

THE ATTITUDE OF VOLUNTEER LEADERS IN CECIL,
HARFORD AND KENT COUNTIES, MARYLAND TOWARD
INVOLVEMENT OF HANDICAPPED IN 4-H PROGRAMS

by
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APPROVAL SHEET

Title of Thesis: The Attitudes of Volunteer Leaders in Cecil,
Harford, and Kent Counties in Maryland Toward
Involvement of Handicapped in 4-H Programs

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ABSTRACT

Title of Thesis: The Attitudes of Volunteer Leaders in Cecil, Harford and Kent Counties in Maryland Toward Involvement of Handicapped in 4-H Programs

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The purpose of this exploratory study was to determine if volunteer 4-H leaders in Cecil, Harford, and Kent Counties in Maryland were receptive towards involvement of handicapped youth in 4-H programs and if training was needed prior to program implementation. Seventy-four volunteer leaders in the three counties surveyed returned completed mail questionnaires. An attitude rating scale was used to assess leaders attitudes toward involvement of handicapped youth in 4-H programs. Demographic and personal data were requested in Part II of the survey instrument. Frequency distribution and the chi-square test were used to analyze data. Level of significance was set at .05.

The majority of leaders had positive feelings about the involvement of handicapped youth in 4-H programs but felt training was needed before involvement took place. Significant relationships were found between age and the attitudes concerning, 1) involvement of handicapped youth as being a good experience for other 4-H members, 2) handicapped youth being able to participate adequately in 4-H programs, 3) 4-H being a help to mentally retarded youth and, 4) the belief that other groups were meeting the needs of handicapped youth. Significant relationships were also found between education and the attitude concerning, 1) involvement of handicapped

youth as being a good experience for handicapped youth, 2) feeling comfortable with emotionally handicapped, educable and trainable mentally retarded children and, 3) having adequate training to work with handicapped youth.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Need for the Study	2
Objectives/Questions of the Study.	3
Definition of Terms.	4
Limitations of Study	5
II. LITERATURE REVIEW.	6
Attitudes.	6
Attitudes and Behavior	7
Attitudes Toward the Handicapped	9
Programming for the Handicapped.	13
4-H Involvement in Handicapped Programs.	17
Attitude Measurement - Agreement Scales.	20
III. METHODOLOGY.	24
Design of Study.	24
Subjects	24
Instrument	26
Data Collection.	27
Analysis	28
IV. FINDINGS	30
Subjects	30
Characteristics of Respondents	30
Handicapped Children and the 4-H Program	33
Volunteers Perception of 4-H Program as Making a Difference for Handicapped Youth.	35
Volunteer 4-H Leaders Attitudes Toward Handicapped Persons	40
Volunteers Experience with Handicapped Persons	42
Training and Volunteers Perception About Working With Handicapped Youth.	46
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS.	49
Summary.	49
Conclusion and Discussion.	51
Volunteers' Perception of the 4-H Program as Making a Difference for Handicapped Youth.	54
Volunteer Leaders Attitude Toward Handicapped Persons.	54
Volunteers' Experience With Handicapped Persons.	56
Training and Volunteers' Perception About Working With Handicapped Youth	57

Implications	58
Recommendations for Further Study.	61
REFERENCES	62
APPENDIX A: BIBLIOGRAPHY OF 4-H PROGRAMS AND RESOURCES FOR HANDICAPPED	71
APPENDIX B: QUESTIONS ON ATDP SCALE	79
APPENDIX C: LARRIVEE AND COOK INSTRUMENT.	81
APPENDIX D: QUESTIONS USED FROM JORDON INSTRUMENT	84
APPENDIX E: INSTRUMENT USED IN MARYLAND STUDY	86

LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
TABLE 1	COUNTIES AND NUMBER OF LEADERS SURVEYED.	25
TABLE 2	NUMBER OF VOLUNTEER LEADER RESPONDENTS BY COUNTY.	30
TABLE 3	DEMOGRAPHIC DATA FOR VOLUNTEER 4-H LEADERS IN CECIL, HARFORD AND KENT COUNTIES IN MARYLAND	31
TABLE 4	VOLUNTEER LEADERS' INVOLVEMENT IN 4-H PROGRAM.	32
TABLE 5	COUNTY 4-H PROGRAMS FOR HANDICAPPED YOUTH.	33
TABLE 6	LEADERS WITH HANDICAPPED YOUTH INVOLVED IN 4-H CLUBS.	34
TABLE 7	LEADERS WITHOUT HANDICAPPED YOUTH IN CLUB INTERESTED IN WORKING WITH HANDICAPPED	34
TABLE 8	INVOLVEMENT OF HANDICAPPED YOUTH IN 4-H A GOOD EXPERIENCE FOR OTHER MEMBERS BY EDUCATION.	36
TABLE 9	INVOLVEMENT OF HANDICAPPED YOUTH IN 4-H A GOOD EXPERIENCE FOR OTHER CLUB MEMBERS BY AGE	36
TABLE 10	HANDICAPPED YOUTH CANNOT ADEQUATELY PARTICIPATE IN 4-H PROJECTS OR ACTIVITIES.	37
TABLE 11	4-H CANNOT HELP MENTALLY RETARDED YOUTH.	38
TABLE 12	VOLUNTEERS PERCEPTION OF THE 4-H PROGRAM AS MAKING A DIFFERENCE FOR HANDICAPPED YOUTH.	39
TABLE 13	ATTITUDES OF VOLUNTEERS TOWARD THE HANDICAPPED	41
TABLE 14	NEEDS OF HANDICAPPED YOUTH ARE BEING MET BY OTHER SPECIAL PROGRAMS - NO NEED FOR 4-H BY AGE	42
TABLE 15	VOLUNTEERS EXPERIENCE WITH HANDICAPPED	43
TABLE 16	TYPE OF VOLUNTEERS MOST WILLING TO ACCEPT IN 4-H	43
TABLE 17	HANDICAPS VOLUNTEERS MOST WILLING TO ACCEPT IN 4-H	44

<u>TABLE</u>		<u>PAGE</u>
TABLE 18	VOLUNTEERS AND FEELING COMFORTABLE WITH EMOTIONALLY HANDICAPPED, EDUCABLE AND TRAINABLE MENTALLY RETARDED YOUTH BY EDUCATION	45
TABLE 19	TRAINING AND VOLUNTEERS' PERCEPTIONS ABOUT WORKING WITH HANDICAPPED YOUTH	47
TABLE 20	HEARING PERSONS SHOULD LEARN SIGN LANGUAGE TO COMMUNICATE WITH HEARING IMPAIRED BY SEX. . . .	47
TABLE 21	HAVE ADEQUATE TRAINING TO WORK WITH HANDICAPPED YOUTH BY EDUCATION	48

LIST OF FIGURES

<u>FIGURE</u>	<u>PAGE</u>
FIGURE 1 CENTRAL DISTRICT COUNTIES IN MARYLAND AND NEW CASTLE COUNTY, DELAWARE.	25

CHAPTER 1

INTRODUCTION

4-H, the youth phase of the Cooperative Extension Service, was established by Congress in 1914 with the passage of the Smith Lever Act to provide opportunities for youth to develop into sensitive, capable and productive citizens. These opportunities were to take place in a "learn by doing" setting at the community level.

The 4-H program is based on the needs and interests of youth and adults to help them identify and achieve goals and to assume leadership roles in the community. 4-H focuses on the family in the community and works to complement efforts taken by school, home and church in the development of youth. Parents, youth and other adults are provided opportunities for leadership to influence the development of youth. Programs must be available to all persons without regard to race, color, sex, religion, national origin or handicap. (4-H Mission Statement for Maryland.)

The handicapped group of young people are often the forgotten members of society. While it is true that 4-H has served handicapped youth to some degree in the past, it wasn't until recently that 4-H and the National 4-H Council made specific plans to expand programs to include handicapped youth. This was in accordance with the resolution passed in June, 1978 by the 4-H Sub-committee of the Extension Committee on Organizational Policy (ECOP). In light of Section 504 of the Rehabilitation Act of 1973 (which prohibits descrimination against handicapped persons by agencies or organizations which receive federal funds), and the committment to program for all youth, there is a need to

investigate how the 4-H volunteer feels toward involving handicapped in 4-H programs. Since the volunteer will be expected to implement 4-H programming for the handicapped at the local level, the success of such programming will be dependent upon the volunteer's ability to relate to, understand and appreciate handicapped persons.

The purpose of this study was to determine if volunteers in Cecil, Kent and Harford counties in Maryland were receptive to programming for the handicapped, if attitude barriers existed, and if there was a need for training prior to implementing programming for the handicapped.

Need for the Study

Handicapped youth have the same basic needs as non-handicapped persons, yet they are often not included in 4-H programs, which could be of benefit to them in learning life skills, social, physical and mental development, and effective communications. It has been brought to the attention of Maryland 4-H specialists through reports, requests from other individuals, agencies and councils working with the handicapped that "handicapped" youth benefit from having more "normal" developmental experiences within the mainstream of the youth culture. (Beppler, et al, 1978, p.1)

To meet the requirements of public laws and to adequately program for the handicapped audience, 4-H needs to know the attitudes of volunteers towards involvement of handicapped youth in 4-H programs. Information obtained from this study will be useful in deciding program direction and training needs. It will also help determine where Maryland is in terms of programming for the handicapped.

Objectives/Questions of the Study

The purpose of this study was to investigate the attitudes of volunteers toward involvement of handicapped in 4-H programs. In particular, the following questions were explored:

1. Do volunteers perceive the 4-H program as making a difference for handicapped youth?
 - a. Would non-handicapped youth learn to interact with handicapped youth?
 - b. Will non-handicapped leaders and members develop an acceptance of the differences of handicapped persons?
 - c. Is there a relationship between sex, age, and education and volunteers perceptions of handicapped involvement in the 4-H program?
2. In general, what are the attitudes of volunteers toward handicapped persons?
 - a. Do volunteers think 4-H can help handicapped youth?
 - b. Do volunteers feel handicapped persons can be productive members of society?
 - c. Do volunteers perceive the behavior of handicapped individuals as being disruptive to 4-H programs and activities?
 - d. Is there a relationship between age, and education of volunteers and their attitudes toward the handicapped?
3. Are leaders willing to accept handicapped youth as 4-H members?
 - a. Are volunteers willing to learn some skills needed to work with handicapped youth, i.e., sign language?
 - b. What types of handicapped persons are leaders most willing to include in their 4-H club programs?

4. Does the amount of training/experience a person has, make them feel more comfortable in working with handicapped youth?
 - a. Do volunteers perceive they have adequate training to work with the handicapped?
 - b. Should special training be given prior to implementing programs for the handicapped?

Since this was an exploratory study, no hypotheses were developed.

Definition of Terms

For the purpose of this study, the following definitions of terms were used:

Attitude: All the objectives we want to measure that have to do with affect, feelings, values, or beliefs. (Henerson, et al, 1978 p. 13)

Handicapped Youth: Youth age 9 through age 21 who have been evaluated as being mentally retarded, hearing impaired, visually impaired, emotionally disturbed, physically handicapped or learning disabled and who, because of these disabilities, need special education and related services. (Project, MAY p.3)

4-H Program: Defined primarily as involvement in the ongoing Maryland 4-H club program at the community (local) level.

Experience with handicapped persons: Any type of work with the handicapped, including reading, baby-sitting, teaching, living with a handicapped person, etc.

Mainstreaming: Providing the opportunity for handicapped youth to be involved with able-bodied and other disabled persons in activities to the extent that the handicapped person chooses. (Project, MAY p.4)

Multi-Cap: Person that has two or more handicaps, with I.Q. range of 0 to 50.

Public Law 94-142: "The Education for all Handicapped Children Act of 1975" - Assures that all children have available to them...a free and appropriate education which emphasizes education and related services designed to meet their needs. (Project, MAY, p.4.)

Receptive: Open to with no preconceived bias.

Section 504 of the Rehabilitation Act of 1973: Prohibits descrimination against handicapped persons by any agencies or organizations which are assisted by federal funds. (Project, MAY, p.4.)

Training: Having the understanding of various handicapped individuals and the ability to help them develop their capabilities and reduce dependency to the greatest extent possible. Can be formal education or experience gained by working with handicapped persons.

Volunteer: A 4-H leader who is involved in helping youth learn in a group called the 4-H club. They have influence on the attitudes and actions of youth and receive no pay for doing so.

Limitations of Study

This study was limited in interpretations to the adult volunteer leaders who hold organizational responsibilities for 4-H clubs at the community level in Cecil, Harford, and Kent counties of Maryland.

CHAPTER II

LITERATURE REVIEW

The review of selected literature includes a study of the various definitions of attitudes, attitudes as related to behavior, attitudes toward the handicapped, the involvement (mainstreaming) of handicapped in public programs--formal and non-formal--volunteers and attitude measurement.

