

DEVELOPMENT AND EVALUATION
OF AN INSTRUMENT FOR THE
QUALITATIVE EVALUATION OF
CLASSROOM PROGRAMS FOR
THE EMOTIONALLY IMPAIRED

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This is to certify that the

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presented by

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ABSTRACT

DEVELOPMENT AND EVALUATION OF AN INSTRUMENT FOR THE QUALITATIVE EVALUATION OF CLASSROOM PROGRAMS FOR THE EMOTIONALLY IMPAIRED

By

Bert Lee Donaldson

This study is an evaluation of one attempt to secure qualitative information about programs for emotionally impaired students in the State of Michigan. It is a follow-up to an earlier study by Larry S. Schaftenaar in 1973. The general goal of the present study is to test out a short-form of the questionnaire developed by Schaftenaar. The present study is intended to prepare an instrument that might be used in the study of programs for the emotionally impaired, and that might serve as a model for instruments designed for other areas of special education.

This study had two major objectives.

1. Determine if the short form questionnaire is as effective as the long form questionnaire in predicting the responses to the perceived adequacy questions based on responses to the specific condition questions.
2. Determine if interviews with the respondents would assist in understanding the responses to the perceived adequacy questions.

The questionnaire used in this study was developed from a much longer form which had been used in 1972 with all public school teachers of emotionally impaired.

The subjects for this study were all teachers of the emotionally impaired who were employed by eight school districts. The school districts were selected to participate in this study based upon the Mean PA score computed on the responses to Schaftenaar's study for the teachers in each district.

The following conclusions were arrived at:

1. The short form appears to be as effective as the long form when the purpose is to predict the PA response from the responses to the specific condition questions in five of the seven areas of programming.
 - a. Responses to specific condition questions are the same for both the long and short form questionnaires in three areas of programming.
 - 1) Student Composition--"Workability" of Group
 - 2) Attitudinal Climate
 - 3) Supportive Provisions and Personnel
 - b. Responses to specific condition questions are similar on both the long and short form questionnaires for two areas of programming except for one question in each of the following areas:
 - 1) Availability of Instructional Materials
 - 2) Administrative Direction and Leadership
 - c. Responses to specific condition questions are considerably different in two areas of programming.
 - 1) Educational Planning and/or Screening Provisions
 - 2) Inservice and Professional Improvement

These particular areas may have provided different results because of the implementation of the Mandatory Special Education Act for handicapped students.

2. Analyses of the interviews suggested areas of information that could profitably be tapped in a further revision of this instrument.

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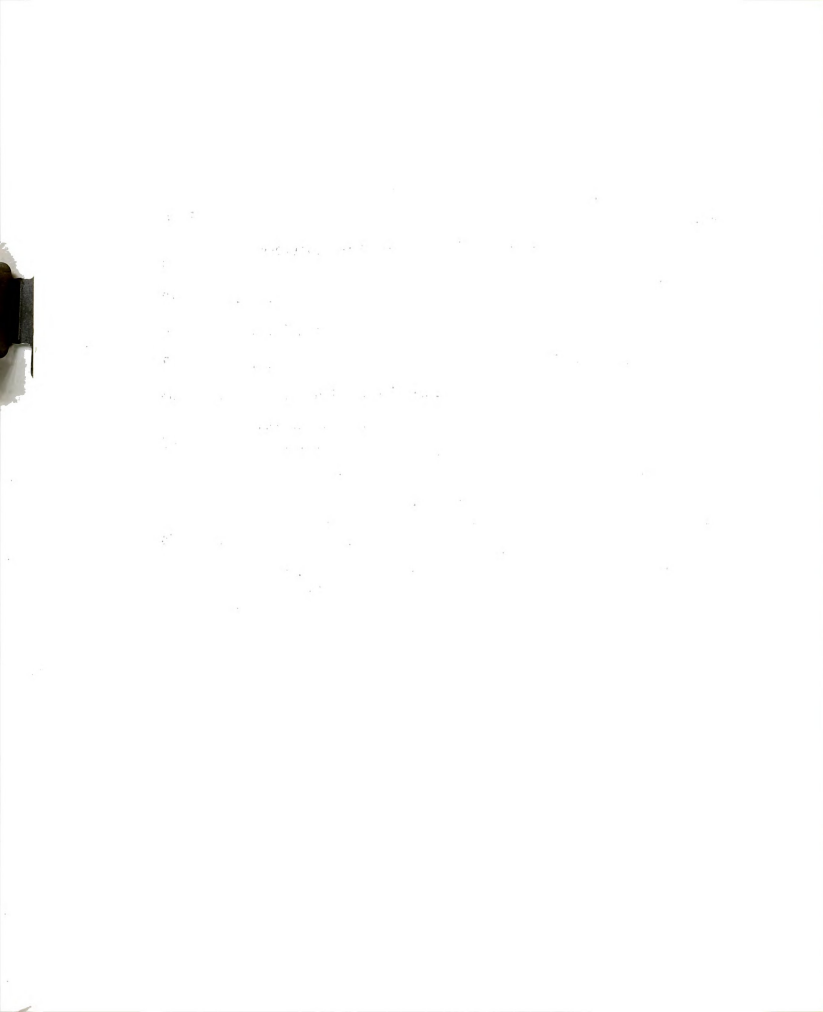
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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
CHAPTER	
I. INTRODUCTION	1
Purpose of the Study	1
Background and Need for Study	1
Related Research	6
Statement of the Problem	15
Definitions	15
Overview	17
II. METHODOLOGY	18
Development of the Short Form Questionnaire	18
The Interviews	20
Selection of Teachers as Respondents to the Questionnaire	21
Selection of Teachers for Interview	22
Uncontrolled Variables	23
Research Questions and Related Procedures	25
Procedures for Dissemination of Questionnaire and Follow-up	30
III. FINDINGS	32
Questionnaire Returns	32
Results	32
Additional Observations and Interpretations	66
Summary	69
IV. SUMMARY AND IMPLICATIONS	71
Summary	71
Overview	71
The Survey Questionnaire	73
Respondent Population	73
Findings	74
Conclusions	76
Implications	77

	Page
BIBLIOGRAPHY	78
APPENDICES	
A SURVEY INSTRUMENT	79
B MINIMAL LEVEL OF CRITICAL CONDITIONS AND MINIMAL NUMBER OF FAVORABLE CRITICAL CONDITIONS	85
C SELECTION OF QUESTIONS FOR INTERVIEWS	89
D ENDORSEMENT LETTER FROM DEPARTMENT OF EDUCATION	91
E LETTER TO DIRECTORS OF SPECIAL EDUCATION REQUESTING COOPERATION	92
F PROCEDURAL DISSEMINATION OF INFORMATION FORM	93
G NOTICE TO TEACHER ABOUT THE SURVEY	94
H COVER LETTER FOR SURVEY INSTRUMENT	95
I FOLLOW-UP LETTERS FOR NON-RESPONDENTS TO SPECIAL EDUCATION DIRECTORS AND TEACHERS	97
J LETTERS TO DIRECTORS TO ESTABLISH THE INTERVIEW APPOINTMENTS	99



LIST OF TABLES

Table	Page
1. Validation procedures passing criteria for classroom teachers	13
2. PA scores for a school district	23
3. Selection of teachers for interviewing district A	24
4. Attitudinal climate	27
5. Comparison of responses to specific conditions	33
6. Phi coefficients and ratios for the cross validation procedure	47
7. Number of criteria passed according to area of programming	51
8. Distribution of areas according to number of criteria passed	54
9. The phi coefficient for each specific condition in relation to the PA response for each area of programming	55

CHAPTER I

INTRODUCTION

Purpose of the Study

This study is a further evaluation of Schaftenaar's (1973) attempt to secure qualitative information about programs for emotionally impaired students in the State of Michigan. The purpose of the present study is to develop and test a short form of the questionnaire developed by Schaftenaar for his study. Because of the length of the original questionnaire, it seems unlikely that it would be used widely, regardless of its merits as a measuring instrument. Thus, the present study is intended to prepare an efficient instrument that might be used in the study of programs for the emotionally impaired and that might serve as a model for instruments designed to gather qualitative information in other areas of special education.

Background and Need for Study

The Michigan Department of Education collects a vast amount of quantitative data on special education programs: cost of programs, number of personnel and students in each category of special education, etc. However, there is also a need for some systematic method of securing data relating to the quality of educational delivery systems.

During the late 1960's and early 1970's the Michigan Department of Education (hereafter referred to as department) became concerned about educational accountability. This concern was followed by the State Board of Education approving an accountability model which has come to be called the Common Goals of Education in Michigan. Following the development of this "model," a statewide assessment procedure was designed to be administered to all fourth and seventh grade students. This assessment procedure and the common goals were both directed at the students' achievement. The "Common Goals of Education" was written for all students, but the state-wide assessment did not include handicapped students.

The Michigan Department of Education, Special Education Services, became concerned in 1970 with the sparsity of information available concerning the evaluation of programs by special education teachers. While individual assessment of student achievement and the previously mentioned quantitative data were felt to be important, the department also felt the teachers' views would provide insight into some qualitative aspects of the programs.

The qualitative aspect of programs became a concern for three specific reasons:

1. The number of staff serving emotionally impaired students was rapidly increasing every year. In the 1960-62 school year there were 16 teachers employed by public schools to teach emotionally impaired students. The number of teachers increased to 90 in 1965-66, approximately 400 in 1970-71 and to 865 in the 1973-74 school year. There were five consecutive

years (1966 to 1971) in which the number of teachers of the emotionally impaired employed by districts increased between twenty-nine and thirty-three per cent. During a ten year period (1960-1970) little or nothing had been done to evaluate the quality of the service being provided through these programs.

2. The turn-over rate of teachers of emotionally impaired appeared to be quite high. This information came about because of two specific pieces of research.

Bruno (1968), while doing some research, found difficulty in identifying the sample of teachers of the emotionally impaired which was originally written into his project. Originally he intended to use teachers with one, two, and three years of experience. He was unable to find enough teachers with three years' experience to provide significant information to the study in spite of the fact that schools had been operating programs since 1960. From this, one could assume that there must have been a high attrition rate within this particular group of teachers.

Kotting and Brozovich (1968) conducted a study to follow up emotionally impaired students previously served in special classes in Oakland County, Michigan. The purpose of the research was to evaluate the success of students who had been returned to general education. The study, as designed, required the researchers to contact the teachers of emotionally impaired who had worked with each student. An unintended

finding was that many of these teachers of emotionally impaired could not be found. While it was not reported in the research, Kotting has stated:

that there was an attrition rate of approximately 50% of the teachers over a one-year period and that there was a 75% turnover every two years.

His feeling at that time was that there must be some severe problems in the system to cause this turnover. The causes of the attrition rate, however, were not investigated at that time.

The department felt that the high attrition rate of the teachers of emotionally impaired was partially caused by working conditions which were not conducive to good educational programming. However, there was no information available to substantiate this. What the department needed was data regarding how teachers of emotionally impaired viewed their programs. Then department consultants could provide better leadership and consultation to administrators and teachers as programs were developed. In addition, university teacher trainers would have this information available to better prepare teachers of emotionally impaired for future job responsibilities. Without a common core of knowledge about teachers' specific problems, attitudes, and opinions concerning quality programming, training institutions and the department would have difficulty in assisting school districts and their special education personnel to strive for quality.

3. The State rules and guidelines for programs for emotionally impaired were not generally followed by school districts. Coleman (1968) investigated the operation of programs for emotionally impaired regarding the degree to which school districts in Michigan were complying with State laws and suggested guidelines as they applied to programs for emotionally impaired students.

Coleman's data were collected through a mailed questionnaire to 187 teachers of which 106 (56.6%) responded.

Included in his findings were:

- a. Nearly 10% of the teachers listed their program as a holding source for emotionally impaired students while waiting residential placement. In other words, these programs were not available to students until the problems were severe enough to require institutionalization.
- b. About 1/3 responded that educational planning and placement committees (EPPC) were not held prior to placing an emotionally impaired student in the program.
- c. Twenty-five per cent of the teachers were not involved with the E.P.P.C. and had no voice in the decisions.
- d. While school social workers were, by law, required to be a part of the programs for emotionally impaired, social workers' attendance at the E.P.P.C. were least frequent of the six suggested participants in the E.P.P.C.
- e. Only 13.7% of the teachers reported that an E.P.P.C. was held on 91% or more of their emotionally impaired students. Also, 12.6% of the teachers reported that less than 10% of the students were given an annual review.
- f. No teacher reported that a psychiatrist, psychologist, and social worker were involved in the initial screening of all emotionally impaired students. The most

frequently involved were the social worker (58.1%) and the psychiatrist (56.8%).

- g. Less than 48% of the teachers received initial reports on emotionally impaired students placed in their programs.
- h. The teachers reported that educational consultation was sufficiently available to them only 75.9% of the time; social worker consultation, 66.4% of the time; and psychological consultation 52.9% of the time.

Coleman summarized his study with the following statement:

It appears from the information obtained that many programs are not providing the resources and services for their children and teachers that are required to constitute "reasonable" opportunity for both. The implications for teacher discouragement and turnover as well as the continued reinforcement of the problems of mentation and emotionality in their pupils is obvious.

Related Research

In 1970, staff of Michigan State University and the Michigan Department of Education worked cooperatively on the development of a questionnaire which would provide information regarding teachers' attitudes about how their programs for emotionally impaired students functioned. The questionnaire had approximately 250 items to which the teachers were asked to respond.

The 250 items fell into seven broad categories which are later referred to as "areas of programming." The categories were:

1. Variation between student academic abilities and problems in the behavioral area.
2. The procedures for and the persons involved in the screening and placement of students.

3. The various types of support personnel available, such as social workers and psychologists.
4. How well rooms were equipped with materials and supplies.
5. The types of inservice needed.
6. The types of support and leadership provided by administrators.
7. How other teachers and students within buildings felt about the programs for emotionally impaired.

In the Spring of 1971 the instrument was mailed to every teacher and teacher consultant of the emotionally impaired who was reimbursed by the Department of Education. After the data were summarized and studied, additional concerns developed relative to the need for collecting qualitative information on programs. It appeared that the survey responses could provide valid qualitative information if the survey instrument was refined.

In the 1971-72 school year, Larry Schaftenaar signed a contract with the department to refine the existing questionnaire. The desire of the Department of Education and of Schaftenaar was to develop an instrument which would have some practical use in helping administrators become change agents to improve the quality of emotionally impaired educational programs by becoming knowledgeable about teacher attitudes and concerns. The focus of Schaftenaar's research was on emotionally impaired programs and student-group characteristics rather than on individual student or teacher characteristics.

The purpose of the Schaftenaar study, in general, was to find out in what types of situations the teachers of emotionally impaired were working, as determined by their opinions about various aspects of the program.

In order to refine the questionnaire originally developed by the department and by Michigan State University, five steps were taken.

The first step included:

- a. removing items highly intercorrelated and those showing similar correlation to teacher attitudes,
- b. removing nondiscriminatory items,
- c. reconstructing items that were misleading or unclear,
- d. reconstructing the format and layout for better continuity and
- e. reconstructing the items which measured perceived adequacy in order that the instrument be consistent.

The second step was to completely revise two "Areas of Programming" because they did not adequately explain the differences found in the 1971 survey. The two sections pertained to:

- a. inservice training opportunities, and
- b. administrative support.

The third step involved the use of persons knowledgeable about programs for the emotionally impaired. These persons reviewed the questionnaire to recommend additions and deletions as they felt the questions related to programs for emotionally impaired students. Schaftenaar referred to these persons as the "judgmental standards group."

The fourth step included revising the questionnaire in line with the recommendations and administering a pilot study on 40 persons. The persons involved in the pilot study were also asked to help clarify items and to make recommendations.

During the final step, the instrument was revised based upon the pilot study and then administered to a selected population.

