

AN EVALUATION OF ATTITUDES OF SPECIAL EDUCATION TEACHERS
TOWARD THE CAREER TRAINING CENTER OF THE
KERN HIGH SCHOOL DISTRICT

by

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A PROJECT

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CHAPTER I

INTRODUCTION

The Career Training Center (C.T.C.) is supported by the Kern High School District and provides a special program where handicapped students, i.e., educationally handicapped, educable mental retarded, physically handicapped, receive training in specific job skills.

In developing an educational program, teacher attitude is of vital importance, if there is to be support of a program. Without favorable teacher attitude, student attitude toward a program can be affected. Stagner states, "Anyone who observed the output of famous teachers knows that their students tend to resemble them in many respects. The attitudes of a teacher are therefore important."¹

Allport defines the word attitude as a mental and neural state of readiness, organized through experiences, exerting a directive or dynamic influence upon the individual response to all objects and situations with which is related.²

¹Encyclopedia of Educational Research, s.v. "Attitudes," by Ross Stagner.

²Ibid.

CHAPTER II

HISTORY OF THE CAREER TRAINING CENTER

Career education is defined as a program which endeavors, through the regular curriculum, to provide all youth in the school with motivation toward the world of work orientation to the many job opportunities available and exploration of occupations consistent with individual interests and abilities which help youth benefit from and plan for preprofessional instruction or vocational education.³

The development of career education in the Kern High School District for handicapped students dates back to 1958.⁴ Different ideas and approaches were utilized in trying to establish an appropriate career education program. Initially, efforts were made to provide a work experience program with little attention given to the specific skills these experiences would provide for the students. Employers were asked that students be included in a work environment in which they were given simple tasks which could be completed and learned in a short time.

Career education instruction in the classroom was minimal, and attempts were made to improve career education and training over the

³E. L. Tolbert, Counseling for Career Development, (Boston: Houghton Mifflin Company, 1974), 1:16.

⁴Jack L. Schuetz, "A Program for the Handicapped," Bakersfield, California, 1974.

years.⁵ By 1970 a definite step was taken toward establishing a Career Training Center. At this time two pilot programs were developed.⁶ First, a child care center was established on the campus of a district high school, and the following year a bookbinding program was initiated at another of the district high schools. After these programs proved to provide valuable learning experiences for the students, steps were taken toward building the Career Training Center facility.

In the fall of 1972, a temporary facility was utilized for instruction. The facility was the G Ward, located behind the Kern Medical Center. This facility was used until a permanent building could be built. This was completed in time for the 1974-75 year. During the first year of operation, weekly in-service training meetings were held for the Career Training Center staff, and periodic meetings were held with the entire special education staff, with an on-going in-service training program being continued.

From the two pilot programs, child care and bookbinding, the Center has expanded its services to include twelve training areas: automotive detail, automotive service, bookbinding, child care, custodial service, dishwashing, grill man, housekeeping, home maintenance, motel, motel laundry and nurse's aide. At present, the Career Training Center services the educable mentally retarded, emotionally handicapped, visual, orthopedic, aural and the adult handicapped individuals.

⁵Ibid., p. 5.

⁶Ibid., p. 6.

Description of the Career Training Center

The main function of the Career Training Center is to bring handicapped students to a special facility where they can receive training in specific job skills such as those related to nurse's aide, fry cook, motel maid, housekeeping, custodial service, dishwashing and automotive service. After training has been completed, the students are placed on work study in the community.

All nine Kern High School District high schools participate in the program. Students who qualify are brought to the center by a transportation network involving school buses, mini-buses and station wagons. Each student takes one or two classes each day at his home school before or after participating in the Career Training Center program.

The educable mentally retarded (EMR) student spends three to four hours daily at the Center. Selected staff from the home school accompany the commuting students to the Center. The students return to their home schools between 12:30 and 1:00 p.m. Depending on their needs, the returning students take classes or go home.

The physically handicapped and educationally handicapped students come to the center in the afternoon. Shorter time periods are utilized in the afternoons due to the smaller number of students and because of bus schedules of the home schools. An adult division operates in the late afternoon and evening. Students for the adult program are selected through follow-up of the graduates by the Career Training Center personnel and referrals from other agencies. The adults provide their own transportation to the Career Training Center.

The instruction is provided by the Career Training staff on an extended-day pay schedule.

Important Features of the Career Training Center

1. Staff members from the home school accompany their students to the Career Training Center. This provides for more communication between the home school and the Career Training Center, and assists the home school teaching in preparing students for the Career Training Center program.

2. The Career Training Center has replicas of work stations that are found in the community. These work stations make the training more realistic in assisting the student to perform adequately during actual work experience.

3. Enrolling students in their own attendance area schools retain their identity with those schools. The C.T.C. is an extension of the regular school program and offers services to qualified students as part of their program day.

4. The Career Training Center program provides services from the junior year to post-graduation.

5. The training areas provided at the Career Training Center are based on a broad job survey. One hundred and ninety businesses were contacted. Through these various contacts over three hundred work stations have been made available to the program.

6. Various procedures are used in training students. Pre-training of students at their home school involves classroom instruction and on-campus work experience. Pre-training areas at the Career Training Center are designed to give students experience in general

work ethics, following directions and in the use of tools. Students are placed in training upon completion of the pre-training. After satisfying the performance objectives of the training program, the student is placed on work experience. Upon completion of work experience, the employer certifies the student as being a competent worker.

CHAPTER 3

PURPOSE OF THE PROJECT

Teacher attitudes are a critical aspect of the success of any school program. Therefore, the purpose of this project was to answer the following question:

1. Does the special education teacher throughout the Kern High School District exhibit a favorable attitude toward the Career Training Center?

Methods of the Project

Opinionnaires were given individually to thirty-two of the thirty-six Kern High School District Special Education teachers who instruct educable and emotionally handicapped students. These opinionnaires were given during a seven-week summer workshop (1975). Four teachers were unavailable for the administration of the opinionnaire. The study group represented teachers from the metropolitan Bakersfield high schools and two schools located outside of the city. Of the thirty-two teachers responding to the opinionnaire, eight are teaching at the Career Training Center. Participants were not required to sign the opinionnaire, however, they were requested to indicate teaching assignments such as educable mental retarded, emotionally handicapped, location at the Career Training Center or resident school. Each opinionnaire was returned individually to me or placed in my mailbox at the Career Training Center.

