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A STUDY OF MICHIGAN PUBLIC SCHOOL CLASSROOMS FOR EMOTIONALLY DISTURBED CHILDREN RELATING SPECIFIC PROGRAM VARIABLES TO TEACHER JUDGMENTS OF PROGRAM ADEQUACY

By

Larry Stuart Schaftenaar

A DISSERTATION

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ABSTRACT

A STUDY OF MICHIGAN PUBLIC SCHOOL CLASSROOMS FOR EMOTIONALLY DISTURBED CHILDREN RELATING SPECIFIC PROGRAM VARIABLES TO TEACHER JUDGMENTS OF PROGRAM ADEQUACY

By

Larry Stuart Schaftenaar

This research is an evaluative study of Michigan's public school classrooms for emotionally disturbed children. First, the study sought the specific conditions under which teachers in these programs were working. Second, the study sought the adequacy of different Areas of Programming based on teachers' judgments. Last, the study determined both the most efficient and the most straightforward means of predicting adequacy from specific conditions.

The study had five major objectives.

1. Demonstrate the status of a number of specific conditions in Michigan's programs.
2. Develop judgmental standards for the previous conditions and compare the actual status of conditions to these judgmental standards.
3. Determine the relative quality of different Areas of Programming in respect to how they influence the service provided to children based on teacher judgments.
4. Determine the relative contribution of specific conditions to the judged adequacy of program areas.
5. Develop an initial formulation of these specific conditions into a framework which can ultimately be utilized by researchers and practitioners as one aspect of program evaluation.

The subjects were drawn from the entire population of teachers reimbursed by the Michigan Department of Education to teach emotionally disturbed children. This included all the public school teachers of emotionally disturbed children in Michigan, and excluded teachers in public and private psychiatric institutions.

The data were gathered by means of a mailed questionnaire, an instrument which was refined, through pilot testing, consultations with experts, and statistical analysis, from an instrument used previously by the Michigan Department of Education, Special Education Services. The instrument sought information concerning those variables (conditions) considered the most important, the most objective and the most readily changeable which effect a teacher's ability to meet the needs of emotionally disturbed children. These conditions were organized into seven categories of inputs called "Areas of Programming," and teachers were asked to describe the adequacy of each Area of Programming and to report the status of a number of conditions within each Area of Programming.

Findings

1. Teachers of self contained classrooms (classroom teachers) showed differences on the results of all research questions when compared to teachers in other capacities (non-classroom teachers). It was concluded that classroom and non-classroom positions should be considered separately when the input needs of educational programs for emotionally disturbed children are evaluated.

2. Experts in varying capacities showed a high consistency in judgments regarding the minimal conditions that should exist for a teacher to provide adequate service to emotionally disturbed children. Additionally, when these pooled judgments are applied to reported conditions statewide, it is apparent that many conditions are at favorable levels only 60 per cent of the time or less. It was thus concluded that the consensus of a variety of experts is a promising means of establishing program standards with particular promise being shown for evaluative pursuits of this nature. It was also concluded that responsibile parties should be very concerned about the status of certain conditions in Michigan public school programs for emotionally disturbed children.
3. The numerical means of classroom and non-classroom teachers' descriptions of Areas of Programming ranged from very good to fair; classroom teachers were significantly different from non-classroom teachers when considering all areas; and when examining the seven areas separately, the two groups were significantly different on one Area of Programming. It was concluded that statewide, some Areas of Programming were of a less desirable status than others, but to make a clear statement about the relative status of an area, one must differentiate between classroom and non-classroom situations.
4. Fourteen Multiple Regression Stepwise Delete Analysis for each Area of Programming, separately for classroom and non-classroom teachers showed that in each case different conditions best predicted the adequacy of an Area of Programming. Additionally,

in each case different proportions of the variance of the adequacy of areas was predicted from specific conditions. In all cases, the amount of variance in adequacy predicted by specific conditions was significant at the .05 level. It was concluded that adequacy could be predicted from specific conditions, but that the conditions predicting adequacy must be differentiated on the basis of position (classroom and non-classroom) and Areas of Programming.

5. Fourteen sets of critical conditions were established for typical classroon and non-classroom teachers for each of the seven Areas of Programming. Next, favorable levels for each critical condition were established and, finally, these favorable levels of critical conditions (FLCC's) were examined in the situations of an independent group of teachers with generally confirming results. It was concluded that the FLCC's provide useful hypotheses regarding what conditions cause Areas of Programming to have a positive effect on a teacher's ability to meet the needs of emotionally disturbed children. That is to say, the FLCC's show promise as specific things which can be done to improve programs, but experimentation must take place before the FLCC's are represented as means of remediating program deficits.

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CHAPTER I

INTRODUCTION

Classroom programs for emotionally disturbed children are rapidly expanding in number throughout the United States. These specialized educational programs were first approved for state reimbursement in Michigan in 1960. In the 1961-62 school year, there were 16 of these programs; in 1965-66, there were 90 of these programs; in 1968-69, there were 262 of these programs and in 1971-72, there were 489 of these programs. The Joint Commission on Mental Health for Children (1969) has indicated that many emotionally disturbed children are not being served and a large proportion of these children will have to be served by special education teachers. Michigan Department of Education figures show that further rapid expansion of these programs can be expected in the future. The present rapid expansion is taking place with no concurrent comprehensive research effort to determine what is occurring in these programs, what type of resources are being made available to these programs and, specifically, what resources are most important to the functioning of these programs.

Angellotti (1967) did a study of these programs in Michigan which reported the numbers and the factors seemingly most important in their establishment. Studies have been reported regarding the

programs in Ohio (1968), Texas (1967), and Illinois (1967). These studies all report descriptive statistics regarding the number of children in a classroom, resources available, number of classrooms, etc. A study by Hershoren (1970) reported similar statistics on a national scale. A study by Morse and others (1964) represents the most comprehensive effort to date. It was conducted on a national scale and studied both what was occurring in emotionally disturbed (ED) programs and the resources that were made available to these programs; however, the relationship between these phenomena was not established.

Most articles concerning ED children have been descriptions of projects, clinical case studies or suggested methodologies for programs (Glavin and Quay, 1969; Morse and Dyer, 1963; Balow, 1966). Attempts to determine the key factors that influence the type of service that children receive have mainly revolved around studying personality traits of the teacher (Mackie and others, 1957; Dorward, 1963). A few attempts have been made to determine the overall efficacy of special class programs for ED children (Rubin and others, 1966; Radin and others, 1966; Vacc, 1972).

A group of writers have stressed the inadequacy of research that merely studies the overall effectiveness of a certain type of treatment (Balow and Renolds, 1972; Bracht and Glass, 1968). They would urge the use of designs that permit the study of interactions of child, teacher and program variables (i.e., what type of children subjected to what type of program, with what type of teacher has what kind of effect on children).

The research reported in the following pages has no directly related precedent in any reported research. The research reported on

the previous pages is the only research available that relates to the present research, and the relationship is at best a partial or tangential one.

It is important to emphasize that the following research was undertaken because of a clearly felt need within Michigan. The form of the research, the content of the research and the goals of the research all stemmed from this need. With this research focused upon the idiosyncratic needs of Michigan programs and personnel, it comes as no surprise that this research effort is different from any previously reported.

Although the review of research is limited, it should not be interpreted that very little professional literature was used as a basis for this study. Many sources of professional literature provided the conceptual framework for the study as well as the bases for decisions on research procedures.

A review of previous research relating to this conceptual framework is presented in this chapter. Other professional literature relevant to specific issues in the design or interpretation of the findings of this study is reviewed as the issues arise.

A major concern in this research was practicality. Specific "practicality" considerations were that a minimal amount of resources would be used to carry out the research, that the research would intrude upon the field as little as possible, that the information would be immediately applicable, that the information was that desired by consumers, and that consumers would be provided meaningful information.

Another concern bearing on the study's practicality related to the question: "Toward whom should the information be directed?" It was concluded that Michigan special education directors are the source of greatest influence upon ED classrooms and, therefore, the information was directed toward this group.

Special education directors were informally interviewed and it was concluded that, for research to be meaningful to these individuals, it would have to meet the following stipulations:

1. The course of action it suggests for them must be concrete and well spelled out.
2. The consequences that they can expect from their action(s) must be straightforward and unqualified.
3. The course of action they employ must be flexible so that it can be adjusted to the unique features of their district.

Another guiding principle of this research was that it should affect programs currently in existence and should direct its energies toward getting results which would permit program improvement with the minimum and most efficient expenditures of resources. It was thus readily apparent that this necessitated the discovery of procedures that could be undertaken without changing (1) the teacher, (2) the administrator, (3) the program orientation, (4) the theoretical orientations of individuals, (5) the specific educational techniques, and (6) the service mode.

It then became apparent that to achieve these ends it would be necessary to discover specific actions that could be taken to improve the service that an existing teacher provides to children. The conceptualization developed to guide this research is presented in

Figure 1. This conceptualization parallels the evaluation models of Stake (1967) and Stufflebeam (1968).

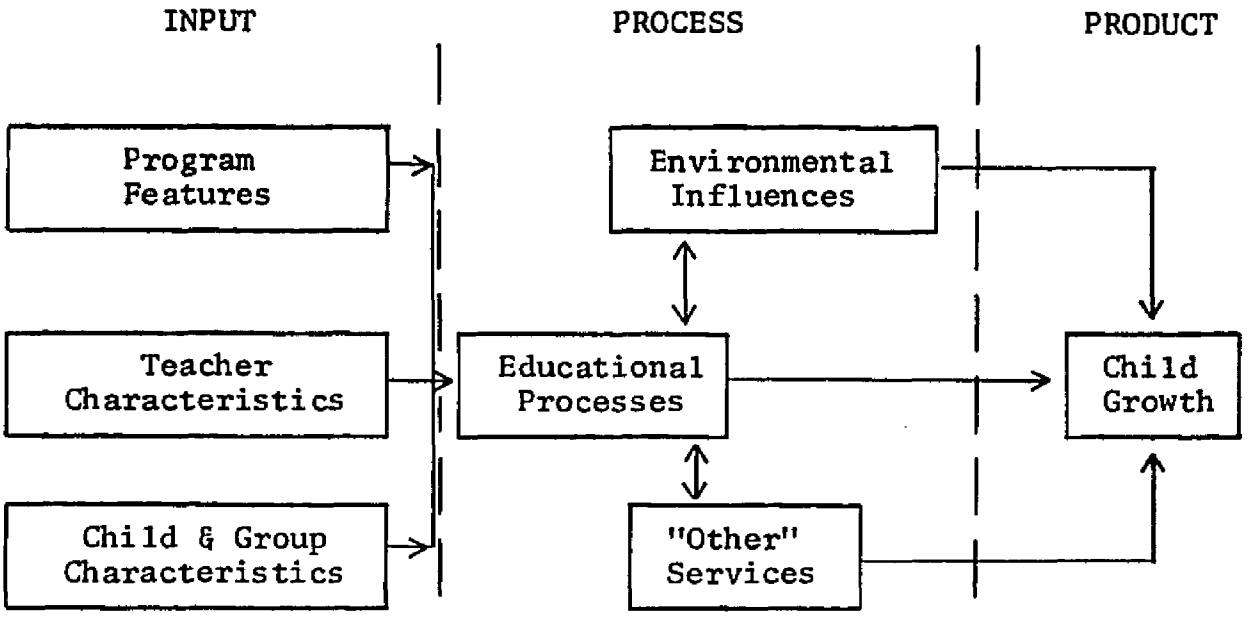

Figure 1. Variables to Examine in Program Evaluation.

Stake states that there are three types of variables that must be considered in evaluation: (1) antecedent, (2) transaction, and (3) product. Stufflebeam states that there are four types of variables that must be considered in an evaluation: (1) context, (2) input, (3) process, and (4) outcome. "Outcome" and "Product" have an equivalent meaning for educators; that is, the growth shown by a child as a consequence of his educational experience. This corresponds to the cube labeled Child Growth in Figure 1. "Transaction" and "Process" again have an equivalent meaning for educators; that is, they refer to those things that happen to a child in the school setting. This corresponds to the cube labeled Educational Processes in Figure 1.

The terms "Context" and "Input" as used by Stufflebeam, and the term "Antecedent" as used by Stake all refer for educational

purposes to the different forces that effect the educational process that a child undergoes. Figure 1 presents three cubes to represent the three major forces which affect the educational process. The Teacher Characteristics cube refers to the skills, knowledge, experience and personal qualities a teacher brings to the teaching situation. Child and Group Characteristics refers to both the idiosyncracies of children (i.e., the IQ, age, maturity level, etc.) and the idiosyncracies of groups (i.e., age range, number, reading variability, etc.). Program Features refers to all the things going on in a school which impinge upon a teacher's functioning (e.g., educational planning, supportive provisions, leadership, inservice, etc.).

The present research focuses its attention upon the input type of variables and how they affect process variables. That is, it attempts to find clues regarding what can be done to cause a positive change in Educational Processes. This research specifically focuses on Program Features and Group Characteristics. The characteristics of individual children were omitted for a number of reasons. Because districts presently have rather extensive evaluative procedures, the amount of data on children is overwhelming and, in any event, the children may all require service regardless of their unique characteristics. On the other hand, evaluation of the composition of groups, in terms of major characteristics, may shed some light on useful groupings of children for service. The characteristics of teachers were omitted since it was not a purpose of this study to recommend certain types of teachers (implicitly suggesting the removal of certain types of teachers). Also, an attempt to determine what types of

teachers need what types of input conditions was considered well outside the focus of this study.

It was intended in this research to divide programs into a number of areas and then to study each area to determine what differentiated when this portion of the program was going well from when it was not going well. More specifically, we wished to examine programs in Michigan as they existed by studying aspects of programs that seemed to be going fairly well and then isolating specific conditions which seem to separate the individual programs that are going well from those that are not.

Purpose and Objectives

The present research is seen as being only an initial step in a long range research project. The ultimate purpose of this long range research project would be to establish an efficient means of isolating problem areas in programs and then to have experimentally proven procedures for remedying these problems. The general purpose of the following research was to develop a framework for assessing programs and then through extensive empirical examination, to try to establish some possible explanations for program deficiencies. More specifically, the purpose of the following research was to establish an initial evaluation system which would appear to locate problems in programs and then to provide specific hypotheses regarding what can be done to remedy these problems. This purpose was broken down into the following objectives.

1. Demonstrate the status of a number of specific conditions in Michigan programs. These conditions were those that concerned professionals considered most important in affecting a

teacher's ability to meet the needs of the children she serves. Additional requirements of these conditions are that they be objective and that they relate to the grouping of children and the program features previously described.

2. Develop judgmental standards for the previous conditions and compare the actual status of conditions to these judgmental standards.

3. Determine the relative quality of different areas of programming in respect to how they influence the service provided to children based on teacher judgments.

4. Determine the relative contribution of specific conditions to the judged adequacy of program areas.

5. Develop an initial formulation of these specific conditions into a framework which can ultimately be utilized by researchers and practitioners as one aspect of program evaluation.

CHAPTER II

METHODOLOGY

Introduction

This study reports analyses of responses to a single questionnaire. This questionnaire is relatively complex in structure, involving several different types of items, and responses were treated in different ways for different purposes. It would be difficult for the reader to perceive the intent of the research questions without an understanding of the questionnaire and the terminology developed to refer to parts of the questionnaire and ways of categorizing responses. Therefore, in this chapter an explanation of the questionnaire and definitions of the associated terminology will precede a presentation of the specific research questions.

In addition, much of the description of the methodology will be delayed, to be presented in conjunction with the findings in Chapter III. Because of the inherent complexity of some of the analytic procedures used, it was felt that this type of organization would place less burden on the reader.

The Survey Questionnaire and Associated Terminology

The questionnaire is presented in Appendix A. It will be explained here through the definitions of terms relating to it and necessary to an understanding of the analyses.

Classroom Teachers (CR) vs. Non-Classroom Teachers (NCR)

The analyses generally treat CR's and NCR's as separate groups. The teachers placed themselves in these groups by their choice of one of the following options in a questionnaire item.

1. Classroom Teacher: "except for the possible integration into other classrooms and other special services, you work with a certain group of children throughout the day, and you are the one primarily responsible for their educational development."
2. Non-Classroom Teacher: "most of the children you serve are enrolled in other teachers' classrooms. You may serve them individually, in small groups, or through their teachers, but most of them spend most of the day with personnel other than yourself."

Areas of Programming

The survey instrument was divided into seven sections. Each of these seven sections corresponded to a general category of inputs that influence a program for emotionally disturbed children. These categories or sections were called "Areas of Programming." The seven areas used are the following:

I. Student Composition--"Workability" of Group

II. Attitudinal Climate

III. Educational Planning and Screening Provisions

IV. Supportive Provisions and Personnel

V. Availability of Instructional Materials

VI. Inservice and Professional Improvement Opportunities

VII. Administrative Direction and Leadership

Specific Conditions

The specific questions that were asked in the survey all fell under one of the seven Areas of Programming. For example, under the Area of Programming, "Educational Planning and Screening Provisions" questions were asked such as; who attended the planning screening meetings, how often these meetings were held, if the teacher felt they had an adequate voice in these meetings, etc. The specific questions under each area of programming were called "Specific Conditions."

Condition Levels

The questions regarding specific conditions varied throughout the survey in regard to the type of answers a teacher could indicate. For example, different questions might call for a "yes" or "no," others might call for an "excellent," "very good," "fair," "or poor," or still others might call for an "always," "often," "sometimes," "seldom," or "never" response. The options were always specific and the number of options provided to describe a specific condition ranged from a low of two to a maximum of nine. In most cases the options were ordinal, in some cases they were nominal. These options are, in this study, called "condition levels."

Judgmental Standards

Two different types of standards were used to evaluate these specific conditions. The first standard was based on the judgments of people who are experts in educating emotionally disturbed children. These will be called "judgmental standards." Each judge was asked to determine for each specific condition the condition levels that were favorable to educational programming for emotionally disturbed children and the condition levels that were unfavorable to educational programming for emotionally disturbed children. Thus, every level of every condition was judged on a favorable or unfavorable basis; and using this judgmental standard, it could be determined how many Judged Favorable Conditions and how many Judged Unfavorable Conditions a given person was working under. Different judgmental standards were established for classroom and non-classroom teachers.

Perceived Adequacy (PA)

The last section of the survey instrument asked the teachers to make a judgment about each Area of Programming. Specifically they were told:

> 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.

The options for the question on each Area of Programming were:

1. Excellent
2. Very Good
3. Good

4. Fair

5. Poor

Thus, in their responses, the teachers gave their perceptions of the adequacy of each Area of Programming, referred to hereafter as an area "Perceived Adequacy." In some parts of the following research, the response to this question was used like a score where excellent = 1, very good = 2, etc. In another part of this study, people are classified according to how they answered this question. People who responded very good or excellent were said to have Positive PA, people who responded good, fair, or poor were said to have Neutral or Negative PA.

Empirical Standards

The second standard used to evaluate the specific conditions involved the use of PA. The specific procedures employed are explained later in Chapter III, but essentially every level of certain specified conditions was examined to determine its relationship to PA. The levels which had a positive relationship to PA were called empirically favorable levels and the levels which had a negative relationship to PA were called empirically unfavorable levels. A condition where one of the favorable levels is selected is called an Empirically Favorable Condition, and conversely a condition where an unfavorable level is selected is called an Empirically Unfavorable Condition. This second type of program standard is called an "Empirical Standard."

Subjects

The subjects in this study were all teachers who were reimbursed by the Michigan Department of Education to teach emotionally

disturbed children. A list was compiled from available records on March 10, 1972, which indicated all the people who were in such a position during Fall, 1971. The list showed a total of 489 teachers, but 15 people were dropped because of termination of employment, leaving a total of 474 teachers in the sample. The survey instrument (Appendix A) was sent to these teachers on March 20, 1972. A total of 391 teachers (82.3%) had responded by May 10, 1972, the final date for inclusion in this study.

The subjects in this study could best be described as the Michigan public school teachers of emotionally disturbed children. In all cases, the teachers were hired and payed through a public school system. In a few cases (18 or 4.7%) individuals worked in a juvenile home or child guidance clinic facility. None of these teachers worked in a public or private institution for the mentally ill or related institution.

The majority of the responding teachers (96.7%) received their certification to teach emotionally disturbed children from a Michigan university. All Michigan universities which prepare teachers of emotionally disturbed children had graduates who are represented in the results. Most of the teachers (approximately 55%) had received their certification within the previous two years.

Different school districts are uniformly represented in the results. Examining districts employing five or more of these specialized teachers shows that all of these districts had 70 per cent or more of their teachers responding.

Research Questions

With this explanation of the questionnaire and its terminology, a frame of reference has been provided for an understanding of the research questions the study seeks to answer.

I. What are the frequencies and percentages of the Condition Levels as reported by Michigan's public school teachers of emotionally disturbed children?

Subquestion: What are these frequencies and percentages of the condition levels separately for classroom and non-classroom teachers?

This is simply a presentation of the distribution of responses to the questionnaire. It appears likely that classroom and non-classroom teachers would, in many cases, be working under different conditions. Therefore, separate frequencies and percentages are reported for classroom and non-classroom teachers along with a total for both groups of teachers.

II. Using Judgmental Standards, what proportion of programs throughout the state are reported at unfavorable levels for each condition?

This research question utilized the judgments of experts in educational programs for disturbed children regarding the minimal conditions that should generally exist in order that adequate service be provided for emotionally disturbed children in public school settings. This research question will provide some basis for evaluating the results of Research Question I on a meaningful and comprehensive basis.

III. In terms of Perceived Adequacy, how do Michigan public school teachers of emotionally disturbed children view their programs?

Specific Research Questions

1. What is the perceived adequacy of Areas of Programming for both classroom and non-classroom teachers?
2. Do classroom and non-classroom teachers differ overall on their perceived adequacy of all program areas?
3. On which Areas of Programming are classroom teachers and non-classroom teachers significantly different in perceived adequacy, and in which Areas of Programming are they not significantly different in perceived adequacy?

This question reports separately the perceived adequacy for classroom and non-classroom teachers on each of the seven Areas of Programming. The data are then analyzed to determine first if there is a significant overall difference between the way classroom and non-classroom teachers answered all seven of the perceived adequacy questions. Finally, the data are examined for each perceived adequacy question to determine which Areas of Programming teachers feel essentially the same about and on which Areas of Programming classroom teachers feel significantly different from non-classroom teachers.

IV. How well can teachers' perceptions of the adequacy of their program areas be predicted from specific conditions?

Specific Research Questions (to be pursued separately for classroom and non-classroom personnel)

1. To what extent can the perceived adequacy of program areas be predicted from teachers' responses to specific conditions in the corresponding areas?
2. On what select group of specific conditions do teachers' responses best predict the perceived adequacy of each Area of Programming?
3. To what extent does this select group of specific conditions (see #2 above) predict the perceived adequacy of each Area of Programming?

This research question explores how well teachers' perceived adequacy can be predicted from the specific conditions they report. This is done separately for classroom and non-classroom teachers and, additionally, is done separately for each of the Areas of Programming. Therefore, fourteen of these analyses were performed.

The initial examination in each of these analyses consists of using all the specific conditions relevant to an Area of Programming and determining how well perceived adequacy can be predicted from all these reported conditions. Then these specific conditions are examined to determine which specific conditions best predict perceived adequacy; these "best predictors" are, in turn, used to determine how well perceived adequacy can be predicted from these select variables. It was anticipated that in most of the fourteen analyses, perceived adequacy could be predicted almost as well using one-half or one-third of the select specific conditions, as it could be predicted using all the 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?

Essentially, the first step in answering this research question was to examine a number of specific conditions and establish which ones best predicted PA for a sample of "typical" teachers of emotionally disturbed children. Next each of the "best conditions" was examined on the basis of its relationship to PA, and the levels found with higher than average PA were determined to be empirically favorable levels and the levels found with lower than average PA were determined to be empirically unfavorable levels. Thus, each level of the best predicting conditions (termed critical conditions) was determined to be either favorable or unfavorable. This made it possible to look at the critical conditions for a person and determine how many favorable critical conditions were present in his situation.

The remaining portion of this research question consists of testing the relationship between the number of favorable critical conditions and the teacher's PA. This testing took place with an independent sample of "typical" teachers of emotionally disturbed children.

Procedures in Development of the Questionnaire

The first major effort involved revising the instrument developed by Donaldson and Schaftenaar in their 1971 Survey of Public

School Classrooms for Emotionally Disturbed Children. The first step in revision involved the utilization of the 1971 results to: (1) remove items which were highly intercorrelated and showed similar correlation to teachers attitude; (2) remove non-discriminatory items (i.e., items which had a low correlation to PA and/or a high inter-correlation with another item); (3) reconstruct items which were unclear or misleading to teachers; (4) reconstruct the format of the instrument in terms of order and context of the items; (5) reconstruct the items measuring perceived adequacy in order to present consistency in the options.

The second step involved submitting two of the seven sections of the survey to specialists in those Areas of Programming for extensive revision and elaboration. These two areas were among the three lowest areas in PA on the 1971 survey, and analysis of the 1971 data showed the conditions in these sections were very inadequate in explaining the variation in teacher's PA. Two specialists in special education administration revised the content in the Area of Programming "Administrative Direction and Leadership." The content of the Area of Programming "Inservice and Professional Improvement Opportunities" was determined by an expert in special education inservice.

The third step in revision involved the submission of the results of Steps 1 and 2 to persons knowledgeable about educational programs for disturbed children. These persons included university personnel, state department personnel, students in training, school administrators, teachers and consultants. They were asked to offer their judgment concerning the content of the instrument; to add items not included on the instrument and to indicate the items which they

felt were relatively unimportant in the functioning of classrooms for disturbed children.

The fourth step involved rewriting the instrument on the basis of the above judgments and subjecting this revision to a pilot study. The primary purpose of the pilot study was to clear up structural errors of the instrument. Respondents were asked to indicate any items which were unclear or confusing, comment on the ordering or "flow" of the instrument, and indicate any structural elements which, because of their "foreignness," awkwardness, etc., detracted from their ability to complete the instrument quickly and accurately. The pilot group consisted of approximately 40 people. All these people had experience with programs for disturbed children, but none of these people were part of the population to be surveyed. (The target population was omitted in order to avoid the possible biasing of their responses to the final instrument.)

Half of the pilot group completed the survey instrument individually or in small groups, in the presence of the project directors. Each person completed the questions and related his understanding of the question to the project directors. The items which were unclear or misleading were reconstructed on the spot so that they were "agreeable" to the "testees" and then the yet-to-be-piloted individuals were given the modified items. The other half of the pilot group completed the survey as teachers would receive it (with the one additional instruction to indicate questions or instructions which were unclear or confusing). Their responses were then analyzed item by item both to discover items that were confusing and to determine if the instructions evoked the proper responses.

The final step in construction of the instrument involved incorporating the information from the pilot study into a final draft and then creating a stylish and effective format for the actual printing of the instrument. The concerns of previous steps were essentially those of content and structure; the concerns of this step primarily involved how to organize and present the material to get both efficient completion of the instrument and a high rate of return.

Specific Dissemination, Follow-up and Feedback Procedures

The appropriate school superintendents were contacted three times. The first correspondence was a brief letter informing them that the survey would be conducted and the purposes of the survey (Appendix C). The second contact took place when the surveys were distributed (Appendix D). All surveys were sent through the superintendent and it was his responsibility to distribute them to his teachers. The third contact took place when following up the teachers whose surveys had not been returned by April 14, 1972 (Appendix E). The superintendents were informed of the reason for the correspondence and were given envelopes to distribute to their teachers as well as a copy of the letter to the teachers.

Teachers were contacted in a variety of fashions, dependent on their speed of response and the requests they made, but the first correspondence in all cases was a letter attached to the survey instrument (Appendix A) which told teachers the purposes of the survey and included a list of materials "available through our office." (One of the things offered was the statewide results on the survey.)

The next contact with teachers involved the teachers who had not returned their surveys by April 14 (Appendix F). A letter was sent through the superintendent's office encouraging their immediate cooperation. For those individuals who still had not responded by May 3, a phone call was made directly to them, again urging their cooperation.

All teachers were sent the information they requested. It is important to note that the information offered was all of unique professional interest or value to Michigan teachers of emotionally disturbed children. In some cases, this feedback was the final contact with teachers; however, most of the responding teachers offered to give their views on "additional areas of concern." These people were sent an additional instrument in a study by McSweeney, Keller, and Schaftenaar (1972) that sought teachers' perceptions of their university preparation to teach emotionally disturbed children. The results of this survey are available in a book by Morse, Bruno, and Morgan (Training Teachers for the Emotionally Disturbed, 1973).

CHAPTER III

FINDINGS

As stated in Chapter II, descriptions of the precise research procedures were delayed, to be presented in conjunction with the findings in order to make the reader's task easier. Thus, in this chapter findings to each research question will be presented along with the relevant methodological considerations.

Research Question I

What are the frequencies and percentages of the Condition Levels as reported by Michigan's public school teachers of emotionally disturbed children?

Subquestion: What are these frequencies and percentages of the Condition Levels separately for classroom and non-classroom teachers?

The above questions were analyzed by tabulating the frequency and percentage of each level of each condition as reported by teachers. These data are reported in Appendix B. A comprehensive commentary on these frequencies and percentages is in the discussion of research question II, in relationship to the Judgmental Standards that were

developed. The following will consist of general comments on these results and a description of how Appendix B can be used to interpret the results.

The most striking feature of the teachers' responses is the great difference their responses show from the Guidelines (1970) established by the Michigan Department of Education for operation of these programs. No systematic attempt was made to determine the exact degree of difference from these guidelines as was done by Coleman (1968), but it appears that Coleman's findings of great divergence between the guidelines and actual programs in 1968 still held true in 1972.

Inspection of the data showed a great divergence in the type of situations and conditions under which teachers are working. None of the 391 responding teachers reported exactly the same type of situation. No factor or cluster analysis was conducted in an attempt to discover similar groups of reported conditions, but future study may find such an analysis valuable and determine that these similar groups do exist. With the exception of certain similarities of conditions found within districts, the researchers were not able to discover through inspection any discernable patterns or clusters of program conditions.

The data in Appendix B are reported in the following fashion. Question number 3 is used as an example:

3. Is there a minimum IQ requirement for children to qualify for your services?

	STATE*	CR	NCR
1. Yes, and it is closely followed	29.0% (110)	38.9% (86)	15.2% (24)
2. Yes, and it is not closely followed	22.4% (85)	27.6% (61)	15.2% (24)
3. No	48.6% (184)	33.5% (74)	69.6% (110)

*STATE refers to the statewide total responses to the question, which essentially means the combination of CR and NCR responses.

This example shows that for the State, 29.0 per cent or 110 situations had a minimum IQ requirement and followed it closely, 22.4 per cent or 85 situations did not follow the stated minimum and 48.6 per cent or 184 situations did not have a stated minimum IQ requirement. Additionally, this shows that 38.9 per cent or 86 classroom situations had a minimum IQ requirement and followed it closely as opposed to only 15.2 per cent or 24 for non-classroom situations. This type of difference between CR and NCR occurs on the other options of this question as well as on many questions throughout the survey.

Research Question II

Using Judgmental Standards, what proportion of programs throughout the state are reported at unfavorable levels for each condition?

Judgmental Standards were derived by sending an instrument (Appendix G) to a selected group of teachers, consultants, administrators, university personnel, and State Department personnel. They were given thorough written instructions on how to respond: basically that they were to indicate generally favorable and generally unfavorable conditions, not ideal conditions or conditions to hold for all possible situations. Separate judgments were made for classroom

and non-classroom situations. The complete instructions are on the first four pages of Appendix G.

When considering all judges' ratings, each condition fell into one of the following four categories:

1. Agreement on all levels of the condition (AGREE)
2. Agreement on most levels of the condition; some disagreement on certain levels (MOST AGREE)
3. General disagreement on all or most levels of the condition (DISAGREE)
4. General agreement by judges that no standard could or should be established for the condition (NO JUDGE)

The criteria for determining favorable and unfavorable levels for a condition are the following:

1. A level was deemed to be a favorable level if more than 80 per cent of the judges rated it a favorable level. (This is denoted as a plus (+) and called a favorable level.)
2. A level was deemed to be an unfavorable level if more than 80 per cent of the judges rated it an unfavorable level. (This is denoted as a minus (-) and called an unfavorable level.)
3. A level was deemed to be a questionable level if the level was not rated more than 80 per cent favorable or unfavorable. (This was denoted as a question mark (?) and called a questionable level.)

The criteria for determining AGREE, MOST AGREE, DISAGREE, or NO JUDGE are as follows:

1. AGREE: If a plus (+) or a minus (-) are assigned to every level of a condition. (No ? levels)
2. MOST AGREE: If at least one plus (+) and one minus (-) are assigned to levels of a condition and there are 1 or 2 questionable (?) levels on that condition.
3. DISAGREE: If no plus (+) and minus (-) are assigned to levels of the condition and/or there are three or more questionable levels.

4. NO JUDGE: If 20 per cent or more of the judges indicated the condition could not or should not be judged.

The following are examples of how the information from research question I, the Judgmental Standards and the status of programs in light of Judgmental Standards, are reported in Appendix B.

Example One

Age Span of Students

Age Span		Classroom AGREE	Non-Classroom MOST AGREE	
1 year	2.3% (9)	4.0% (9) +	0.0% (0) +	+CR = 60.2%
2 years	13.5% (52)	20.8% (47)+	3.1% (5) +	?CR = 0.0%
3 years	22.6% (87)	35.4% (80)+	4.4% (7) +	-CR = 39.8%
4 years	19.0% (73)	21.7% (49)-	15.1% (24)+	
5 years	9.9% (38)	8.4% (19)-	12.0% (19)?	
6 years	9.9% (38)	4.9% (11)-	17.0% (27)?	
7 years	12.0% (46)	3.5% (8) -	23.9% (38)-	+NCR = 22.6%
8 years	7.0% (27)	.9% (2) -	15.7% (25)-	?NCR = 29.0%
9 years	3.9% (15)	.4% (1) -	8.8% (14)-	-NCR = 48.4%

The above shows that judges agree on standards for classroom teachers and there is agreement on the favorableness or unfavorableness of most levels for non-classroom teachers. The Judgmental Standards for classroom teachers are: 3 years or less age span is a favorable condition, 4 years or more is an unfavorable condition. The Judgmental Standards for non-classroom teachers are: 4 years or less age span is a favorable condition, 5 or 6 years is a questionable condition, 7 or more years is an unfavorable condition. The frequencies to the right show that the 1972 situation for classroom teachers regarding age span was 60.2 per cent of the CR's working under judged favorable conditions, 0.0 per cent under questionable conditions and 39.8 per cent under judged unfavorable conditions. The situation for NCR's was: 22.6 per cent under judged favorable conditions, 29.0 per cent under questionable conditions and 48.4 per cent under judged unfavorable conditions.

The following is an example of how the results are reported when judges indicated no judgment or standards could or should be made.

Example Two

Are there children in your classroom who are blind, deaf, hard of hearing, partially sighted, physically handicapped or retarded?

		State	Classroom NO JUDG.	Non-Classroom NO JUDG.	
1.	Yes	38.4% (147)	31.6% (71)	48.1% (76)	NO STANDARDS CR & NCR
2.	No	61.6% (236)	68.4% (154)	51.9% (82)	

The following example shows a case for non-classroom teachers, where there was no concensus among judges, hence no Judgmental Standard could be established.

Example Three

What proportion of your students are certified emotionally disturbed by a psychiatrist or a psychiatric clinic?

		State	Classroom MOST AGREE	Non-Classroom DISAGREE	
1.	All	35.6% (138)	52.7% (117)+	13.5% (21)?	+CR = 52.7%
2.	Most	15.3% (58)	19.4% (43) ?	9.6% (15)?	?CR = 19.4%
3.	Half	4.2% (16)	2.3% (5) -	7.1% (11)?	-CR = 28.3%
4.	Some	29.4% (111)	16.7% (37) -	47.4% (74)?	NCR = NO STANDARDS
5.	None	14.6% (55)	9.0% (20) -	22.4% (35)?	

The judges were asked to make judgments on a total of 151 conditions.[1] Eighty-four judgments were made for CR's and sixty-seven judgments were made for NCR's.

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[1]Please note that although judgments were received, tabulated and reported in Appendix B regarding PA, since these are not specific conditions they are not part of the Judgmental Standards, and, therefore, are not included in the 151 conditions.

Table 1 shows the frequencies and percentages of the conditions according to the judges' ability to agree on the favorableness or unfavorableness of the response levels.

Table 1.--Numbers and Percentages of Conditions at Different Levels of Judge Agreement.

Agreement Level	Group			
	Classroom		Non-Classroom	
	Number	% of CR Total	Number	% of NCR Total
AGREE	48	57%	37	55%
MOST AGREE	25	30%	19	28%
DISAGREE	7	8%	9	13%
NO. JUDG.	4	5%	2	3%
Total	84		67	

Inspection of Table 1 shows that for CR's, either most or all of the condition levels were agreed on by judges for 87 per cent of the conditions judged. This percentage for NCR was 80 per cent. These percentages represent the proportion of the conditions for which meaningful Judgmental Standards could be established. It will be remembered that all these conditions had a minimum of one level that judges agreed was unfavorable. A comprehensive table (Table 2) was developed to demonstrate the distribution of conditions in Michigan according to the percentage at judged unfavorable levels.