Schaftenaar's questionnaire was developed in order to gain insight into the seven general categories of educational programming mentioned earlier. He identified these categories as Areas of Programming and defined them as follows:

1. Student Composition--"Workability" of Group. The specific conditions (questions) were about the variability of reading and arithmetic achievement, severity of emotional problems, and the amount of time the students are integrated into regular classrooms.
2. Attitudinal Climate. This category included specific conditions about other teachers' attitudes about the program, amount of contact with regular teachers, and proximity to a regular classroom.
3. Educational Planning and/or Screening Provisions. This category included the length of time for evaluation and the identification of who attended planning meetings.
4. Supportive Provisions and Personnel. This category included the various types of consultative support and what is available when students are in need of individualized intervention.
5. Availability of Instructional Materials. This category included amount of money allocated for materials and supplies, convenience of getting materials, and availability of equipment.
6. Inservice and Professional Improvement Opportunities. This category included opportunities for inservice and with whom the inservice takes place.
7. Administrative Direction and Leadership. This category included identification of who the teacher of emotionally impaired is responsible to, and the type of direction and support the teacher receives from the supervisory standpoint.

Each "area of programming" in the instrument had a group of questions related to that particular subject. For example, under "Administrative Direction and Leadership" there was a question regarding

the number of times the administrator either consulted with or visited the classrooms. These questions under each area of programming were called "specific conditions."

The judgmental standards group was also used to develop levels of quality for each specific condition question which would be favorable or unfavorable in the operation of a program. One of the questions and possible responses was:

- a. How often does this person (supervisor) consult with you or visit your class per month?

- 1 Zero times
- 2 1 to 4 times
- 3 5 to 9 times
- 4 10 to 14 times
- 5 15 to 19 times
- 6 20 times or more

The minimum favorable level for this question was response number 3 (5 to 9 times). Therefore, a check mark by a teacher in box 3, 4, 5, or 6 would have met the favorable standard as determined by the judgmental standards group. A check mark in box 1 or 2 would be considered unfavorable.

There was another section to the questionnaire following the seven areas of programming called "Personal Perception of the Program for Emotionally Disturbed Children." This section included a summary type question which asked for the teacher's opinion about the quality of an area of programming. For example, one question in this section was:

How would you describe the Administrative Direction and Leadership you have received in the operation of your program for emotionally disturbed children?

There were five possible responses, (1) excellent, (2) very good, (3) good, (4) fair, and (5) poor. The responses to the questions in this section were referred to as "Perceived Adequacy."

Schaftenaar's sample included all teachers of emotionally impaired students in all public schools in Michigan. The list did not differentiate between persons classified as classroom teachers or as teacher consultants. The sample included 474 teachers and the survey was returned by 391 (82.3%).

Those of Schaftenaar's research questions which are directly related to the present study were specifically stated as:

- I. What are the frequencies and percentages of the Condition Levels as reported by Michigan's public school teachers of emotionally disturbed children?
- III. In terms of Perceived Adequacy, how do Michigan public school teachers of emotionally disturbed children view their programs?
- IV. How well can teachers' perceptions of the adequacy of program areas be predicted from specific conditions?
- V. Can a limited number of specific program conditions be located, and, in turn, can criteria be established to rate these conditions as either favorable or unfavorable, whereby a numerical count of favorable conditions will provide a reasonable and useful means of predicting Positive PA for certain homogeneous groups in all seven Areas of Programming? (Schaftenaar, pp. 15-18.)

Research question IV required an extensive analysis, referred to as Multiple Regression Stepwise Deletion Analysis (MRSD), for six of the areas of programming. The other areas of programming could not be analyzed by the MRSD method and therefore the Multiple Classification Analysis (MCA) was used. The purpose of these two analyses was to take each area of programming and identify the specific condition

questions which provide the greatest degree of predictability of response to the perceived adequacy question. The two statistical procedures, MRSD and MCA, were described on pages 40-58 of the original study.

The next step was to run three validation processes to see if the items identified through MRSD and MCA were predictive of the perceived adequacy response by the sample population. The teachers were split into two groups. Group 1 was used to establish a scoring system. Group 1 included 60 per cent of the population after some persons were excluded. Some persons were excluded because their situation was atypical such as working in a juvenile home or preschool program. Group 2 was the independent group upon which the scoring system was tested.

The validation procedures were described on pages 61-85. Since each of the areas of programming had three validation procedures run, there was a total of twenty-one criteria. The results of the procedure are presented in Table 1. According to the results of the study, it appears that there is predictability regarding the teachers' perceived adequacy of each of the program areas based on responses to that area's specific condition questions.

The validation procedures were used to establish a "favorable level of critical conditions" (FLCC). The FLCC basically identified the level at which the teachers found each specific condition acceptable. For example: Inservice meetings should be held once per month or more often.

Table 1. Validation procedures passing criteria for classroom teachers.

Area of Programming	Classroom Validation Procedures		
	1	2	3
Supportive Provisions and Personnel	+	-	+
Administrative Direction and Leadership	+	+	+
Student Composition-- "Workability of Group"	+	+	+
Education Planning and Screening Provisions	+	-	+
Inservice and Professional Improvement Opportunities	+	-	+
Availability of Instructional Materials	+	+	+
Attitudinal Climate	-	+	+
Total Pluses for Items	6	4	7
Total Pluses = 17 Total Minus = 4 Total Applications of Criteria = 21			

Note: + = Passed criteria
 - = Did not pass criteria

1

5

2

The FLCC was used in developing the "minimal number of favorable critical conditions" (MNFCC). The MNFCC was the number of FLCC's met which would determine the prediction of the perceived adequacy response. For example, in the area of programming entitled Classroom Attitudinal Climate, there were four specific conditions questions of which three responses must meet the FLCC to be able to predict a positive perceived adequacy response. Therefore, if less than three FLCC responses were made, the prediction would be a neutral or negative response to perceived adequacy. Following are the FLCC's for Attitudinal Climate as presented by Schaftenaar:

III. Attitudinal Climate* MNFCC = 3

1. At least some students are spending part of the day in a regular classroom.
2. Most of the regular classroom teachers in the building attempt to understand the unique needs of ED children.
3. The teacher has very much contact with regular class teachers in the school.
4. There is a regular classroom teacher in the adjacent room.

*Please note these conditions do not apply to teachers in a "building entirely for special education programs. (Schaftenaar, p. 71)

Positive perceived adequacy is defined as a response of excellent or very good. Neutral or negative perceived adequacy is a response of good, fair, or poor on the perceived adequacy questions.

The findings of the study were:

1. That experts functioning in various capacities in the area of programs for emotionally impaired showed a high consistency in judgments regarding the minimal level of acceptable conditions that should be established so that adequate services can be provided.

2. That adequacy of program could be predicted from certain specific conditions.
3. That the favorable level of critical conditions show promise as some specific things which may be done to improve programs. However, a caution was presented: school districts should not drop many things they are doing and address these variables only. Much of what is happening in districts is probably positive. The FLCC should be looked at as something to evaluate and work on improving in addition to present practices. (Schaftenaar, 1973)

Statement of the Problem

The problem of this study is two-fold:

1. To determine whether a short form questionnaire based on the original study will yield comparable results to the long form. That is, can predictions be made about the response to the perceived adequacy questions based on responses to the specific conditions questions.
2. To shed light on the interpretation of responses to the short form questionnaire by interviewing some of the teacher respondents.

Definitions

Several terms have been defined up to this point. The following list includes terms which have been used plus some additional terminology.

1. "Area of Programming" is a general reference to a group of particular questions. e.g., Workability of Group is an "area of programming" and questions include the range of reading and arithmetic ability, integration of students into regular classes, and severity of behavior problems.

2. "Specific Conditions" are the questions asked under each area of programming.
3. "Perceived Adequacy" (PA) is the teachers' opinion about each area of programming based on responses to each of the last seven questions (26-32) in the survey instrument (Short Form).
4. "Long Form" is the questionnaire used for the Schaftenaar research.
5. "Short Form" is the questionnaire developed for this study and includes only some of Schaftenaar's questions.
6. "High Scorers" are persons whose responses met the minimum criteria for prediction of a high Perceived Adequacy score. (MNFCC)
7. "Low Scorers" are persons whose responses did not meet the criteria in six above.
8. "Original Study" is the study done by Schaftenaar.
9. "Favorable Level of Critical Conditions" (FLCC) is the level at which each specific condition is considered as positive. e.g., When it takes less than two weeks to get a student reevaluated.
10. "Minimal Number of Favorable Critical Conditions (MNFCC)" is the number of the FLCC's which discriminate between the prediction of positive PA and negative PA.
11. "High or positive PA" is a response to questions 26-32 of "excellent," or "very good."
12. "Low or neutral/negative PA" is a response to questions 26-32 of "good," "fair," or "poor."

Overview

In Chapter II the procedures for gathering data, writing the short form instrument, and data processing are presented. The results and discussion of the data analysis are presented in Chapter III. Implications of this study are presented in Chapter IV.

CHAPTER II

METHODOLOGY

Development of the Short Form Questionnaire

The questionnaire used for this study is given in Appendix A.

The questionnaire development was based on the minimal level of critical conditions (MLCC) identified in Schaftenaar's study (Appendix B). Each of the critical conditions he identified is related to a specific condition question in his instrument. For example, one of the minimal level of critical conditions was, "It takes less than two weeks to get a student reevaluated." This level of the specific condition was identified through Schaftenaar's analysis described in Chapter I of this paper and was arrived at from the specific condition question:

- (9) If you had a student in your classroom who you felt did not belong there (e.g., was not appropriate for your classroom, was impossible to work with, etc.), how long would it take to get him reevaluated?

- 1 Less than 2 weeks
- 2 2 weeks to 1 month
- 3 1 month to 2 months
- 4 more than 2 months
- 5 would not be able to get him reevaluated

Schaftenaar identified from four to seven MLCC's for each area of programming (Appendix B). For this study, each specific condition question from which the MLCC was taken in Schaftenaar's instrument was identified. These questions then made up the content of the questionnaire (short form) for this study.

The questions in the short form have been maintained under the same area of programming as they were in the long form. Some of the MLCC's apply to more than one area of programming. For example, one specific condition is under both Supportive Provisions and Personnel, and also under Classroom Planning and Screening Provisions. This specific condition under both MLCC areas of programming pertains to the length of time it takes to get a student reevaluated. In other words, this MLCC evolves out of the same question which is in the Educational Planning and Screening Provisions section of the questionnaire.

There are some questions included in the questionnaire which are not analyzed. These questions were included because they were a lead-in to a question of importance. For example, question 1 and 2 were incorporated as a lead-in to question 1a and 2a respectively. The questions could have been rewritten; however this might have changed the context of the questions and thereby not have been comparable to the long form questions. Question 24 was also asked to let the respondents' know as to whom questions 25-25e referred. In addition, it should be noted that questions 1, 2, and 25 are not mentioned in the MLCC's.

The Interviews

Each teacher of emotionally impaired was asked questions regarding the way they had responded to two of the PA questions. The interview was open-ended, allowing the teacher to respond freely to the questions.

The four teachers of emotionally impaired interviewed in each district were asked to respond to the same PA question. That is, for example, in District X teachers were asked to respond to questions 29 and 31, in District Y to questions 26 and 28, and in District Z to questions 27 and 31. The specific questions asked in each district were used because of the obtained differences in the responses to the question by the teachers in that district. The concern was to see how teachers of emotionally impaired functioning within the same administrative structure could have responded in such different ways. A chart like Table 3 was developed for the four teachers interviewed in each district (Appendix C). Then a process of elimination was used to identify and eliminate the PA questions for which most of the teachers responded in a similar manner.

For questions 27 and 28 in Table 3, the responses were identical; however, an arbitrary decision was made to choose only one of those PA questions in favor of question 30, to which two persons had responded, "excellent" and two had responded "fair."

The basic interview question for each teacher of emotionally impaired was handled in the same manner. That is, first the teacher's attention was directed to the PA question and response on their questionnaire. Then the interviewer would say, "This question is concerned

with your opinion on (area of programming). You have rated it (good, fair, etc.). I would like to know what types of things may have caused you to rate it (_____). Another way of putting it is: "why couldn't you have rated it higher; what kinds of improvements do you feel should take place?" After the initial statements, the questions would vary somewhat among the teachers for purposes of clarification or expansion of ideas.

Selection of Teachers as Respondents to the Questionnaire

This study was conducted with classroom teachers of emotionally impaired students. The teachers were employed by eight local school districts in the southern one-half of the lower peninsula of Michigan.

The classroom teachers of the emotionally impaired were included in this study because they were employed by the eight specific school districts chosen for the study.

Eight school districts were selected for inclusion, based upon two requirements. One requirement was that the district have five or more teachers of emotionally impaired who had responded to the 1972 survey (Chapter I). The teachers selected for this study had to have approval in special education and had to be reimbursable by the State Department of Education as a teacher of the emotionally impaired. All teachers employed by the eight school districts received a copy of the questionnaire and other items mentioned later in this chapter.

The second requirement was that the districts could be equally divided into two groups: one group having a low PA average score, and one group having a high PA average score. The two groups each had four districts assigned to them based upon the results of the PA scores of the districts obtained from the original study (1972). The PA score for each district was arrived at by assigning values to each of the seven PA questions and computing the arithmetic average. The responses ranged from, "excellent" with a value of 1, to "poor" with a value of 5. The responses to all PA questions for all teachers in the district were summed and the sum was divided by the number of teachers in the district. This dividend was then divided by five to arrive at the mean PA on a scale of one to five. The result is an average PA score for the district. Table 2 shows the scores for one school district.

According to data from the original study there were thirteen school districts which had five or more teachers who had responded to the 1972 survey. The districts with extreme mean PA scores (high and low) were selected because the extreme responses to the survey would provide greater ease in evaluating the predictability of responses to the PA questions based on responses to specific condition questions.

Selection of Teachers for the Interviews

There were four teachers of emotionally impaired interviewed in each of the eight districts. The teachers interviewed were selected on the basis of their own PA score on the short form. The PA score was determined for each teacher within each district by summing the assigned



Table 2. PA scores for a school district.

PA Question	Teachers Scores								
	1	2	3	4	5	6	7	8	9
1	5	3	3	5	3	1	3	2	4
2	4	4	3	5	4	1	3	2	5
3	5	1	3	5	4	1	3	1	5
4	3	1	4	4	4	1	2	2	5
5	2	2	4	4	3	2	1	1	5
6	1	1	1	1	3	2	3	1	5
7	3	2	1	2	3	1	3	1	3

Note: Mean PA = 3.889.

values of their responses to the PA questions. Then the two teachers having the highest and the two having the lowest PA scores were identified as the ones to be interviewed. By looking at the scores for the nine teachers in Table 2, one can see that teachers 6 and 8 had the lowest scores, and teachers 4 and 9 had the highest PA scores. Therefore, teachers 6, 8, 4, and 9 were interviewed in that district.

Uncontrolled Variables

This study, under perfect conditions, would have used a population carefully matched to that used by Schaftenaar. This was not possible and therefore some attention should be paid to uncontrolled variables that may have created differences in responses to the two forms.

One of the variables which may have affected the results is the method used to identify classroom teachers in the two studies. The teachers included in this study were identified as classroom

Table 3. Selection of teachers for interviewing district A.

Question	High PA		Low PA	
	Teacher A	Teacher B	Teacher C	Teacher D
26	--3-----	2-----	--1-----	--1---
27	4	5	1	2
28	--4-----	5-----	--1-----	--2---
29	--3-----	4-----	--1-----	--2---
30	4	4	1	1
31	--3-----	3-----	--3-----	--2---
32	--4-----	5-----	--2-----	--2---

teachers based upon the way they were classified on program application forms submitted by each school district to the Michigan Department of Education. In Schaftenaar's study teachers classified themselves. Therefore, there may be some differences based on who was classifying persons as classroom teachers.

Other variables which were not controlled were the changeover of personnel, the years of teaching experience for each teacher, and the background of training of the teacher (at which university the teachers were trained). In addition, some changes have taken place in the laws governing the operation of special education programs due to passage of the Mandatory Special Education Act, P.A. 198 of 1971 (effective September, 1973). The Special Education Code, which specifies rules for enforcing this Act, has forced many districts to make adjustments in programs which may have influenced the results of the study to some degree. The Law and the Code will be considered again in the discussion of the findings.