The opinionnaire included seventeen questions designed to determine the attitudes of special education teachers toward the Career Training Center. The questions required one of five possible responses: (1) strongly agree, (2) agree, (3) undecided, (4) disagree and (5) strongly disagree. However, two questions asked for different responses due to the subject matter. The response language for these two questions included: (1) extremely, (2) very, (3) moderately, (4) slightly and (5) not at all.

The responses to each question on the opinionnaire will be illustrated by a graph, comparison chart and a general finding statement. The graph illustrates the total responses of each question. The charts compare the responses of teachers of educationally handicapped and educable mentally retarded, the home school and Career Training Center teachers. The charts indicate a percentage of the total responses by response category.

According to Thurstone, "The only way in which we can identify the different attitudes is to use opinions as landmarks."⁷ Allport states, "The most commonest type of attitude measurement is the opinion scale which is based on assumption that, in general, attitudes are reflected in opinions."⁸ Since general attitudes are reflected in opinions, the opinionnaire method was chosen for this

⁷L. L. Thurstone, "Attitudes Can Be Measured," in Attitudes Measured, ed. Gene F. Summers (University of Illinois, 1970), pp. 127-141.

⁸G. W. Allport, "Attitudes," Handbook of Social Psychology (1935).

project. In addition, this method is less threatening since the respondents are not identified by name.

Discussion

Each of the questions on the opinionnaire will be discussed individually.

1. Do you believe the Career Training Center is creating a good learning situation for the special education students?

No discussion of this question is necessary since 90% of the special education staff agree. (See Table 1.)

2. Do you believe the Career Training Center is accomplishing its goal as related to the students' needs?

The responses to this question indicated that the Career Training Center was accomplishing its goals as related to the student needs. However, indecision was apparent on this question in the responses of teachers of the educationally handicapped. Possible reasons for such indecision could be a lack of communication between the home school and Career Training Center, or interest in the Career Training Center program. Questions eleven and seventeen further suggest this possibility.

3. Do you find the attitudes of the emotionally handicapped and the educable mentally retarded students improved after being at the Career Training Center?

No discussion of this question is necessary, since the majority (81%) of special education teachers agreed with this question. (See Table 3.)

4. Do you think the Career Training Center teachers have a good attitude regarding the Center?

Eighty-seven percent of the special education teachers thought the Career Training Center teachers' attitude toward the Center was good, therefore, no discussion of this question is necessary. (See Table 4.)

5. Do you believe the morale of the teachers at the Career Training Center is good?

Seventy-five percent of the staff felt the morale of the Career Training Center teacher was good. There was a minority (25%) that were undecided. This minority was mainly comprised of the educationally handicapped home school teachers. This indecision could be attributed to the minimum amount of contact educationally handicapped home school teachers had with the Career Training Center staff.

6. Do you believe the morale of the students at the Career Training Center is good?

No discussion of this question is necessary, since the majority (87%) of the special education staff agreed with this question. (See Table 6.)

7. Given the opportunity, would you want to work at the Career Training Center?

The undecided and strongly disagreed responses (41%) to this question may indicate a lack of vocational interest, understanding or interest by the special education staff in the Career Training Center.

8. Do you have any adverse feelings toward the Career Training Center and its staff?

The adverse feelings that some had toward the Career Training Center and its staff could be attributed to personality conflicts, past communication breakdowns, jealousy and individual difference among people.

9. Given the chance, should other teachers outside of special education be allowed to teach at the Career Training Center at the adult level?

It was interesting how adamant the Career Training Center teachers (88%) were against teachers outside of special education being allowed to teach at the Career Training Center. This compared to (62%) of the home school teachers who were of the same opinion. Possible reasons for these responses could be lack of qualification of non-special education staff and for selfish reasons.

10. Does the Career Training Center have the priority choice in funding over the resident school?

There was a misunderstanding on the distribution of special education funds to each individual school. Home schools, especially teachers of the educable mentally retarded, felt the Career Training Center got priority choice in funding. This indicated a lack of understanding of special education funding and the lack of communication from the administration. Question fifteen also indicated a communication problem.

11. Do you believe there is good communication between the home school and the Career Training Center?

The responses indicated the Career Training Center teachers agreed with this question, but the home school teachers (42%) dis-

agreed. This indicates a problem in communication between the Career Training Center and the home school teachers and could be due to the lack of dissemination of the information at the home schools.

12. Should there be a rotation system organized so that all teachers would be included in teaching at the Career Training Center?

The home school teachers were against a rotation system, but the Career Training Center teachers (38%) were willing to have a rotation system. The reason for having a rotation system is that each teacher would have the opportunity to understand the operations of the Career Training Center program.

13. Are the training methods at the Career Training Center beneficial to the students?

Since 87% of the special education staff agreed with the training methods at the Career Training Center, no discussion is necessary for this question. (See Table 13.)

14. Do you believe the Career Training Center is well-organized in meeting the needs of the students?

The majority of special education teachers (81%) agreed the Career Training Center was well organized in meeting the needs of the students. (See Table 14.)

15. Do you feel the home school teachers have a voice at the Career Training Center?

The home school teachers felt they did not have a voice at the Career Training Center. This may indicate some hurt feelings at not being involved in the organization of the Career Training Center or the lack of communication between the home school and the Career

Training Center. This question relates to question eleven which also indicates a communication problem.

16. Do you believe the discipline procedures at the Career Training Center are adequate?

There were mixed feelings on the adequacy of the discipline procedures at the Career Training Center. This could be attributed to a lack of established, written discipline procedures at the Career Training Center or a lack of understanding or communication between the Career Training Center and the resident school staff. The home schools were uncertain of what discipline procedures to follow when a student returns to the home school.

