To the Graduate Council:

I am submitting herewith a thesis written by Mary A. McEvoy entitled "Teacher Attitudes Toward Handicapped Children in Integrated Early Education Settings." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Child and Family Studies.

Vey M. Nordquist, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

Thesis
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TEACHER ATTITUDES TOWARD HANDICAPPED CHILDREN IN INTEGRATED EARLY EDUCATION SETTINGS

A Thesis

Presented for the

Master of Science

Degree

University of Tennessee, Knoxville

Mary A. McEvoy

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ABSTRACT

The purpose of the present study was to determine if teachers' attitudes toward handicapped children would be influenced by the context in which the child was observed. Several factors that influence teacher attitudes have been identified in previous research. These include characteristics pertaining to the child's IQ, gender, physical appearance, and type of handicapping condition. It was anticipated that the context in which a child was observed would also influence teachers' attitudes.

Teacher attitudes toward three handicapped children in fully integrated, partially integrated and minimally integrated settings were assessed. The subjects were 15 teachers of primary-age children with special needs and 15 teachers of primary-age children in regular education classes. The subjects volunteered to view nine videotapes depicting three targeted handicapped children individually in three different ratios of handicapped to nonhandicapped children. The different ratios constituted the context variable. The results showed context by child interaction for regular education teachers. Attitude-ratings depended both on which child was being observed and the context in which that child was observed. Special education teachers' attitudes appeared to be influenced by child observed regardless of context.

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CHAPTER I

STATEMENT OF THE PROBLEM

With the passage of the Education for all Handicapped Children Act (Public Law 94-142)[1] handicapped persons have been guaranteed the right to a free, appropriate public education. Legal mandates also include a guarantee of due process for parents concerning educational decisions relevant to their children through the establishment of specific review procedures and the right of a handicapped child to educational placement in the least restrictive yet productive educational setting (Bricker, 1978). This last guarantee is perhaps the most vague.

At both the legislative and judicial levels, there is a mandate for placement of the handicapped child into the normal educational environment (Bricker, 1978). The term mainstreamed is never mentioned in legal mandates, yet many educators and parents view the mainstreaming process as an effective way to provide an appropriate program in a least restrictive environment (Dunn, 1972). "Simply stated, mainstreaming is providing high quality special education to exceptional children while they remain in regular grades for as much of the day as possible" (Birch, 1974, p. 2).

Several issues need to be considered to make the mainstreaming approach work. The effects of handicapped children on the nonhandicapped children are a concern as well as the amount of teacher attention that

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[1]Education for All Handicapped Children Act, 20 U.S.C., Chapter 33.

must be afforded the handicapped child. Perhaps one of the most critical issues is the attitudes of the teacher and their effects on the pupils self-perceptions (Valletutti, 1969).

Purpose of the Study

Teacher attitudes are influential in determining the intellectual, social, and emotional adjustment of children (Haring, et al. 1957). Teachers may have more positive attitudes toward handicapped children depending on the context in which the children are observed. The purpose of this research was to determine whether varying the number of handicapped to nonhandicapped children in integrated early education settings would affect teacher attitudes toward the handicapped child. Information about the various ratios could assist teachers in determining the number of handicapped children that could be placed successfully in an integrated setting without negatively influencing teacher attitudes.

Conceptual Definitions

For the purpose of the present study the following definitions were used. These definitions provide a definitional basis for the study.

Handicapped children: Children who have special needs because of a limiting physical, emotional or neutral condition.

Integration: Educating handicapped children in settings with nonhandicapped children while providing special assistance to and support for the handicapped child.

Attitude: Position, disposition or manner with regard to a person.

Assumptions

Teacher attitudes are an important factor influencing a handicapped child's ability to benefit from school setting.

Integration is an optimal teaching approach for some handicapped children.

Autistic children are not perceived by teachers to be handicapped physically, and teachers' attitudes thus are influenced by behaviors and stereotypic expectations only.

CHAPTER II

REVIEW OF LITERATURE ON TEACHER ATTITUDES

Kahn and Weiss (1973) have stated that "attitudes are selectively acquired and integrated through learning and experience; that they are enduring dispositions indicating response consistency; and that positive or negative affect toward a social or psychological object represents the salient characteristics of an attitude" (p. 761). Teacher attitudes may affect the successful integration of handicapped and nonhandicapped children. Haring, Stein and Cruickshank (1957) have indicated that the attitudes teachers have about handicapped children are influential in determining the intellectual, social, and emotional adjustment of the children. Schorn (1976) states that teacher attitudes towards handicapped children are a "relatively enduring organization of beliefs about children with various degrees and types of handicapping conditions predisposing a teacher to accept or reject these children into the regular school program."

