

AN ABSTRACT OF THE THESIS OF

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Title: CURRICULA USED WITH THE SEMI-DEPENDENT STUDENT AND  
THEIR AFFECT ON THE SUCCESS OF THE STUDENT

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This study was developed to review the different curricula that were being used in the semi-dependent classroom and the effects, if any, these curricula were having on the semi-dependent graduate. The study was further developed to see if there were any significant differences between the curricular areas being taught in these classrooms and the teachers' beliefs of the importance of these areas.

Twenty semi-dependent Kansas classroom teachers participated in the study. They were chosen on the basis of having graduates over the last two years and being willing to participate. Each teacher completed a questionnaire consisting of eight questions ranging from the location of their classroom to what their graduates were doing at the present time.

The data concerning the study were analyzed and tabulated. It was found that there was no significant difference in the curricula areas being taught in the

semi-dependent classroom and the teachers' beliefs on which of these areas were important.

Also discovered was the fact that there was no significant difference in the success of the semi-dependent graduate as measured by the curricula being used.

With both the fundamentals and the life time skills curricula, it was found that most of the graduates are living at home and are either in sheltered workshops or are without any outside employment.

Many teachers and professional persons could gain valuable knowledge from this study. It shows that most teachers in the field have the same beliefs regarding the areas of importance in teaching the semi-dependent, but that there are different philosophies in what areas are of most importance. It also shows that the curricula being used in the semi-dependent classrooms are not having much effect on the success of the graduates. If common beliefs and philosophies can be discovered, then actions can be taken to improve the development of a curriculum which would most benefit the semi-dependent student.

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SUCCESS OF THE STUDENT

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## Chapter 1

### INTRODUCTION

The objective of this chapter is to present information pertaining to the relationship of curricula used in semi-dependent classrooms and the effect these curricula have on the semi-dependent graduates. Discussion also includes the need and importance of this study as well as the actual statement of the problems, the purpose, the null hypotheses, and the assumptions of the study. Variables apparent in the study and definitions of unfamiliar terms are described and contained in this chapter.

### THEORETICAL FORMULATION

In recent years, many new public school programs have been developed for semi-dependent students. Since a large quantity of these have been developed, the next step, according to Litton, is to improve the quality of these programs.<sup>1</sup> It is out of this concern and action of the present century that has led investigators to search for the curriculum that would best meet the semi-dependent's needs that would allow him to be successful in today's society.

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<sup>1</sup>Freddie W. Litton, Education of the TMR. Curriculum Methods, Materials (St. Louis, Missouri: The C. V. Mosby Company, 1978), p. 34.

Studies in this area have been somewhat neglected because of the immense amount of time spent in setting up new school programs and because of the lack of follow up studies in this area.

Van Osdel has viewed that the planning of curriculum for the semi-dependent and its effect on success rates has changed immensely over the years.<sup>2</sup> What curriculum areas are important in the semi-dependent classroom? What effect, if any, are the different curricula having on the success of the graduate? Therefore, the increasingly persistent need arises to discover the need for certain curricular areas and to see if the public school programs in existence are providing the graduates with the opportunity for success. There are various types of curricula being used in the classrooms and thus, it is imperative that these curricula be studied and reviewed.

#### THE PROBLEM

Curricula used in the semi-dependent classroom may vary from school district to school district and from teacher to teacher. Parents of the semi-dependent still seem to request a fundamentals curriculum whereas the new Kansas Plan is initiating the life time skills curriculum which gives the teacher the choice of which of the curricula to use in the program. What curricula areas are being emphasized?

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<sup>2</sup>Bob Van Osdel, Special Education (Dubuque, Iowa: Kendal/Hunt Publishing Company, 1976), p. 52.

Do these areas coincide with the teacher's beliefs as to what is important? Are the curricula meeting the needs of the students? What effects do the curricula have on the semi-dependent individual who has completed a public school program? Does a fundamentals curriculum have a more positive effect on the individual than a life time skills curriculum?

These questions are some that have been developed from the need for continuing research in the area of curricula and the effects that they have had on the semi-dependent individual who has completed a public school program.

In order to resolve these questions, surveys were conducted in the different school districts. Using this as a basis, semi-dependent teachers were questioned to determine what curricula areas they have taught, the curricula areas they saw as important, and if their curriculum had significant influence on the success of the semi-dependent graduates.

#### Statement of the Problems

Is there a significant difference in the success of a semi-dependent individual who has completed a public school program as measured by the curricula that were used?

Is there a significant difference in the curricular areas that are being taught by the semi-dependent classroom teacher and the beliefs regarding the areas of importance?

### Statement of Hypotheses (Null Form)

There is no significant difference in the success of a semi-dependent individual who has completed a public school program as measured by the curricula that were used.

There is no significant difference in the curricular areas that are being taught by the semi-dependent classroom teacher and the beliefs regarding the areas of importance.

### Assumptions of the Study

Basic assumptions concerning this study have been made. These assumptions need to be described and clarified for the reader to fully understand the intent of this research.

1. The districts being surveyed in this study represented widespread geographical locations in the state of Kansas.

2. These districts all possessed semi-dependent individuals who have completed public school programs in the last two years and therefore could be questioned concerning this population.

3. The success of the semi-dependent individual can be measured through a questionnaire designed for this study.

4. The respondents honestly answered the questionnaire and returned it for tabulation.

### Purpose of the Study

The purpose of this study was to determine if the curricular areas that were being taught in the semi-dependent classrooms compared with what the teachers' beliefs were on the areas of importance. It was further desired to discover the success of the semi-dependent individuals who had completed public school programs. The results of this study should indicate how these curricula affected the success of the semi-dependent individuals who completed the public school programs.

## DEFINITION OF TERMS

A layman will not be able to interpret this study unless various terms and definitions are clarified. Therefore, several terms are defined so that readability and interpretation will be simplified.

### Success

The student is living at home or in a sheltered environment while being employed in some type of gainful work experience. The work experience can be in a sheltered workshop, or part-time or full-time employment on a community based job.