Attitudes

"The concept of attitude continues to play a major role in the history of social psychology. From its simple beginning as a state of preparedness or a set to make a particular overt response, the concept has grown into its present-day formation as a complex, multidimensional concept consisting of affective, cognitive and conative components." Gordon Allport's words spoken in 1935 are as true today as they were then. He pointed out at that time... 'Attitude is probably the most distinctive and indispensable concept in American psychology. No other term appears more frequently in experimental and theoretical literature.' (Fishbein, 1967:V)

Social scientists have explored the concept of attitude extensively and continue to do so in search for a generally accepted definition. Some of the definitions given to attitude are: "The sum total of a man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats and convictions about any specified topic. (Thurstone, 1928: 529). Allport (1935:810) says, "it is a mental and neural state of readiness, organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects and situations with

which it is related. In 1948 Krech and Crutchfield (1948:152) defined attitude as "an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world." Katz and Stotland (1959:428) further developed this multifaceted description by placing attitudes in the framework of cognition, affect and conative. Cook and Selltiz (1964:36) think of attitude as "an underlying disposition which enters along with other influences, into the determination of a variety of behaviors toward and object or class of objects, including statements of beliefs and feelings about the object and approach - avoidance actions with respect to it.

Henerson, Morris, Lyons (1978:13) prefer to use the term broadly "to describe all the objectives we want to measure that have to do with affect, feelings, values or beliefs.

Attitudes and Behavior

Anyone conducting a historical review of the relationship between attitude and behavior might believe that the controversy surrounding this relationship has been in the forefront throughout the years. This is not the case, however. Early investigators worried little about the attitude/behavior relationship. They simply worked on the assumption that attitudes predict behavior. When studies dealing with the attitude/behavior relationship began to report evidence that attitudes could not accurately predict behavior, they could not be ignored. The validity of the attitude concept was in question as reflected in several studies during the late 1960's and 1970's. Wicker, (1969:65) stated "it is considerably more likely that attitudes will be unrelated or only slightly related overt behaviors than that attitudes will be closely related to actions." Abelson (1972) concluded that attitude cannot predict behavior, however,

Schuman and Johnson (1976) took a more moderate position in concluding that certain behaviors are so dependent upon the situation that they cannot be predicted by measuring attitudes. (Ajzen and Fishbein, 1980:25)

Fishbein and Ajzen (1980:25) have conducted extensive studies on the attitude/behavior relationship and refer to it as a "theory of reasoned action", meaning that people usually think in a rational way and use information available to them to make decisions. They do not believe that behavior is thoughtless or controlled. According to their approach, any behavioral action can be predicted provided the person's attitude toward the behavior is measured and not his attitude toward the object at which the behavior is aimed.

Consistent correlations between attitude and behavior are most often found in studies using the "known-group method" (i.e. groups which are known to exhibit attitudes that are extreme on a particular subject). Because selection was from the extreme end of a continuum rather than from a random sample, the statistical relationship was higher. Studies supporting this concept include the "Study of Attitudes of Japanese Toward Americans", by Nettler and Golding (1946) and the study by Sherif and Hovland (1961) which found that individuals who joined one type of organization had different attitudes than those who joined another (Keisler, Collins, Miller, 1969:25).

The assumption that behavior can be predicted by attitudes has been credited to Thomas and Znaniecki (1918) who believed that a person's mental processes (attitudes) determine how he responds or will respond.

Although it is sometimes assumed that attitudes and behavior are closely related, studies are often cited to demonstrate the inconsistency that exists between attitudes and behavior. For example, the La Piere (1934) study of a traveling Chinese couple is a well known example in

support of this theory. A study by Minard (1952) on "Race Relationships in the Pocahontas Coal Fields", also supports the lack of correlation between attitudes and behavior (Keisler, Collins, Miller, 1969).

Other factors used to explain the inconsistencies between attitude and behavior are known as the "other variables" approach. In this approach, attitude is viewed as one of several variables affecting behavior. (Ehrlich, 1969; Fazio and Zanna, 1978; Regan & Fazio, 1977; In Ajzen and Fishbein, 1980.)

The study of the relationship between attitude and behavior is a complex one which will continue to be of interest to social scientists. It points out that while much effort has been put forth in the development of reliable and valid attitude measures, little attention has been paid to the measurement of behavior. Further study of behavior is needed to gain a clearer understanding of the attitude/behavior relationship. (Ajzen & Fishbein, 1980)

Keisler, Collins, Miller (1969:27) summarize by saying that while there are studies to support both sides of the attitude/behavior question, "most evidence falls between -- suggesting that it is possible to predict behavior from attitudes but without a great deal of precision."

Attitudes Toward the Handicapped

The review of literature pertaining to attitudes toward the handicapped revealed no research specific to the topic of this study -- the attitudes of volunteer leaders toward involving handicapped youth in 4-H programs.

Early literature is limited in the study of attitudes of teachers, parents and other individuals toward the handicapped, however, such studies

began to come to the forefront in the 60's.

Several studies support the claim prejudice towards the handicapped does exist (e.g., Siller, 1963; Roeher, 1961; Wright, 1960). Roeher (1961) claimed attitudes are formed early in life and are patterned after those held by parents. He believed that when people cannot find answers to support what they believe, they will make up or distort information to support their views. He suggests that attitudes can become more desirable by familiarization with accurate information pertaining to the handicapped. Higgs (1975:497) further supported the premise that attitudes change as the level of information or contact a person has with handicapped persons increases. He also indicated that the general public suffers from a lack of contact and quality information regarding handicapped persons.

McDaniel (1969:27) in his review of studies of attitudes toward the handicapped found no single stereotype to describe the handicapped. He said the extent to which handicapped persons are accepted depended on severity of handicap, age, sex and level of maturity.

According to Rapier, et al, (1972), handicapped persons have some major barriers to overcome to gain acceptance by society. Children who are handicapped at birth have an even more difficult time since they are shut off almost totally from normal socialization. Their education is most apt to take place in a classroom with other handicapped children and they have little opportunity to share experiences with non-handicapped peers.

The implementation of Public Law 92-142 in 1975, which calls for integration of the handicapped child within the classroom to the greatest extent possible, has brought about some major changes in attitudes held by young people toward the handicapped. Rapier, et al (1972:222) study on the effects of integration on orthopedically handicapped children showed

younger children to have more extreme attitudes than older children toward the handicapped with the older children having more realistic views. Prior to integration, boys held a more negative view than girls toward the handicapped, but held similar views following integration. This study gave further indication to the fact that the attitude of non-handicapped youth toward the handicapped can be changed as a result of contact and interaction. A study by Donaldson (1980:340) further supported the idea that male attitudes can change from negative to more positive as a result of having contact with the handicapped and learning more about disabilities.

McHale and Simeonsson (1980) studied the interaction of non-handicapped children's attitudes toward Autistic children. The attitudes shown by the non-handicapped were very positive, however, the author points out that the careful planning and structure of the interaction sessions could have had a major effect on the attitudes displayed.

Smith and Larsen (1980) assessed the attitudes of adolescent seventh and eighth grade students and reported that the attitudes of students in an integrated classroom situation were more positive toward the handicapped students than those in the nonintegrated classrooms. Girls were found to have more positive attitudes toward the handicapped than the boys in both of the classroom situations.

Relative to the success of integration of handicapped children into the non-handicapped classroom are the attitudes exhibited by school principals and teachers. Two studies (Payne and Murray, 1974:124-125 and Davis, 1980) explored the attitudes of principals toward mainstreaming of handicapped children into the regular classroom. Payne and Murray indicated that suburban principals were more willing to integrate the handicapped than urban principals. Both groups perceived a need for teacher and student support services and both groups generally accepted the visually handicapped,

hearing impaired, physically handicapped and learning disabled as acceptable for integration. The study by Stephen & Brown (1980:292) pertaining to teacher's attitudes toward the handicapped discovered that primary and middle grade teachers are more willing to accept the handicapped children than teachers of grades 7 and 8. Also, teachers who have had training in special education were more receptive to handicapped children than those with no training. Teachers who believed that handicapped children can be productive members of society and that the public school should educate them held more positive attitudes than those who did not support these beliefs. Demographic data such as age, sex, marital status, years of teaching and residence had little effect on teacher attitudes towards integration of the handicapped into the regular classroom.

Tunick, Platt, Bowen (1980) in their study of the rural community attitudes toward the handicapped found non-farm residents to hold more positive attitudes toward the handicapped than their rural counterparts.

Most of the literature discussing attitudes toward the handicapped relates how persons in society outside the home feel toward the handicapped, and little mention is made of parental attitudes toward a handicapped child. Parents play a major role in how a child is able to adapt to his disability and function in society. Babbitt, a rehabilitation counselor, (1964:20-21) makes mention of this in his article on "Appraisal of Parental Attitudes". He discusses how the effect of a handicap child can cause parents to retreat from normal social patterns, e.g., stop going to church, change of employment, develop guilt feelings and even become emotionally ill. The parents may have either over or under expectations for the child and both parents may not hold the same expectations. The hostility parents hold toward a handicapped child may remain suppressed for many years. All the factors mentioned have a major effect on the functional development of a handicapped

child. Babbitt further expresses the need for further exploration of parental attitudes and techniques for measuring the attitudes.

Equally important to the feelings of parents toward their handicapped child is how the handicapped person feels toward himself. Weinberg and Williams (1978) conducted a study of 170 handicapped persons attending a 1976 Illinoisan White House Conference on the Handicapped. Results of the study indicate that most handicapped persons do not consider their disability as tragic. Generally, they accept it "as a fact of life, an inconvenience, and/or a cause of frustration." (p.32) This view is supported by Cameron et. al (1973). Once the handicapped have adjusted to their disability, they take a new view of life because there is still much to do. Weinberg and Williams found no general agreement among the handicapped on their attitude toward disability.

In general, according to Comer and Pillanin (1975:296) most studies indicate a more favorable than disfavorable attitude toward the handicapped. The attitude expressed by the general public are somewhat more positive than average. The norm of society is to be kind to the disabled, however, there is a definite hierarchy of acceptability of certain conditions (Tringo, 1970). Severity of condition has an affect on the acceptability.

Programming for the Handicapped

Research and programming for the handicapped was unheard of prior to the nineteenth century. The handicapped of these times were feared and often hidden away with little compassion given to their plight. Even in the early development of the United States, leaders, as they struggled for democracy, had little time to think about persons who were unable to care for themselves.

In the early 19th century, people began to speak out on behalf of the handicapped child: Horace Mann and Samuel Howe for the retarded child; Dorothea Dix for the socially maladjusted child and Rev. Thomas Gallaudet for the deaf. Many new developments began to occur for the handicapped in the East during the period 1817-1850 as residential schools developed to serve the needs of the handicapped. Growth of these schools continued at a rapid rate from 1850-1920, but the schools had limiting factors, such as; once placed there, society often forgot the handicapped person, and felt no further responsibility toward them and education was limited in scope since college or universities offered no curriculum in the field of special education.

The move into the 20th century brought with it other major developments in the area of programming for the handicapped. Day schools started, major changes occurred in peoples attitudes toward disabilities as a result of World War I and II, and the first special teacher program was started by Charles Berry in Michigan in 1914.

Growth in education for the handicapped was slow at first due to the lack of experimentation and research and it continued to be slow during 1930-1940, as a result of the depression and mixed feelings toward the handicapped. After World War II, people began to accept disabilities with less concern. Parents organized support groups on behalf of the handicapped, reports of research pertaining to handicapped began to surface and colleges and universities added programs for special education - all resulting in major changes for the handicapped. (Cruickshank & Johnson, 1958)

Research and special education programs developed at a rapid rate for a period of about thirty years (approximately 1945-1975) as general educators referred exceptional children to special educators in a mostly segregated environment. As all 50 states developed special education

programs, helped along by legislature support, a special education "empire" involving 10-25% of school-age children evolved (Thurman, 1980).

The late 1970's and more specifically the enactment of PL 94-142 (Education for All Handicapped Children Act of 1975) saw the development of a national movement to mainstream mildly handicapped children into regular classrooms. Some cause for the turn from special education classes which were pursued for so many years toward mainstreaming came about as a result of court decisions mandating the return of certain handicapped children to regular classrooms (Larrivee & Cook (1979) The discovery that children accepted in special education classes were seldom returned to regular classrooms (Thurman, 1981), and the fact that handicapped youth were isolated from their non-handicapped peers where they could learn acceptable behaviors (Glick and Schubert, 1981) were also considered.

According to Johnson and Johnson, (1980:90) the passage of the Education for All Handicapped Children Act is one of the most important pieces of Civil Rights legislation passed. Its implementation can have far-reaching effects on the handicapped child. If the integration of handicapped children with their non-handicapped peers does not go well, further damage can be done to the handicapped child. If the mainstreaming is successful, true friendships and meaningful relationships can be formed.

Studies exist that give empirical support for the mainstreaming of handicapped children. (Bradfield, et al, 1973; Budoff & Gottlieb, 1976). Laws have been passed to assure integration of the handicapped into non-handicapped environments. However, the manner in which handicapped children are mainstreamed and the attitudes of school principals and teachers will play a major role in determining the success of the mainstreaming concept. (Larrivee & Cook, 1979)

Studies conducted to determine the attitudes of teachers toward

mainstreaming have exhibited both positive (Schmelkin, 1981) and negative results (Aiello, 1978; Bradfield, et al, 1973). Generally, the staff that is a greater distance from the student have more positive attitudes toward the mainstreaming concept than those who are working directly with the students. Negative attitudes toward mainstreaming generally increase as the grade level increases (Larrivee and Cook, 1979:316-320).