Researchers have indicated that teacher attitudes toward the handicapped are influenced by information the teacher receives regarding the child's reported IQ (Beez, 1970; Pelliguini, 1972), gender (Berlin, 1969), the appearance of the child (Ross and Salvia, 1975; Dion, cited in Berchied and Walster, 1972; Clifford and Walster, cited in Berchied and Walster, 1972), the type of handicapping condition (Salvia, Clark, and Ysseldyke, 1973; Foster, Ysseldyke, and Reese, 1975; Shotel, Iano, and McGettigan, 1972), and the ethnic origin of the child (Zucker and Priesto, 1978). Beez (1970) and Pelliguini (1972) found that teachers

were more willing to recommend special class placement for children with reported low IQ's. In another study, Ross and Salvia (1975) developed a profile of a low functioning child and attached pictures of attractive or unattractive children to the report. More of the teachers who received the report with the picture of the unattractive child recommended special-class placement than did the teachers who received the identical report with the picture of the attractive child. Similar studies involving teacher attitudes include Dion (cited in Berscheid and Walster, 1972) and Clifford and Priesto (cited in Berschied and Walster, 1972). Zucker and Priesto (1978) reported that teachers scored special-class placement more appropriate for Mexican-American children than for white children. Berlin (1969) found that teachers refer boys more often than girls for special-class placement.

The most extensive amount of research regarding teacher attitudes toward handicapped children has been in the area of type of handicapping condition. According to Dunn (1972), labeling a child handicapped reduces the teacher expectancy for the child to succeed. Salvia, et al. (1973) found that children labeled retarded were rated less favorably by teachers than children labeled normal. In a related study Foster, et al. (1978) found that teacher trainees developed and maintained negative stereotyped expectations toward emotionally disturbed children when given conflicting evidence. In this study teacher trainees were told certain children were emotionally disturbed when in fact the children had no handicapping conditions. The researcher suggested that the teacher trainees had preconceived stereotypic ideas about emotionally disturbed children. Shotel, et al. (1972) found that teachers gave consistently more positive and optimistic responses to

questions regarding their attitudes toward and potential for learning disabled students than to questions regarding their attitudes toward and potential for mentally retarded students. Similarly, Panda and Bartel (1972) found that public school classroom teachers had more positive views about children whose labels implied they would present fewer problems in a regular elementary classroom. A number of additional studies can be cited (Guskin, 1963; Murphy, Dickstein and Dupps, 1960; Tungo, 1970; Warren and Turner, 1966) which illustrate the same relationship between handicapping conditions and teacher attitudes.

While researchers have isolated several characteristics of handicapped children that affect teachers' attitudes, one area has not been researched fully. There is no information in the literature that describes how teacher attitudes may be affected by the ratio of handicapped to nonhandicapped children in an integrated class. There are related literatures that have shown context to be an important factor in influencing teacher attitudes.

Jencks (1972) found that not only individual differences but also group differences affect children in school achievement and later in occupational standing and income. Researchers (Hunter, 1957; Mitchell, 1943; Slobetz, 1950; Stouffer, 1956) also have found that teachers codify desirable and problem behaviors in terms of classroom decorum rather than student mental health. Thus, certain aspects of the context in which teachers observe children have been shown to affect teacher attitudes. Perhaps in a similar manner, public education teachers' attitudes toward handicapped children may be influential by the context in which the children are observed. If evidence could be found to support the belief that handicapped children in early education settings appear less handicapped when viewed with a group of

normal children perhaps the characteristics described above would be less influential in the formation of negative attitudes. Mandell and Strain (1978) found that class size (25 to 27) was related to a positive attitude in teachers toward mainstreaming. It is not clear, however, what ratio of handicapped to nonhandicapped children most facilitates positive teacher attitudes. Galloway and Chandler (1978) have stated, "we are not aware of any supporting research, but our observations of parents, visitors, and teachers have convinced us that a handicapped child will be perceived as less different when immersed in a group of children who are not seen as different than when the child is among a group of children all of whom are handicapped" (p. 266).

CHAPTER III

METHODOLOGY

Hypothesis

This study was designed to see if teacher attitudes toward handicapped children were influenced by the context in which the children were observed. The general hypothesis was that teacher attitudes toward a handicapped child would be influenced by the context in which the children were observed.