### Semi-Dependent

The semi-dependent child usually has an IQ range of approximately 35-55. More important than IQ is the functioning level. These individuals are capable of learning only very limited academic fundamentals. However, much can be accomplished through programs of training in self-care and simple vocational skills.<sup>3</sup>

### Semi-Dependent Classroom

A classroom equipped to teach the semi-dependent students. There is usually no other type of student in the room. The Kansas Plan for the 1979 fiscal year states that

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<sup>3</sup>Herbert J. Grossman, Manual of Terminology and Classification in Mental Retardation (Baltimore, Maryland: Garamond/Pridemark Press, 1973) pp. 121-164.

program units for semi-dependent shall be housed either within a regular education facility with learners of comparable physical size, in separate housing with access to interaction with normal peers to permit normalization experiences, or within a complex that includes a sheltered workshop.

### Curricula

The curricula used in the semi-dependent classroom may vary, but emphasis is usually placed on one of the following curricula.

1. Fundamentals Curriculum: There is a major emphasis placed on the skills of reading, math, arts and crafts, and writing. Less emphasis is placed on economic usefulness skills, communication skills, self-care skills, perceptual-motor skills, social skills, and work skills.

2. Life Time Skills Curriculum: There is major emphasis placed on economic usefulness skills, self-care skills, communication skills, perceptual-motor skills, social skills, and work skills. Less emphasis is placed on the fundamentals skills of reading, math, arts and crafts, and writing.

### LIMITATIONS OF THE STUDY

Various limitations have been placed on this study. The major limitation dealt with the representation of the different school districts involved. All semi-dependent

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<sup>4</sup>Kansas State Department of Education. Kansas Plan For Special Education for Fiscal Year 1979. (1978), pp. 103-112.

classrooms were contacted for the study but only those who had graduates over the last two years were eligible to participate. It is hoped that a correct representation of all semi-dependent classrooms was involved.

Another limitation was the questionnaire itself. Teachers were expected to answer honestly and to the best of their ability. But, there were no controls so some people may not have done so. Thus, the questionnaire was limited to the extent that participants needed to respond honestly.

Still another limitation was the fact that the study only covered a two year span. Many semi-dependent students have graduated from public school programs but because of a lack of follow up on the students, it was impractical to include these students in the study.



## Chapter 2

### REVIEW OF RELATED LITERATURE

The purpose of this chapter was to present all material that deals with the curricula for the semi-dependent and how it had affected the success of these students. Very little research has been done on current curricula therefore most of the literature found dealt with the history of the development of curricula for the retarded.

### EARLY CURRICULA

"The choice of curriculum reflects a conscious attempt at enculturation and induction of individuals into society."<sup>5</sup> The values of any society are transferred from one generation to the next. The sequential order of experiences that are incorporated into this transfer process is curriculum, and its ultimate goal according to Burton (1976) is usually a productive and responsible adult.<sup>6</sup>

The interpretation of curricula for the normal members of the society has had the commonality of purpose in educational direction and objectives for adult living. However, the curricula for the semi-dependent has been a major

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<sup>5</sup>Thomas A. Burton, The Trainable Mentally Retarded (Columbus, Ohio: Charles E. Merrill Publishing Company, 1976, p. 105.

<sup>6</sup>Ibid.

problem throughout history. Attempts at resolving the problem dates back to the early part of the nineteenth century when scientists began designing a specific curriculum which would introduce the semi-dependent into society.

Kirk, in Stevens and Héber (1964) reviewed historical curricular approaches for the semi-dependent and found that early efforts in education were directed at curing or alleviating the disability.<sup>7</sup> Itard and Seguin, both fathers in the education of the retarded, felt that training of the senses would influence the central nervous system and aid in the development of the retarded.<sup>8</sup> Even though both of them were faced with failure, Itard's work with Victor, the Wild Boy of Aveyron, has been regarded as the first scientific or systematic approach toward the structuring of a curriculum for the training of the retarded<sup>9</sup> and Seguin's approach of working with the whole child rather than with parts is now one of the foundations on which all education rests.<sup>10</sup>

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<sup>7</sup>Bob Van Osdel, Special Education (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976) pp. 52-55.

<sup>8</sup>Ibid.

<sup>9</sup>Thomas A. Burton, The Trainable Mentally Retarded (Columbus, Ohio: Charles E. Merrill Publishing Company, 1975) p. 105.

<sup>10</sup>Ibid.

During the latter part of the nineteenth century, the training of the retarded gradually turned from a medical problem to a more educational program designed for the preparation of the retarded for living in society.<sup>11</sup> Three people who had great influence in this area at this time were Montessori, Decroly, and Descoeurdes. They had accepted the fact that retardation was essentially incurable; therefore, their program aims were concerned with remediation.<sup>12</sup> They placed greater stress on motivation, gratification, and intellectual and moral discrimination through active learning with concrete objects. The sensory-motor experiences were later complemented with training in self-care and vocational pursuits.<sup>13</sup>

1920's, 1930's, 1940's

Even though Montessori, Decroly, and Descoeurdes had made great strides with this population of people, the more severely retarded were still retained in the institutions. It was at this time that society gave up. It had tried and failed. The institutions became the locus of programs for the semi-dependent, and programs became curricula of containment. It was during this time

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<sup>11</sup>Oliver P. Kolstoe, Mental Retardation An Educational Viewpoint (New York, New York: Holt, Rinehart, and Winston, Inc., 1978) pp. 131-181.

<sup>12</sup>Burton, loc. cit.

<sup>13</sup>Ibid.

of abandonment that the parents were faced with the responsibility of training their children. They joined together to start programs, but because of being uninformed and untrained, the programs were usually of an academic structure. Efforts were intensified to normalize the students. Even when parent pressure was successful at obtaining a room in a public school, the curriculum was still of an educational nature for lack of any other curricular alternative.<sup>14</sup> These types of programs continued up until the 1950's.

#### 1950's

The 1950's was a very controversial period for curricula planning for the semi-dependent. Many educators found that a program for these students needed to be something other than a traditional school program. Wirtz indicated that "programs which are not academic in nature have not been viewed by school administrators as a legitimate function of the public schools."<sup>15</sup> But by mid 1950, laws were passed that mandated more and more programs for the semi-dependent in the public schools. The curricula

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<sup>14</sup>E. E. Doll, "Trends and Problems in the Education of the Mentally Retarded," American Journal of Mental Deficiency, (1967), pp. 175-183.