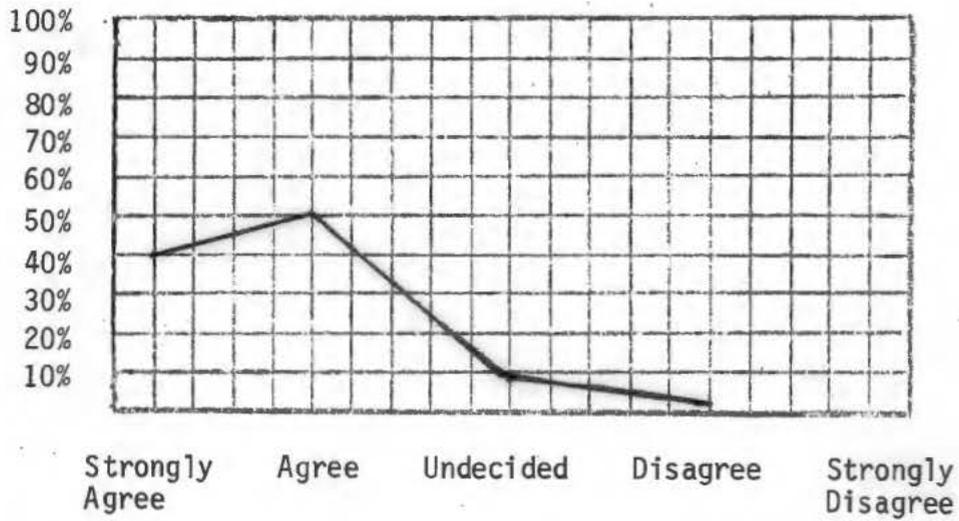
17. Rate yourself according to the degree to which you understand the Career Training Center program?

The majority (62%) of the special education teachers had a good understanding of the Career Training Center program, however, 42% of the home school teachers indicated only a moderate understanding. This could be attributed to a lack of interest in the vocational aspect of the Career Training Center. It could also indicate poor communication between the Career Training Center and the home schools regarding its functioning.

TABLE 1

Responses to Question One

Do you believe the C.T.C. is creating a good learning situation for the special education student?



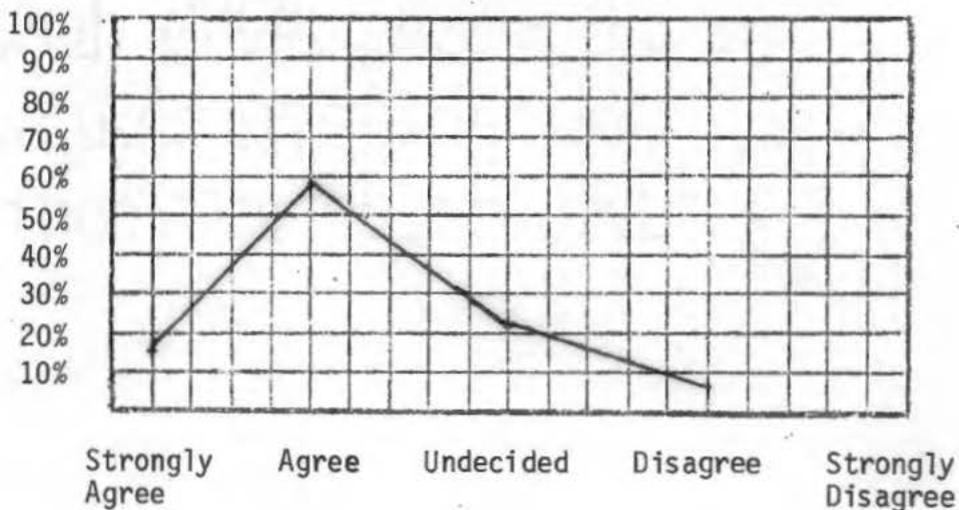
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	40%	38%	42%	50%	33%
Agree	50%	62%	45%	50%	42%
Undecided	7%	-	9%	-	17%
Disagree	3%	-	4%	-	8%
Strongly Disagree	-	-	-	-	-

TABLE 2

Responses to Question Two

Do you believe the C.T.C. is accomplishing its goal as related to the student's needs?



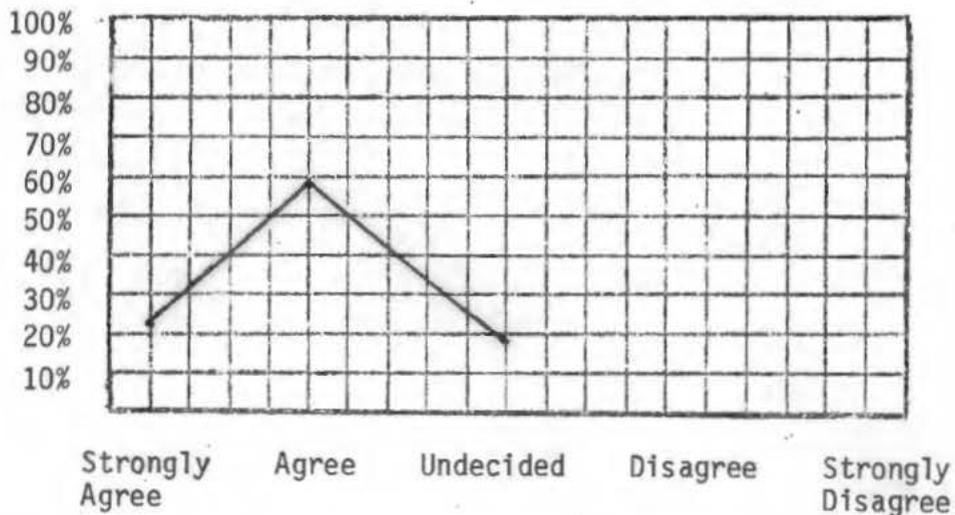
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	15%	-	21%	33%	8%
Agree	56%	88%	45%	50%	42%
Undecided	22%	-	29%	17%	42%
Disagree	7%	12%	5%	-	8%
Strongly Disagree	-	-	-	-	-

TABLE 3

Responses to Question Three

Do you find the attitudes of the E.H. and E.M.R. students improved after attending the C.T.C.?