Experimental Design

The design used in this research was a three-way crossed and balanced design. One dimension (type of teacher) was design over subjects with two levels (regular and special). There were two dimensions (context and child) over measures, each with three levels (fully integrated ratio: five nonhandicapped children to one handicapped child; partially integrated ratio: three nonhandicapped children to three handicapped children; minimally integrated ratio: one nonhandicapped child to five handicapped children. The dependent variable was the teachers' responses to items on a rating scale.

Subjects

Subjects were 15 teachers of preschool-age or primary-age children in regular education classes and 15 teachers of preschool-age or primary-age children with special needs. Regular and special education teachers were chosen for this study because traditionally they have had to work together as a team to assure successful integration of handicapped and

nonhandicapped children in classroom settings (Birch, 1974). All teachers were employed in public school settings in or around Knoxville, Tennessee. Most of the teachers had Bachelor of Science degrees and had been teaching at least one year. The teachers were volunteers who responded to letters sent by the researcher requesting subjects for this study. The subjects were between 20 and 40 years of age and 29 of the subjects were female.

Apparatus

Handicapped and nonhandicapped children were videotaped using a Sony portable video recorder (AV3400). The video recorder was mounted on a tripod approximately 20 feet (6.10m) from the free-play setting where the children were taped. The tripod was placed on a deck approximately 10 feet (3.05m) above the ground. Observers on the deck overlooked a free-play setting. The camera lens was set so that only the free-play setting was recorded on videotape.

Setting

Five nonhandicapped children between the ages of four and five years were chosen for participants in the study. These children were chosen from students enrolled in The University of Tennessee Child Day Care Center, Knoxville, Tennessee, to vary the nonhandicapped dimension of the setting context. The children were chosen because they had spent at least one year in an integrated early-education setting. Seven handicapped children between the ages of four and six years were selected from children enrolled in the Acorn or Explorer programs for autistic children at Lakeshore Mental Health Institute, Knoxville, Tennessee. These children were chosen because they were free of any

violent, destructive behaviors. Autistic children were used in this study because they do not appear physically handicapped. The handicapped children were used to vary the handicapped dimension of the setting context.

Three of the handicapped children were chosen as target children. The children chosen as targets appeared less handicapped than the other handicapped children chosen for the study. The three targeted handicapped children were individually videotaped using the following ratios: (a) fully integrated (one targeted handicapped child and five nonhandicapped children); (b) partially integrated (one targeted handicapped child, two other handicapped children, and three nonhandicapped children); (c) minimally integrated (one targeted handicapped child, four other handicapped children and one nonhandicapped child). Three videotape segments for each ratio were recorded for each of the three targeted handicapped children. There were a total of nine segments. Each segment was three minutes in length. Five master tapes were prepared on which the nine, three minute segments were randomly ordered.

The children were videotaped in a free-play setting which consisted of a small wading pool ten feet (3.05m) in diameter. There was approximately six inches (.15m) of water in the pool. A rubber hose with running water and a small round float were the only equipment in the pool. The pool was located in a large enclosed playground at The University of Tennessee Nursery School, Knoxville, Tennessee.

Prior to taping, all of the children were brought to the setting for two consecutive days to familiarize them with the setting and with each other. The children were supervised at all times by two teachers,

one from Lakeshore Mental Health Institute and one from The University of Tennessee Child Day Care Center. During the taping, children not being videotaped played on equipment in the playground under teacher supervision and outside the range of the camera.

The teachers viewed the videotape presentations at the Audio Visual Laboratory of Riverbend School, Lakeshore Mental Health Institute. The teachers viewed the tapes in groups of three. Each teacher was seated at a desk in full view of the monitor where the videotapes were shown.

Measurement

A six-point Likert-type rating scale was used in the study. The scale consisted of ten items. Items one, three, four, nine and ten were stated positively and items two, five, seven and eight were stated negatively (see Table 1). The items on the scale focused on overall appearance and behavior of targeted child, interaction with peers, patterns of play, and teacher and parent willingness to accept the targeted child into his/her classroom. The scale took approximately three minutes to complete. Teachers were asked to read each statement on the rating form and decide whether he/she agreed or disagreed with it. They then determined if they agreed or disagreed with the statement to a strong, moderate or slight degree and finally, marked the corresponding column (see Appendix A).

Reliability was assessed for the rating scale using Crombach's Alpha test for internal consistency. This test is used to determine the average correlation between each item score and the total score. The reliability coefficient was .83.