<sup>15</sup>M. A. Wirtz, "The Development of Current Thinking about Facilities for the Severely Mentally Retarded," American Journal of Mental Deficiency, No. 2, (1956), pp. 499.

were not all of an academic nature. The new curricula were frequently defined in terms of training in physical needs, coordination, independent skills, social skills, colors, and speech. The academics were limited to number concepts such as counting and telling time, language arts, reading simple material, writing names, and making simple sentences.<sup>16</sup>

Other examples of curricula during this time completely divested themselves of academics and focused upon a program designed to assist the semi-dependent in achieving happiness, living as effectively as possible in a group, and developing as much independence as possible.<sup>17</sup>

The one curriculum that epitomized the thrust in public school programs at this time was the Illinois Curriculum. The objectives of this model curriculum centered on three areas: (1) self-care, (2) social adjustment, and (3) economic usefulness. It was strictly non-academic.<sup>18</sup>

Although lacking in resolution, the 1950's was the decade for the non-academic curriculum. Great progress was being made toward a better understanding of the needs and

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<sup>16</sup>V. A. Ingram and C. E. Popp, "A Public School Program for the Severely Mentally Handicapped Child," American Journal of Mental Deficiency, (1955), pp. 285-290.

<sup>17</sup>L. Rosenzweig, "Report of A School Program For Trainable Mentally Retarded Children," American Journal of Mental Deficiency, (1954, 59), pp. 181-205.

<sup>18</sup>B. B. Baumgartner, A Curriculum Guide for Teachers of Trainable Mentally Handicapped Children (Springfield, Illinois: Superintendent of Public Instruction, 1955).

capabilities of the semi-dependent, but these efforts were focused primarily on the immediate needs of the semi-dependent in adjusting to their environment. However, by the close of the decade, research by McCow and Williams was beginning to indicate that the parents were unhappy and dissatisfied with their children's progress in the existing programs.<sup>19</sup> The most devastating of all were the follow up studies that indicated that the existing programs were of little or no benefit to the semi-dependent and the program had not had a significant impact on their circumstances.<sup>20</sup> Parents, along with educators, began pressing for a more academic curriculum which resulted in a curricular focus on an increase in the cognitive abilities of the semi-dependent population.

#### 1960's

By 1960, the semi-dependent had become an integral part of the public school program. Various curriculum guides were developed or revised during this period, and the focus of these programs ranged from an emphasis on academics to an emphasis on adjustment.

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<sup>19</sup>W. R. McCow, "A Curriculum for the Severely Mentally Retarded" American Journal of Mental Deficiency, (1958), pp. 616-621.

<sup>20</sup>J. V. Hottel, An Evaluation of the Tennessee Day Class Program for the Retarded (Trainable Children) (Nashville, Tennessee: George Peabody College for Teachers, (1958)).

Hudson reviewed various programs and curricula and identified fifteen major areas of instruction that existed in training programs. The rank order of these areas according to amount of emphasis in the program was: (1) language development, (2) motor development, (3) mental development, (4) sensory training, (5) music, (6) health, (7) social studies, (8) arithmetic, (9) self-help, (10) occupational education, (11) socialization, (12) arts and crafts, (13) dramatization, (14) social concepts, and (15) practical arts.<sup>21</sup>

Later research (Warren) indicated the questionable nature of an academic curriculum, but its presence continued to emerge in the training curriculum as a note of respectability in the program and to pacify the parents and educators.<sup>22</sup>

The 1960's witnessed a continued increase in programs for the semi-dependent, but the issue of curriculum was not yet solved. Guskin and Spicker attributed the failure of special education for the semi-dependent at the end of this decade, to be the result of inadequate curriculum. Professionals continued to plead for curriculum development as a top priority, along with the emphasis being

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<sup>21</sup>Burton, loc. cit.

<sup>22</sup>Burton, loc. cit.

directed away from the academic orientation but the controversy continued over what the curriculum should have been.<sup>23</sup>

#### CURRENT CURRICULA

The early 1970's brought about many new public school programs for the semi-dependent students, but a uniform curriculum still remained unseen. The development of curriculum has been difficult in the area of the semi-dependent because teaching this particular population has been such a complex task and because of the limited knowledge of the unique circumstances of the semi-dependent and their needs for the future. The 1970's have brought about many new approaches, all of which were hoped to have been the answer to this problem.

One of the first approaches of the 1970's was the behavioral approach to instruction. It was concerned with the analysis of a task, the specific behavioral objectives contained in the task, and direction of a child in reaching the objectives.<sup>24</sup> Minor emphasis, in this approach, was placed on discovering abilities or disabilities within the child, while major emphasis was on defining and measuring specific educational tasks to be taught. Ray Foster's Camelot Behavioral Check-list was an example of this

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<sup>23</sup>S. L. Guskin and H. H. Spicker, "Educational Research in Mental Retardation," International Review of Research in Mental Retardation Volume 3 (New York, New York: Academic Press, 1968).

<sup>24</sup>Burton, loc. cit.



approach. Each skill was broken down into specific steps going from the least difficult to the most difficult. The program was designed so that the child learns one concept at a time. The success of the child was then measured by whether or not he has met the criteria specified by the objectives.

This alternative to traditional approaches in teaching the semi-dependent student offered a means by which teachers could be systematic in their approach and could objectively determine the students' learning gains.

Another approach to the teaching of the semi-dependent was clinical-prescriptive teaching. The goal of this approach was to tailor learning experiences to the unique needs of an individual child.<sup>25</sup> It relied on extensive diagnosis, an educational prescription written from the diagnosis, and continuous evaluation and modification. Two advantages of this approach, noted by Lerner were: (1) the concept could be applied to teaching individual children or small groups, and (2) it could be used in a variety of organizational patterns.<sup>26</sup>

The clinical prescriptive approach had an impact on current semi-dependent programs. The Individual Education Plan, a requirement of Public Law 94-142, was based on the concept of clinical-prescriptive teaching and has proved

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<sup>25</sup>Ibid.

<sup>26</sup>Ibid.

to have been very beneficial to both the teacher and the student.