Essentially what Table 2 does is focus on conditions. Its particular emphasis is upon the proportion of teachers who are at judgmentally unfavorable levels on a given condition. It takes the

Table 2.--Distribution of Conditions According to Percentage of Teachers Reporting a Judged Unfavorable Condition.[a]

Percentage of Teachers Reporting a Judged Unfavorable Condition	Groups			
	Classroom		Non-Classroom	
	Number	% of CR Total	Number	% of NCR Total
0 - 20%	15	20.6%	20	35.7%
20.1 - 40%	32	43.8%	12	21.4%
40.1 - 60%	10	21.9%	15	26.8%
60.1 - 80%	7	9.6%	7	12.5%
80.1 - 100%	3	4.1%	2	3.6%
Total	73	100%	56	100%

[a]It will be recalled that a judged unfavorable condition is a condition at a judged unfavorable level.

-CR and -NCR figures reported in Appendix B and puts them into a frequency distribution. The first example of the immediately previous three examples (Example One) had a -CR figure of 39.8 per cent. This represents one of the 32 cases reported in Row 2, Column 1. The figure 32 represents the number of conditions with a -CR per cent of between 20.1 and 40 per cent. These 32 conditions represent 43.8 per cent of all the conditions for which standards were established.

Looking at the table in its totality gives one a perspective of the overall unfavorableness of the conditions under which Michigan public school teachers of disturbed children are working. If all the conditions for which standards were established had a maximum of 20.0 per cent of teachers reporting judgmentally unfavorable levels, then

73 would be the figure represented in row one, column one. This would be the most positive possible status of Michigan's programs that could be represented by this table.

If the way judges made their decisions, the criteria they used in determining favorable and unfavorable levels are examined, the table takes on added meaning. They were instructed not to indicate ideal conditions, but instead to indicate generally favorable and unfavorable levels; in other words, levels which in most cases are unfavorable to programming but to which there might sometimes be an exception: for example, generally speaking, it is undesirable to have twelve emotionally disturbed children in one classroom but, under some unique circumstances with certain exceptions, it would not be an unfavorable level.

With this in mind, the table can be examined and it becomes clear that any condition falling in the first row of Table 2 could actually be in good shape statewide because the 0-20 per cent of reported unfavorable conditions could be only "exceptions to the rule." With an extremely liberal interpretation, it could be stated that up to forty of the cases could be exceptions to the rule, thus including row two conditions as being in reasonably good shape statewide. It would seem very unlikely that any lower levels could be included and be exceptions. Below this point they become the rule and not the exception.

Thus a condition where 40.1 per cent or more of the total situations for that condition statewide are judgmentally unfavorable conditions, and will be interpreted as a condition that is not in very good shape statewide. Using this criterion, 35.6 per cent of the

conditions for which CR Judgmental Standards were established and 42.9 per cent of the conditions for which NCR Judgmental Standards were established are interpreted as not being in very good shape statewide.

With the assumptions: that a consensus of teachers, administrators, consultants, state department personnel and teacher educators means something; that teachers are reporting accurately, it would seem a conservative estimate[1] that 35 per cent of the conditions that CR's are working under should concern us greatly. This percentage for NCR is an even higher 42 per cent.

It is important to note that Table 2 implicitly assumes equal importance of conditions. No attempt was made to determine this, but it does appear possible that the "less important" conditions could be concentrated more heavily on either end of the table. Therefore, it is possible the 35 per cent and 42 per cent figures reported may have a high or low proportion of "less important" conditions.

Research Question III

In terms of Perceived Adequacy, how do Michigan public school teachers of emotionally disturbed children view their programs?

Specific Research Questions

1. What is the perceived adequacy of Areas of Programming for both classroom and non-classroom teachers?

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[1]Conservative because 40 per cent of the cases were allowed to be exceptions and because the questionable levels were not included in Table 2. It should be remembered that questionable levels had some experts who judged them as unfavorable levels; in some cases up to 80 per cent of the judges said they were unfavorable and they still were not denoted unfavorable levels.

2. Do classroom and non-classroom teachers differ overall on their perceived adequacy of all program areas?
3. On which Areas of Programming are classroom teachers and non-classroom teachers significantly different in perceived adequacy, and in which Areas of Programming are they not significantly different in perceived adequacy?

The responses for CR and NCR to the perceived adequacy questions were tallied separately and the mean of all responses for each group on each Area of Programming is reported. The mean is derived by first assigning a value to each response (1 = excellent, 2 = very good, 3 = good, 4 = fair, 5 = poor), adding up the responses, and finally, dividing by the number of respondents to find the average or mean response. It is important to note that this treatment of the data assumes interval scale data.

Table 3 presents the mean and standard deviation for classroom and non-classroom teachers on an area by area basis. Figure 2 is a graphic presentation of the means presented in Table 3.

The data in Table 3 and Figure 2 show that from the teachers' perspective, Inservice and Professional Improvement is the Area of Programming that is the most deficient in terms of affecting "Their ability to meet the needs of children they serve." The Areas of Programming separately for CR and NCR are listed below in order from the mean PA closest to excellent to the mean PA farthest from excellent.

1. NCR Student Composition--"Workability" of Group
2. NCR Attitudinal Climate

Table 3.--Means and Standard Deviations for Areas of Programming.

Areas of Programming	Groups			
	Classroom		Non-classroom	
	$\bar{x}$	s	$\bar{x}$	s
Student Composition and Workability of Group	2.97	.96	2.40	.92
Attitudinal Climate	2.77	1.07	2.49	.97
Educational Planning and Screening	3.04	1.09	3.05	1.13
Supportive Provisions	3.06	1.18	2.77	1.03
Availability of Instructional Materials	2.66	1.13	2.61	1.12
Inservice Improvement	3.69	1.17	3.32	1.26
Administrative Leadership	3.28	1.27	2.93	1.24

3. NCR Availability of Instructional Materials
4. CR Availability of Instructional Materials
5. CR Attitudinal Climate
6. NCR Supportive Provisions and Personnel
7. NCR Administrative Direction and Leadership
8. CR Student Composition--"Workability" of Group
9. CR Educational Planning and/or Screening Provisions
10. NCR Educational Planning and/or Screening Provisions
11. CR Supportive Provisions and Personnel
12. CR Administrative Direction and Leadership
13. NCR Inservice and Professional Improvement Opportunities
14. CR Inservice and Professional Improvement Opportunities

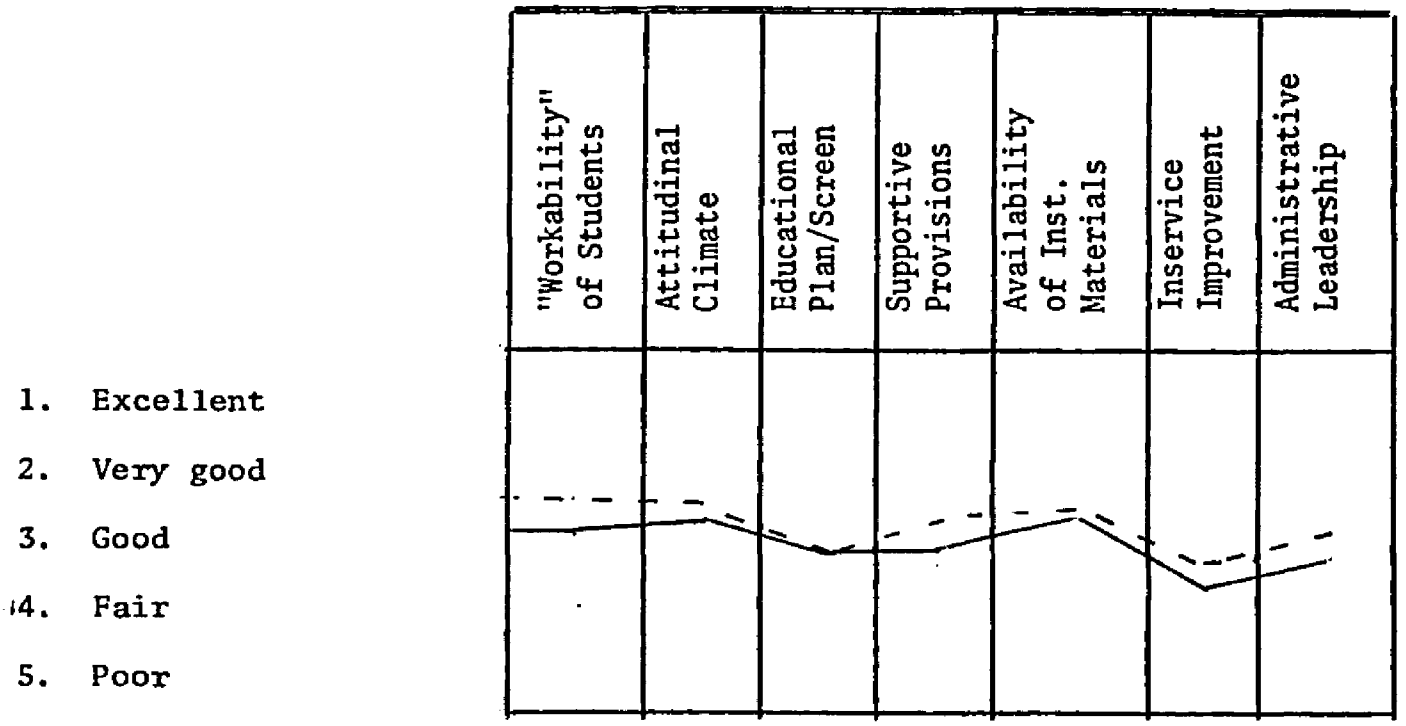

Figure 2. Means for Classroom and Non-Classroom Teachers for Areas of Programming.

CR = ——————
NCR = ----------

As can be seen, mean PA's tend to be farther from excellent for the classroom teachers than for their non-classroom counterparts. Three of the four poorest mean PA's belong to classroom teachers. On the bottom half of the list, consisting of seven positions, five are occupied by classroom teachers.

Examination of Figure 2 would also seem to indicate generally poorer PA's for classroom teachers. Classroom teachers had poorer mean PA's on six of the seven Areas of Programming. Non-classroom was poorer on one Area of Programming, by an extremely narrow margin (1/100 of a point).

The significances of these differences (Subquestions 2 and 3) were determined through a Multivariate Analysis of Variance procedure

(McCall, 1970). Utilization of this procedure necessitated submitting the Areas of Programming in decreasing order of importance; this ordering of importance being achieved through the ranking of experts (see Appendix H). The following ranking was determined from most important to least important.

1. Supportive Provisions and Personnel
2. Educational Planning and/or Screening Provisions
3. Administrative Direction and Leadership

Tie
4. Inservice and Professional Improvement Opportunities
4. Student Composition--"Workability" of Group

6. Attitudinal Climate
7. Availability of Instructional Materials

This analysis required additionally that there be no missing data. Some teachers failed to answer all perceived adequacy questions (24 missing answers from a possible 2,737). In order to avoid disregarding individuals where six of seven responses had been made, individuals were randomly assigned responses to missing questions. This random assignment required a computer program which assigned responses according to how people in the same teacher group answered the question. For example, classroom teachers answered the Attitudinal Climate question in the following fashion: 11.3 per cent Excellent, 30.9 per cent Very Good, 33.0 per cent Good, 18.7 per cent Fair, 6.1 per cent Poor. A CR who omitted this question was assigned a response by a random procedure but in accord with these probabilities. Comparing the actual means of responding teachers to the means with random assignment of response showed very little change in group means (the largest change was .0099 per cent).

Table 4 shows the results of the Multivariate Analysis of Variance (MANOVA) procedure. Essentially what the MANOVA analysis does is first take both CR and NCR and consider all Areas of Programming simultaneously to find if there is an overall PA difference between CR and NCR. Then it takes each variable separately and partitions out the variance which is accounted for by preceding variables. That is to say, Supportive Provisions being the first specific variable analyzed, is analyzed with all the other variables. The next variable analyzed, Screening, is analyzed with all the other variables except that the variance accounted for by Supportive Provisions is partitioned out. The results show that classroom teachers across all perceived adequacy questions answered differently from non-classroom teachers at the .05 level (P less than .0001). On specific questions, classroom and non-classroom teachers were significantly different at the .007 level[1] in their response to one PA question. The two groups were not significantly different at the .007 level on their responses to the following six PA questions:

Supportive Provisions and Personnel

Educational Planning and/or Screening Provisions

Administrative Direction and Leadership

Inservice and Professional Improvement Opportunities

Attitudinal Climate

Availability of Instructional Materials

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[1]Please note that the .007 level is used in this case to reduce the additive effect of alpha over all measures. The additive effect of alpha using .007 is .049, whereas it would be .35 using alpha = .05.

Table 4.--Multivariate Analysis of Variance for Classroom Teachers Versus Non-Classroom Teachers.

Multivariate $F = 7.3684$ $p < .0001$

Variable	Step Down	
	F	p
Supportive Provisions and Personnel	6.3092	.0125
Educational Planning and/or Screening Provisions	1.9117	.1676
Administrative Direction and Leadership	4.9970	.0260
Inservice and Professional Improvement Opportunities	4.1737	.0418
Student Composition--"Workability of Group"[a]	29.0306	.0001
Attitudinal Climate	.4191	.5178
Availability of Instructional Materials	7.3684	.0001

[a]Significant at the .007 level.

The results of this research question support the results of research questions I and II in that classroom teachers apparently find themselves in quite different situations than their non-classroom counterparts and when viewing classroom teachers' situations from an overall perspective, their situations appear to be somewhat less positive. It would appear necessary, however, to qualify any statement regarding the overall deficiency of classroom teachers' situations. The information presented shows that the difference is not the same difference in all Areas of Programming. In fact, in most Areas of Programming there is no significant difference in CR and NCR situations.

The research questions to this point have established that CR's and NCR's are quite different in the specific condition levels they report in their situations and their overall perception of the adequacy of these conditions. The next research question (IV) involves the relationship between specific conditions and PA, separately for CR and NCR teachers. This separate analysis would appear justified considering the differences already established between CR and NCR. The results are examined to determine if this separate analysis was beneficial.

Research Question IV

How well can teachers' perceptions of the adequacy of their program areas be predicted from specific conditions?

Specific Research Questions (to be pursued separately for classroom and non-classroom personnel)

1. To what extent can the perceived adequacy of program areas be predicted from teachers' responses to specific conditions in the corresponding areas?
2. On what select group of specific conditions do teachers' responses best predict the perceived adequacy of each Area of Programming?
3. To what extent does this select group of specific conditions (see #2 above) predict the perceived adequacy of each Area of Programming?

Each Area of Programming, for both classroom and non-classroom personnel was analyzed by the Multiple Regression Stepwise Delete (MRSD) Analysis (Draper and Smith, 1966). When the data are of the proper nature, all the above questions can be answered by this analysis. Essentially the procedure takes all the predictor variables (e.g., 15 specific conditions) and gives the multiple R^2 for the joint relationship of all the predictor variables to the dependent variable (i.e., perceived adequacy). It then considers all predictors simultaneously and drops the one predictor contributing the least unique amount to R^2. It drops variables in this fashion until the only variables remaining (e.g., six variables) are variables which contribute significantly different amounts (at the .05 level) to R^2. The analysis then reports the R^2 for the remaining variables.

The analysis has the limitation that it assumes that data for the predictor and dependent variables are on an interval scale or better. This research assumes an interval scale for all ordinal data and the PA response and most of the predictors meet this criterion.

Six Areas of Programming had all ordinal (assumed interval) data and could, therefore, utilize the MRSD analysis. One Area of Programming, Inservice and Professional Improvement Opportunities, contained four nominal predictor variables. This Area of Programming was analyzed by an analysis similar to MRSD: the Multiple Classification Analysis (Andrews and others, 1971). The unique features of this analysis will be discussed along with the results for Inservice and Professional Improvement Opportunities, but, in summary, the major feature which led to its utilization was the fact that it is designed to work with nominal predictor variables and an interval dependent variable.

A similar analysis was, therefore, conducted for CR's and NCR's on all seven Areas of Programming for a total of fourteen analyses. The dependent variable in all cases was PA. The independent or predictor variables were all those conditions within an Area of Programming plus some relevant conditions from other Areas of Programming (e.g., administrators' preference for Inservice Training was a condition included in inservice, even though it was within the Direction and Leadership section of the questionnaire). This condition was also used in the MRSD for Direction and Leadership. The usual analysis involved an MRSD on all teachers: 231 if CR, and 160 if NCR. Because of the unique characteristics of the data and the highly variable nature of delivery of service, upon occasion different analyses were performed and/or less than the total complement of responding teachers was utilized. The MRSD analysis requires that there cannot be any missing data; the missing data were assigned a value by the procedure described in research question III. For present purposes, it was decided that a variable would be assigned a

value if less than 10 per cent of the teachers omitted the question. If 10 per cent or more of the teachers missed the questions, this variable would not be included in MRSD.

The results are reported on an Area of Programming basis for both CR and NCR. The areas utilizing the typical population and typical analysis will be covered first and the atypical situations will be covered later. The reason for the deviance from typical population and/or analysis will be explained in the context of the results.

The Area of Programming, "Student Composition--Workability of Group," was analyzed by MRSD for 321 classroom teachers and 160 non-classroom teachers. Six conditions were included for non-classroom teachers and received an R^2 of .1657. After deletion of variables, three conditions remained which received an R^2 of .1541.

The three conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
Age Range of Students	.0021
The Severity of Students Emotional Problems	.0045
Proportion of Students Certified ED or a Psychiatrist or Psychiatric Clinic	.0050

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of three variables.

	Significance	R^2 Deletes
Modal Age of Children in Classroom	.001	.08853
Type of Student Handicaps	.036	.12974
Amount of Time Spent on Discipline	.003	.10564

Sixteen conditions were included for classroom teachers and received an R^2 of .3558. After deletion of variables, five conditions remained which received an R^2 of .3211.

The eleven conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
Teacher Can Depend on Someone Taking Class So They Can Work With a Problem Student	.0000
Number of Students in Class	.0005
Proportion of Students Certified ED by a Psychiatrist or Psychiatric Clinic	.0012
Type of Student Handicaps	.0016
The Availability of a Suitable Room to Take a Problem Student To	.0017
Modal Age of Children in Classroom	.0023
Students Are Spending Part of Day in Regular Classroom	.0046
Teacher is limited by Students Variability in Arithmetic Achievement	.0049
Years Difference in Arithmetic Achievement	.0054
Years Difference in Reading Achievement	.0024

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's

	Significance	R^2 Deletes
Teacher is Limited by Students Variability in Reading Achievement	.0005	.27777
The Severity of Students Emotional Problems	.010	.30081
Amount of Time Spent on Discipline	.0005	.23393
How Long it Takes to Get Student Reevaluated	.011	.30109
Someone to Take the Class While Teacher Deals with Problem Student	.004	.29561

The Area of Programming, "Administrative Direction and Leadership," was analyzed for 231 classroom teachers and 160 non-classroom teachers. Fifteen conditions were included for non-classroom teachers and received an R^2 of .5125. After deletion of variables, five conditions remained which received an R^2 of .4727.

	R^2 Reduction
An Area of Leadership Preferred by Immediate Supervisor is Personal Concerns of Staff	.0002
Frequency of Consultations or Visits by Immediate Supervisor	.0004
Consultant(s) Regularly Available to Help With Personal/Emotional Needs of Students	.0011
How Often Inservice/Workshops are Held	.0017
An Area of Leadership Preferred by Immediate Supervisor is Student Behavior	.0031
An Area of Leadership Preferred by Immediate Supervisor is Central Office Matters	.0033
An Area of Leadership Preferred by Immediate Supervisor is Inservice	.0048
Frequency of Consultations or Visits by Immediate Supervisor	.0083

	R^2 Reduction
An Area of Leadership Preferred by Immediate Supervisor is Staff Relations	.0082
The Immediate Supervisor's Attendance at Planning/Screening Meetings	.0087

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of five variables.

	Significance	R^2 Deletes
The Educational Planning Committee Meets Regularly	.003	.44181
How Long It Takes to Get Materials After Request	.033	.45689
Immediate Supervisors Knowledge of ED Children	.0005	.28245
Satisfaction With Immediate Supervisors Speed of Response	.021	.45422
The Immediate Supervisor Asks Teacher's Opinion on Technical/Professional Matters	.007	.44714

Nineteen conditions were included for classroom teachers and received an R^2 of .5215. After deletion of variables, six conditions remained which received an R^2 of .5001.

The thirteen conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the conditions.

	R^2 Reduction
The Immediate Supervisor's Attendance at Planning/Screening Meetings	.0001
How Often Inservice/Workshops are Held	.0000

	R^2 Reduction
How Long It Takes to Get a Student Reevaluated	.0001
An Area of Leadership Preferred by Immediate Supervisor is Personal Concerns of Staff	.0003
Frequency of Consultations or Visits by Immediate Supervisor	.0004
The Availability of a Suitable Room to Take a Problem Student To	.0004
An Area of Leadership Preferred by Immediate Supervisor is Central Office Matters	.0008
Satisfaction With Immediate Supervisors Speed of Response	.0010
How Long It Takes to Get Materials After Request	.0015
Teacher Can Depend on Someone Taking Class So They Can Work With Problem Student	.0014
The Immediate Supervisor Asks Teacher's Opinion on Technical/Professional Matters	.0019
An Area of Leadership Preferred by Immediate Supervisor is Student Behavior	.0050
The Educational Planning Committee Meets Regularly	.0085

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of six variables.

	Significance	R^2 Deletes
Consultant(s) Regularly Available to Help with the Personal/Emotional Needs of Students	.012	.48596
Someone To Take Class While Teacher Deals With Problem Student	.0005	.45919

	Significance	R^2 Deletes
Frequency of Immediate Supervisor Visit	.0005	.41446
Immediate Supervisors Knowledge of ED Children	.0005	.41283
An Area of Leadership Preferred by Immediate Supervisor is Inservice	.014	.48656
An Area of Leadership Preferred by Immediate Supervisor is Staff Relations	.034	.49002

The Area of Programming, "Availability of Instructional Materials," was analyzed by MRSD for 231 classroom teachers and 160 non-classroom teachers. Seven conditions were included for non-classroom teachers and received an R^2 of .2969. After deletion of variables, four conditions remained which received an R^2 of .2688.

The three conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
Consultant(s) Regularly Available to Help With the Personal/Emotional Needs of Students	.0010
The Educational Planning Committee Meets Regularly	.0111
The Proportion of Materials Ordered That Are Received	.0160

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of four variables.

	Significance	R^2 Deletes
Yearly Materials Budget	.024	.24442
How Long It Takes to Get Materials After Request	.006	.23227
Adequate Audio-Visual Materials Are Available	.0005	.15393
An Area of Leadership Preferred by Immediate Supervisor is Instructional Improvement	.006	.23262

Seven conditions were included for classroom teachers and received an R^2 of .3712. After deletion of variables, five remained which received an R^2 of .3619.

The two conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Deletes
How Long It Takes to Get Materials After Request	.0038
The Educational Planning Committee Meets Regularly	.0055

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of five variables.

	Significance	R^2 Deletes
Consultant(s) Regularly Available to Help With the Personal/Emotional Needs of Students	.022	.34676
Yearly Materials Budget	.001	.33135
The Proportion of Materials Ordered That Are Received	.0005	.31233

	Significance	R^2 Deletes
Adequate Audio-Visual Materials Are Available	.0005	.27157
An Area of Leadership Preferred by Immediate Supervisor is Instructional Improvement	.025	.34749

The Area of Programming, "Educational Planning and/or Screening Provisions," was analyzed by MRSD for 231 classroom teachers and 160 non-classroom teachers. Ten conditions were included for non-classroom teachers and received an R^2 of .3875. After deletion of variables, four conditions remained which received an R^2 of .3639.

The six conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
The Teacher's Attendance at Planning/ Screening Meetings	.0005
The Sending Social Worker's Attendance at Planning/Screening Meetings	.0009
Amount of Time Spent on Discipline	.0025
The Severity of Students Emotional Problems	.0054
The Psychologist's Attendance at Planning/ Screening Meetings	.0060
The Teacher's Voice in Removal of a Student From Class	.0083

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of four variables.

	Significance	R^2 Deletes
The Sending Teacher's Attendance at Planning/Screening Meetings	.0005	.29536
The Educational Planning Committee Meets Regularly	.0005	.28106
The Teacher's Voice in Placement of Student in Class	.017	.33983

Twelve conditions were included for classroom teachers and received an R^2 of .3309. After deletion of variables, four remained which received an R^2 of .2874.

The eight conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
The Teacher's Attendance at Planning/ Screening Meetings	.0001
The Immediate Supervisor's Attendance at Planning/Screening Meetings	.0014
The Sending Teacher's Attendance at Planning/ Screening Meetings	.0037
The Teacher's Voice in Removal of Student From Class	.0047
The Psychologist's Attendance at Planning/ Screening Meetings	.0075
The Severity of Students Emotional Problems	.0102
Having Students the Teacher Feels Should Not Be in Class	.0058
Amount of Time Spent on Discipline	.0101

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's

unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of four variables.

	Significance	R^2 Deletes
How Long It Takes To Get Student Reevaluated	.002	.25718
The Sending Social Worker's Attendance at Planning/Screening Meetings	.023	.27083
The Educational Planning Committee Meets Regularly	.0005	.24322
The Teacher's Voice in Placement of Students in Class	.0005	.23491

The Area of Programming, "Supportive Provisions and Personnel," was analyzed by MRSD for 231 classroom teachers and 160 non-classroom teachers. Fourteen conditions were included for non-classroom teachers and received an R^2 of .2677. After deletion of variables, four conditions remained which received an R^2 of .2133.

The ten conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
An Art Teacher's Availability	.0000
A Counselor's Availability	.0001
A Reading Teacher's Availability	.0004
The Immediate Supervisor's Attendance at Planning/Screening Meetings	.0006
Having a Teacher's Aide	.0010
A Speech Therapist's Availability	.0060
A Music Teacher's Availability	.0093

	R^2 Reduction
The Sending Social Worker's Attendance at Planning/Screening Meetings	.0106
The Educational Planning Committee Meets Regularly	.0119
The Physical Education Teacher's Availability	.0145

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of four variables.

	Significance	R^2 Deletes
The Psychologist's Attendance at Planning/Screening Meetings	.001	.15116
Consultant(s) Regularly Available to Help With Personal/Emotional Needs of Students	.023	.18669
Parents Receiving Additional Services	.005	.17287
Frequencies of Consultations or Visits by Immediate Supervisor	.049	.19328

Eighteen conditions were included for classroom teachers and received an R^2 of .3781. After deletion of variables, six conditions remained which received an R^2 of .3600.

The twelve conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
The Availability of a Room to Take Problem Student To	.0000
The Immediate Supervisor's Attendance at Planning/Screening Meetings	.0002

	R^2 Reduction
Frequency of Consultations or Visits by Immediate Supervisor	.0001
A Speech Therapist's Availability	.0003
A Counselor's Availability	.0006
A Physical Education Teacher's Availability	.0008
An Art Teacher's Availability	.0007
A Psychologist's Attendance at Planning/ Screening Meetings	.0009
A Music Teacher's Availability	.0012
The Sending Social Worker's Attendance at Planning/Screening Meetings	.0033
Someone to Take Class While Teacher Deals With Problem Student	.0036
Having a Teacher's Aide	.0064

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of six variables.

	Significance	R^2 Deletes
How Long it Takes to Get Student Reevaluated	.001	.32460
The Educational Planning Committee Meets Regularly	.012	.34180
Consultant(s) Regularly Available to Help With the Personal/Emotional Needs of Students	.0005	.30183
Parents Receiving Additional Services	.001	.32728

	Significance	R^2 Deletes
A Reading Teacher's Availability	.028	.34599
The Teacher Can Depend on Someone Taking Class So They Can Work With Problem Student	.0005	.28079

The Area of Programming, "Attitudinal Climate," was analyzed for all non-classroom teachers but for only a portion of the classroom teachers. Five questions pertaining to Attitudinal Climate were not answered by teachers "in a building entirely for special education programs." Thus, 46 or 19.9 per cent of the CR's omitted these questions which is more than the 10 per cent maximum for inclusion (see earlier this research question regarding non-response to items). Only 9 or 5.6 per cent of the non-classroom teachers missed these questions, hence, all were included in the MRSD. Five conditions were included for non-classroom teachers and received an R^2 of .1609. After deletion of variables, two conditions remained which received an R^2 of .1541.

The three conditions that were deleted are the following. The conditions are given in order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
The Teacher Eats With the Regular Classroom Teachers	.0000
How Much Contact Teacher Has With Regular Classroom Teachers	.0023
The Immediate Supervisor's Asking Teacher's Opinion on Technical/Professional Matters	.0045

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's

unique contribution to R^2 and the value R^2 would be if this variable were removed from the non-deleted set of two variables.

	Significance	R^2 Deletes
The Regular Class Teachers in Building Attempt to Understand ED Children	.0005	.04767
Frequency of Consultations or Visits by Immediate Supervisor	.008	.11504

Eight conditions were included for classroom teachers and received an R^2 of .3107. After deletion of variables, one condition remained which received an R^2 of .2882.

The seven conditions that were deleted are the following. The conditions are given in the order of their deletion along with the amount which R^2 was diminished after deletion of the condition.

	R^2 Reduction
The Teacher's Eating Lunch With the Regular Classroom Teachers	.0001
Students Spending Part of Day in Regular Classroom	.0002
Maintenance People Consider Room Extra Burden	.0006
Frequency of Consultations or Visits by Immediate Supervisor	.0008
Having a Regular Classroom Next Door	.0023
Regular Class Teachers in Building Attempt to Understand ED Children	.0067
How Much Contact the Teacher Has With the Regular Classroom Teachers	.0018

The conditions below are those which were not deleted by MRSD. Following each variable is the significance level of the variable's

unique contribution to R^2 and the value R^2 would be if this variable were removed (in this case it would be zero since there is only one variable).

	Significance	R^2 Deletes
The Immediate Supervisor's Asking Teacher's Opinion on Technical/ Professional Matters	.0005[1]	.00000

The final Area of Programming to be analyzed is Inservice and Professional Improvement Opportunities (Inservice). The population to be analyzed consisted of 231 CR and 160 NCR teachers. A total of sixty teachers were dropped from analysis because they reported never having inservice meetings. The average PA for this area for the excluded group of teachers was 4.5 or a rating of about halfway between fair and poor.

As mentioned previously, the Multiple Classification Analysis (MCA) was used to analyze this Area of Programming primarily because MCA was designed to utilize nominal variables and MRSD cannot utilize these variables appropriately. The MCA is very similar to the MRSD but it does have some unique characteristics. Essentially, MCA allows the researcher to answer the research questions utilizing nominal variables but not in the same fashion nor to the same level of precision.

The MCA analysis gives a multiple R^2 for the predictor variables and their relationship to the dependent variable, and a statistic which enables a researcher to order the variables on the basis of their

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[1]Please note, the CR results hold only for teachers not in buildings entirely for special education programs.

contribution to R^2. There is not, however, any feature which considers all variables simultaneously and repeatedly drops the one contributing the least to R^2 until only those contributing significantly different amounts to R^2 remain. Additionally, MCA does not tell what R^2 would be in the absence of any particular variable.

A central difference in MCA and MRSD is the method of computing and ultimately the figure arrived at for R^2. MRSD assigns a degree of freedom for each variable used and reports an unadjusted R^2. MCA assigns a degree of freedom for each variable and number of levels of each variable and reports an R^2 which is adjusted downward for degrees of freedom. Therefore, unless the number of cases studied is extremely large (which is not the present case) the reported R^2 for MCA will be smaller than one which would be received for MRSD. To verify this discrepancy with the data to be analyzed, an MCA and MRSD were run on the same sets of data for CR's and NCR's on ordinal Inservice predictor variables only versus the dependent variable PA.

Table 5.--R^2 Values for MCA and MRSD Analysis.

Type of Analysis	Groups	
	CR	NCR
MCA	R^2 = .17850	R^2 = .22670
MRSD	R^2 = .18583	R^2 = .23913

Thus, the R^2's that are reported for Inservice will be slightly lower than R^2's that would be reported from MRSD had it been an appropriate data analysis technique.

Because MCA does not systematically delete variables as does the MRSD, the deletion of variables was done through inspection of the Beta coefficient. The numerical figure provided by Beta allows for a precise determination of the relative contribution to R^2 of different variables but the numerical value of Beta only generally represents the amount of R^2 predicted by any variable.

In summary, an MCA was conducted on the eleven relevant variables for CR and NCR, by inspection four variables were deleted in each case, and finally, an MCA was conducted again to get an R^2 for the remaining seven variables. It should be noted that there is no way of determining if all seven remaining variables contribute significantly different amounts to R^2 or, indeed, if the remaining seven variables that were specified would be the same seven variables if in fact a complete re-analysis were conducted each time a variable was dropped.

The R^2 value for all eleven variables for CR was .21717. The R^2 value for the seven variables for CR was .21388. For NCR with all eleven variables, R^2 was equal to .26692 and R^2 for seven variables was .27892.[1]

The four variables deleted for CR are the following which are given in the order of their deletion along with the corresponding Beta coefficient.

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[1]Despite the apparent higher prediction from fewer variables, a mathematical impossibility, the reader will remember that MCA adjusts R^2 downward for additional variables and variable levels. Thus, if the "actual" R^2 were the same for both analyses, one would expect the first reported R^2 to be lower because it has more variables and variable levels.

	Beta
Consultant(s) Regularly Available to Help With the Personal/Emotional Needs of Students	.0171
When Inservice Takes Place	.0174
Format of Inservice	.0002
Subject of Inservice	.0161

The seven remaining variables showed the following Beta coefficients. The larger the Beta reported, the more that variable contributes to R^2. The numerical value of Beta has no readily interpretable relationship to R^2; however, the larger the Beta reported, the more the variable contributes to R^2.

	Beta
Having a Coordinator of Inservice	.0421
How Often Inservice Occurs	.0574
Districts Attitude Towards Inservice	.0312
Teacher Feeling at Ease to Call Upon Immediate Supervisor	.0204
Frequency of Consultations of Visits by Immediate Supervisor	.0285
Immediate Supervisor's Knowledge of ED Children	.0239
With Whom Inservice is Held	.0752

The four variables deleted for NCR are the following which are given in the order of their deletion along with their corresponding Beta coefficient.

	Beta
Consultant(s) Regularly Available to Help With the Personal/Emotional Needs of Students	.006
Subject of Inservice	.0221

	Beta
District's Attitude Towards Inservice	.0208
Teacher Feeling at Ease to Call Upon Immediate Supervisor	.0268

The seven remaining variables showed the following Beta coefficients. The larger the Beta reported, the more the variable contributes to R^2. The numerical value of Beta has no readily interpretable relationship to R^2; however, the larger the Beta reported, the more the variable contributes to R^2.

	Beta
Having a Coordinator of Inservice	.0102
How Often Inservice Occurs	.1040
When Inservice Takes Place	.0335
Format of Inservice	.0422
Frequency of Consultations or Visits by Immediate Supervisor	.0888
Immediate Supervisor's Knowledge of ED Children	.0293
With Whom Inservice is Held	.0722

Generally speaking, the specific conditions did a good job of predicting the PA for classroom and non-classroom teachers. Two of the fourteen initial R^2 appear to be rather low and are not particularly meaningful. These R^2 were both for non-classroom teachers and were in the areas, "Attitudinal Climate," $R^2 = .1609$ and "Student Composition--Workability of Group," $R^2 = .1657$.

The highest two initial R^2 were both in the Area of Programming, "Direction and Leadership of Program," CR $R^2 = .5215$ and NCR $R^2 = .5125$.

Examination of the non-deleted variables for CR and NCR in each Area of Programming indicates that classroom teachers are again different from their non-classroom counterparts. The non-deleted variables are never the same for both CR and NCR in any Area of Programming and in many cases they are very different; thus, it appears that the separate analysis for classroom and non-classroom teachers was justified. Since a difference between CR and NCR has been consistently found, the final research question will also analyze these groups separately.

Research Question 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?

Essentially this research question sought to first find the critical conditions in each Area of Programming for "typical" classroom and non-classroom teachers; second, to find a way of scoring each critical condition 0 to 1 (0 = unfavorable, 1 = favorable) according to their relationship to PA; and last, to try out this scoring system on an independent group of teachers to ascertain whether or not higher scores were found with higher PA's.

The first actual step--finding similar groups of classroom and non-classroom teachers--was necessitated by the fact that Michigan has many diverse means of programming for emotionally disturbed children.

The very unique programs need atypical conditions (e.g., Inservice, Supportive help) for adequate service to be given to children. These atypical programs (teacher settings) are dropped from the group to be studied in order to retain groups of individuals with similar programming needs.

The teaching situations of 231 responding classroom teachers were examined and, ultimately, 54 teachers (or 23.4%) were dropped because of unusual or atypical situations. Teachers meeting any of the following criteria were excluded from this analysis.

1. The official policy of their district did not include their working with emotionally disturbed children.
2. Their classroom program was located in a juvenile home or child guidance clinic facility.
3. The students served were primarily preschool age or clearly of high school age.

Thus, the 177 classroom teachers to be studied in research question V were those who met all the following criteria:

1. The classroom was located in a public school or quasi-public school facility (i.e., all other classrooms were for special education).
2. The majority of the students were from elementary through junior high ages.
3. The official policy of their district was that the classroom was to serve emotionally disturbed children (in some cases the policy was to serve additional handicaps e.g., learning disabled).