Glick and Schubert, (1980) while pointing out both the pros and cons of special education, mention that mainstreaming will not automatically solve the problems of educating the special child, but should help him better understand and cope with the real world and non-handicapped persons. The real challenge beyond mainstreaming is the whole integration of mildly handicapped youth with non-handicapped so that both groups can learn from each other.

This section, so far, has discussed the role that formal education has played in developing the handicapped person. Another important aspect in programming for the handicapped are the non-formal programs that are developed and offered since participation in such programs can help lead to the normal socialization of the handicapped.

Literature reviewed reveals little about the work that is being done in a non-formal way for the handicapped. The Directory of National Information Sources in Handicapping Conditions and Related Services, 1980 lists 285 national level organizations that provide information and direct services pertaining to the handicapped. This listing includes such organizations as the National Arts and Handicapped Information Service, Human Resources Center, and Mainstream, Inc. Youth-serving agencies include American National Red Cross, Boy Scouts, Girl Scouts, Junior National Association of Deaf and 4-H.

4-H Involvement in Handicapped Programs

For the purpose of this study, the review of non-formal programs offered for handicapped youth will be limited to those of the 4-H Organization in the United States.

Prior to conducting this study, the investigator met with Dr. Charles Freeman, National 4-H Council, Ella Mae Berdahl, USDA, Hope Daugherty, SEA, and Edith Williams, University of Maryland in December 1980 at the National 4-H Center to gain insight as to the National 4-H Program thrusts for the handicapped and to explore the needs of such programming.

While 4-H at the National level is committed to programming more adequately to serve the needs of the handicapped, there are no set guidelines for doing so. Ways are being explored to expand program effort to include handicapped youth in accordance with the resolution passed in June, 1978 by the 4-H Subcommittee of the Extension Committee on Organizational Policy. National 4-H Council is assisting Federal Extension in these efforts. The one Extension publication in use nationally for guidance in 4-H programming for the handicapped is "Let's Look at 4-H and Handicapped Youth", by Beppler, Bortz and Milligan of Penn State University (1978). Generally, states are conducting a variety of programs for the handicapped and developing their own materials for implementation of the programs. Some other resources shared during the meeting with Freeman, Berdahl, Daugherty and Williams included YMCA's Mainstreaming Activities for Youth (Project, MAY), report on Leader Forum, "Making 4-H More Accessible to Handicapped Youth" held at the National 4-H Center in November 1979, "Highlights of Idea Exchange on 4-H and Handicapped Youth" held September 1978 and information on the International Year of the

Disabled Person (1981).

At the National 4-H Agent's Meeting held in Detroit, Michigan in 1980, it was evident through two seminars presented at the conference that Michigan had been programming for the handicapped for over ten years. The on-site seminar visit demonstrating 4-H in action at two schools for multi-cap children in Macomb County, exemplified Michigan's uniqueness in programming for the handicapped.

There is a growing interest in mainstreaming and programming for the handicapped in 4-H programs throughout the country. A bibliography compiled by the NAE 4-HA Task Force on the Handicapped (generated by a request to States for programming efforts for handicapped youth), lists eighteen (18) states as having 4-H programs for the handicapped. Other 4-H programs probably exist within states that did not respond to the requests. According to the report, 4-H includes handicapped youth in 4-H groups at the community level in many cases, but special programs exist to include those who are harder to reach, i.e., multi-cap and those in institutions. Programs listed in bibliography include: accessible camping facilities for the handicapped, riding for the handicapped, project books in Braille, participation in performing arts programs, summer day camp programs for handicapped, sign language courses and project and resource materials suggesting methods for programming for the handicapped. (Appendix A) Seven counties in Maryland have programs for the handicapped. (University of Maryland Program Trends & Priorities, 80-81.)

An early report of programming for the handicapped through 4-H was that of Rapson and Kelly (1953) where boys in special education classes at Krug School in Missouri were involved in animal and field crops 4-H projects. It was determined that participation in such projects encouraged reading, speaking and math as a result of doing reports on these projects.

The 4-H program effort is only possible through the extensive involvement of volunteers who work closely with the 4-H professional staff in each state throughout the United States toward implementation of 4-H programs. Volunteers are the key to successful programs and operations (National Report, Idea Exchange on 4-H, 1978). It is this same group of volunteers that make 4-H possible for the handicapped. Without volunteer help, Extension could not reach the many families that are involved in its programs.

Section 504 of the Rehabilitation Act of 1973 mandates that organizations receiving federal monies must make all programs available to handicapped individuals who wish to participate. To meet its obligation and responsibility to program for handicapped youth as imposed by the Act, Maryland, too, must rely on volunteers for assistance. The recruitment and training of volunteers to assist with 4-H programs has become increasingly difficult as a result of more demands on individual's time, more women in the work force and the increasing number of other agencies and organizations that are seeking volunteers. (University of Maryland Program Trends and Priorities, 1981-82). As a result of these demands, Extension must make its needs known in an effective way, offer relevant and timely training programs and provide tasks that will challenge and satisfy its volunteers. (USDA, Volunteers, 1971)

While one of the priorities for special audiences in the 1981-82 Trends and Priorities for Maryland is the mainstreaming of them into 4-H activities and events, the question arises, "Are volunteers ready for this task?" Public laws can mandate that this occurs, but the attitudes, willingness, and readiness of the volunteer will play a major role in how successfully the mainstreaming occurs. Often Extension expects its volunteers to assist in implementation of program priorities, but hasn't

provided the necessary background to do so. Volunteers need to know what is expected of them, and what resources and training will be available to them as they meet the challenge of working with special audiences.

Without the support of volunteers, Extension will not be able to successfully implement the mandate of the Rehabilitation Act, 1973 - Section 504.

Mainstreaming vs. special programming is not an easy question. Young people have the same emotional needs but different approaches are needed to reach these needs. It is not easy to integrate youth into ongoing programs even though this is an ideal goal. (Report of Idea Exchange on 4-H and Handicapped Youth, Sept., 1978:3). Extension needs to be ready to prepare its volunteers for the task of programming for handicapped youth.

Attitude Measurement

Agreement Scales

While the problems unique to the measurement of attitudes were recognized early in studies of attitudes toward social issues, they are still with us today. Thurstone (1931:249) described attitudes as being very complex and not totally describeable by a single numerical index. He differentiates clearly between the concept of attitude and opinion. He uses "attitude" to denote all of a person's feelings, beliefs, ideas, fears about a specific topic and "opinion" is the verbal expression of an attitude. He also tells us that we need to take for granted that attitudes can change and that the behavior displayed isn't always consistent with the attitude expressed. Henerson, et al (1978:13) also spoke of the complex nature of attitudes stating that since attitudes can't be measured directly, we can only infer that they exist by what is observed.

Many methods for measuring attitudes exist. Oppenheim (1966) considers attitude scales to be the most sophisticated measures because of

the complexity of attitudes and the effort, care and exploration that must go into the construction of self report attitude scales.

Despite the recent development of other scaling methods such as the Guttman scalogram (1950) and Combs unfolding techniques (1964), the attitude scale construction techniques of Thurstone (1927) and Likert (1932) remain the most important and extensively used. Thurstone first introduced his method of "paired comparisons" in which a number of judges are asked to rate a series of opinion statements along a continuum in 1927. This method proved to be cumbersome and difficulty in obtaining an adequate number of judges to rate the items was a problem. Thurstone and Chave (1929) then developed an easier and shorter technique for construction of attitude scales called "equal appearing intervals." With this method, statements are printed on cards and judges are asked to sort the statements into eleven (11) piles going from most unfavorable to most favorable. Equal weight is given to difference between each pile along the continuum. Ambiguous or irrelevant items are deleted. Subjects completing this attitude scale are asked only to check the statements with which they agree. They are not concerned with the degree of agreement or disagreement that is built into the continuum. (Kiesler, et al, 1969:11)

Thurstone (1929) spoke of a method for measuring attitudes which did not involve judges to place items along an attitude continuum, but it was Likert (1932) who introduced a method for scoring attitudes directly, thus eliminating the need for judges. This method is known as the Likert scale of summated ratings. The main difference between Thurstone and Likert scales is that on a Thurstone scale subjects are asked to check all items with which they agree and on a Likert scale they check the degree of agreement on a five-point scale using the terms strongly agree, agree, uncertain, disagree, and strongly disagree. Integral weights ranging from

1-5 or 5-1 are assigned to each of the responses and the score of an individual is the sum of the scores for each item. (Keisler, et al, 1969: 12-13)

The Likert scale for measuring attitudes remains in common use today. Oppenheim (1966:140) attributes its popularity to its ease of construction and the fact that it correlates well with the Thurstone scale. Oppenheim further points out that Likert scales tend to have good reliability with a reliability coefficient of .85 generally obtainable.

For purposes of this study, literature was searched for existing scale instruments that measured attitudes toward handicapped persons. Studies measuring attitudes toward disabled persons have been of interest for many years (e.g., Strong, 1931), however, prior to 1960 instruments used in these type studies generally were designed for a particular study.

The Attitude Toward Disabled Persons Scale (ATDP) (Yuker, Block and Campbell 1960 , Yuker, Block and Young 1966) was the scale most frequently referred to in studies measuring attitudes toward disabled persons, i.e., (Hafer and Narcus, 1979; Jordan, 1968; Higgs, 1975; Smith and Larson, 1980). The ATDP-0 is a 20-item attitude scale using the Likert form with a six-point scale. Attitudes are measured using a more general than specific format. (See Appendix B for ATDP questions)

Because of the extensive useage of the ATDP scale since its development in 1960, Antonak (1980) made a study of its psychometric properties and factorial structure to determine if it could still be considered a useful instrument for attitude measurement in view of the many 'social changes' that have taken place since it was first developed. According to Antonak, the results of his study do not support continued use of the ATDP-0 in its present form as a measure of attitudes toward disabled persons.

A study by Larrivee and Cook (1979) on the variables affecting teacher attitudes toward mainstreaming used a 30-item Likert scale of summated ratings. Items on this instrument were more specific to the respondents studied and adaptable to this research. (See Appendix C for instrument)

In summary, as one begins any study of attitudes, it would do well to realize:

- a. attitudes cannot be measured directly, conclusions can be based only on inferences,
- b. there is no universal agreement on the nature of attitudes,
- c. behavior exhibited is not always consistent with the attitude expressed,
- d. attitudes are subject to change.

The following statement by Thurstone (1928:534) is worth consideration:

All that we can do with an attitude scale is to measure the attitude actually expressed with the full realization that the subject may be consciously hiding his true attitude or that the social pressure of the situation has made him really believe what he expresses.

CHAPTER III

METHODOLOGY

This chapter includes a description of the design of the study, subjects selected, instrument development, data collection and analysis procedures.

Design of Study

This research was an exploratory study which had as its main emphasis the discovery of ideas and insights.

According to Selltiz, Johoda, et al, (1966:50) the purpose of an exploratory study is "to gain familiarity with a phenomonem or to achieve new insights into it, often in order to formulate a more precise research problem or to develop a hypothesis. Such a study may also be used to clarify concepts, increase investigator familiarity with the phenomonem being investigated, or help establish priorities." Three methods are listed as being successful in undertaking such a study. They are: 1) a study of related social science and other literature, 2) survey of people with experience related to the problem and, 3) "an analysis of insight stimulating examples" (p. 53).

This study used a combination of methods one and two. Because of its exploratory nature, the study posed questions instead of hypotheses.

Subjects

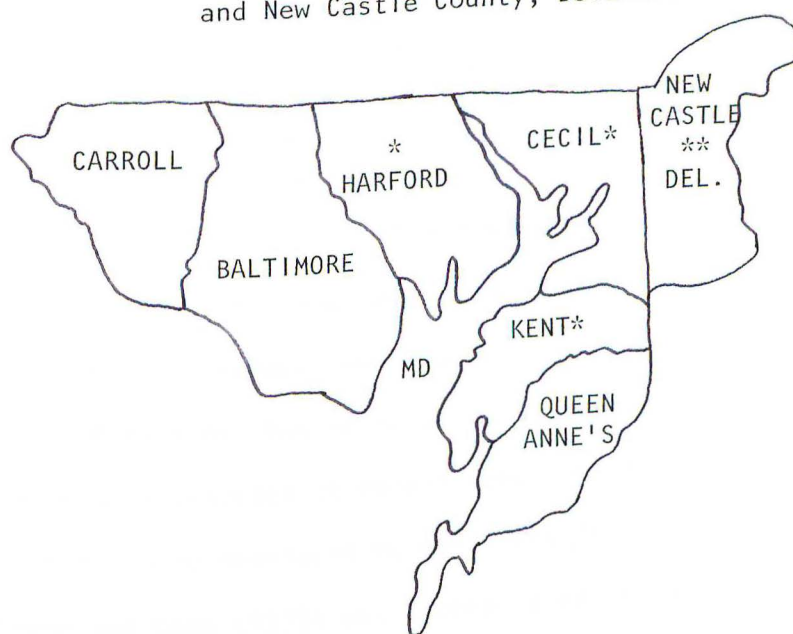
The population selected was the organizational leaders of 4-H clubs in Cecil, Kent and Harford counties in Maryland for a total of 132 subjects. The pre-test included the 4-H organizational leaders in New Castle County, Delaware for a total of 49 subjects. The leaders were

representative of rural, urban and suburban areas served by the Cooperative Extension Service. (Figure 1.)