A third approach that was introduced in the early 1970's was Competency-Based Instruction. This type of curriculum required that specific behavioral objectives be defined, activities were to be provided to meet the stated objectives, and proficiency assessment follows instruction. A competency-based program has had the advantages of requiring teachers to finitely define what it was and how they wanted to have taught a child, and it objectively determined if the stated goals had been met.<sup>27</sup>

Current literature has shown that the curriculum for the semi-dependent student has turned toward a more pre-vocational approach. The Kansas Plan has attributed this emphasis change to attitudinal changes in society and the realization that these individuals have had the capability of becoming more involved in a multiplicity of environmental settings but have just gone unnoticed.<sup>28</sup> In essence the rationale for this curriculum has been directed towards an ultimate adult performance that has been compatible with the ethic of the society in which the semi-dependent live. Consequently, the curriculum experiences have been organized in such a way as to have insured that a greater number, after training, would perform at a given level.

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<sup>27</sup>Ibid.

<sup>28</sup>Kansas Plan, loc. cit.

What has been a neglected component of any of the curricula discussed, has been the maximization of individual potential. The focus on adult productivity has often ignored the fact that some members would neither be "adults" nor productive. Society has not been able to come to complete agreement on the direction or appropriateness of the semi-dependent curriculum or what it could mean in terms of adult potential.

A reflection of the past could be the solution of 150 years of dilemma in curriculum for the semi-dependent. Since 1950, researchers have struggled for the "new curriculum" without gaining the perspective from their predecessors' experiences. Thus a step forward in the development of appropriate objectives and curriculum would be to have looked backward at early failures. The past provided the curriculum, the present has provided the process.<sup>29</sup> The educational thrust of the past and the present has represented failure not because the curricula were inappropriate, but because it was designed to pacify others without any consideration of what was best for the semi-dependent. Perhaps, then, the structure of past curricula, coupled with current knowledge and technology could hold the answer to the dilemma of appropriate objectives for a curriculum which would help to insure the best quality of life for the semi-dependent.

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<sup>29</sup>Burton, loc. cit.

## Chapter 3

### METHODS AND PROCEDURES

Discussed in this chapter are the methods and procedures used to investigate the curricula that were used in the semi-dependent classrooms and their effect on the semi-dependent graduate. The population involved and the sampling procedures utilized are also described. A discussion is also included on the questionnaire and its development, the design of the study, the collection of the data, and a description on the methods that were used for the statistical analysis of the data have been included in this chapter.

#### POPULATION AND SAMPLING

The population to be sampled included all secondary public school classrooms in the State of Kansas for the semi-dependent as defined by the State Department of Education. These classes were located by using the State Department list (Appendix A) of approved semi-dependent classes for the 1978-79 school year.

According to the report, there were fifty-one classrooms for the 1978-79 school year. The number used in this study was twenty which represents a fair proportion of the population. The other classrooms were excluded after the initial questionnaire (Appendix B) due to the fact that there were not any graduates from those programs over the

last two years. Within these twenty classrooms there were approximately 125 students who had graduated over the last two years. This number was also used in the study.

The sample was limited to the public school classes due to the fact that very little research had been done with this population concerning the effectiveness of their programs. It was further limited to this population due to the fact that because of Public Law 94-142, the public schools were to provide services that were needed for the semi-dependent, and it was important to see if these needs were being met. The sample was restricted to a two year period because it was determined to be a sufficient time span to allow the students to become successful. Also, by restricting it to this time span, it was felt that this would help in eliminating randomly followed up students that could be atypical, in their situation, of the group.

The results from this sample were obtained and tabulated.

#### INSTRUMENTATION

The questionnaire (Appendix C) was designed to obtain information concerning the curricula being used in the semi-dependent classroom. A total of eight questions divided into three parts was compiled for the survey. The composition of the questions included the location of the classroom, the amount of time spent on the eight curricula areas, the teachers' beliefs of the importance of these curricula areas,

and the success of the semi-dependent graduate. The persons completing the survey were asked first to identify the location of their classroom. A choice of possible answers was provided. Even though Part One of the questionnaire had nothing to do with the stated hypotheses, it was important to see if the individual programs were meeting the requirements of the Kansas Plan concerning the location of semi-dependent classrooms. The data compiled showed that of the twenty schools surveyed, five were located in a regular elementary school, two were located in a regular junior high, three were in a regular senior high, two were in "other," and nine were located in their own facility. Of the nine in their own facility, six of the teachers stated that their students had access to normal peers on a daily basis. This was usually during lunch or through volunteers who worked with the students. The two "others" were in their own building but were connected with a public school facility.

Part Two of the questionnaire was divided into three questions. The first question dealt with the amount of time the students spent in attendance at school each day. This was included in the survey so as to see how many of the semi-dependent classes were meeting the Kansas Plan's requirement of a 360 minute school day. It was included also to see how the total amount of time spent in school each day compared with the total amount of time spent on the eight curricula areas that were involved in question number five. The results showed that the amount of time spent in

the semi-dependent class ranged from 365 minutes to 545 minutes per day. All of the classes did meet the 360 minute requirement.

For the second question in Part Two, eight curricula areas, which according to Litton are common to most semi-dependent programs, were listed and defined.<sup>30</sup> The teachers surveyed were asked to check which of these areas they taught and then to estimate the amount of time they spent teaching these particular areas each day.

For the last question, the person completing the survey was asked to rate each of the eight areas as to his/her belief on the importance of that area in the semi-dependent classroom. The Likert procedure was used for answering this particular question. It was set up on a five point rating scale with (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree.

Part Three consisted of two questions. In the first one, the teacher was asked to place each of the graduates in one of the ten categories that were listed on the questionnaire. The categories that were listed ranged from living outside the home with full-time employment to being institutionalized.

The last question consisted of the teacher approximating the amount of money each graduate made who was employed. This question related to the study in that employment of some type had become the ultimate goal of the

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<sup>30</sup>Litton, loc. cit.

public school programs for the semi-dependent. The results showed that the pay ranged from \$.33 per hour to \$5.00 per hour with most students making the minimum wage or below. The survey contained questions of many varied aspects of what actually takes place in the semi-dependent program.

#### DESIGN OF THE STUDY

This study was designed to determine if the curricular areas that were being taught in the semi-dependent classrooms compared with what the teachers' beliefs were on the areas of importance. It was further desired to discover the success of the semi-dependent individuals who had completed public school programs. On this basis, the results could possibly serve to provide information on the importance of devising curricula that would be beneficial to the semi-dependent population and to assist in the creation of a follow up system.

