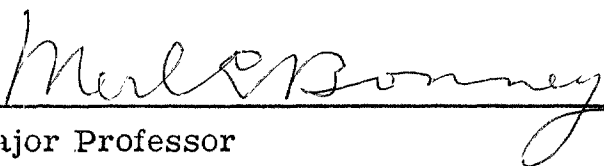
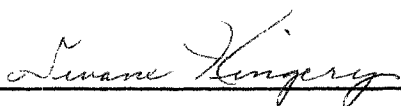


A COMPARATIVE ANALYSIS OF SELECTED CHARACTERISTICS OF
FOSTER GRANDPARENTS ASSIGNED TO CRITERION
GROUPS ON THE BASES OF TENURE AND
SUPERVISOR EVALUATIONS

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THESIS

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CHAPTER I

INTRODUCTION

Nature of the Foster Grandparent Program

The Foster Grandparent Program consists of a series of projects which employ low income persons of age sixty or over to work with and for dependent, neglected, or impaired children. The duties of these foster grandparents depend on the needs of the children served. In some instances, for example, grandparents concentrate on helping the children to learn such self-help skills as eating, bathing, and dressing, while other children require assistance in learning social and academic skills. Much of this training takes place in the context of recreational activities, and it is felt that a child-grandparent relationship characterized by reciprocal positive regard is developed by and fundamental to these activities.

With the above in mind, the following sections are intended to provide a greater understanding of the rationale and operation of the Program. In addition, a description of one of the projects, a review of the relevant literature, and some hypotheses based on this review will be presented.

Background of the Foster Grandparent Program

Two currents of thought led to the initiation of the Foster Grandparent Program. The first of these was the perceived need to take steps to ameliorate the problems associated with low incomes and inactivity among older persons. The second emphasized the benefits for dependent, neglected, or impaired children which were expected to result from increases in individualized contacts with sympathetic and interested adults. "Thus, the basic rationale of the program is that these children need someone to help them and that the aged need someone to help" (27, p. 2).

The increasing importance of the older person in our society is reflected in census figures. In 1900, people of age sixty-five and over comprised four per cent of the total population. By 1960, this figure had risen to nine per cent (19, p. 4). During the last forty years of this century, the number of such persons will increase from eighteen million to thirty-two million (19, p. 6). There are indications, however, that the increase in the older population will occur at a decreasing rate (22, p. 47).

Economic conditions and trends associated with aging can also be described statistically. For example, while the median income for all families in the United States in 1963 was \$6,249.00, the median

income in the same year for families with a head aged sixty-five or over was \$3,352.00 (29, p. 1). Although the latter figure is certainly low when compared with the former, there are indications that the incomes of older persons have risen somewhat in recent years. More specifically, the number of older persons in the population increased by 40 per cent from 1950 to 1961 while their total income increased by 130 per cent. In contrast, the increase in total income for the whole population was approximately 80 per cent (19, p. 71).

When interpreting these trends, however, certain factors should be considered. One is the decline in the purchasing power of the dollar. Another is the migration of many older persons from rural to urban areas where costs of living are higher. Also, a large part of the total income of the aged group went to a small proportion of persons. "Slightly over 200,000 of the aged had incomes of \$20,000.00 or over, and more than 50,000 had incomes of \$50,000.00 or over" (19, p. 7).

Finally, the aged are earning less and less of their total income. One-half of their total income in 1950 came from earnings in 1961. This trend reflects the losses in jobs open to older persons resulting from the shift from an agricultural to an industrial economy. This, in turn, has led to discrimination in hiring, selection in retraining, and compulsory retirement policies (8, pp. 49-50). Government programs

account for two-thirds of the income from sources other than earnings (19, pp. 7-8).

Mentally retarded children represent a group expected to be helped by the Foster Grandparent Program. In 1962, there were an estimated 5.4 million mentally retarded children and adults in the United States, a figure representing about three per cent of the total population (20, p. 1). Of these, about 213,000 were being cared for in public and private institutions. Thus, five million retardates lived outside of institutions in 1962 (20, p. 131).

Description of the Foster Grandparent Program

The President of the United States announced the first twenty-two projects under the Foster Grandparent Program on August 29, 1965. The Program is administered jointly by the Office of Economic Opportunity and the Administration on Aging. The Office of Economic Opportunity provides the funds for the various local projects, and the Administration on Aging is responsible for their development and supervision. In the first year ten million dollars was provided for support (27, pp. 1-2).

This support went to twenty-two projects located in nineteen states. The Program is seen as exploratory and, if successful, will probably be expanded (27, p. 8).