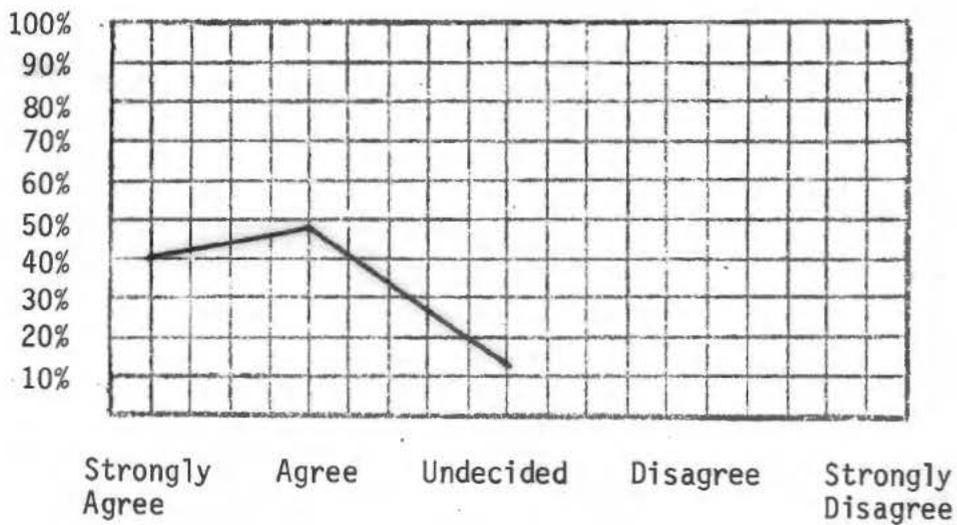
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	22%	12%	25%	42%	8%
Agree	59%	88%	50%	33%	67%
Undecided	19%	-	25%	25%	25%
Disagree	-	-	-	-	-
Strongly Disagree	-	-	-	-	-

TABLE 4

Responses to Question Four

Do you think the C.T.C. teachers have a good attitude regarding the Center?



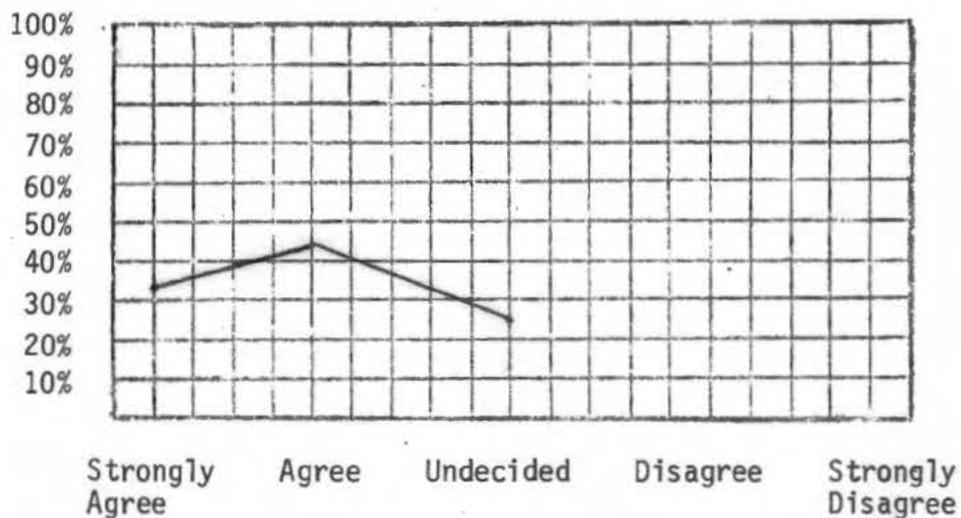
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	40%	50%	38%	33%	42%
Agree	47%	38%	50%	67%	33%
Undecided	13%	12%	12%	-	25%
Disagree	-	-	-	-	-
Strongly Disagree	-	-	-	-	-

TABLE 5

Responses to Question Five

Do you believe the morale of the teachers at the C.T.C. is good?



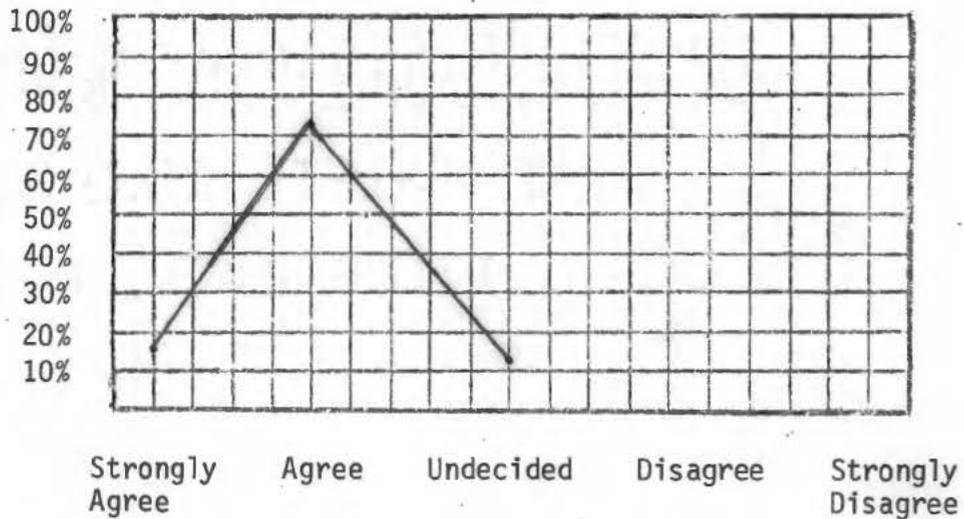
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	32%	50%	25%	25%	25%
Agree	43%	50%	42%	58%	25%
Undecided	25%	-	33%	17%	50%
Disagree	-	-	-	-	-
Strongly Disagree	-	-	-	-	-

TABLE 6

Responses to Question Six

Do you believe the morale of the students at the C.T.C. is good?



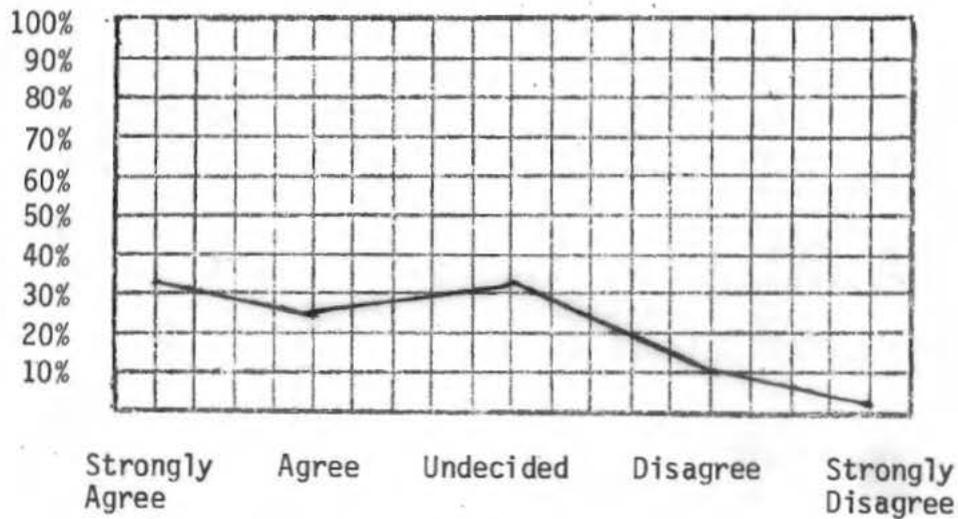
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	15%	13%	17%	8%	25%
Agree	72%	87%	66%	92%	42%
Undecided	13%	-	17%	-	33%
Disagree	-	-	-	-	-
Strongly Disagree	-	-	-	-	-

TABLE 7

Responses to Question Seven

Given the opportunity, would you want to work at the C.T.C.?