Organizational leaders were selected as the subjects because they are the leaders most extensively involved in 4-H programs in Maryland and most aware of 4-H organizational guidelines. All organizational leaders were used as opposed to a random sample to insure having a large enough sample on which to base some conclusions. (See Table 1.)

Figure 1

Central District Counties in Maryland
and New Castle County, Delaware



* Indicates counties surveyed
** Indicates county pre-tested

TABLE 1
COUNTIES AND NUMBER OF LEADERS SURVEYED

Counties	Number Organizational Leaders in Each County	% of Total Subjects
Cecil	45	34.
Harford	73	55.
Kent	14	11.
Total	132	100.

Instrument

The instrument used for this study was a two-part questionnaire compiled by the investigator after reviewing questionnaires used in other attitude studies. Since a more specific rather than general instrument was desired, the questions were worded to directly relate to the 4-H program.

The questionnaire was an adaptation of two used in previous research by Jordon, (1968) and Larrivee and Cook, (1979). (Appendix C). Part I of the instrument was an agreement scale consisting of twenty attitude items relating to handicapped persons involvement in the 4-H program. Respondents were asked to rate the items on a Likert-type scale. Ratings on the scale ranged in intensity from (1) strongly disagree to (5) strongly agree. Space was allotted below each of the twenty items so that the respondent could make further comment about the statement. The Larrivee and Cook (1979) questionnaire was used as a guide in developing Part I of this instrument. Nine questions from this questionnaire were reworded to relate specifically to 4-H. The other eleven questions were developed by the investigator. The response scale from Larrivee and Cook (1979) was incorporated in the instrument used in this study.

Part II of the instrument requested demographic information and experience in working with the handicapped. The two questions pertaining to experience in working with the handicapped were adapted from the Personal Questionnaire: HP used in the Jordon, (1968) study. The remaining questions were formulated by the researcher. (Appendix D)

A pre-test of the instrument was conducted with 49 4-H organizational leaders in New Castle County, Delaware to determine if respondents

would encounter any difficulty in responding to any of the items on the questionnaire. Thirty-one of the 49 subjects surveyed (63%) returned completed questionnaires. No follow-up was made in the pre-test. (New Castle County borders Cecil County, Maryland to the East and though more urban and suburban than Cecil County, it has 4-H program characteristics similar to the Maryland Counties surveyed in this study.) The respondents encountered no major difficulties in responding to the twenty (20) attitude items. The only change in Part I of the original questionnaire was the addition of space after each of the attitude items for respondents to make comments. Changes in Part II were made only in the way information was reported in statements 6, 9, 13 and 15. A general comment space was added to the bottom of Part II. (See Appendix E for instrument used in this study.)

Data Collection

The basic procedures for data collection were as follows:

Step 1: Approval for the study was granted by the University of Maryland Committee for Research on Human Subjects on March 23, 1981.

Step 2: 4-H Agents in Harford and Kent Counties, Maryland were contacted for names and addresses of 4-H organizational leaders. Their support to encourage their leaders to complete the questionnaire when received was also requested at time of contact. (Investigator is the 4-H Agent in Cecil County so had access to the leaders names and addresses.)

Step 3: Questionnaires were mailed with cover letters giving directions for completing the form to 132 organization leaders in the three counties on May 5, 1981. The questionnaire was uncoded to assure anonymity; however, subjects were asked to return an enclosed coded postcard stating they had returned the questionnaire. They were also asked to return the

questionnaire separate from the postcard. The postcard was used for the purpose of follow-up only. An "I Love 4-H" button was included as a "thank you" for completing the survey form. Subjects were given three weeks to complete the questionnaire.

Step 4: Follow-up to those who did not return the questionnaire was made by asking the 4-H agents in Harford and Kent counties to remind their leaders to return their survey forms. A reminder postcard was sent to those who had not returned the postcard sent with the questionnaire. Finally, phone calls and personal contacts were made to increase the percentage of returned questionnaires.

Analysis

Questionnaires were coded with an ID number as they were received, and later data was coded onto computer sheets and key punched onto computer cards. The Statistical Package of Social Sciences (SPSS) was used to analyze the data.

Frequency distributions were conducted on all demographic variables and characteristics of respondent's 4-H clubs. This data is presented in tabular form in the first section of Chapter 4.

Scoring of the attitude variables was done by assigning (5) points for the least positive score. Statements 2, 7, 8, 9, 10, 11, 12, 14 and 15 were most positively answered at the low end of the scale, thus in final analysis a reverse scoring procedure was used for these statements.

Attitude statements from one to twenty were analyzed by frequency distributions. The scale, 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree, was later collapsed into 1-2 = 1 (disagree), 3 = 2 (undecided), 4-5 = 3 (agree). Chi square analysis was conducted

between sex, age, and education and attitude statements one (1) through twenty (20). Chi-square was also used to determine the relationship between volunteer's experience and how they felt about certain handicaps.

CHAPTER IV

FINDINGS

This chapter describes the characteristics of the subjects and their 4-H programs. Following this description, the chapter presents the results of the analysis of the four major questions. The discussion of these results is given in Chapter 5.

Subjects

In April, 1981, 132 subjects were identified as volunteer organizational leaders of 4-H clubs in Cecil, Harford and Kent Counties in Maryland, and asked to complete a mail questionnaire as to how they felt about involving handicapped youth in 4-H club programs. Table 2 shows seventy-four (.56) of the 132 leaders returned completed questionnaires.

TABLE 2
NUMBER OF VOLUNTEER 4-H LEADER RESPONDENTS BY COUNTY

County	No. Sent Questionnaires	No. Returned Questionnaires	Per. Total Respondents	Per. of Returned Questionnaires by County
Cecil	45	28	37.8	62.2
Harford	73	36	48.6	49.3
Kent	14	10	13.5	71.4
Total	132	74	100.0	56.0

Characteristics of Respondents

Seventy-seven percent of the 4-H volunteers were female. The majority were married (.82) and lived in rural settings (.88). The average age of the volunteers was 37 years. Approximately one-fourth (.256) were older than 45 years and less than 18 percent were younger than 30 years. Over half

(.51) had formal education beyond high school. (Table 3)

TABLE 3
DEMOGRAPHIC DATA FOR VOLUNTEER 4-H LEADERS IN
CECIL, HARFORD, AND KENT COUNTIES IN MARYLAND

Factor	No.	Percent
Sex		
Male	17	23.0
Female	57	77.0
Total	74	100.0
Age		
19-29 years	13	17.6
30-44 years	41	55.4
45-72 years	19	25.6
Total	73	98.6
(One respondent did not report age. Average age = 37.5 years)		
Marital Status		
Single	13	17.6
Married	61	82.4
Total	74	100.0
Residence		
Farm	39	52.7
Rural non-farm	26	35.1
Suburban	9	12.2
Total	74	100.0
Education		
Completed grades 8-12	36	48.6
Some college or other	15	20.3
Completed college/plus	23	31.1
Total	74	100.0

Table 4 shows 43 percent of the volunteer leaders were fairly new on the job with between 1 and 2 years of experience. One-fourth (.24) of the leaders had between 3-5 years of experience and 34 percent had more than six years of experience. The average size of their 4-H club was 20 members. It is interesting to note 70 percent of the volunteers had children participating in the 4-H program.

TABLE 4
VOLUNTEER LEADERS INVOLVEMENT IN 4-H PROGRAM

Factor	No.	Percent
<u>Years As 4-H Leader</u>		
1 - 2 years	32	43.2
3 - 5 years	18	24.4
6 - 9 years	12	16.2
10 - 25 years	12	16.2
(Average No. years as leader was 5.0)	Total 74	100.0
<u>Members in Club</u>		
1 - 14 members	22	19.7
15 - 20 members	25	33.8
21 - 29 members	17	23.0
30 - 65 members	10	13.5
(Average No. members per club was 20.)	Total 74	100.0
<u>Children in 4-H</u>		
Yes	52	70.3
No	21	28.4
No response	1	1.3
	Total 74	100.0

Handicapped Children and the 4-H Program

As seen in Table 5, 17.6 percent of the volunteers were aware of 4-H programs for the handicapped in their county. These programs included sign language, clubs for mentally retarded and hearing and speech impaired programs. More significant, however, is the number of leaders (.70) that didn't know if 4-H programs for the handicapped were available in their county.

TABLE 5

COUNTY 4-H PROGRAMS FOR HANDICAPPED YOUTH

	No.	Percent
Yes	13	17.6
No	9	12.2
Don't Know	52	70.2
Total	74	100.0

Table 6 indicates that nearly 19 percent of the leaders responding had handicapped youth involved in their 4-H club programs. The types of handicapped individuals involved in 4-H included muscular distrophy, slow learners, mentally retarded, speech impaired, emotionally impaired and cerebral palsied. Slow learners and mentally retarded were listed most frequently. These results show that involvement of handicapped youth in 4-H programs in the three counties surveyed is low since 80 percent of the leaders have no handicapped youth involved in club programs. Involvement of handicapped youth in club programs is not the same as county 4-H programs for the handicapped since clubs could have handicapped youth involved without county emphasis in this area.

TABLE 6
LEADERS WITH HANDICAPPED YOUTH INVOLVED IN 4-H CLUBS

	No.	Percent
Yes	14	18.9
No	59	79.7
No response	1	1.4
Total	74	100.0

Of those leaders who did not already have handicapped youth involved in their club programs, 54 percent were interested in working with or including the handicapped in their club. Forty-six percent indicated they were either not interested in working with the handicapped or undecided about doing so. In commenting on their decisions, some volunteers indicated they felt they didn't have sufficient training to deal with handicapped youth. Others felt they already had enough members in their club or that working with the handicapped would take too much of their time. Table 7 shows these results.

TABLE 7
LEADERS WITHOUT HANDICAPPED YOUTH IN CLUB
INTERESTED IN WORKING WITH HANDICAPPED

	No.	Percent
Yes	32	54.0
No	27	46.0
Total	59	100.0

Volunteer Perception Of 4-H Program As
Making A Difference For Handicapped Youth

The majority of leaders felt mainstreaming of handicapped youth in 4-H would contribute to understanding and self esteem for all members. Nearly 88 percent felt acceptance of the handicapped would be promoted and nearly as many (.84) felt non-handicapped youth would learn to interact with handicapped youth. Eighty-nine percent of the leaders felt the inclusion of handicapped youth in 4-H programs would be a good experience for all. (Table 12)

The chi-square test showed an association between education and the attitude towards involvement of handicapped youth in 4-H as being a good experience for the other members. Ninety-four percent of the volunteers completing grades 8 through 12 felt involvement of the handicapped would be a good experience for the other members, while 5.6 percent were undecided. One hundred percent of the volunteers with some education after high school agreed it would be a good experience, but less than 75 percent of the leaders holding college or advanced degrees felt this to be true. Significance was .04. The results of this association are presented in Table 8. (Because of several empty cells in this analysis, the results need to be interpreted cautiously.)

Chi-square analyses between age and attitudes toward involvement of handicapped youth in 4-H as being a good experience for other club members was also significant at the .05 level. Ninety-five percent of the older age group (45-72) considered the involvement of handicapped youth in 4-H to be a good experience for other members while 88 percent of the 30-44 year old group agreed and 12 percent were undecided. Eighty-five percent of the 19-29 year old group also agreed but 15 percent of this group definitely

TABLE 8

INVOLVEMENT OF HANDICAPPED YOUTH IN 4-H
A GOOD EXPERIENCE FOR OTHER MEMBERS BY EDUCATION

	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Completed grades 8-12	0	0	2	5.6	34	94.4	36	48.6
Some education after high school	0	0	0	0	15	100.0	15	20.3
Completed College/plus	3	13.0	3	13.0	17	73.9	23	31.1
Total Column	3	4.1	5	6.8	66	89.2	74	100.0

Chi-square = 9.99 Significance = .04 Degrees of Freedom = 4

disagreed with having the handicapped involved. Results of this relationship are shown in Table 9. (Because of the three empty cells in this analysis, results need to be interpreted with caution.)

TABLE 9

INVOLVEMENT OF HANDICAPPED YOUTH IN 4-H
A GOOD EXPERIENCE FOR OTHER CLUB MEMBERS BY AGE

Age	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	Group	Percent
19-29 yrs.	2	15.4	0	0.0	11	84.0	13	17.8
30-44 yrs.	0	0.0	5	12.2	36	87.8	41	56.2
45-72 yrs.	1	5.3	0	0.0	18	94.7	19	26.0
Total Column	3	4.1	5	6.8	65	89.0	73	100.0

(One person did not give age.)

Chi-square = 9.78 Significance = .04 Degrees of freedom = 4

In terms of separate programs, one half (.51) of the volunteers did not feel that the needs of handicapped youth could be served better through separate clubs; however, 25 percent of the leaders did and the other 25 percent were undecided. Comments made by some of the volunteers to this question stated that it would depend on the severity of the handicap or retardation. No significant relationships were found in the chi-square analysis of this question.