The 160 non-classroom teachers were examined and ultimately 40 teachers or 25 per cent were dropped because of unusual or atypical teaching situations. Teachers meeting any of the following criteria were excluded from the analysis:

1. They served seven or more schools (buildings).
2. The students they served were of preschool or clearly high school ages.
3. The students they served were all placed in a special class(es) under the responsibility of another special education teacher(s).
4. The official policy of their district did not include their serving emotionally disturbed children.

Thus, the 120 non-classroom to be studied in research question V were those that met all the following criteria:

1. The majority of their students were from elementary through junior high ages.
2. Some or all of the students they served were enrolled in the regular classroom.
3. They served six or less schools (buildings).
4. The official policy of their district was that they were to serve emotionally disturbed children (in some cases the policy was to serve additional handicaps e.g., learning disabled).

The next step to be taken was to randomly assign classroom and non-classroom teachers to two groups. Group 1 included 60 per cent of the teachers to be studied which represented 106 for CR's and 72 for NCR's. Group 2 included 40 per cent of the teachers to be studied which represented 71 for CR's and 48 for NCR's. Group 1 for both classroom and non-classroom teachers was the group from which the critical conditions and scoring system were derived; Group 2 was the independent group upon which the scoring system was tested. Procedures of this nature are typically referred to as cross validation procedures (Travers, 1965).

The next step was to determine the fourteen sets of critical conditions for classroom and non-classroom teachers for each Area of Programming. This was accomplished by performing an MRSD, as described

in research question IV and then by applying two criteria to select potential critical conditions. This MRSD analysis was in all cases conducted using the same independent and dependent variables as research question IV.

One criterion for potential selection was the amount that a variable contributed to R^2 in an MRSD analysis. The non-deleted variables, in the MRSD analysis, were always prime candidates for critical conditions, the first variables deleted were very poor candidates and the last variables to be deleted were usually rather good candidates. Typically, as the last variable deleted was examined, the second to the last, the third to the last, etc., it became very apparent at which point a variable contributed little to R^2. This was typically the point at which no earlier deleted variables were considered as candidates for critical conditions.

The second criteria for inclusion was the objectivity of a condition. Highly subjective conditions were automatically excluded as critical conditions. Moderately subjective variables were excluded when it was possible to use a more objective variable which contributed an equal amount or slightly less to R^2. In summary, criteria for inclusion of a condition as a potential critical condition involved both the amount the variable contributed to R^2 and the degree of objectivity of the variable.

Twelve sets of potential critical conditions were derived in the above fashion. Two sets of potential critical conditions for classroom and non-classroom teachers regarding Inservice and Professional Improvement were derived through the use of the MCA analysis described in research question IV. Essentially the potential critical

conditions were derived by the same procedure as the above described for MRSD. The idiosyncracies of MCA necessitated utilizing the Beta coefficient rather than information described above, but otherwise the same procedure and criteria were utilized.

Once all fourteen sets of potential critical factors were identified one final analysis determined the actual critical conditions and the scoring procedure to be used on the critical conditions. This analysis consisted of taking each condition in a set of potential conditions and performing a X^2 analysis against the PA for this set of conditions.

Perceived adequacy (PA) was converted for the purposes of this analysis from five potential levels to two potential levels. The new levels were positive PA and neutral negative PA (see Chapter II definitions for a full description). This conversion was made in order to enable the researcher to focus on the clearly desirable PA responses. The intent was to establish certain levels of certain conditions which discriminated the clearly desirable group of teachers from the less desirable group of teachers.

The first use of the X^2 and corresponding degrees of freedom was the final determinant of whether or not a potential critical condition would be selected as a critical condition. This was done on the basis of the following table. The X^2 values represent critical points such that the chance of wrongly identifying the presence of a relationship where none exists would be one in four. Potential critical conditions receiving a X^2 value above the preceding value for the associated degrees of freedom were selected as critical conditions. All other conditions were excluded.

DEGREES OF FREEDOM	X^2 VALUE
1	1.3
2	2.7
3	4.1
4	5.4
5	6.6

The second utilization of the X^2 analysis was to dichotomize each critical condition into empirically favorable level(s) or empirically unfavorable level(s). This dichotomizing made it possible to look at a specific critical factor for a given teacher and determine if it was a favorable or unfavorable condition. Essentially this represented an all or nothing, positive or negative, 1 or 0 scoring system; thus, there was no weighting for a critical condition involving degrees of favorableness of a critical condition; it was simply deemed a favorable or unfavorable condition.

The dichotomization was made by comparing the actual observed frequency for the high PA group on a condition level to the expected or theoretical frequency for the high PA group on that level. The theoretical frequency is the frequency one would expect for a group if there were no difference between high PA and low PA groups in their responses.

In this research, a condition level was deemed favorable only when the high PA group responded at a higher than expected frequency on a given level. When the high PA group responded at the expected frequency or below, this was determined to be an unfavorable level.

A presentation of all the X^2 analyses utilized to determine empirical program standards will not be given because of space limitations. The data in Table 6 show how the empirically favorable and unfavorable levels are established for one critical factor, from the set of critical factors for Classroom "Educational Planning and Screening Provisions."

Examination of Table 6 shows that the dichotomy between favorable and unfavorable levels is between levels 2 and 3, 2 weeks to 1 month and 1 month to 2 months. Level 1 expected frequency (EF) for High PA is 6.2, and the observed frequency (OF) is 10, making this a clearly favorable level. Level 2 EF = 10.6, OF = 11, thus this is a favorable level. Level 3 EF = 7.2, OF = 7, thus an unfavorable level. Level 4 EF = 6.8, OF = 4, thus an unfavorable level. Level 5 EF = 1.2, OF = 0, thus an unfavorable level.

To summarize, the previous steps in research question V determined fourteen sets of critical factors in programming for "typical" teachers of emotionally disturbed children and then a determination was made regarding when these critical factors are favorable to programming and when they are unfavorable to programming. The original 60 per cent of the population of interest, Group 1, was used one final time. Each teacher was given a score on the seven Areas of Programming, whereby he/she would receive one point for each critical factor which was at a favorable level. This score for an Area of Programming was then crossed with the abbreviated PA score. This table was then examined to determine a point which seemed to best discriminate between high PA teachers and the neutral/low PA teachers. That is, a score was

Table 6.--Obtained Frequencies (OF) and Expected Frequencies (EF) for Condition Levels According to PA Level.

This is an example for the following condition question: If you had a student in your classroom whom you felt did not belong there how long would it take to get him reevaluated?

PA Level		Condition Level 1 (Less Than 2 Weeks)	2 (2 Weeks-1 Month)	3 (1-2 Months)	4 (More Than 2 Months)	5 (Never)	Total
High	OF	10	11	7	4	0	32
PA	EF	6.2	10.6	7.2	6.8	1.2	
Low/	OF	10	23	16	18	4	71
Neutral PA	EF	13.8	23.4	15.9	15.2	2.8	
Total	OF	20	34	23	22	8	103[a]

[a]The X^2 analysis were conducted on real data (no random substitution for blanks), hence this figure is three less than the 106 total CR's because three teachers omitted at least one question for this table.

Note: OF = Observed Frequency

EF = Expected Frequency

determined at or above which high PA people were found at a higher than normal rate. This score was called the Minimal Number of Favorable Critical Conditions (MNFCC).

The following is one of the fourteen tables. It is the table for classroom teachers in the area of Supportive Provisions and Personnel.

Examination of Table 7 shows that the total number of high PA individuals is 34 or 32.1 per cent of all the teachers examined. Examination of the scores shows that of all people receiving scores of 7, 100 per cent were high PA, of those receiving a score of 6, 80 per cent were high PA, etc. When the table goes down from a score of 4 to a score of 3, the percentage of high PA teachers goes from 45.5 per cent to 20.0 per cent or passes from a higher percentage than the overall percentage of high PA to a lower percentage than the overall percentage of high PA. Therefore, 4 was determined to be the minimal number of favorable critical conditions (MNFCC) for classroom teachers in the program area "Supportive Provisions and Personnel."

The following lists are the fourteen 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 CLASSROOM TEACHERS

I. CR 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.

Table 7.--Per Cent of Teachers According to PA Level and Number of Critical Conditions at Favorable Levels.

PA Level		Number of Critical Conditions at Favorable Levels								Total
		0	1	2	3	4	5	6	7	
High PA	frequency	0	0	4	5.	7	11	4	3	34
	% of column	0%	0%	13.3%	20.0%	45.5%	57.9%	80.0%	100%	32.1%
Neutral/ Low PA	frequency	2	6	26	20	9	8	1	0	72
	% of column	100%	100%	86.7%	80.0%	56.2%	42.1%	20.0%	0%	67.9%

Pearson Product Moment r = .508

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. CR 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. CR 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. CR 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. CR 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.

FAVORABLE LEVELS OF CRITICAL CONDITIONS FOR NON-CLASSROOM TEACHERS

I. NCR SUPPORTIVE PROVISIONS AND PERSONNEL MNFCC = 4

1. The educational planning committee meets regularly.
2. The students' parents are at least somewhat receiving the additional services the teacher feels they need.
3. An art teacher is regularly available.
4. A speech therapist is regularly available.

5. A physical education teacher is regularly available.

6. A reading teacher is regularly available.

II. NCR STUDENT COMPOSITION--WORKABILITY OF GROUP MNFCC = 2

1. The modal age of children served is ten years or less.

2. None of the children served have other handicaps (e.g., blind, deaf).

3. The teacher does not spend so much time on discipline that time for students' other needs is limited.

III. NCR ATTITUDINAL CLIMATE MNFCC = 4

1. Most of the regular classroom teachers in the building attempt to understand the unique needs of ED children.

2. The teacher has very much or more contact with regular class teachers in the building.

3. The teacher sometimes eats lunch with regular class teachers.

4. The immediate supervisor consults with or visits the teacher at least 15-19 times per month.

5. The immediate supervisor often or very often asks teacher's opinion on technical/professional matters.

IV. NCR ADMINISTRATIVE DIRECTION OR LEADERSHIP MNFCC = 5

1. The educational planning committee meets periodically.

2. The inservice meetings are held at least once a month.

3. The immediate supervisor consults or visits the teacher at least 15-19 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 teacher's opinion on technical/professional matters.

7. An area of leadership preferred by the immediate supervisor is Inservice and Professional Improvement.

8. An area of leadership not preferred by the immediate supervisor is Central Office Matters.

V. NCR INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES* MNFCC = 4

1. Inservice meetings are held once a month or more often.

2. The typical format of inservice programs is group activity.

3. The typical subject of inservice programs is instructional procedures.

4. The teacher feels at ease to call upon the immediate supervisor any time.

5. The immediate supervisor consults or visits with the teacher at least 15-19 times per month.

6. Inservice is with the following teachers: ED only, Special ED. only, ED and Special ED., Special ED. and regular.

*Please note the conditions do not apply to teachers who never have inservice.

VI. NCR PLANNING AND SCREENING PROVISIONS MNFCC = 4

1. The teacher does not spend so much time on discipline that time for students other needs is limited.

2. The teacher always attends planning/screening meetings.

3. The sending social worker often or always attends planning/screening meetings.

4. The immediate supervisor sometimes or more often attends planning/screening meetings.

5. The educational planning committee meets periodically.

VII. NCR AVAILABILITY OF INSTRUCTIONAL MATERIALS MNFCC = 3

1. Consultant(s) regularly available to meet the personal and emotional needs of students.

2. The teacher gets most or all of the materials he/she requests.

3. The teacher has adequate audio visual materials available.

4. An area of leadership preferred by the immediate supervisor is Instructional Improvement.

The remaining portion of research question V relates to attempts to validate the favorable levels of critical conditions on the independent group of teachers (Group 2 representing 40%). This is necessary because as described by Travers (1965),

> Multiple regression techniques involve the determination of the best method of combining two or more measures in order to predict a criterion. The best combination for a particular sample takes advantage of any peculiarities that make one set of weights more effective than another. Now when these same weights are applied to another sample that has different peculiarities, their effectiveness in predicting the criterion measure is reduced. Thus, one commonly finds that when a multiple correlation coefficient is calculated on a particular sample, and the same regression weights are then applied to a new sample, the new multiple correlation has shrunk. . . . In most studies one should provide independent samples on which the original values can be checked.

The term used by Travers to describe this phenomenon of reduction of R^2 is "shrinkage." The term used by Travers to describe the procedure of checking against an independent sample is called "the simple cross-validation procedure."

Three examinations were made in an attempt to cross validate the favorable levels of critical conditions (FLCC's).

1. Determining for each set of FLCC's whether or not there was a significant relationship between the number of FLCC's and PA level.

2. Examining for each set of FLCC's whether or not high scorers (MNFCC[1] or greater) were more likely to have high PA than low scorers (less than MNFCC).

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[1]MNFCC = Minimal number of favorable levels of critical conditions.

3. Examining for each set of FLCC's whether or not high extreme scorers (many FLCC's) were more likely to have high PA than low extreme scorers (a "few" FLCC's).

The first examination involved developing fourteen tables for Group 2 individuals, which is the same computer analysis as Table 7 developed for Group 1 individuals. This was called an expectancy table since it represented how teachers might be expected to respond to PA questions, when working under a given number of favorable critical conditions. The most important feature of this analysis for our present purposes was that it reports the Pearson Product Moment Correlation Coefficient for the relationship between PA level and number of favorable critical conditions. For computational purposes the PA levels were arbitrarily scored as 0 - 1. The reported correlation is a measure of the association between the 0 - 1 variable, PA, and the integer-valued variable, number of favorable critical conditions.

Missing data were present in some cases and, if a subject missed no more than one specific condition, he was assigned a condition by the random process described in research question III. Subjects missing two or more specific conditions were excluded from analysis.

Table 8 shows the expectancy table for "Classroom Supportive Provisions and Personnel." The results can be interpreted the same way as results for Table 7 and they show the same type of relationship whereby the higher the number of favorable critical factors, the higher the percentage of teachers with high PA. It is interesting to note, however, that the relationship is higher for Table 7 than it is for Table 8 ($r = .508$ vs. $r = .324$). It should be recalled that the same favorable levels and the same conditions were utilized in both analyses. The only difference is that Table 7 comes from data on

Table 8.--Frequency and Percentages of Individuals With Different Numbers of Favorable Critical Conditions and Different PA Levels.

PA Level		Number of Critical Conditions at Favorable Levels								Total
		0	1	2	3	4	5	6	7	
High PA	frequency	0	2	0	6	6	5	2	0	21
	% of column	0.0%	33.3%	0.0%	23.1%	37.5%	62.5%	66.7%	. .	30%
Neutral/ Low PA	frequency	2	4	9	20	10	3	1	0	49
	% of column	100%	66.7%	100%	76.9%	62.5%	37.5%	33.3%	. .	70%

Pearson Product Moment Correlation Coefficient r = .32427

Group 1 (the group upon which the scoring system was derived) and Table 8 comes from the data on Group 2 (an independent group of people). This points out an important phenomenon which Travers (1965) calls shrinkage and seems to indicate that cross-validation was justified for the purpose of this research question.

The following reports the r for each expectancy table and area along with an indication of whether or not the r is significantly greater than zero at the .01 level of confidence.[1] Ten of these tables obtained an r significantly greater than zero, four of these tables obtained r's which were not significant. Thus, most of the analyses for the first cross-validation procedure meet the criteria established.

Supportive Provisions and Personnel

*CR r = .324 n = 70 NCR r = .306 n = 46

Administrative Direction and Leadership

*CR r = .408 n = 70 *NCR r = .523 n = 47

Student Composition--"Workability" of Group

*CR r = .625 n = 66 *NCR r = .390 n = 47

Educational Planning and Screening Provisions

*CR r = .318 n = 69 *NCR r = .376 n = 48

Inservice and Professional Improvement Opportunities

*CR r = .3370 n = 58 NCR r = .177 n = 44

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[1]Please note that the .01 level is used in this case to reduce the additive effect of alpha over all measures. The additive effect of alpha using 0.1 is .14, whereas it would be .70 using alpha = .05.

Availability of Instructional Materials

*CR	r = .367	n = 70	NCR	r = .158	n = 48

Attitudinal Climate

CR	r = .279	n = 62	*NCR	r = .387	n = 48

*Significant at the .01 level.

The second effort to ascertain the predictive validity of the favorable critical conditions involved utilizing the minimal number of favorable critical conditions (MNFCC). It is important to note that MNFCC was established on Group 1 individuals making this an a priori prediction as opposed to a post hoc examination.

The specific procedure involved assigned those people with less than MNFCC to a group called "low scorers" and assigning people with MNFCC or more to a group called "high scorers." Fourteen 2 by 2 tables were then set up, one dimension being high scorers and low scorers and the other dimension being high PA and neutral/low PA. Correlation coefficients were based on the use of 0 - 1 labeling of the PA levels and the scoring groups. The resulting Pearson r is equivalent to a phi coefficient. Table 9 is the 2 by 2 table established for "Classroom Availability of Instructional Materials."

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

I. An r 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.

Table 9.--Frequency of High Scorers and Low Scorers and Neutral/Low PA Levels.

Scoring Group	PA Level	
	High PA	Neutral/Low PA
High Scorers	27	17
Low Scorers	7	20
	r = .344	n = 71

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.

The formulas used for determining these figures for a and b above are as follows:

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

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

Applying these criteria to Table 9 shows that: (1) r = .344 is significant, (2) that 79.4 per cent of the high PA teachers are high scorers and the percentage of high PA teachers being high scorers (61.4%) was 2.4 times the percentage of high PA teachers that were low scorers (25.9%). These ratios are reported in Appendix I along with the corresponding tables.

Six sets of FLCC's passed all the criteria, eight sets of FLCC's passed less than all the criteria. Thus, it would appear that the minimal number of favorable conditions hold merit in some cases.

That is to say that for some Areas of Programming, programs having a given number or more of FLCC's (MNFCC) have a significant and meaningfully higher proportion of high PA individuals than programs with less than a given number of FLCC's (MNFCC).

The final attempt to cross-validate involved the use of extreme scores. All persons having either the critical number of favorable conditions or one less, were excluded from analysis. All scores outside this interval were identified as extreme scores, the scores above this interval being High Extreme Scores, and the scores below this interval being Low Extreme Scores.

The fourteen extreme score tables had the second criteria applied from the previous validation technique. To review, the criteria for these tables were either:

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

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

(Similar formulas were utilized to determine these figures as were previously used.)

The significance level of the Pearson Product Moment Correlation could not be meaningfully utilized as a criterion with the extreme score tables. Thus it was not used as a validation criterion for these tables. This has the important implication that although many of these tables meet the criterion of meaningfulness, there is no assurance of statistical significance. No attempt will be made to

establish statistical significance until a larger group of teachers is identified.

Fourteen 2 by 2 tables were set up, one dimension being high extreme scorers and low extreme scorers and the other dimension being high PA and neutral/low PA. Table 10 is the table established for "Classroom Availability of Instructional Materials."

Table 10.--Frequency of High Extreme Scorers and Low Extreme Scorers at High and Neutral/Low PA Levels.

Scoring Group	PA Level	
	High PA	Neutral/Low PA
High Extreme Scorers	21	9
Low Extreme Scorers	3	6

Applying the criteria to Table 10 shows that 87.5 per cent of the high PA people are high extreme scorers and that the ratio of high PA teachers being high extreme scorers (70.0%) was 2.1 times the ratio of high PA teachers being low extreme scorers (33.3%). These ratios are reported in Appendix J along with the corresponding tables.

The criteria of meaningfulness were passed in 12 cases, 2 cases did not pass criteria. Table 11 summarizes the results of the three validation attempts for CR's and NCR's on seven Areas of Programming. When all criteria were met for a validation procedure, a plus (+) is given. When only part or none of the criteria were met, a minus (-) is given.

Table 11.--Validation Procedures Passing Criteria.

Area of Programming	Validation Procedure					
	Classroom Validation Procedures			Non-Classroom Validation Procedures		
	1	2	3	1	2	3
Supportive Provisions and Personnel	+	-	+	-	-	+
Administrative Direction and Leadership	+	+	+	+	+	+
Student Composition--"Workability of Group"	+	+	+	+	-	+
Educational Planning and Screening Provisions	+	-	+	+	+	+
Inservice and Professional Improvement Opportunities	+	-	+	-	-	-
Availability of Instructional Materials	+	+	+	-	-	-
Attitudinal Climate	-	+	+	+	-	+
Total Plus for Items	6	4	7	4	2	5

Total Plus for CR = 17
Total Minus for CR = 4
Total Applications for CR = 21

Total Plus for NCR = 11
Total Minus for NCR = 10
Total Applications for NCR = 21

Total Plus CR and NCR = 28
Total Minus CR and NCR = 14
Total Applications of Criteria = 42

Note: + = Passed all criteria

- = Passed none or only part of the criteria

Table 11 shows that there was a total of 42 applications of criteria and in 28 cases or 66.7 per cent of the time all criteria were passed. The successful completion of criteria was at a higher rate for CR's (17 of 21 or 81.0%) than for NCR's (11 of 21 or 52.4%). Thus, an overall inspection of the table shows that the favorable levels of critical conditions do a rather good job of predicting high PA teachers, with the prediction being somewhat better for CR's than for NCR's.

The third validation procedure, predicting high PA from high extreme scores, shows the highest rate of success, 12 of 14 as opposed to 10 of 14 for validation procedure 1, and 6 of 14 for validation procedure 2. Thus, it would appear that extreme scores do the best job of predicting high PA, precise scores do the next best job of predicting high PA and "dichotomized" scores do the least efficient job of predicting high PA.

The FLCC's for three CR Areas of Programming passed all criteria on all three validation procedures. The FLCC's for all of the CR Areas of Programming passed the criteria of at least two validation procedures. The FLCC's for two NCR Areas of Programming passed all criteria on all three validation procedures, two areas passed the criteria of two validation procedures, one area passed the criteria of only one validation procedure and two areas did not pass the criteria for any of the validation procedures. A comparison of these figures again points out that the favorable levels of critical conditions hold up better for CR's than for NCR's.

CHAPTER IV

DISCUSSIONS AND IMPLICATIONS

Summary

This research is an evaluative study of Michigan's public school classrooms for emotionally disturbed children. First, the study sought the specific conditions under which teachers in these programs were working. Second, the study sought the adequacy of different Areas of Programming based on teachers judgments. Last, the study determined both the most efficient and the most straightforward means of predicting adequacy from specific conditions.

The study had five major objectives.

1. Demonstrate the status of a number of specific conditions in Michigan's programs. These conditions were those that concerned professionals considered most important in affecting a teacher's ability to meet the needs of the children he/she served. Additional requirements of these conditions are that they be objective and that they relate to the grouping of children and the program features previously described.

2. Develop judgmental standards for the previous conditions and compare the actual status of conditions to these judgmental standards.

3. Determine the relative quality of different Areas of Programming in respect to how they influence the service provided to children based on teacher judgments.

4. Determine the relative contribution of specific conditions to the judged adequacy of program areas.

5. Develop an initial formulation of these specific conditions into a framework which can ultimately be utilized by researchers and practitioners as one aspect of program evaluation.

The subjects were drawn from the entire population of teachers reimbursed by the Michigan Department of Education to teach emotionally disturbed children. This included all the public school teachers of emotionally disturbed children in Michigan excepting a few in unusual situations, and excluded teachers in public and private psychiatric institutions.

The data were gathered by means of a mailed questionnaire, an instrument which was refined, through pilot testing, consultations with experts, and statistical analysis, from an instrument used previously by the Michigan Department of Education, Special Education Services. The instrument sought information concerning those variables (conditions) considered the most important, the most objective and the most readily changeable which effect a teacher's ability to meet the needs of emotionally disturbed children. These conditions were organized into seven categories of inputs called "Areas of Programming," and teachers were asked to describe the adequacy of each Area of Programming and to report the status of a number of conditions within each Area of Programming.

Findings

1. Teachers of self contained classrooms (classroom teachers) showed differences on the results of all research questions when compared to teachers in other capacities (non-classroom teachers). It was concluded that classroom and non-classroom positions should be considered separately when the input needs

of educational programs for emotionally disturbed children are evaluated.

2. Experts in varying capacities showed a high consistency in judgments regarding the minimal conditions that should exist for a teacher to provide adequate service to emotionally disturbed children. Additionally, when these pooled judgments are applied to reported conditions statewide, it is apparent that many conditions are at favorable levels only 60 per cent of the time or less. It was thus concluded that the consensus of a variety of experts is a promising means of establishing program standards with particular promise being shown for evaluative pursuits of this nature. It was also concluded that responsible parties should be very concerned about the status of certain conditions in Michigan public school programs for emotionally disturbed children.
3. The numerical means of classroom and non-classroom teachers' descriptions of Areas of Programming ranged from very good to fair; classroom teachers were significantly different from non-classroom teachers when considering all areas; and when examining the seven areas separately, the two groups were significantly different on one Area of Programming. It was concluded that statewide, some Areas of Programming were of a less desirable status than others, but to make a clear statement about the relative status of an area, one must differentiate between classroom and non-classroom situations.
4. Fourteen Multiple Regression Stepwise Delete Analysis for each Area of Programming, separately for classroom and

non-classroom teachers showed that in each case different conditions best predicted the adequacy of an Area of Programming. Additionally, in each case different proportions of the variance of the adequacy of areas was predicted from specific conditions. In all cases, the amount of variance in adequacy predicted by specific conditions was significant at the .05 level. It was concluded that adequacy could be predicted from specific conditions, but that the conditions predicting adequacy must be differentiated on the basis of position (classroom and non-classroom) and Area of Programming.

5. Fourteen sets of critical conditions were established for typical classroom and non-classroom teachers for each of the seven Areas of Programming. Next, favorable levels for each critical condition were established and, finally, these favorable levels of critical conditions (FLCC's) were examined in the situations of an independent group of teachers with generally confirming results. It was concluded that the FLCC's provide useful hypotheses regarding what conditions cause Areas of Programming to have a positive effect on a teacher's ability to meet the needs of emotionally disturbed children. That is to say, the FLCC's show promise as specific things which can be done to improve programs, but experimentation must take place before the FLCC's are represented as means of remediating program deficits.

Some Observations on the Study

This section will discuss phenomena discovered during this research that were not specific objectives of the research, but appear to warrant some discussion. These phenomena were not operationalized into research questions, and research data are not available to substantiate some statements. This commentary is provided because of the unique nature of this research and its potential heuristic value. The comments and discussion of the observations and insights gained during this research will be provided in order to provide information of value to parties considering future research of this type.

As mentioned in Chapter I, the general purpose of this research was to develop a framework for evaluating Michigan's programs for the emotionally disturbed from an input frame of reference. If research is to be conducted regarding interactions of child, teacher and program variables, such a framework seems mandatory.

It is submitted that the framework established for the purposes of this research (i.e., the organization of the survey instrument) shows promise as a framework for evaluating programs from an input frame of reference. This is not submitted as the only framework that could be utilized. In fact, it is part of the purpose of this research to stimulate thinking whereby a different and, hopefully, more effective framework will be developed in the future. Additionally, it should not be inferred that the value of this framework to programs for disturbed children has been fully established. Procedures for establishing this value are suggested in latter parts of this chapter.

An important discovery that was made was that this form of program assessment or evaluation is a feasible enterprise. A crucial

issue in such an enterprise is teachers' cooperation and Michigan's public school teachers of emotionally disturbed children were extremely cooperative. Teachers answered at an unusually high rate (82.3%) and inspection of their responses shows they spent considerable effort to provide clear and accurate information (e.g., writing in margins to fully explain answers, writing comments at the end of the survey, etc.). Additionally, most responding teachers (93%) offered to assist with further information and 89 per cent of these volunteers responded when an additional survey was sent to them.

Two factors may have contributed to this high level of co-operation. First, the teachers were made fully aware that anonymity would be preserved. They were apparently reassured that their employers or peers would not see their responses. The second factor relates to the means used to encourage teachers' responses. The approach used was to appeal to teachers' professionalism by telling them of the nature of the study, how it would be used, offering them results of the study, and giving them the opportunity to receive professional literature of interest.

Another issue of concern is the question: Do people in the field really want this information? The answer to this question is again a positive one. Written requests for results have come from all over the country. Most Michigan school districts requested and received individual feedback. All Michigan universities requested and received individual feedback. Most of Michigan public school teachers of emotionally disturbed children requested and received the results. Many other requests have come from other professionals and agencies. Additionally, the Michigan Department of Education--Special Education

Services has supported the research for two years and has utilized the results in its efforts to establish statewide rules, regulations, and guidelines for conducting these classrooms.

A very significant discovery during the course of the research was the fact that professionals are very willing to give of their time and effort to give input into the direction of the research. This would include such things as comments and suggestions regarding the form and content of the instrument, and the form and content of the feedback and results. Additionally, when stages of this research required professional judgments, almost everyone who was contacted gave freely of their time and professional energies. It appeared that the only requirements for assistance were that the instructions be clear, the specific purpose of the request be made clear, a perspective be given on how the request fit into the overall project and some consideration be given to facilitating their efforts (e.g., including an addressed, stamped return envelope, a form that facilitated their response, etc.).

A very surprising and unanticipated result of this research was the high degree of consistency shown by judges in their assessment of favorable levels in research question II. It will be recalled that judges agreed in 56 per cent of the cases, and they agreed on most levels in another 29 per cent of the cases. Therefore, judges showed a high amount of agreement in 85 per cent of the cases regarding what should exist in programs for emotionally disturbed children. When one recalls that these judges consisted of teachers, administrators, university personnel, consultants and graduate students, this may be considered a very high rate of agreement.

The most direct implication of the judgmental consistency is that persons at all levels of involvement should be very concerned about the conditions ED teachers are working under. This is not just the teachers griping, the universities looking down from on high, the state department promulgating rules, etc. It represents a consensus of all levels of interest regarding what should exist for ED programs to function adequately. Therefore, the current status of Michigan's ED programs should be of strong concern to all levels of professionals.

An additional implication from the high consistency of experts' judgments is that the judgmental standards should provide administrators with good guidelines in establishing standards for their own programs. To review, the conditions on the survey represent what a wide range of people believe to be the most important antecedent conditions to the successful functioning of ED programs. Additionally, the standards provided show a consensus of what a wide range of people consider favorable and unfavorable levels of these conditions. Any party deemed responsible for ED programs could add and delete conditions which are relevant to their unique district or program and then, using the judgmental favorableness or unfavorableness of levels as a guide, determine unique favorable and unfavorable levels for their own district or program. It is conceivable that persons may adopt these standards in their entirety. This may be inappropriate in some respects, but would seem preferable to no clear standards of any kind.

Discussion of Research Results

The following section will consist of a discussion of the implications and limitations of the major research findings. The

research questions will each be discussed separately, but will be contrasted when appropriate. A major limitation of this research relates to the fact that it is an empirical examination of what exists, and can only state association. This section will present some hypotheses concerning the causes of certain phenomena; a later section will provide some suggestions for the testing of these hypotheses.

Research Question I

This research question by itself has no strong implications or limitations. It is simply a reporting of the frequency and percentage of specific condition levels in the 1972 public school classrooms for emotionally disturbed children. It is not possible to make any overall statements about the status of these different conditions. Thus, meaning, and ultimately implications, can only be drawn through individual interpretation of each individual condition. On the basis of the state guidelines for conduting these programs (1970), it would appear that many conditions are far below their recommended levels, but the guidelines are only suggestions and do not provide any meaningful standard through which the condition levels can be evaluated.

There do not appear to be any serious cautions to be observed in the interpretation of these data as descriptive information. The high percentage of return would indicate the representativeness of the findings and informal validation procedures seem to indicate that teachers report this information accurately. Therefore, it is submitted that the data presented for this research question accurately depict the working conditions of the 1972 public school teachers of emotionally disturbed children in Michigan.

Research Question II

The value of research question II lies primarily in the fact that it adds meaning to the data obtained in research question I. Applying the rather liberal standards employed, it is apparent that there is a great discrepancy between the minimal conditions that experts feel should be provided and the conditions that actually prevailed in the 1972 public classrooms for emotionally disturbed children.

Teaching emotionally disturbed children is a very demanding and difficult procedure (Long and others, 1971). The 1971 survey of Michigan ED programs showed 17 per cent of the teachers were going to leave their present position in an ED classroom. The present research showed that only 55.3 per cent of the teachers were very certain they were going to stay in their present positions. Additional information showed that 32 per cent of the teachers were in their first year of teaching and 23 per cent were in their second year of teaching, or a total of 55 per cent were relative novices at this vital process of reshaping children's lives.

The evidence abounds that this important role is a very difficult one, that teachers do not stay in this position and that the burden falls largely upon unseasoned hands. It seems likely that this situation is not going to change if the conditions teachers are working under and the resources available to them do not show some improvement.

Dunn (1968) and others (Meyerowitz, 1962; Jones, 1972) have stated that the segregated class is an outdated and ineffective model for serving handicapped children. Similar criticism has been

specifically focused upon segregated classrooms for disturbed children (Rubin and others, 1966; Vacc, 1972). These commentaries are subject to some criticism, but even assuming them valid (they are conscientious and rigorous efforts to deal with the question of the efficacy of special class placement), the question arises: Have the programs studied been given a sufficient opportunity to succeed? It would appear from viewing Michigan's situation, in light of judgmental standards, that this is not the case for classroom teachers.

Many authors (Dunn, 1968; Morse, 1971; Brafield and others, 1973; Knoblock, 1973) suggest the alternative of serving children in the regular class setting with special supportive personnel (NCR's) available to the regular classroom teacher. The question then arises is: Are these NCR teachers any more likely to succeed, given the conditions they are working under? By applying the judgmental standards to the actual situations of these people, it would appear that the NCR's are working under equally limiting conditions as CR's and, thus, their likelihood of success does not appear any greater.

It is the author's contention that these programs have not been given a reasonable opportunity to succeed. It is maintained that the outcome of well-trained, experienced teachers working under adequate conditions should be examined before conclusions are made regarding the most desirable mode of service to ED children. Going a step further, it would be an even more constructive effort to determine what kind of service benefits which kind of children.

A limitation of these program standards is that they represent the judgments of experts, and there is no absolute assurance that the presence or absence of judged favorable conditions effects the quality

of service children receive. A partial attempt to deal with this limitation is presented in the discussion of research question V.

Another limitation of these standards relates to the fact that no information is provided regarding the relative importance of conditions. This limitation is dealt with in the discussion of research question V and suggestions for further dealing with this issue are presented in later parts of this chapter.

Research Question III

Findings for this research question reveal differences in the way teachers perceive the adequacy of different Areas of Programming and that there is a difference in these perceptions between classroom and non-classroom teachers. This would seem to add to the information in research question I in that not only do CR's and NCR's work under different conditions, but they also perceive the quality of these conditions differently.

The mean of all teachers' responses indicates that the Areas of Programming, "Inservice and Professional Improvement," and "Direction and Leadership" are those at the lowest levels for the combined groups. Inspection of the means separately for CR and NCR shows the same areas of deficit for CR. For NCR, Inservice is the lowest area, but Leadership is replaced as the second most deficient area by Educational Planning and Screening Provisions.

A limitation of these results is that they involve teachers' perceptions and no validation of these responses was conducted. Part of the reason that no direct validation was attempted was that no definitions of good Inservice, good Leadership, etc., are available

for ED classrooms. It could be argued that if teachers judge inservice to have a good effect on their teaching, this is by definition better inservice than inservice which teachers judge as having a bad effect. Be that as it may, it is assumed that teachers' descriptions of program areas is accurate. Additionally, it is contended that no matter how accurate teachers' descriptions are on the 5 point scale from excellent to poor, this description is not as meaningful as the description relative to the description of other Areas of Programming. That is to say, that although a response of good may not be perfectly accurate (thus not highly meaningful) it is contended that compared to a response of poor on another area, it is highly meaningful because both responses were made in the same context.

The issue of PA validity is partially dealt with in research questions IV and V. Further suggestions for dealing with this limitation are given at the end of the chapter. Another limitation of the results of research question III is similar to a limitation of research question I in that it shows the situation and outlines the problem, but does not offer any real suggestions of what to do about the problem. There is some information in research question II that gives some idea of what might be done. For example, given a problem with Inservice, a district could look at the judgmental standards for Inservice and try to get all classrooms at favorable levels on all Inservice conditions. However, this has many limitations. It has already been mentioned that these standards are only judgments and, additionally, that they do not differentiate between the importance of conditions. An additional concern is the question: Are there

conditions subsumed in other Areas of Programming (e.g., for inservice, administrator interest in inservice) that are relevant?

Research question V makes an attempt to answer some of these questions. The end of this chapter suggests further steps to take to find effective and efficient means of dealing with the problems this research question has identified.

Research Question IV

Research question IV has dealt with predicting PA from specific conditions. The results show that generally speaking, PA can be predicted from specific conditions, that PA for some areas can be predicted better than PA from other areas, that some conditions predict PA better than other conditions in a given area, and that PA is best predicted by different conditions for a given area when looking separately at classroom and non-classroom teachers.