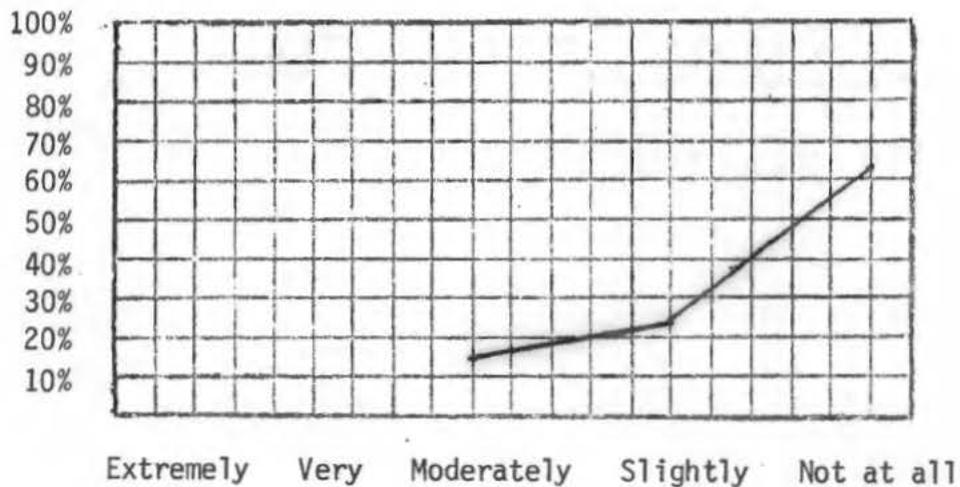
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	31%	63%	20%	33%	8%
Agree	25%	25%	25%	25%	25%
Undecided	31%	12%	38%	42%	34%
Disagree	10%	-	13%	-	25%
Strongly Disagree	3%	-	4%	-	8%

TABLE 8

Responses to Question Eight

Do you have any adverse feelings toward the C.T.C.
and its staff?



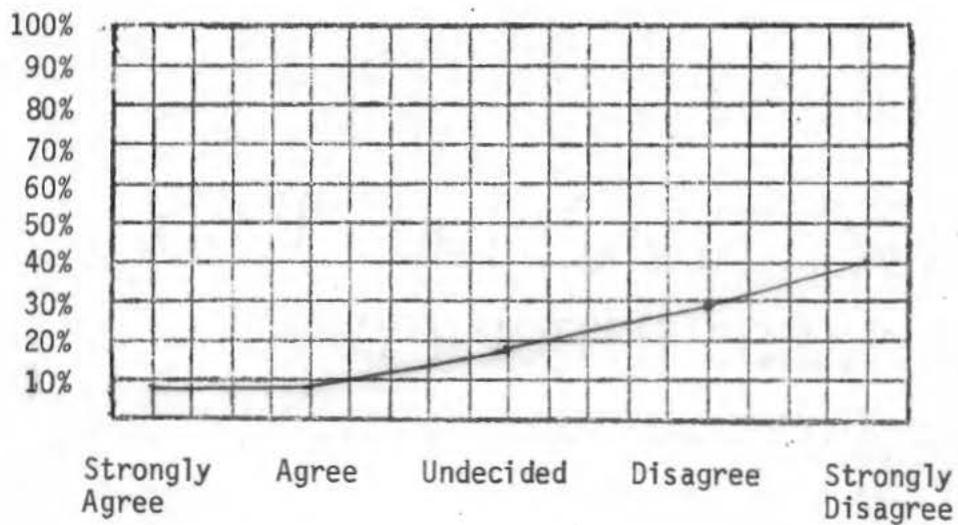
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Extremely	-	-	-	-	-
Very	-	-	-	-	-
Moderately	15%	12%	16%	25%	8%
Slightly	22%	13%	25%	17%	25%
Not at all	63%	75%	59%	58%	67%

TABLE 9

Responses to Question Nine

Given the chance, should other teachers outside of special education be allowed to teach at the C.T.C. or at the adult level?



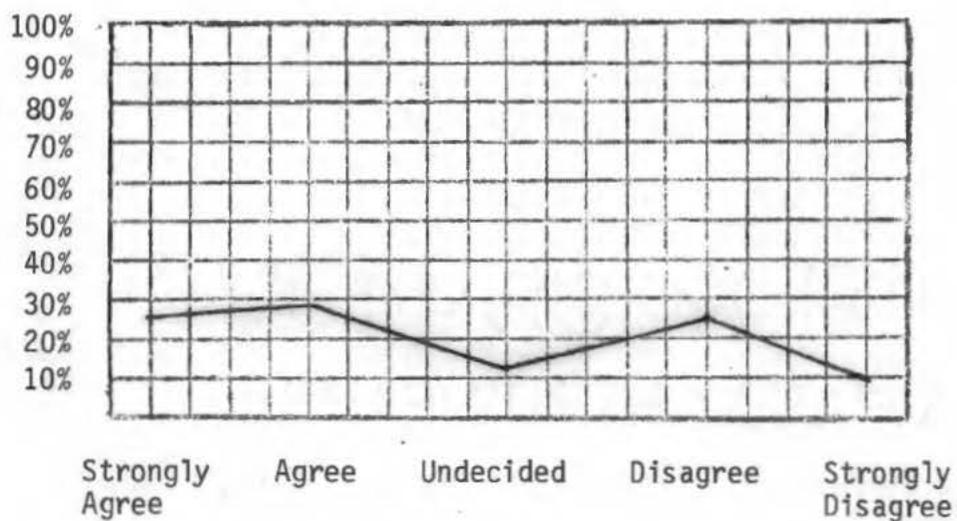
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	7%	-	9%	8%	8%
Agree	7%	-	9%	17%	-
Undecided	18%	12%	20%	8%	25%
Disagree	28%	-	37%	42%	42%
Strongly Disagree	40%	88%	25%	25%	25%

TABLE 10

Responses to Question Ten

Does the Career Training Center have the priority in funding over the resident school program?