TABLE 1

STATEMENTS FOR ASSESSING TEACHER ATTITUDES TOWARD HANDICAPPED CHILDREN IN INTEGRATED SETTINGS

1.	This child behaved in a way I would expect a child of his/her age to comply.
2.	This child does not appear to comply with the rules established for this activity.
3.	This child plays well with other children.
4.	This child has a nice appearance.
5.	This child does not appear to function well without adult support.
6.	This child appears to be able to use most of the materials in this setting.
7.	This child is not likely to be accepted by other children.
8.	If additional observations of this child were available and revealed essentially the same skills depicted on the tape, I would be very reluctant to accept the child in my program.
9.	If what I just saw is representative of this child's skills, his/her learning would be advanced if she/he was placed in my classroom.
10.	The parents of the children in my classroom would not be concerned if this child was placed in my classroom.

Construct validity was assessed using a panel of judges approach (see Appendix B). Six people who had experience with integrated programs were used to assess validity. These people included two professors of special education at The University of Tennessee, two teachers, each with two years experience in integrated pre-school programs, and two parents of a handicapped child enrolled in a preschool, integrated program. All judges strongly agreed that the items on the rating scale did relate to teacher attitudes that were important for their acceptance of a behaviorally handicapped child in a regular education program. All judges strongly disagreed that there were other characteristics (not included on the teacher attitude scale) of a behaviorally handicapped child that were relevant to teacher acceptance of the child in a regular program and that could be determined by direct observation of the child in a free-play setting.

Procedures

The subjects were told they would be viewing videotaped segments of children at play. No mention was made of the fact that some children on the tapes were handicapped. Three regular education teachers and three special education teachers viewed each master tape. At the beginning of each videotaped segment the researcher identified the target child for the assembled teachers. At the end of each segment the teachers were given a ten-item rating scale and asked to rate the behavior of the target child. After all nine segments had been viewed and rated the teachers were asked to complete a brief fact sheet stating their degree of education, type of teacher (regular or special), years of teaching experience, type of children they teach, and their impressions of the children they had just viewed on tape.

Data Reduction

Teacher responses on the rating form were given the following numerical values: 6 = strongly agree, 5 = moderately agree, 4 - slightly agree, 3 = slightly disagree, 2 = moderately disagree, 1 = strongly disagree. The numerical values were reversed for items that were stated negatively. The mean of the ten rating scale items served as the unit of analysis in the present study.

Data Analysis

An analysis of variance with repeated measures was used to interpret the data. A significance level of .10 was selected as a criterion for use in the analysis. This level was selected because of the small sample size and because the research was highly exploratory. No research had been done previously which attempted to experimentally assess the relationship between teacher attitudes and the context of integrated programs.

CHAPTER IV

RESULTS

Analysis of Variance

The three-way analysis of interaction (teacher by child by context) was significant $F(4,112) = 2.23$, $P < .07$. When special education and regular education teachers' ratings were analyzed together, the results indicated that they were affected by the type of teacher, the individual child, and the context in which the child was observed.

The two-way interaction (context by child) was not significant for special education teachers, $F(4.112) = 1.22$, $P < .30$. Special education teachers' ratings of individual children were significantly different, $F(2,112) = 5.69$, $P < .004$, but the differences were not influenced by the context in which the child was observed. However, the two-way interaction (context by child) was significant for regular education teachers, $F(4,112) = 4.24$, $P < .003$. The mean ratings for child by context for regular and special education teachers are shown in Figure 1.

A one-way analysis of context for regular education teachers was not significant for child one, $F(2,28) = 1.73$, $P < .20$. Neither was context significant for child three, $F(2,28) = 2.37$, $P < .11$. However, context was significant for child two, $F(2,28) = 6.59$, $P < .005$. A one-way analysis of context for regular education teachers was significant for all three contexts: fully integrated, $F(2,28) = 5.10$, $P < .005$; partially integrated, $F(2,28) = 11.18$, $P < .0003$; and minimally integrated, $F(2,28) = 2.98$, $P < .07$. The results indicated