This study, then, will be looking at various sets of measures (responses) from the long form and short form and will evaluate the relationship between these sets of responses on the two forms. If the short form is functioning in a manner similar to the long form, responses to the specific conditions questions will predict responses to the perceived adequacy questions as they did in the long form.

The data used in the original study were collected in May of 1972 and the data for this study were collected in May of 1974. If the results of this study show that some specific conditions, and/or some perceived adequacy responses, have changed, these changes may be related to changes that have taken place within classroom settings since 1972.

Validation of the short form assumes that the two forms may be considered comparable if in the short form responses to the "specific conditions" will allow prediction of the "perceived adequacy" response as in the earlier study.

Research Questions and Related Procedures

Question I. Does a short form utilizing Schaftenaar's identified critical conditions yield similar results?

- A. Are the responses to each specific condition question similar on the long form and on the short form?

A Chi square analysis on responses to each question was performed. The acceptable level of significance was set at .05. For example:

6. Do most of the regular classroom teachers in your building attempt to understand the unique needs of emotionally disturbed children?

		Short Form		Long Form		χ^2
		%	N	%	N	
1	Yes	64.8	35	68.1	124	.2591
2	No	35.2	19	31.5	57	

Chi square is not significant at the .05 level of confidence, indicating that there is no difference in the responses to the long or short form for this specific condition.

- B. Are predictions of PA of the same order on the short form and long form using Schaftenaar's procedure?

Schaftenaar has established a minimal number of favorable critical conditions (MNFCC) for each area of programming which were used to predict the response to each PA question (Appendix B). The creation of a short form changes the setting of each response, and it may be assumed, without evidence to the contrary, that the setting could influence the response. Furthermore, in this instance, one might expect that the original form, being very long, might have created boredom or might have been viewed negatively because of the size of the job when responding to each question. The long form was eleven pages, while the short form is six pages long. As a result, the short form may elicit a more careful response; hence, the strength of the relationship of critical conditions to perceived adequacy may be changed.

This question was answered through the use of what Schaftenaar has identified as validation procedure 2 (Schaftenaar, pp. 80-82; see

page 13 of this study). Validation procedure 2 includes three steps, all of which must produce acceptable results of the particular area of programming to meet the test.

The first step involves placing the data in a 2 x 2 table. One dimension is for high PA and neutral/low PA. A person is categorized as High PA when he has answered the PA question with "excellent" or "very good"; neutral/low PA persons are those responding "good," "fair," or "poor." The other dimension of the 2 x 2 table is for the minimal number of critical conditions (MNFCC) which were met. A person is a high scorer if his responses met the MNFCC identified in each area of programming in Appendix B. This dimension is labeled high scorers/low scorers. Phi coefficients were calculated to portray the strength of relationships in these fourfold tables. Table 4 is an example of the data base for evaluating this second part of the first research question. Following Schaftenaar, the significance level for the phi coefficients was set at .01.

Table 4. Attitudinal Climate.

	Short Form		Long Form	
	Low PA	High PA	Low PA	High PA
High Scorers	16	15	20	19
Low Scorers	19	5	19	4
	n = 55		n = 62	
	$\phi = .284$		$\phi = .313^*$	
Percentage of High PA with High Scores	75.0%**		82.6%**	
	Ratio = $\frac{48.4\%}{20.8\%} = 2.3:1^{**}$		$\frac{48.7\%}{17.4\%} = 2.7:1^{**}$	

*Significant at .01 level for ϕ .

**Meets formula criterion.

The second and third steps of this validation procedure involved using one of the following formulas:

a. 1. Percentage of high PA teachers being high scorers $\geq 50\%$

$$2. \text{ Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} \geq \frac{2}{1}$$

b. 1. Percentage of high PA teachers being high scorers $\geq 40\%$

$$2. \text{ Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} \geq \frac{2.5}{1}$$

The tables have two criteria for whether or not the minimal number of favorable conditions were valid:

I. A phi coefficient significant at the .01 level.

II. And either:

a.1. At least half of the high PA people were located in the high scorers group and (2) the ratio of high PA to low PA was twice as great in the high scorers group as in the low scorers group.

b.1. At least 40 per cent of the high PA people were located in the high scorers group and (2) the ratio of high PA to low PA was two and one-half times as great in the high scorers group as in the low scorers group.

Examples of the data for this procedure are also included in Table 4.

By reviewing Table 4 it can be seen that Attitudinal Climate passes the criteria for all three steps. Therefore, the specific conditions in the area of programming, Attitudinal Climate, appear to have some value in predicting the perceived adequacy as teachers would evaluate the program.

Question II. Are the relationships between each specific condition and the perceived adequacy of an area of programming confirmed by information obtained from interviews?

- A. Is the phi coefficient significant at the .05 level when computed for each 2 x 2 table for each specific condition vs. perceived adequacy?

For example: Specific condition question 6

Do most of the regular classroom teachers in your building attempt to understand the unique needs of emotionally disturbed children?

The responses to this question set up in table would appear as follows:

Specific Condition		Perceived Adequacy		
		Low	High	
	High	20	15	n = 56 $\phi = .19245$
	Low	16	5	

- B. Do the interview data assist in understanding each cluster of tables for each area of programming?

The results presented in the tables will be compared with information gathered in interviews. This comparison will provide some insight into why teachers of emotionally impaired within the same school district answer the same PA questions in a different manner. That is, some of the teachers of emotionally impaired within the same school district may have responded, "excellent," and others, "fair," or "poor," to the same PA question.

Procedures for Dissemination of
Questionnaire and Follow-up

First, the eight school districts to be used in the study were identified as described earlier in this chapter. The Department of Education then provided a list of all teachers of emotionally impaired students employed by the eight districts and the names and addresses of the special education directors of each district.

The study was discussed with the State Director of Special Education for the purpose of getting the department's endorsement. The Director of Special Education then wrote a letter in support of the study (Appendix D).

The next step was to contact each director of special education of the selected districts by telephone to request his assistance and support in having teachers respond to the questionnaire and in setting up interviews at a later date. A short description of the study was provided during this discussion.

Following the telephone conversation, a letter which described the study, was sent to the directors (Appendix E). Enclosed with the letter was a self-addressed memorandum to be checked off by the director and returned (Appendix F). This memo was to provide instructions as to the method of mailing the questionnaires, to whom and the method of setting up interviews. Also enclosed was a copy of the letter of endorsement of the study by the State Director of Special Education. All directors requested that the mailings to teachers be done through their offices. In addition, all directors answered "yes" to setting up interviews at a later date.

The next step was to notify the teachers in each district regarding the forthcoming questionnaire. A copy of the letter is presented in Appendix G. As requested by the directors, these letters were sent through their office, but each letter was personally addressed to each teacher.

Each teacher then was sent a copy of the questionnaire (Appendix A) with a cover letter (Appendix H) explaining the questionnaire and explaining the study in more detail. A stamped, self-addressed envelope was enclosed for ease of return. Each questionnaire included the teacher's name, address, and an identification number.

The teachers were allowed twenty days to respond to the questionnaire. After twenty days, the non-respondents were sent a follow-up letter encouraging their participation (Appendix I).

Ten more days were allowed for additional responses. After that time the directors of special education were contacted by telephone and asked if they would encourage the non-responding teachers to respond.

After five more days, preliminary evaluation of the PA questions was initiated. The responses to questions 26-32 were summed: these are the perceived adequacy questions which are on a nominal scale. After summing these scores, the two teachers with the highest scores and the two teachers with the lowest scores were identified. The directors of special education were then notified by telephone and by letter regarding their four teachers to be interviewed (Appendix J). The interviews were scheduled and took place within a two and one-half week period.



CHAPTER III

FINDINGS

Questionnaire Returns

There were 95 teachers of emotionally impaired in the eight districts. Questionnaires were completed and returned by 75 of the teachers. After reviewing the 75 questionnaires, two had to be discarded leaving a total of 73. One was discarded because the teacher found most of the questions inappropriate to her situation and did not respond to them. The other teacher did not respond to one full page of questions which included three of the PA questions. Therefore, 76.8 per cent of the sample population responded in a manner which allowed the data to be used.

Results

Question I. Does a short form utilizing Schaftenaar's identified critical conditions yield similar results?

- A. Are the responses to each specific condition question similar on the long form and on the short form?

For Question IA responses of the two groups were compared using a chi square analysis. The frequency of responses from the original study were ascertained from Appendix B of Schaftenaar's study. The data are presented in Table 5.

Table 5. Comparison of responses to specific conditions.

Specific Conditions		Short Form		Long Form		χ^2
		N	%	N	%	
<u>Student Composition--"Workability" of Group</u>						
1a.	Is your teaching limited by the variability in reading achievement between your highest performing student and lowest performing student?					
1.	Yes	16	(24.6)	41	(19.0)	
2.	Somewhat	32	(49.2)	105	(48.6)	
3.	No	17	(26.2)	70	(32.4)	1.4167
2a.	Is your teaching limited by the variability in arithmetic achievement between your highest performing student and lowest performing student?					
1.	Yes	4	(6.2)	25	(11.4)	
2.	Somewhat	28	(43.1)	90	(41.1)	
3.	No	33	(50.8)	104	(47.5)	1.5179
3.	Do you feel that some of your students' emotional problems are too severe to be handled in your classroom?					
1.	Yes	35	(50.0)	102	(45.1)	
2.	No	35	(50.0)	124	(54.9)	0.5090
4.	Do you have to spend so much time on discipline or management that your ability to meet the emotional, academic and personal needs of your students is limited?					
1.	Yes	17	(25.0)	74	(33.0)	
2.	No	51	(75.0)	150	(67.0)	1.5701

Table 5.--Continued.

Specific Conditions		Short Form		Long Form		χ^2
		N	%	N	%	
5.	Are any of your students spending a part of the day in a regular classroom?					
	1. Yes	44	(61.1)	164	(71.9)	
	2. No	28	(38.9)	64	(28.1)	3.0121
<u>Attitudinal Climate</u>						
6.	Do most of the regular classroom teachers in your building attempt to understand the unique needs of emotionally disturbed children?					
	1. Yes	35	(64.8)	124	(68.1)	
	2. No	19	(35.2)	57	(31.5)	0.2591
7.	How much contact do you have with the regular classroom teachers in your school?					
	1. Very Much	35	(63.6)	101	(55.2)	
	2. Some	16	(29.1)	65	(35.5)	1.2358
	3. Very Little	4	(7.3)	17	(9.3)	
8.	Is there a regular classroom teacher in the room adjacent to yours					
	1. Yes	35	(64.8)	120	(65.6)	
	2. No	19	(35.2)	64	(34.4)	0.0028



Table 5.---Continued.

Specific Conditions		Short Form		Long Form		χ^2
		N	%	N	%	
<u>Educational Planning and/or Screening Provisions</u>						
9.	If you had a student in your classroom who you felt did not belong there (e.g., was not appropriate for your classroom, was impossible to work with, etc.), how long would it take to get him reevaluated?					
	1. Less than 2 weeks	13	(18.8)	45	(19.8)	
	2. 2 weeks to 1 month	18	(26.1)	76	(33.5)	
	3. 1 month to 2 months	20	(29.0)	53	(23.4)	1.8632
	4. more than 2 months	13	(18.8)	40	(17.6)	
	5. would not be able to get him reevaluated	5	(7.2)	13	(5.7)	
10a.	How often do you attend meetings of the educational planning committee or screening committee that evaluates children for ENTRANCE into your classroom?					
	1. Always	27	(38.6)	163	(70.6)	
	2. Often	9	(12.9)	12	(5.2)	
	3. Sometimes	1	(1.4)	6	(2.6)	29.0633*
	4. Seldom	8	(11.4)	6	(2.6)	
	5. Never	25	(35.7)	44	(19.1)	
10b.	How often does the sending social worker attend meetings of the educational planning committee or screening committee that evaluates children for ENTRANCE into your classroom?					
	1. Always	25	(35.7)	125	(54.1)	
	2. Often	18	(25.7)	37	(16.0)	
	3. Sometimes	16	(22.9)	18	(7.8)	22.5297*
	4. Seldom	3	(4.3)	11	(4.8)	
	5. Never	8	(11.4)	40	(17.3)	



	Specific Conditions	Short Form		Long Form		χ^2
		N	%	N	%	
10c.	How often does the psychologist attend meetings of the educational planning committee or screening committee that evaluates children for ENTRANCE into your classroom?					
	1. Always	30	(42.9)	120	(52.2)	
	2. Often	15	(21.4)	27	(11.7)	
	3. Sometimes	9	(12.9)	21	(9.1)	8.8112*
	4. Seldom	8	(11.4)	16	(7.0)	
	5. Never	8	(11.4)	46	(20.0)	
11.	Does your educational planning committee meet PERIODICALLY to discuss the needs of ALL the children you are serving?					
	1. Yes	25	(35.2)	109	(48.7)	
	2. No	46	(64.8)	115	(51.3)	3.9336*
12.	Do you feel you have had an adequate voice in the PLACEMENT of students in your classroom?					
	1. Yes	33	(45.2)	162	(72.0)	
	2. No	40	(54.8)	63	(28.0)	17.4958*
13.	Do you feel you have had an adequate voice in the REMOVAL of students from your classroom?					
	1. Yes	44	(61.1)	178	(80.2)	
	2. No	28	(38.9)	44	(19.8)	10.6905*

Specific Conditions

Supportive Provisions and Personnel

14. Do you have any consultants who are regularly available to aid you in meeting the personal and emotional needs of your students?

1. Yes
2. No

67 (94.4)
4 (5.6)

203 (87.8)
28 (12.1)

2.4125

15. Can you regularly call upon someone to work with this student, so that you can remain with your class?

1. Yes
2. Sometimes
3. No

23 (32.4)
25 (35.2)
23 (32.4)

61 (27.0)
62 (27.4)
103 (45.6)

3.8857

16. Can you depend upon someone taking your classroom while you work with the student?

1. Yes
2. Sometimes
3. No

24 (33.8)
24 (33.8)
23 (32.4)

79 (34.8)
63 (27.8)
85 (37.4)

1.0739

17. Do you have a suitable room or location to which you can bring this student?

1. Yes
2. Sometimes
3. No

23 (32.4)
15 (21.1)
33 (46.5)

79 (35.0)
41 (18.1)
106 (46.9)

0.3602

Availability of Instructional Materials

18. What is the yearly materials budget for your classroom?

1. Less than \$70	12	(17.6)	21	(10.0)	
2. \$71-\$120	14	(20.6)	32	(15.2)	
3. \$121-\$170	7	(10.3)	30	(14.2)	5.8626
4. \$171-\$220	10	(14.7)	31	(14.7)	
5. \$221-or more	15	(22.1)	48	(22.8)	
6. No specified limit	10	(14.7)	49	(23.2)	

19. What proportion of the materials you request do you actually receive?

1. All	8	(11.4)	63	(27.8)	
2. Most	44	(62.9)	121	(53.3)	
3. Half	7	(10.0)	16	(7.1)	8.0933
4. Some	10	(14.3)	24	(10.6)	
5. None	1	(1.4)	3	(1.3)	

20. How long does it usually take to get materials after you have first requested them?

1. Less than 1 month	7	(10.6)	39	(17.9)	
2. 1 month	12	(18.2)	55	(25.2)	
3. 2 months	13	(19.7)	51	(23.4)	13.6264*
4. 3-4 months	21	(31.9)	28	(12.8)	
5. Longer than 4 months	13	(19.7)	45	(20.6)	

21. Do you have adequate audio-visual supplies and equipment available to you?

1. Yes	55	(77.5)	195	(85.2)	
2. No	16	(22.5)	34	(14.9)	2.3062

Specific Conditions

Inservice and Professional Improvement Opportunities

22. How often are inservice meetings or workshops usually held in your district?

1. Once a week	1	(1.5)	11	(4.9)	20.2433*
2. Twice a month	6	(8.8)	14	(6.3)	
3. Once a month	20	(29.4)	30	(13.5)	
4. Every 2 months	7	(10.3)	19	(8.5)	
5. Less often than every 2 months	33	(48.5)	108	(48.4)	
6. Never	1	(1.5)	41	(18.4)	

23a. With whom are your inservice meetings and workshops usually held. (Check all that apply.)