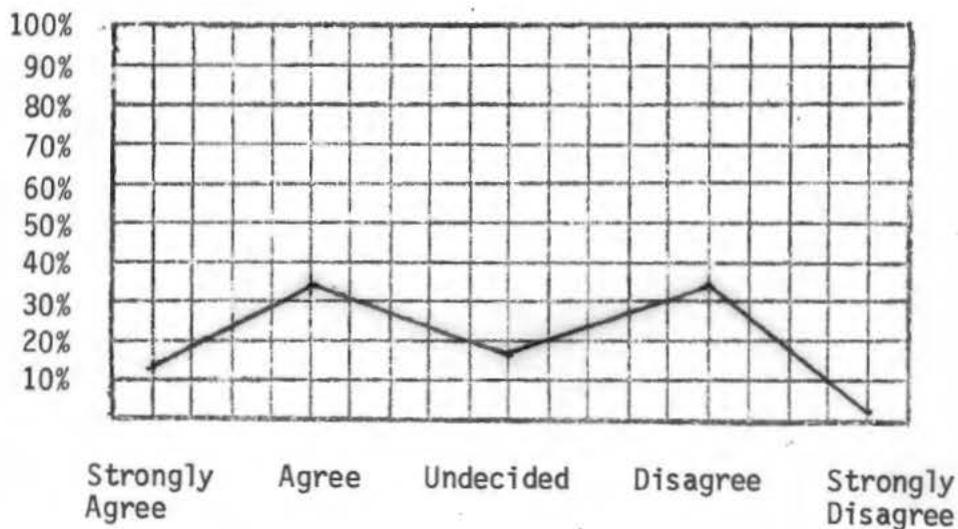
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	25%	38%	21%	17%	25%
Agree	28%	25%	29%	41%	17%
Undecided	12%	25%	9%	17%	-
Disagree	25%	12%	29%	25%	33%
Strongly Disagree	10%	-	12%	-	25%

TABLE 11

Responses to Question Eleven

Do you believe there is good communication between the home school and the Career Training Center?



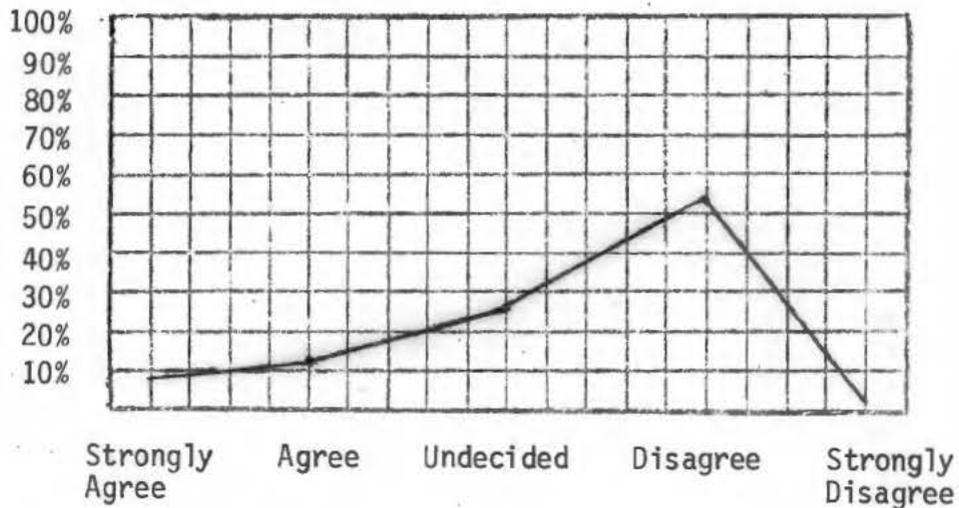
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	13%	25%	9%	17%	-
Agree	34%	38%	33%	17%	50%
Undecided	16%	25%	12%	25%	8%
Disagree	34%	12%	42%	41%	34%
Strongly Disagree	3%	-	4%	-	8%

TABLE 12

Responses to Question Twelve

Should a rotation system be organized so that all teachers would be included in teaching at the C.T.C.?



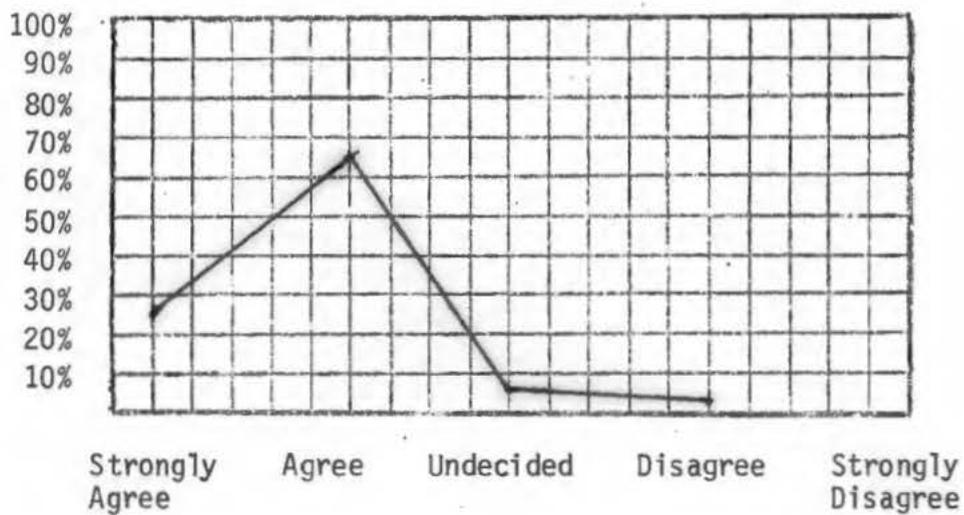
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	7%	12%	4%	-	8%
Agree	12%	38%	4%	8%	-
Undecided	25%	38%	21%	8%	34%
Disagree	53%	12%	67%	84%	50%
Strongly Disagree	3%	-	4%	-	8%

TABLE 13

Responses to Question Thirteen

Are the training methods at the C.T.C. beneficial to the students?