#### DATA COLLECTION

An initial questionnaire was sent to all semi-dependent classrooms in the state of Kansas to ask if they had had graduates in the last two years and, if so, were they willing to participate in the study. The results which were collected and tabulated at that time showed that twenty semi-dependent classrooms were able to participate.



The second survey was then sent in late February, 1979 to the twenty teachers who agreed to help. Since the questionnaire consisted of eight items, the time allowed for completion was 10-14 days. The surveys were then sent back for analysis.

#### DATA ANALYSIS

For the analysis of the data, two different statistical tools were used. The  $\chi^2$  (chi-square) tool was used for the first hypothesis and the Fisher Exact Probability Test was used for the second one.

#### Chi-square ( $\chi^2$ )

One of the most powerful nonparametric tools is the chi-square test. The value of chi-square is figured on the basis of the number of responses (observed frequencies) compared to the value of the number of expected responses (expected frequencies). From this analysis of data, chi-square can be used to determine if there is a significant relationship between the two types of curricula and the success of the semi-dependent graduate.

The formula<sup>31</sup> used for figuring the value of chi-square was:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

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<sup>31</sup>N. M. Downie & R. W. Heath, Basic Statistical Methods (New York: Harper and Row, Publishers, 1974) p. 188.

where,  $\Sigma$  = summation operator

O = observed frequencies

E = expected frequencies

The observed frequencies (O) are based on the total number of graduates in each category. The expected frequencies (E) for each cell are figured by the row sums multiplied by the column sums, then divided by the total number of respondents (N), or  $E = (\text{row sum}) (\text{Column sum})/N$ .

A chi-square table must be used in testing the first null hypothesis against the value obtained for chi-square. The degrees of freedom must be considered when using a chi-square table. The degrees of freedom are figured by taking columns minus one, or,  $df = (r-1) (k-1)$ .

For this research, .05 level of significance was chosen to test the null hypothesis. The sample fact, or the test statistic, was interpreted by whether it fell into the established critical region or not. Thus, if the calculated value of chi-square was larger than or equal to the tabled value of chi-square at the .05 level of significance, chances were ninety-five out of one hundred the large calculated chi-square value was not due to just sampling error. If the obtained value of chi-square was larger than the expected, the null hypothesis warranted rejection.

### Fisher Exact Probability

The Fisher Exact Probability Test is an extremely useful nonparametric tool for analyzing data when the two

independent samples are small in size. It is used when the scores from two independent random samples all fall into one or the other of two mutually exclusive classes.

The formula<sup>32</sup> used for figuring the exact probability was:

$$p = \frac{(A+B)! (C+D)! (A+C)! (B+D)!}{N! A! B! C! D!}$$

where p = probability

A,B,C,D = frequencies

N = total number of independent observations

! = factorial

The exact probability of the observed occurrence is found by taking the ratio of the product of the factorials of the four marginal totals to the product of the cell frequencies multiplied by N factorial.

For this research, .05 level of significance was chosen to test the null hypothesis. The sample fact, or the test statistic, was interpreted by whether or not it fell below the .05 significance. If the probability is smaller than the .05 significance, then rejection of the null hypothesis is warranted.

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<sup>32</sup>Sidney Siegel, Nonparametric Statistics For the Behavioral Sciences. (New York: McGraw-Hill Books Company, 1956), pp. 96-104.

## Chapter 4

### ANALYSIS OF DATA

Presented in this chapter is the conclusive data that were compiled and tabulated from the questionnaire. The data included pertain only to those questions directly related to the study itself.

Presented in this chapter is the conclusive data in relation to the curricula being used in the semi-dependent classroom and the success of the semi-dependent individual. The data included pertain only to those questions directly related to the study itself. For better understanding of the data two divisions, the analysis of the respondents and the statistical analysis of the data, have been selected.

### RESPONSE ANALYSIS

A total of twenty questionnaires were distributed to semi-dependent classroom teachers throughout the State of Kansas. All twenty of the surveys were collected for a 100 percent return. A follow up attempt was made in one school district in order to secure a more complete questionnaire than was originally returned. The attempt included further instructions which assisted the teacher in its completion.

The teachers who participated in the study had classrooms in the following school districts: ANW Special Education Cooperative, Atchison-Jefferson Educational Cooperative, Atwood, Concordia, El Dorado, Emporia, High Plains, Kansas City, Lawrence, McPhearson, Olathe, Ottawa, Pittsburg, Reno County, Santa Fe Trail, Shawnee Mission, South Central Special Education Cooperative, Topeka, Tri-County, and Winfield. It can be seen that a wide range of district sizes and locations were involved.

From the ANW Special Education Cooperative there were two graduates for .016 percent of all the graduates. The Atchison-Jefferson Educational Cooperative had three graduates for a .024 percent. In Concordia, there were three graduates for a .025 percent of the graduates. El Dorado had five graduates for a .04 percent. Emporia graduated seven for .056 percent of all the graduates. In High Plains, there were fifteen graduates for .12 percent of the graduates. In Lawrence, there were ten graduates for .08 percent of all the graduates. McPhearson and Olathe both graduated one student for a .008 percent. Pittsburg had four graduates for a .032 percent. There were nine graduates from Reno County for a .072 percent of all the graduates. Santa Fe Trail graduated four students for a .032 percent. Shawnee Mission had three graduates for .024 percent. The South Central Special Education Cooperative also had three graduates for a .024 percent of the graduates.

Topeka had thirteen graduates for .10 percent of the graduates. Tri-County had two graduates and Winfield had one for a .016 and .008 percent respectively of all the graduates. A summary of these percentages according to each location is shown by the Table appearing on page 31, Table 1.

### STATISTICAL ANALYSIS

In analyzing the responses from the questionnaire, the Chi-square ( $x^2$ ) was used to test the first hypothesis, and the Fisher Exact Probability Test was used for the second hypothesis.

#### Success of the Semi-Dependent Graduate

The chi-square test was utilized to determine if the curricula being used in the semi-dependent classroom were having a significant effect on the success of the semi-dependent graduate.