1. Teachers of emotionally disturbed children.	38	(57.6)	83	(36.4)	9.4739*
1. Special education teachers for children with other disabilities.	15	(22.7)	78	(34.2)	
1. Regular classroom teachers.	13	(19.7)	67	(29.4)	

23b. When do most of your inservice programs occur? (Check ONE only.)

1. Directly after school	34	(51.5)	69	(37.7)	7.3963
2. Evenings	3	(4.5)	5	(2.7)	
3. Weekends	2	(3.0)	2	(1.1)	
4. During regular school hours--children dismissed or attending other classes	25	(37.9)	101	(55.2)	
5. During regular school hours--children present	2	(3.0)	6	(3.3)	

Specific Conditions		Short Form		Long Form		χ^2
		N	%	N	%	
<u>Administrative Direction and Leadership</u>						
25.	When do you feel at ease to call upon this person? (Check ONE only.)					
	1. Never	5	(6.8)	10	(4.4)	
	2. Only in extreme emergencies	6	(8.2)	13	(5.7)	
	3. Only with major job-related concerns	15	(20.5)	26	(11.3)	14.4712*
	4. With normal job-related concerns	20	(27.4)	38	(16.5)	
	5. Anytime	27	(37.0)	143	(62.2)	
25a.	How often does this person consult with you or visit your class per month?					
	1. Zero times	15	(21.1)	36	(15.9)	
	2. 1 to 4 times	34	(47.9)	111	(48.9)	
	3. 5 to 9 times	8	(11.3)	29	(12.8)	4.1144
	4. 10 to 14 times	8	(11.3)	17	(7.5)	
	5. 15 to 19 times	3	(4.2)	11	(4.9)	
	6. 20 times or more	3	(4.2)	23	(10.1)	
25b.	If you request assistance of this person are you satisfied with the speed of his/her response?					
	1. Yes	57	(78.1)	183	(81.7)	
	2. No	16	(21.9)	41	(18.3)	0.4635
25c.	How would you describe this person's knowledge of the unique needs of emotionally disturbed children?					
	1. Excellent	14	(19.7)	41	(17.9)	
	2. Very good	18	(25.4)	65	(28.4)	
	3. Good	17	(23.9)	54	(23.6)	0.3477
	4. Fair	14	(19.7)	42	(18.3)	
	5. Poor	8	(11.3)	27	(11.8)	



Specific Conditions		Short Form		Long Form		χ^2
		N	%	N	%	
25d.	Does this person ever ask your personal opinion on a professional or technical matter?					
	1. Very often	5	(7.0)	25	(11.0)	
	2. Often	15	(21.1)	73	(31.9)	
	3. Sometimes	37	(52.1)	101	(44.1)	5.3227
	4. Never	14	(19.7)	30	(13.0)	
25e.	In which areas of leadership do you feel this person prefers to spend his/her time? (Check all that apply.)					
	1. Student behavior					χ^2 was not computed for this question because multiple answers could be checked which does not provide a constant n.
	1. Inservice education					
	1. Instructional improvement					
	1. Staff improvement					
	1. Parental matters					
	1. Community relations					
	1. Staff relations					
	1. Central office matters					
	1. Physical plant matters					
	1. Scheduling					
	1. Supplies and equipment					
	1. Personal concerns of staff members					
	1. Other _____					



Table 5.--Continued.

Specific Conditions		Short Form		Long Form		χ^2
		N	%	N	%	
<u>Personal Perception of the Program for Emotionally Disturbed Children</u>						
26.	How would you describe the AVAILABILITY of INSTRUCTIONAL MATERIALS to run your program?					
	1. Excellent	10	(13.7)	41	(17.8)	0.8126
	2. Very good	22	(30.1)	64	(27.7)	
	3. Good	23	(31.5)	71	(30.7)	
	4. Fair	13	(17.8)	42	(18.2)	
	5. Poor	5	(6.8)	13	(5.6)	
27.	How would you describe the INSERVICE and PROFESSIONAL IMPROVEMENT OPPORTUNITIES available to you?					
	1. Excellent	3	(4.1)	8	(3.5)	1.8739
	2. Very good	11	(15.0)	36	(15.7)	
	3. Good	16	(21.9)	45	(19.7)	
	4. Fair	26	(35.6)	69	(30.1)	
	5. Poor	17	(23.3)	71	(31.0)	
28.	How would you describe the ADMINISTRATIVE DIRECTION and LEADERSHIP you have received in the operation of your program for emotionally disturbed children?					
	1. Excellent	5	(6.8)	21	(9.3)	2.8889
	2. Very good	17	(23.3)	49	(21.6)	
	3. Good	16	(21.9)	50	(22.0)	
	4. Fair	14	(19.2)	59	(26.0)	
	5. Poor	21	(28.8)	48	(21.2)	



Table 5.--Continued.

	Specific Conditions	Short Form		Long Form		χ^2
		N	%	N	%	
29.	How would you describe the ATTITUDINAL CLIMATE regarding your program? (i.e., How suitable are the attitudes of the parents, teachers and maintenance staff with whom you work?)					
	1. Excellent	3	(4.1)	26	(11.3)	
	2. Very Good	24	(32.9)	71	(30.9)	
	3. Good	29	(39.7)	76	(33.0)	3.9885
	4. Fair	12	(16.4)	43	(18.7)	
	5. Poor	5	(6.8)	14	(6.1)	
30.	How would you describe the SUPPORTIVE PROVISIONS AND PERSONNEL available to you in meeting the personal and emotional needs of your students?					
	1. Excellent	5	(6.8)	24	(10.4)	
	2. Very good	14	(19.2)	51	(22.8)	
	3. Good	24	(32.9)	72	(31.2)	2.1943
	4. Fair	22	(30.1)	54	(23.4)	
	5. Poor	8	(11.0)	30	(13.0)	
31.	How would you describe the "WORKABILITY" of the group of children you serve? (i.e., To what extent is their variability, compatibility, type and degree of difficulty appropriate for the services you provide?)					
	1. Excellent	8	(11.0)	14	(6.5)	
	2. Very good	19	(26.0)	54	(23.4)	
	3. Good	25	(34.2)	95	(41.1)	2.8617
	4. Fair	17	(23.3)	57	(24.7)	
	5. Poor	4	(5.5)	10	(4.3)	



Table 5.--Continued.

	Specific Conditions	Short Form		Long Form		χ^2
		N	%	N	%	
32.	How would you describe the EDUCATIONAL PLANNING and/or SCREENING PROVISIONS you function under?					
1.	Excellent	2	(2.8)	22	(9.6)	
2.	Very good	12	(16.7)	49	(21.3)	
3.	Good	21	(29.2)	73	(31.7)	
4.	Fair	20	(27.8)	69	(30.0)	16.7843*
5.	Poor	17	(23.6)	17	(7.4)	

*Significant at .05 level.



In reviewing Table 5, it can be seen that there were no significant differences between the long form and short form in responses for three complete areas of programming. The areas of programming where this occurred are:

1. Student Composition--"Workability" of Group
2. Attitudinal Climate
3. Supportive Provisions and Personnel

These three areas, then, do, in total, produce identical results on the short and long forms.

In addition, it can be seen that in two areas chi square is significant in one specific condition question. These two areas are:

1. Question 20, Availability of Instructional Materials
2. Question 25, Administrative Direction and Leadership

In reviewing question 20 regarding Instructional Materials, the major difference between the 1972 and 1974 studies according to responses, is an increase in the amount of time it takes to receive materials after they have been requested.

In reviewing question 25 on Administrative Direction, the major change in responses between the 1972 and 1974 studies is that teachers do not feel as free to call upon their supervisor as they did in the previous study.

There are two areas of programming where chi square was significant in all cases with one exception. The two areas are:

1. Educational Planning and/or Screening Provisions
2. Inservice and Professional Improvement Opportunities

In each of these areas only one response on the short form was comparable to the response on the long form. Some possible causes for these differences are discussed later in this chapter.

The last group of questions, previously referred to as the perceived adequacy (PA) questions, were also responded to in a similar manner for both the long and short forms with one exception. The exception is question 32 on Educational Planning and/or Screening Provisions. As noted above, significant differences in responses also occurred in the specific condition questions for this particular area of programming.

B. Are predictions of PA of the same order on the short form and long form using Schaftenaar's procedure?

Schaftenaar has established a minimal number of favorable critical conditions (MNFCC) for each area of programming which were used to predict the response to each PA question (Appendix B).

There were three criteria in the procedure used to answer the above question. The criteria were:

1. A phi coefficient was computed on each area of programming. (Accepted at the .01 level of significance.)
2. The percentage of teachers having a high PA response in relationship to the total number of high scorers was computed.
3. A ratio of the percentage of high scorers with high PA to the percentage of low scorers with high PA was computed.

The results of these computations are provided in Table 6 under the column labeled "Short Form." Schaftenaar's results for his Group II (discussed in Chapter I) are also reported in the column labeled "Long Form."



Table 6. Phi coefficients and ratios for the cross validation procedure.

	Short Form		Long Form	
	Low PA	High PA	Low PA	High PA
Supportive Provisions and Personnel				
High Scorers	8	9	21	13
Low Scorers	46	10	29	8
	n = 73		n = 71	
	$\phi = .3379^*$		$\phi = .182$	
Percentage of High PA with High Scorers	47.4%**		61.9%**	
Ratio =	$\frac{52.9\%}{17.9\%} = 2.9:1^{**}$		$\frac{38.2\%}{21.6\%} = 1.8:1$	
Student Composition- "Workability of Group"				
High Scorers	8	9	4	10
Low Scorers	38	18	46	7
	n = 73		n = 67	
	$\phi = .18209$		$\phi = .544^*$	
Percentage of High PA with High Scorers	33.3%		58.8%**	
Ratio =	$\frac{52.9\%}{32.1\%} = 1.7:1$		$\frac{71.4\%}{13.2\%} = 5.40:1^{**}$	
Attitudinal Climate				
High Scorers	16	15	20	19
Low Scorers	19	5	19	4
	n = 55		n = 62	
	$\phi = .284^*$		$\phi = .313^*$	
Percentage of High PA with High Scorers	75.0%**		82.6%**	
Ratio =	$\frac{48.4\%}{20.8\%} = 2.3:1^{**}$		$\frac{48.7\%}{17.4\%} = 2.7:1^{**}$	



Table 6.--Continued.

	Short Form Low PA	High PA	Long Form Low PA	High PA
Administrative Direction and Leadership				
High Scorers	4	8	13	17
Low Scorers	47	14	33	7
	n = 73 φ = .3531*		n = 70 φ = .408*	
Percentage of High PA with High Scorers	35.5%		70.8%**	
Ratio =	$\frac{66.6\%}{23.0\%} = 2.9:1^{**}$		$\frac{56.7\%}{17.5\%} = 3.24:1^{**}$	
Inservice and Professional Improvement Opportunities				
High Scorers	16	6	7	5
Low Scorers	43	8	39	7
	n = 73 φ = .1350		n = 58 φ = .264	
Percentage of High PA with High Scorers	42.9%**		41.7%**	
Ratio =	$\frac{27.3\%}{15.7\%} = 1.7:1$		$\frac{41.7\%}{15.2\%} = 2.7:1^{**}$	
Educational Planning and Screening Provisions				
High Scorers	5	6	16	13
Low Scorers	54	8	31	9
	n = 73 φ = .3784*		n = 69 φ = .236	
Percentage of High PA with High Scorers	42.9%**		59.09%**	
Ratio =	$\frac{54.5\%}{12.9\%} = 4.2:1^{**}$		$\frac{44.8\%}{22.5\%} = 1.9:1$	



Table 6.--Continued.

	Short Form		Long Form	
	Low PA	High PA	Low PA	High PA
Availability of Instructional Materials				
High Scorers	10	19	17	27
Low Scorers	31	13	2	7
	n = 73		n = 71	
	$\phi = .4036^*$		$\phi = .344^*$	
Percentage of High PA with High Scorers	59.4%**		79.4%**	
Ratio =	$\frac{65.5\%}{29.5\%} = 2.2:1^{**}$		$\frac{61.4\%}{25.9\%} = 2.3:1^{**}$	

*Significant at .01 level for ϕ .

**Meets formula criterion

For criterion 1, the phi coefficient is significant at the .01 level for five areas of programming on the short form (Table 6). These indicate that for those areas of programming the specific condition responses predicted the PA responses. The areas of programming in which phi coefficients were significant are:

1. Attitudinal Climate
2. Educational Planning and/or Screening Provisions
3. Supportive Provisions and Personnel
4. Availability of Instructional Materials
5. Administrative Direction and Leadership

There was a significant difference in the responses to the specific condition questions and to the PA question for the area of

programming, Educational Planning and/or Screening Provisions, according to Question IA. However, it appears that according to the phi coefficient, the specific condition responses still predicted the responses to the PA question. These data are summarized in Table 7.

The phi coefficients were not significant in the areas of:

1. Student Composition--"Workability" of Group
2. Inservice and Professional Improvement Opportunities

In reviewing the results of the long form, phi was not significant in three areas of programming:

1. Educational Planning and/or Screening Provisions
2. Supportive Provisions and Personnel
3. Inservice and Professional Improvement Opportunities

Both forms have a significant phi in the following areas:

1. Attitudinal Climate
2. Availability of Instructional Materials
3. Administrative Direction and Leadership

The second criterion was percentage of teachers having a high PA response in relationship to the total number of high scorers. The results of the computation must produce a figure of greater than 40 per cent to be significant. A significant figure was produced under five areas of programming (See Table 6). They were:

1. Attitudinal Climate
2. Educational Planning and/or Screening Provisions
3. Supportive Provisions and Personnel



Table 7. Number of criteria passed according to area of programming.

Area of Programming	Short Form Number of Criteria Passed			Long Form Number of Criteria Passed		
	1	2	3	1	2	3
Student Composition-- "Workability" of Group				*	*	*
Attitudinal Climate	*	*	*	*	*	*
Educational Planning and/or Screening Provisions	*	*	*		*	
Supportive Provisions and Personnel	*	*	*		*	
Availability of Instructional Materials	*	*	*	*	*	*
Inservice and Professional Improvement Opportunities		*			*	*
Administrative Direction and Leadership	*		*	*	*	*
Sub Totals	5	5	5	4	7	5
Total Number of Criteria Passed		15			16	

Note: * = Criteria passed

Criterion 1 = ϕ

Criterion 2 = $\geq 40\%$ or $\geq 50\%$ depending on formula a or b
being used.

Criterion 3 = 2.5:1 or 2.0:1 depending on formula a or b
being used.



4. Availability of Instructional Materials
5. Inservice and Professional Improvement Opportunities

Two areas not reaching at least 40 per cent were:

1. Student Composition--"Workability" of Group
2. Administrative Direction and Leadership

In reviewing the results of the long form it was found that all seven areas of programming reached significance on criterion 2 of the procedure. Therefore, there was agreement between the long and short forms in five of the seven areas of programming. These data are also summarized in Table 7.

The third criterion was the ratio described according to the following formula:

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}}$$

For the resulting ratio to be significant it must be (1) 2.5:1 if the per cent in criterion 2 above is $\geq$ 40 per cent or (2) 2:1 if the per cent is $\geq$ 50 per cent. Therefore, before accepting the ratio, one must look at the per cent value computed for criterion 2.

In reviewing the data in Table 6, one can see that five areas of programming met criterion 3. They are:

1. Attitudinal Climate
2. Educational Planning and/or Screening Provisions
3. Supportive Provisions and Personnel
4. Availability of Instructional Materials
5. Administrative Direction and Leadership



The two areas which were not significant are:

1. Student Composition--"Workability" of Group
2. Inservice and Professional Improvement Opportunities

On the long form five areas also met criterion 3. They are:

1. Student Composition--"Workability" of Group
2. Attitudinal Climate
3. Availability of Instructional Materials
4. Inservice and Professional Improvement Opportunities
5. Administrative Direction and Leadership

Criterion 3 was met by both the long and short forms in three areas of programming. The areas are:

1. Attitudinal Climate
2. Availability of Instructional Materials
3. Administrative Direction and Leadership

These data are summarized in Table 7.