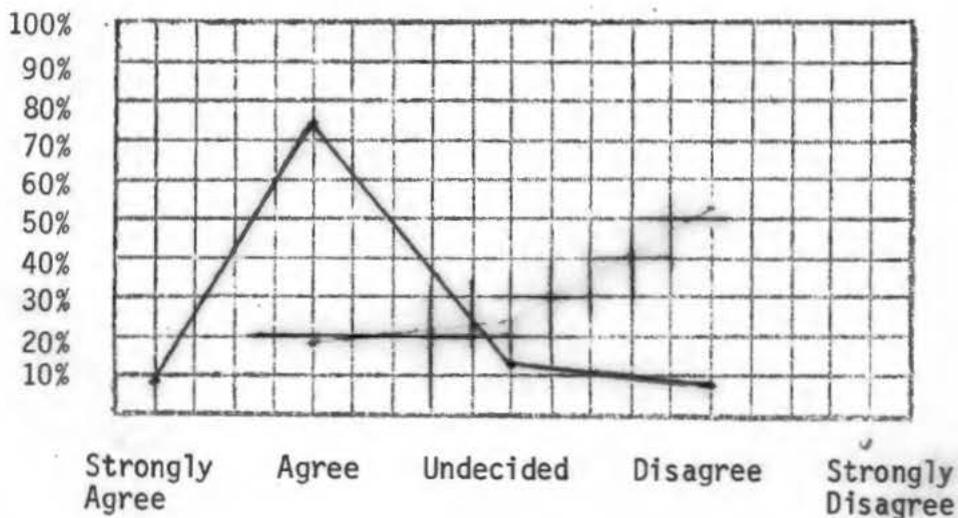
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	25%	25%	25%	33%	17%
Agree	65%	75%	62%	67%	59%
Undecided	7%	-	9%	-	17%
Disagree	3%	-	4%	-	8%
Strongly Disagree	-	-	-	-	-

TABLE 14

Responses to Question Fourteen

Do you believe the C.T.C. is well organized in meeting the needs of the students?



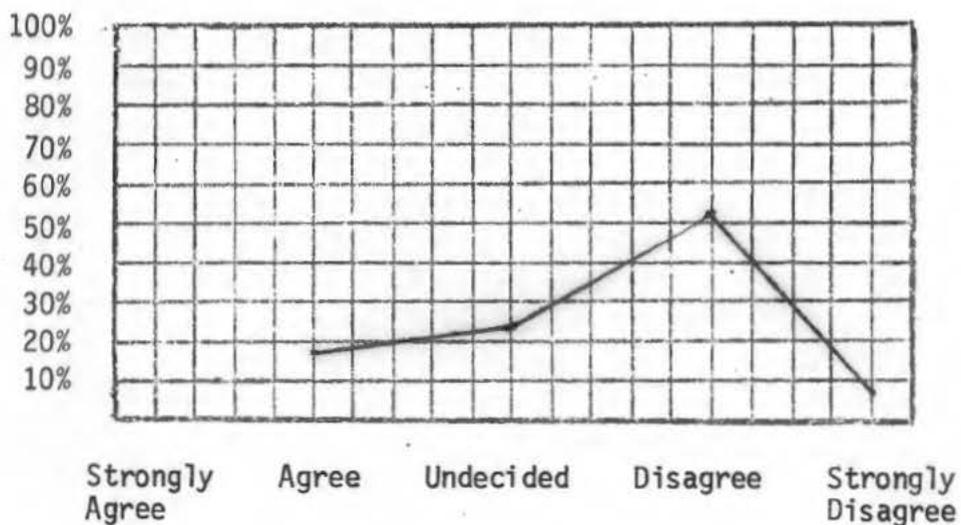
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	7%	-	9%	8%	-
Agree	74%	100%	66%	75%	66%
Undecided	12%	-	16%	17%	17%
Disagree	7%	-	9%	-	17%
Strongly Disagree	-	-	-	-	-

TABLE 15

Responses to Question Fifteen

Do you feel the home school teachers have a voice at the Career Training Center?



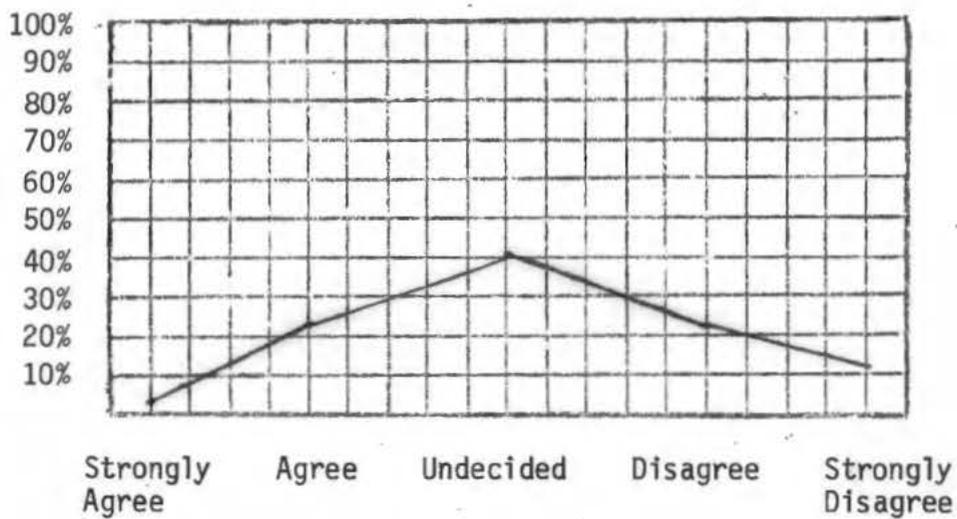
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	-	-	-	-	-
Agree	18%	12%	21%	17%	25%
Undecided	22%	38%	16%	8%	25%
Disagree	53%	38%	59%	75%	42%
Strongly Disagree	7%	12%	4%	-	8%

TABLE 16

Responses to Question Sixteen

Do you believe the discipline procedures at the Career Training Center are adequate?