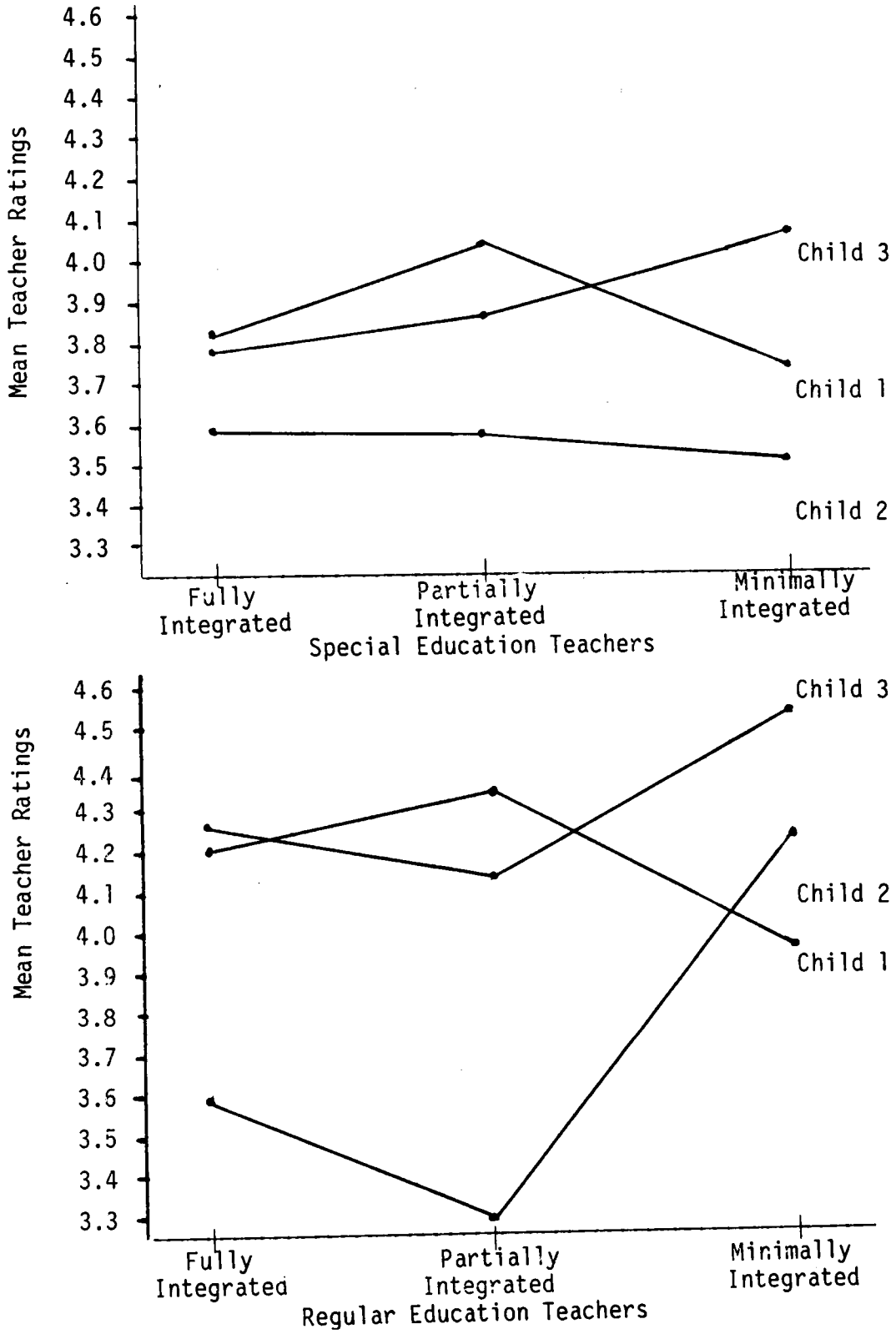

Figure 1. Mean Ratings of Child by Context Interaction for Regular Education and Special Education Teachers.

that, unlike special education teachers, regular education teachers ratings of certain children were influenced by the child ratios in the integrated settings.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Regular Education Teachers

The results indicate that regular education teachers' attitudes were influenced by the context in which a child was observed. The effect of the context, however, appeared to be dependent upon which child was being observed.

Child 2 was given more favorable attitude ratings in the minimally integrated context. Child 2 cried throughout most of the tapes and did not interact with peers. Regular education teachers' attitudes towards child 2 varied depending on the context in which she was observed.

Child 1 was rated less favorably by regular teachers in the minimally integrated setting than in the fully or partially integrated settings. This may indicate that when child 1 was in a minimally integrated setting he or the other children may have acted in some way that negatively influenced the teachers' attitudes toward him. Child 1 did interact with peers in the fully and partially integrated settings. There was very little opportunity for social interaction in the minimally integrated setting, thus a lack of peer interaction may have been a factor in influencing teachers' attitudes toward child 1 in the minimally integrated setting.

Child 3 was the highest functioning handicapped child in the study, academically and linquistically. However, the regular education teachers did not see the children in academic settings and the

internal microphones mounted in the camera did not provide very clear recordings of individual children talking. It was anticipated that child 3 would receive more favorable ratings in the more integrated settings. Perhaps regular education teachers perceived child 3 as less handicapped than the other children when viewed in the minimally integrated setting. This may account for the more favorable ratings that he received.