In response to attitude question ten, "handicapped youth cannot adequately participate in 4-Hprogram", three fifths (.66) felt that handicapped youth could participate adequately in the 4-H program at their own pace and depending on the type of handicap. One-fifth (.20) of the volunteers were undecided on this question and the other 20 percent felt handicapped youth could not adequately participate in 4-H programs. (Table 12.) Chi-square analysis between attitude and age was significant at the .05 level. Eighty-five percent of the age group 19-29 felt that the handicapped youth could adequately participate in 4-H programs. In comparison, 56 percent of the age group 30-44 felt they could participate but less than half (.47) of the 45-72 felt the same. Significance was .02. (Table 10.)

TABLE 10

HANDICAPPED YOUTH CANNOT ADEQUATELY PARTICIPATE
IN 4-H PROJECTS OR ACTIVITIES BY AGE

Age	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	Group	Percent
19-29 yrs.	11	84.6	1	7.7	1	7.7	13	17.8
30-44 yrs.	23	56.1	12	29.3	6	14.6	41	56.2
45-72 yrs.	9	47.4	2	10.5	8	42.1	19	26.0
Total Column	43	58.9	15	20.5	15	20.5	74	100.0

Chi-square = 11.48 Significance = .02 Degrees of freedom = 4

As seen in Table 12, volunteers (.87) felt that mentally retarded youth could benefit from 4-H participation and some leaders commented that there are 4-H projects that can be adapted to their needs. A significant chi-square relationship between this attitude question and age showed that while most of the respondents agreed that 4-H could help mentally retarded youth, 15 percent of the younger age group (19-29 years) did not agree. Fifteen percent of the 30-44 year age group were undecided but 95 percent of the 45-72 year old group agreed. Significance in this association was .01. These results are presented in Table 11. (Because of the empty cells, these results need to be interpreted cautiously.)

TABLE 11

4-H CANNOT HELP MENTALLY RETARDED YOUTH

Age	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent of Total Group
19-29 yrs.	11	84.6	0	0.0	2	15.4	13	17.8
30-44 yrs.	35	85.4	6	14.6	0	00.0	41	56.2
45-72 yrs.	18	94.7	1	5.3	0	00.0	19	26.0
Total Column	64	87.7	7	9.6	2	2.7	73	100.0

Chi-square = 12.08 Significance = .016 Degrees of freedom = 4

(One respondent did not give age.)

Chi-square statistic = .016

Attitude question 9 pertained to attitudes concerning handicapped youth being ignored by the other members in the 4-H club. Question 11 dealt with other members and leaders feeling uncomfortable with handicapped youth as members of the group. As table 12 shows seventy-five percent of the leaders felt the handicapped youth would not be ignored by non-handicapped members. Sixty-two percent said they would not feel uncomfortable with handicapped individuals as members of the group. A sizeable minority, (.284)

however, were undecided. Some leaders commented that they might be uncomfortable at first, but this would change over time. No significant chi-square relationships were determined for this question.

TABLE 12

VOLUNTEERS PERCEPTION OF THE 4-H PROGRAM
AS MAKING A DIFFERENCE FOR HANDICAPPED YOUTH

Question	Attitude	Disagree		Undecided		Agree		Total	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1	Mainstreaming fosters understanding	4	5.4	11	14.9	59	79.7	74	100.0
2	Handicapped best served through special clubs	38	51.4	17	23.0	19	25.6	74	100.0
4	Involvement of handicapped will promote acceptance	2	2.7	7	9.5	65	87.8	74	100.0
9	Handicapped will be ignored	56	75.6	11	14.9	7	9.5	74	100.0
10	Handicapped cannot adequately participate	44	59.5	15	20.3	15	20.3	74	100.0
11	Others will feel uncomfortable with handicapped	46	62.2	21	28.3	7	9.5	74	100.0
12	4-H cannot help mentally retarded	65	87.8	7	9.5	2	2.7	74	100.0
13	Regular members will learn to interact	12	2.7	10	13.5	62	83.8	74	100.0
16	Including handicapped, a good experience for all	3	4.1	5	6.7	66	89.2	74	100.0

VOLUNTEER 4-H LEADERS ATTITUDES TOWARD HANDICAPPED PERSONS

Most respondents (.77) strongly supported the statement "4-H will promote growth of the handicapped child." Nineteen percent were undecided. Leaders commented that their support depended on the person and the severity of the handicap. Eighty-eight percent felt that handicapped persons could become productive members of society. Again, some leaders said this depended on the type and severity of the handicap. Others said anyone can become productive under the right conditions with patience and understanding. (Table 13.)

The majority of leaders (.838) did not feel the behavior of handicapped youth would set a bad example for the other club members. However, only 54 percent of the leaders felt that the handicapped did not have behavior problems that would be disruptive to the 4-H program. More than one-third (.338) were undecided on this question. Comments made by the leaders on both questions were similar. Some of these comments were, "Depends on the handicap," "Could be true at times," "No more than normal youth," "Can have behavior problems in 'normal' as well as handicapped populations," and "Everyone alive is a combination of both positive and negative behavior traits." (Table 13.)

As indicated in Table 13, thirty percent of the leaders felt that the involvement of handicapped youth would take time away from other club members. Twelve percent were undecided and 58 percent did not feel this was true. Comments to this question included, "Depends on handicap and whether non-handicapped youth are involved in helping," "Probably true, but is time well spent," "It should foster more togetherness and sharing," and, "Some, but it is a needed learning experience."

Table 13 shows 75 percent of the volunteers did not feel other groups were already meeting the needs of handicapped youth, but 20 percent were

undecided on this question. In their comments, leaders felt that there needed to be interaction between handicapped and non-handicapped youth, that all youth need 4-H, and other groups were not serving the social needs of handicapped youth.

Most leaders (.77) did not feel parents of handicapped youth would be any greater problem than non-handicapped parents; however, 14.9 percent were undecided and a small number (.08) felt they would be a problem. When commenting on this question, most leaders felt the parents would probably be a greater help and more willing to get involved.

TABLE 13
ATTITUDES OF VOLUNTEERS TOWARD THE HANDICAPPED

Question	Attitude	Disagree		Undecided		Agree		Total	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
3	4-H will promote growth of the handicapped child	3	4.1	14	18.9	57	77.0	74	100.0
6	Handicapped youth can become productive	5	6.8	4	5.4	65	87.8	74	100.0
7	Behavior of handicapped will set a bad example	62	83.8	7	9.5	5	6.7	74	100.0
8	Involvement of handicapped will take time from others	43	58.0	9	12.2	22	29.8	74	100.0
14	Behavior of handicapped will be disruptive to 4-H	40	54.0	25	33.8	9	12.2	74	100.0
15	Other groups are meeting needs of handicapped, no need for 4-H	55	74.3	15	20.3	4	5.4	74	100.0
17	Parents of handicapped will be a problem	57	77.0	11	14.9	6	8.1	74	100.0

Chi-square analysis of sex, age and education by each of the attitude questions pertaining to the attitudes of volunteers toward handicapped indicated only a significant association between age and feeling the needs of handicapped youth are being met by other groups (so there is no need for 4-H). As Table 14 indicates, 23 percent of the 19-29 age group felt other groups were already meeting the needs of handicapped youth, whereas, only 24 percent of the 30-44 year age group felt this was so and none of the 45-72 age group felt this to be true. Twenty-four percent of the 30-44 year olds and 21 percent of the 45-72 year olds were undecided compared to 7.7 percent of the 19-29 year olds.

TABLE 14
NEEDS OF HANDICAPPED YOUTH ARE BEING MET BY
OTHER SPECIAL PROGRAMS - NO NEED FOR 4-H BY AGE

Age	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
19-29 years	9	69.2	1	7.7	3	23.1	13	17.8
30-44 years	30	73.2	10	24.4	1	2.4	41	56.2
45-72 years	15	78.9	4	21.1	0	0.0	19	26.0
Total Column	54	74.0	15	20.5	4	.055	73	100.0

Chi-square = 10.53 Significance = .032 Degrees of freedom = 4
(One person did not give age)

Volunteers Experience With Handicapped Persons

Question 14 of Part 11 of the survey instrument requested the volunteers to indicate if they had experience in working with handicapped persons and the type of experience they had. As shown in Table 15, forty-eight (.649) or nearly two thirds of the volunteers stated they had previous experience with handicapped individuals.

TABLE 15
VOLUNTEERS EXPERIENCE WITH HANDICAPPED PERSONS

Had Experience	No.	Percent
Yes	48	64.9
No	23	31.1
Total	71	96.0

(Three individuals did not respond to this question.)

The experience held by the volunteers included: training in working with the handicapped (.149), having a handicapped family member (.135), having a friend or knowing someone that was handicapped (.432) and worked with handicapped (.352). Three volunteers (.041) reported themselves as being handicapped. Of particular interest is that only one-third (.338) reported having read or heard about handicapped individuals. The breakdown of this data is reported in Table 16.

TABLE 16
TYPE OF VOLUNTEERS EXPERIENCE WITH HANDICAPPED

Type of Experience	No.	Percent
Have friend or know someone	32	43.2
Have worked with handicapped	26	35.2
Read or heard about handicapped	25	33.8
Training in working with handicapped	11	14.9
Family member handicapped	10	13.5
I am handicapped	3	4.1

Volunteers were asked to indicate the type of handicapped individuals they would feel most comfortable working with in 4-H. In most cases, about one-third of the volunteers indicated a willingness to work with a given handicap. Hearing impaired individuals were reported as being most acceptable (.39) with physically handicapped (.365) the next most accepted group. Emotionally handicapped persons were the least acceptable (.23). Table 17 gives a breakdown of each of the handicaps and their acceptance by the volunteers.

TABLE 17
HANDICAPS VOLUNTEERS MOST WILLING TO ACCEPT IN 4-H

Type of Handicap	YES		NO	
	No.	Percent	No.	Percent
Hearing impaired	29	39.2	45	67.6
Physically handicapped	21	36.5	47	63.5
Learning disabled	26	35.1	48	64.9
Trainable mentally retarded	25	33.8	49	66.2
Visually impaired	24	32.4	50	67.6
Educable mentally retarded	21	28.4	53	71.6
Emotionally handicapped	17	23.0	57	77.0

Chi-square analysis showed no significant association between whether the volunteers had experience with the handicapped persons and the volunteers age, sex and education. When conducted with sex, education and age by the type of handicap volunteers felt most comfortable with, chi-square analysis showed significant associations between education and emotionally handicapped, educable mentally retarded, and trainable mentally retarded. As shown in Table 18, volunteers with just high school training (.82) and those who held college degrees or credits beyond college (.80) were in all cases least willing to work with the emotionally handicapped,

educable and trainable mentally retarded. More than half (.579) of the volunteers who had some education after high school were willing to work with the handicapped groups mentioned.

TABLE 18
VOLUNTEERS AND WILLINGNESS TO WORK WITH
EMOTIONALLY HANDICAPPED, EDUCABLE AND TRAINABLE
MENTALLY RETARDED YOUTH BY EDUCATION

Education	Emotionally Handicapped				Educable Mentally Retarded				Training Mentally Retarded			
	Yes		No		Yes		No		Yes		No	
	No.	Per.	No.	Per.	No.	Per.	No.	Per.	No.	Per.	No.	Per.
Completed grades 8-12	6	16.7	30	83.3	7	19.4	29	80.6	10	27.8	26	72.2
Some College	8	53.8	7	46.7	9	60.0	6	40.0	9	60.0	6	40.0
Completed college/plus	3	13.0	20	87.6	5	21.7	18	78.3	6	26.1	17	73.9
Chi-square = 9.40 Significance = .007 Degrees of freedom = 2				Chi-square = 9.29 Significance = .009 Degrees of freedom = 2				Chi-Square = 5.79 Significance = .05 Degrees of freedom = 2				

Some of the reasons given by volunteers for their willingness to work with specific handicaps were: previous experience and training; currently working with handicapped; handicapped have determination and willingness to learn; have a child, friend or relative that is handicapped; have patience. The less severely handicapped individuals were considered to require less skill and training and be easier to handle.

The comments made by the volunteers shed some insight on why they had these feelings. Some volunteers just preferred not to work with the handicapped. Others worried that handicapped children could not keep up with the 4-H program. This feeling is exemplified by this volunteer's

comment, "the children become frustrated when projects don't turn out and when record books must be completed. How would impaired emotionally handicapped or retarded manage? Maybe I'm making something seem impossible that wouldn't have to be." Some of the feelings were related to training. One volunteer said,

Without prior training of the leaders, I feel the handicapped could be very disruptive and counter-productive in a local 4-H club, but if the leader is trained to work with handicapped it could be a worthwhile experience for all members.

Other volunteers felt handicapped youth deserved an opportunity. One such leader said, "They all need a chance and 4-H can give them many chances. 4-H is for everyone. I am willing to try anything that will help."

Training and Volunteers' Perceptions About Working With Handicapped Youth

Most of the volunteers (.79) did not feel they had adequate training to work with handicapped youth. Eighty-six percent felt that special training was needed prior to programming for the handicapped. An example of this need for training was the response to learning sign language. More than 75 percent of the leaders felt hearing persons should learn sign language to be able to communicate with the deaf or hearing impaired. It was interesting to note, in light of these feelings, that 77 percent of the leaders indicated they would be willing to accept handicapped youth as 4-H members. (See Table 19.)