On each project, a grandparent works with two children a day (usually two hours being devoted to each child). Thus, the grandparents work twenty hours a week, usually in terms of five four-hour days.

They are currently paid the minimum wage of \$1.40 an hour and hence earn slightly over \$100.00 a month.

Description of the Denton State School Project

The Denton State School project is one of two in the state of Texas (the other being in San Antonio, Texas, under the sponsorship of Bexar County Hospital) and one of four in which foster grandparents work with mentally retarded children (27, p. 8).

The Denton State School serves thirty-seven counties in the northeast portion of Texas and is one of six State schools in Texas for the mentally retarded. It began operation in 1960 and is intended to provide (1) care and training for the children, (2) research in mental retardation, and (3) training of professional workers in the area of retardation (27, p. 8).

The physical plant is located four miles south of Denton on 200 acres of land donated by the city. Forty-four dormitories and seventeen other buildings serve 1,700 students and 800 employees. The services include "a special educational school, a gymnasium, a swimming pool, a playground, and a fifty-two bed hospital. . . . In addition, there is a canteen, a barber shop, and several administrative offices" (27, p. 9).

Employment Criteria and Hiring Procedures

To be hired, each foster grandparent included in this study had to meet four basic qualifications. First, he had to be sixty years of age or over at the time of employment. Second, he could not have a total income of more than \$1,800.00 if single. If married, the combined yearly income of husband and wife could not exceed \$3,000.00. These amounts (which were lowered after the hiring of those persons included in this study) included income from all sources. Third, the applicant had to be in good health with no communicable diseases. His sight, hearing, and speech had to be adequate, and it was desirable that he be strong enough to lift and carry the children if necessary. Fourth, he was expected to have a liking for children, an ability to get along with other people, and, in general, be mentally alert, dependable, and patient. Finally, although it was not a formal requirement, the applicant had to be literate, since he was responsible for writing reports on the children (27, p. 11). This requirement was later eliminated when the grandparents were found to dislike writing these reports.

Each applicant was required to supply proof of age in the form of a birth certificate or driver's license at the time of application. Whether or not he met the income requirement was determined by the amount of income listed on his application and verbal responses elicited in the interview with a staff member (which was required of

all applicants). The chronological sequence for gaining employment was (1) making a trip to the project, (2) filling out an application, (3) touring the dormitories in which the grandparents worked (the tour guide assessing rapport with the children), and (4) having an interview with one of the project's training coordinators. If the applicant met the first two requirements of age and income, the interviewer's impressions served to determine whether he was hired (27, pp. 11-12).

Grandparent Assignments

One hundred and fourteen persons had been hired in three groups as of March 16, 1966. These grandparents constituted the population from which the present sample was drawn.

Each of the three groups of grandparents hired began its employment with two weeks of orientation sessions. These sessions

. . . included filmstrips on child development and mental retardation, lectures on various aspects of retardation, and walking tours of the institution. Specific work assignments were made at the end of the orientation periods. Supplementary training consists of regular weekly training periods and on the job supervision (27, p. 12).

These grandparents originally worked either on a 7:00 a.m. to 11:00 a.m. or a 3:00 p.m. to 7:00 p.m. shift. These shifts were changed in the fall of 1966 to 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Bus service is provided to and from the school as congested parking

conditions prevent the grandparents from coming to the school in personal automobiles.

This study was concerned with those grandparents working prior to or on November 1, 1966. At that time, the grandparents were working in six dormitories. About twenty were divided between two Nursing Service dormitories (these housing young, severely retarded children). Approximately seventy-five grandparents were divided between four Cottage Life dormitories (these housing older severely and moderately retarded children). One of the Nursing Service dormitories housed both boys and girls while the other housed only boys. Three of the Cottage Life dormitories housed boys, the other housing girls.

As previously indicated, the duties of a foster grandparent in regard to his two children depend on the children's needs. Corrective and recreational activities are closely intertwined and have included walks, music periods, parties, puppet shows, manual dexterity exercises, games, trips to the playground, and specific skill-training sessions, to name but a few. Activities are planned through consultation with project staff members in terms of such needs. "Thus it is possible that at any one time no two foster grandparents are doing exactly the same thing with their children" (27, p. 16).

Description of the Grandparent Population

Thornton (27) has extensively described 100 of these 114 grandparents in terms of social and economic characteristics. His presentation included the following descriptions. The grandparents had a mean age of 67.4. Eighty-four were females, sixteen males. Ninety-two were white, eight Negro. Forty-eight per cent were widowed; forty per cent were married; three per cent were single; and nine per cent were divorced. The grandparents had a mean of 9.1 years of formal education. Their mean annual income was \$1,079.00 if single and \$1,749.00 if married (27, pp. 27-33).