This information provides some indirect evidence of the reliability of the condition and PA items. While no reliability coefficients were determined reliability may be inferred from the fact that a relationship between variables could not exist if a certain degree of reliability or consistency were not present in each type of item. That is, if the condition items were answered completely unreliably and/or the PA items were answered completely unreliably, the R^2 would have to be 0. Since all R^2 are higher than this, both types of items must be somewhat reliably answered. Unfortunately, no numerical estimate can be given regarding reliability because it is not known how large R^2 really is in any of the cases. Perhaps it is 1.0 (but this is highly doubtful) and any discrepancy is due to the

unreliability in one or both items. Perhaps the R^2 is exactly that reported in the MRSD analysis (again, highly doubtful), and thus, both types of items are perfectly reliable. In reality, the true R^2 is probably somewhere between the R^2 reported and 1.0.

An example to illustrate this point would be when the true R^2 was .60 and the R^2 received from MRSD was .30. The items had to be somewhat reliable or the R^2 = .30 could not have been obtained. On the other hand, they were not perfectly reliable because the R^2 did not equal .60.

The data from this analysis present further evidence concerning the difference between CR's and NCR's. Findings for earlier research questions have shown that CR's and NCR's are working under different conditions and judge the adequacy of these conditions differently. This research question shows that there is also a different relationship between conditions and PA, and in fact, different conditions that best predict PA when comparing CR's and NCR's. This would support the concept that different conditions are important in the functioning of NCR programs than are important in the functioning of CR programs and, additionally, that the degree to which conditions effect the educational process is differentially dependent, depending on whether they are for CR or NCR programs.

This research question has provided some information regarding issues of concern, but its primary contribution was the research results mentioned previously. The presence of these research results demonstrated that research question V was feasible and that meaningful results could be obtained. That is, the research results have some

broad implications, but their primary utility is that they demonstrate the feasibility of research question V.

Research Question V

This research question was answered using the following steps: selecting a typical group of teachers, selecting the most important conditions in an Area of Programming, and finally, determining the favorable levels of each most important (critical) condition. These favorable levels of critical conditions were then tested on an independent group with generally confirming results.

The data here seem to settle many of the utility limitations raised in the previous research questions. The data do not only raise or point out problems, or possibly point to some vague or inefficient solutions; rather, the data suggest some very precise and efficient solutions to problems. These suggestions exclude unimportant conditions. They include only reasonably objective conditions and they tell precisely what occurs when a condition is at a favorable level. It then tells what one can expect in terms of teachers PA when these favorable levels of critical conditions are present in different degrees.

An example is given of how a district could use this information to identify the existence of problem areas and to suggest specific conditions which might be examined for their effect on the problem areas.

Let us assume that a survey is sent out to all Michigan public school teachers of emotionally disturbed children. Mr. L. B. Jones of Xville requests and receives the results for his district (see

Appendix K for an example of the typical feedback sent to all requesting districts with five or more ED teachers). Mr. Jones has five CR teachers and he looks over the summary chart he received and decides Inservice and Professional Improvement Opportunities to be a problem Area of Programming that he wants to do something about. (This is usually a very straightforward process for all districts, although sometimes two or more areas "tie" for most deficient area.) He then consults his list of favorable levels of critical conditions for classroom teachers on Inservice and Professional Improvement Opportunities, compares them to levels actually reported by his teachers (specific results) and determines one critical condition to be at favorable level and five conditions to be at unfavorable levels. Mr. Jones then decides he wants to reach the minimal number of favorable critical conditions (MNFCC), four in this case, so that he will have higher than the average number of teachers with high PA.

He looks at the five conditions at unfavorable levels and decides which three to change so that he will have an MNFCC of 4. He then feels assured that these changes will cause his teachers to have higher PA.

Will Mr. Jones really be assured of this change in his teachers' PA? The answer is an emphatic no. The FLCC's are very deceptive in the value they appear to have and their apparent ease of application. The basic research limitation relates to the fact that correlation does not mean causation. Just because we have discovered that PA is higher when greater numbers of certain levels of certain conditions are present, it does not mean that these conditions cause higher PA.

The value of these FLCC's right now lies in the fact that they are excellent hypotheses regarding what effects PA. The cause and effect relationship can only be established, however, when these FLCC's are intentionally manipulated in a controlled setting and the resultant effect upon PA is evaluated. So, in essence, the value of these FLCC's to Mr. Jones goes from an assurance that manipulating them will change PA, to the level of uncertainty where maybe manipulating them will change PA.

Then, it would be asked, couldn't he just concentrate his attention on the FLCC's and at least not have anything to lose? Again, the answer is no. Two things might be occurring; the first thing relates to a phenomenon called restriction of range. Restriction of range occurs when the levels of a variable are not in their natural distribution because of some intentional restriction of certain levels. An example would be the number of children in ED classrooms. The number is low, usually less than ten children, mainly because people feel that any more children is a condition that is bad for the functioning of these classrooms.

Thus, "number of children in a classroom" is a variable, or in this case a condition, the levels of which are artifically restricted in range. An unusual phenomenon occurs when a variable, restricted in range, is correlated with another variable: the resultant correlation coefficient is artificially low. The direct relevance of this phenomenon to "number of children in a classroom" relates to the fact that this variable was deleted early in the MRSD analysis, perhaps because it was restricted in range and, therefore, it was not deemed a critical factor.

Consider for a moment the implications of an administrator focusing only on the critical factors for Student Composition: Workability of Group. What is going to happen if 20-30 emotionally disturbed children are put into every classroom? It can practically be guaranteed that "number of children in a classroom" will soon become a very critical factor in programming for emotionally disturbed children.

The point is that many conditions may not have been deemed critical factors primarily because they are presently being restricted in range. In other words, programs are presently doing a good job with these conditions. If programs would only concern themselves with the FLCC's, it seems very likely that many of their conditions which are presently not critical conditions would become critical conditions in the near future.

Thus, Mr. Jones could not just concentrate his attention on the FLCC's. He will have to pay as much attention to the "non critical" conditions as he always has. Additionally, he should try to determine critical conditions for his district that were not included in this study. The present research included those conditions that experts felt were the most important to the functioning of the various Areas of Programming and were concurrently reasonably objective. Therefore, there may be many critical conditions that this research omitted. In any event, no attempt was made to locate any and all critical conditions for all possible programs.

To review, what may have appeared to Mr. Jones as being a clearly valuable and straightforward means of improving his district's program becomes a procedure of uncertain value, that is somewhat

complicated in its application. The value of the FLCC's at this time lies in their value as hypotheses to be tested. If they are to be applied to programs at this time, the individuals responsible will have to do it knowing there is no assurance of program benefit, and they will have to continue their concern with "non-critical" conditions as well as seeking out unique conditions to rectify.

Further Analyses With the Present Data

The data presented in this research report have undergone extensive analysis appropriate to the aims of the study. There are some additional analyses, however, which could be of value for additional purposes.

1. A comparison of judgmental and empirical standards.

It would be of some interest to compare the favorable and unfavorable levels for both types of standards on the appropriate conditions. The most straightforward comparison would be to utilize only conditions which had both an agree judgmental standard established and had been determined to be critical conditions. Such conditions would have both empirical and judgmental favorable and unfavorable levels, statistical analysis determining the relationship between the two types of favorable and unfavorable levels for each condition, would give a picture of how closely the two types of standards compare. It would also be worthwhile to gather some additional judgmental information regarding the relative importance of each condition. In order to make the most straightforward comparison, it would seem desirable to have judges simulate an MRSD whereby judges would be given the list of conditions which was initially used in MRSD and told

to determine a given number of conditions[1] which in combination do the best job of determining the quality of service to children. Then judges would be instructed to indicate the favorableness and unfavorableness of the levels of these "best" conditions.

Comparing the judgmental standards already established and/or the additional establishment of "judgmental critical conditions" and resultant comparison to "empirical critical conditions," would give a picture of the value of expert consensus in the evaluation of programs for emotionally disturbed children. Inspection shows considerable similarity between the favorable levels of the present judgmental standards and empirical standards. If this relationship were shown statistically to be very high and a comparison between the empirical standards and "new" judgmental standards proved to be equally high, it would provide evidence that the judgmental consensus of experts was a good means of establishing program standards.

If the "new" and/or present judgmental standards were scored and validated in relationship to PA by the procedures described in research question V, tables similar to Table 11 could be developed. Comparison of the new tables and Table 11, would give a picture of the relative predictive utility of empirical and judgmental standards.

2. A thorough examination and demonstration of shrinkage.[2]

One example of shrinkage was reported in the results of research question V. However, fourteen sets of shrinkage information

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[1]Given number being the number of critical conditions for CR or NCR in a prescribed Area of Progamming.

[2]See Chapter III, Research Question V, for a definition of shrinkage.

are available. It would be valuable to determine for both this research and for more general research purposes how large this shrinkage typically is and what it is that affects the amount of shrinkage (i.e., size of sample, question structure, objectivity/subjectivity of items, etc.).

The value of this demonstration for this research lies in future attempts to determine new favorable critical conditions. Answers to the above questions would enable the researcher to do a better job of finding new favorable critical conditions through better item construction and content and determining an optimal sample size. The utility of examining and demonstrating the shrinkage phenomenon present in this research would serve more general research purposes through both the previously described information, and more importantly through providing evidence that the phenomenon of shrinkage is indeed a real concern and that any results of multiple regression analysis are at best tentative without attempts at cross-validation.

3. An analysis of interrelationships among specific conditions.

All analyses to this point regarding the specific conditions have dealt with them in isolation or with their combined relationship to PA. No direct analyses have been conducted regarding the relationship of conditions to each other. Responses to certain of the conditions require a subjective judgment. The condition, "too much variability of reading ability in class" is a good example. If one would use other conditions in the survey to predict this answer (e.g., age of students, actual number of years of reading difference and number of students in class), it would be useful to develop "sets of

these conditions" that are found when teachers state they do not have too much variability of reading ability.

The following are hypothetical sets of conditions which demonstrate what could possible be stated regarding what exists when teachers state there is not too much variability of reading ability.

1. Children are age 8 and younger, there are no more than six children in a class and the actual difference in reading ability is no more than one year.

2. Children are ages 9-12, there are no more than eight children in a class and the actual difference in reading ability is no more than three years.

3. Children are age 13 or older, there are no more than ten children in a class and the actual difference in reading ability is not important.

4. Use of the favorable levels of critical conditions (FLCC's) on those "atypical" individuals excluded from analysis in research question V.

Individuals in the group excluded from analysis in research question V were assumed to be different for the purposes of this research, and no data were presented to substantiate this assumption. If the long range implications of this assumption are considered, however, perhaps this assumption should be tested. On the basis of this study, practitioners can only be told that the FLCC's were not established for these atypical individuals and, therefore, they do not apply to this group.

It would seem that some practitioners might decide that applying the FLCC's to atypical individuals is warranted (the author has heard cases of overgeneralizing the applicability of these

FLCC's). Therefore, it would seem necessary to validate the FLCC's for atypical individuals to avoid their possible misapplication.

The optimal way to apply the FLCC's would be to develop a table like Table 11 at the end of research question V, Chapter III. Slightly different criteria would have to be developed, stemming from the fact that there are fewer people, but a comparable table could be developed wherein the true relationship between PA and FLCC's could be demonstrated for atypical individuals. Then, using Table 11 for a comparison, the relative merit of FLCC's for the two groups could be established.

Future Steps

1. Development of additional critical conditions by examining previously unused conditions which appear to be relevant. It appears reasonable to assume that all relevant conditions were not included on the survey instrument and, therefore, that some critical conditions were possibly not identified because the information was not available for analysis.

There can be a number of reasons why the R^2 for research question IV was low for certain Areas of Programming and, additionally, why certain Areas of Programming passed few or none of the criteria in research question V, but probably one of the major reasons is that some critical conditions were not included in the instrument.

It would seem advisable to seek out additional relevant conditions and include the seemingly most relevant on a modified survey instrument. The current length of the survey instrument would appear to be at a maximum, so that new items should be included only if other

items (conditions) are excluded. The essential criterion for item exclusion should be that the condition is one of the first conditions deleted in the MRSD conducted in research question IV, and additionally that the condition is not a critical factor. Another criterion to be considered would be the face validity of the new item to be included versus the previously stated criterion.

2. Development of procedures to check the reliability and validity of the Instrument.

The issue of reliability is a very difficult one to deal with in this research project. In some respects it could be argued that the issue of reliability is irrelevant. Looking at the pluses in Table 11, it becomes obvious that the favorable levels of critical conditions do in many cases show predictive validity, so it can be assumed that reliability is present or validation would not be possible. This, however, does not speak to the crucial issue regarding reliability. The crucial issue is how much of the deficit of predictability of PA (i.e., low R^2) is due to unreliability of the instrument and how much is due to the failure to include all the critical conditions or other variables.

The validity of the instrument is also of concern. It would appear that the most feasible manner of approaching this issue of validity would be to compare teachers' responses to the objective specific conditions and PA questions to the ratings of an on-site observer. A number of approaches have been considered, but the unique features of this instrument and research led to their rejection. A description of all possible approaches and their value and limitations

cannot be presented because of space limitations. Suffice it to say that the previously described approach to the validity issue appears to be the best alternative of many approaches, all somewhat limited in value.

3. Validation of the favorable levels of critical conditions with a new population, or reapplication of them with the same population.

It is important to emphasize that the favorable levels of critical conditions (FLCC's) apply to 1972 Michigan public school teachers of emotionally disturbed children defined as "typical." It has been suggested earlier that the FLCC's be applied to the atypical teachers, but it would also be desirable to apply this to the typical teachers a few years later. If the traditional patterns hold up, it seems likely that 40 to 60 per cent of all the teachers of interest in 1974 will be new teachers who were not in the population studied in 1972. This factor plus the changes taking place in school systems and the anticipated effect of mandatory special education legislation would seem to indicate the strong possibility of some change in critical conditions in educational programs for disturbed children in Michigan.

4. Field testing the manipulation of critical factors.

It would seem that if the ultimate goal of this research--"to establish an efficient means of isolating problem areas in programs and then to have experimentally proven procedures for remedying these problems"--is ever to be met, the critical conditions will have to be manipulated in real programs and the resultant effects evaluated.

Although the precise nature of such an attempt cannot be delineated without a clear picture of the resources available or a knowledge of the commitment of the field to such an enterprise, a description of the general pursuit can be outlined.

This attempt should concentrate its efforts on one, or possibly two, Areas of Programming. Attempts to concurrently measure the effects on many areas would hopelessly confound the results. The choice of the Area(s) of Programming to be studied should in part be determined by the following:

1. The validity of the FLCC's as demonstrated in Table 11.
2. The objectivity of the FLCC's.
3. The "relative importance" of the Area of Programming as determined by experts ranking in Chapter III, research question III.
4. The 1972 status of the area as represented by teachers' mean PA in Chapter III, research question III.

The general research procedures to be undertaken would have to begin with informing special education directors of the project and enlisting their cooperation. Concurrently, the instrument should have certain items included and other items excluded. Next, the instrument should be sent to all teachers, follow-ups conducted with non-respondents, data analysed, etc. Additionally at this time it would seem desirable to: gather additional judgments regarding the relative importance of conditions, conduct on-site reliability/validity visitations and revalidate the FLCC's on the typical teachers and perhaps the entire population.

The next phase should consist of studying the mean PA of cooperating districts and diagnosing deficiencies according to the FLCC's present and then formulating with school districts the specific changes to invoke always fully discussing the limitations previously outlined. The final phase of the proposed research would involve measuring the effect of the manipulation of critical conditions. It would be optimal to conduct an on-site evaluation of every case, but probably the best actual alternative would be to send teachers the instrument again and assess treatment effects from change in responses to the instrument. If, in fact, the reliability/validation procedures were conducted previously and the instrument proved sufficiently reliable and valid, this would appear to be a suitable means of assessing the change in programs.

This field testing of the FLCC's will have many design limitations. The severity of these limitations being largely dependent upon the availability of resources and the commitment of the field to participation. A basic design flaw which appears unavoidable, however, is that experimentation will have to be conducted with volunteers. It would be a very straightforward process to compare the results for volunteers versus non-volunteers, but the interpretation would be confounded by the fact that differences could be due to: difference in subjects (volunteer versus non-volunteer), a Hawthorne effect (receiving any treatment would cause the change), or to the treatment itself. If enough volunteers came forward, the best approach would be to randomly assign volunteers to two different types of treatment. This would consist of giving one group advice based on FLCC's of the

first area of interest, and giving the second group advice based on FLCC's from a second area of interest.

Essentially the research would then consist of the following three groups: random volunteers receiving treatment one, random volunteers receiving treatment two, and non-volunteers receiving no treatment. Such a design would appear the best possible, but even if the treatment showed positive effects, there would still be some uncontrolled problems, briefly: some experimental or novelty effects, using individual programs as the unit of interest when districts are the unit of interest, many non-independence of treatment problems, and no real assurance that treatment applies to anyone but volunteers.

It is the author's contention that these problems do not pose limitations such that the value of the proposed research would be totally negated. If the manipulation of FLCC's shows the hypothesized changes, it will be known that people who use these results are more likely to have improved programs. Additionally, it will be known that people making certain specific changes are more likely to achieve specified results than people making other specific changes. Non-independence of treatment, using individual programs as the unit of interest and only utilizing volunteers, can be built in as part of the definition of treatment. Experimental or novelty effects could only be determined when FLCC's are utilized for a period of time for purposes of program improvement.

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APPENDICES

APPENDIX A

SURVEY INSTRUMENT

APPENDIX A

SURVEY INSTRUMENT

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Superintendent of
Public Instruction

Name_____

Street_____

City_____ Zip Code_____

Dear Teacher:

Attached is a questionnaire that will be filled out by all public school teachers of emotionally disturbed children in Michigan.

As you are probably aware, programs for disturbed children have increased and are continuing to expand at a rapid pace. There are things we do not know about all programs (e.g. class size, consultation provided, specific procedures, etc., etc.) and most importantly, we do not know how all teachers feel about certain aspects of their programs. 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 disturbed children.

This survey is a continuation of the study conducted last year. The information gained last year 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 teachers' training, plan for services statewide, develop new programs, and possibly to develop new services.

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 us in the attached envelope.

The following materials are available through our office. Please check the items you would like us to send you and please indicate above the address to which you want them mailed.

_____1. The statewide results of this questionnaire.
_____2. Bulletin No. 365, telling the state requirements of programs for emotionally disturbed.
_____3. Information on how to use the Instructional Materials Center.
_____4. A bibliography on emotionally disturbed children.
_____5. Information on professional organizations concerned with emotionally disturbed children.

Thank you very much for your cooperation.

Cordially,

Murray Batten — Maryellen McSweeney — Larry Schaftenaar

Murray Batten
Supervisor of Special Education

Dr. Maryellen McSweeney
Codirector Emotionally Disturbed
Program Survey Project

Larry Schaftenaar
Research Asst., Special Education
Michigan State University

EMOTIONALLY DISTURBED PROGRAM SURVEY

INSTRUCTIONS: Return this form in the SELF ADDRESSED ENVELOPE by April 12, 1972

Michigan provides a wide variety of service patterns for emotionally disturbed children. It is important to determine first how you serve children. Please indicate whether you serve in the capacity of a classroom teacher or a nonclassroom teacher.

[1] **CLASSROOM TEACHER** (except for the possible integration into other classrooms and other special services, you work with a certain group of children throughout the day, and you are the one primarily responsible for their educational development).

[2] **NONCLASSROOM TEACHER** (most of the children you serve are enrolled in other teachers' classrooms. You may serve them individually, in small groups, or through their teachers, but most of them spend most of the day with personnel other than yourself).

a. If a nonclassroom teacher, what do you consider as your primary role?
   - [1] Direct service to children through tutoring, small group work, etc.
   - [2] Indirect service to children through working with teachers, principals, agencies, etc.

b. If nonclassroom teacher how many schools (buildings) do you serve?
   - [1] 1
   - [2] 2
   - [3] 3–4
   - [4] 5–6
   - [5] 7or more

If you have indicated you are a classroom teacher, you should answer all the following questions. If you have indicated a nonclassroom capacity you should answer all questions except those preceded by an asterisk (*).

I. STUDENT COMPOSITION — "WORKABILITY" OF GROUP

*1. How many students do you have in your classroom?
   - [1] 4 or fewer students
   - [2] 5–6 students
   - [3] 7–8 students
   - [4] 9–10 students
   - [5] 11–12 students
   - [6] 13 or more students

2. What is the age range of your students?

   Youngest _____ years

   Oldest _____ years

3. Is there a minimum IQ requirement for children to qualify for your services?
   - [1] Yes, and this requirement is followed closely.
   - [2] Yes, but this requirement is NOT followed closely.
   - [3] No, there is no IQ requirement.

4. According to the official policy of your district, what type of children are supposed to receive your services? (Check the one best answer)
   - [1] Emotionally disturbed
   - [2] Learning disabled
   - [3] Perceptually handicapped
   - [4] Other _____

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
29 [6] 180 minutes (3 hours) or more

II. ATTITUDINAL CLIMATE

12. What best describes the attitude of the following persons toward your school's program for emotionally disturbed children?

	SUPPORTIVE	INDIFFERENT	NEGATIVE	UNSURE OF THEIR ATTITUDE
	1	2	3	4
30 a. Most of your students' parents				
31 b. Most of the members of your school staff				

(IF YOU ARE WORKING IN A BUILDING ENTIRELY FOR SPECIAL EDUCATION PROGRAMS PLEASE GO ON TO QUESTION 18)

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

[1] Yes
32 [2] No

14. How much contact do you have with the regular classroom teachers in your school?

[1] Very much
[2] Some
33 [3] Very little

15. Do you eat lunch with the regular classroom teachers in your school?

[1] Yes
[2] Sometimes
34 [3] No

*16. Is there a regular classroom teacher in the room adjacent to yours?

[1] Yes
35 [2] No

*17. Do the maintenance people consider your classroom an added burden?

[1] Yes
36 [2] No

IF YES:

a. Has this caused you problems?

[1] Yes
37 [2] No

III. EDUCATIONAL PLANNING AND/OR SCREENING PROVISIONS

*18. 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
38 [5] would not be able to get him re-evaluated

*19. Do you have a student or students you strongly feel should not be in your classroom?

[1] Yes
39 [2] No

IF YES:

a. Have you tried to have them screened out?

[1] Yes
40 [2] No

b. Was there a feasible alternate placement?

[1] Yes
41 [2] No

c. Was additional consultative service provided for these students?

[1] Yes
42 [2] No

d. Were you satisfied with the way this was dealt with?

[1] Yes
43 [2] No

20. How much difficulty have you experienced in trying to move children out of your classroom when you felt they were ready to begin functioning in the regular school setting?

[1] None
[2] Very little
[3] Moderate amount
[4] Very much
44 [5] I have not as yet dealt with this situation

a. If you have had difficulty, which of the following individuals caused the major difficulty? (Check one or more)

45 [1] Your own administrators
46 [1] Parents of the students in question
47 [1] Teachers of the receiving classroom
48 [1] Administrators of the receiving school
49 [1] Other (please specify)_____

21. 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
50	a. Yourself					
51	b. Sending Social Worker					
52	c. Sending Teacher					
53	d. Sending Principal					
54	e. Your Supervisor					
55	f. Psychologist					
56	g. Parents					

22. Does your educational planning committee meet PERIODICALLY to discuss the needs of ALL the children you are serving?

[1] Yes
57 [2] No

23. Do you feel you have had an adequate voice in the PLACEMENT of students in your classroom?

[1] Yes
58 [2] No

24. Do you feel you have had an adequate voice in the REMOVAL of students from your classroom?
[1] Yes
69 [2] No

IV. SUPPORTIVE PROVISIONS AND PERSONNEL

25. Do you have any consultants who are regularly available to aid you in meeting the personal and emotional needs of your students?
[1] Yes
60 [2] No

IF YES:

a. Who are these consultants? Check one professional description for each consultant.
61 [1] Psychologist
62 [1] Psychiatrist
63 [1] Social Worker
64 [1] Person certified in Special Education (other than yourself)
65 [1] 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
66 Psychologist				
67 Psychiatrist				
68 Social Worker				
69 "Special Educator"				
70 Other				

26. Are your students' parents receiving the additional services you feel they need? (e.g. personal counseling, individual therapy, marital counseling, etc.)
[1] Yes
[2] Somewhat
71 [3] No

a. If your students' parents are NOT receiving the services you feel they need, what do you think is the MAJOR reason they do not receive these services?
[1] Parents do not want the services
[2] Parents do not clearly understand how to obtain the services.
[3] Parents cannot afford the services.
72 [4] The services are not available.

27. Do you have a teacher's aide?
[1] Yes
73 [2] No

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28. Which of the following persons are available on a regular basis to the students who require their services? (Check all who are available)
9 [1] Music Teacher
10 [1] Art Teacher
11 [1] Speech Therapist
12 [1] Physical Education Teacher
13 [1] Reading Teacher
14 [1] Counselor

29. Do you have any regularly scheduled periods away from your students during the school day? (Check all that apply)

15 [1] Lunch period
16 [1] Planning period
17 [1] "Coffee break"

QUESTIONS 30–32 CONCERN WHAT YOU DO IN THE CASE OF A STUDENT CRISIS OR "BLOW-UP".

*30. Can you regularly call upon someone to work with this student, so that you can remain with your class?
[1] Yes
[2] Sometimes
18 [3] No

*31. Can you depend upon someone taking your classroom while you work with the student?
[1] Yes
[2] Sometimes
19 [3] No

*32. Do you have a suitable room or location to which you can bring this student?
[1] Yes
[2] Sometimes
20 [3] No

V. AVAILABILITY OF INSTRUCTIONAL MATERIALS

33. What is the yearly materials budget for your classroom?
[1] Less than $70
[2] $71–$120
[3] $121–$170
[4] $171–$220
[5] $221 or more
21 [6] no specified limit

34. What proportion of the materials you request do you actually receive?
[1] All
[2] Most
[3] Half
[4] Some
22 [5] None

35. 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
23 [5] Longer than 4 months

36. Do you have adequate audio-visual supplies and equipment available to you?
[1] Yes
24 [2] No

VI. INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES

37. Which of the following sources of professional improvement are generally the MOST USEFUL to you? Rank your most useful sources, giving rank 1 to the MOST USEFUL, 2 to the next most useful, and 3 to the third most useful, leave the rest blank.

Rank Source

25 _____ Continued college course work
26 _____ Journals
27 _____ Inservice meetings and/or workshops
28 _____ Other teachers
29 _____ Administrators
30 _____ Consultants
31 _____ Conventions, conferences, and/or symposiums
32 _____ Visits to other programs

38. Is there a person in your school district who is responsible for coordinating inservice meetings and/or workshops?

[1] Yes
33 [2] No

IF YES:

a. Who is this person?

[1] Administrator
[2] Teacher
[3] Consultant
34 [4] Inservice coordinator

b. 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
35 [5] Poor

39. 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
36 [6] Never

IF NEVER, GO TO SECTION VII, QUESTION 40, OTHERWISE CONTINUE WITH QUESTION 39a.

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

37 [1] Teachers of emotionally disturbed children.
38 [1] Special education teachers for children with other disabilities.
39 [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
40 [5] During regular school hours — children present

c. What is the typical format for your inservice programs? (Check ONE only)

[1] Lecture
[2] Demonstration
41 [3] Group activity

d. What is the typical subject of your inservice programs? (Check ONE only)

[1] Instructional materials
[2] Instructional procedures
[3] Administrative matters
42 [4] Classroom management

e. What do you feel is your school district's general attitude toward your attendance at inservice meetings and workshops?

[1] Strongly encourages
[2] Encourages
[3] Is indifferent
[4] Discourages
43 [5] Strongly discourages

VII. ADMINISTRATIVE DIRECTION AND LEADERSHIP

40. To which of the following persons are you responsible in your work? (Check all that apply)

44 [1] Supervisory or Head Teacher
45 [1] Assistant Principal
46 [1] Principal
47 [1] Local Director of Special Education
48 [1] Coordinator of Programs for Emotionally Disturbed
49 [1] (other)_____

a. Do you feel conflicts or problems arise because of the number of persons to whom you are responsible?
[1] Never
[2] Sometimes
[3] Often
50 [4] Very often

41. To whom are you most immediately responsible?

51 (title)_____Please indicate someone if at all possible. If it is im-
52 possible 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.

42. 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
53 [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
54 [6] 20 times or more

b. These consultations or visits are
[1] Far too frequent
[2] Somewhat too frequent
55 [3] Sufficiently frequent
[4] Somewhat less frequent than desirable
56 [5] Far too infrequent

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
57 [5] Poor

d. If you request assistance of this person are you satisfied with the speed of his/her response?
[1] Yes
58 [2] No

e. Does this person ever ask your personal opinion on a professional or technical matter?
[1] Very often
[2] Often
[3] Sometimes
59 [4] Never

f. How supportive is this person of your work?
- [1] Very supportive
- [2] Somewhat supportive
- [3] Neither supportive nor unsupportive

60 [4] Unsupportive or Negative

g. How would you describe the leadership and direction you have received from this person?
- [1] Excellent
- [2] Very good
- [3] Good
- [4] Fair

61 [5] Poor

h. In which areas of leadership do you feel this person prefers to spend his/her time? (Check all that apply)

62 [1] Student behavior
63 [1] Inservice education
64 [1] Instructional improvement
65 [1] Staff improvement
66 [1] Parental matters
67 [1] Community relations
68 [1] Staff relations
69 [1] Central office matters
70 [1] Physical plant matters
71 [1] Scheduling
72 [1] Supplies and equipment
73 [1] Personal concerns of staff members
74 [1] Other_____

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43. Do you have a Local Director of Special Education or a Supervisor of Emotionally Disturbed Programs, in addition to the person you indicated in question 41?
- [1] Yes

9 [2] No

IF NO, GO TO SECTION VIII, PERSONAL PERCEPTION OF PROGRAM .....
IF YES, CONTINUE WITH QUESTION 44.

44. How often does the Local Director or Supervisor consult with you or visit your class?
- [1] Very often
- [2] Often
- [3] Sometimes

10 [4] Never.

IF NEVER, GO TO SECTION VIII, PERSONAL PERCEPTION OF PROGRAM .....
OTHERWISE, CONTINUE WITH QUESTION 45.

45. How would you describe your Local Director's or Supervisor's knowledge of the unique needs of emotionally disturbed children?
- [1] Excellent
- [2] Very good
- [3] Good
- [4] Fair

11 [5] Poor

46. How would you describe the leadership and direction you have received from this person?
- [1] Excellent
- [2] Very good
- [3] Good
- [4] Fair

12 [5] Poor

47. What effect has the Local Director or Supervisor had upon your working relationship with your immediate administrative superior?

[1] Very positive effect
[2] Somewhat positive effect
[3] Neutral effect or no effect
[4] Somewhat negative effect
13 [5] Very negative effect

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.

48. How would you describe the AVAILABILITY of INSTRUCTIONAL MATERIALS to run your program?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
14 [5] Poor

49. How would you describe the INSERVICE and PROFESSIONAL IMPROVEMENT OPPORTUNITIES available to you?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
15 [5] Poor

50. 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
16 [5] Poor

51. 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
17 [5] Poor

52. 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
18 [5] Poor

53. 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
19 [5] Poor

54. How would you describe the EDUCATIONAL PLANNING and/or SCREENING PROVISIONS you function under?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
20 [5] Poor

55. What do you see as the relative need for change in each of the seven areas? Please rank your perceptions of the need for change in EACH of the seven areas, giving (1) to the area MOST in need of change, a (2) to the area next most in need of change, then a (3), a (4) etc., etc., until finally giving a (7) to the area least in need of change.

	RANK	AREA
21	_____	AVAILABILITY OF INSTRUCTIONAL MATERIALS
22	_____	INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES
23	_____	ADMINISTRATIVE DIRECTION AND LEADERSHIP
24	_____	ATTITUDINAL CLIMATE
25	_____	SUPPORTIVE PROVISIONS AND PERSONNEL
26	_____	WORKABILITY OF STUDENT GROUP
27	_____	EDUCATIONAL PLANNING and/or SCREENING PROVISIONS

IX. GENERAL

56. At what college or university did you receive your certification for teaching emotionally disturbed children?

[1] Central Michigan University
[2] Eastern Michigan University
[3] Michigan State University
[4] Oakland University
[5] University of Michigan
[6] Wayne State University
[7] Western Michigan University
[8] Other U. S. college or university
28 [9] Foreign college or university

57. What particular theory or method do you follow in your work with emotionally disturbed children? (Check ONE only)

[1] Behavior modification
[2] Psychoanalytic
[3] Psychoeducational
[4] Other theory _____
[5] A combination of 2 or more of the above
29 [6] No particular theory or method followed

58. How certain are you that you will be working with emotionally disturbed children in your present school system next year?

[1] Very certain I will
[2] Somewhat certain I will
[3] Uncertain if I will or will not
[4] Somewhat certain I will not
30 [5] Very certain I will not

Although we have worked with many people who are knowledgeable about and professionally committed to programs for emotionally disturbed children, we may have overlooked some of your concerns in the preceding survey questions. Please use the space below to share with us your comments and concerns about your program for emotionally disturbed children.

Thank you very much for your effort and cooperation. This information will be put to use immediately. We will be doing a preliminary analysis on the information and will be seeking in depth answers from certain teachers. Would you be willing to complete a confidential survey of comparable length in May of this year?

[1] Yes

31 [2] No

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APPENDIX B

FREQUENCY AND PERCENTAGES OF RESPONSES, JUDGMENTAL STANDARDS AND FREQUENCIES AND PERCENTAGES OF INDIVIDUALS ABOVE AND BELOW JUDGMENTAL STANDARDS

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FREQUENCY AND PERCENTAGES OF RESPONSES, JUDGMENTAL STANDARDS AND FREQUENCIES AND PERCENTAGES OF INDIVIDUALS ABOVE AND BELOW JUDGMENTAL STANDARDS

Michigan Department of Education

S P E C I A L E D U C A T I O N S E R V I C E S

Box 420, Lansing, Michigan 48902

Summary Report

1972 Emotionally Disturbed Program Survey

The following is a report of a survey done with Michigan's public school teachers of emotionally disturbed children. The report consists of two parts.

1. A two page summary explaining the general findings, the procedures used and the content of the final 20 pages.

2. Statewide totals for responses to all the questions on the survey.

The survey was sent out on March 24, 1972, to all 489 Michigan teachers who, according to state records, were being reimbursed as teachers of emotionally disturbed children. Because of termination of employment, illness, etc., 15 people were dropped from the population. After a mail and telephone followup of nonrespondents, a total of 391 (82.3%) of the teachers had responded by May 10, 1972, the final date for inclusion in this report.

The survey questions were asked within the following seven areas of programming.*

1. Student Composition--"Workability" of Group
2. Attitudinal Climate
3. Educational Planning and/or Screening Provisions
4. Supportive Provisions and Personnel
5. Availability of Instructional Materials
6. Inservice and Professional Improvement Opportunities
7. Administrative Direction and Leadership

Teachers were asked about specific conditions under each area of programming and then at the end of the survey were asked for two general reactions to each area. The first general question requested the teacher's "perception of the impact of these conditions on (their) ability to do (their) job." On a statewide basis, Availability of Instructional Materials and Attitudinal Climate were perceived the most positively while Inservice and Professional Improvement and Administrative Direction and Leadership were perceived the most negatively (see page 18 and 19 for actual frequencies of answers).

*For a more thorough explanation of the seven areas and their content, consult the final 20 pages of specific results.

The second overall question asked "What do you see as the relative need for change in each of the seven areas?" The following are the overall statewide rankings of perceived need for change. Number 1 (Inservice) is seen by teachers as most in need of change, Number 2 (Supportive Provisions/ Personnel) next most in need of change, etc.

#1. Inservice and Professional Improvement Opportunities
#2. Supportive Provisions and Personnel
#3. Educational Planning and/or Screening Provisions
#4. Administrative Direction and Leadership
#5. Attitudinal Climate
#6. Student Composition--"Workability" of Group
#7. Availability of Instructional Materials

The following twenty pages give specific information about each of the survey questions. The part of most interest should be the summary appearing in Section VIII, pages 18 and 19. The remaining pages of the report contain more specific types of information.

The information is presented in the following form (Question #3 is used for an example):

3. Is there a minimum IQ requirement for children to qualify for your services?

	State	Class-room	Non-class room
1. Yes, & is closely followed	29.0%(110)	38.9%(86)	15.2%(24)
2. Yes, & is not closely followed	22.4 (85)	27.6 (61)	15.2 (24)
3. No	48.6 (184)	33.5 (74)	69.6 (110)

The previous shows that for the state (everyone who answered) 29.0% or 110 situations had a minimum IQ requirement and followed it closely, 22.4% or 85 situations did not follow the stated minimum and 48.6% or 184 situations did not have a stated minimum IQ requirement.

The information was broken down for classroom positions and nonclassroom positions. Classroom teachers were those that indicated that "except for the possible integration into other classrooms and other special services, (they) work with a certain group of children throughout the day, and. . .are the ones primarily responsible for (the children's) educational development." Non-classroom teachers were those that indicated that "most of the children(they) serve are enrolled in other teachers' classrooms. (They) may serve (children) individually, in small groups, or through their teachers, but most of (the children) spend most of the day with personnel other than "those individuals."

59%(231) of the teachers indicated they worked in a classroom capacity.
41%(160) of the teachers indicated they worked in a nonclassroom capacity.

In many cases classroom and nonclassroom teachers work under rather different circumstances. The preceding example shows that 38.9% or 86 classroom situations had a minimum IQ requirement and followed it closely, as opposed to only 15.2% or 24 for nonclassroom situations. This type of difference occurs on the other options of this question, as well as on many questions throughout the survey.