The chi-square test of association between sex, age and education by the attitude questions 5, 18, 19 and 20 resulted in only two significant findings. They were: (1) sex by the willingness to learn sign language and, (2) education by "I have adequate training."

TABLE 19

TRAINING AND VOLUNTEERS' PERCEPTIONS ABOUT
WORKING WITH HANDICAPPED YOUTH

Question	Attitude	Disagree		Undecided		Agree		Total Row	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
5	Willing to learn sign language	8	10.9	9	12.2	57	77.0	74	100.0
18	Have adequate training	39	52.9	19	25.7	16	21.6	74	100.0
19	Special training needed before programming	1	1.4	9	12.2	64	86.5	74	100.0
20	Willing to accept handicapped as members of club	6	8.1	11	14.9	57	77.0	74	100.0

As shown in Table 20, more females (.84) than males (.579) felt that hearing persons should learn sign language to communicate with the hearing impaired. Almost one-third (.29) of the males were undecided as compared to 7 percent of the females. Table 20 presents the data in support of this finding.

TABLE 20

HEARING PERSONS SHOULD LEARN SIGN
LANGUAGE TO COMMUNICATE WITH HEARING IMPAIRED BY SEX

Sex	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Male	3	17.7	5	29.4	9	52.9	17	23.0
Female	8	8.8	4	7.0	48	84.2	57	77.0
Total Column	11	13.3	9	18.2	57	68.5	74	100.0

As seen in Table 21, the chi-square results for education by "have adequate training" shows that 8 percent of the leaders with high school or less education felt they had adequate training to work with the handicapped as compared to one-third (.33) of the leaders with some college credits or college degrees (.34). The greatest discrepancy was in the undecided category. Forty percent of the group with some college credits was undecided while only 13 percent of those who completed college were.

TABLE 21
HAVE ADEQUATE TRAINING TO WORK
WITH HANDICAPPED YOUTH BY EDUCATION

Education	Disagree		Undecided		Agree		Total Row	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Completed grades 8-12	23	65.9	10	27.8	3	8.3	36	48.6
Some College	4	26.7	6	40.0	5	33.3	15	23.3
Completed College/plus	12	52.2	3	13.0	8	34.8	23	31.1
Total Column	39	47.6	19	26.9	16	25.5	74	100.0

Chi-square = 11.21 Significance = .024 Degrees of freedom = 4

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against handicapped persons by agencies which receive federal funds. Because of its federal funding and its commitment to serve all people, 4-H needs to make specific plans to program for handicapped youth. 4-H Agents have the responsibility for implementation of programs at the county level through volunteer leaders. The volunteer leader is therefore, a key factor in involving handicapped youth in 4-H programs.

This exploratory study dealt with the attitudes of 4-H volunteers leaders in three counties in Maryland toward involvement of handicapped youth in 4-H programs. The purpose was to determine: (1) if volunteers perceived 4-H as making a difference for handicapped youth, (2) the volunteers' general attitude toward handicapped persons, (3) if the training/experience a person had made them feel more comfortable in working with handicapped youth, and (4) types of handicapped individuals - leaders were willing to include in 4-H programs. All volunteer organizational leaders in Cecil, Harford and Kent Counties for a total of 132 subjects were surveyed. Seventy-four volunteers (.56) responded to the questionnaire.

The instrument used for this study was a two-part questionnaire compiled by the investigator. Part I was an agreement scale consisting of twenty attitude items which the volunteer rated on a Likert-type scale.

Part II of the instrument requested demographic information and experience in working with the handicapped. (See Appendix C)

Data were analyzed by frequency distributions and the chi-square test of association. The .05 level of significance or lower was set for all analysis in this study.

Seventy-seven percent of the volunteers were females. Most were married and lived in rural settings. The average age of the volunteers was thirty-seven and most had children in 4-H. Over half had education beyond high school. Most of the leaders were new to 4-H having served for a period of 1-2 years.

The majority of volunteers felt involvement of handicapped youth in 4-H would contribute to an understanding of the differences and be a good experience for all. Significant relationships were found between age and education and the attitudes toward feeling involvement of handicapped in 4-H programs as being a good experience for other members. Leaders who had completed college and those in the 19-29 age group were less receptive to the involvement of handicapped in 4-H programs.

Significant relationships were also found between age and feeling handicapped youth were able to participate in 4-H programs and feeling 4-H was a help to mentally retarded youth. Most of the 19-29 age group felt that handicapped could participate adequately in 4-H while only one half of the other two age groups felt they could. Most of the volunteers saw 4-H as being a help to mentally retarded youth but one-sixth of the younger group definitely disagreed and one-sixth of the middle group was undecided.

Most volunteers strongly supported 4-H as promoting growth of the handicapped child and did not feel the behavior of handicapped youth would set a bad example for other members. However, only about half of the

leaders felt the handicapped did not have behavior problems that would be disruptive to the 4-H program. Only one-fourth of the leaders felt other groups were already meeting the needs of the handicapped. A significant relationship found between age and feeling the needs of the handicapped were being met by other groups showed younger leaders feeling that the needs of handicapped were being served.

More than half of the volunteers had some type of experience with handicapped persons. One-third of the leaders indicated a willingness to work with a specific handicap. Significant relationships were found between education and feeling comfortable with emotionally handicapped, educable mentally retarded and trainable mentally retarded. Leaders who had some college education were the most receptive to working with these groups.

Most of the leaders felt they did not have adequate training to work with handicapped youth and training should be given prior to program implementation. Most were willing to learn sign language in order to communicate with hearing-impaired persons with females more significantly willing to learn sign language than males. Three-fourths of the leaders said they would accept handicapped youth as club members.

CONCLUSIONS AND DISCUSSION

Volunteers Perceptions of 4-H as Making A Difference for Handicapped Youth

Results of this study indicate that volunteers generally support involvement of handicapped youth in 4-H programs. Four-fifths or more of the respondents agreed that mainstreaming of handicapped youth in 4-H programs would foster understanding and self esteem through group interaction and would promote acceptance of the differences of the handicapped

youth.

Nearly 90 percent of the volunteers felt involvement of handicapped youth in 4-H would be a good experience for the other members. A significant statistical relationship was found between age and "4-H helping mentally retarded youth" and "including handicapped in 4-H as being a good experience for other members." In both instances about one-sixth of the younger age group (19-29 years) felt 4-H could not help mentally retarded youth and that involvement of handicapped in 4-H would not be a good experience for other members. On the other hand, one-sixth of the middle age group (30-44 years) was undecided on both questions and only 5 percent of the 45-72 year olds were undecided or disagreed. It could be that younger people have less concern for handicapped persons because of their lack of direct involvement with them. Handicapped persons have generally been kept apart from the non-handicapped as a result of a mostly segregated education system and other special groups giving attention to the needs of the handicapped. Generally, help for the handicapped has been left to those who have been specially trained to work with them. As one gets older and gains experience in the work world, or possibly a friend or family member becomes handicapped, the opportunity to interact with handicapped persons increases and individuals become more aware of their needs. This could then result in greater acceptance and understanding of the differences and the need for the handicapped to be a part of the "norm" of society.

A significant association was found between education and "involvement of handicapped as being a good experience for other members." It appears that volunteers with the most education are less apt to see 4-H as being a good experience for handicapped youth. This could mean that volunteers with more education have greater insight into the problems of

involvement of handicapped youth in 4-H such as special equipment needs and adaptation of projects and programs to better meet the needs of the handicapped. They may have greater expectations as to what handicapped persons should learn as a result of participation in the 4-H program and realize it takes much time and patience to see just a small amount of growth in a handicapped individual. As volunteers, they may not be willing to take the extra effort they feel is needed to involve the handicapped in 4-H programs.

Three-fourths of the leaders felt handicapped youth would not be ignored by other members of the club. Fifteen percent were undecided. The question pertaining to how comfortable volunteers felt with a handicapped person was answered slightly differently. Slightly more than one-fourth of the leaders were undecided on this question. This difference could indicate that individuals may be interested in learning about and helping those that are handicapped but feel uncomfortable while doing so. It is likely as individuals (handicapped and non-handicapped) begin to interact with one another, they will become more at ease and accept each other for the person they are and overlook the mental or physical differences that exist.

Although the leaders had a generally positive attitude toward involvement of handicapped in 4-H, one-fourth thought the needs of handicapped youth could be better served through special and separate clubs and one-fifth of the leaders were undecided on this issue. This could mean that volunteers, while supporting the idea of involvement of handicapped in 4-H, prefer not to have them in their own clubs. Perhaps it is because they lack experience and are not sure how to adapt projects or activities for involvement of the handicapped.

One-fifth of the volunteers supported the idea that handicapped youth would not be able to participate adequately in most 4-H projects or activities and another fifth was undecided on this issue. A significant association was found between age and this variable. Younger volunteers seem to feel handicapped youth could adequately participate in 4-H. The large percentage of undecided volunteers shows a need for more education. These findings could also mean older leaders look on full participation in 4-H as being more competitive and winning more an indication of success than their younger counterparts. The older and more experienced volunteer may feel that 4-H is most meaningful to the youth who participate in judging contests, fairs, fashion reviews, speech contests and other events. They may perceive a handicapped youth as lacking the ability to take part in these activities or not being able to keep up if they did take part.

Volunteer Leaders Attitudes Toward Handicapped Persons

The general attitudes as to how volunteers feel towards handicapped persons were positive. However, volunteers were more positive in their feelings about the behavior of handicapped youth setting a bad example for others (.84 disagreed) than they were about the behavior of handicapped being disruptive to 4-H programs and activities (.54 disagreed). More volunteers (.34) were undecided on the disruptive factor than on behavior setting a bad example (.095). Why is this? Generally, disruptive behavior is related to setting a bad example. Do volunteers look at behavior of the handicapped as a part of the handicap, thus something to be expected?

Do the volunteers consider disruptive as meaning changes that will need to be made in program to facilitate handicapped involvement? There is a possibility that volunteers related the disruptive behavior question to the one preceding it - "that involvement of handicapped youth in 4-H clubs

would take time away from other club members." Nearly 30 percent agreed that it would take time away from other members. Perhaps this sizeable minority of volunteers perceived involvement of the handicapped in the 4-H program as taking more time, because some changes may need to be made in their regular club programs, such as type of programs planned, projects and activities offered, meeting places and parent involvement. Changes made in these areas could cause one to feel the "normal" club program was being disrupted.

A significant association was found between age and the needs of handicapped being met through other programs. Nearly one-fourth of the 19-29 year age group felt the needs of handicapped were being met while only one person (.024) in the middle and older age groups felt the same. This could be attributed to the fact that younger volunteers may have had more exposure to or are more aware of other programs and how individuals are being served by such groups. Younger volunteers may feel that the needs of handicapped youth are being served by other programs because of the passage of recent laws: (1 PL-94-142) which assures all children a free and appropriate education with emphasis on mainstreaming children into the regular classroom and (2 Section 504 of the Rehabilitation Act of 1973 which prohibits descrimination against handicapped persons by agencies or organizations that receive federal funds). They may not realize that the laws apply to 4-H nor think of 4-H as serving some of the social needs of handicapped persons. Also, they may see the needs as being served because of the emphasis on special education in the school system. The number of volunteers currently employed was not part of this study, but considering the rural nature of the counties studied, many of the older volunteers may not be working and thus, unaware of available programs.

Volunteers' Experience With Handicapped Persons

The purpose of this question was to determine the types of handicapped persons, leaders were most willing to include in 4-H programs and to see if there was a relationship between sex, age, education and experience of the leaders toward involvement.

More than half (.649) of the volunteers had previous experience with the handicapped. The greatest amount of leaders' experience (.432) was related to having a handicapped friend or family member. Thirty-five percent of the leaders had worked directly with handicapped persons, so it is surprising to learn only one-third (.33) of the volunteers reported having read or heard about the handicapped. It is hard to believe in this time of mass publicity on the needs of handicapped persons that one out of three leaders were not exposed to it. Perhaps the leaders didn't consider this type of experience important enough to be reported or didn't report it if they checked other types of experience. The statement "check all that apply" might help clarify the question on the questionnaire and obtain more valid responses. The fact that less than one-fourth (.149) of the volunteers had training in working with handicapped persons is further indication that some type of orientation is needed when implementing 4-H programs for the handicapped.

Leaders indicated they would feel most confident working with hearing impaired (.392) and physically handicapped (.365). However, there was only a slight difference in their willingness to accept learning disabled (.35), trainable mentally retarded (.338) and visually impaired (.324). Educable mentally retarded (.284) were perceived to be more acceptable for involvement than emotionally handicapped (.23). Some inconsistency exists between this study and other research regarding the

acceptability of the handicap categories (Payne and Murray, 1974 and the pre-test conducted prior to this study). Visually impaired, hearing impaired, physically handicapped and learning disabled were reported as the most acceptable categories of handicap conditions. In this study, trainable mentally retarded was the fourth most accepted group. Emotionally handicapped were least accepted. In the pre-test with New Castle County and Payne and Murray (1974) trainable mentally retarded are reported as being least acceptable. The volunteer's educational background may be a contributing factor to the difference. If volunteers had training in working with the trainable mentally retarded, they probably would feel most comfortable with this group. There also may be a difference in the leaders knowledge about the handicap categories. To those who don't know "trainable" may seem more manageable than "educable" or "emotional". A more accurate report of acceptability of the various handicap types might result if volunteers were asked to rank all categories in order of acceptance rather than having them circle only the ones with which they would feel comfortable.

