.6905	.5367	.1650	1.0000			
P28	.3948	.2829	-.0514	.3810	.2196	.4330	.3810	1.0000		
P35	.2624	.4103	.4103	.6648	.5255	.3948	.6648	.4719	1.0000	
P39	-.0259	.4851	.4851	.0561	.1726	.5510	.2994	.2994	.5224	1.0000

N of Cases =13

Statistics for Scale	Mean	Variance	N of Std. Dev.	Variables		
	15.0769	10.5769	3.2522	10		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.5077	1.2308	1.8462	.6154	1.5000	.0331
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2885	.1410	.4359	.2949	3.0909	.0084

Item-total Statistics

Scale Mean if Item	Scale Variance if	Corrected Item-Total	Squared Multiple	Alpha if Item
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	Deleted	Item Deleted	Correlation	Correlation	Deleted
P 1	13.2308	10.0256	.1725	.8702	.8171
P11	13.3846	9.2564	.3728	.6147	.8025
P14	13.3846	9.4231	.3130	.5180	.8082
P18	13.6154	8.7564	.5052	.9576	.7890
P19	13.6923	8.8974	.4711	.6193	.7927
P21	13.8462	8.8077	.3966	.7523	.8024
P22	13.6154	8.2564	.6879	.9192	.7686
P28	13.6154	8.7564	.5052	.6719	.7890
P35	13.6923	7.2308	.8356	.9227	.7420
P39	13.6154	8.0897	.5462	.8985	.7845

#### Analysis of Variance

Source of Variance	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	12.6923	12	1.0577		
Within People	25.8000	117	.2205		
Between Measures	3.8769	9	.4308	2.1221	.0335
Residual	21.9231	108	.2030		
Nonadditivity	.8811	1	.8811	4.4806	.0366
Balance	21.0419	107	.1967		
Total	38.4923	129	.2984		
Grand Mean	1.5077				

Tukey estimate of power to which observations must be raised to achieve additivity = 3.3003

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 10 items  
 Alpha = .8081      Standardized item alpha = .7975

#### Teacher Assertion Reliability

	Mean	Std. Dev.	Cases
T 2	1.2500	.4523	12
T 3	1.4167	.5149	12
T 5	1.0000	.6030	12
T 8	1.1667	.3892	12
T11	0.7500	.4523	12
T17	1.2500	.6216	12
T19	1.0833	.5149	12
T24	1.4167	.6686	12
T25	1.3333	.6513	12
T30	1.1667	.3892	12

Correlation Matrix

	T2	T3	T5	T8	T11	T17	T19	T24	T25	T30
T 2	1.0000									
T 3	.2928	1.0000								
T 5	.0000	.5855	1.0000							
T 8	.2582	.0756	.0000	1.0000						
T11	.3333	.0976	.3333	.2582	1.0000					
T17	.7276	.4971	.4851	.1879	.5659	1.0000				
T19	.2928	.5429	.5855	.3780	.0976	.2130	1.0000			
T24	.2255	-.0220	.4510	.4076	.3758	.3828	.4181	1.0000		
T25	.3086	-.1807	.2315	.4781	.6172	.4491	.1807	.9047	1.0000	
T30	.7746	.0756	.0000	.4000	.2582	.5636	.3780	.4076	.4781	1.0000

N of Cases =12

Statistics for Scale	Mean	Variance	N of Std. Dev.	Variables		
	11.8333	11.6061	3.4068	10		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.1833	.7500	1.4167	.6667	1.8889	.0414
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2864	.1515	.4470	.2955	2.9500	.0124

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
T 2	10.5833	9.9015	.5270	.9556	.8289
T 3	10.4167	10.2652	.3260	.8286	.8402
T 5	10.8333	9.4242	.4911	.9750	.8266
T 8	10.6667	10.4242	.4099	.6000	.8323
T11	11.0833	9.9015	.5270	.9407	.8229
T17	10.5883	8.6288	.7095	.9765	.8020
T19	10.7500	9.6591	.5255	.9377	.8224
T24	10.4167	8.6288	.6442	.9908	.8099
T25	10.5000	8.8182	.6110	.9932	.8138
T30	10.6667	10.0606	.5645	.8286	.8217

Analysis of Variance

Source of Variance	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	12.7667	11	1.1606		
Within People	23.2000	108	.2148		
Between Measures	4.4667	9	.4963	2.6228	.0092
Residual	18.7333	99	.1892		

Nonadditivity Balance	.1240 18.6093	1 98	.1240 .1899	.6532	.4209
Total Grand Mean	35.9667 1.1833	119	.3022		

Tukey estimate of power to which observations must be raised to achieve additivity = .3954

### RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 10 items  
Alpha = .8370 Standardized item alpha = .8384

#### Teacher Cooperation Reliability

	Mean	Std. Dev.	Cases
T 1	1.7500	.4523	12
T 6	1.3333	.6513	12
T 9	1.6667	.4924	12
T10	1.0000	.6030	12
T12	0.9167	.2887	12
T16	1.0833	.2887	12
T18	1.4167	.6686	12
T22	0.9167	.5149	12
T27	1.6667	.4924	12
T29	1.3333	.4924	12