For this, some basic information has been explained, so that the interpretation of the results could be better understood. Each of the twenty classrooms involved in the study were labeled as to having either a fundamentals curriculum or a life time skills curriculum. These results were found by adding the total amounts of time that were spent emphasizing the academics and less time on the other areas, then the curriculum was labeled fundamentals. If more time were spent on economic usefulness and work skills

Table 1  
Classroom Selection, Number of Graduates,  
And Percentage of All Graduates

Classroom Selection	Number of Graduates	Percent of All Graduates
ANW Special Education Cooperative	2	.016
Atchison-Jefferson	3	.024
Atwood	9	.072
Concordia	3	.024
El Dorado	5	.04
Emporia	7	.056
High Plains	15	.12
Kansas City	25	.20
Lawrence	10	.08
McPhearson	1	.008
Olathe	1	.008
Ottawa	5	.04
Pittsburg	4	.032
Reno County	9	.072
Santa Fe Trail	4	.032
Shawnee Mission	3	.024
South Central Special Education Cooperative	3	.024
Topeka	13	.10
Tri-County	2	.016
Winfield	1	.008
<b>Total</b>	<b>125</b>	<b>100%</b>

and less emphasis was placed on academics, then the curriculum was labeled life time skills.

The categories in which the graduates were placed were taken from question 7 on the survey (Appendix C). Some of the areas were combined as to the levels of success. Letter "J," institutionalized, was excluded from the results, as this was not seen as a level of success. A total of three of the 125 graduates were institutionalized.

For the chi-square, each graduate was categorized according to his/her level of success and from the type of curriculum that had been used in his/her particular class. The chi-square table of observed and expected frequencies has been shown in Table 2 appearing on page 33.

A chi-square value of 8.84 was calculated from the statistical analysis of this part of the questionnaire. Using four degrees of freedom ( $df = 4$ ), the tabled value of  $\chi^2 \geq 9.49$  was needed to reject the null hypothesis at the .05 level of significance. Because the obtained chi-square value was less than the tabled value, the null hypothesis was retained.

The observed frequencies and the expected frequencies did not differ very much. Therefore, there was not a significant relationship between the independent variable (success of the semi-dependent graduate) and the dependent variable, in this case the two curricula.



Table 2  
 Chi-square Values Of Success Of  
 Semi-dependent Graduates As  
 Measured By Fundamentals  
 And Life Time Skills Curricula

Fundamentals Curriculum	Life Time Skills Curriculum	
8.8* 8**	17.1* 18**	Living at home with no outside employment
16.7* 11**	32.2* 38**	Living at home with attendance at a sheltered workshop
8.5* 11**	16.5* 14**	Living at home with some type of outside employment
7.5* 12**	14.5* 10**	Living outside the home with attendance at a sheltered workshop
.34* 0**	.66* 1**	Living outside the home with some type of outside employment

\*E = expected frequencies

$\chi^2 = 8.84$

\*\*O = observed frequencies

df = 4

Area Being Taught and the Teachers' Beliefs of Importance of Area

The Fisher Exact Probability test was used to determine if a significant relationship existed between the curricular areas being taught in the semi-dependent classroom and the teachers' belief of which of these areas are important.

For this, each of the eight curricular areas was calculated and tabled as to teachers' beliefs on its importance. It must be noted here that if the teacher answered this question with a "strong agree" or an "agree," then it was considered a "Yes" for belief. If the teacher answered "undecided," "disagree," or "strongly disagree," then it was considered a "no" for belief. The Fisher Exact Probability table of observed occurrences and probability is shown in Tables 3-10.

Table 3  
Self-Care  
Fisher Exact Probability Value

		Beliefs	
		Yes	No
Curriculum Area Taught	Yes	19	0
	No	1	0

Probability = 1

Table 4

Basic Communications  
Fisher Exact Probability Value

Beliefs

		Yes	No
Curriculum Area Taught	Yes	17	0
	No	3	0

Probability = 1

Table 5

Social Skills  
Fisher Exact Probability Value

Beliefs

		Yes	No
Curriculum Area Taught	Yes	19	0
	No	1	0

Probability = 1

Table 6  
 Academics  
 Fisher Exact Probability Value

		Beliefs	
		Yes	No
Curriculum Area Taught	Yes	18	2
	No	0	0

Probability = 1

Table 7  
 Recreation and Leisure  
 Fisher Exact Probability Value

		Beliefs	
		Yes	No
Curriculum Area Taught	Yes	19	0
	No	1	0

Probability = 1

Table 8

Perceptual Motor and Physical Education  
Fisher Exact Probability Value

Beliefs

		Yes	No
Curriculum Area Taught	Yes	19	1
	No	0	0

Probability = 1

Table 9

Economic Usefulness  
Fisher Exact Probability Value

Beliefs

		Yes	No
Curriculum Area Taught	Yes	20	0
	No	0	0

Probability = 1

Table 10  
Work Skills  
Fisher Exact Probability Value  
Beliefs

		Yes	No
		Curriculum Area Taught	
Yes	10	0	
No	10	0	

Probability = 1

A probability value of  $p \leq .05$  level of significance was needed to reject the null hypothesis. Because the obtained probability was greater than .05 level of significance, the null hypothesis was retained.

### Summary

The results show that there is no significant difference between the success of the semi-dependent graduates as measured by the curricula used. It was also shown that there was no significant difference between the curricular areas being taught in the semi-dependent classroom and the teachers' beliefs as to the importance of these areas.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 contains the last elements of the study: the summary, conclusions and recommendations. Discussion includes relevance of the research as well as practical application of the findings.

#### THE SUMMARY

This study was developed to review the different curricula that were being used in the semi-dependent classroom and the effects, if any, these curricula were having on the semi-dependent graduate. The study was further developed to see if there were any significant differences between the curricular areas being taught in these classrooms and the teachers' beliefs of the importance of these areas.

Twenty semi-dependent classroom teachers from all over Kansas participated in the study. They were chosen on the basis of having graduates over the last two years and being willing to participate. Each teacher completed a questionnaire consisting of eight questions ranging from the location of their classroom to what their graduates were doing at the present time.

The data concerning the study were analyzed and tabulated. It was found that there was no significant difference in the curricular areas being taught in the

semi-dependent classroom and the teachers' beliefs on which of these areas were important.

Also discovered was the fact that there was no significant difference in the success of the semi-dependent graduate as measured by the curricula being used.