Training and Volunteers Perception About Working With Handicapped Youth

The comparison of education with "have adequate training" resulted in a significant association. More than half of the volunteers who completed high school and those who completed college felt they lacked the training necessary to work with handicapped youth, while only one-fourth of the group with some college credits felt the same. Four-tenths of the later group were undecided on this question. A possible reason for this could be that those who completed only high school were sure they didn't have training to work with handicapped youth while those who completed

college had become more aware of the complexity of handicap conditions and the patience and time needed for learning. Those with some college education may have felt they would like to work with the handicapped or that involvement of the handicapped in programs was the thing to do, but were not sure how to involve them, therefore, were undecided when answering the question.

While most leaders felt some type of training was necessary prior to program implementation for the handicapped, their comments when responding to the question indicated they did not generally favor lengthy training programs. Suggested programs included a general orientation program or one-day workshops to make leaders aware of the types of handicaps and how to program for them. Leaders were concerned about the responsibility of having handicapped youth as club members when indicating their willingness to accept them.

Implications

A generally positive attitude toward handicapped individuals exists among the 4-H volunteers in the three counties in Maryland involved in this study. The majority of leaders feel involvement of the handicapped would promote growth and be a good experience for both handicapped and non-handicapped individuals, that handicapped youth can be productive and that parents of handicapped youth would be no more of a problem than those of non-handicapped parents. Based on these attitudes, Maryland could begin to give broader emphasis to programming for the handicapped.

The fact that 70 percent of the volunteers didn't know whether or not programs for the handicapped existed in their county, indicates a need to better inform leaders of the 4-H programs available to youth. The

publicity for training that is currently being given to new leaders appears to be inadequate when they don't know whether there is a program for handicapped in their county or not. This could contribute to the high turnover rate among volunteer leaders in the 4-H program.

The factors of keeping leaders informed and providing adequate training will have a major affect on the success of the involvement of handicapped youth in 4-H programs. Participation of handicapped in 4-H in the three counties surveyed is low at the present time, but with the right emphasis and training this participation could be increased. Most of the volunteers are willing to accept handicapped youth but do not feel they are adequately trained to do so. Maryland 4-H, therefore, has a responsibility to help the leaders meet this need. Leaders need to know about the various types of handicaps, expected behavior and how to handle them. They need to know how to help non-handicapped and handicapped individuals feel at ease with one another. Training will need to be given in program development so leaders can adapt projects and activities with the least effort possible to make them a meaningful experience for handicapped youth. Focus in programming will need to be away from "competitive" activities towards a more "helping and sharing philosophy."

The factor of legal responsibility and accessible meeting places will also have to be considered. Training for the volunteers will need to be concise, relevant and meaningful. There is much they need to know but time and travel are major concerns of volunteers when they participate in training programs. They generally are not committed to long training programs. Older leaders may need more training than younger leaders in how to make 4-H more meaningful for handicapped youth and they may be more reluctant to change.

Sign language is a skill non-handicapped individuals should learn to communicate with hearing impaired individuals. There is much interest in learning this skill today. Courses are often offered at local adult education classes and more signing is seen on television. This could be developed into a project for youth and adults. Signing is not difficult to learn, but much practice is needed. If everyone made an effort to learn sign language, the life of the deaf person's world would be greatly enlarged.

As 4-H develops handicapped training programs, special attention will need to be directed to the more serious handicapped conditions, such as emotionally handicapped and mentally retarded, to encourage greater acceptance of these youth.

The recent budget cuts at the Federal level, means a cutback in many of the social programs we have come to accept as a part of life. Handicapped persons will most likely be affected by this cut, as well. The Extension Service, which includes 4-H, will be needed to help persons affected by these cuts to help themselves.

The following statement by Marcia C. Beppler, Ph.D., delivered to the American Home Economics Association in June 1977, sums up the hoped for results of handicapped youth's participation in 4-H programs,

Through rehabilitating and habilitating experiences in 4-H, handicapped youth will experience personal growth. Greater understanding between handicapped and non-handicapped individuals will result, and greater confidence of non-handicapped adults and teens to become involved with handicapped youth will be fostered. If it all works, everyone gains and nobody loses.

Recommendations for Further Study

Studies pertaining to handicapped involvement in 4-H and other Extension programs are just beginning to surface. There is much opportunity for further study in this area. Recommended areas for study are:

- 1) Comparison of attitudes by counties that have programs for handicapped vs. those who do not have programs.
- 2) Evaluation of existing programs for the handicapped.
- 3) A study of handicapped conditions and whether training in work with a particular handicap contributes to acceptance.
- 4) A study of the attitudes of volunteers in other counties in Maryland and other parts of the United States.
- 5) A study of the attitude of the professional Extension Worker toward involvement of the handicapped in 4-H and other programs.

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APPENDIX A

BIBLIOGRAPHY OF NAE 4-HA TASK FORCE ON
HANDICAPPED PERSONS AND RESOURCES FOR 4-H IN
UNITED STATES

This bibliography has been compiled by the NAE4-HA Task Force on the Handicapped from responses generated by a request sent to state 4-H leaders in February 1981 by Allan T. Smith of the NAE4-H Leisure Education Task Force asking for publications, programs and other efforts to involve the handicapped in 4-H.

We want to express our appreciation to those who responded and hope this information will be of value in providing ideas and resources that will make it possible for more handicapped individuals to become active participants in the 4-H program.

Julia Burnham
Cooperative Extension Project
for the Handicapped
Utah State University
UMC 68
Logan, Utah 84321

COLORADO

State survey of handicapped involved in 4-H.

One hundred in special clubs, some are mainstreamed. Projects include cooking, clothing, arts & crafts, puppetry, health, woodworking, first aid, and horse-back riding.

CSU students used as leaders -- for college credit.

Newsletters sent out each month to leaders working with handicapped -- Handi-helps.

Publications: "National Summary of Handicapped 4-H Participation in County and State Fair Activities."

"Leaders Handbook for Working with the Handicapped", compiled but not published.

Contact: Paula Johnson, Coordinator of 4-H programs for the handicapped
Larimer County Extension Service
County Courthouse
Post Office Box 543
Fort Collins, Colorado 80522

ILLINOIS

State survey of handicapped involvement in 4-H. 1,034 handicapped mainstreamed in regular clubs and in special clubs.

4-H clubs for blind and hearing impaired.

Working on campground for handicapped that will be totally accessible.

Publication on making clothing for the handicapped is available.

Contact: George L. Daigh
Program Leader 4-H
Extension Director, Illinois 4-H
Foundation
47 Mumford Hall
University of Illinois
Urbana, Illinois 41801

INDIANA

Doctoral Dissertation: "An Impact Model for Evaluating 4-H Programs for the Handicapped Child" by Floyd Branson.

Contact: Floyd Branson
421 City-County Building
Indianapolis, Indiana 46204

KANSAS

4-H club for mentally handicapped annually raises and sells a hog. Proceeds send club members to summer camp. Some counties have special clubs for handicapped. Handicapped are included in day camps.

Contact: Emily B. Kling, Extension 4-H
Specialist
Outdoor Education - Kansas State
University
Umberger Hall
Manhattan, Kansas 66506

UTAH

Publications: Series of educational booklets for Extension workers currently being field tested. Available by October 1981. These include the following:

"Involving the Handicapped in 4-H
Considerations to Keep in Mind"

"4-H for the Handicapped Activities
Handbook"

"An Overview of Handicapping Con-
ditions"

"A Look at Some Myths Regarding
Handicapped Individuals"

"4-H for the Handicapped in Institutions"

Approximately 250 residents of Utah State Training School are involved in 4-H programs.

200 acre park designated for handicapped. Completely accessible camping facilities available for 4-H outings.

Contact: Julia Burnham
Cooperative Extension Project for the
Handicapped
Utah State University, UMC 68
Logan, Utah 84322

VIRGINIA

4-H Horseback Riding Program for Handicapped

4-H Share-the-Fun Program -- Participation in performing arts; dance, vocal, instrumental, drama, and general. Local, regional and state activities held annually.

4-H project books in foods and nutrition have been translated into Braille.

	Contact:	John J. Beasley, Extension Leader - 4-H Cooperative Extension Service Virginia Polytechnic Institute & State University Blacksburg, Virginia 24601
WISCONSIN	Publications:	"Adopt-a-Friend" 4-H Project Guide A one-on-one project in which a 4-H member develops a close relationship with someone who has a long-term illness, elderly, lonely, physically handicapped, mentally handicapped.
	Contact:	John Heller Youth Development Specialist University of Wisconsin Cooperative Extension Programs 336 Lowell Hall 610 Langdon Street Madison, Wisconsin 53706
OHIO	Publications:	"4-H Opens the Gate of Life" (Activities for Mentally Retarded 4-Hers). Includes a set of 20 activity cards: self awareness, creative arts, food and nutrition, gardening, clothing, woodworking.
		Horse program for the mentally retarded. Group summer day camp program for handicapped.
	Contact:	Juanita E. Miller, Asst. State Leader, 4-H Cooperative Extension Service Ohio State University State 4-H Office 2120 Fyffe Road Columbus, Ohio 43210
OREGON	Publications:	"4-H Reaches Out to Youth with Special Needs". 1968 "4-H Opens the Door for the Mentally Retarded" 1967
	Contact:	H. Joe Myers, Asst. Director, 4-H Youth Cooperative Extension Service Oregon State University Corvallis, Oregon 97331

PENNSYLVANIA	<p>Publications: "4-H Recreation Leader's Guide, Recreation and Handicapped Youth", 1978. Suggestions for games, special events, arts and crafts, dance, drama and music.</p> <p>"4-H Leaders Guide, Let's Look at 4-H and Handicapped Youth"</p> <p>Contact: The Pennsylvania State University Cooperative Extension Service University Park, Pennsylvania</p>
TENNESSEE	<p>Conducted state survey to determine involvement of handicapped in 4-H programs. Handicapped mostly mainstreamed into regular clubs. Some EMR clubs. 2,538 total handicapped involved.</p> <p>Contact: Oliver F. Cook, Asst. Professor University of Tennessee Agricultural Extension Service Post Office Box 1071 Knoxville, Tennessee 37901</p>
TEXAS	<p>Publications: "Working with the Mentally Retarded", 1976. A leaders guide for working with the mentally retarded in 4-H. Contains list of possible activities.</p> <p>Contact: Lanny Bullard, 4-H & Youth Specialist Texas Agricultural Extension Service Room 315, System Building College Station, Texas 77843</p>
KENTUCKY	<p>4-H Camp for kids with Special Needs--weekend camp using university students working in Special Education and teachers of EMR as aides.</p> <p>4-H in Special Education classrooms--activities include carpentry, nutrition and money management, cactus gardens, terrariums, kite building and flying, talent show providing props, costumes, music, dance, mime, specialty acts.</p> <p>Contact: Sheila B. Meadows Extension Program Specialist for 4-H University of Kentucky Lexington, Kentucky 40546</p>

MICHIGAN

Four-year project to integrate several thousand handicapped youth and adults into 4-H. No published materials available currently.

Piloted state survey to assess involvement of handicapped in 4-H which has been replicated in several other states.

Active and extensive 4-H Horsemanship for the Handicapped program. Publications available.

Contact: Donald R. Jost, Program Leader
4-H Youth Programs
Cooperative Extension Service
175 South Anthony
East Lansing, Michigan 48824

MISSOURI

4-H club in EMR Group Home in Potosi--craft activities.

4-H club in Special Education class, Salem. Organized for 2 years, twice monthly meetings. Activities include geology, conservation, career exploitation. Parents serve as resource people.

Contact: Jo Turner 4-H Youth Specialist
Post Office Box 190
Steelville, Missouri 65565

NEBRASKA

Co-host at least three camps each year for the handicapped.

NEW JERSEY

In Newark, two basketball teams of deaf-mute youngsters organized. These teams played "normal teams".

4-H club of mentally retarded adults has been meeting in Passaic for about 8 years doing a wide variety of projects, showing at fairs, etc.

Physically handicapped youngsters are being mainstreamed into regular 4-H program.

Contact: Irving H. Blatt, Associate
Specialist/Program Advisor
Urban 4-H Youth Development
Cooperative Extension Service,
Cook College
Post Office Box 231
New Brunswick, New Jersey 08903

NORTH DAKOTA

4-H club at State Institution for Severely Retarded has held monthly meetings with a group of adult females for about 6 years. Emphasis on crafts shown at county fair each year.