#### Correlation Matrix

	T1	T6	T9	T10	T12	T16	T18	T22	T27	T29
T 1	1.0000									
T 6	.3086	1.0000								
T 9	.0000	.3780	1.0000							
T10	.0000	.6944	.3062	1.0000						
T12	.5222	.1612	-.2132	.0000	1.0000					
T16	.1741	-.6447	-.4264	-.5222	.0909	1.0000				
T18	.3758	.9047	.4603	.6765	.1963	-.6673	1.0000			
T22	.2928	.6325	.2390	.2928	.5606	-.5606	.6382	1.0000		
T27	.4082	.6614	.2500	.3062	-.2132	-.4264	.7365	.2390	1.0000	
T29	.4082	.7559	.5000	.3062	.2132	-.2132	.6444	.4781	.5000	1.0000

N of Cases =12

Statistics for Scale	Mean	Variance	N of Std. Dev.	Variables		
	13.0833	9.7197	3.1176	10		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.3083	.9167	1.7500	.8333	1.9091	.1019



Item	Mean	Minimum	Maximum	Range	Max/Min	Variance
Variances	.2598	.0833	.4470	.3636	5.3636	.0155

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
T 1	11.3333	8.4242	.4155	.7778	.8053
T 6	11.7500	6.3864	.8837	.9610	.7420
T 9	11.4167	8.4470	.3600	.8125	.8112
T10	12.0833	7.7197	.4883	.8333	.7993
T12	12.1667	9.2424	.2244	.8909	.8189
T16	12.0000	10.7273	-.5769	.8636	.8612
T18	11.1667	6.2424	.9071	.9030	.7373
T22	12.1667	7.7879	.5799	.7714	.7879
T27	11.4167	7.9015	.5693	.9318	.7895
T29	11.7500	7.4773	.7427	.9063	.7705

Analysis of Variance

Source of Variance	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	10.6917	11	.9720		
Within People	28.9000	108	.2676		
Between Measures	11.0083	9	1.2231	6.7680	.0000
Residual	17.8917	99	.1807		
Nonadditivity	.2634	1	.2634	1.4642	.2292
Balance	17.6283	98	.1799		
Total	39.5917	119	.3327		
Grand Mean	1.3083				

Tukey estimate of power to which observations must be raised to achieve additivity = .3220

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 10 items  
Alpha = .8141 Standardized item alpha = .7509

**Teacher Self-control Reliability**

	Mean	Std. Dev.	Cases
T 4	1.5000	.5222	12
T 7	1.6667	.4924	12
T13	1.0833	.2887	12
T14	1.4167	.5149	12

T15	1.7500	.4523	12
T20	1.6667	.4924	12
T21	1.5000	.5222	12
T23	1.3333	.4924	12
T26	1.2500	.6216	12
T28	1.3333	.6513	12

Correlation Matrix

	T4	T7	T13	T14	T15	T20	T21	T23	T26	T28
T 4	1.0000									
T 7	.3536	1.0000								
T13	-.3015	.2132	1.0000							
T14	-.1690	.2390	-.2548	1.0000						
T15	.5774	.4082	-.5222	.4880	1.0000					
T20	.7071	.2500	-.4264	.2390	.8165	1.0000				
T21	.3333	.3536	-.3015	.5071	.5774	.7071	1.0000			
T23	.7071	.5000	-.2132	.1195	.4082	.5000	.3536	1.0000		
T26	.1400	.2970	-.1267	.4971	.2425	.2970	.7001	.0000	1.0000	
T28	.0000	.3780	-.1612	.6325	.3086	.3780	.8018	.1890	.6736	1.0000

N of Cases =12

Statistics for Scale	Mean 14.5000	Variance 10.0909	N of Std. Dev. 3.1766	Variables 10		
Item Means	Mean 1.4500	Minimum 1.0833	Maximum 1.7500	Range .6667	Max/Min 1.6154	Variance .0435
Item Variances	Mean .2636	Minimum .0833	Maximum .4242	Range .3409	Max/Min 5.0909	Variance .0087

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
T 4	13.0000	8.5455	.4168	.	.8138
T 7	12.8333	8.3333	.5330	.	.8018
T13	13.4167	10.6288	-.3300	.	.8548
T14	13.0833	8.4470	.4606	.	.8092
T15	12.7500	8.2045	.6491	.	.7916
T20	12.8333	7.9697	.6758	.	.7871
T21	13.0000	7.4545	.8288	.	.7683
T23	13.1667	8.5152	.4640	.	.8087
T26	13.2500	7.8409	.5354	.	.8022
T28	13.1667	7.4242	.6318	.	.7898

Analysis of Variance

Source of Variance	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	11.1000	11	1.0091		
Within People	22.6000	108	.2093		
Between Measures	4.7000	9	.5222	2.8883	.0045
Residual	17.9000	99	.1808		
Nonadditivity	.4589	1	.4589	2.5786	.1115
Balance	17.4411	98	.1780		
Total	33.7000	119	.2832		
Grand Mean	1.4500				