Special Education Teachers

Special education teachers attitudes were not influenced by the context in which they saw the children. The differences in their ratings depended on the child observed. Overall, the ratings of the special education teachers appeared to be lower for every child than were regular education teachers as Figure 1 illustrates. Special education teachers were apparently more responsive to the handicapping conditions of the three target children. The fact that special education teachers are trained to notice inappropriate behavior may have prepared them to respond to certain characteristics of the targeted children that went unnoticed by the regular teachers. For example, special education teachers may have recognized the self-stimulatory characteristics of the handicapped children while regular education teachers may have seen this behavior as appropriate water play.

Child 1 and child 3 were consistently rated more favorably than child 2 by the special education teachers. In the opinion of the researcher and the staff at Lakeshore Mental Health Institute, child 2 was the most handicapped child of the three target childten. Obviously some aspect of this child's behavior and/or the way that the

nonhandicapped children responded to this child affected the teachers' ratings. Exactly what aspects affected them cannot be determined from the results of the present study.

Because special education teachers appeared to rate all of the target children less favorably than the regular teachers rated them, future studies should seek to determine if the lower ratings were due to the childrens' behaviors or to a tendency on the part of special education teachers to rate all children less favorably, whether handicapped or not. Perhaps special education teachers are inclined to label certain behaviors inappropriate when they are not. The question also arises as to why special education teachers tended to assign lower ratings to children who are similar to those they have been trained to work with and are presently teaching.

It is not clear if the child's behavior in each setting changed depending on the various ratios or if the child's behavior actually remained the same and the child was viewed differently because of the way the other children behaved. Wahler (1969), Mischel (1968), and Wahler (1975) have found that a child's behavior is specific to the setting in which it occurs. A child apparently behaves quite differently depending upon the physical and social stimuli present in the setting. Perhaps the nonhandicapped children's behavior changed as more handicapped children were added to the setting, or perhaps the target children actually behaved differently in the different settings.

Limitations

One of the limitations of the present study was the free-play setting itself. Very few objects which may have elicited social

interaction were present in the setting. The few items in the setting were used almost exclusively by the more assertive children. Thus, many children did not have an opportunity to use play materials that pioniota social interactions.

Another limitation is related to the interpretation of results. Because of the exploratory nature of the study, certain variables that were not included in the analysis may have been important in influencing teachers' attitudes. Additional variables that could have influenced the results include teacher's educational level, age of teacher, years experience, and grade taught by teacher.

A third limitation was the type of handicapping condition used. Because all children used were free of any physical handicaps, teachers were not immediately aware of a handicapping condition. The results may have been different if the handicaps had been readily noticeable.

Implications and Suggestions for Future Research

The results indicate that regular education teachers' attitudes are influenced by the context in which a child is observed as well as the characteristics of the child observed. Special education teachers are only influenced by the characteristics of the child. More research is needed in this area to determine what specific social factors may influence teachers' attitudes toward handicapped children in integrated settings. It has been shown by the present study that context is an influence on teachers' attitudes. More research is needed to determine what is the ideal integrated context for maintaining positive teacher attitudes.

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APPENDICES

APPENDIX A

RATING FORM

PLEASE COMPLETE

1. Years of teaching experience:

2. What is your highest earned degree and in what area did you earn it?

3. What other degrees have you earned and in what area?

4. Type of class you teach?

5. Briefly describe the children enrolled in your classroom:

6. What are your general impressions about the children you saw on the videotape?

Directions: For each statement decide whether you agree or disagree. Then determine whether you agree or disagree to a strong, moderate, or slight extent with the statement.

	Agree			Disagree		
	STRONG	MODERATE	SLIGHT	STRONG	MODERATE	SLIGHT
1. This child behaved in a way I would expect a child of his/her age to behave.						
2. This child does not appear to comply with the rules established for this activity.						
3. This child plays well with other children.						
4. This child has a nice appearance.						
5. This child does not appear to function well without adult support.						
6. This child appears to be able to use most of the materials in this setting appropriately.						
7. This child is not likely to be accepted by other children.						
8. If additional observations of this child in different activities were available and revealed essentially the same skills depicted on the tape, I would be very reluctant to accept the child in my program.						
9. If what I just saw is representative of this child's skills, his/her learning would be advanced if s/he was placed in my classroom.						
10. The parents of the children in my classroom would not be concerned if this child was placed in my classroom.						

APPENDIX B

VALIDITY FORM

Please answer the three questions below. As you read each question, it is important to remember that the term "handicapped" refers to children who do not exhibit any obvious physical impairments, but who are delayed with respect to their cognitive, social and language development.

(1) Do the questions on the attached check list relate to teacher attitudes that are important for their acceptance of a behaviorally handicapped child in a regular education program?