Contact: Thomas A. Martindale, Asst.
Director, 4-H
Cooperative Extension Service
State 4-H Office, 116 Morrill Hall
Fargo, North Dakota 58105

APPENDIX B

QUESTIONS ON ATTITUDES TOWARDS DISABLED PERSONS SCALE (ATDP)

Questions On
ATTITUDE TOWARD DISABLED PERSONS SCALE

1. Parents of disabled persons should be less strict than other parents.
2. Physically disabled persons are just as intelligent as nondisabled persons.
3. Disabled persons are usually easier to get along with than other persons.
4. Most disabled persons feel sorry for themselves.
5. Disabled persons are the same as anyone else.
6. There shouldn't be special schools for disabled children.
7. It is best for disabled persons to live and work in special communities.
8. It is up to the government to take care of disabled persons.
9. Most disabled persons worry a great deal.
10. Disabled persons should not be expected to meet the same standards as non-disabled persons.
11. Disabled people are as happy as nondisabled ones.
12. Severely disabled people are no harder to get along with than those with minor disabilities.
13. It is impossible for a disabled person to lead a normal life.
14. You should not expect too much from a disabled person.
15. Disabled people tend to keep to themselves much of the time.
16. Disabled people are more easily upset than nondisabled people.
17. Disabled persons cannot have a normal social life.
18. Most disabled people feel that they are not as good as other people.
19. You have to be careful what you say when you are with disabled people.
20. Disabled people are often grouchy.

APPENDIX C
INSTRUMENT USED IN
LARRIVEE AND COOK ATTITUDE STUDY

LARRIVEE AND COOK INSTRUMENT

Please circle the number under the column that best describes your agreement or disagreement with the following statements. There are no correct answers: the best answers are those that honestly reflect your feelings.

Scale: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree U = Undecided

	SA	A	U	D	SD
1. Many of the things teachers do with regular students in a classroom are appropriate for special-needs students.	1	2	3	4	5
2. The needs of handicapped students can best be served through special, separate classes.	1	2	3	4	5
3. A special-needs child's classroom behavior generally requires more patience from the teacher than does the behavior of a normal child.	1	2	3	4	5
4. The challenge of being in a regular classroom will promote the academic growth of the special-needs child.	1	2	3	4	5
5. The extra attention special-needs students require will be to the detriment of the other students.	1	2	3	4	5
6. Mainstreaming offers mixed group interaction which will foster understanding and acceptance of differences.	1	2	3	4	5
7. It is difficult to maintain order in a regular classroom that contains a special-needs child.	1	2	3	4	5
8. Regular teachers possess a great deal of the expertise necessary to work with special-needs students.	1	2	3	4	5
9. The behavior of special-needs students will set a bad example for the other students.	1	2	3	4	5
10. Isolation in a special class has a negative effect on the social and emotional development of a special-needs student.	1	2	3	4	5
11. The special-needs child will probably develop academic skills more rapidly in a special classroom than in a regular classroom.	1	2	3	4	5
12. Most special-needs children do not make an adequate attempt to complete their assignments.	1	2	3	4	5
13. Integration of special-needs children will require significant changes in regular classroom procedures.	1	2	3	4	5
14. Most special-needs children are well behaved in the classroom.	1	2	3	4	5
15. The contact regular-class students have with mainstreamed students may be harmful.	1	2	3	4	5

	SA	A	U	D	SD
16. Regular classroom teachers have sufficient training to teach children with special needs.	1	2	3	4	5
17. Special-needs students will monopolize the teacher's time.	1	2	3	4	5
18. Mainstreaming the special-needs child will promote his/her social independence.	1	2	3	4	5
19. It is likely that a special-needs child will exhibit behavior problems in a regular classroom setting.	1	2	3	4	5
20. Diagnostic-prescriptive teaching is better done by resource-room or special teachers than by regular-classroom teachers.	1	2	3	4	5
21. The integration of special-needs students can be beneficial for regular students.	1	2	3	4	5
22. Special-needs children need to be told exactly what to do and how to do it.	1	2	3	4	5
23. Mainstreaming is likely to have a negative effect on the emotional development of the special-needs child.	1	2	3	4	5
24. Increased freedom in the classroom creates too much confusion.	1	2	3	4	5
25. The special-needs child will be socially isolated by regular-classroom students.	1	2	3	4	5
26. Parents of a special-needs child present no greater problem for a classroom teacher than those of a normal child.	1	2	3	4	5
27. Integration of special-needs children will necessitate extensive re-training of regular teachers.	1	2	3	4	5
28. Special-needs students should be given every opportunity to function in the regular-classroom setting, where possible.	1	2	3	4	5
29. Special-needs children are likely to create confusion in the regular classroom.	1	2	3	4	5
30. The presence of special-needs students will promote acceptance of difference on the part of regular students.	1	2	3	4	5

APPENDIX D

QUESTIONS FROM JORDON (1958) PERSONAL
QUESTIONNAIRE (HP) USED AS GUIDE IN DEVELOPING
QUESTIONS 14 & 16, PART II OF MARYLAND
STUDY OF LEADER ATTITUDES

Questions from Jordon (1958) Personal Questionnaire (HP)
Used as Guide In Developing Questions 14 & 15 Part II of Maryland Study
of Leader Attitudes.

(3) p. 215 (used for question 14)

The following questions have to do with the kinds of experience you have had with physically handicapped persons. Please circle the number of each experience that applies to you. If more than one experience applies, please circle a number for each experience that applies.

- I have read or heard a little about physically handicapped persons . . . 1
I have studied about physically handicapped persons through
reading, movies, lectures, or observations 2
A friend is physically handicapped 3
Some relative is physically handicapped 4
I have personally worked with physically handicapped persons, as a
teacher, counselor, volunteer, child care, etc. 5
My father, mother, brother, sister, wife (husband) or child is
physically handicapped 6
I, myself, have a physical handicap. (Briefly, please indicate the
kind of handicap _____

(1) p. 214 (used for question 15)

Please read each question carefully and do not omit any questions.
Please answer by circling the correct answer (or answers) or fill in the
answer as requested.

Some physically handicapping conditions are listed below. In respect to
these various handicaps, which have you had the most actual experience
with. Please answer by circling the number of the group you select.
Circle only one.

- | | |
|-----------------------------------|--------------------------------|
| 1. blind | 6. disfigured (such as severe |
| 2. partially blind | burns or scars on face) |
| 3. deaf (and deaf-mute) | 7. spastic (or cerebral palsy) |
| 4. partially deaf | 8. speech disorders |
| 5. crippled or amputated
limbs | 9. none |

APPENDIX E
INSTRUMENT USED FOR MARYLAND STUDY

May 5, 1981

Dear 4-H Leader:

4-H Programming for the Handicapped is receiving emphasis in many states across the nation and during 1981, "The Year of the Disabled Person," even stronger efforts are being made. 4-H programs for the handicapped are really just beginning in Maryland and you are sure to hear more about this program effort in the months to come.

I have a special interest in the handicapped person and hope that we can do more to involve them in 4-H programs. However, at this time I am interested in how YOU the volunteer leader feels about involving handicapped persons in your own 4-H club and county 4-H programs and I'm currently doing a study in this area. This study is being done with organizational leaders in Cecil, Kent, and Harford Counties. Your 4-H Agent has given approval for your participation in the study. Information obtained will be shared with the State 4-H Office and will be used to help determine program direction and training needs for involving handicapped persons in 4-H programs. Results of the study will also be shared with you, the volunteer, upon request or through training meetings.

I hope you will take a few minutes from your busy schedule to respond to the enclosed questionnaire which consists of two parts. Directions for responding to both sections are given at the beginning of each part. It is important that all questions be answered. Return the completed questionnaire in the enclosed addressed, stamped envelope. Neither your name or any coding is on the questionnaire, so your reply will be anonymous. I would ask that after you have completed and mailed the questionnaire, that you return the enclosed postcard, separately, indicating the date you mailed your questionnaire. Please return your completed questionnaire by May 22.

I have enclosed an "I Love 4-H" button for you as a small "thank you" for returning the questionnaire. Your response is most important for determining 4-H program efforts in this area. I will be looking forward to hearing from you within the next week or so. If you have any questions, give me a call at 398-5647.

Sincerely,

Bernardine M. Coleman

(Mrs.) Bernardine M. Coleman
Extension Agent, 4-H & Youth
CECIL COUNTY

P.S. Where there is more than one leader in a home, I've enclosed a questionnaire for each person. Please return in one envelope.

QUESTIONNAIRE: ATTITUDES TOWARD INVOLVING HANDICAPPED IN THE 4-H PROGRAMS

PART I

Listed below are 20 statements pertaining to the involvement of handicapped youth in 4-H programs. In this questionnaire you are to express how you feel about each statement. The answers indicate how much you agree or disagree with each statement. Select the answer following each statement that best tells how you feel and CIRCLE one answer only. Please respond to all statements.

DEFINITIONS:

MAINSTREAMING means providing an opportunity for a handicapped person to be involved with a non-handicapped person in 4-H activities to the extent the handicapped person chooses.

HANDICAPPED in this questionnaire is used in general terms referring to all handicaps: visually impaired, hearing impaired, physically handicapped, learning disabled, emotionally handicapped, educable mentally retarded, trainable mentally retarded.

1 = SD - Strongly disagree
2 = D - Disagree
3 = U - Undecided

4 = A - Agree
5 = SA - Strongly Agree

- | | <u>SD</u> | <u>D</u> | <u>U</u> | <u>A</u> | <u>SA</u> |
|--|-----------|----------|----------|----------|-----------|
| 1. Mainstreaming of handicapped youth in 4-H offers mixed group interaction which will foster understanding and self-esteem for all. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 2. The needs of handicapped youth can best be served through special and separate clubs. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 3. The challenge of being in a regular 4-H club will promote growth of the handicapped child. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 4. The presence of handicapped youth in 4-H will promote acceptance of the differences on the part of regular 4-H members. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 5. Sign language is a skill that hearing persons should acquire in order to communicate with the hearing impaired. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 6. Handicapped persons can become productive members of society. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
7. The behavior of handicapped youth will set an undesirable example for the rest of the club members. Comment _____	1	2	3	4	5
8. Involvement of handicapped youth in 4-H clubs will take time away from other club members. Comment _____	1	2	3	4	5
9. Handicapped youth will be ignored by the other members of the 4-H club. Comment _____	1	2	3	4	5
10. Handicapped youth will not be able to adequately participate in most 4-H projects or activities. Comment _____	1	2	3	4	5
11. Other members and leaders in the 4-H club will feel uncomfortable with a handicapped person as a member of the group. Comment _____	1	2	3	4	5
12. Mentally retarded persons have difficulties in learning, therefore 4-H cannot help them. Comment _____	1	2	3	4	5
13. Regular 4-H club members would learn to interact with handicapped youth. Comment _____	1	2	3	4	5
14. Handicapped youth have behavior problems that would be disruptive to 4-H programs and activities. Comment _____	1	2	3	4	5
15. The needs of handicapped youth are being met through other special programs, therefore they do not need 4-H. Comment _____	1	2	3	4	5
16. Including handicapped youth as 4-H members would be a good experience for the other members. Comment _____	1	2	3	4	5

- | | <u>SD</u> | <u>D</u> | <u>U</u> | <u>A</u> | <u>SA</u> |
|--|-----------|----------|----------|----------|-----------|
| 17. Parents of handicapped youth will be <u>no greater</u> problem for the 4-H leader than parents of non-handicapped members. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 18. I have adequate training to work with handicapped youth. | 1 | 2 | 3 | 4 | 5 |
| Comments _____ | | | | | |
| 19. Special training should be given for 4-H leaders before programs for the handicapped are started. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |
| 20. I would be willing to accept handicapped youth as 4-H members. | 1 | 2 | 3 | 4 | 5 |
| Comment _____ | | | | | |

PART II

PERSONAL AND BACKGROUND DATA QUESTIONNAIRE

This part of the questionnaire deals with some general background information about you, your experience as a 4-H leader and your contacts with handicapped persons. Answers to all questions are important to this study, so please complete all items. PLEASE FILL IN OR CIRCLE YOUR ANSWER.

1. County _____
2. Area in which you live: Farm Rural non-farm Suburban
3. Sex: Male Female
4. Marital status: Single Married Divorced Separated Widowed
5. Your age: _____
6. Highest level of education completed: _____
7. Number of years as a 4-H leader: _____
8. Number of members in club: _____

-4-

9. Give number of members in each age range: Under 9 ____; 9-11 ____;
12-13 ____; 14-16 ____; Over 16 ____

10. Type of club: Pre-4-H Project Community Other(specify) _____

11. Do you have children in 4-H? YES NO

12. Does your county have any 4-H programs for the handicapped? YES NO DON'T
KNOW
If yes, what type of programs? _____

13. Do you have any handicapped youth in your club? YES NO If YES, give
type of handicap. _____

If NO, would you be interested in becoming involved in a 4-H program for
the handicapped? YES NO

14. Have you had any experience with handicapped persons? YES NO
If YES, circle type of experience you've had:

- a. Have read or heard about handicapped persons.
- b. Have had training in working with the handicapped.
- c. Have a family member that is handicapped.
- d. Have a friend or know someone that is handicapped.
- e. Have worked with handicapped persons.
- f. I am a handicapped person.

15. From the handicaps listed below, circle those you would feel most comfortable
in working with:

<u>Handicap</u>	<u>Why?</u>
a. Visually impaired	_____
b. Hearing impaired	_____
c. Physically handicapped	_____
d. Learning disabled	_____
e. Emotionally handicapped	_____
f. Educable mentally retarded	_____
g. Trainable mentally retarded	_____

16. Any other comments: _____