Tukey estimate of power to which observations must be raised to achieve additivity = -.4897

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 10 items  
 Alpha = .8208      Standardized item alpha = .7921

## APPENDIX E- INSTITUTIONAL REVIEW BOARD

### Oklahoma State University Institutional Review Board

Date: Tuesday, May 13, 2008  
IRB Application No ED0880  
Proposal Title: Teachers' and Parents' Expectations of the Behavior of Children with Disabilities for Success

Reviewed and Processed as: Exempt

**Status Recommended by Reviewer(s): Approved Protocol Expires: 5/12/2009**

Principal

Investigator(s):

Myoung Sook Kim	Christine Ormsbee
320 E. McElroy Rd. Apt. 115	245 Willard
Stillwater, OK 74075	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair  
Institutional Review Board

**Oklahoma State University Institutional Review Board**

Date: Wednesday, May 14, 2008 Protocol Expires: 5/12/2009  
IRB Application No: ED0880  
Proposal Title: Teachers' and Parents' Expectations of the Behavior of Children with Disabilities for Success  
Reviewed and Processed as: Exempt  
**Modification**  
Status Recommended by Reviewer(s) **Approved**

Principal Investigator(s):

Myoung Sook Kim Christine Ormsbee  
320 E. McElroy Rd. Apt. 115 245 Willard  
Stillwater, OK 74075 Stillwater, OK 74078

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The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office MUST be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

The modification to add the Rise School as a sampling site increasing the sampling population to 110 and adding teacher and parent demographic questionnaires is approved.

Signature :

  
Sheila Kennison, Chair, Institutional Review Board

Wednesday, May 14, 2008  
Date

VITA

Myoung Sook Kim

Candidate for the Degree of

Master of Science

Thesis: TEACHERS' AND PARENTS' EXPECTATIONS OF THE SOCIAL  
BEHAVIOR OF PRESCHOOL CHILDREN WITH DISABILITIES

Major Field: Special Education

Biographical:

Education: Received Bachelor of Arts degree in Speech and Language Pathology from Daegu University, Deagu, Korea in February 2001. Completed the requirements for the Master of Science in Special Education at Oklahoma State University, Stillwater, Oklahoma in July, 2008.

Experience: Employed by Sinjang Elementary School, Hanam, Korea as a special education teacher from March to September 2005; by Hanyang University Medical Center, Guri, Korea as a speech-language therapist from May 2002 to February 2003; by Kangwon National University Hospital, Chuncheon, Korea as a speech-language therapist from February 2001 to April 2002.

Professional Memberships: Korean Society of Otolaryngology, Korean Speech-Language and Hearing Association.

Name: Myoung Sook Kim

Date of Degree: July, 2008

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: TEACHERS' AND PARENTS' EXPECTATIONS OF THE SOCIAL  
BEHAVIOR OF PRESCHOOL CHILDREN WITH DISABILITIES

Pages in Study: 63

Candidate for the Degree of Master of Science

Major Field: Special Education

Scope and Method of Study: The purpose of this study was to examine the extent to which teachers and parents of preschool children with disabilities view children's competence within the areas of assertion, self-control, and cooperation, in addition to specific skills in each domain, as critical for classroom success, and to determine whether children's disability severity, teachers' instructional experience and certification, and parents' educational attainment have an effect on expectations of children's behavior. Participants in this study were 12 teachers and 13 parents of preschool children with disabilities who attend either a day care center or a private preschool in Oklahoma. Each participant responded to two brief and anonymous questionnaires, the first on the social skills necessary for children's success and the second on demographic information. Data obtained from participants were analyzed using descriptive statistics, the Mann-Whitney *U* test, and the Kruskal-Wallis one-way analysis of variance.

Findings and Conclusions: Results of the Mann-Whitney *U* test showed a significant difference between teacher and parent ratings of the importance of assertion skills, with parent ratings significantly higher than teacher ratings. This result suggests that sharing the differences between parents' and teachers' expectations about children's behavior may be a useful way to improve collaboration between parents and teachers for children's education and to reduce children's confusion regarding behavioral expectations. Descriptive analyses regarding specific social skills indicated that most of the preschool teachers and parents rated six items and nine items, respectively, as crucial for school success. This finding implies that intervention programs may be needed that specifically target the skills that teachers and parents recognize as important. Results of the Kruskal-Wallis test displayed that the subgroups of teachers had similar expectations in three social skill domains. By contrast, parents of mildly-disabled and moderately-disabled children had different expectations in terms of self-control, implying that parents of children with moderate disabilities may demand intervention programs developing self-control skills. Descriptive scores on specific social skills revealed that children's disability severity, teachers' instructional experience and certification, and parents' educational attainment have an influence on teachers' and parents' expectations of children's behavior.

ADVISER'S APPROVAL: Dr. Christine Ormsbee