Table 8 shows the distribution of program areas according to the number of criteria passed. It will be seen that both the long and short forms had four areas of programming which met all three criteria. It is apparent from this table that the short form is comparable to the long form in terms of the relationship between specific conditions and perceived adequacy under scrutiny in these comparisons.

Question II. Are the relationships between each specific condition and the perceived adequacy of an area of programming confirmed by information obtained from interviews?



Table 8. Distribution of areas according to number of criteria passed.

Number of Criteria Passed	Short Form	Long Form
0	1	0
1	1	2
2	1	1
3	4	4

- A. Is the phi coefficient significant at the .05 level when computed for each 2 x 2 table for each specific condition vs. perceived adequacy?

Some of the specific conditions occur in more than one set of tables, because, according to the analysis by Schaftenaar, some conditions have a high correlation with more than one area of programming. The specific conditions were assigned to areas of programming based upon Schaftenaar's minimal level of critical conditions (Appendix B). The data are presented in Table 9.

Within the various areas of programming, phi was significant from 0 per cent to 80 per cent of the time. The specific conditions which are significantly related to perceived adequacy have been answered at or above the minimal level of the critical condition by a large enough group of teachers to make ϕ significant. The remaining specific conditions have been checked by various teachers to make up the high PA. However, the specific conditions with a low ϕ indicates that they were checked at various levels but not a large enough number of times to consider these specific conditions as necessities in every situation.



Table 9. The phi coefficient for each specific condition in relation to the PA response for each area of programming.

Area of Program	Condition Responses	Perceived Adequacy (PA)		N	φ
		Low	High		
Supportive Provisions and Personnel					
Question: (9)	High** Low***	10 44	3 16	73	.03130
(10)b	High Low	16 38	9 10	73	.16402
(10)c	High Low	19 35	11 8	73	.20253
(14)	High Low	47 7	19 0	73	.12491
(16)	High Low	12 42	12 7	73	.38236*
(17)	High Low	14 40	9 10	73	.20254
(25)a	High Low	4 50	2 17	73	.04983
Student Composition-- "Workability" of Group					
Question: (1)a	High Low	7 39	10 17	73	.24922*
(2)a	High Low	17 29	16 11	73	.21634
(4)	High Low	28 18	23 4	73	.25583*
(9)	High Low	16 30	15 12	73	.20289
(15)	High Low	16 30	7 20	73	.09204
(16)	High Low	15 31	9 18	73	.00745

Table 9.--Continued.

Area of Program	Condition Responses	Perceived Adequacy (PA)		N	φ
		Low	High		
Attitudinal Climate					
Question: (5)	High Low	24 12	16 4	56	.14142
(6)	High Low	20 16	15 5	56	.19245
(7)	High Low	20 16	15 5	56	.19245
(8)	High Low	20 16	15 5	56	.19245
Administrative Direction and Leadership					
Question: (15)	High Low	30 21	18 4	73	.22235
(20)	High Low	21 30	12 10	73	.12326
(25)a	High Low	13 38	10 12	73	.1972
(25)b	High Low	36 15	21 1	73	.27581*
(25)c	High Low	16 35	16 6	73	.38243*
(25)d	High Low	10 41	10 12	73	.26592*
(25)e	High Low	2 49	2 20	73	.10423
Inservice and Professional Improvement Opportunities					
Question: (22)	High Low	20 39	7 7	73	.13131
(23)a	High Low	29 30	8 6	73	.06292



Table 9.--Continued.

Area of Program	Condition Responses	Perceived Low	Adequacy (PA) High	N	ϕ
Inservice and Professional Improvement Opportunities Cont'd.					
Question: (23)b	High Low	27 31	7 8	73	.00093
(25)	High Low	21 38	6 8	73	.05924
(25)a	High Low	6 53	0 14	73	.14577
(25)c	High Low	48 11	14 0	73	.20518
Educational Planning and/or Screening Provisions					
Question: (3)	High Low	24 35	11 3	73	.29863*
(9)	High Low	21 38	10 4	73	.28543*
(10)a	High Low	17 42	10 4	73	.34753*
(10)b	High Low	19 40	6 8	73	.08839
(11)	High Low	15 44	10 4	73	.38168*
(12)	High Low	23 36	10 4	73	.25666*
(13)	High Low	33 26	11 3	73	.18215



Table 9.--Continued.

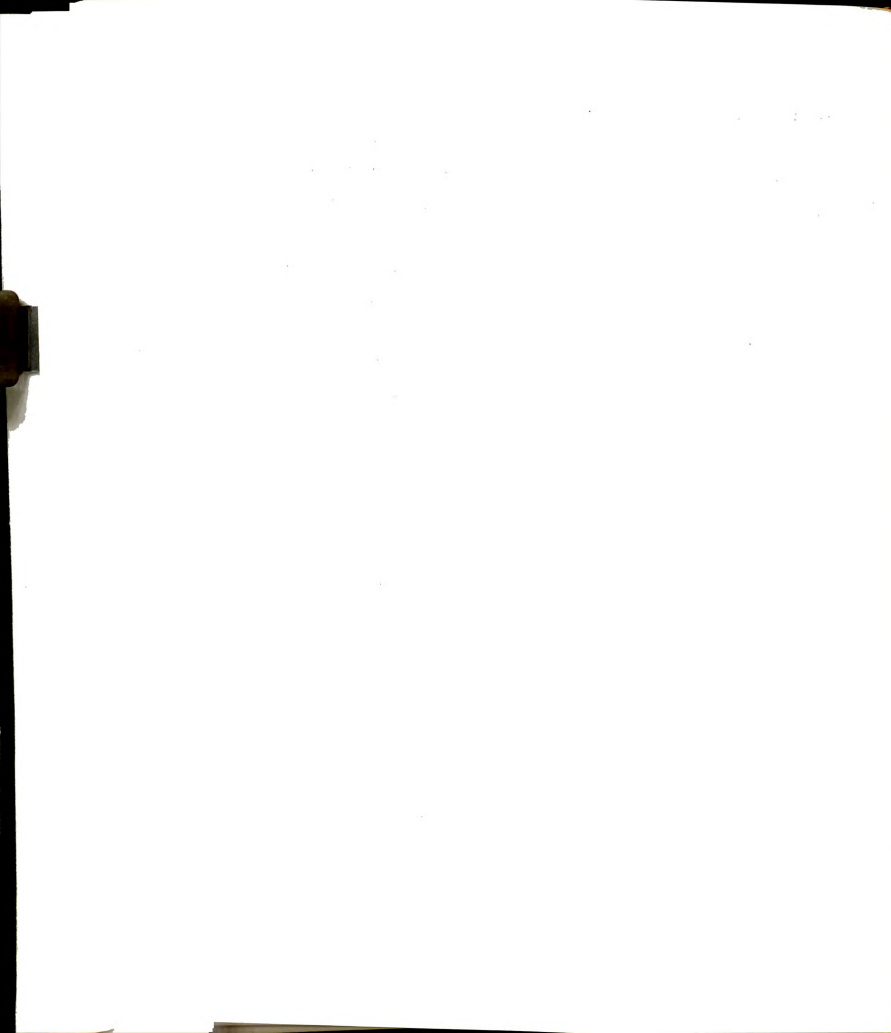
Area of Program	Condition Responses	Perceived Adequacy (PA)		N	φ
		Low	High		
Availability of Instructional Materials					
Question: (18)	High Low	11 30	14 18	73	.17693
(19)	High Low	25 16	27 5	73	.25648*
(20)	High Low	7 34	12 20	73	.23099*
(21)	High Low	26 15	29 3	73	.31324*
(25)e	High Low	5 36	6 26	73	.09092

* ϕ significant at .05.

**High is for persons who have scored the specific condition at or above the minimal level of each critical condition identified in Appendix B.

***Low is for persons who have scored below the minimal level of critical condition in Appendix B.

In reviewing the phi coefficient for each specific condition vs. the perceived adequacy question, it was found that 15 out of 42 specific conditions had a significant ϕ . It was felt that there were a priori reasons for violating Schaftenaar's procedure and combining the "good" responses in the PA questions with the favorable, rather than with the unfavorable end of the continuum. Therefore, the data were again arranged in 2 x 2 tables with "good" being joined with "very good" and "excellent," as positive or high PA. The phi



coefficients were computed to see if this alteration would produce a substantial increase in the number of specific conditions positively correlated with PA. When this was done the number of significant relationships was 16 instead of 15, a negligible amount of improvement.

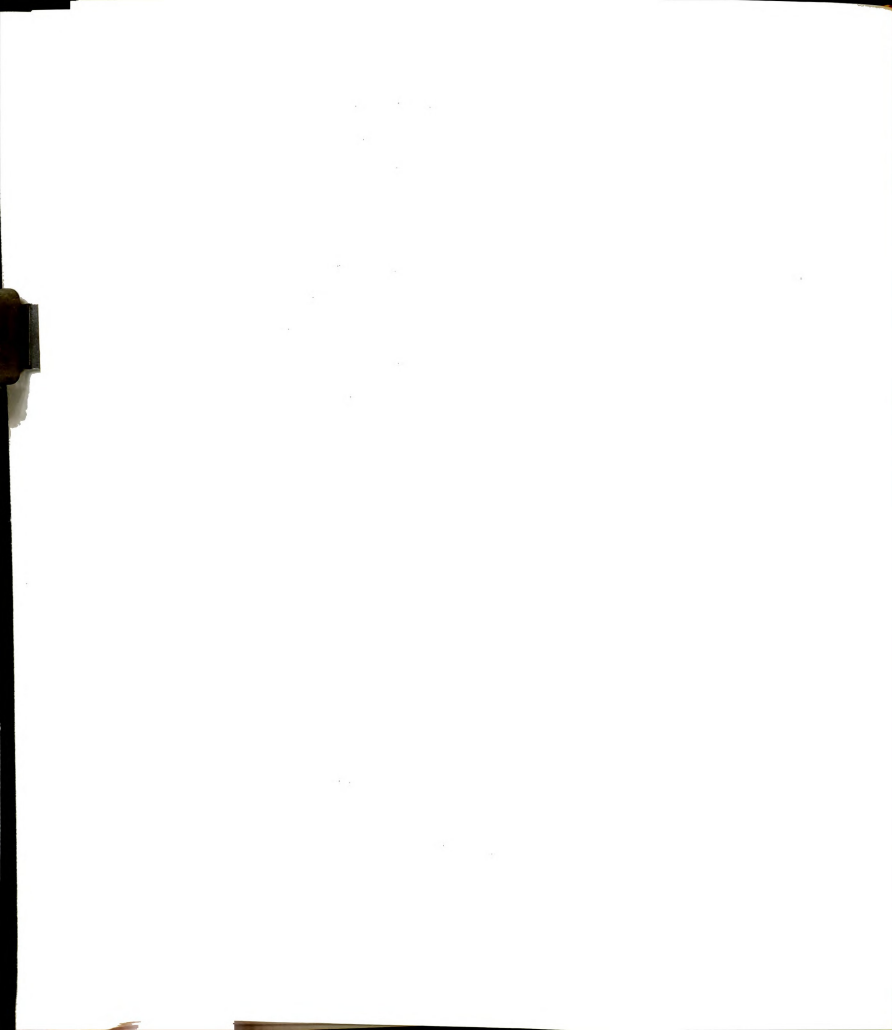
The data were then set up on a table to see if any conclusions could be drawn by inspection. This produced reason to believe that when teachers' responses are below the minimal level of the critical condition (MLCC), a prediction of low PA can be made. However, if a teacher's response is at or above the MLCC, a prediction of high PA does not follow. Therefore, the prediction of high PA only holds true part of the time.

B. Do the interview data assist in understanding each cluster of tables for each area of programming?

The presentation of interview information is organized around areas of programming. The questions are discussed in the order in which the areas of programming have been presented in tables and discussions.

The interview time for each teacher ranged between 7 and 26 minutes, with an average time of approximately 16 minutes for responses to both questions. The time for each question varied between 3 and 15 minutes, with an average time of approximately 8 minutes.

Some of the responses provided reasons for expanding or changing the questionnaire. Other responses provided information regarding some cautions when interpreting the various responses to the specific conditions and perceived adequacy questions.

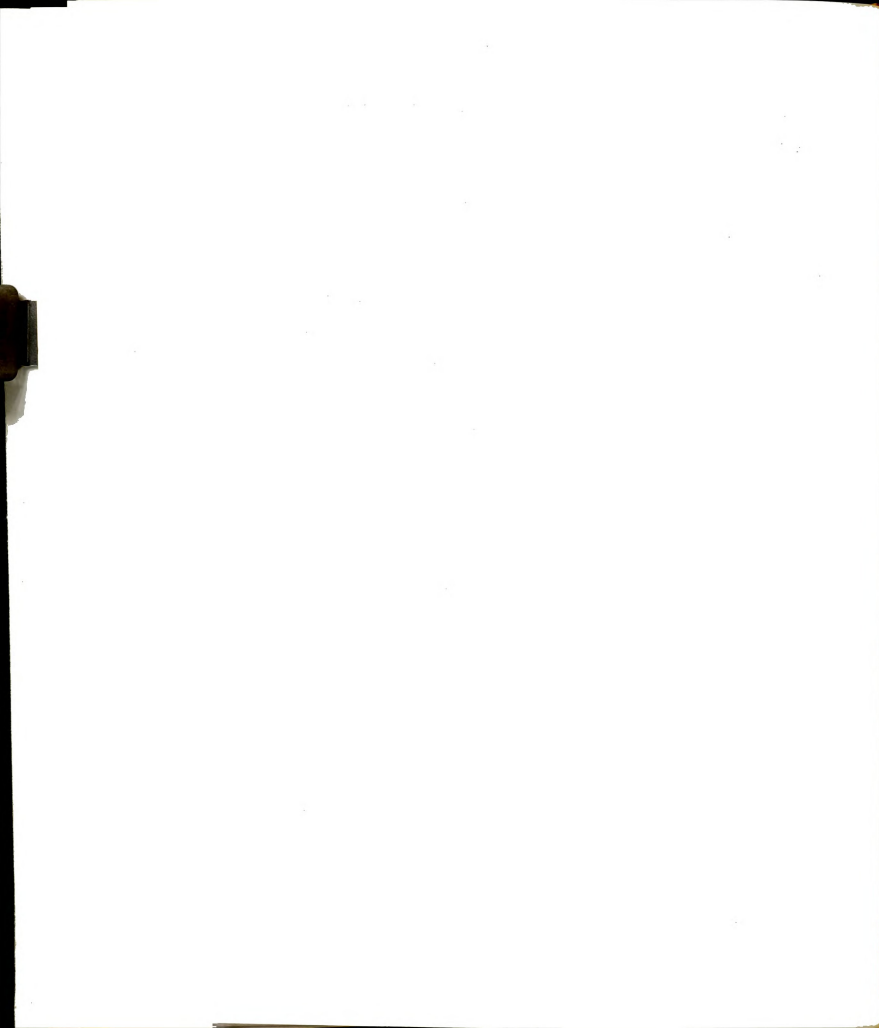


Two of the PA questions were not used for interviews. This is due to the criteria for selecting the interview questions. The responses to PA questions 29 and 32 were fairly consistent within each district and are therefore not discussed.