This project was made possible by the effort and cooperation of Michigan's teachers of ED children and administrators. It was conducted under a small project's grant to the Ingham County Intermediate School District by the Michigan Department of Education--Special Education Services.

1972

EMOTIONALLY DISTURBED PROGRAM SURVEY INFORMATION

I. Student Composition--"Workability" of Group

1. How many students do you have in your classroom?

	State	Class-room	*Non-class room	
		MOST AGREE		+CR= 49.1%
1. 4 or fewer students	2.2% (5)	2.2% (5)+		?CR= 33.9%
2. 5-6 students	16.5 (37)	16.5 (37)+		-CR= 16.9%
3. 7-8 students	30.4 (68)	30.4 (68)+		
4. 9-10 students	33.9 (76)	33.9 (76)?		
5. 11-12 students	8.9 (20)	8.9 (20)-		
6. 13 or more students	8.0 (18)	8.0 (18)-		

*Note--Non-classroom did not respond to this item.

2. What is the age range of your students?

Question #2 was broken down into two types of information.

1. Age Span of Students. Here we subtracted the age of the youngest student from the age of the oldest student.

Age Span	State	Class-room	Non-class room	
		AGREE	MOST AGREE	+CR= 60.2%
1 year	2.3% (9)	4.0% (9)+	0.0% (0)+	?CR= 0.0%
2 years	13.5 (52)	20.8 (47)+	3.1 (5)+	-CR= 39.8%
3 years	22.6 (87)	35.4 (80)+	4.4 (7)+	
4 years	19.0 (73)	21.7 (49)-	15.1 (24)+	+NCR= 22.6%
5 years	9.9 (38)	8.4 (19)-	12.0 (19)?	?NCR= 29.0%
6 years	9.9 (38)	4.9 (11)-	17.0 (27)?	-NCR= 48.4%
7 years	12 0 (46)	3.5 (8) -	23.9 (38)-	
8 years	7.0 (27)	.9 (2) -	15.7 (25)-	
9 years	3.9 (15)	.4 (1) -	8.8 (14)-	

2. Middle Age. (Halfway between age of oldest child in room and youngest child in the room).

	State	Class-room	Non-class room	
Less than 7 years old	3.6%(14)	4.9%(11)	1.9%(3)	
7-8.50 years old	25.0 (96)	20.0 (45)	32.1 (51)	
8.51-10.00 years old	30.2 (116)	27.6 (62)	34.0 (54)	CR AND NCR SKIPPED STANDARDS*
10.01-11.50 years old	15.9 (61)	24.4 (55)	3.8 (6)	
11.51-13.00 years old	6.5 (25)	4.0 (9)	10.1 (16)	
13.01-14.50 years old	14.6 (56)	15.1 (34)	14.8 (22)	
14.51 and older	4.2 (16)	4.0 (9)	4.4 (7)	

*SKIPPED STANDARDS=No professional judgments were sought for the conditions

3. Is there a minimum IQ requirement for children to qualify for your services?

		State	Class-room	Non-class room	
			DISAGREE	DISAGREE	
1.	Yes, & closely followed	29.0%(110)	38.9%(86)	15.2%(24)	CR = NO STANDARDS
2.	Yes, & not closely followed	22.4 (85)	27.6 (61)	15.2 (24)	NCR = NO STANDARDS
3.	No	48.6 (184)	33.5 (74)	69.6 (110)	

4. According to the official policy of your district, what type of children are supposed to receive your services?

		State	Class-room	Non-class room	
1.	Emotionally disturbed	67.6%(263)	74.8%(172)	57.2%(91)	
2.	Learning disabled	5.7 (22)	6.5 (15)	4.4 (7)	
3.	Perceptually handicapped	3.1 (12)	3.0 (7)	3.1 (5)	CR AND NCR SKIPPED STANDARDS
4.	Other	9.5 (37)	8.3 (19)	11.3 (18)	
5.	Combination	14.1 (55)	7.4 (17)	23.9 (38)	

5. Are there children in your classroom who are blind, deaf, hard of hearing, partially sighted, physically handicapped or retarded?

		State	Class-room	Non-class room	
			NO JUDG.	NO JUDG.	CR=NO STANDARDS
1.	Yes	38.4%(147)	31.6%(71)	48.1%(76)	
2.	No	61.6 (236)	68.4 (154)	51.9 (82)	NCR=NO STANDARDS

6. What proportion of your students are certified emotionally disturbed by a psychiatrist or psychiatric clinic?

		State	Class-room	Non-class room	
			MOST AGREE	DISAGREE	
1.	All	36.5%(138)	52.7%(117)+	13.5% (21)?	+CR= 52.7%
2.	Most	15.3 (58)	19.4 (43)?	9.6 (15)?	?CR= 19.4%
3.	Half	4.2 (16)	2.3 (5) -	7.1 (11)?	-CR= 28.0%
4.	Some	29.4 (111)	16.7 (37)-	47.4 (74)+	
5.	None	14.6 (55)	9.0 (20)-	22.4 (35)?	NCR=NO STANDARDS

7. Approximately how many years difference is there in reading achievement between your highest performing student and lowest performing student?

		State	Class-room	*Non-class room	
			MOST AGREE		
1.	2 years or less	11.3%(25)	11.3%(25)+		+CR= 31.1%
2.	3 years	19.8 (44)	19.8 (44)+		?CR= 44.1%
3.	4 years	25.2 (56)	25.2 (56)?		-CR= 24.8%
4.	5 years	18.9 (42)	18.9 (42)?		
5.	6 years or more	24.8 (55)	24.8 (55)-		

*Note--Non-classroom did not respond to this item.

7a. Is your teaching limited by this variability?

	State	Class-room	*Non-class room	
1. Yes	19.0%(41)	19.0%(41)		CR
2. Somewhat	48.6 (105)	48.6 (105)		SKIPPED STANDARDS
3. No	32.4 (70)	32.4 (70)		

*Note--Non-classroom did not respond to this item.

8. Approximately how many years difference is there in arithmetic achievement between your highest performing student and lowest performing student?

	State	Class-room	*Non-class room	
		MOST AGREE		
1. 2 years or less	23.3%(52)	23.3%(52)+		+CR= 52.0%
2. 3 years	28.7 (64)	28.7 (64)+		?CR= 23.8%
3. 4 years	23.8 (53)	23.8 (53)?		-CR= 24.3%
4. 5 years	9.9 (22)	9.9 (22)-		
5. 6 years or more	14.4 (32)	14.4 (32)-		

*Note--Non-classroom did not respond to this item.

8a. Is your teaching limited by this variability?

	State	Class-room	*Non-class room	
				CR
1. Yes	11.4%(25)	11.4%(25)		SKIPPED STANDARDS
2. Somewhat	41.1 (90)	41.1 (90)	*Note--Non-classroom did not	
3. No	47.5 (104)	47.5 (104)	respond to this item.	

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

	State	Class-room	Non-class room	
		DISAGREE	DISAGREE	CR = NO STANDARDS
1. Yes	50.1%(192)	45.1%(102)	57.3%(90)	NCR = NO STANDARDS
2. No	49.9 (191)	54.9 (124)	42.7 (67)	

10. 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?

	State	Class-room	Non-class room	
		AGREE	AGREE	+CR= 67.0%
1. Yes	23.9%(91)	33.0%(74) -	10.8%(17) -	?CR= 0.0%
2. No	76.1 (290)	67.0 (150)+	89.2 (140)+	-CR= 33.0%
				+NCR= 89.2%
				?NCR= 0.0%
				-NCR= 10.8%

11. Are any of your students spending a part of the day in a regular classroom?

		State	Class-room	*Non-class room	
			AGREE		+CR= 71.9%
1.	Yes	71.9%(164)	71.9%(164)+		?CR= 0.0%
2.	No	28.1 (64)	28.1 (64) -		-CR= 28.1%

*Note--Non-classroom did not respond to this item.

IF YES:

11a. How many are spending a part of the day in a regular classroom?

		State	Class-room	*Non-class room	
			DISAGREE		+CR= 99.4%
1.	All	14.7%(24)	14.7%(24)+		?CR= 0.0%
2.	Most	20.3 (33)	20.3 (33)+		-CR= 0.0%
3.	Half	11.0 (18)	11.0 (18)+		
4.	Some	53.4 (87)	53.4 (87)+		
5.	None	0.0	0.0 -		

*Note--Non-classroom did not respond to this item.

11b. For the children integrated into the regular classroom, how many minutes on the average does each student spend daily in the regular class?

		State	Class-room	*Non-class room	
			AGREE		+CR= 4.8%
1.	Less than 30 minutes	4.9%(8)	4.9%(8) -		?CR= 0.0%
2.	30-59 minutes	30.9 (50)	30.9 (50)+		-CR= 95.2%
3.	60-89 minutes	22.8 (37)	22.8 (37)+		
4.	90-119 minutes	12.4 (20)	12.4 (20)+		
5.	120-179 minutes	9.3 (15)	9.3 (15)+		
6.	180 minutes or more	19.8 (32)	19.8 (32)+		

*Note--Non-classroom did not respond to this item.

II. Attitudinal Climate

12. What best describes the attitude of the following persons towards your school's program for emotionally disturbed children?

a. Most of your student's parents are:

		State	Class-room	Non-class room		
			AGREE	AGREE		
1.	Supportive	66.6%(253)	63.1%(140)+	71.5%(113)+	+CR= 63.1%	
2.	Indifferent	19.7 (75)	23.0 (51) -	15.2 (24) -	?CR= 0.0%	
3.	Negative	1.1 (4)	1.4 (3) -	.6 (1) -	-CR= 37.0%	
4.	Unsure of attitude	12.6 (48)	12.6 (28) -	12.7 (20) -		
					+NCR= 71.5%	
					?NCR= 0.0%	
					-NCR= 28.5%	

12b. Most of the members of your school staff are:

	State	Class-room AGREE		Non-class room AGREE		
1. Supportive	76.0%(291)	70.9%(161)	+	83.3%(130)	+	
2. Indifferent	11.2 (43)	13.2 (30)	-	8.3 (13)	-	
3. Negative	5.2 (20)	7.9 (18)	-	1.3 (2)	-	
4. Unsure of attitude	7.6 (29)	7.9 (18)	-	7.1 (11)	-	

+CR= 70.9%
?CR= 0.0%
-CR= 29.0%
+NCR= 33.3%
?NCR= 0.0%
-NCR= 16.7%

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

	State	Class-room AGREE		Non-class room AGREE		
1. Yes	71.3%(236)	68.1%(124)	+	74.7%(112)	+	
2. No	28.7 (95)	31.5 (57)	-	25.3 (38)	-	

+CR= 68.1%
?CR= 0.0%
-CR= 31.5%
+NCR= 74.7%
?NCR= 0.0%
-NCR= 25.3%

14. How much contact do you have with the regular classroom teachers in your school?

	State	Class-room AGREE		Non-class room MOST AGREE		
1. Very much	68.0%(227)	55.2%(101)	+	83.4%(126)	+	
2. Some	26.4 (88)	35.5 (65)	+	15.2 (23)	?	
3. Very little	5.7 (19)	9.3 (17)	-	1.3 (2)	-	

+CR= 90.7%
?CR= 0.0%
-CR= 9.3%
+NCR= 83.4%
?NCR= 15.2%
-NCR= 1.3%

15. Do you eat lunch with the regular classroom teachers in your school?

	State	Class-room AGREE		Non-class room AGREE		
1. Yes	53.1%(178)	46.0%(85)	+	62.0%(93)	+	
2. Sometimes	24.8 (83)	20.0 (37)	+	30.7 (46)	+	
3. No	22.1 (74)	34.1 (63)	-	7.3 (11)	-	

+CR= 66.0%
?CR= 0.0%
-CR= 34.1%
+NCR= 92.7%
?NCR= 0.0%
-NCR 7.3%

16. Is there a regular classroom teacher in the room adjacent to yours?

	State	Class-room AGREE		*Non-class room	
1. Yes	65.6%(120)	65.6%(120)	+		
2. No	34.4 (64)	34.4 (64)	-		

+CR= 65.6%
?CR= 0.0%
-CR= 34.4%

*Note--Non-classroom did not respond to this item.

17. Do the maintenance people consider your classroom an added burden?

	State	Class-room AGREE		*Non-class room	
1. Yes	18.3%(34)	18.3%(34)	-		
2. No	81.7 (152)	81.7 (152)	+		

+CR= 81.7%
?CR= 0.0%
-CR= 18.3%

*Note--Non-classroom did not respond to this item.

17a. Has this caused you problems?

	State	Class-room	*Non-class room	
1. Yes	43.8%(14)	43.8%(14)		CR SKIPPED STANDARDS
2. No	56.3 (18)	58.3 (18)		

*Note--Non-classroom did not respond to this item.

III. Educational Planning and/or Screening Provisions

18. If you had a student in your classroom who you felt did not belong there how long would it take to get him re-evaluated?

	State	Class-room	*Non-class room	
		MOST AGREE		
1. Less than 2 weeks	19.8%(45)	19.8%(45)+		+CR= 19.8%
2. 2 weeks to 1 month	33.5 (76)	33.5 (76)?		?CR= 33.5%
3. 1 month to 2 months	23.4 (53)	23.4 (53)-		-CR= 46.7%
4. More than 2 months	17.6 (40)	17.6 (40)-		
5. Would be unable to get him re-evaluated	5.7 (13)	5.7 (13)-		

*Note--Non-classroom did not respond to this item.

19. Do you have a student or students you strongly feel should not be in your classroom?

	State	Class-room	*Non-class room	
1. Yes	39.6%(91)	39.6%(91) -		+CR= 60.4%
2. No	60.4 (139)	60.4 (139)+		?CR= 0.0%
				-CR= 39.6%

IF YES:

a. Have you tried to have them screened our?		NO JUDG.		CR=NO STANDARDS
1. Yes	80.2%(73)	80.2%(73)		
2. No	19.8 (18)	19.8 (18)		
b. Was there a feasible alternate placement?		NO JUDG.		CR=NO STANDARDS
1. Yes	49.5 (45)	49.5 (45)		
2. No	50.6 (46)	50.6 (46)		
c. Was additional consultation service provided for these students?		AGREE		+CR= 51.1%
1. Yes	51.1 (46)	51.1 (46)		?CR= 0.0%
2. No	48.9 (44)	48.9 (44)		-CR= 48.9%
d. Were you satisfied with the way this was dealt with?		AGREE		+CR= 34.9%
1. Yes	34.9 (30)	34.9 (30)		?CR= 0.0%
2. No	65.1 (56)	65.1 (56)		-CR= 65.1%

*Note--Non-classroom did not respond to this item.

20. How much difficulty have you experienced in trying to move children out of your classroom when you felt they were ready to begin functioning in the regular school setting?

	State	Class-room AGREE	Non-class room AGREE	
1. None	25.1%(94)	23.7%(54)+	27.4%(40)+	+CR= 55.3%
2. Very little	34.2 (128)	31.6 (72)+	38.4 (56)+	?CR= 0.0%
3. Moderate amount	23.5 (88)	25.4 (58)-	20.6 (30)-	-CR= 34.2%
4. Very much	6.2 (23)	8.8 (20)-	2.1 (3) -	
5. I have not as yet dealt with this situation	11.0 (41)	10.5 (24)-	11.6 (17)-	+NCR= 65.8% ?NCR= 0.0% -NCR= 34.2%

20a. If you have had difficulty, which of the following individuals caused the major difficulty? (NOTE: Teachers could answer more than one option here, so the percentages will not total 100%. Further questions of this nature will be marked MULTIPLE ANSWERS).

	State	Class-room NO JUDG.	Non-class room NO JUDG.	
1. Your own administrators	13.4%(25)	13.3%(16)	13.6%(9)	CR=NO STANDARDS
2. Parents of students in question	7.5 (14)	7.5 (9)	7.6 (5)	NCR=NO STANDARDS
3. Teachers of the receiving classroom	58.6 (109)	49.2 (59)	75.8 (50)	
4. Administrators of the receiving classroom	25.3 (47)	31.7 (38)	13.6 (9)	
5. Other	21.0 (39)	26.7 (32)	10.6 (7)	

21. How often do the following people attend meetings of the educational planning committee or screening committee that evaluate children for entrance into your classroom?

	State	Class-room	Non-class room	
a. Yourself		AGREE	AGREE	+CR= 70.6% ?CR= 0.0% -CR= 29.5%
1. Always	70.8%(277)	70.6%(163)+	71.3%(114)+	+NCR= 71.3%
2. Often	4.1 (16)	5.2 (12)-	2.5 (4) -	?NCR= 0.0%
3. Sometimes	2.8 (11)	2.6 (6) -	3.1 (5) -	-NCR= 28.8%
4. Seldom	2.1 (8)	2.6 (6) -	1.3 (2) -	
5. Never	20.2 (79)	19.1 (44)-	21.9 (35)-	
b. Sending Social Worker		AGREE	MOST AGREE	+CR= 54.1%
1. Always	50.4%(197)	54.1%(125)+	45.0%(72)+	?CR= 0.0%
2. Often	14.6 (57)	16.0 (37)-	12.5 (20)?	-CR= 45.9%
3. Sometimes	9.0 (35)	7.8 (18)-	10.6 (17)-	+NCR= 45.0%
4. Seldom	4.4 (17)	4.8 (11)-	3.8 (6) -	?NCR= 12.5%
5. Never	21.7 (85)	17.3 (40)-	28.1 (45)-	-NCR= 42.5%
c. Sending Teacher		AGREE	AGREE	+CR= 22.9%
1. Always	31.5%(123)	22.9%(53)+	43.8%(70)+	?CR= 0.0%
2. Often	15.1 (59)	16.9 (39)-	12.5 (20)-	-CR= 77.1%
3. Sometimes	15.4 (60)	18.2 (42)-	11.3 (18)-	+NCR= 43.8%
4. Seldom	9.2 (36)	12.1 (28)-	5.0 (8) -	?NCR= 0.0%
5. Never	28.9 (113)	29.9 (69)-	27.5 (44)-	-NCR= 56.3%

		State	Class-room		Non-class room		
d.	Sending Principal		MOST AGREE		MOST AGREE		+CR= 28.7%
	1. Always	33.1%(129)	28.7%(66)	+	39.4%(63)	+	?CR= 21.7%
	2. Often	19.5 (76)	21.7 (50)	?	16.3 (26)	?	-CR= 49.5%
	3. Sometimes	12.3 (48)	12.6 (29)	-	11.9 (19)	-	+NCR= 39.4%
	4. Seldom	8.2 (32)	7.8 (18)	-	8.8 (14)	-	?NCR= 16.3%
	5. Never	26.9 (105)	29.1 (67)	-	23.8 (38)	-	-NCR= 49.5%
e.	Your Supervisor		AGREE		AGREE		+CR= 65.4%
	1. Always	52.4%(205)	65.4%(151)	+	33.8%(54)	+	?CR= 0.0%
	2. Often	7.4 (29)	9.5 (22)	-	4.4 (7)	-	-CR= 34.6%
	3. Sometimes	6.9 (27)	4.3 (10)	-	10.6 (17)	-	+NCR= 33.8%
	4. Seldom	6.6 (26)	1.7 (4)	-	13.8 (22)	-	?NCR= 0.0%
	5. Never	26.6 (104	19.1 (44)	-	37.5 (60)	-	-NCR= 66.3%
f.	Psychologist		MOST AGREE		AGREE		+CR= 52.2%
	1. Always	47.2%(184)	52.2%(120)	+	40.0%(64)	+	?CR= 11.2%
	2. Often	10.8 (42)	11.7 (27)	?	9.4 (15)	-	-CR= 36.1%
	3. Sometimes	12.1 (47)	9.1 (21)	-	16.3 (26)	-	+NCR= 40.0%
	4. Seldom	7.2 (28)	7.0 (16)	-	7.5 (12)	-	?NCR= 0.0%
	5. Never	22.8 (89)	20.0 (46)	-	26.9 (43)	-	-NCR= 60.1%
g.	Parents		AGREE		AGREE		
	1. Always	8.7%(34)	8.3%(19)	+	9.4%(15)	+	+CR= 8.3%
	2. Often	2.3 (9)	1.3 (3)	-	3.8 (6)	-	?CR= 0.0%
	3. Sometimes	6.1 (24)	1.7 (4)	-	12.5 (20)	-	-CR= 91.7%
	4. Seldom	11.0 (43)	10.9 (25)	-	11.3 (18)	-	+NCR= 9.4%
	5. Never	71.8 (280)	77.8 (179)	-	63.1 (101)	-	?NCR= 0.0%
							-NCR= 90.7%

22. Does your educational planning committee meet periodically to discuss the needs of all the children you are serving?

	State	Class-room AGREE		Non-class room AGREE		
						+CR= 48.7%
						?CR= 0.0%
						-CR= 51.3%
1. Yes	47.8%(181)	48.7%(109)	+	46.5%(72)	+	+NCR= 46.5%
2. No	52.2 (198)	51.3 (115)	-	53.5 (83)	-	?NCR= 0.0%
						-NCR= 53.5%

23. Do you feel you have had an adequate voice in the placement of students in your classroom?

	State	Class-room AGREE		Non-class room AGREE		
						+CR= 72.0%
						?CR= 0.0%
						-CR= 28.0%
1. Yes	81.1%(309)	72.0%(162)	+	94.2%(147)	+	+NCR= 94.2%
2. No	18.5 (72)	28.0 (63)	-	5.8 (9)	-	?NCR= 0.0%
						-NCR= 5.8%

24. Do you feel you have had an adequate voice in the removal of students from your classroom?

	State	Class-room AGREE		Non-class room AGREE		
						+CR= 80.2%
						?CR= 0.0%
						-CR= 28.0%
1. Yes	85.7%(318)	80.2%(178)	+	94.0%(140)	+	+NCR= 94.0%
2. No	14.3 (53)	19.8 (44)	-	6.0 (9)	-	?NCR= 0.0%
						-NCR= 6.0%

IV. Supportive Provisions and Personnel

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

	State	Class-room	Non-class room	
1. Yes	88.8%(347)	87.8%(203)+	90.0%(144)+	+CR=87.8% ?CR=0.0% -CR=12.1%
2. No	11.3 (44)	12.1 (28) -	10.0 (16) -	+NCR=90.0% ?NCR=0.0% -NCR=10.0%

IF YES:

a. Who are these consultants? (Check one professional description for each consultant.) MULTIPLE ANSWERS.

	State	Class-room AGREE	Non-class room AGREE	
1. Psychologist	67.9%(235)	62.8%(128)	75.4%(107)	CR AND NCR SKIPPED STANDARDS
2. Psychiatrist	28.6 (99)	25.5 (52)	33.1 (47)	
3. Social Worker	84.1 (291)	85.8 (175)	81.7 (116)	
4. One certified in Special Education	48.6 (168)	45.1 (92)	53.5 (76)	
5. Other	28.6 (99)	27.5 (56)	30.3 (43)	

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

	State	Class-room	Non-class room	
1. Psychologist				
a. Great	30.9%(73)	31.5 (41)	30.2%(32)	CR AND NCR SKIPPED STANDARDS
b. Moderate	33.9 (80)	28.5 (37)	40.6 (43)	
c. Limited	28.8 (68)	30.8 (40)	26.4 (28)	
d. Not at all	5.5 (13)	8.5 (11)	1.9 (2)	
2. Psychiatrist				
a. Great	19.0%(20)	13.0%(7)	25.5%(13)	CR AND NCR SKIPPED STANDARDS
b. Moderate	25.7 (27)	31.5 (17)	19.6 (10)	
c. Limited	40.0 (42)	37.0 (20)	43.1 (22)	
d. Not at all	13.3 (14)	16.8 (9)	19.8 (5)	
3. Social Worker				
a. Great	36.6%(106)	33.9%(59)	40.5%(47)	CR AND NCR SKIPPED STANDARDS
b. Moderate	32.8 (95)	32.2 (56)	33.6 (39)	
c. Limited	26.9 (78)	29.3 (51)	23.3 (27)	
d. Not at all	3.5 (10)	4.6 (8)	1.7 (2)	
4. "Special Educator"				
a. Great	45.3%(73)	50.0%(45)	39.4%(28)	CR AND NCR SKIPPED STANDARDS
b. Moderate	31.7 (51)	30.0 (27)	33.8 (24)	
c. Limited	19.3 (31)	14.4 (13)	25.4 (18)	
d. Not at all	2.5 (4)	4.4 (7)		
5. Other				
a. Great	48.4%(45)	52.8%(28)	42.5%(17)	CR AND NCR SKIPPED STANDARDS
b. Moderate	29.0 (27)	24.5 (13)	35.0 (14)	
c. Limited	20.4 (19)	20.8 (11)	20.0 (8)	
d. Not at all	1.0 (1)		2.5 (1)	

26. Are your students' parents receiving the additional services you feel they need?

		State	Class-room	Non-class room	
			MOST AGREE	MOST AGREE	+CR=12.5%
1.	Yes	13.1%(50)	12.5%(28) +	14.0%(22)+	?CR=44.6%
2.	Somewhat	46.5 (177)	44.6 (100) ?	49.0 (77) ?	-CR=42.9%
3.	No	40.4 (154)	42.9 (96) -	34.9 (58) -	+NCR=14.0%
					?NCR=49.0%

26a. If your students' parents are not receiving the services you feel they need, what do you think is the major reason they do not receive these services?

		State	Class-room	Non-class room	
1.	Parents do not want the services.	53.5%(137)	53.2%(84)	54.1%(53)	CR AND NCR
2.	Parents do not clearly understand how to obtain the services.	16.8 (43)	17.1 (27)	16.3 (16)	SKIPPED STANDARDS
3.	Parents cannot afford the services.	5.0 (13)	3.2 (5)	8.2 (8)	
4.	The services are not available.	24.6 (63)	26.6 (42)	21.4 (21)	

27. Do you have a teacher's aide?

		State	Class-room	Non-class room	
			AGREE	DISAGREE	+CR=53.7%
1.	Yes	35.5%(138)	53.7%(124)	8.9%(14)	?CR=0.0%
2.	No	64.5 (251)	46.3 (107)	91.1 (144)	-CR=46.3%
					NCR=NO STANDARDS

28. Which of the following persons are available on a regular basis to the students who require their services? (Check all who are available) MULTIPLE ANSWERS.

		State	Class-room	Non-class room	
1.	Music teacher	59.5%(217)	51.4%(109)	70.6%(108)	CR AND NCR
2.	Art teacher	57.9 (212)	54.0 (115)	63.4 (97)	SKIPPED STANDARDS
3.	Speech therapist	80.3 (294)	75.1 (160)	87.6 (134)	
4.	Phys. Ed. teacher	71.3 (261)	67.0 (149)	73.2 (112)	
5.	Reading teacher	39.3 (144)	22.5 (48)	62.8 (96)	
6.	Counselor	38.0 (139)	30.5 (65)	48.4 (74)	

29. Do you have any regularly scheduled periods away from your students? (Percentage having this available) MULTIPLE ANSWERS.

		State	Class-room	Non-class room	
1.	Lunch period	88.2%(299)	85.6%(167)	91.7%(132)	CR AND NCR
2.	Planning period	47.8 (162)	50.3 (98)	44.4 (64)	SKIPPED STANDARDS
3.	"Coffee break"	35.4 (120)	28.7 (56)	44.4 (64)	

What you do in the case of a student crisis or "blow-up"

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

	State	Class-room	*Non-class room	
		MOST AGREE		+CR= 27.0%
1. Yes	27.0%(61)	27.0%(61) +		?CR= 27.4%
2. Sometimes	27.4 (62)	27.4 (62) ?		-CR= 45.6%
3. No	45.6 (103)	45.6 (103)-		

*Note--Non-classroom did not respond to this item.

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

	State	Class-room	*Non-class room	
		MOST AGREE		+CR= 34.8%
1. Yes	34.8%(79)	34.8%(79) +		?CR= 27.8%
2. Sometimes	27.8 (63)	27.8 (63) ?		-CR= 37.4%
3. No	37.4 (85)	37.4 (85) -		

*Note--Non-classroom did not respond to this item.

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

	State	Class-room	*Non-class room	
		MOST AGREE		+CR= 35.0%
1. Yes	35.0%(79)	35.0%(79) +		?CR= 18.1%
2. Sometimes	18.1 (41)	18.1 (41) ?		-CR= 46.9%
3. No	46.9 (106)	46.9 (106)-		

*Note--Non-classroom did not respond to this item.

V. Availability of Instructional Materials

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

	State	Class-room	Non-class room	
		MOST AGREE	DISAGREE	
1. Less than $70	11.3%(41)	10.0%(21) -	13.0%(20)	+CR= 46.0%
2. $71-120	15.7 (57)	15.2 (32) -	16.3 (25)	?CR= 28.9%
3. $121-170	11.3 (41)	14.2 (30) ?	7.2 (11)	-CR= 25.2%
4. $171-220	13.5 (49)	14.7 (31) ?	11.8 (18)	NCR=NO STANDARDS
5. $221 or more	20.9 (76)	22.8 (48) +	18.3 (28)	
6. No specified limit	27.5 (100)	23.2 (49) +	33.3 (51)	

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

	State	Class-room	Non-class room	
		AGREE	AGREE	+CR= 81.1%
1. All	29.1%(112)	27.8%(63) +	31.0%(49) +	?CR= 0.0%
2. Most	53.0 (204)	53.3 (121)+	52.5 (83) +	-CR= 30.7%
3. Half	6.2 (24)	7.1 (16) -	5.1 (8) -	+NCR= 83.6%
4. Some	10.7 (41)	10.6 (24) -	10.8 (17) -	?NCR= 0.0%
5. None	1.0 (4)	1.3 (3) -	.6 (1) -	-NCR= 16.5%

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

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 43.1%
1. Less than 1 month	19.4%(72)	17.9%(39) +	21.6%(33) +	?CR= 23.4%
2. 1 month	25.6 (95)	25.2 (55) +	26.1 (40) ?	-CR= 33.4%
3. 2 months	25.6 (95)	23.4 (51) ?	28.8 (44) -	+NCR= 21.6%
4. 3-4 months	12.9 (48)	12.8 (28) -	13.1 (20) -	?NCR= 26.1%
5. Longer than 4 months	16.4 (61)	20.6 (45) -	10.5 (16) -	-NCR= 52.4%

36. Do you have adequate audio-visual supplies?

	State	Class-room	Non-class room	
		AGREE	AGREE	+CR= 85.2%
1. Yes	83.3%(323)	85.2%(195)	80.5%(128)	?CR= 0.0%
2. No	16.8 (65)	14.9 (34)	19.5 (31)	-CR= 14.9%
				+NCR= 80.5%
				?NCR= 0.0%
				-NCR= 19.5%

VI. Inservice and Professional Improvement Opportunities

37. Which of the following sources of professional improvement are generally the most useful? Average ranks are reported below, the lower the average rank the more positively the source was viewed.

	State	Class-room	Non-class room	
1. Continued college work	4.2 (377)	4.1 (223)	4.3 (154)	CR AND NCR SKIPPED STANDARDS
2. Journals	5.2 (377)	5.2 (223)	5.1 (154)	
3. Inservice meetings	3.7 (377)	4.1 (223)	3.2 (154)	
4. Other teachers	4.3 (377)	3.9 (223)	4.7 (154)	
5. Administrators	5.5 (377)	5.4 (223)	5.6 (154)	
6. Consultants	4.1 (377)	4.0 (223)	4.2 (154)	
7. Conventions	4.7 (377)	4.9 (223)	4.3 (154)	
8. Visits to other programs	4.4 (377)	4.3 (223)	4.5 (154)	

38. Is there a person in your school district who is responsible for coordinating inservice meetings?

	State	Class-room	Non-class room	
		AGREE	AGREE	+CR= 72.7%
1. Yes	74.0%(282)	72.7%(165)	76.0%(117)	?CR= 0.0%
2. No	26.0 (99)	27.3 (62)	24.0 (37)	-CR= 27.3%
				+NCR= 76.0%
				?NCR= 0.0%
				-NCR= 24.0%

IF YES:

38a. Who is this person?

		DISAGREE	DISAGREE	
1. Administrator	62.1%(172)	65.6%(107)	57.0%(65)	CR=NO STANDARDS
2. Teacher	6.1 (17)	8.0 (13)	3.5 (4)	
3. Consultant	23.5 (65)	17.2 (28)	32.5 (37)	NCR=NO STANDARDS
4. Inservice coordinator	8.3 (23)	9.2 (15)	7.0 (8)	

38b. How would you describe this person's knowledge of the unique needs of emotionally disturbed children?

		State	Class-room	Non-class room	
			MOST AGREE	MOST AGREE	+CR= 47.6%
1.	Excellent	29.4%(81)	24.1%(39)+	36.8%(42)+	?CR= 24.1%
2.	Very good	25.4 (70)	23.5 (38)+	28.1 (32)+	-CR= 28.4%
3.	Good	21.0 (58)	24.1 (39)?	16.7 (19)?	+NCR= 64.8%
4.	Fair	17.4 (48)	21.0 (34)-	12.3 (14)-	?NCR= 16.7%
5.	Poor	6.9 (19)	7.4 (12)-	6.1 (7) -	-NCR= 18.4%

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

		State	Class-room	Non-class room	
			MOST AGREE	MOST AGREE	+CR= 19.8%
1.	Once a week	4.5%(17)	4.9%(11)?	3.9%(6) ?	?CR= 13.4%
2.	Twice a month	10.0 (38)	6.3 (14)+	15.4 (24)+	-CR= 66.8%
3.	Once a month	17.2 (65)	13.5 (30)+	22.4 (35)+	+NCR= 37.8%
4.	Every 2 months	8.2 (31)	8.5 (19)?	7.7 (12)?	?NCR= 11.6%
5.	Less often than every 2 months	45.4 (172)	48.4 (108)-	41.0 (64)-	-NCR= 50.6%
6.	Never	14.8 (56)	18.4 (41) -	9.6 (15)-	

39a. With whom are inservice meetings and workshops usually held? MULTIPLE ANSWERS.

		State	Class-room	Non-class room	
			DISAGREE	DISAGREE	
1.	Teachers--E.D.	52.6%(170)	45.6%(33)+	61.7%(87)+	CR=NO STANDARDS
2.	Teachers--Spec. Ed.	41.5 (134)	42.6 (78)+	39.7 (56)+	
3.	Regular teachers	35.9 (116)	36.8 (67)+	34.8 (49)+	NCR=NO STANDARDS

The frequency of combinations of the above are as follows:

		State	Class-room	Non-class room	
1.	Teachers--E.D. only	32.2%(104)	30.4%(55)	34.5%(49)	CR AND NCR
2.	Teachers--Spec. Ed. only	20.4 (66)	24.3 (44)	15.5 (22)	SKIPPED STANDARDS
3.	Regular teachers only	23.8 (77)	26.0 (47)	21.1 (30)	
4.	E.D. and Spec. Ed. teachers	11.5 (37)	8.8 (16)	14.8 (21)	
5.	E.D. and Regular teachers	2.8 (9)	1.1 (2)	4.9 (7)	
6.	Spec. Ed. and Regular teachers	2.8 (9)	4.4 (8)	.7 (1)	
7.	All	6.2 (20)	5.0 (9)	7.8 (11)	

39b. When do most of your inservice programs occur?

		State	Class-room	Non-class room
			MOST AGREE	MOST AGREE
1.	After school	33.3%(108)	37.7%(69)+	27.7%(39)+
2.	Evenings	1.9 (6)	2.7 (5) -	.7 (1) -
3.	Weekends	1.2 (4)	1.1 (2) -	1.4 (2) -
4.	Regular schools hours--children dismissed	59.6 (193)	55.2 (101)+	65.3 (92)+
5.	Regular school hours--children present	4.0 (13)	3.3 (6) ?	5.0 (7) ?

39c. What is the typical format for your inservice programs?

		State	Class-room	Non-class room
			AGREE	AGREE
1.	Lecture	46.5%(145)	44.6%(78)-	48.9%(67)-
2.	Demonstration	18.6 (58)	21.7 (38)+	14.6 (20)+
3.	Group activity	35.0 (109)	33.7 (59)+	36.5 (50)+

39d. What is the typical subject of your inservice programs?

		State	Class-room	Non-class room
			AGREE	AGREE
1.	Instructional materials	25.8%(79)	30.5%(53)+	19.7%(26)+
2.	Instructional procedures	39.5 (121)	40.2 (70)+	38.6 (51)+
3.	Administrative matters	9.5 (29)	9.8 (17)-	9.1 (12)-
4.	Classroom management	25.2 (77)	19.5 (34)+	32.6 (43)+

39e. What do you feel is your schools district's general attitude toward your attendance at inservice meetings and workshops?

		State	Class-room	Non-class room
			AGREE	MOST AGREE
1.	Strongly encourages	36.6%(119)	39.9%(73)+	32.4%(46)+
2.	Encourages	42.2 (137)	38.3 (70)+	47.2 (67)?
3.	Is indifferent	18.8 (61)	19.7 (36)-	17.6 (25)-
4.	Discourages	2.2 (7)	2.2 (4) -	2.1 (3) -
5.	Strongly discourages	.3 (1)	0.0 (0) -	.7 (1) -

+CR= 78.2%
?CR= 0.0%
-CR= 21.9%
+NCR= 32.4%
?NCR= 47.2%
-NCR= 20.4%

VII. Administrative Direction and Leadership

40. To which of the following persons are you responsible in your work? MULTIPLE ANSWERS.

		State	Class-room	Non-class room
1.	Head teacher	6.9%(27)	6.9%(16)	6.9%(11)
2.	Assistant principal	6.9 (27)	6.1 (14)	8.1 (13)
3.	Principal	78.5 (306)	82.2 (189)	73.1 (117)
4.	Local Director of Special Education	74.9 (292)	74.8 (172)	75.0 (120)
5.	Coordinator of Programs for Emotionally Disturbed	22.3 (87)	20.0 (46)	25.6 (41)
6.	Other	15.4 (60)	15.7 (36)	15.0 (24)

CR AND NCR SKIPPED STANDARDS

40a. Do you feel conflicts or problems arise because of the number of persons to whom you are responsible?