Background of Present Study

This study has its origins in three main concerns. The first of these deals specifically with the Foster Grandparent Program and is reflected in the following:

The foster grandparent projects are one of the most recent aspects of the War on Poverty, and virtually the only one directed specifically to the elderly. Its success may determine whether the Office of Economic Opportunity will pursue programs for older people or simply recommend direct income supplementation payments. Who was hired and how successfully they perform are two critical questions (27, pp. 16-17).

In summary, continuation of the Program is perhaps contingent upon its perceived success, and this success will be determined to a large degree by those participating as grandparents. Hence, improvement

of selection decisions through application of knowledge of factors related to performance as a grandparent seems of some importance.

Two other concerns led to the initiation of this study. First, the common problem of turnover to institutional personnel involves psychological costs to patients and dollar costs to the institutions. In regard to the first type of cost, Cleland (6) suggests that

there can be little question that turnover of the parent surrogate attendants, with the accompanying separation and need for re-identification by the patients, greatly affects the relatively limited environment of the ward (6, p. 205).

In regard to the second type of cost, Vaccaro (30) estimates that an amount in excess of \$300.00 is spent in the replacement of a single attendant.

But reducing turnover is only a first step in the improvement of patient care. It is being increasingly recognized that the institutional milieu can have either therapeutic or harmful effects on patients (11, 12, 21). And it is the attitudes and behaviors of staff members (and particularly those in close daily contact with patients) which to a large degree determine the nature of the institutional milieu (2, 5, 10, 23).

Thus, this study stemmed from concern with continuation of the Foster Grandparent Program both as a means of enriching the lives of older persons and improving the institutional milieu through their effective performance.

Statement of the Problem

While studies of the characteristics of more and less successful attendants in general hospitals, psychiatric aides, and attendants in residential schools for the mentally retarded are found in the literature, the recency of the Foster Grandparent Program precludes inclusion of any studies of foster grandparents. The present study represented an attempt to fill this gap, to extend the orientation of these studies to the new occupational group of foster grandparents. More specifically, this study was concerned with determining whether those foster grandparents employed at Denton State School and seen as more and less successful in job performance could be differentiated on the basis of selected psychological and sociological characteristics. In summary, it may be said that the study was exploratory in terms of the population involved but borrowed its methods and variables for investigation from studies of similar purpose of groups participating in "helping relationships."

Related Studies

There have been a number of studies which have attempted to discover characteristics differentiating those seen as better and poorer institutional and hospital employees. Such studies have centered on attendants in residential schools for the retarded (3, 4, 7, 13, 25),

psychiatric aides (9, 14, 15, 18, 26, 32), and attendants in general hospitals (16). While of similar purpose, these studies have differed along dimensions other than the obvious one of occupational groupings.

One of these dimensions involves the criteria used to separate employees into groups. Several studies (4, 15, 16, 18, 25, 26) utilized ratings of job performance as criterion measures. While Levine (16), Tarjan, Shotwell and Dingmann (24), Pishkin and Wolfgang (18), and Cattell and Shotwell (4) secured ratings only from immediate supervisors, Tellefson (25) secured them from supervisors, patients, and occupational peers. Lawton (15), on the other hand, secured ratings from ward physicians and nursing supervisors.

Another approach to the criterion problem is represented by studies (7, 13) in which tenure categories provided the basis for division into criterion groups. More specifically, Cleland and Peck (7) investigated characteristics of resigned and employed state school attendants, while Kimbrell and Blanchard (13) studied discharged and employed attendants.

Four studies (3, 9, 14, 32) utilized criterion groups determined by a combination of ratings and tenures. Kline (14) separated employed psychiatric aides into better and poorer groups on the basis of supervisor ratings as did Yerbury, Holzberg, and Alessi (32). These groups were then compared in both studies with discharged aides. Cuadra and

Reed (9) studied groups of psychiatric aides of (1) long and short tenure and (2) positive and negative supervisor evaluations. Butterfield and Warren (3) compared those attendants in a state school for the retarded who were (1) discharged and who were (2) retained with no unfavorable supervisor evaluations.

These studies also differed in terms of the variables used in the comparisons of the criterion groups. Some studies (3, 4, 9, 15, 16, 18, 25, 32) were concerned exclusively with psychological characteristics as measured by tests of personality and intelligence. Other studies (7, 13, 14, 26) made use of biographical (largely socio-economic) data in addition to that gathered through psychological testing. Neither the measures of personality and intelligence nor the types of biographical information secured revealed much constancy between studies.