Question number 30 asks, "How would you describe the SUPPORTIVE PROVISIONS AND PERSONNEL available to you in meeting the personal and emotional needs of your students?" There were 12 teachers interviewed regarding their responses to this question. The teachers had responded in the following manner: "poor," 2; "fair," 4; "good," 1; "very good," 3; "excellent," 2. The specific condition questions which predicted PA for question 30 dealt with the following topics:

1. What can be done for students during crisis. (questions 16 and 17)
2. Psychologist participation in the educational planning meetings. (question 10c)
3. Difficulty in having students reevaluated. (question 9)
4. Availability of consultants. (question 14)
5. Contacts made with the immediate supervisor. (question 25a)

There were two concerns mentioned by the teachers relating to these items when they were asked about their response to question 30. The first item of concern relates to question 14. The responses to question 14 were 66, "yes" and 7, "no." However, teachers voiced concern about having to be a combination social worker, psychologist, and psychiatrist for the students and their families. It seems that while the support personnel were available, the teachers were not completely satisfied with their services. The interviewees felt someone should be providing services to the families. A question should be included



regarding the adequacy of the services being provided to the home situation.

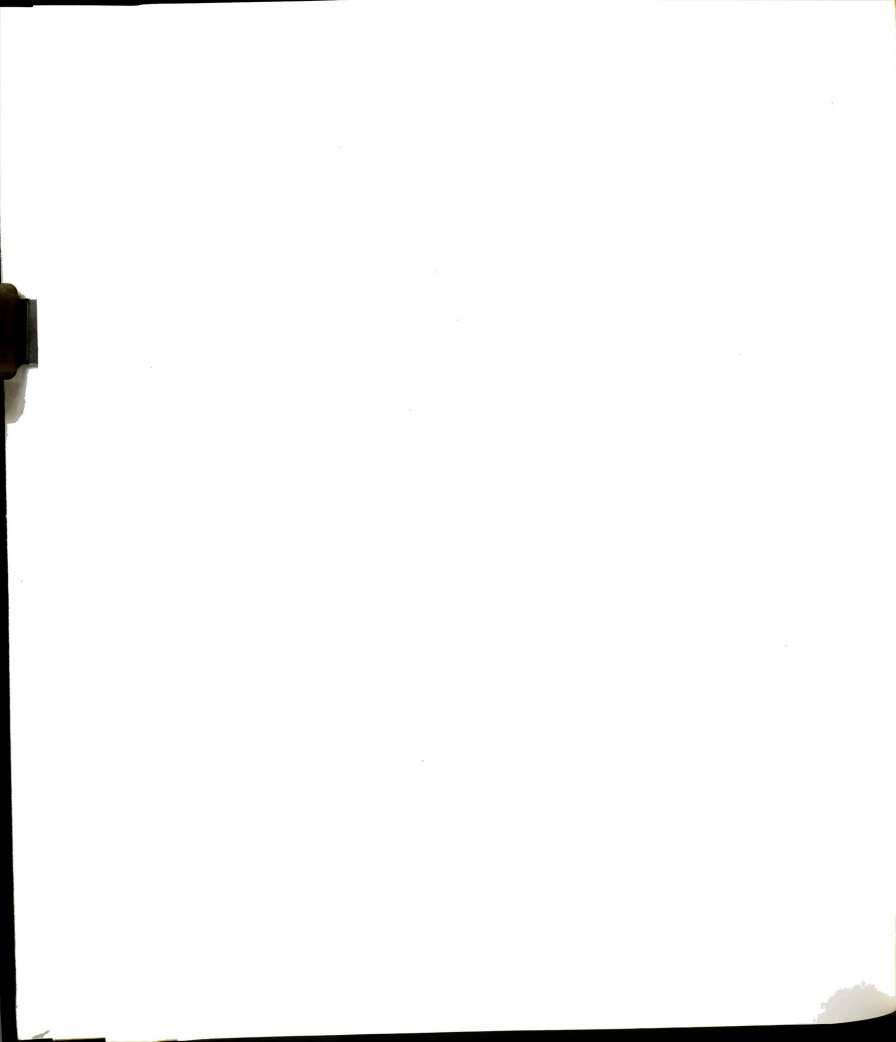
The second item of concern relates to question 25a: the quality of the contacts being made by the immediate supervisor. A large number of contacts is not necessarily associated with quality of service. The contacts in some instances seemed to the teachers interviewed to be negative and critical rather than supportive. In addition, some supervisors (principals in this case) tolerated having the emotionally impaired program in the building but did not accept the program as part of the total school program.

This suggests that it would be desirable in a future revision of the questionnaire to include a specific condition item that called for some description of the type of support provided by the supervisor, and the degree of active responsibility he assumes for the program.

Question number 31 asks "How would you describe the 'WORKABILITY' of the group of children you serve?" (i.e., to what extent is their variability, compatibility, type of degree of difficulty appropriate for the services you provide?) There were 16 teachers interviewed regarding their response to this question. The teachers had responded as follows: "poor," 4; "fair," 4; "good," 0; "very good," 5; and "excellent," 3.

The specific condition questions related to PA on workability were concerned with:

1. Reading and arithmetic achievement. (questions 1a and 2a)
2. Discipline problems. (question 4)



3. Difficulty in having students reevaluated. (question 9)
4. What can be done for students during crisis. (questions 15 and 16)

None of the interviewees voiced concern about student grouping based on academic levels. Four teachers did say that a four-year chronological age span, as the law allows, provides too much variation in students' social and emotional maturity. On the surface it would appear from the responses to question 1a and 1b there are not a lot of problems (Table 5). It would probably be advantageous to add a question regarding the variability of chronological age and its effect on teaching, since 25 per cent of the interviewees specifically mentioned it. The question could be posed similarly to questions 1 and 2 on the questionnaire.

Two other items were mentioned relating to age and workability. One item mentioned regards the problems stemming out of placing a group of students in a special class irrespective of the ages of other students within the building. Two teachers mentioned the problems of having a senior high and junior high emotionally impaired group placed in a junior high and elementary building respectively. The teachers felt that this limits their ability to integrate students on a part-time basis and interferes with student progress. Therefore, a question regarding age appropriateness of the classroom setting might give insight into the PA responses in some cases.

An interesting side note is that 5 of the 16 teachers felt that workability of the group depended primarily on the teacher's skills and abilities. These five teachers also had scored question 30 as "very good" or "excellent."



Question number 28 asks "How would you describe the ADMINISTRATIVE DIRECTION AND LEADERSHIP you have received in the operation of your program for emotionally disturbed children?" There were 12 teachers interviewed regarding their response to this question. The teachers had responded as follows: "poor," 4; "fair," 1; "good," 2; "very good," 5; and "excellent," 0.

The specific condition questions related to PA on administrative direction are concerned with:

1. What can be done for students during crisis. (question 15)
2. Length of time it takes to get new materials. (question 20)
3. Contacts made with immediate supervisor. (question 25a)
4. Supervisors speed of response to need. (question 25b)
5. Knowledge about EI students. (question 25c)
6. Supervisor's request for professional opinion. (question 25d)
7. The teachers' opinion about how their supervisor prefers to spend his time. (question 25e)

The responses received during the interview did not seem to indicate changes in the questionnaire. However, the interviewees did provide some ideas for consideration when administrators initiate new programs. Two of the teachers stated that not only was the principal lacking in knowledge, but that he was also threatened by having the program in the building. In addition, some of the teachers felt they were left with the responsibility to inform the principal and staff about the program and that this is not their job. One additional concern was the lack of a job description of responsibilities for teachers of emotionally impaired.



Question number 27 asks "How would you describe the INSERVICE and PROFESSIONAL IMPROVEMENT OPPORTUNITIES available to you?" There were 8 teachers interviewed regarding this question. The teachers' responses were as follows: "poor," 2; "fair," 2; "good," 1; "very good," 2; and "excellent," 1.

The specific condition questions related to PA on inservice are concerned with:

1. How often inservice occurred. (question 22)
2. With whom inservice takes place. (question 23a)
3. What time of the day or week inservice occurred. (question 23b)
4. Contacts made with immediate supervisor. (question 25)
5. Supervisor's knowledge regarding EI students. (question 25c)

A recurring comment by the teachers was that much of the inservice is meaningless to them for programming for students. The questions asked did not include anything about the relevance of the inservice; however, this seemed to be the major concern.

One additional area of concern was mentioned by three teachers. That concern is the hour of the day inservice is scheduled. The teachers do not want to give their own time (after school and weekends) for inservice. They feel it should be done during the school day. Interestingly enough, these teachers generally rated the PA question low, but also admitted that they don't attend the scheduled meetings.

One other comment occurred twice and introduces a need for additional data on the teachers. Two experienced teachers felt that there is a greater need for inservice during the first year of teaching



than later in the teaching career. If years of teaching experience were incorporated as a question, some statistical procedures might provide insight into the responses to this question as well as to others.

Question number 26 is "How would you describe the AVAILABILITY of INSTRUCTIONAL MATERIALS to run your program?" There were 16 teachers interviewed regarding this question. The teachers' responses to the question were as follows: "poor," 4; "fair," 4; "good," 4; "very good," 1; and "excellent," 3.

The specific condition questions related to PA on instructional materials are concerned with:

1. How much money is available. (question 18)
2. The proportion of requests that are received. (question 19)
3. How long it takes to get orders. (question 20)
4. The adequacy of audio-visual equipment. (question 21)
5. The teachers opinion about how their supervisor prefers to spend his time. (question 25e)

One recurring theme was the lack of funds to purchase materials and equipment. The complaints of this type were made in much greater number by first year teachers than by teachers who had two years or more experience. This provides another reason for requesting years of experience within the questionnaire. Six of the 16 teachers were first-year teachers. Five out of six scored a low PA on question 26 while, of the experienced teachers, seven out of ten did. One point the new teachers made was that school districts order supplies during the spring prior to the current school year. Many times no one had ordered supplies for their room, and they were left up to their



own means to acquire adequate supplies. This particular aspect, they felt, should be a concern of administrators if they want their teachers to do an adequate job with the students.

Additional Observations and Interpretations

Question 20 on the questionnaire requested a response on the length of time it took to get materials after the order had been placed. In looking at the percentages under each possible response (Table 5), it appears that the length of time from ordering to receipt of materials has increased. This may be partially explained by the increasing financial pressures of school districts. The financial pressures may come from a lack of general education funds or from a lack of special education categorical funds. According to the Michigan Department of Education, special education services in public schools have felt a double bind in finances during the 1973-74 school year. One reason is that the legislature did not appropriate enough funds to pay school districts according to the formula established by the legislature. The second reason is that the implementation of the Mandatory Special Education Act, which was effective the Fall of the 1973 school year caused a rise in services regardless of availability of funds. At least five of the eight districts had to add a substantial number of staff to provide services to handicapped students. Funds were then expended for salaries, which reduced money available for materials.



Also, if the responses to question 20 are combined with information from interviews, there is additional support for the difference in responses to question 20 between the long and short forms. Since many districts expanded programs, there were many new teachers. This meant that many supplies were probably ordered after the regular spring ordering period. This may have resulted in delays in getting basic supplies to the teacher.

Question 25 requested a response on how at ease the teachers feel about calling upon their supervisors. The results indicate that teachers feel they can call upon a supervisor primarily with job-related concerns. These results may also have been heavily influenced because of the Mandatory Special Education Act. There is a tendency to believe that many programs are placed in school buildings because there is an empty room, rather than looking for administrators who would like to have the program. It was also obvious in the interviews that the principals were more accessible to the teacher and supportive of the program where all students come from that building, instead of some being bused in.

The response was significantly different from one study to another for the entire group of questions regarding Educational Planning and/or Screening Provisions, with one exception. The only feasible causation of this difference in response is the Mandatory Special Education Act. The Special Education Code (rules) require certain specific conditions and situations to be met. There are specific requirements which must be followed in identifying and placing students in special education programs which are different from



pre-Mandatory procedures. According to reports being received by the Department of Education, social workers, and psychologists are inundated with referrals, evaluations, and planning meetings. There is a time factor that has evidently reduced the amount of the teacher's involvement in screening and placement and the amount of the teacher's satisfaction with the method of getting students screened and placed. The results of these changes are seen in the responses to PA question 32, which inquires about educational planning.

A side aspect of these statements is that while teachers' responses to Educational Planning and/or Screening Provisions have changed substantially, there are no apparent significant differences in their responses to the section on Student Composition--"Workability" of the Group. The results of question 31 indicate that 71.2 per cent of the teachers feel the workability of the group is good, very good, or excellent. According to the results of question 32, 48.7 per cent of the teachers feel that Educational Planning and Placement provisions are good, very good, or excellent. The primary differences in PA between these two areas of programming may be the concern on the part of teachers that they are not included in educational planning and placement committee meetings. This, in addition, may cause some naivete about who is present and what takes place in these meetings. This lack of knowledge may have provided faulty results in questions 9 - 13 and in question 32.

There are three specific condition questions regarding Inservice and Professional Improvement Opportunities. Two of these were responded to significantly differently on the short form as



compared to the long form. The apparent changes in response to question 22, regarding how often inservice takes place, is a substantial increase in monthly inservice (13.9 per cent on the long form to 29.4 per cent on the short form) and a substantial decrease in the "never" responses (18.4 per cent on the long form to 1.5 per cent on the short form). This also may be attributed to Mandatory Special Education. The Special Education Code requires districts to develop and implement inservice training programs.

Summary

In comparing the long form and short form of the questionnaire, the responses to each specific condition were significantly different in 10 out of 42 questions. There was a significant difference between the long and short forms in 1 out of 7 of the PA questions. Most of the differences could possibly be attributed to the effectuation of the Mandatory Special Education Act during the fall of this school year.

It was found that 15 of the specific condition questions were significantly related to PA. This means that the remaining questions, while related to high or low PA, were not as consistently responded to at or above the minimal level of the critical condition (Appendix B).

The interviews held with 32 of the teachers provided insight into some questions that should be altered and other questions that should be incorporated into the questionnaire. Other information



provided by the interviews pertains to either some cautions for interpretation of the results of the short form questionnaire, or draws attention to situations which administrators should be aware of when developing new programs.

CHAPTER IV

SUMMARY AND IMPLICATIONS

Summary

Overview

The present study is an evaluation of one attempt to secure qualitative information about programs for emotionally impaired students in the State of Michigan. This study is a follow-up to an earlier study by Schaftenaar (1973). The general goal of the present study is to test out a short-form of the questionnaire developed by Schaftenaar. The present study is intended to prepare an instrument that might be used in the study of programs for the emotionally impaired, and that might serve as a model for instruments designed for other areas of special education.

This study provides information which appears to lend some predictability about the teacher of emotionally impaired's attitudes toward an emotionally impaired program based on some identifiable conditions. Information of this type could be used by local districts to improve programs, by the Department of Education personnel for leadership and consultation, and by universities in training teachers.

The questionnaire was developed to gain insight into seven general categories of educational programming. These categories are defined as follows:

1. "Student Composition--'Workability' of Group." The specific conditions (questions) of this category were about the variability of reading and arithmetic achievement, severity of emotional problems, and the amount of time the students are integrated into regular classrooms.
2. "Attitudinal Climate." This category included specific conditions about other teachers' perceived attitudes toward the program, the amount of contact with regular teachers and the proximity to a regular classroom.
3. "Education Planning and/or Screening Provisions." This category included the length of time for evaluation and the identification of who attends planning meetings.
4. "Supportive Provisions and Personnel." This category included the various types of consultative support, and what is available when students are in need of individualized intervention.
5. "Availability of Instruction Materials." This category included money available for materials and supplies, convenience of getting materials, and availability of equipment.
6. "Inservice and Professional Improvement Opportunities." This category included opportunities for inservice and with whom the inservice takes place.
7. "Administrative Direction and Leadership." This category included identification of to whom the teacher is responsible and the type of direction and support the teacher receives from the supervisory standpoint.



There was one other section to the questionnaire following the seven areas of programming, called "Personal Perception of the Program for Emotionally Disturbed Children." This section included seven summary-type questions which asked for the teacher's opinion about the quality of each area of programming.

The Survey Questionnaire

The questionnaire used in this study was developed from a much longer form which had been used in 1972 with all public school teachers of emotionally impaired. The development of the short form was possible because of Schaftenaar's statistical analysis of the long form.

Respondent Population

Eight school districts were selected to participate in this study based upon the Mean PA score computed for the teachers in each district.

The Mean PA was computed only on those districts which had five or more teachers who responded to the 1972 survey. Then the districts with the four highest and four lowest Mean PA scores were selected as target areas.