		State	Class-room MOST AGREE	Non-class room MOST AGREE
1.	Never	48.2%(182)	46.6%(102)+	50.3%(80)+
2.	Sometimes	44.2 (167)	46.2 (101)?	41.5 (66)?
3.	Often	4.5 (17)	3.2 (7) -	6.3 (10)+
4.	Very often	3.2 (12)	4.1 (9) -	1.9 (3) -

+CR= 46.6%
?CR= 46.2%
-CR= 7.3%
+NCR= 50.3%
?NCR= 41.5%
-NCR= 7.9%

41. To whom are you most immediately responsible?

		State*	Class-room* MOST AGREE	Non-class room* MOST AGREE
1.	Head teacher	2.4%(9)	2.8%(6) ?	2.0%(3) ?
2.	Assistant principal	.5 (2)	.5 (1) -	.7 (1) -
3.	Principal	62.5 (232)	66.1 (144)+	57.5 (88)+
4.	Local Director of Special Education	22.9 (85)	18.4 (40) ?	29.4 (45)+
5.	Coordinator of Programs for Emotionally Disturbed	3.2 (12)	3.2 (7) +	3.3 (5) +
6.	Dir. Pupil Personnel	1.3 (5)	1.8 (4) ?	.7 (1) +
7.	Other	7.0 (26)	7.3 (16)SKIP	6.5 (10)SKIP

+CR= 69.3%
?CR= 23.0%
-CR= .5%
+NCR= 90.9%
?NCR= 2.0%
-NCR= .7%

*Note--Percentages do not add to 100% because people reporting to multiple administrators were omitted.

42. When do you feel at ease to call upon this person?

		State	Class-room AGREE	Non-class room AGREE
1.	Never	3.1%(12)	4.4%(10) -	1.3%(2) -
2.	Only in emergencies	4.4 (17)	5.7 (13) -	2.5 (4) -
3.	Only with major job-related concerns	10.5 (41)	11.3 (26) -	9.4 (15)+
4.	With normal job-related concerns	20.0 (78)	16.5 (38) +	25.0 (40)+
5.	Anytime	62.1 (242)	62.2 (143)+	61.9 (99)+

+CR= 78.7%
?CR= 0.0%
-CR= 21.4%
+NCR= 86.9%
?NCR= 0.0%
-NCR= 13.2%

42a. How often does this person consult with you or visit your class?

		State	Class-room DISAGREE	Non-class room DISAGREE
1.	Zero times per month	13.8%(53)	15.9%(36) -	10.8%(17)+
2.	1 to 4 times "	44.8 (172)	48.9 (111)-	38.9 (61)+
3.	5 to 9 times "	14.1 (54)	12.8 (29) ?	15.9 (25)?
4.	10 to 14 times "	8.3 (32)	7.5 (17) ?	9.6 (15)?
5.	15 to 19 times "	5.0 (19)	4.9 (11) +	5.1 (8) ?
6.	20 times or more "	14.1 (54)	10.1 (23) ?	19.8 (31)?

CR=NO STANDARDS

NCR=NO STANDARDS

42b. These consultations or visits are:

	State	Class-room AGREE		Non-class room AGREE		
1. Far too frequent	2.9%(11)	3.9%(9)	-	1.3%(2)	-	+CR= 60.7%
2. Somewhat too frequent	.5 (2)	.9 (2)	-	0.0%(0)	-	?CR= 0.0%
3. Sufficiently frequent	66.3 (256)	60.7 (139)	+	74.5 (117)	+	-CR= 39.3%
4. Somewhat less frequent than desireable	16.8 (65)	19.2 (44)	-	13.4 (21)	-	+NCR= 74.5% ?NCR= 0.0%
5. Far too infrequent	13.5 (52)	15.3 (35)	-	10.8 (17)	-	-NCR= 64.8%

42c. How would you describe this person's knowledge of the unique needs of emotionally disturbed children?

	State	Class-room MOST AGREE		Non-class room MOST AGREE		
1. Excellent	19.5%(76)	17.9%(41)	+	21.9%(35)	+	+CR= 46.3%
2. Very good	27.0 (105)	28.4 (65)	+	25.0 (40)	+	?CR= 23.6%
3. Good	23.9 (93)	23.6 (54)	?	24.4 (39)	?	-CR= 30.1%
4. Fair	19.5 (76)	18.3 (42)	-	21.3 (34)	-	+NCR= 46.9%
5. Poor	10.0 (39)	11.8 (27)	-	7.5 (12)	-	?NCR= 24.4%
						-NCR= 28.8%

42d. If you request assistance of this person are you satisfied with the speed of his/her response?

	State	Class-room AGREE		Non-class room AGREE		
1. Yes	84.0%(321)	81.7%(183)	+	87.3%(138)	+	+CR= 81.7%
2. No	16.0 (61)	18.3 (41)	-	12.7 (20)	-	?CR= 0.0%
						-CR= 18.3%
						+NCR= 87.3%
						?NCR= 0.0%
						-NCR= 12.7%

42e. Does this person ever ask your personal opinion on a professional or technical matter?

	State	Class-room AGREE		Non-class room AGREE		
1. Very often	17.0%(66)	11.0%(25)	+	25.8%(41)	+	+CR= 42.9%
2. Often	32.0 (124)	31.9 (73)	+	32.1 (51)	+	?CR= 0.0%
3. Sometimes	40.0 (155)	44.1 (101)	-	34.0 (54)	-	-CR= 57.1%
4. Never	11.0 (43)	13.0 (30)	-	8.1 (13)	-	+NCR= 57.9%
						?NCR= 0.0%
						-NCR= 42.1%

42f. How supportive is this person of your work?

	State	Class-room MOST AGREE		Non-class room MOST AGREE		
1. Very supportive	64.8%(249)	62.4%(141)	+	68.4%(108)	+	+CR= 62.4%
2. Somewhat supportive	21.1 (81)	20.0 (45)	?	22.8 (36)	?	?CR= 20.0%
3. Neither supportive nor unsupportive	11.7 (45)	14.6 (33)	-	7.6 (12)	-	-CR= 17.7% +NCR= 68.4% ?NCR= 22.8%
4. Unsupportive	2.3 (9)	3.1 (7)	-	1.2 (2)	-	-NCR= 9.8%

42g. How would you describe the leadership and direction you have received from this person?

	State	Class-room MOST AGREE		Non-class room MOST AGREE		
1. Excellent	25.7%(99)	23.8%(54)	+	28.3%(45)	+	+CR= 42.7%
2. Very good	19.2 (74)	18.9 (43)	+	19.5 (31)	+	?CR= 22.9%
3. Good	24.9 (96)	22.9 (52)	?	27.8 (44)	?	-CR= 34.4%
4. Fair	21.0 (81)	23.8 (54)	-	17.0 (27)	-	+NCR= 47.8%
5. Poor	9.4 (36)	10.6 (24)	-	7.6 (12)	-	?NCR= 27.8%
						-NCR= 24.6%

42h. In which areas of leadership do you feel this person prefers to spend his/her time? MULTIPLE ANSWERS.

		State	Class-room		Non-class room		+CR	-CR	+NCR	-NCR
1.	Student behavior	53.7% (204)	60.7% (136)	+	43.6% (68)	+	60.7%	39.3%	43.6%	56.4%
2.	Inservice education	21.8 (83)	17.4 (39)	+	28.2 (44)	+	17.4	82.6	28.2	71.8
3.	Instructional improvement	48.7 (185)	50.9 (114)	+	45.5 (71)	+	50.9	49.1	45.5	54.5
4.	Staff improvement	48.7 (185)	46.4 (104)	+	51.9 (81)	+	46.4	53.6	51.9	48.1
5.	Parental matters	36.1 (137)	37.1 (83)	+	34.6 (54)	+	37.1	62.9	34.6	65.4
6.	Community relations	38.4 (146)	33.0 (74)	+	46.2 (72)	+	33.0	67.0	46.2	53.8
7.	Staff relations	38.7 (147)	38.4 (86)	+	39.1 (61)	+	38.4	61.6	39.1	60.9
8.	Central office matters	45.3 (172)	41.1 (92)	-	51.3 (80)	-	58.9	41.4	48.7	51.3
9.	Physical plant matters	16.6 (63)	17.0 (38)	-	16.0 (25)	-	83.0	17.0	84.0	16.0
10.	Scheduling	25.0 (95)	27.2 (61)	-	21.8 (34)	-	72.8	27.2	78.2	21.8
11.	Supplies and equipment	26.7 (101)	25.0 (56)	?	28.9 (45)	?	CR & NCR NO STANDARDS			
12.	Personal concerns of staff members	34.2 (130)	32.1 (72)	+	37.2 (58)	+	32.1	67.9	37.2	62.8
13.	Other	4.5 (17)	6.3 (14)	SKIP	1.9 (3)	SKIP				

43. Do you have a Local Director of Special Education or a Supervisor of Emotionally Disturbed Programs, in addition to the person you indicated in questions 41?

		State	Class-room AGREE		Non-class room AGREE		
1.	Yes	75.4% (288)	78.9% (179)	+	70.3% (109)	+	+CR= 78.9%
2.	No	24.6 (94)	21.2 (48)	-	29.7 (46)	-	?CR= 0.0%
							-CR= 21.2%
							+NCR= 70.3%
							?NCR= 0.0%
							-NCR= 29.7%

44. How often does the Local Director consult with you or visit your class?

		State	Class-room AGREE		Non-class room AGREE		
1.	Very often	2.8% (8)	2.2% (4)	+	3.6% (4)	+	+CR= 15.6%
2.	Often	12.4 (36)	13.4 (24)	+	10.7 (12)	+	?CR= 0.0%
3.	Sometimes	66.7 (194)	63.1 (113)	-	72.3 (81)	-	-CR= 84.3%
4.	Never	18.2 (53)	21.2 (38)	-	13.4 (15)	-	+NCR= 14.3%
							?NCR= 0.0%
							-NCR= 85.7%

45. How would you describe your Local Director's or Supervisor's knowledge of the unique needs of emotionally disturbed children?

		State	Class-room MOST AGREE		Non-class room MOST AGREE		
1.	Excellent	26.9% (67)	25.8% (39)	+	28.6% (28)	+	+CR= 51.0%
2.	Very good	28.5 (71)	25.2 (38)	+	33.7 (33)	+	?CR= 23.6%
3.	Good	22.5 (56)	23.8 (36)	?	20.4 (20)	?	-CR= 25.2%
4.	Fair	15.3 (38)	17.2 (26)	-	12.2 (12)	-	+NCR= 62.3%
5.	Poor	6.8 (17)	8.0 (12)	-	5.1 (5)	-	?NCR= 20.4%
							-NCR= 17.3%

46. How would you describe the leadership and direction you have received from this person?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 30.6%
1. Excellent	15.3%(38)	13.3%(20)+	18.4%(18)+	?CR= 25.3%
2. Very good	19.4 (48)	17.3 (26)+	22.5 (22)+	-CR= 44.0%
3. Good	25.8 (64)	25.3 (26)?	26.5 (26)?	+NCR= 40.9%
4. Fair	22.2 (55)	24.7 (37)-	18.4 (18)-	?NCR= 26.5%
5. Poor	17.3 (43)	19.3 (29)-	14.3 (14)-	-NCR= 32.7%

47. What effect has the Local Director or Supervisor had upon your working relationship with your immediate administrative superior?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 45.5%
1. Very positive effect	23.5%(58)	19.1%(28)+	30.0%(30)+	?CR= 30.7%
2. Somewhat positive effect	24.7 (61)	26.5 (39)?	22.0 (22)?	-CR= 23.8%
3. Neutral effect	44.9 (111)	45.6 (67)-	44.0 (44)-	+NCR= 48.4%
4. Somewhat negative effect	5.7 (14)	7.5 (11)-	3.0 (3) -	?NCR= 29.9%
5. Very negative effect	1.2 (3)	1.4 (2) -	1.0 (1) -	-NCR= 48.0%

VIII. Personal Perception of the Program for Emotionally Disturbed Children

48. How would you describe the availability of instructional materials to run your program?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 45.5%
1. Excellent	17.8%(69)	17.8%(41)+	17.8%(28)+	?CR= 30.7%
2. Very good	28.9 (112)	27.7 (64)+	30.6 (48)+	-CR= 23.8%
3. Good	30.4 (118)	30.7 (71)?	29.9 (47)?	+NCR= 48.4%
4. Fair	17.3 (67)	18.2 (42)-	15.9 (25)-	?NCR= 29.9%
5. Poor	5.7 (22)	5.6 (13)-	5.7 (9) -	-NCR= 48.0%

49. How would you describe the inservice and professional improvement opportunities available to you?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 19.2%
1. Excellent	6.2%(24)	3.5%(8) +	10.1%(16)+	?CR= 19.7%
2. Very good	16.0 (62)	15.7 (36)+	16.5 (26)?	-CR= 61.1%
3. Good	22.5 (87)	19.7 (45)?	26.5 (42)?	+NCR= 10.1%
4. Fair	28.2 (109)	30.1 (69)-	25.3 (40)-	?NCR= 43.0%
5. Poor	27.1 (105)	31.0 (71)-	21.5 (34)-	-NCR= 46.8%

50. How would you describe the administrative direction and leadership you have recieved in the operation of your program for emotionally disturbed children?

	State	Class-room	Non-class room	
		AGREE	AGREE	+CR= 30.9%
1. Excellent	10.9%(42)	9.3%(21)+	13.2%(21)+	?CR= 0.0%
2. Very good	24.4 (94)	21.6 (49)+	28.3 (45)+	-CR= 69.2%
3. Good	22.3 (86)	22.0 (50)-	22.6 (36)-	+NCR= 41.5%
4. Fair	25.1 (97)	26.0 (59)-	23.9 (38)-	?NCR= 0.0%
5. Poor	17.4 (67)	21.2 (48)-	12.0 (19)-	-NCR= 58.5%

51. How would you describe the attitudinal climate regarding your program?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 67.0%
1. Excellent	12.6%(49)	11.3%(26)+	14.6%(23)+	?CR= 33.0%
2. Very good	34.3 (133)	30.9 (71)+	39.2 (62)+	-CR= 0.0%
3. Good	32.5 (126)	33.0 (76)?	31.7 (50)?	+NCR= 68.3%
4. Fair	16.0 (62)	18.7 (43)+	12.0 (19)+	?NCR= 31.7%
5. Poor	4.6 (18)	6.1 (14)+	2.5 (4) +	-NCR= 0.0%

52. How would you describe the supportive provisions and personnel available to you in meeting the personal and emotional needs of your students?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 10.4%
1. Excellent	10.8%(42)	10.4%(24)+	11.3%(18)+	?CR= 54.0%
2. Very good	24.6 (96)	22.8 (51)?	28.3 (45)+	-CR= 36.4%
3. Good	33.9 (132)	31.2 (72)?	37.7 (60)?	+NCR= 39.6%
4. Fair	21.0 (82)	23.4 (54)-	17.8 (29)-	?NCR= 37.7%
5. Poor	9.7 (38)	13.0 (30)-	5.0 (8) -	-NCR= 22.8%

53. How would you describe the "workability" of the group of children you serve?

	State	Class-room	Non-class room	
		AGREE	AGREE	+CR= 71.0%
1. Excellent	9.4%(36)	6.5%(14)+	13.7 (21)+	?CR= 0.0%
2. Very good	33.1 (127)	23.4 (54)+	47.7 (73)+	-CR= 29.0%
3. Good	34.6 (133)	41.1 (95)+	24.8 (38)+	+NCR= 86.2%
4. Fair	19.0 (76)	24.7 (57)-	12.4 (19)-	?NCR= 0.0%
5. Poor	3.1 (12)	4.3 (10)-	1.3 (2) -	-NCR= 13.7%

54. How would you describe the educational planning and/or screening provisions you function under?

	State	Class-room	Non-class room	
		MOST AGREE	MOST AGREE	+CR= 29.9%
1. Excellent	8.2%(32)	9.6%(22)+	6.3%(10)+	?CR= 31.7%
2. Very good	24.5 (95)	21.3 (49)+	28.8 (46)+	-CR= 37.4%
3. Good	31.8 (124)	31.7 (73)?	31.9 (51)?	+NCR= 35.1%
4. Fair	25.9 (101)	30.0 (69)-	20.0 (32)-	?NCR= 31.9%
5. Poor	9.7 (38)	7.4 (17)-	13.1 (21)-	-NCR= 33.1%

55. What do you see as the relative need for change in each of the seven areas? The average ranks are reported below, the <u>lower</u> the average rank the greater the perceived need for change.

	State	Class-room	Non-class room	
1. Availability of instructional materials	46.0(375)	47.0(225)	44.6(150)	CR AND NCR SKIPPED STANDARDS
2. Inservice & professional improvement opportunities	32.0(375)	31.8(225)	32.4(150)	
3. Administrative direction	38.2(375)	39.3(225)	36.5(150)	
4. Attitudinal climate	41.4(375)	43.0(225)	39.1(150)	
5. Supportive provisions	37.1(375)	37.3(225)	36.8(150)	
6. "Workability"	45.6(375)	41.3(225)	52.1(150)	
7. Screening provisions	37.9(375)	38.5(225)	36.9(150)	

IX. General

56. At what college or university did you receive your certification for teaching emotionally disturbed children?

		State	Class-room	Non-class room	
1.	Central Michigan Univ.	8.2%(32)	10.9%(25)	4.4%(7)	CR AND NCR SKIPPED STANDARDS
2.	Eastern Michigan Univ.	23.1 (90)	22.2 (51)	24.4 (39)	
3.	Michigan State Univ.	19.0 (74)	19.6 (45)	18.1 (29)	
4.	Oakland University	.5 (2)	.9 (2)		
5.	University of Michigan	15.9 (62)	9.6 (22)	25.0 (40)	
6.	Wayne State University	12.6 (49)	11.7 (27)	13.8 (22)	
7.	Western Michigan Univ.	17.4 (68)	21.7 (50)	11.3 (18)	
8.	Other U.S. university	3.3 (13)	3.5 (8)	3.1 (5)	
9.	Foreign college or univ.				

57. What particular theory or method do you follow in your work with emotionally disturbed children?

		State	Class-room	Non-class room	
			MOST AGREE	MOST AGREE	
1.	Behavior modification	18.8%(73)	24.9%(57) +	10.0%(16) ±	
2.	Psychoanalytic	1.3 (5)	1.8 (4) ?	.6 (1) ?	
3.	Psychoeducational	9.3 (36)	8.7 (20) +	10.0 (16) +	
4.	Other theory	3.6 (14)	4.4 (10) +	2.5 (4) +	
5.	A combination of 2 or more of the above	60.8 (236)	55.9 (128) +	67.9 (108) +	
6.	No particular theory or method followed	6.2 (24)	4.4 (10) -	8.8 (14) -	

58. How certain are you that you will be working with emotionally disturbed children in your present school system next year?

		State	Class-room	Non-class room	
1.	Very certain I will	55.3%(215)	52.8%(121)	58.8%(94)	CR AND NCR SKIPPED STANDARDS
2.	Somewhat certain I will	20.3 (79)	21.4 (49)	18.8 (30)	
3.	Uncertain	12.3 (48)	13.1 (30)	11.3 (18)	
4.	Somewhat certain I will not	4.4 (17)	3.9 (9)	5.0 (8)	
5.	Very certain I will not	7.7 (30)	8.7 (20)	6.3 (10)	

59. Would you be willing to complete a confidential survey of comparable length in May of this year?

		State	Class-room	Non-class room	
1.	Yes	92.7%(329)	94.8%(199)	89.7%(130)	CR AND NCR SKIPPED STANDARDS
2.	No	7.3 (26)	5.2 (11)	10.3 (15)	

APPENDIX C

LETTER TO SUPERINTENDENT INFORMING THEM THAT THE SURVEY WILL BE CONDUCTED

APPENDIX C

LETTER TO SUPERINTENDENT INFORMING THEM THAT THE SURVEY WILL BE CONDUCTED

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Superintendent of
Public Instruction

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GOV. WILLIAM G. MILLIKEN
Ex-Officio

March 18, 1972

Dear Superintendent:

The State Department is again conducting a survey of Michigan programs for emotionally disturbed children. Last years information has proved very valuable to the State Department, universities, and many local districts and has helped us to gain additional insight into effective programming for emotionally disturbed children.

The strong response by districts for feedback of last years information was most heartening, although we must confess this caught us unprepared. We were able to give some very general feedback last year, but it was frustrating to districts, as well as to us, to not be able to provide more complete information. This year we have gathered together additional personnel, finances and resources to enable us to give you more detailed information.

Please be thinking about the type of information that would be most valuable to you. You will be receiving a copy of the Questionnaire around the first of April, along with more specific details of the type of feedback that we could provide to you.

It will be to our mutual advantage if your teachers fill out the instrument conscientiously and as soon as possible. This will enable us to provide move complete information in a much shorter period of time.

Sincerely,

Bert L Donaldson

Bert L. Donaldson
Consultant
Special Education Services

APPENDIX D

LETTER TO SUPERINTENDENTS INFORMING THEM OF THE INFORMATION AVAILABLE FOR THEIR DISTRICT AND REQUESTING THAT THEY DISTRIBUTE THE SURVEYS TO THEIR TEACHERS

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STATE OF MICHIGAN

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GOV. WILLIAM G. MILLIKEN
Ex-Officio

March 23, 1972

Dear Superintendent:

Enclosed is the Survey that Mr. Donaldson mentioned in his letter of March 20, 1972. There is an envelope for each of your teachers who are reimbursed to teach emotionally disturbed children. The contents of the envelopes include a cover letter, a questionnaire and a stamped return envelope. Attached is an informational copy of the questionnaire and cover letter.

When the information is compiled, we will be able to provide you with the following:

1. State wide totals for each question.
2. Statewide profile of teachers' perception of the relative strengths and weaknesses of various areas of programming.
3. Statewide breakdown of answers for classroom and nonclassroom teachers.

Directors of special education have already been contacted for the type of information they may require. If you would like the above information for your records please send us a letter requesting The Results of the Survey of Classrooms for Emotionally Disturbed Children.

We would appreciate your distributing the enclosed envelopes to your teachers and encourage them to complete and return them to me within one week. The form will take approximately 25 minutes to complete.

As you are probably aware, the turnover rate for teachers of emotionally disturbed is very high. A major objective of this survey is to discover factors related to these teachers leaving, with the eventual goal of reducing this turnover rate.

Additional plans for using this information are: developing appropriate inservice training procedures, improvement of current programs, changing aspects of teacher training, statewide planning, development of new programs and the possible development of new services.

Thank you for your assistance.

Sincerely,

Murray Batten
Supervisor
Special Education Services

Dr. Maryellen McSweeney
Co-director Emotionally Disturbed
Program Survey Project

Larry Schaftenaar
Research Asst., Special Education
Michigan State University

APPENDIX E

LETTER TO SUPERINTENDENTS REQUESTING THEM TO DISTRIBUTE THE ENCLOSED REMINDERS TO THEIR TEACHERS WHO HAD NOT RETURNED THE SURVEY INSTRUMENT

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LETTER TO SUPERINTENDENTS REQUESTING THEM TO DISTRIBUTE THE ENCLOSED REMINDERS TO THEIR TEACHERS WHO HAD NOT RETURNED THE SURVEY INSTRUMENT

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

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DR. CHARLES E. MORTON
JAMES F. O'NEIL
GOV. WILLIAM G. MILLIKEN
Ex-Officio

April 14, 1972

Dear Superintendent:

The enclosed envelopes are for your teachers of emotionally disturbed children who had not returned the survey to our office by April 14, 1972. A copy of the letter contained in each envelope is attached.

It is important that these survey forms be returned as soon as possible, so that we can give meaningful feedback to school districts before the end of the school year. Please distribute these letters to your teachers as soon as possible.

Thank you for your past cooperation and thank you in advance for your cooperation on this matter.

Sincerely,

Bert L. Donaldson
Consultant
Special Education Services

Dr. Maryellen McSweeney
Codirector Emotionally Disturbed
Program Survey Project

Larry Schaftenaar
Research Asst., Special Education
Michigan State University

APPENDIX F

LETTER TO TEACHERS REMINDING THEM TO RETURN THE SURVEY INSTRUMENT

APPENDIX F

LETTER TO TEACHERS REMINDING THEM TO RETURN

THE SURVEY INSTRUMENT

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Superintendent of
Public Instruction

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DR. CHARLES E. NORTON
JAMES F. O'NEIL
GOV. WILLIAM G. MILLIKEN
Ex-Officio

April 14, 1972

Dear Teacher:

Our records show that on April 14, 1972, we had not received your response to the Survey of Michigan's Public School classrooms for emotionally disturbed children. It is important that we receive your information as soon as possible so that the knowledge gained from this study can be put to use in Michigan's schools before the end of this school year.

If you have already mailed your survey form, please disregard this letter. Thank you for your cooperation.

Sincerely,

Bert L. Donaldson
Consultant
Special Education Services

Dr. Maryellen McSweeney
Codirector Emotionally Disturbed
Program Survey Project

Larry Schaftenaar
Research Asst., Special Education
Michigan State University

APPENDIX G

FORM USED TO ELLICIT EXPERTS' JUDGMENTS FOR JUDGMENTAL STANDARDS

APPENDIX G

FORM USED TO ELLICIT EXPERTS' JUDGMENTS FOR JUDGMENTAL STANDARDS

The following task is being undertaken in order to provide some standards for the instrument developed by McSweeney, Donaldson, and Schaftenaar, for use with Michigan classrooms for emotionally disturbed children. The immediate use of these standards will be to provide some norm for discussing the results of last year's survey of public school ED programs. Hopefully a more important use of these "judgmental norms" will be for administrators' use in assessing the necessary conditions to provide for their teachers of emotionally disturbed children.

The attached instrument is the questionnaire used in last year's survey. You will be concerned only with those questions which have precise answers. Essentially what we want to do is determine which answers are "good" and which are "bad." An example would be question #1:

1. How many students do you have in your classroom?
   + 1. 4 or fewer students
   + 2. 5-6 students
   + 3. 7-8 students

\+ 4. 9-10 students

\- 5. 11-12 students

\- 6. 13 or more students

The pluses in front of the options show my judgment (or answer) that ten or fewer students are generally good and more than 10 students are generally bad. I think we'd all agree that there would be exceptions to any number that would be determined, but most of us would agree that as a general rule there is a point reached when there are too many emotionally disturbed children for one classroom. Most of the items you will be asked to rate are on a continuum like this. It will usually be easy to determine that one end of the continuum is positive and the other end is negative but what we hope to establish here is a "cutting point" where it passes from generally being good to generally being bad.

There are a few questions which do not have a continuum like this; for example:

39.d. What is the typical subject of your inservice programs?

1. Instructional materials
2. Instructional procedures
3. Administrative matters
4. Classroom management

For these, simply put a plus in front of options you consider positive and place a minus in front of those options you consider negative.

Some questions have simple yes and no answers. The positive one is usually obvious, but mark these plus and minus anyway. Example:

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

+ 1. Yes

- 2. No

Judgments will usually have to be made twice, once for classroom teachers (CR) and once for non-classroom teachers (NCR). Sometimes no judgment is required for NCR's; these cases are indicated for you. CR's are teachers of self contained classrooms; NCR's are essentially all remaining teachers (crisis, itinerant, consultant, helping, etc.). The specific definitions are given at the beginning of the questionnaire.

Example of how to answer for both CR and NCR (not necessarily my feelings):

42.a. How often does your immediate supervisor consult with you or visit your class per month?

CR	NCR		
-	-	1.	Zero times
-	-	2.	1-4 times
-	+	3.	5-9 times
+	+	4.	10-14 times
+	+	5.	15-19 times
+	+	6.	20 times or more

These standards will be determined by a certain group of teachers, administrators/consultants, teacher educators, and state department people (probably three in each group). Please be advised that no attempt will be made to force standards, where there is no consensus. Where we generally agree, a standard will be set. Where

we can't agree, it will be stated that there is no professional consensus on this item (that there is marked variation in professional judgment). A third possibility also exists: you may feel that for a particular item no meaningful standard can be set. An example of this would be average age of students served (an item already excluded from consideration). Even though we might agree that it is easier to serve latency age children than adolescent age children, it is doubtful that we could agree on a precise age of delineation, and furthermore, it would appear meaningless (and probably destructive) to set a standard for working with certain age children.

We have already written "skip" over the items that would be clearly meaningless or confusing to administrators. Please try, if at all possible, to rate an item; however, if you feel no meaningful standard can be set, write NO over the item.

The rather involved preceding statement was given to provide you with a full understanding of the task to be undertaken and why we are doing it. Please don't let it "scare" you; once you start, the task should be obvious. In review:

1. Place a plus (+) in front of the question options you consider positive, and place a minus (-) in front of the question options you consider negative.
2. Place a NO over items (questions) for which you feel no meaningful standard could or should be established.
3. Make separate judgments for classroom (CR) and non-classroom (NCR) teachers. (They may often be the same, although it is felt that sometimes they will be different.)

EMOTIONALLY DISTURBED PROGRAM SURVEY

INSTRUCTIONS: Return this form in the SELF ADDRESSED ENVELOPE by April 12, 1972

Michigan provides a wide variety of service patterns for emotionally disturbed children. It is important to determine first how you serve children. Please indicate whether you serve in the capacity of a classroom teacher or a nonclassroom teacher.

READ→

[1] CLASSROOM TEACHER (except for the possible integration into other classrooms and other special services, you work with a certain group of children throughout the day, and you are the one primarily responsible for their educational development).

[2] NONCLASSROOM TEACHER (most of the children you serve are enrolled in other teachers' classrooms. You may serve them individually, in small groups, or through their teachers, but most of them spend most of the day with personnel other than yourself).

a. If a nonclassroom teacher, what do you consider as your primary role?
[1] Direct service to children through tutoring, small group work, etc.
[2] Indirect service to children through working with teachers, principals, agencies, etc.

SKIP

b. If nonclassroom teacher how many schools (buildings) do you serve?
[1] 1
[2] 2
[3] 3 or 4
[4] 5 or 6
[5] 7 or more

SKIP

If you have indicated you are a classroom teacher, you should answer all the following questions. If you have indicated a nonclassroom capacity you should answer all questions except those preceded by an asterisk (•).

I. STUDENT COMPOSITION – "WORKABILITY" OF GROUP

NCR NO J U D G M E N T | CR

*1. How many students do you have in your classroom?
[1] 4 or fewer students
[2] 5–6 students
[3] 7–8 students
[4] 9–10 students
[5] 11–12 students
[6] 13 or more students

2. What is the age range of your students?

NCR	CR		NCR	CR	
		1 year			4 years
		2 years			5 years
		3 years			6 years or more

NCR | CR

3. Is there a minimum IQ requirement for children to qualify for your services?
[1] Yes, and this requirement is followed closely.
[2] Yes, but this requirement is NOT followed closely.
[3] No, there is no IQ requirement.

4. According to the official policy of your district, what type of children are supposed to receive your services? (Check the one best answer)
[1] Emotionally disturbed
[2] Learning disabled
[3] Perceptually handicapped
[4] Other _____

In some of the following questions the word classroom is used. NONCLASSROOM TEACHERS should read classroom to mean your individual program, the students you serve, etc.

NCR CR 5. Are there children in your classroom who are blind, deaf, hard of hearing, partially sighted, physically handicapped or retarded?

[1] Yes
[2] No

6. What proportion of your students are certified emotionally disturbed by a psychiatrist or psychiatric clinic?

[1] All
[2] Most
[3] Half
[4] Some
[5] None

NCR CR *7. 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

NO JUDGMENTS

a. Is your teaching limited by this variability?

[1] Yes
[2] Somewhat
[3] No

SKIP

CR *8. 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

SKIP

NCR CR 9. Do you feel that some of your students' emotional problems are too severe to be handled in your classroom?

[1] Yes
[2] No

10. 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.

NCR CR *11. Are any of your students spending a part of the day in a regular classroom?

[1] Yes
[2] No

NO JUDGMENTS

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

NCR | CR

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

II. ATTITUDINAL CLIMATE

12. What best describes the attitude of the following persons toward your school's program for emotionally disturbed children?

	SUPPORTIVE		INDIFFERENT		NEGATIVE		UNSURE OF THEIR ATTITUDE	
	NCR 1	CR	NCR 2	CR	NCR 3	CR	NCR 4	CR
a. Most of your students' parents								
b. Most of the members of your school staff								

(IF YOU ARE WORKING IN A BUILDING ENTIRELY FOR SPECIAL EDUCATION PROGRAMS PLEASE GO ON TO QUESTION 18)

NCR | CR 13. Do most of the regular classroom teachers in your building attempt to understand the unique needs of emotionally disturbed children?

- [1] Yes
- [2] No

14. How much contact do you have with the regular classroom teachers in your school?

- [1] Very much
- [2] Some
- [3] Very little

15. Do you eat lunch with the regular classroom teachers in your school?

- [1] Yes
- [2] Sometimes
- [3] No

NCR | CR *16. Is there a regular classroom teacher in the room adjacent to yours?

- [1] Yes
- NO [2] No

JUDGMENTS

*17. Do the maintenance people consider your classroom an added burden?

- [1] Yes
- [2] No

IF YES:

a. Has this caused you problems?

- [1] Yes
- [2] No

SKIP

III. EDUCATIONAL PLANNING AND/OR SCREENING PROVISIONS

*18. 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

NCR | CR *19. Do you have a student or students you strongly feel should not be in your classroom?

[1] Yes
[2] No

NO JUDGMENTS

IF YES:

a. Have you tried to have them screened out?
[1] Yes
[2] No

b. Was there a feasible alternate placement?
[1] Yes
[2] No

c. Was additional consultative service provided for these students?
[1] Yes
[2] No

d. Were you satisfied with the way this was dealt with?
[1] Yes
[2] No

NCR | CR 20. How much difficulty have you experienced in trying to move children out of your classroom when you felt they were ready to begin functioning in the regular school setting?

[1] None
[2] Very little
[3] Moderate amount
[4] Very much
[5] I have not as yet dealt with this situation

a. If you have had difficulty, which of the following individuals caused the major difficulty? (Check one or more)

[1] Your own administrators
[1] Parents of the students in question
[1] Teachers of the receiving classroom
[1] Administrators of the receiving school
[1] Other (please specify)_____

21. 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	
	NCR 1	CR	NCR 2	CR	NCR 3	CR	NCR 4	CR	NCR 5	CR
a. Yourself										
b. Sending Social Worker										
c. Sending Teacher										
d. Sending Principal										
e. Your Supervisor										
f. Psychologist										
g. Parents										

NCR | CR 22. Does your educational planning committee meet PERIODICALLY to discuss the needs of ALL the children you are serving?

[1] Yes
[2] No

23. Do you feel you have had an adequate voice in the PLACEMENT of students in your classroom?

[1] Yes
[2] No

NCR CR 4. Do you feel you have had an adequate voice in the REMOVAL of students from your classroom?

[1] Yes
[2] No

IV. SUPPORTIVE PROVISIONS AND PERSONNEL

25. 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

IF YES:

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

[1] Psychologist
[1] Psychiatrist
[1] Social Worker
[1] Person certified in Special Education (other than yourself)
[1] Other (please specify) _____

SKIP

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	
	NCR 1	CR	NCR 2	CR	NCR 3	CR	NCR 4	CR
Psychologist								
Psychiatrist								
Social Worker								
"Special Educator"								
Other								

SKIP

26. Are your students' parents receiving the additional services you feel they need? (e.g. personal counseling, individual therapy, marital counseling, etc.)

NCR CR

[1] Yes
[2] Somewhat
[3] No

a. If your students' parents are NOT receiving the services you feel they need, what do you think is the MAJOR reason they do not receive these services?

[1] Parents do not want the services
[2] Parents do not clearly understand how to obtain the services.
[3] Parents cannot afford the services.
[4] The services are not available.

SKIP

27. Do you have a teacher's aide?

[1] Yes
[2] No

28. Which of the following persons are available on a regular basis to the students who require their services? (Check all who are available)

[1] Music Teacher
[1] Art Teacher
[1] Speech Therapist
[1] Physical Education Teacher
[1] Reading Teacher
[1] Counselor

SKIP

NCR CR 29. Do you have any regularly scheduled periods away from your students during the school day? (Check all that apply)

SKIP

- [1] Lunch period
- [1] Planning period
- [1] Coffee break

QUESTIONS 30–32 CONCERN WHAT YOU DO IN THE CASE OF A STUDENT CRISIS OR "BLOW-UP".

NCR CR 30. 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

NO JUDGMENT

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

- [1] Yes
- [2] Sometimes
- [3] No

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

- [1] Yes
- [2] Sometimes
- [3] No

V. AVAILABILITY OF INSTRUCTIONAL MATERIALS

NCR CR 33. What is the yearly materials budget for your classroom?