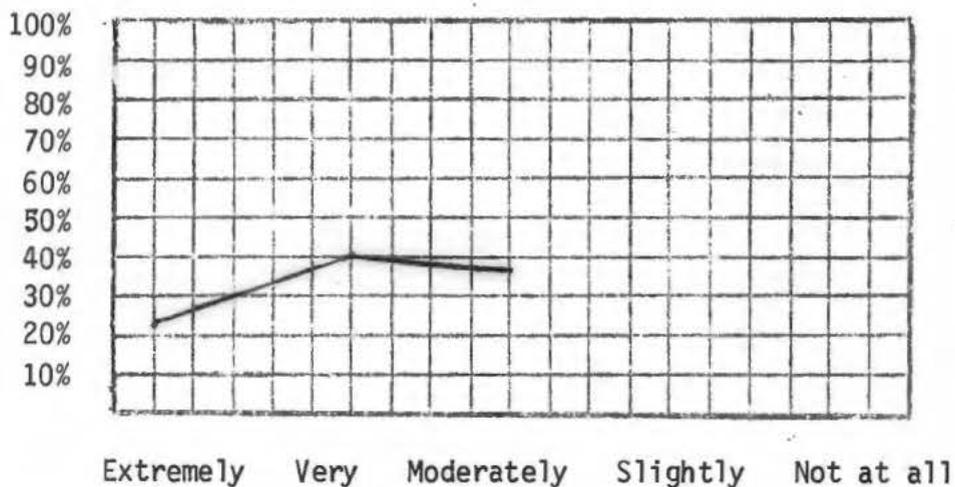
Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Strongly Agree	3%	-	4%	-	8%
Agree	22%	50%	12%	17%	8%
Undecided	40%	25%	46%	33%	59%
Disagree	22%	-	29%	33%	25%
Strongly Disagree	13%	25%	9%	17%	-

TABLE 17

Responses to Question Seventeen

Rate yourself according to the degree to which you understand the Career Training Center program?



Comparison of responses by categories and teaching assignments.

	Total	C.T.C.	Home School	E.M.R.	E.H.
Extremely	22%	50%	12%	17%	8%
Very	40%	38%	42%	50%	33%
Moderately	38%	12%	46%	33%	59%
Slightly	-	-	-	-	-
Not at all	-	-	-	-	-

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The summary of the findings was as follows:

1. The majority of the Kern High School District special education teachers exhibited a favorable attitude toward the Career Training Center. Out of a possible 480 answers, 59% were in the range of strongly agree and agree, 22% were in the disagree and strongly disagree range, while 19% fell into the undecided range.

2. Teachers of educable mentally retarded classes had a better understanding of the program of the Career Training Center than did teachers of emotionally handicapped students.

3. There was evidence of a lack of communication between the Career Training Center and home schools.

4. Twenty-five percent of the staff indicated slight and moderate adverse feelings toward the Career Training Center staff.

5. The home school teachers were undecided regarding working at the Career Training Center.

6. There was a lack of information on the distribution of special education funds.

7. It was felt that the home school teachers are not sufficiently involved in the functioning of the Career Training Center.

8. There was an indication of mixed feelings on the adequacy of discipline procedures at the Career Training Center.

9. The home school teachers indicated a limited understanding of the Career Training Center program.

10. The response of the Career Training Center staff had a biasing affect on the total results of the opinionnaire.

Conclusion

The purpose of this project was to determine if the Kern High School District special education staff exhibited a favorable attitude toward the Career Training Center, and if the in-service training program was effective in developing a positive attitude.

The results indicate the special education staff of the Kern High School District exhibited a favorable attitude toward the Career Training Center. One can speculate on the reasons why a positive attitude was developed. One reason is that the on-going in-service training program was successful. This included, participation of the special education staff in organizing, writing and planning curriculum of the Career Training Center.

The results also showed a greater understanding of the Career Training Center by the educable mentally retarded staff than the educationally handicapped staff. Possible reasons are that the Career Training Center staff is entirely composed of teachers of educable mentally retarded. Also, the majority of students are educable mentally retarded. This may have biased the responses on the opinionnaire since all eight teachers instruct the educable mentally retarded students.

Questions ten, eleven, fifteen, sixteen and seventeen of the previously discussed opinionnaire indicated a communication problem. Communication is of vital importance for the success of the Career Training Center. Home school teachers felt an explanation was needed on the special education funding priorities between the home school and the Career Training Center. This implies a lack of explanation of special education funding for the district.

The home school teachers felt they did not have a voice at the Career Training Center. Included in this could be the handling of disciplinary procedures at the Career Training Center, transportation schedules (afternoons primarily), and the pretraining of the freshman and sophomore students before coming to the Career Training Center.

Recommendations

The recommendations are as follows:

1. To have a monthly newsletter that would include names of students most recently certified, students of the month (male and female), changes in administration, discipline and Career Training Center procedures. Also any innovations in the field of vocational instruction. This would improve communication from the Career Training Center to the home school.
2. A bulletin procedure to be used when immediate communication is necessary.
3. To include the home school department chairman and teachers at a monthly meeting at the Career Training Center enabling their home school to voice opinions.

4. Provide in-service meetings that include funding procedures for special education and the opportunity for the discussion of problems.

APPENDIX A

APPENDIX A

CAREER TRAINING CENTER OPINIONNAIRE

1. Do you believe the C.T.C. is creating a good learning situation for the special education students?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

2. Do you believe the C.T.C. is accomplishing its goal as related to the student's needs?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

3. Do you find the attitudes of the E.H. and E.M.R. students improved after being at the C.T.C.?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

4. Do you think the C.T.C. teachers have a good attitude regarding the Center?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

5. Do you believe the morale of the teachers at the C.T.C. is good?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

6. Do you believe the morale of the students at the C.T.C. is good?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

7. Given the opportunity would you want to work at the C.T.C.?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

8. Do you have any adverse feelings toward the C.T.C. and its staff?

extremely__ very__ moderately__ slightly__ not at all__

9. Given a chance, should other teachers outside of special education be allowed to teach at the C.T.C. at the adult level?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

10. Does the C.T.C. have the priority choice in funding over the resident school program?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

11. Do you believe there is good communications between the home school and the C.T.C.?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

12. Should there be a rotation system organized so that all teachers would be included in teaching at the C.T.C.?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

13. Are the training methods at the C.T.C. beneficial to the students?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

14. Do you believe the C.T.C. is well organized in meeting the needs of the students?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

15. Do you feel the home school teachers have a voice at the C.T.C.?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

16. Do you believe the discipline procedures at the C.T.C. are adequate?

strongly agree__ agree__ undecided__ disagree__ strongly disagree__

17. Rate yourself according to the degree to which you understand the C.T.C. program.

extremely__ very__ moderately__ slightly__ not at all__

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