Strongly Agree	Uncertain	Strongly Disagree

(2) Are there other characteristics of a behaviorally handicapped child that you think are relevant to teacher acceptance of that child into a regular program that can be determined by direct observation of the child in a free-play setting?

Strongly Agree	Uncertain	Strongly Disagree

(3) Are any of the above questions not relevant to teacher attitudes that are important for the acceptance of a handicapped child into a regular education program?

_____ Yes _____ No

If you mark yes, list the question(s) below and state why.

Directions: For each statement decide whether you agree or disagree. Then determine whether you agree or disagree to a strong, moderate, or slight extent with the statement.

	Agree			Disagree		
	STRONG	MODERATE	SLIGHT	STRONG	MODERATE	SLIGHT
1. This child behaved in a way I would expect a child of his/her age to behave.						
2. This child does not appear to comply with the rules established for this activity.						
3. This child plays well with other children.						
4. This child has a nice appearance.						
5. This child does not appear to function well without adult support.						
6. This child appears to be able to use most of the materials in this setting appropriately.						
7. This child is not likely to be accepted by other children.						
8. If additional observations of this child in different activities were available and revealed essentially the same skills depicted on the tape, I would be very reluctant to accept the child in my program.						
9. If what I just saw is representative of this child's skills, his/her learning would be advanced if s/he was placed in my classroom.						
10. The parents of the children in my classroom would not be concerned if this child was placed in my classroom.						

APPENDIX C

DESCRIPTIVE DATA

TABLE A-1. Means and Standard Deviations of Context by Child Interaction for Regular and Special Education Teachers

Context	Child 1	Child 2	Child 3
Special Education Teachers			
Fully Integrated			
$\bar{X}$	3.81	3.59	3.79
SD	.53	.57	.58
Partially Integrated			
$\bar{X}$	4.05	3.59	3.85
SD	.81	.54	.85
Minimally Integrated			
$\bar{X}$	3.75	3.54	4.09
SD	.61	.57	.63
Regular Education Teachers			
Fully Integrated			
$\bar{X}$	4.20	3.59	4.25
SD	1.10	1.02	1.21
Partially Integrated			
$\bar{X}$	4.36	3.33	4.13
SD	.98	1.08	1.04
Minimally Integrated			
$\bar{X}$	3.98	4.27	4.58
SD	1.14	.73	.81

APPENDIX D

TEACHER AND PARENT LETTER AND CONSENT FORM

I understand the following:

1. My child has been selected to participate in a study regarding teacher attitudes. The purpose of this study is to determine if variations in the number of handicapped to non-handicapped children in an early education setting will affect teacher attitudes toward a handicapped child.

2. The study will be conducted at The University of Tennessee Nursery School. This will require that my child be transported to and from the University Nursery School by a teacher in vehicles equipped with child restraint devices. My child will be protected by restraints at all times. In the event of an accident, either during transportation or at the University Nursery School, I understand that neither the teachers, The University of Tennessee, or Lakeshore Mental Health Institute will provide compensation.

3. My child will be videotaped with five other children, handicapped and non-handicapped, in a free-play setting at The University of Tennessee Nursery School. Two trained teachers will be present in the setting at all times. Prior to videotaping, my child will be taken by a teacher to The University Nursery School in order to familiarize him/her with the setting and the other children.

4. Nine three-minute videotapes of varying ratios of handicapped and non-handicapped children in a free-play setting will be shown to fifteen teachers of handicapped children and fifteen teachers of children in regular education classes. Each teacher will view and rate each of the tapes independently using a rating scale. The six-point scale will contain ten questions relating to the behavior of a particular handicapped child including interaction with peers, appearance, and patterns of play. The purpose of the scale is to assess teacher attitudes towards handicapped children. All videotapes will be destroyed after the study is completed.

5. No negative effects are expected to result from my child's participation in the project. This project may provide information helpful to educators who work in integrated educational programs for handicapped children.

6. I understand that the results of this study may be published in a professional journal. Student identity will be disguised in all publications.

7. I understand that my consent may be withdrawn by notifying the researchers. Such withdrawal from participation will not result in any penalty or prejudice to me or to my child.

8. Additional information regarding this research project may be obtained by contacting Dr. Vey M. Nordquist or Ms. Mary A. McEvoy, Child and Family Studies, The University of Tennessee, Knoxville, Tennessee 37916.

I, _____, freely consent to allow my child to participate in this project under the conditions stated above.