- [1] Less than $70
- [2] $71–$120
- [3] $121–$170
- [4] $171–$220
- [5] $221 or more
- [6] no specified limit

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

- [1] All
- [2] Most
- [3] Half
- [4] Some
- [5] None

35. 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

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

- [1] Yes
- [2] No

VI. INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES

37. Which of the following sources of professional improvement are generally the MOST USEFUL to you? Rank your most useful sources, giving rank 1 to the MOST USEFUL, 2 to the next most useful, and 3 to the third most useful, leave the rest blank.

SKIP

Rank Source

_____ Continuing college course work
_____ Journals
_____ Inservice meetings and/or workshops
_____ Other teachers
_____ Administrators
_____ Consultants
_____ Conventions, conferences, and/or symposiums
_____ Visits to other programs

NCR | CR 38. Is there a person in your school district who is responsible for coordinating inservice meetings and/or workshops?

- [1] Yes
- [2] No

IF YES:

a. Who is this person?

- [1] Administrator
- [2] Teacher
- [3] Consultant
- [4] Inservice coordinator

b. 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

NCR | CR 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 40, OTHERWISE CONTINUE WITH QUESTION 39a.

39. 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

c. What is the typical format for your inservice programs? (Check ONE only)

- [1] Lecture
- [2] Demonstration
- [3] Group activity

d. What is the typical subject of your inservice programs? (Check ONE only)

- [1] Instructional materials
- [2] Instructional procedures
- [3] Administrative matters
- [4] Classroom management

e. What do you feel is your school district's general attitude toward your attendance at inservice meetings and workshops?

- [1] Strongly encourages
- [2] Encourages
- [3] Is indifferent
- [4] Discourages
- [5] Strongly discourages

NCR | CR

VII. ADMINISTRATIVE DIRECTION AND LEADERSHIP

40. To whom are you most immediately responsible in your work?

- [1] Supervisory or Head Teacher
- [1] Assistant Principal
- [1] Principal
- [1] Local Director of Special Education
- [1] Coordinator of Programs for Emotionally Disturbed
- [1] (other) _____

a. Do you feel conflicts or problems arise because of the number of persons to whom you are responsible?

- [1] Never
- [2] Sometimes
- [3] Often
- [4] Very often

42. 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. These consultations or visits are

- [1] Far too frequent
- [2] Somewhat too frequent
- [3] Sufficiently frequent
- [4] Somewhat less frequent than desirable
- [5] Far too infrequent

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

- [1] Yes
- [2] No

e. Does this person ever ask your personal opinion on a professional or technical matter?

- [1] Very often
- [2] Often
- [3] Sometimes
- [4] Never

NCR | CR

f. How supportive is this person of your work?

[1] Very supportive
[2] Somewhat supportive
[3] Neither supportive nor unsupportive
[4] Unsupportive or Negative

g. How would you describe the leadership and direction you have received from this person?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
[5] Poor

h. 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 _____

SKIP

43. Do you have a Local Director of Special Education or a Supervisor of Emotionally Disturbed Programs, in addition to the person you indicated in question 41?

[1] Yes
[2] No

IF NO, GO TO SECTION VIII, PERSONAL PERCEPTION OF PROGRAM .....
IF YES, CONTINUE WITH QUESTION 44.

44. How often does the Local Director or Supervisor consult with you or visit your class?

[1] Very often
[2] Often
[3] Sometimes
[4] Never

IF NEVER, GO TO SECTION VIII, PERSONAL PERCEPTION OF PROGRAM .....
OTHERWISE, CONTINUE WITH QUESTION 45.

45. How would you describe your Local Director's or Supervisor's knowledge of the unique needs of emotionally disturbed children?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
[5] Poor

46. How would you describe the leadership and direction you have received from this person?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
[5] Poor

NCR | CR

47. What effect has the Local Director or Supervisor had upon your working relationship with your immediate administrative superior?

[1] Very positive effect
[2] Somewhat positive effect
[3] Neutral effect or no effect
[4] Somewhat negative effect
[5] Very negative effect

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.

48. How would you describe the AVAILABILITY of INSTRUCTIONAL MATERIALS to run your program?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
[5] Poor

49. How would you describe the INSERVICE and PROFESSIONAL IMPROVEMENT OPPORTUNITIES available to you?

[1] Excellent
[2] Very good
[3] Good
[4] Fair
[5] Poor

50. 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

51. 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

52. 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

53. 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

54. How would you describe the EDUCATIONAL PLANNING and/or SCREENING PROVISIONS you function under?

NCR | CR

[1] Excellent
[2] Very good
[3] Good
[4] Fair
[5] Poor

55. What do you see as the relative need for change in each of the seven areas? Please rank your perceptions of the need for change in EACH of the seven areas, giving (1) to the area MOST in need of change, a (2) to the area next most in need of change, then a (3), (4) etc. etc., until finally giving a (7) to the area least in need of change.

SKIP

RANK	AREA
_____	AVAILABILITY OF INSTRUCTIONAL MATERIALS
_____	INSERVICE AND PROFESSIONAL IMPROVEMENT OPPORTUNITIES
_____	ADMINISTRATIVE DIRECTION AND LEADERSHIP
_____	ATTITUDINAL CLIMATE
_____	SUPPORTIVE PROVISIONS AND PERSONNEL
_____	WORKABILITY OF STUDENT GROUP
_____	EDUCATIONAL PLANNING and/or SCREENING PROVISIONS

IX. GENERAL

56. At what college or university did you receive your certification for teaching emotionally disturbed children?

SKIP

[1] Central Michigan University
[2] Eastern Michigan University
[3] Michigan State University
[4] Oakland University
[5] University of Michigan
[6] Wayne State University
[7] Western Michigan University
[8] Other U. S. college or university } INCLUDE
[9] Foreign college or university

NCR | CR

57. What particular theory or method do you follow in your work with emotionally disturbed children? (Check ONE only)

[1] Behavior modification
[2] Psychoanalytic
[3] Psychoeducational
[4] Other theory _____
[5] A combination of 2 or more of the above
[6] No particular theory or method followed

58. How certain are you that you will be working with emotionally disturbed children in your present school system next year?

SKIP

[1] Very certain I will
[2] Somewhat certain I will
[3] Uncertain if I will or will not
[4] Somewhat certain I will not
[5] Very certain I will not

APPENDIX H

FORM USED TO ELLICIT EXPERT'S RANKING OF THE RELATIVE IMPORTANCE OF AREAS OF PROGRAMMING INCLUDED ARE THE RESULTS OF THIS RANKING

APPENDIX H

FORM USED TO ELLICIT EXPERT'S RANKING OF THE RELATIVE IMPORTANCE OF AREAS OF PROGRAMMING INCLUDED ARE THE RESULTS OF THIS RANKING

STOP

Would you please give us 2 minutes of your time?

Please rank the following 7 items on the basis of their importance to educational programs for emotionally disturbed children.

Give a 1 to the most important, 2 to the next most important, etc., etc. Give every item a number.

(7) _____ Availability of instructional materials

(Tie 4) ___ Inservice and professional improvement opportunities

(3) _____ Administrative direction and leadership

(6) _____ Attitudinal climate

(1) _____ Supportive provisions and personnel

(Tie 4) ___ Workability of student group

(2) _____ Educational planning and/or screening provisions

The above figures in parentheses show the final ranking of Area of Programming. A Kendall's Coefficient of Concordance (w) was calculated (Hays, 1963). W = .274. This shows rather low agreement amongst judges.

APPENDIX I

PEARSON CORRELATION COEFFICIENTS (r) AND RATIOS FOR CROSS VALIDATION PROCEDURE 2

APPENDIX I

PEARSON CORRELATION COEFFICIENTS (r) AND RATIOS FOR CROSS VALIDATION PROCEDURE 2

CR Supportive Provisions and Personnel

	High PA	Low PA	
High Scorers	13	21	r = .182
Low Scorers	8	29	n = 71

Percentage of high PA with high scorers = 61.9%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{38.2\%}{21.6\%} = 1.8 : 1$$

**CR Administrative Direction and Leadership

	High PA	Low PA	
High Scorers	17	13	r = .408*
Low Scorers	7	33	n = 70

Percentage of high PA with high scorers = 70.8%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{56.7}{17.5} = 3.24:1*$$

---

* = figures passing criterion

** = areas passing all criteria

**CR Student Composition--"Workability of Group"

	High PA	Low PA	
High Scorers	10	4	r = .544*
Low Scorers	7	46	n = 67

Percentage of high PA with high scorers = 58.8%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{71.4}{13.2} = 5.40{:}1^*$$

CR Educational Planning and Screening Provisions

	High PA	Low PA	
High Scorers	13	16	r = .236
Low Scorers	9	31	n = 69

Percentage of high PA with high scorers = 59.09%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{44.8}{22.5} = 1.9{:}1$$

CR Inservice and Professional Improvement Opportunities

	High PA	Low PA	
High Scorers	5	7	r = .264
Low Scorers	7	39	n = 58

Percentage of high PA with high scorers = 41.7%

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{41.7}{15.2} = 2.7{:}1^*$$

**CR Availability of Instructional Materials

	High PA	Low PA	
High Scorers	27	17	r = .344*
Low Scorers	7	2	n = 71

---

* = figures passing criterion

** = areas passing all criteria

Percentage of high PA with high scorers = 79.4%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{61.4}{25.9} = 2.3:1^*$$

**CR Attitudinal Climate

	High PA	Low PA	
High Scorers	19	20	r = .313*
Low Scorers	4	19	n = 62

Percentage of high PA with high scorers = 82.6%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{48.7}{17.4} = 2.7:1^*$$

NCR Supportive Provisions and Personnel

	High PA	Low PA	
High Scorers	12	16	r = .211
Low Scorers	4	14	n = 46

Percentage of high PA with high scorers = 75.0%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{42.9}{22.2} = 1.9:1$$

**NCR Administrative Direction and Leadership

	High PA	Low PA	
High Scorers	12	7	r = .421*
Low Scorers	6	22	n = 47

Percentage of high PA with high scorers = 66.7%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{63.2}{21.4} = 2.9:1^*$$

---

* = figures passing criterion

** = areas passing all criteria

NCR Student Composition--"Workability of Group"

	High PA	Low PA	
High Scorers	16	4	r = .255
Low Scorers	15	12	n = 47

Percentage of high PA with high scorers = 51.6%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{80.0}{55.0} = 1.4:1$$

**NCR Educational Planning and Screening Provisions

	High PA	Low PA	
High Scorers	11	10	r = .356*
Low Scorers	5	22	n = 48

Percentage of high PA with high scorers = 68.8*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{52.4}{18.5} = 2.8:1*$$

NCR Inservice and Professional Improvement Opportunities

	High PA	Low PA	
High Scorers	5	13	r = .151
Low Scorers	4	22	n = 44

Percentage of high PA with high scorers = 55.6%*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{27.8}{15.3} = 1.8:1$$

NCR Availability of Instructional Materials

	High PA	Low PA	
High Scorers	19	18	r = .203
Low Scorers	3	8	n = 48

---

* = figures passing criterion

** = areas passing all criteria

Percentage of high PA with high scorers = 86.4*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{51.4}{27.3} = 1.8:1$$

NCR Attitudinal Climate

	High PA	Low PA	
High Scorers	19	6	r = .290
Low Scorers	11	12	n = 48

Percentage of high PA with high scorers = 63.3*

$$\text{Ratio} = \frac{\text{Percentage of high scorers with high PA}}{\text{Percentage of low scorers with high PA}} = \frac{76.0}{47.8} = 1.5:1$$

---

* = figures passing criterion

** = areas passing all criteria

APPENDIX J

RATIOS FOR CROSS VALIDATION PROCEDURE 3

**CR Supportive Provisions and Personnel

	High PA	Low PA	
High Extreme Scorers	7	4	
Low Extreme Scorers	2	15	n = 28

Percentage of high PA with high extreme score = 77.8%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} \quad \frac{63.6\%}{11.8\%} = 5.3{:}1^*$$

**CR Administrative Direction and Leadership

	High PA	Low PA	
High Extreme Scorers	13	5	
Low Extreme Scorers	2	22	n = 42

Percentage of high PA with high extreme score = 86.7%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{72.2\%}{.83\%} = 86.9{:}1^*$$

**CR Student Composition--"Workability of Group"

	High PA	Low PA	
High Extreme Scorers	10	4	
Low Extreme Scorers	2	24	n = 39

---

* = figures passing criterion

** = areas passing all criteria

Percentage of high PA with high extreme score = 90.9%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers}} \quad \frac{71.4\%}{4.0\%} = 17.8{:}1^*$$

**CR Educational Planning and Screening Provisions

	High PA	Low PA	
High Extreme Scorers	16	23	
Low Extreme Scorers	0	9	n = 48

Percentage of high PA with high extreme score = 100%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{41.03\%}{0} = \infty{:}1^*$$

**CR Inservice and Professional Improvement Opportunities

	High PA	Low PA	
High Extreme Scorers	4	8	
Low Extreme Scorers	1	19	n = 26

Percentage of high PA with high extreme score = 80.0%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{33.3\%}{.05\%} = 666.0{:}1^*$$

**CR Availability of Instructional Materials

	High PA	Low PA	
High Extreme Scorers	21	9	
Low Extreme Scorers	3	6	n = 39

Percentage of high PA with high extreme score = 87.5%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{70.0\%}{33.0\%} = 2.1{:}1^*$$

---

* = figures passing criterion

** = areas passing all criteria

**CR Attitudinal Climate

	High PA	Low PA	
High Extreme Scorers	10	10	
Low Extreme Scorers	1	4	n = 25

Percentage of high PA with high extreme score = 90.9%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{50.0\%}{20.0\%} = 2.5{:}1^*$$

**NCR Supportive Provisions and Personnel

	High PA	Low PA	
High Extreme Scorers	10	11	
Low Extreme Scorers	0	7	n = 28

Percentage of high PA with high extreme score = 100%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{47.6\%}{0.0\%} = \infty{:}1^*$$

**NCR Administrative Direction and Leadership

	High PA	Low PA	
High Extreme Scorers	8	3	
Low Extreme Scorers	3	16	n = 30

Percentage of high PA with high extreme score = 72.7%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{72.7\%}{15.8\%} = 4.6{:}1^*$$

**NCR Student Composition--"Workability of Group"

	High PA	Low PA	
High Extreme Scorers	1	0	
Low Extreme Scorers	0	4	n = 5

---

* = figures passing criterion

** = areas passing all criteria

Percentage of high PA with high extreme score = 100%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{100\%}{0\%} = \infty:1^*$$

**NCR Educational Planning and Screening Provisions

	High PA	Low PA	
High Extreme Scorers	2	3	
Low Extreme Scorers	2	14	n = 21

Percentage of high PA with high extreme score = 50.0%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{40.0\%}{12.5\%} = 3.2:1^*$$

NCR Inservice and Professional Improvement Opportunities

	High PA	Low PA	
High Extreme Scorers	3	7	
Low Extreme Scorers	3	13	n = 26

Percentage of high PA with high extreme score = 50.0%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{30.0\%}{18.8\%} = 1.5:1^*$$

NCR Availability of Instructional Materials

	High PA	Low PA	
High Extreme Scorers	8	7	
Low Extreme Scorers	1	1	n = 17

Percentage of high PA with high extreme score = 88.9%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{53.3\%}{50.0\%} = 1.06:1$$

---

* = figures passing criterion

** = areas passing all criteria

**NCR Attitudinal Climate

	High PA	Low PA	
High Extreme Scorers	7	1	
Low Extreme Scorers	3	6	n = 17

Percentage of high PA with high extreme score = 70.0%*

$$\text{Ratio} = \frac{\text{Percentage of high extreme scorers with high PA}}{\text{Percentage of low extreme scorers with high PA}} = \frac{87.5\%}{33.3\%} = 2.6{:}1^*$$

---

* = figures passing criterion

** = areas passing all criteria

APPENDIX K

AN EXAMPLE OF FEEDBACK SENT TO DISTRICTS

APPENDIX K

AN EXAMPLE OF FEEDBACK SENT TO DISTRICTS

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION
EDWIN L. NOVAK, O.D.
President
MICHAEL J. DEEB
Vice President
DR. GORTON RIETHMILLER
Secretary
THOMAS J. BRENNAN
Treasurer
MARILYN JEAN KELLY
ANNETTA MILLER
DR. CHARLES E. MORTON
JAMES F. O'NEIL
GOV. WILLIAM G. MILLIKEN
Ex-Officio

Mr. , Director
Special Education
Public Schools
Michigan 49017

Dear

Enclosed are the District results of the 1972 Emotionally Disturbed Program Survey, that you requested in your letter of March 29, 1972.

The information comes in three parts:

1. Summary Sheet: This sheet gives a summary of responses by your teachers.

2. Interpretation Guide: This gives an overview of the information contained in the report and a rather extensive explanation of how you can interpret this information.

3. Specific Results: This reports the pattern of responses of the district teachers for each question on the survey. You have the only district copy of this report, if you wish to have other copies distributed to people within your district, other districts etc., you can reproduce this copy.

We hope this information proves to be valuable to you in making decisions about your program for emotionally disturbed children. We would like to have your ideas about this effort, eg. should it be continued? if continued, how could it be changed to be more valuable to you? should it be expanded to other areas of special education? etc. We will be contacting you about your views in approximately one month.

If you have any questions about this report or wish to discuss its implications with someone, contact Mr. Donaldson, and he will make the arrangements.

Sincerely,

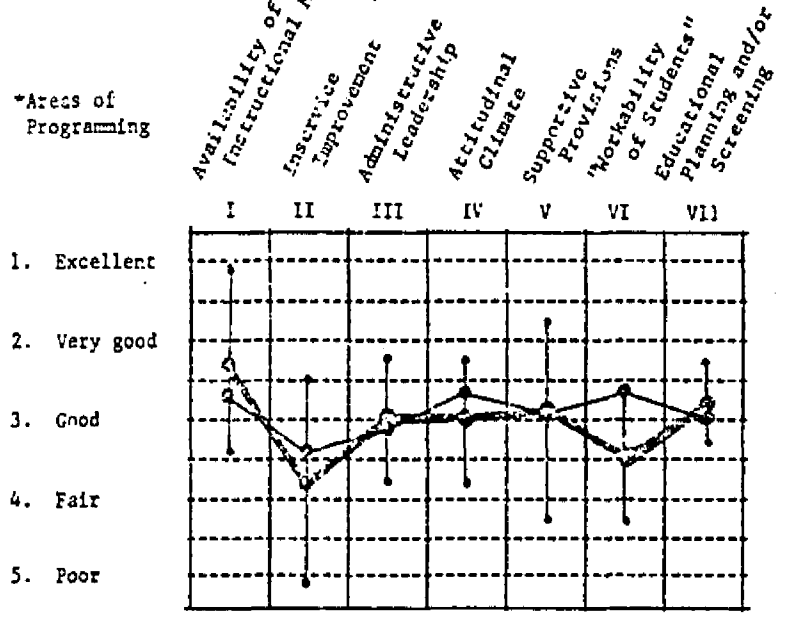
Bert L. Donaldson
Consultant
Special Education Service

maryellen mcsweeney
Dr. Maryellen McSweeney
Codirector
Emotionally Disturbed
Program Survey Project

Larry Schaftenaar
Codirector
Emotionally Disturbed
Program Survey Project

District return rate: 6 out of 6

_____DISTRICT RESULTS



This chart shows how your teachers described each area of your program in terms of "how well the conditions present enable (them) to meet the needs of the children (they) serve." The heavy red line shows the average for all your responding teachers. The thin vertical red line is necessary because all teachers in a district usually do not describe each area the same. The vertical line indicates how much variation there was in your teachers' description of an area. The black line shows the statewide averages for each area.

Teachers Ranking of Need for Change:

#1. "Workability of Students"
#2. Inservice Improvement
#3. Educational Planning and/or Screening
#4. Attitudinal Climate
#5. Supportive Provisions
#6. Administrative Leadership
#7. Availability of Instructional Materials

The above shows your teachers ranking of the relative need for change in each area. The first one listed is seen by your teachers as most in need of change, the second one as second most in need of change, etc.

*See the attached results, or original survey instrument for better understanding of each area of programming.

Interpretation Guide

This guide gives very detailed explanations of the type of information contained in this report and in some cases, rather involved instructions for interpreting the information. It is not anticipated that everyone's situation would warrant studying the information in great detail, but where this is desired, the guide should be very helpful.

Throughout this report there is a notable lack of specific advice or suggestions for future programing. Specific advice is not possible or advisable without an understanding of the unique program goals and objectives of a school system. If a certain area of programing is ranked or described very negatively, this does suggest very strongly that the area be examined in some detail; however unique circumstances may be responsible for apparently negative evaluations.

Hopefully the information in this report will be self explanatory, however some problems will doubtless occur. If you want someone to interpret this for you in more detail and/or discuss implications for future programing, contact Mr. Donaldson. (517) 373-0923, and time will be made available.

Summary Sheet

The survey asked questions within the following seven areas of programing.

1. Availability of Instructional Materials
2. Inservice Improvement
3. Administrative Leadership
4. Attitudinal Climate
5. Supportive Provisions
6. "Workability of Students"
7. Educational Planning and/or Screening

Two types of general questions were asked about each area of programing. (Questions 48 to 50, Pages 18 and 19)

1. "Description" "How well do the conditions present enable you to meet the needs of the children you serve?"
2. "Need for Change" "What is the need for change in (this) area?"

The chart on the left of the sheet shows a composite of the "Description" questions for your district. There are a number of

ways you can look at this information.

1. Determine how positivey teachers described an area of programing, from excellent to poor.
2. Compare how your teachers answered in relationship to teachers statewide.
3. The "variability" of response would be another way to look at the information. The longer the thin vertical red line, the more difference there was in the way your teachers answered the question, indicating perhaps a wide difference in conditions they work under or at least a wide difference in the way they perceive these conditions.

The results of the "need for change" questions are on the right side of the sheet. Each teacher had to rank the areas, from those perceived as being most in need of change (1), to those perceived as being least in need of change (7). This gives a different type of information from the descriptive information on the left.

It represents a relative judgement of the "need for change" among areas rather than an absolute judgement of the urgency with which change is needed in a specific area. Two areas might both be perceived as having an extreme "need for change", yet the individual teacher might believe that the relative need for change is greater in one area than another.

Specific Results

Initially the most efficient way to use this specific information would be to find an area of your program on the SUMMARY SHEET that is of most interest to you. Turn to that area in the section containing the specific frequencies in order to determine those factors which are associated with the relatively high or low description or ranking of the area.

The first two pages of the SPECIFIC RESULTS present a quick summary of the statewide findings of this survey and an explanation of how to interpret the data. It is important that this section be read if full value is to be received from the information given.

Information for your district is given in the same fashion as the statewide data. You can determine directly how your teachers as a group answered each question and how your classroom and non-classroom teachers compare with the same groups in the state on their responses to the questions. However, if you wish to make fairly accurate comparisons of your district results to the statewide percentages, it is imperative to understand the weighting of classroom and non-classroom information in the statewide results. The statewide results are based on a percentage breakdown of 59% classroom teachers and 41% non-classroom teachers. If the classroom/non-classroom breakdown given for your district is very much different from this and if classroom and nonclassroom teachers answered the same questions but answered them differently across the state, your district results should be compared with adjusted statewide results. For example suppose that for a district with 30% classroom/70% non-classroom teachers, a comparison with 48.6% said "No," but 33.5% of the classroom teachers and 69.6% of the non-classroom teachers said "No." For an accurate comparison, this district should adjust the state values so that they are a composite

of the classroom and non-classroom values, each weighted by the percentage of teachers of that type in the district. Thus, for this question, the adjusted state value would be given by

30% (33.5) + 70% (69.6) = 58.8

instead of the unadjusted state value of 48.6% "No's". Note that this adjusted value tells what the statewide percentage would be <u>if</u> the statewide classroom/non-classroom teacher ratio were the same as that in the district of interest.

Michigan Department of Education

S P E C I A L E D U C A T I O N S E R V I C E S

Box 420, Lansing, Michigan 48902

1972

EMOTIONALLY DISTURBED PROGRAM SURVEY INFORMATION

Classroom Teachers = 6
nonclassroom Teachers = 0

1. Student Composition--"Workability" of Group

1. How many students do you have in your classroom?

	State	Class-room	*Non-class room	district
1. 4 or fewer students	2.2% (5)	2.2% (5)		0.0% (0)
2. 5-6 students	16.5 (37)	16.5 (37)		16.7 (1)
3. 7-8 students	30.4 (68)	30.4 (68)		16.7 (1)
4. 9-10 students	33.9 (76)	23.9 (76)		66.7 (4)
5. 11-12 students	8.9 (20)	8.9 (20)		0.0 (0)
6. 13 or more students	8.0 (18)	8.0 (18)		0.0 (0)

*Note--Non-classroom did not respond to this item.

2. What is the age range of your students?

Question #2 was broken down into two types of information.

1. Age Span of Students. Here we subtracted the age of the youngest student from the age of the oldest student.

Age Span	State	Class-room	Non-class room	
1 year	2.3% (9)	4.0% (9)	0.0% (0)	0.0% (0)
2 years	13.5 (52)	20.8 (47)	3.1 (5)	33.3 (2)
3 years	22.6 (87)	35.4 (80)	4.4 (7)	50.0 (3)
4 years	19.0 (73)	21.7 (49)	15.1 (24)	16.7 (1)
5 years	9.9 (38)	8.4 (19)	12.0 (19)	0.0 (0)
6 years	9.9 (38)	4.9 (11)	17.0 (27)	0.0 (0)
7 years	12 0 (46)	3.5 (8)	23.9 (38)	0.0 (0)
8 years	7.0 (27)	.9 (2)	15.7 (25)	0.0 (0)
9 years	3.9 (15)	.4 (1)	8.8 (14)	0.0 (0)

2. Middle Age. (Halfway between age of oldest child in room and youngest child in the room).

	State	Class-room	Non-class room	
Less than 7 years old	3.6%(14)	4.9%(11)	1.9%(3)	0.0% (0)
7-8.50 years old	25.0 (96)	20.0 (45)	32.1 (51)	16.7 (1)
8.51-10.00 years old	30.2 (116)	27.6 (62)	34.0 (54)	16.7 (1)
10.01-11.50 years old	15.9 (61)	24.4 (55)	3.8 (6)	16.7 (1)
11.51-13.00 years old	6.5 (25)	4.0 (9)	10.1 (16)	0.0 (0)
13.01-14.50 years old	14.6 (56)	15.1 (34)	14.8 (22)	33.4 (2)
14.51 and older	4.2 (16)	4.0 (9)	4.4 (7)	16.7 (1)

3. Is there a minimum IQ requirement for children to qualify for your services?

		State	Class-room	Non-class room	District
1.	Yes, & closely followed	29.0%(110)	38.9%(86)	15.2%(24)	83.3% (5)
2.	Yes, & not closely followed	22.4 (85)	27.6 (61)	15.2 (24)	16.7 (1)
3.	No	48.6 (184)	33.5 (74)	69.6 (110)	0 0 (0)

4. According to the official policy of your district, what type of children are supposed to receive your services?

		State	Class-room	Non-class room	
1.	Emotionally disturbed	67.6%(263)	74.8%(172)	57.2%(91)	100.0% (6)
2.	Learning disabled	5.7 (22)	6.5 (15)	4.4 (7)	0 0 (0)
3.	Perceptually handicapped	3.1 (12)	3.0 (7)	3.1 (5)	0.0 (0)
4.	Other	9.5 (37)	8.3 (19)	11.3 (18)	0.0 (0)
5.	Combination	14.1 (55)	7.4 (17)	23.9 (38)	0.0 (0)

5. Are there children in your classroom who are blind, deaf, hard of hearing, partially sighted, physically handicapped or retarded?

		State	Class-room	Non-class room	
1.	Yes	38.4%(147)	31.6%(71)	48.1%(76)	33.3% (2)
2.	No	61.6 (236)	68.4 (154)	51.9 (82)	66.7 (4)

6. What proportion of your students are certified emotionally disturbed by a psychiatrist or psychiatric clinic?

		State	Class-room	Non-class room	
1.	All	36.5%(138)	52.7%(117)	13.5% (21)	33.3% (2)
2.	Most	15.3 (58)	19.4 (43)	9.6 (15)	16.7 (1)
3.	Half	4.2 (16)	2.3 (5)	7.1 (11)	16.7 (1)
4.	Some	29.4 (111)	16.7 (37)	47.4 (74)	33.3 (2)
5.	None	14.6 (55)	9.0 (20)	22.4 (35)	0.0 (0)

7. Approximately how many years difference is there in reading achievement between your highest performing student and lowest performing student?

		State	Class-room	*Non-class room	
1.	2 years or less	11.3%(25)	11.3%(25)		0.0% (0)
2.	3 years	19.8 (44)	19.8 (44)		16.7 (1)
3.	4 years	25.2 (56)	25.2 (56)		16.7 (1)
4.	5 years	18.9 (42)	18.9 (42)		50.0 (3)
5.	6 years or more	24.8 (55)	24.8 (55)		16.7 (1)

*Note--Non-classroom did not respond to this item.

7a. Is your teaching limited by this variability?

		State	Class-room	*Non-class room	district
1.	Yes	19.0%(41)	19.0%(41)		33.3% (2)
2.	Somewhat	48.6 (105)	48.6 (105)		66.7 (4)
3.	No	32.4 (70)	32.4 (70)		0.0 (0)

*Note--Non-classroom did not respond to this item.

8. Approximately how many years difference is there in arithmetic achievement between your highest performing student and lowest performing student?

		State	Class-room	*Non-class room	
1.	2 years or less	23.3%(52)	23.3%(52)		33.3(2)
2.	3 years	28.7 (64)	28.7 (64)		33.3 (2)
3.	4 years	23.8 (53)	23.8 (53)		33.3 (2)
4.	5 years	9.9 (22)	9.9 (22)		0.0 (0)
5.	6 years or more	14.4 (32)	14.4 (32)		0.0 (0)

*Note--Non-classroom did not respond to this item.

8a. Is your teaching limited by this variability?

		State	Class-room	*Non-class room	
1.	Yes	11.4%(25)	11.4%(25)		0.0% (0)
2.	Somewhat	41.1 (90)	41.1 (90)		33.3 (2)
3.	No	47.5 (104)	47.5 (104)		50.0 (3)

*Note--Non-classroom did not respond to this item.

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

		State	Class-room	Non-class room	
1.	Yes	50.1%(192)	45.1%(102)	57.3%(90)	50.0% (3)
2.	No	49.9 (191)	54.9 (124)	42.7 (67)	50.0 (3)

10. 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?

		State	Class-room	Non-class room	
1.	Yes	23.9%(91)	33.0%(74)	10.8%(17)	50.0% (3)
2.	No	76.1 (290)	67.0 (150)	89.2 (140)	50.0 (3)

11. Are any of your students spending a part of the day in a regular classroom?

		State	Class-room	*Non-class room	District
1.	Yes	71.9%(164)	71.9%(164)		100.0% (6)
2.	No	28.1 (64)	28.1 (64)		0.0 (0)

*Note--Non-classroom did not respond to this item.

IF YES:

11a. How many are spending a part of the day in a regular classroom?

		State	Class-room	*Non-class room	
1.	All	14.7%(24)	14.7%(24)		0.0% (0)
2.	Most	20.3 (33)	20.3 (33)		16.7 (1)
3.	Half	11.0 (18)	11.0 (18)		16.7 (1)
4.	Some	53.4 (87)	53.4 (87)		66.7 (4)
5.	None	0.0	0.0		0.0 (0)

*Note--Non-classroom did not respond to this item.

11b. For the children integrated into the regular classroom, how many minutes on the average does each student spend daily in the regular class?

		State	Class-room	*Non-class room	
1.	Less than 30 minutes	4.9%(8)	4.9%(8)		0.0%(0)
2.	30-59 minutes	30.9 (50)	30.9 (50)		20.0 (1)
3.	60-89 minutes	22.8 (37)	22.8 (37)		40.0 (2)
4.	90-119 minutes	12.4 (20)	12.4 (20)		20.0 (1)
5.	120-179 minutes	9.3 (15)	9.3 (15)		20.0 (1)
6.	180 minutes or more	19.8 (32)	19.8 (32)		0.0 (0)

*Note--Non-classroom did not respond to this item.

II. Attitudinal Climate

12. What best describes the attitude of the following persons towards your school's program for emotionally disturbed children?

a. Most of your student's parents are:

		State	Class-room	Non-class room	
1.	Supportive	66.6%(253)	63.1%(140)	71.5%(113)	33.3%(2)
2.	Indifferent	19.7 (75)	23.0 (51)	15.2 (24)	33.3 (2)
3.	Negative	1.1 (4)	1.4 (3)	.6 (1)	0.0 (0)
4.	Unsure of attitude	12.6 (48)	12.6 (28)	12.7 (20)	33.3 (2)

12b. Most of the members of your school staff are:

		State	Class-room	Non-class room	
1.	Supportive	76.0%(291)	70.9%(161)	83.3%(130)	66.7% (4)
2.	Indifferent	11.2 (43)	13.2 (30)	8.3 (13)	0 0 (0)
3.	Negative	5.2 (20)	7.9 (18)	1.3 (2)	33.3 (2)
4.	Unsure of attitude	7.6 (29)	7.9 (18)	7.1 (11)	0 0 (0)

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

		State	Class-room	Non-class room	
1.	Yes	71.3%(236)	68.1%(124)	74.7%(112)	83.3% (5)
2.	No	28.7 (95)	31.5 (57)	25.3 (38)	16.7 (1)

14. How much contact do you have with the regular classroom teachers in your school?

		State	Class-room	Non-class room	
1.	Very much	68.0%(227)	55.2%(101)	83.4%(126)	66.7% (4)
2.	Some	26.4 (88)	35.5 (65)	15.2 (23)	16.7 (1)
3.	Very little	5.7 (19)	9.3 (17)	1.3 (2)	16.7 (1)

15. Do you eat lunch with the regular classroom teachers in your school?

		State	Class-room	Non-class room	
1.	Yes	53.1%(178)	46.0%(85)	62.0%(93)	33.3% (2)
2.	Sometimes	24.8 (83)	20.0 (37)	30.7 (46)	16.7 (1)
3.	No	22.1 (74)	34.1 (63)	7.3 (11)	50 0 (3)

16. Is there a regular classroom teacher in the room adjacent to yours?

		State	Class-room	*Non-class room	
1.	Yes	65.6%(120)	65.6%(120)		66.7% (4)
2.	No	34.4 (64)	34.4 (64)		33.3 (2)

*Note--Non-classroom did not respond to this item.

17. Do the maintenance people consider your classroom an added burden?

		State	Class-room	*Non-class room	
1.	Yes	18.3%(34)	18.3%(34)		33.3% (2)
2.	No	81.7 (152)	81.7 (152)		66.7 (4)

*Note--Non-classroom did not respond to this item.

17a. Has this caused you problems?

	State	Class-room	*Non-class room	district
1. Yes	43.8%(14)	43.8%(14)		0.0% (0)
2. No	56.3 (18)	58.3 (18)		100.0 (6)

*Note--Non-classroom did not respond to this item.

III. Educational Planning and/or Screening Provisions

18. If you had a student in your classroom who you felt did not belong there how long would it take to get him re-evaluated?

	State	Class-room	*Non-class room	
1. Less than 2 weeks	19.8%(45)	19.8%(45)		16.7% (1)
2. 2 weeks to 1 month	33.5 (76)	33.5 (76)		33.3 (2)
3. 1 month to 2 months	23.4 (53)	23.4 (53)		33.3 (2)
4. More than 2 months	17.6 (40)	17.6 (40)		16.7 (1)
5. Would be unable to get him re-evaluated	5.7 (13)	5.7 (13)		0.0 (0)

*Note--Non-classroom did not respond to this item.

19. Do you have a student or students you strongly feel should not be in your classroom?

	State	Class-room	*Non-class room	
1. Yes	39.6%(91)	39.6%(91)		50.0% (3)
2. No	60.4 (139)	60.4 (139)		50.0 (3)

IF YES:

	State	Class-room	*Non-class room	
a. Have you tried to have them screened our?				
1. Yes	80.2%(73)	80.2%(73)		66.7% (2)
2. No	19.8 (18)	19.8 (18)		33.3 (1)
b. Was there a feasible alternate placement?				
1. Yes	49.5 (45)	49.5 (45)		33.3 (1)
2. No	50.6 (46)	50.6 (46)		66.7 (2)
c. Was additional consultation service provided for these students?				
1. Yes	51.1 (46)	51.1 (46)		100.0% (3)
2. No	48.9 (44)	48.9 (44)		0.0 (0)
d. Were you satisfied with the way this was dealt with?				
1. Yes	34.9 (30)	34.9 (30)		66.7% (2)
2. No	65.1 (56)	65.1 (56)		33.3 (1)

*Note--Non-classroom did not respond to this item.

20. How much difficulty have you experienced in trying to move children out of your classroom when you felt they were ready to begin functioning in the regular school setting?