With both the fundamentals and the life time skills curricula, it was found that most of the graduates were living at home and were either in sheltered workshops or were without any outside employment.

### CONCLUSIONS

As a result of this investigation, various conclusions were made. Many different results were uncovered, thus offering several practical applications for use of the obtained information.

The first conclusion pertained to the curricula used. Although the eight curricular areas were taught in many of the classrooms the amount of emphasis on each area varied greatly. Twelve out of the twenty teachers who participated tend to teach a fundamentals curriculum. Because of this fact, it has been assumed that teachers tend to believe in the traditional approach to education or that they see the life time skills curriculum, as stressed by the Kansas Plan, as being impractical.

The second conclusion dealt with the success of the graduates. The graduates from programs with the life time skills curriculum seemed to have been more successful than



those graduating from a program with a fundamentals curriculum. However, there were more graduates from the life time skills curriculum sitting at home with no outside employment than those from the fundamentals curriculum.

Thus, from the observations arises the need for the development of a curriculum for the semi-dependent population that will help them become more successful in their future.

On the whole, it can be seen that there is a need for educational improvements not only within the semi-dependent classrooms but also within the teacher education. If a definite curriculum were developed for the semi-dependent, then the task of educating people to teach this population would be much easier.

The results of this study show that the current programs for the semi-dependent are not really fulfilling the requirement of an appropriate education.

Now that these results have been reported, proceedings can be started to alleviate this problem.

#### RECOMMENDATIONS

Semi-dependent teachers throughout the State of Kansas could profit by studying this project and its findings. Insight into the types of curricula being used could possibly help them in establishing a curriculum of their own. Also, by seeing the results of the study, teachers could then push for a more definite curriculum that would meet the semi-dependent need.

Administrators and directors of a cooperative might also benefit from this project. The findings obtained might well apply to their own location, if similar to any of the ones surveyed. Insight into a better curriculum guide might be obtained.

A third recommendation would be development of better curricula. From the results of this survey, it can be seen that the public schools are not really meeting the semi-dependents' needs. Further emphasis needs to be placed on bettering current programs then developing new ones.

A last recommendation would be to do a follow up on this study every two years. This would be an important element in measuring the value of Kansas' special education programs for the semi-dependents.

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APPENDIX A

SPECIAL EDUCATION SECTION,  
KANSAS STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION CLASSES FOR  
SEMI-DEPENDENT HANDICAPPED (TRAINABLE)

<u>Location</u>	<u>Dist.#</u>	<u>Administrator</u>	<u>Teacher</u>
ANW Special Education Coop	#603	Joe Chalker	Tina Barnow Jo Ann Phillips Bonnie E. Wylie
Atchison-Jefferson Educ. Coop	#608	John McFarland	June Ruschli
Atchison Public Schools	#409	Larry Grantham	Pamala Canady Peggy McCoy
Atwood	#318	Lemuel Marsh	June Beamgard Kathleen Halia Marilyn Horinek
Auburn Washburn	#437	Gary Zabokrtsky	Sharla Thrasher
Beloit	#273	Albert Marten	
Brown County	#430	Carol Nigus	Linda Holeman Donna R. Parks
Clay Center	#379	Linda Grote	Debra Ann Strohs
Concordia	#333	Ron Fielder	Darlene Choput
Derby	#260	Phyllis Weyand	Kathleen Ramey
El Dorado	#490	Lester Nielson	Patricia Cost John Rothaus
Emporia	#253	Fred Miller	Karen Bair Kathy Nerka Connie Somer
Ft. Scott	#234	Rex E. Woodrow	Doreen Ballinger
Great Bend	#428	Karl Anderson	Mary Frances Gabel Frances Kerschen Theda Rose
Hays	#489	Dennis Scott	Vicki Stacey

Location	Dist.#	Administrator	Teacher
High Plains Special Ed. Coop.	#611	Steve Mosler	Mary Gleason Carolyn M. James Michael Lewis John Moore Ila Patton Kim Stevens
Holton	#336	C. L. Riley	Karen Szeliga
Junction City	#475	Leo Anschutz	Marilyn Birzer Mary Mella
Kansas City	#500	Don Lamb	Sharon Brashears Pamela Driscoll Rochelle Kalender Patricia Mcardle Loretta Mobley Kathleen Reed Doug Welter
Lawrence	#497	Don Herble	Alyson Rickens Maxine Gover
Leavenworth	#453	Lance Hutton	Malisse Lockhart Martha Milleson Trudi Pentecost
Lyons	#405	Larry Grisbie	Honor Kepka
Manhattan	#383	Nancy Thompson	Lavon Carter Virginia Smith
Marysville	#364	William J. Oberney	Marianna Wurtx
McPhearson	#418	Terry Bachus	Mary Bolton James Munsey
Mulvane	#263	Dean Parks	Roberta Stuchlick
Nemaha Valley Schools	#442	Ruby B. Kirk	Annie Besthorn
Newton	#373	Don Fast	Virginia Mayhill Janice Tye
Olathe	#233	Herman Cline	Raymond Thomas Saundra Weaver
Ottawa	#290	Carolyn Newmoster	Karen Crowe Kris Huges



Location	Dist.#	Administrator	Teacher
Paola	#368	Bill Vivers	Connie Ballew Pamela Cook Hildagarde Kocher Marty Lynch
Phillipsburg	#250	William Gifford	Anita Hamilton Bonnie Russell
Reno Co. Educ. Cooperative	#610	K. Ray Fenley	Ruben Grose Teresa Hickey Sandra Pitman Nancy Prieb
Russell County	#407	Bert Hitchcock	Nancy Aspergen
Salina	#305	Lloyd Lockwood	Margaret Burris Denise Dubbert Ron Galli Mary Gross
Santa Fe Trail	#434	Bob Scott	Nancy Cota Debbie Hefley
SE KS REG EDUC Services Center	#609	David DeMoss	Amy Garrett Cynthia Harris Janet Hill Lavonna Kilmer June Welch
Shawnee Mission Public Schools	#512	Ed Ragan	Connie Alexander Betty Athey Alice Bergeron Leslie Bohan Irene Clymore Patricia Gnau Denise Hein Sarah Knight Martha Shaw Peg Sleight Sally Stokes
South Central Ks. Spec. Ed.	#605	Eldon Carver	Cathy Cash Terry Cash Lois McClure
Southwest Area Sp. Ed. Project	#613	Gary Bishop	Eloise Ison Susan Tully