Signed: _____

Date: _____

Child's Name: _____

Project Director: _____

Dear Parent:

One of my graduate students, Mary McEvoy, recently developed a research proposal in the area of integrated early education programs for handicapped and nonhandicapped children. The proposal is one of a series of studies within Project SEARCH and has been approved by our department's Laboratory Advisory and Human Subjects Committee and also by the Human Subjects committee at The University of Tennessee and Lakeshore Mental Health Institute.

The purpose of our study is to evaluate the effects of different integration ratios of handicapped and nonhandicapped children on public school teachers' attitudes about individual handicapped children. Some educators who support the concept of integration believe that teachers are more likely to have positive attitudes about a handicapped child if they see his/her associating with nonhandicapped children, and thus judge his/her chances for success in public school more favorable. Mary's study was designed to examine this possibility.

Five autistic children from the preschool program at Lakeshore Mental Health Institute and five children from Golf Range are being asked to participate in the study. The children will be transported by their respective teachers to and from the University Nursery on August 7, 8 and 9. They will leave at 3:30 and return by 5:00. After arriving at the Nursery School on the first two days, the children will be encouraged to participate in free play activities for about 30 minutes under the supervision of Mary McEvoy (Mary is a licensed special education teacher) and Gina McIllwain. During this time it is hoped that the children will get to know one another and feel comfortable in the new setting. On the third day, the children will be divided sequentially into three groups that differ with respect to the ratio of handicapped to nonhandicapped children. One group will be comprised of one handicapped child and five nonhandicapped children; another will be comprised of three handicapped and three nonhandicapped children; the last group will be comprised of one nonhandicapped child and five handicapped children. Children who are not assigned to a particular group will play together outside under supervision while their peers remain indoors in a separated free play activity.

Once the composition of a group has been established and the children are playing together, the behavior of one handicapped child will be videotaped for three minutes. Then a second handicapped child and a third handicapped child will be videotaped while the ratio of the group remains constant. Eventually, three handicapped children will be videotaped in this manner in all three group conditions. When all nine videotapes have been recorded, the children will be returned to their respective programs. The videotapes, of course, will be used later to assess teachers' attitudes about handicapped children.

Your child is being selected to participate in the study because s/he has had considerable experience working with an autistic child and because it is our belief that s/he would find it quite easy to spend a little time with other children who have a similar handicap. The

potential risk to your child is extremely small, butthe possible gain in terms of information about the impact of integrated activities on public school teachers' attitudes toward individual handicapped children is great. Consequently, we hope you will give your approval by signing the enclosed informed Consent Form.

If you are not sure about giving your approval and you would like an opportunity to discuss certain aspects of the study with me, I will be happy to arrange a time to meet with you at your convenience. Simply inform one of the teachers at Golf Range and the arrangement will be made. If you agree to have your child participate, please give the signed Informed Consent Form to Korrel, Debbie, Becky, or Cyndy.

Thank you for your cooperation.

Sincerely,

Vey M. Nordquist, Ph.D.
Associate Professor

VMN/ml

Department of Child and Family Studies
The University of Tennessee, Knoxville
1206 White Avenue
Knoxville, TN 37916
October 28, 1980

Dear :

I am a graduate student at The University of Tennessee and am currently working on my thesis under the direction of Dr. Vey M. Nordquist, Associate Professor, Child and Family Studies. I am interested in assessing teacher reactions to various types of child play. In order to evaluate this, I have made 9 video tapes of children playing.

I am interested in finding 30 teachers who would be willing to observe these tapes and answer a questionnaire about each tape. The entire evaluation should take no more than one hour.

Dr. Robert Kronick has suggested that I contact you about the possibility of your viewing these tapes. If you, or any other teacher of kindergarten or primary age children that you know, would be interested in participating in this study I would appreciate it if you would contact me at 584-1561, ext. 7568 (work) or 525-5887 (home).

Sincerely,

Mary A. McEvoy

VITA

Mary Alice McEvoy was born in Knoxville, Tennessee on March 13, 1953. She attended elementary schools in Knoxville, Tennessee and was graduated from Bearden High School, Knoxville, Tennessee in 1971. She entered The University of Tennessee, Knoxville and in December 1974, she received a Bachelor of Science degree in Education with a major in Special Education. While working full time as a teacher-counselor at Riverbend School, Lakeshore Mental Health Institute, Knoxville, Tennessee, she pursued a graduate degree at The University of Tennessee, Knoxville. In June 1980 she received the Master of Science degree in Child and Family Studies.

She is a member of the National Society for Autistic Children, Tennessee State Society for Autistic Children, East Tennessee Society for Autistic Children and The Council for Exceptional Children. She is married to James Cloyd and they reside in Knoxville, Tennessee.