	State	Class-room	Non-class room	District
1. None	25.1%(94)	23.7%(54)	27.4%(40)	16.7% (1)
2. Very little	34.2 (128)	31.6 (72)	38.4 (56)	50.0 (3)
3. Moderate amount	23.5 (88)	25.4 (58)	20.6 (30)	33.3 (2)
4. Very much	6.2 (23)	8.8 (20)	2.1 (3)	0 0 (0)
5. I have not as yet dealt with this situation	11.0 (41)	10.5 (24)	11.6 (17)	0.0 (0)

20a. If you have had difficulty, which of the following individuals caused the major difficulty? (NOTE: Teachers could answer more than one option here, so the percentages will not total 100%. Further questions of this nature will be marked MULTIPLE ANSWERS).

	State	Class-room	Non-class room	
1. Your own administrators	13.4%(25)	13.3%(16)	13.6%(9)	0.0%(0)
2. Parents of students in question	7.5 (14)	7.5 (9)	7.6 (5)	0.0 (0)
3. Teachers of the receiving classroom	58.6 (109)	49.2 (59)	75.8 (50)	66.7 (2)
4. Administrators of the receiving classroom	25.3 (47)	31.7 (38)	13.6 (9)	33.3 (1)
5. Other	21.0 (39)	26.7 (32)	10.6 (7)	0.0 (0)

21. How often do the following people attend meetings of the educational planning committee or screening committee that evaluate children for entrance into your classroom?

	State	Class-room	Non-class room	
a. Yourself				
1. Always	70.8%(277)	70.6%(163)	71.3%(114)	100.0 % (6)
2. Often	4.1 (16)	5.2 (12)	2.5 (4)	0 0 (0)
3. Sometimes	2.8 (11)	2.6 (6)	3.1 (5)	0.0 (0)
4. Seldom	2.1 (8)	2.6 (6)	1.3 (2)	0.0 (0)
5. Never	20.2 (79)	19.1 (44)	21.9 (35)	0.0 (0)
b. Sending Social Worker				
1. Always	50.4%(197)	54.1%(125)	45.0%(72)	83.3% (5)
2. Often	14.6 (57)	16.0 (37)	12.5 (20)	0.0 (0)
3. Sometimes	9.0 (35)	7.8 (18)	10.6 (17)	0 0 (0)
4. Seldom	4.4 (17)	4.8 (11)	3.8 (6)	16.7 (1)
5. Never	21.7 (85)	17.3 (40)	28.1 (45)	0.0 (0)
c. Sending Teacher				
1. Always	31.5%(123)	22.9%(53)	43.8%(70)	16.7% (1)
2. Often	15.1 (59)	16.9 (39)	12.5 (20)	0 0 (0)
3. Sometimes	15.4 (60)	18.2 (42)	11.3 (18)	66.7 (4)
4. Seldom	9.2 (36)	12.1 (28)	5.0 (8)	16.7 (1)
5. Never	28.9 (113)	29.9 (69)	27.5 (44)	0 0 (0)

	State	Class-room	Non-class room	District
d. Sending Principal				
1. Always	33.1%(129)	28.7%(66)	39.4%(63)	83.3% (5)
2. Often	19.5 (76)	21.7 (50)	16.3 (26)	16.7 (1)
3. Sometimes	12.3 (48)	12.6 (29)	11.9 (19)	0.0 (0)
4. Seldom	8.2 (32)	7.8 (18)	8.8 (14)	0.0 (0)
5. Never	26.9 (105)	29.1 (67)	23.8 (38)	0.0 (0)
e. Your Supervisor				
1. Always	52.4%(205)	65.4%(151)	33.8%(54)	100.0% (6)
2. Often	7.4 (29)	9.5 (22)	4.4 (7)	0.0 (0)
3. Sometimes	6.9 (27)	4.3 (10)	10.6 (17)	0.0 (0)
4. Seldom	6.6 (26)	1.7 (4)	13.8 (22)	0.0 (0)
5. Never	26.6 (104	19.1 (44)	37.5 (60)	0.0 (0)
f. Psychologist				
1. Always	47.2%(184)	52.2%(120)	40.0%(64)	100.0%(6)
2. Often	10.8 (42)	11.7 (27)	9.4 (15)	0.0 (0)
3. Sometimes	12.1 (47)	9.1 (21)	16.3 (26)	0.0 (0)
4. Seldom	7.2 (28)	7.0 (16)	7.5 (12)	0.0 (0)
5. Never	22.8 (89)	20.0 (46)	26.9 (43)	0.0 (0)
g. Parents				
1. Always	8.7%(34)	8.3%(19)	9.4%(15)	0.0%(0)
2. Often	2.3 (9)	1.3 (3)	3.8 (6)	0.0 (0)
3. Sometimes	6.1 (24)	1.7 (4)	12.5 (20)	0.0 (0)
4. Seldom	11.0 (43)	10.9 (25)	11.3 (18)	50.0 (3)
5. Never	71.8 (280)	77.8 (179)	63.1 (101)	50.0 (3)

22. Does your educational planning committee meet periodically to discuss the needs of all the children you are serving?

	State	Class-room	Non-class room	
1. Yes	47.8%(181)	48.7%(109)	46.5%(72)	100.0% (6)
2. No	52.2 (198)	51.3 (115)	53.5 (83)	0.0 (0)

23. Do you feel you have had an adequate voice in the placement of students in your classroom?

	State	Class-room	Non-class room	
1. Yes	81.1%(309)	72.0%(162)	94.2%(147)	83.3% (5)
2. No	18.5 (72)	28.0 (63)	5.8 (9)	16.7 (1)

24. Do you feel you have had an adequate voice in the removal of students from your classroom?

	State	Class-room	Non-class room	
1. Yes	85.7%(318)	80.2%(178)	94.0%(140)	83.3% (5)
2. No	14.3 (53)	19.8 (44)	6.0 (9)	16.7 (1)

IV. Supportive Provisions and Personnel

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

	State	Class-room	Non-class room	Accurate
1. Yes	88.8%(347)	87.8%(203)	90.0%(144)	100.0% (6)
2. No	11.3 (44)	12.1 (28)	10.0 (16)	0.0 (0)

IF YES:

a. Who are these consultants? (Check one professional description for each consultant.) MULTIPLE ANSWERS.

	State	Class-room	Non-class room	
1. Psychologist	67.9%(235)	62.8%(128)	75.4%(107)	100.0% (6)
2. Psychiatrist	28.6 (99)	25.5 (52)	33.1 (47)	0.0 (0)
3. Social Worker	84.1 (291)	85.8 (175)	81.7 (116)	100.0 (6)
4. One certified in Special Education	48.6 (168)	45.1 (92)	53.5 (76)	33.3 (2)
5. Other	28.6 (99)	27.5 (56)	30.3 (43)	33.3 (2)

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

	State	Class-room	Non-class room	
1. Psychologist				
a. Great	30.9%(73)	31.5 (41)	30.2%(32)	16.7% (1)
b. Moderate	33.9 (80)	28.5 (37)	40.6 (43)	16.7 (1)
c. Limited	28.8 (68)	30.8 (40)	26.4 (28)	66.7 (4)
d. Not at all	5.5 (13)	8.5 (11)	1.9 (2)	0.0 (0)
2. Psychiatrist				
a. Great	19.0%(20)	13.0%(7)	25.5%(13)	0.0% (0)
b. Moderate	25.7 (27)	31.5 (17)	19.6 (10)	0.0 (0)
c. Limited	40.0 (42)	37.0 (20)	43.1 (22)	0.0 (0)
d. Not at all	13.3 (14)	16.8 (9)	19.8 (5)	0.0 (0)
3. Social Worker				
a. Great	36.6%(106)	33.9%(59)	40.5%(47)	66.7% (4)
b. Moderate	32.8 (95)	32.2 (56)	33.6 (39)	16.7 (1)
c. Limited	26.9 (78)	29.3 (51)	23.3 (27)	16.7 (1)
d. Not at all	3.5 (10)	4.6 (8)	1.7 (2)	0.0 (0)
4. "Special Educator"				
a. Great	45.3%(73)	50.0%(45)	39.4%(28)	100.0% (6)
b. Moderate	31.7 (51)	30.0 (27)	33.8 (24)	0.0 (0)
c. Limited	19.3 (31)	14.4 (13)	25.4 (18)	0.0 (0)
d. Not at all	2.5 (4)	4.4 (7)	0.0 (0)	0.0 (0)
5. Other				
a. Great	48.4%(45)	52.8%(28)	42.5%(17)	100.0% (6)
b. Moderate	29.0 (27)	24.5 (13)	35.0 (14)	0.0 (0)
c. Limited	20.4 (19)	20.8 (11)	20.0 (8)	0.0 (0)
d. Not at all	1.0 (1)	0.0 (0)	2.5 (1)	0.0 (0)

26. Are your students' parents receiving the additional services you feel they need?

	State	Class-room	Non-class room	addition
1. Yes	13.1%(50)	12.5%(28)	14.0%(22)	0.0% (0)
2. Somewhat	46.5 (177)	44.6 (100)	49.0 (77)	83.3 (5)
3. No	40.4 (154)	42.9 (96)	34.9 (58)	16.7 (1)

26a. If your students' parents are not receiving the services you feel they need, what do you think is the major reason they do not receive these services?

	State	Class-room	Non-class room	
1. Parents do not want the services.	53.5%(137)	53.2%(84)	54.1%(53)	100.0% (6)
2. Parents do not clearly understand how to obtain the services.	16.8 (43)	17.1 (27)	16.3 (16)	0.0 (0)
3. Parents cannot afford the services.	5.0 (13)	3.2 (5)	8.2 (8)	0.0 (0)
4. The services are not available.	24.6 (63)	26.6 (42)	21.4 (21)	0.0 (0)

27. Do you have a teacher's aide?

	State	Class-room	Non-class room	
1. Yes	35.5%(138)	53.7%(124)	8.9%(14)	50.0% (3)
2. No	64.5 (251)	46.3 (107)	91.1 (144)	50.0 (3)

28. Which of the following persons are available on a regular basis to the students who require their services? (Check all who are available) MULTIPLE ANSWERS.

	State	Class-room	Non-class room	
1. Music teacher	59.5%(217)	51.4%(109)	70.6%(108)	0.0% (0)
2. Art teacher	57.9 (212)	54.0 (115)	63.4 (97)	16.7 (1)
3. Speech therapist	80.3 (294)	75.1 (160)	87.6 (134)	66.7 (4)
4. Phys. Ed. teacher	71.3 (261)	67.0 (149)	73.2 (112)	16.7 (1)
5. Reading teacher	39.3 (144)	22.5 (48)	62.8 (96)	16.7 (1)
6. Counselor	38.0 (139)	30.5 (65)	48.4 (74)	50.0 (3)

29. Do you have any regularly scheduled periods away from your students? (Percentage having this available) MULTIPLE ANSWERS.

	State	Class-room	Non-class room	
1. Lunch period	88.2%(299)	85.6%(167)	91.7%(132)	50.0% (3)
2. Planning period	47.8 (162)	50.3 (98)	44.4 (64)	50.0 (3)
3. "Coffee break"	35.4 (120)	28.7 (56)	44.4 (64)	33.0 (2)

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

		State	Class-room	*Non-class room
1.	Yes	27.0%(61)	27.0%(61)	
2.	Sometimes	27.4 (62)	27.4 (62)	
3.	No	45.6 (103)	45.6 (103)	

*Note--Non-classroom did not respond to this item.

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

		State	Class-room	*Non-class room
1.	Yes	34.8%(79)	34.8%(79)	
2.	Sometimes	27.8 (63)	27.8 (63)	
3.	No	37.4 (85)	37.4 (85)	

*Note--Non-classroom did not respond to this item.

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

		State	Class-room	*Non-class room
1.	Yes	35.0%(79)	35.0%(79)	
2.	Sometimes	18.1 (41)	18.1 (41)	
3.	No	46.9 (106)	46.9 (106)	

*Note--Non-classroom did not respond to this item.

V. Availability of Instructional Materials

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

		State	Class-room	Non-class room
1.	Less than $70	11.3%(41)	10.0%(21)	13.0%(20)
2.	$71-120	15.7 (57)	15.2 (32)	16.3 (25)
3.	$121-170	11.3 (41)	14.2 (30)	7.2 (11)
4.	$171-220	13.5 (49)	14.7 (31)	11.8 (18)
5.	$221 or more	20.9 (76)	22.8 (48)	18.3 (28)
6.	No specified limit	27.5 (100)	23.2 (49)	33.3 (51)

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

		State	Class-room	Non-class room
1.	All	29.1%(112)	27.8%(63)	31.0%(49)
2.	Most	53.0 (204)	53.3 (121)	52.5 (83)
3.	Half	6.2 (24)	7.1 (16)	5.1 (8)
4.	Some	10.7 (41)	10.6 (24)	10.8 (17)
5.	None	1.0 (4)	1.3 (3)	.6 (1)

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

		State	Class-room	Non-class room	district
1.	Less than 1 month	19.4%(72)	17.9%(39)	21.6%(33)	33.3% (2)
2.	1 month	25.6 (95)	25.2 (55)	26.1 (40)	66.7 (4)
3.	2 months	25.6 (95)	23.4 (51)	28.8 (44)	0.0 (0)
4.	3-4 months	12.9 (48)	12.8 (28)	13.1 (20)	0.0 (0)
5.	Longer than 4 months	16.4 (61)	20.6 (45)	10.5 (16)	0.0 (0)

36. Do you have adequate audio-visual supplies?

		State	Class-room	Non-class room	
1.	Yes	83.3%(323)	85.2%(195)	80.5%(128)	100.0% (6)
2.	No	16.8 (65)	14.9 (34)	19.5 (31)	0.0 (0)

VI. Inservice and Professional Improvement Opportunities

37. Which of the following sources of professional improvement are generally the most useful? Average ranks are reported below, the lower the average rank the more positively the source was viewed.

		State	Class-room	Non-class room	
1.	Continued college work	4.2 (377)	4.1 (223)	4.3 (154)	3.3 (6)
2.	Journals	5.2 (377)	5.2 (223)	5.1 (154)	0.0 (0)
3.	Inservice meetings	3.7 (377)	4.1 (223)	3.2 (154)	3.5 (6)
4.	Other teachers	4.3 (377)	3.9 (223)	4.7 (154)	2.3 (6)
5.	Administrators	5.5 (377)	5.4 (223)	5.6 (154)	4.7 (6)
6.	Consultants	4.1 (377)	4.0 (223)	4.2 (154)	4.0 (6)
7.	Conventions	4.7 (377)	4.9 (223)	4.3 (154)	3.5 (6)
8.	Visits to other programs	4.4 (377)	4.3 (223)	4.5 (154)	4.7 (6)

38. Is there a person in your school district who is responsible for coordinating inservice meetings?

		State	Class-room	Non-class room	
1.	Yes	74.0%(282)	72.7%(165)	76.0%(117)	66.7% (4)
2.	No	26.0 (99)	27.3 (62)	24.0 (37)	33.3 (2)

IF YES:

38a. Who is this person?

		State	Class-room	Non-class room	
1.	Administrator	62.1%(172)	65.6%(107)	57.0%(65)	75.0% (3)
2.	Teacher	6.1 (17)	8.0 (13)	3.5 (4)	0.0 (0)
3.	Consultant	23.5 (65)	17.2 (28)	32.5 (37)	0.0 (0)
4.	Inservice coordinator	8.3 (23)	9.2 (15)	7.0 (8)	25.0 (1)

38b. How would you describe this person's knowledge of the unique needs of emotionally disturbed children?

		State	Class-room	Non-class room	
1.	Excellent	29.4%(81)	24.1%(39)	36.8%(42)	
2.	Very good	25.4 (70)	23.5 (38)	28.1 (32)	
3.	Good	21.0 (58)	24.1 (39)	16.7 (19)	
4.	Fair	17.4 (48)	21.0 (34)	12.3 (14)	
5.	Poor	6.9 (19)	7.4 (12)	6.1 (7)	

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

		State	Class-room	Non-class room	
1.	Once a week	4.5%(17)	4.9%(11)	3.9%(6)	
2.	Twice a month	10.0 (38)	6.3 (14)	15.4 (24)	
3.	Once a month	17.2 (65)	13.5 (30)	22.4 (35)	
4.	Every 2 months	8.2 (31)	8.5 (19)	7.7 (12)	
5.	Less often than every 2 months	45.4 (172)	48.4 (108)	41.0 (64)	
6.	Never	14.8 (56)	18.4 (41)	9.6 (15)	

39a. With whom are inservice meetings and workshops usually held? MULTIPLE ANSWERS.

		State	Class-room	Non-class room	
1.	Teachers--E.D.	52.6%(170)	45.6%(88)		
2.	Teachers--Spec. Ed.	41.5 (134)	42.6 (78)		
3.	Regular teachers	35.9 (116)	36.8 (67)		

The frequency of combinations of the above are as follows:

		State	Class-room	Non-class room	
1.	Teachers--E.D. only	32.2%(104)	30.4%(55)	34.3%(49)	
2.	Teachers--Spec. Ed. only	20.4 (66)	24.3 (44)	15.5 (22)	
3.	Regular teachers only	23.8 (77)	26.0 (47)	21.1 (30)	
4.	E.D. and Spec. Ed. teachers	11.5 (37)	8.8 (16)	14.8 (21)	
5.	E.D. and Regular teachers	2.8 (9)	1.1 (2)	4.9 (7)	
6.	Spec. Ed. and Regular teachers	2.8 (9)	4.4 (8)	.7 (1)	
7.	All	6.2 (20)	5.0 (9)	7.8 (11)	

39b. When do most of your inservice programs occur?

		State	Class-room	Non-class room	Rurline
1.	After school	33.3%(108)	37.7%(69)	27.7%(39)	100.0% (6)
2.	Evenings	1.9 (6)	2.7 (5)	.7 (1)	0.0 (0)
3.	Weekends	1.2 (4)	1.1 (2)	1.4 (2)	0.0 (0)
4.	Regular schools hours--children dismissed	59.6 (193)	55.2 (101)	65.3 (92)	0.0 (0)
5.	Regular school hours--children present	4.0 (13)	3.3 (6)	5.0 (7)	0.0 (0)

39c. What is the typical format for your inservice programs?

		State	Class-room	Non-class room	
1.	Lecture	46.5%(145)	44.6%(78)	48.9%(67)	0.0% (0)
2.	Demonstration	18.6 (58)	21.7 (38)	14.6 (20)	33.3 (1)
3.	Group activity	35.0 (109)	33.7 (59)	36.5 (50)	66.7 (2)

39d. What is the typical subject of your inservice programs?

		State	Class-room	Non-class room	
1.	Instructional materials	25.8%(79)	30.5%(53)	19.7%(26)	0.0% (0)
2.	Instructional procedures	39.5 (121)	40.2 (70)	38.6 (51)	66.7 (2)
3.	Administrative matters	9.5 (29)	9.8 (17)	9.1 (12)	33.3 (1)
4.	Classroom management	25.2 (77)	19.5 (34)	32.6 (43)	0.0 (0)

39e. What do you feel is your schools district's general attitude toward your attendance at inservice meetings and workshops?

		State	Class-room	Non-class room	
1.	Strongly encourages	36.6%(119)	39.9%(73)	32.4%(46)	33.3% (1)
2.	Encourages	42.2 (137)	38.3 (70)	47.2 (67)	33.3 (1)
3.	Is indifferent	18.8 (61)	19.7 (36)	17.6 (25)	33.3 (1)
4.	Discourages	2.2 (7)	2.2 (4)	2.1 (3)	0.0 (0)
5.	Strongly discourages	.3 (1)		.7 (1)	0.0 (0)

VII. Administrative Direction and Leadership

40. To which of the following persons are you responsible in your work? MULTIPLE ANSWERS.

		State	Class-room	Non-class room	
1.	Head teacher	6.9%(27)	6.9%(16)	6.9%(11)	0.0% (0)
2.	Assistant principal	6.9 (27)	6.1 (14)	8.1 (13)	0.0 (0)
3.	Principal	78.5 (306)	82.2 (189)	73.1 (117)	100.0 (6)
4.	Local Director of Special Education	74.9 (292)	74.8 (172)	75.0 (120)	83.3 (5)
5.	Coordinator of Programs for Emotionally Disturbed	22.3 (87)	20.0 (46)	25.6 (41)	0.0 (0)
6.	Other	15.4 (60)	15.7 (36)	15.0 (24)	0.0 (0)

40a. Do you feel conflicts or problems arise because of the number of persons to whom you are responsible?

		State	Class-room	Non-class room	District
1.	Never	48.2%(182)	46.6%(102)	50.3%(80)	50.0% (3)
2.	Sometimes	44.2 (167)	46.2 (101)	41.5 (66)	50.0 (3)
3.	Often	4.5 (17)	3.2 (7)	6.3 (10)	0.0 (0)
4.	Very often	3.2 (12)	4.1 (9)	1.9 (3)	0.0 (0)

41. To whom are you most immediately responsible?

		State*	Class-room*	Non-class room*	
1.	Head teacher	2.4%(9)	2.8%(6)	2.0%(3)	0.0% (0)
2.	Assistant principal	.5 (2)	.5 (1)	.7 (1)	0.0 (0)
3.	Principal	62.5 (232)	66.1 (144)	57.5 (88)	83.3 (5)
4.	Local Director of Special Education	22.9 (85)	18.4 (40)	29.4 (45)	16.7 (1)
5.	Coordinator of Programs for Emotionally Disturbed	3.2 (12)	3.2 (7)	3.3 (5)	0.0 (0)
6.	Dir. Pupil Personnel	1.3 (5)	1.8 (4)	.7 (1)	0.0 (0)
7.	Other	7.0 (26)	7.3 (16)	6.5 (10)	0.0 (0)

*Note--Percentages do not add to 100% because people reporting to multiple administrators were omitted.

42. When do you feel at ease to call upon this person?

		State	Class-room	Non-class room	
1.	Never	3.1%(12)	4.4%(10)	1.3%(2)	0.0% (0)
2.	Only in emergencies	4.4 (17)	5.7 (13)	2.5 (4)	0.0 (0)
3.	Only with major job-related concerns	10.5 (41)	11.3 (26)	9.4 (15)	0.0 (0)
4.	With normal job-related concerns	20.0 (78)	16.5 (38)	25.0 (40)	0.0 (0)
5.	Anytime	62.1 (242)	62.2 (143)	61.9 (99)	100.0 (6)

42a. How often does this person consult with you or visit your class?

		State	Class-room	Non-class room	
1.	Zero times per month	13.8%(53)	15.9%(36)	10.8%(17)	0.0% (0)
2.	1 to 4 times "	44.8 (172)	48.9 (111)	38.9 (61)	33.3 (2)
3.	5 to 9 times "	14.1 (54)	12.8 (29)	15.9 (25)	16.7 (1)
4.	10 to 14 times "	8.3 (32)	7.5 (17)	9.6 (15)	16.7 (1)
5.	15 to 19 times "	5.0 (19)	4.9 (11)	5.1 (8)	16.7 (1)
6.	20 times or more "	14.1 (54)	10.1 (23)	19.8 (31)	16.7 (1)

42b. These consultations or visits are:

		State	Class-room	Non-class room	District
1.	Far too frequent	2.9%(11)	3.9%(9)	1.3%(2)	0.0% (0)
2.	Somewhat too frequent	.5 (2)	.9 (2)		0.0 (0)
3.	Sufficiently frequent	66.3 (256)	60.7 (139)	74.5 (117)	66.7 (4)
4.	Somewhat less frequent than desireable	16.6 (65)	19.2 (44)	13.4 (21)	33.3 (2)
5.	Far too infrequent	13.5 (52)	15.3 (35)	10.8 (17)	0.0 (0)

42c. How would you describe this person's knowledge of the unique needs of emotionally disturbed children?

		State	Class-room	Non-class room	
1.	Excellent	19.5%(76)	17.9%(41)	21.9%(35)	16.7% (1)
2.	Very good	27.0 (105)	28.4 (65)	25.0 (40)	66.7 (4)
3.	Good	23.9 (93)	23.6 (54)	24.4 (39)	16.7 (1)
4.	Fair	19.5 (76)	18.3 (42)	21.3 (34)	0.0 (0)
5.	Poor	10.0 (39)	11.8 (27)	7.5 (12)	0.0 (0)

42d. If you request assistance of this person are you satisfied with the speed of his/her response?

		State	Class-room	Non-class room	
1.	Yes	84.0%(321)	81.7%(183)	87.3%(138)	100.0% (6)
2.	No	16.0 (61)	18.3 (41)	12.7 (20)	0.0 (0)

42e. Does this person ever ask your personal opinion on a professional or technical matter?

		State	Class-room	Non-class room	
1.	Very often	17.0%(66)	11.0%(25)	25.8%(41)	16.7% (1)
2.	Often	32.0 (124)	31.9 (73)	32.1 (51)	50.0 (3)
3.	Sometimes	40.0 (155)	44.1 (101)	34.0 (54)	16.7 (1)
4.	Never	11.0 (43)	13.0 (30)	8.1 (13)	16.7 (1)

42f. How supportive is this person of your work?

		State	Class-room	Non-class room	
1.	Very supportive	64.8%(249)	62.4%(141)	68.4%(108)	83.3% (5)
2.	Somewhat supportive	21.1 (81)	20.0 (45)	22.8 (36)	16.7 (1)
3.	Neither supportive nor unsupportive	11.7 (45)	14.6 (33)	7.6 (12)	0.0 (0)
4.	Unsupportive	2.3 (9)	3.1 (7)	1.2 (2)	0.0 (0)

42g. How would you describe the leadership and direction you have received from this person?

		State	Class-room	Non-class room	
1.	Excellent	25.7%(99)	23.8%(54)	28.3%(45)	50.0% (3)
2.	Very good	19.2 (74)	18.9 (43)	19.5 (31)	33.3 (2)
3.	Good	24.9 (96)	22.9 (52)	27.8 (44)	16.7 (1)
4.	Fair	21.0 (81)	23.8 (54)	17.0 (27)	0.0 (0)
5.	Poor	9.4 (36)	10.6 (24)	7.6 (12)	0.0 (0)

42h. In which areas of leadership do you feel this person prefers to spend his/her time? MULTIPLE ANSWERS.

		State	Class-room	Non-class room	District
1.	Student behavior	53.7%(204)	60.7%(136)	43.6%(68)	83.3% (5)
2.	Inservice education	21.8 (83)	17.4 (39)	28.2 (44)	0.0 (0)
3.	Instructional improvement	48.7 (185)	50.9 (114)	45.5 (71)	66.7 (4)
4.	Staff improvement	48.7 (185)	46.4 (104)	51.9 (81)	50.0 (3)
5.	Parental matters	36.1 (137)	37.1 (83)	34.6 (54)	50.0 (3)
6.	Community relations	38.4 (146)	33.0 (74)	46.2 (72)	0.0 (0)
7.	Staff relations	38.7 (147)	38.4 (86)	39.1 (61)	66.7 (4)
8.	Central office matters	45.3 (172)	41.1 (92)	51.3 (80)	16.7 (1)
9.	Physical plant matters	16.6 (63)	17.0 (38)	16.0 (25)	33.3 (2)
10.	Scheduling	25.0 (95)	27.2 (61)	21.8 (34)	33.3 (2)
11.	Supplies and equipment	26.7 (101)	25.0 (56)	28.9 (45)	33.3 (2)
12.	Personal concerns of staff members	34.2 (130)	32.1 (72)	37.2 (58)	83.3 (5)
13.	Other	4.5 (17)	6.3 (14)	1.9 (3)	16.7 (1)

43. Do you have a Local Director of Special Education or a Supervisor of Emotionally Disturbed Programs, in addition to the person you indicated in questions 41?

		State	Class-room	Non-class room	District
1.	Yes	75.4%(288)	78.9%(179)	70.3%(109)	100% (6)
2.	No	24.6 (94)	21.2 (48)	29.7 (46)	0.0 (0)

44. How often does the Local Director consult with you or visit your class?

		State	Class-room	Non-class room	District
1.	Very often	2.8%(8)	2.2%(4)	3.6%(4)	0.0% (0)
2.	Often	12.4 (36)	13.4 (24)	10.7 (12)	16.7 (1)
3.	Sometimes	66.7 (194)	63.1 (113)	72.3 (81)	66.7 (4)
4.	Never	18.2 (53)	21.2 (38)	13.4 (15)	16.7 (1)

45. How would you describe your Local Director's or Supervisor's knowledge of the unique needs of emotionally disturbed children?

		State	Class-room	Non-class room	District
1.	Excellent	26.9%(67)	25.8%(39)	28.6%(28)	20.0% (1)
2.	Very good	28.5 (71)	25.2 (38)	33.7 (33)	60.0 (3)
3.	Good	22.5 (56)	23.8 (36)	20.4 (20)	20.0 (1)
4.	Fair	15.3 (38)	17.2 (26)	12.2 (12)	0.0 (0)
5.	Poor	6.8 (17)	8.0 (12)	5.1 (5)	0.0 (0)

46. How would you describe the leadership and direction you have received from this person?

	State	Class-room	Non-class room	Artist
1. Excellent	15.3%(38)	13.3%(20)	18.4%(18)	20.0% (1)
2. Very good	19.4 (48)	17.3 (26)	22.5 (22)	20.0 (1)
3. Good	25.8 (64)	25.3 (26)	26.5 (26)	20.0 (1)
4. Fair	22.2 (55)	24.7 (37)	18.4 (18)	20.0 (1)
5. Poor	17.3 (43)	19.3 (29)	14.3 (14)	20.0 (1)

47. What effect has the Local Director or Supervisor had upon your working relationship with your immediate administrative superior?

	State	Class-room	Non-class room	
1. Very positive effect	23.5%(58)	19.1%(28)	30.0%(30)	40.0% (2)
2. Somewhat positive effect	24.7 (61)	26.5 (39)	22.0 (22)	60.0 (3)
3. Neutral effect	44.9 (111)	45.6 (67)	44.0 (44)	0.0 (0)
4. Somewhat negative effect	5.7 (14)	7.5 (11)	3.0 (3)	0.0 (0)
5. Very negative effect	1.2 (3)	1.4 (2)	1.0 (1)	0.0 (0)

VIII. Personal Perception of the Program for Emotionally Disturbed Children

48. How would you describe the availability of instructional materials to run your program?

	State	Class-room	Non-class room	
1. Excellent	17.8%(69)	17.8%(41)	17.8%(28)	33.3% (2)
2. Very good	28.9 (112)	27.7 (64)	30.6 (48)	16.7 (1)
3. Good	30.4 (118)	30.7 (71)	29.9 (47)	33.3 (2)
4. Fair	17.3 (67)	18.2 (42)	15.9 (25)	16.7 (1)
5. Poor	5.7 (22)	5.6 (13)	5.7 (9)	0.0 (0)

49. How would you describe the inservice and professional improvement opportunities available to you?

	State	Class-room	Non-class room	
1. Excellent	6.2%(24)	3.5%(8)	10.1%(16)	0.0% (0)
2. Very good	16.0 (62)	15.7 (36)	16.5 (26)	33.3 (2)
3. Good	22.5 (87)	19.7 (45)	26.5 (42)	16.7 (1)
4. Fair	28.2 (109)	30.1 (69)	25.3 (40)	50.0 (3)
5. Poor	27.1 (105)	31.0 (71)	21.5 (34)	0.0 (0)

50. How would you describe the administrative direction and leadership you have recieved in the operation of your program for emotionally disturbed children?

	State	Class-room	Non-class room	
1. Excellent	10.9%(42)	9.3%(21)	13.2%(21)	0.0% (0)
2. Very good	24.4 (94)	21.6 (49)	28.3 (45)	33.3 (2)
3. Good	22.3 (86)	22.0 (50)	22.6 (36)	33.3 (2)
4. Fair	25.1 (97)	26.0 (59)	23.9 (38)	33.3 (2)
5. Poor	17.4 (67)	21.2 (48)	12.0 (19)	0.0 (0)

51. How would you describe the attitudinal climate regarding your program?

	State	Class-room	Non-class room	Realistic
1. Excellent	12.6%(49)	11.3%(26)	14.6%(23)	0.0% (0)
2. Very good	34.3 (133)	30.9 (71)	39.2 (62)	33.3 (2)
3. Good	32.5 (126)	33.0 (76)	31.7 (50)	33.3 (2)
4. Fair	16.0 (62)	18.7 (43)	12.0 (19)	33.3 (2)
5. Poor	4.6 (18)	6.1 (14)	2.5 (4)	0.0 (0)

52. How would you describe the supportive provisions and personnel available to you in meeting the personal and emotional needs of your students?

	State	Class-room	Non-class room	
1. Excellent	10.8%(42)	10.4%(24)	11.3%(18)	16.7% (1)
2. Very good	24.6 (96)	22.8 (51)	28.3 (45)	16.7 (1)
3. Good	33.9 (132)	31.2 (72)	37.7 (60)	50.0 (3)
4. Fair	21.0 (82)	23.4 (54)	17.8 (29)	0.0 (0)
5. Poor	9.7 (38)	13.0 (30)	5.0 (8)	16.7 (1)

53. How would you describe the "workability" of the group of children you serve?

	State	Class-room	Non-class room	
1. Excellent	9.4%(36)	6.5%(14)	13.7 (21)	0.0% (0)
2. Very good	33.1 (127)	23.4 (54)	47.7 (73)	0.0 (0)
3. Good	34.6 (133)	41.1 (95)	24.8 (38)	66.7 (4)
4. Fair	19.0 (76)	24.7 (57)	12.4 (19)	16.7 (1)
5. Poor	3.1 (12)	4.3 (10)	1.3 (2)	16.7 (1)

54. How would you describe the educational planning and/or screening provisions you function under?

	State	Class-room	Non-class room	
1. Excellent	8.2%(32)	9.6%(22)	6.3%(10)	0.0% (0)
2. Very good	24.5 (95)	21.3 (49)	28.8 (46)	33.3 (2)
3. Good	31.8 (124)	31.7 (73)	31.9 (51)	66.7 (4)
4. Fair	25.9 (101)	30.0 (69)	20.0 (32)	0.0 (0)
5. Poor	9.7 (38)	7.4 (17)	13.1 (21)	0.0 (0)

55. What do you see as the relative need for change in each of the seven areas? The average ranks are reported below, the lower the average rank the greater the perceived need for change.

	State	Class-room	Non-class room	
1. Availability of instructional materials	46.0(375)	47.0(225)	44.6(150)	55.0 (6)
2. Inservice & professional improvement opportunities	32.0(375)	31.8(225)	32.4(150)	28.3 (6)
3. Administrative direction	38.2(375)	39.3(225)	36.5(150)	48.3 (6)
4. Attitudinal climate	41.4(375)	43.0(225)	39.1(150)	42.3 (6)
5. Supportive provisions	37.1(375)	37.3(225)	36.8(150)	42.3 (6)
6. "Workability"	45.6(375)	41.3(225)	52.1(150)	21.7 (6)
7. Screening provisions	37.9(375)	38.5(225)	36.9(150)	40.0 (6)

IX. General

56. At what college or university did you receive your certification for teaching emotionally disturbed children?

		State	Class-room	Non-class room	district
1.	Central Michigan Univ.	8.2%(32)	10.9%(25)	4.4%(7)	16.7%(1)
2.	Eastern Michigan Univ.	23.1 (90)	22.2 (51)	24.4 (39)	16.7 (1)
3.	Michigan State Univ.	19.0 (74)	19.6 (45)	18.1 (29)	0.0 (0)
4.	Oakland University	.5 (2)	.9 (2)		0.0 (0)
5.	University of Michigan	15.9 (62)	9.6 (22)	25.0 (40)	0.0 (0)
6.	Wayne State University	12.6 (49)	11.7 (27)	13.8 (22)	0.0 (0)
7.	Western Michigan Univ.	17.4 (68)	21.7 (50)	11.3 (18)	50.0 (3)
8.	Other U.S. university	3.3 (13)	3.5 (8)	3.1 (5)	16.7 (1)
9.	Foreign college or univ.	—	—	—	0.0 (0)

57. What particular theory or method do you follow in your work with emotionally disturbed children?

		State	Class-room	Non-class room	
1.	Behavior modification	18.8%(73)	24.9%(57)	10.0%(16)	50.0%(3)
2.	Psychoanalytic	1.3 (5)	1.8 (4)	.6 (1)	0.0 (0)
3.	Psychoeducational	9.3 (36)	8.7 (20)	10.0 (16)	0.0 (0)
4.	Other theory	3.6 (14)	4.4 (10)	2.5 (4)	16.7 (1)
5.	A combination of 2 or more of the above	60.8 (236)	55.9 (128)	67.9 (108)	33.3 (2)
6.	No particular theory or method followed	6.2 (24)	4.4 (10)	8.8 (14)	0.0 (0)

58. How certain are you that you will be working with emotionally disturbed children in your present school system next year?

		State	Class-room	Non-class room	
1.	Very certain I will	55.3%(215)	52.8%(121)	58.8%(94)	66.7 (4)
2.	Somewhat certain I will	20.3 (79)	21.4 (49)	18.8 (30)	0.0 (0)
3.	Uncertain	12.3 (48)	13.1 (30)	11.3 (18)	0.0 (0)
4.	Somewhat certain I will not	4.4 (17)	3.9 (9)	5.0 (8)	0.0 (0)
5.	Very certain I will not	7.7 (30)	8.7 (20)	6.3 (10)	33.3 (2)

59. Would you be willing to complete a confidential survey of comparable length in May of this year?

		State	Class-room	Non-class room	
1.	Yes	92.7%(329)	94.8%(199)	89.7%(130)	100.0%(6)
2.	No	7.3 (26)	5.2 (11)	10.3 (15)	0.0 (0)