All teachers of emotionally impaired employed by these eight districts were included in this study.

Findings

There were two specific questions addressed in this study.

Question I. Does a short form utilizing Schaftenaar's identified critical conditions yield similar results?

- A. Are the responses to each specific condition question similar on the long form and on the short form?
- B. Are predictions of PA of the same order on the short form and long form using Schaftenaar's procedure?

Schaftenaar has established a minimal number of favorable critical conditions (MNFCC) for each area of programming which in turn should predict the response to each PA question.

To answer question IA, a chi square analysis was computed on the responses to each question on the "long" and "short" forms. At the .05 level of significance three areas of programming were not different and two areas of programming produced a difference on only one specific condition question. In two areas of programming there was a significant difference on several specific condition questions.

To answer question IB a three-step process was undertaken.

The criteria are:

1. A phi coefficient was computed on each area of programming. (Accepted at the .01 level of significance.)
2. The percentage of teachers having a high PA response in relationship to the total number of high scorers was computed.
3. A ratio of the percentage of high scorers with high PA to the percentage of low scorers with high PA was computed.



When the computations were complete, four areas of programming passed all three criteria, one area of programming passed two criteria, one passed one criterion, and one passed none of the three criteria.

Question II. Are the relationships between each specific condition and the perceived adequacy of an area of programming confirmed by information obtained from interviews?

- A. Is the phi coefficient significant at the .05 level when computed for each 2 x 2 table for each specific condition vs. perceived adequacy?
- B. Does the interview data assist in understanding each cluster of tables for each area of programming?

In answering question IIA, the first step was to compute a phi coefficient on each specific condition question vs. the perceived adequacy question to which the condition pertained. The results were that phi was significant at the .05 level in only fifteen out of forty-two computations.

The interview information, when compared to responses on the questionnaire, provided support for expanding parts of the questionnaire to get more data. For example, some of the results would be clarified if questions on the years of teaching experience, the quality of the contacts with supervisors, and the effect of student age differential were included.

Also, some of the interview information indicated areas where interpretation of the survey data should be made with caution. For example, sometimes supportive personnel are available, but the



teacher is not happy with the service; or, number of contacts by a supervisor is not necessarily positive since contact may be of a negative nature.

Conclusions

1. The short form appears to be as effective as the long form when the purpose is to predict the PA response from the responses to the specific condition questions in five of the seven areas of programming.
 - a. Responses to specific condition questions are the same for both the long and short form questionnaires in three areas of programming.
 - 1) Student Composition--"Workability" of Group
 - 2) Attitudinal Climate
 - 3) Supportive Provisions and Personnel
 - b. Responses to specific condition questions are similar on both the long and short form questionnaires for two areas of programming except for one question in each of the following areas:
 - 1) Availability of Instructional Materials
 - 2) Administrative Direction and Leadership
 - c. Responses to specific condition questions are considerably different in two areas of programming.
 - 1) Education Planning and/or Screening Provisions
 - 2) Inservice and Professional Improvement

These particular areas may have provided different results because of the implementation of the Mandatory Special Education Act for handicapped students.



2. Analyses of the interviews suggested areas of information that could profitably be tapped in a further revision of this instrument.

Implications

The short form questionnaire appears to predict the teacher's PA as well as the long form. However, in the short form there are two areas of programming in which perceived adequacy cannot be predicted from the specific conditions: they are (1) Educational Planning and/or Screening Provisions and (2) Inservice and Professional Improvement Opportunities. This suggests that additional work should be done to improve the measurement of specific conditions in these two areas, or to restate the two questions measuring perceived adequacy.

The information which can be collected through the administration of the short form should be valuable to the Michigan Department of Education, to intermediate school districts, and to local school districts in evaluating the qualitative aspects of programs from the teacher's point of view. A logical future research goal would be to determine the feasibility and the usefulness of feedback to these agencies of such information.

In reviewing the short form, it appears that this instrument could be used to evaluate other special education programs. The specific conditions and the areas of programming will be relatively constant across disability categories. However, changes in terminology and other minor alterations of question format would be required to revise this scale for use with other programs.



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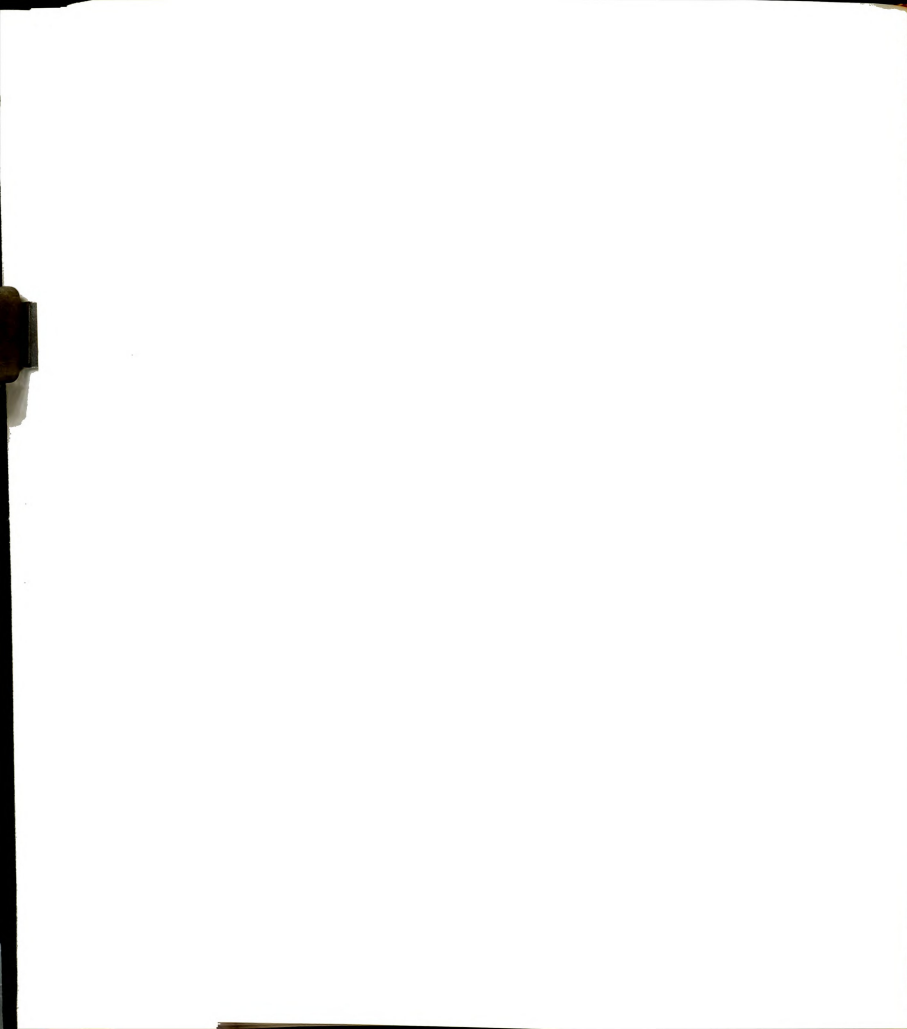


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APPENDICES



APPENDIX A

SURVEY INSTRUMENT

EMOTIONALLY DISTURBED PROGRAM SURVEY

INSTRUCTIONS: Return this form in the SELF ADDRESSED ENVELOPE by

I. STUDENT COMPOSITION — "WORKABILITY" OF GROUP

(1) Approximately how many years difference is there in reading achievement between your highest performing student and lowest performing student?

- ☐ 1 2 Years or less
- ☐ 2 3 Years
- ☐ 3 4 Years
- ☐ 4 5 Years
- ☐ 5 6 Years or more

a. Is your teaching limited by this variability?

- ☐ 1 Yes
- ☐ 2 Somewhat
- ☐ 3 No

(2) Approximately how many years difference is there in arithmetic achievement between your highest performing student and lowest performing student?

- ☐ 1 2 Years or less
- ☐ 2 3 Years
- ☐ 3 4 Years
- ☐ 4 5 Years
- ☐ 5 6 Years or more

a. Is your teaching limited by this variability?

- ☐ 1 Yes
- ☐ 2 Somewhat
- ☐ 3 No

(3) Do you feel that some of your students' emotional problems are too severe to be handled in your classroom?

- ☐ 1 Yes
- ☐ 2 No

(4) Do you have to spend so much time on discipline or management that your ability to meet the emotional, academic and personal needs of your students is limited?

- ☐ 1 Yes
- ☐ 2 No.

(5) Are any of your students spending a part of the day in a regular classroom?

- ☐ 1 Yes
- ☐ 2 No

IF YES:

a. How many are spending a part of the day in a regular classroom?

- ☐ 1 All
- ☐ 2 Most
- ☐ 3 Half
- ☐ 4 Some
- ☐ 5 None

b. For the children integrated into the regular classroom, how many minutes on the average does each student spend daily in the regular class?

- ☐ 1 Less than 30 minutes
- ☐ 2 30—59 minutes
- ☐ 3 60—89 minutes
- ☐ 4 90—119 minutes
- ☐ 5 120—179 minutes
- ☐ 6 180 minutes (3 hours) or more

CHAPTER 10

10.1 Introduction

10.2 The Role of the

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II. ATTITUDINAL CLIMATE

(IF YOU ARE WORKING IN A BUILDING ENTIRELY FOR SPECIAL EDUCATION PROGRAMS PLEASE GO ON TO QUESTION 9)

- (6) Do most of the regular classroom teachers in your building attempt to understand the unique needs of emotionally disturbed children?
- ☐ 1 Yes
☐ 2 No
- (7) How much contact do you have with the regular classroom teachers in your school?
- ☐ 1 Very much
☐ 2 Some
☐ 3 Very little
- (8) Is there a regular classroom teacher in the room adjacent to yours?
- ☐ 1 Yes
☐ 2 No

III. EDUCATIONAL PLANNING AND/OR SCREENING PROVISIONS

- (9) If you had a student in your classroom who you felt did not belong there (e.g. was not appropriate for your classroom, was impossible to work with, etc.), how long would it take to get him re-evaluated?
- ☐ 1 Less than 2 weeks
☐ 2 2 weeks to 1 month
☐ 3 1 month to 2 months
☐ 4 more than 2 months
☐ 5 would not be able to get him re-evaluated
- (10) How often do the following people attend meetings of the educational planning committee or screening committee that evaluates children for ENTRANCE into your classroom? If you do not have an educational planning committee or screening committee, mark all options "NEVER".

PERSONNEL	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	1	2	3	4	5
a. Yourself					
b. Sending Social Worker					
c. Psychologist					

- (11) Does your educational planning committee meet PERIODICALLY to discuss the needs of ALL the children you are serving?
- ☐ 1 Yes
☐ 2 No
- (12) Do you feel you have had an adequate voice in the PLACEMENT of students in your classroom?
- ☐ 1 Yes
☐ 2 No
- (13) Do you feel you have had an adequate voice in the REMOVAL of students from your classroom?
- ☐ 1 Yes
☐ 2 No

STANDARDIZATION

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IV. SUPPORTIVE PROVISIONS AND PERSONNEL

- (14) Do you have any consultants who are regularly available to aid you in meeting the personal and emotional needs of your students?

- ☐ Yes
☐ No

IF YES:

- a. Who are these consultants? Check one professional description for each consultant.

- ☐ Psychologist
☐ Psychiatrist
☐ Social Worker
☐ Person certified in Special Education (other than yourself)
☐ Other (please specify) _____

- b. What best describes the extent to which each of the consultants checked in (a) has helped in the functioning of your classroom?

	GREAT	MODERATE	LIMITED	NOT AT ALL
	1	2	3	4
Psychologist				
Psychiatrist				
Social Worker				
"Special Educator"				
Other				

QUESTIONS 15-17 CONCERN WHAT YOU DO IN THE CASE OF A STUDENT CRISIS OR "BLOW-UP".

- (15) Can you regularly call upon someone to work with this student, so that you can remain with your class?

- ☐ Yes
☐ Sometimes
☐ No

- (16) Can you depend upon someone taking your classroom while you work with the student?

- ☐ Yes
☐ Sometimes
☐ No

- (17) Do you have a suitable room or location to which you can bring this student?

- ☐ Yes
☐ Sometimes
☐ No

V. AVAILABILITY OF INSTRUCTIONAL MATERIALS

- (18) What is the yearly materials budget for your classroom?

- ☐ Less than \$70
☐ \$71-\$120
☐ \$121-\$170
☐ \$171-\$220
☐ \$221 or more
☐ no specified limit

- (19) What proportion of the materials you request do you actually receive?

- ☐ All
☐ Most
☐ Half
☐ Some
☐ None

(20) How long does it usually take to get materials after you have first requested them?

- ☐ 1 Less than 1 month
- ☐ 2 1 month
- ☐ 3 2 months
- ☐ 4 3-4 months
- ☐ 5 Longer than 4 months

(21) Do you have adequate audio-visual supplies and equipment available to you?

- ☐ 1 Yes
- ☐ 2 No

VI. INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES

(22) How often are inservice meetings or workshops usually held in your district?

- ☐ 1 Once a week
- ☐ 2 Twice a month
- ☐ 3 Once a month
- ☐ 4 Every 2 months
- ☐ 5 Less often than every 2 months
- ☐ 6 Never

IF NEVER, GO TO SECTION VII, QUESTION 24, OTHERWISE CONTINUE WITH QUESTION 23a.

(23) a. With whom are your inservice meetings and workshops usually held. (Check all that apply.)

- ☐ 1 Teachers of emotionally disturbed children.
- ☐ 1 Special education teachers for children with other disabilities.
- ☐ 1 Regular classroom teachers.

b. When do most of your inservice programs occur? (Check ONE only)

- ☐ 1 Directly after school
- ☐ 2 Evenings
- ☐ 3 Weekends
- ☐ 4 During regular school hours — children dismissed or attending other classes
- ☐ 5 During regular school hours — children present

VII. ADMINISTRATIVE DIRECTION AND LEADERSHIP

(24) To whom are you most immediately responsible?

(title) _____ Please indicate someone if at all possible. If it is impossible to indicate one person please check this box ☐ 1 and then if your work is in one school building assume that you are referring to your principal.

(25) When do you feel at ease to call upon this person? (Check ONE only)

- ☐ 1 Never
- ☐ 2 Only in extreme emergencies
- ☐ 3 Only with major job-related concerns
- ☐ 4 With normal job-related concerns
- ☐ 5 Anytime

a. How often does this person consult with you or visit your class per month?

- ☐ 1 Zero times
- ☐ 2 1 to 4 times
- ☐ 3 5 to 9 times
- ☐ 4 10 to 14 times
- ☐ 5 15 to 19 times
- ☐ 6 20 times or more

b. If you request assistance of this person are you satisfied with the speed of his/her response?

- ☐ 1 Yes
- ☐ 2 No

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Handwritten notes (middle right)

Handwritten notes (bottom right)

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- c. How would you describe this person's knowledge of the unique needs of emotionally disturbed children?
- ☐ 1 Excellent
 - ☐ 2 Very good
 - ☐ 3 Good
 - ☐ 4 Fair
 - ☐ 5 Poor
- d. Does this person ever ask your personal opinion on a professional or technical matter?
- ☐ 1 Very often
 - ☐ 2 Often
 - ☐ 3 Sometimes
 - ☐ 4 Never
- e. In which areas of leadership do you feel this person prefers to spend his/her time? (Check all that apply)
- ☐ 1 Student behavior
 - ☐ 1 Inservice education
 - ☐ 1 Instructional improvement
 - ☐ 1 Staff improvement
 - ☐ 1 Parental matters
 - ☐ 1 Community relations
 - ☐ 1 Staff relations
 - ☐ 1 Central office matters
 - ☐ 1 Physical plant matters
 - ☐ 1 Scheduling
 - ☐ 1 Supplies and equipment
 - ☐ 1 Personal concerns of staff members
 - ☐ 1 Other _____

VIII. PERSONAL PERCEPTION OF THE PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

The previous questions have dealt with the conditions you are working under. The following questions seek your perception of the impact of these conditions on your ability to do your job. Please answer the following questions on the basis of how well the conditions present enable you to meet the needs of the children you serve.