Location	Dist.#	Administrator	Teacher
Topeka Public Schools	#501	W. I. Green	Mary Sue Akins Pat Boorse Rhonda Cook Ann Crawford Kent Hinrichsen Roberta James Larry Miller Karen Mitchell Mary Ogle Colleen Talley Doris Wayman Kathleen Wilson
Tri-County Special Educ. Coop.	#607	Clarence Williams	Theane Bailey Iola Small Linda Tweedy
Valley Center Public Schools	#262	James M. Jerome	Janet Stelovich Marlene Switzer
Wellington	#353	Barry Stanley	Catherine Rector
West Elk	#282	Charles Hill	Ruth Henderson
Wichita	#259	James Dyk	Swana Brooks Cheryl Brunsweg Don Buchanan Brenda Burgayne Bruce Cole Patricia Cole Betty Jo Eppler Lamara Esposito Antoinette Faulkner Ruth Gore Dorothy Hicks Lynn Hollenbeck Melinda Jones Arva Love Jane Main Pat Newton Rebecca Rocunas Pamela Taylor Susan Westerfield
Winfield	#465	Ralph Hanna	Jacqueline Ricker Orlan Underwood

APPENDIX B

Dear

My name is Kathy Nerka and I am currently working on my Masters Degree at Emporia State University in TMR. My thesis is a Follow Up Study on all Trainable Mentally Retarded in the state of Kansas who have graduated from a public school in the last two years.

I would like to have you help me in this project if you would. Would you please fill this questionnaire out and return to me by January 30th.

Thank you for your time and help. I will be looking forward to working with you on this project.

Sincerely,

Kathy Nerka

- 
1. I will be willing to help you with this project by answering some further questions. \_\_\_\_ Yes \_\_\_\_ No.
  2. We do have students who have graduated from a Trainable program in the public schools for the last two years.  
\_\_\_\_ Yes \_\_\_\_ No
  3. If the above questions were answered "Yes" then how many students have graduated? \_\_\_\_\_

## Appendix C

February 28, 1979

Dear

Thank you very much for consenting to help me with the data collection for my thesis.

On the following pages is a questionnaire that I would like for you to fill out. Please be as accurate as you possibly can. I would like to have the questionnaire returned to me by March 10 if at all possible.

Identifiable data that you may send me will remain confidential and will not be released to any outside personnel.

Thank you very much for your time and help. I really appreciate it.

Sincerely,

Kathy Nerka

## QUESTIONNAIRE

School District Name \_\_\_\_\_

School District Number \_\_\_\_\_

## Part I

1. What is the name of your school? \_\_\_\_\_

2. Where is your classroom located?

\_\_\_\_\_ in a regular elementary school

\_\_\_\_\_ in a regular junior high

\_\_\_\_\_ in a regular senior high

\_\_\_\_\_ in a facility separated from a  
regular school

\_\_\_\_\_ other (please explain)

3. If you are located in a separated facility, do your  
students have access to any interaction with normal  
peers during the school day?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If Yes, please explain.

## Part II

4. How many minutes do the students spend in attendance at school each day? \_\_\_\_\_

5. For the following question, please divide your day in half. Check the appropriate areas that are taught and how much time (in minutes) you spend on each area during a typical day.

Check if taught	Time Spent (in minutes)		
	AM	PM	
_____	_____	_____	<u>Self-Care Skills</u> : grooming, safety and first aid, toileting, eating, and clothing.
_____	_____	_____	<u>Basic Communication Skills</u> : receptive speech and expressive speech.
_____	_____	_____	<u>Social Skills</u> : self control, social amenities, group participation, personality development.
_____	_____	_____	<u>Functional Academics</u> : reading, math, and writing.
_____	_____	_____	<u>Recreation and Leisure Time Skills</u> .
_____	_____	_____	<u>Perceptual-motor and Physical Education</u> : basic movement, physical fitness, and perceptual-motor skills.
_____	_____	_____	<u>Economic Usefulness and Vocational Skills</u> : domestic household skills, use of tools, vocational work habits, and attitudes, work tasks.
_____	_____	_____	<u>Work Skills</u> : actual on-the-job training.



6. Please answer the following questions regarding your feelings about the teaching of the semi-dependent (trainable) using the scales provided. Circle the answer which represents your best judgment.
- A. Which statement best tells how you feel about the need to teach the Self-Care Skills?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree
- B. Which statement best tells how you feel about the need to teach the Basic Communication Skills?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree
- C. Which statement best tells how you feel about the need to teach the Social Skills?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree
- D. Which statement best tells how you feel about the need to teach the Functional Academics?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree

## 6. (Cont.)

- E. Which statement best tells how you feel about the need to teach the Recreation and Leisure Time Skills?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree
- F. Which statement best tells how you feel about the need to teach the Perceptual-Motor Skills and Physical Education?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree
- G. Which statement best tells how you feel about the need to teach the Economic Usefulness and Vocational Skills?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree
- H. Which statement best tells how you feel about the need to teach the Work Skills?
1. Strongly Disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly Agree

## Part III

Please read the following question very carefully and answer as best as you can.

7. Of your \_\_\_\_\_ graduates, what is the number who are:

MALE                  FEMALE

- A. \_\_\_\_\_ Living at home without any outside employment?
- B. \_\_\_\_\_ Living at home and attending a sheltered workshop?
- C. \_\_\_\_\_ Living at home with full-time employment? (40 hours a week).
- D. \_\_\_\_\_ Living at home with part-time employment? (Anything less than 40 hours a week.)
- E. \_\_\_\_\_ Living at home with occasional odd jobs?
- F. \_\_\_\_\_ Living outside of the home with full-time employment? (40 hours a week).
- G. \_\_\_\_\_ Living outside of the home with part-time employment? (Anything less than 40 hours a week).
- H. \_\_\_\_\_ Living outside the home with attendance at a sheltered workshop?
- I. \_\_\_\_\_ Living outside of the home with no outside employment?
- J. \_\_\_\_\_ Institutionalized?
8. For your students who are working, what are the approximate amount of money they earn per hour? \_\_\_\_\_