- (26) How would you describe the AVAILABILITY of INSTRUCTIONAL MATERIALS to run your program?
- ☐ 1 Excellent
 - ☐ 2 Very good
 - ☐ 3 Good
 - ☐ 4 Fair
 - ☐ 5 Poor
- (27) How would you describe the INSERVICE and PROFESSIONAL IMPROVEMENT OPPORTUNITIES available to you?
- ☐ 1 Excellent
 - ☐ 2 Very good
 - ☐ 3 Good
 - ☐ 4 Fair
 - ☐ 5 Poor
- (28) How would you describe the ADMINISTRATIVE DIRECTION and LEADERSHIP you have received in the operation of your program for emotionally disturbed children?
- ☐ 1 Excellent
 - ☐ 2 Very good
 - ☐ 3 Good
 - ☐ 4 Fair
 - ☐ 5 Poor



(29) How would you describe the ATTITUDINAL CLIMATE regarding your program? (i.e., How suitable are the attitudes of the parents, teachers and maintenance staff with whom you work?)

- ☐ 1 Excellent
- ☐ 2 Very good
- ☐ 3 Good
- ☐ 4 Fair
- ☐ 5 Poor

(30) How would you describe the SUPPORTIVE PROVISIONS AND PERSONNEL available to you in meeting the personal and emotional needs of your students?

- ☐ 1 Excellent
- ☐ 2 Very good
- ☐ 3 Good
- ☐ 4 Fair
- ☐ 5 Poor

(31) How would you describe the "WORKABILITY" of the group of children you serve? (i.e., To what extent is their variability, compatibility, type and degree of difficulty appropriate for the services you provide?)

- ☐ 1 Excellent
- ☐ 2 Very good
- ☐ 3 Good
- ☐ 4 Fair
- ☐ 5 Poor

(32) How would you describe the EDUCATIONAL PLANNING and/or SCREENING PROVISIONS you function under?

- ☐ 1 Excellent
- ☐ 2 Very good
- ☐ 3 Good
- ☐ 4 Fair
- ☐ 5 Poor



APPENDIX B

MINIMAL LEVEL OF CRITICAL CONDITIONS

AND

MINIMAL NUMBER OF FAVORABLE CRITICAL CONDITIONS



APPENDIX B

The following lists are the seven sets of critical conditions. The conditions are stated in the form of their empirically favorable levels and accompanying each list is the minimal number of favorable conditions (MNFCC) for this set of conditions.

FAVORABLE LEVELS OF CRITICAL CONDITIONS FOR TEACHERS

I. SUPPORTIVE PROVISIONS AND PERSONNEL

MNFCC = 4

1. It takes less than two weeks to get a student reevaluated.
2. The social worker who evaluates children for entrance into classroom always attends planning and screening meetings.
3. The psychologist who evaluates children for entrance into classroom always attends planning and screening meetings.
4. Consultant(s) regularly available to meet personal and emotional needs of students.
5. The teacher can always depend on someone taking the class in a crisis.
6. The teacher at least sometimes has a suitable room to take a problem student.
7. The immediate supervisor consults with teacher or visits the class at least 15-19 times per month.

II. STUDENT COMPOSITION--WORKABILITY OF GROUP

MNFCC = 4

1. Teaching is not limited by students' variability in reading achievement.
2. Teaching is not limited by students' variability in arithmetic achievement.



3. Teacher does not spend so much time on discipline that time for students' other needs is limited.
4. It takes no more than one month to get a student reevaluated.
5. The teacher is regularly able to call someone to deal with a problem student while teacher remains with class.
6. The teacher can always depend on someone taking class in a crisis.

III. ATTITUDINAL CLIMATE*

MNFCC = 3

1. At least some students are spending part of the day in a regular classroom.
2. Most of the regular classroom teachers in the building attempt to understand the unique needs of ED children.
3. The teacher has very much contact with regular class teachers in the school.
4. There is a regular classroom teacher in the adjacent room.

*Please note these conditions do not apply to teachers in a "building entirely for special education programs."

IV. ADMINISTRATIVE DIRECTION AND LEADERSHIP

MNFCC = 5

1. The teacher is at least sometimes able to call on someone to work with a problem student while the teacher remains with the class.
2. It takes no more than two months to receive materials after they are first requested.
3. The immediate supervisor consults with teacher or visits the class at least five to nine times per month.
4. The immediate supervisor has a very good or excellent knowledge of ED children.
5. The teacher is satisfied with the speed of the immediate supervisor's response.
6. The immediate supervisor often or very often asks the teachers' opinion on technical/professional matters.
7. An area of leadership preferred by the immediate supervisor is Inservice and Professional Improvement.



V. INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES MNFCC = 4

1. Inservice meetings are held once a month or more often.
2. Inservice meetings take place after school.
3. Teacher feels free to call upon the immediate supervisor at any time.
4. The immediate supervisor consults with teachers or visits class at least 15-19 times per month.
5. The immediate supervisor has a fair or better knowledge of ED children.
6. The inservice meetings have at least one other ED teacher present.

VI. CLASSROOM PLANNING AND SCREENING PROVISIONS MNFCC = 6

1. It takes no more than one month to get a student reevaluated.
2. The teacher has no students he/she feels should not be in class.
3. The teacher always attends planning/screening meetings.
4. The educational planning committee meets periodically.
5. The sending social worker always attends planning/screening meetings.
6. The teacher feels he/she has an adequate voice in the placement of students in the class.
7. The teacher feels he/she has an adequate voice in the removal of students from the class.

VII. CLASSROOM AVAILABILITY OF INSTRUCTIONAL MATERIALS MNFCC = 3

1. The yearly materials budget is more than 220 dollars or is unspecified.
2. All or most of the materials requested are received.
3. It takes one month or less to receive materials after they are first requested.

4. Adequate audio-visual materials are available.
5. An area of leadership preferred by the immediate supervisor is inservice improvement.



APPENDIX C

SELECTION OF QUESTIONS FOR INTERVIEWS



APPENDIX C

District	Question	High PA		Low PA	
		Teacher A	Teacher B	Teacher C	Teacher D
A	26	--3-----	2-----	1-----	1-----
	27	4	5	1	2
	28	--4-----	5-----	1-----	2-----
	29	--3-----	4-----	1-----	2-----
	30	4	4	1	1
	31	--3-----	3-----	3-----	2-----
	32	--4-----	5-----	2-----	2-----
B	26	--2-----	4-----	1-----	2-----
	27	5	4	2	3
	28	--2-----	4-----	2-----	2-----
	29	--3-----	4-----	2-----	2-----
	30	--3-----	3-----	2-----	2-----
	31	5	2	4	2
	32	--4-----	4-----	3-----	3-----
C	26	4	5	1	3
	27	--5-----	5-----	4-----	3-----
	28	5	4	5	2
	29	--3-----	5-----	2-----	3-----
	30	--4-----	4-----	2-----	3-----
	31	--3-----	3-----	2-----	2-----
	32	--5-----	4-----	4-----	4-----
D	26	5	5	3	2
	27	--5-----	5-----	5-----	4-----
	28	--5-----	5-----	3-----	2-----
	29	--3-----	3-----	3-----	4-----
	30	--3-----	2-----	4-----	1-----
	31	4	5	1	2
	32	--5-----	3-----	3-----	1-----
E	26	--3-----	3-----	2-----	2-----
	27	--4-----	3-----	1-----	3-----
	28	5	3	2	2
	29	--4-----	3-----	2-----	3-----
	30	4	4	2	2
	31	--4-----	3-----	4-----	2-----
	32	--3-----	4-----	2-----	2-----



District	Question	High PA		Low PA	
		Teacher A	Teacher B	Teacher C	Teacher D
F	26	--2-----2-----1-----1--			
	27	--2-----5-----4-----4--			
	28	--5-----5-----4-----2--			
	29	--5-----5-----1-----3--			
	30	5	5	3	2
	31	5	5	1	2
	32	--5-----5-----2-----3--			
G	26	4	4	1	3
	27	--3-----4-----3-----2--			
	28	--5-----5-----5-----1--			
	29	--4-----2-----3-----3--			
	30	--5-----4-----4-----1--			
	31	4	4	2	1
	32	--5-----5-----4-----2--			
H	26	4	1	3	5
	27	--2-----4-----5-----5--			
	28	3	2	2	5
	29	--2-----2-----2-----2--			
	30	--2-----4-----3-----4--			
	31	--1-----2-----3-----2--			
	32	--2-----1-----2-----2--			



APPENDIX D

ENDORSEMENT LETTER FROM DEPARTMENT OF EDUCATION



APPENDIX D

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

March 28, 1974

Dear Special Education Director:

Bert Donaldson has been discussing his research project with me. It appears that his work will provide valuable information to the Department of Education, teacher trainers and to local school districts to assist in the improvement of services for emotionally impaired students.

Your assistance in getting the participation of your teachers will be appreciated. The higher the rate of responses by your teachers the more valuable Bert's research will be to all of us.

Cordially,

Murray O. Batten
Director of Special Education



APPENDIX E

LETTER TO DIRECTORS OF SPECIAL EDUCATION
REQUESTING COOPERATION



APPENDIX E

2647 Clark Rd., R #4
Lansing, Michigan 48906

March 29, 1974

Dear Director:

Your district has been selected as one of the districts to be involved in a project. You may recall that during school year 1970-71 and 1971-72 Larry Schaftenaar, in cooperation with the Special Education Services, Michigan Department of Education, surveyed all teachers and teacher consultants for emotionally disturbed children. Larry's work has assisted the Department of Education to identify some of the quality aspects of programs as perceived by teachers of the emotionally impaired.

Larry did a rather extensive statistical analysis of his data and thereby has identified some components of programs which seem to be most relevant to teacher's perceptions of program adequacy. Through the analysis he was able to isolate approximately 1/3 of the original questions as being most highly correlated to identifying sound programs from the teachers' perspective.

Unrelated to my position with the Department of Education, but very related to a dissertation, I am requesting your cooperation to assist me in contacting your classroom teachers of the emotionally impaired. The only persons receiving the questionnaires will be persons for whom you have classified as classroom teachers of the emotionally impaired on your 1973-74 S.E. 4350. It should take twenty to thirty minutes for your teachers to answer the questions.

I will mail the questionnaire directly to the teachers or to you for distribution whichever you desire. I will send you a copy of the questionnaire for your review under separate cover. At some later date I will contact you regarding an on-site visit with some of the teachers who answered the questionnaire.

I would appreciate your checking off the appropriate boxes, signing and returning the next page.

Thank you for your cooperation.

Cordially,

Bert Donaldson

APPENDIX F

PROCEDURAL DISSIMINATION OF INFORMATION FORM



APPENDIX F

To: Bert Donaldson

Check one

{	☐	I prefer the questionnaire be sent to me for distribution to my staff.
	☐	I prefer you send the questionnaire directly to my teachers of the emotionally impaired.

Yes	☐	I will arrange for you to make an on-site visit with some of the teachers at a later date.
No	☐	

Date _____

Signed _____



APPENDIX G

NOTICE TO TEACHER ABOUT THE SURVEY

APPENDIX G

March 27, 1974

Dear Teacher of the Emotionally Impaired:

I am in the process of collecting some information from ten of the approximately 600 school districts in Michigan. As a teacher of the emotionally impaired in one of those districts, I am requesting your cooperation and assistance.

In a few days you will receive a questionnaire. It should take you about twenty to thirty minutes to answer the questions. I will appreciate your filling out the survey as soon as possible and returning it to me in the envelope provided.

Cordially,

Bert Donaldson

APPENDIX H

COVER LETTER FOR SURVEY INSTRUMENT

APPENDIX H

March 29, 1974

Dear Teacher:

Attached is a questionnaire that will be filled out by public school classroom teachers of emotionally impaired children in ten school districts in Michigan. It is not important to this survey which your classroom is called (e.g., resource room, adjusted study, etc.). You have received this survey because your school district is reimbursed by the Michigan Department of Education for your position according to information on forms submitted to the Department of Education.

As you are probably aware, programs for emotionally impaired children have increased and are continuing to expand at a rapid pace. There are things we do not know about programs (e.g. consultation provided, specific procedures, etc.) and most importantly, we do not know how teachers feel about certain aspects of their programs. This survey will help to identify these aspects. Your honest feelings will give us a unique and invaluable perspective of your program. We assure you that your effort will contribute to better services for Michigan's emotionally impaired children.

This survey is a continuation of the study conducted during school years 1970-71 and 1971-72. The information gained in previous surveys has already had a considerable impact upon services in Michigan. This year's information will be used to continue these efforts and more specifically to develop appropriate inservice training procedures, improve current programs, change aspects of teacher's training, plan for services statewide, develop new programs, and possibly to develop new services.

This survey is approximately 1/3 the size of the previous questionnaire. The only questions which have been retained are those which according to an extensive statistical analysis appear to be most relevant to programming for emotionally impaired students.

I want you to understand that this survey is not specifically related to my position with the State Department of Education. I am doing this work to collect data for my dissertation. However, as noted previously, I intend to utilize the knowledge gained through this study to assist in the improvement of programs and services for emotionally impaired students throughout Michigan.

I have placed your name at the top of the questionnaire. The purpose of attaching your name is so that I know who has responded. I would

like to visit programs of some of the respondents after the questionnaires have been returned. Please keep in mind that your responses will be held confidential.

The questionnaire is self-explanatory and can be filled out in a short period of time. All responses are completely confidential so feel free to express your true feelings. Please give your immediate attention to filling this out and returning it to me in the attached envelope.

Thank you very much for your cooperation.

Cordially,

Bert Donaldson

APPENDIX I

FOLLOW-UP LETTERS FOR NON-RESPONDENTS TO
SPECIAL EDUCATION DIRECTORS AND TEACHERS

APPENDIX I

2647 Clark Road, Rte. 4
Lansing, Michigan 48906

April 22, 1974

Dear Director:

I had requested that teachers return the survey by April 19th. However, there are some which have not been returned as of yet.

Attached is a copy of the letter for teachers who have not responded. Enclosed are letters for teachers whose response I had not received as of April 20th. I will appreciate your distributing these letters as soon as possible.

I would like to get as close to 100% response as possible. Generally the responses have been very good in that half of the districts have 88% or better.

I do appreciate the assistance you have provided me.

Sincerely,

Bert Donaldson

2647 Clark Road, Rte. 4
Lansing, Michigan 48906

April 22, 1974

Dear Teacher:

According to my records on April 22, 1974, I had not received your response to the Emotionally Disturbed Program Survey. It is important that I receive your response as soon as possible. Not until I have completed some preliminary processing of data will it be possible to set up some on-site visitations. I would like to visit several of the classrooms prior to May 25, but it will take time to set up the schedule to come to your school district.

If you have already mailed your survey form please disregard this letter.

Thank you for your cooperation.

Sincerely,

Bert Donaldson

APPENDIX J

LETTER TO DIRECTORS TO ESTABLISH THE
INTERVIEW APPOINTMENTS

APPENDIX J

2647 Clark Road, Rte. 4
Lansing, Michigan 48906

May 7, 1974

Dear (Director):

You may recall that in my letter of March 29th it was stated that I would like to interview some of your teachers at some later date. I have decided to interview four teachers in each school district included in the survey.

I will be in _____ on May ____ at approximately 10:00 a.m., if this meets with your approval. I want to talk with:

- 1.
2. (Names of teachers)
- 3.
- 4.

My discussion with the teacher should not take more than 15-20 minutes. I should be able to see two of them in the morning and two in the afternoon.

I will be available after school hours also, if your teachers and teacher consultants of the emotionally impaired and learning disabled wish to meet with me. I would be available to talk with them about mandatory, programatic problems, statewide issues, etc. which they may be interested in.

Please contact me if the day and time cause any problems, so an adjustment can be made. I will call you prior to the visit regarding any directions you can provide me with, to help the day along.

Sincerely,

Bert Donaldson



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