The degree to which the studies are grounded in theory represents another dimension of difference. For example, the Cleland and Peck study (7) was conducted largely in terms of hypotheses gleaned from The Authoritarian Personality (1). More specifically, their analyses of the social position of the state school attendant (low man on the institutional totem pole but "God" in the ward) led them to believe that persons continuing in this job would show more of the characteristics attributed to authoritative personalities than would persons

abandoning the role. In short, these authors proceeded largely on the basis of (1) job analysis, (2) postulation of personality and social characteristics seemingly congruent with the perceived role requirements, and (3) testing to see whether such characteristics actually did differentiate between groups. Since they started from a theoretical orientation, their results can be interpreted in terms of the theoretical framework.

Some of the other studies, such as those of Kline (14), and Yerbury, Holzberg and Alessi (32), proceeded more along the line of (1) a curiosity about factors related to success in a job, (2) a "feeling" (based on a non-systematic job analysis) that certain characteristics should make a difference, and (3) testing for differentiation between groups. While these studies are not completely atheoretical, their underlying assumptions seem to be less conscious and systematic than those of Cleland and Peck. While results of such studies may be interpreted in terms of the support (or lack of support) given the assumptions, the nature of the assumptions reduces the possibilities of arriving at a highly integrated understanding of the situations being studied (as may be noted in the following summary of specific studies).

Levine (16) studied the relationships between personality and efficiency in the hospital occupation of attendant, food service worker, and clerical worker. Since only the findings in regard to hospital

attendants are considered relevant to this study, they will be the only ones presented. Each of the subjects was administered the Minnesota Multiphasic Personality Inventory (group short form), the Cornell Index, the Graphomotor Projection Test, and the SRA Primary Mental Abilities Test (Intermediate Form AH). Criterion groups were determined through use of supervisor evaluations of work efficiency. While none of the personality measures differentiated between efficient and inefficient hospital attendants, the efficient attendants showed a higher degree of intelligence by scoring significantly higher on each of the subtests of the Primary Mental Abilities Test.

Studies of psychiatric aides have focused primarily on variables of personality and intelligence. Yerbury, Holzberg, and Alessi (32) found Beta Examination scores somewhat helpful in screening psychiatric aide applicants. Two other studies (24, 31), however, found no difference in intelligence between better and poorer aides.

Kline (14) found that "Blue Ribbon" aides (those employed and having no unfavorable supervisor evaluations at the time of the study) could be differentiated from Unsatisfactory aides (those who were discharged or who had resigned with one or more unfavorable evaluations) in terms of two variables. More specifically, the "Blue Ribbon" group described their health as good instead of fair more often

than the Unsatisfactory aides and also contained more persons of rural (as opposed to urban) backgrounds than the latter group.

Lawton (15) found that psychiatric aides demonstrating lesser degrees of authoritarianism were ranked higher in job performance by ward psychiatrists. Pishkin and Wolfgang (18) studied the relationship between empathy and total job performance as measured by the Aide Performance Evaluation Scale. Empathy was evaluated in terms of responses to simulated hospital situations on four Thematic Apperception Test cards, and a significant positive relationship was found between empathy and job performance.

While none of the above studies could claim support for all of their hypotheses, the results of studies by Cuadra and Reed (9) and Tollefsen (26) were particularly discouraging. Cuadra and Reed attempted to find items in the California Psychological Inventory which would differentiate between (1) long- and short-tenure aides and (2) good and poor aides. Those items found to do so with one set of sample pairs failed to differentiate with a second set. Tollefson's study compared groups of aides divided in terms of supervisor, patient, and peer evaluations on factors measured by the Opinion About Mental Illness Scale and the Survey of Interpersonal Values. Biographical data was also used in the comparisons. No significant results were

found. Both Cuadra and Reed and Tollefson saw criterion deficiencies as probably responsible for such findings.

Three studies (3, 4, 25) have attempted to differentiate better and poorer state school attendants in terms of test responses. Butterfield and Warren (3) administered subscales L, K, Pd, and Ma of the Minnesota Multiphasic Personality Inventory to 109 persons hired as cottage attendants. Those discharged within six months of date of hiring scored significantly higher on the Ma, Pd, and K subscales than did those retained in employment with no unfavorable supervisor evaluations.

Cattell and Shotwell (4) studied the extent to which the Sixteen Personality-Factor Questionnaire could differentiate between more and less successful attendants. They found that the more successful attendants were more emotionally mature, more conservative, and had more superego strength (the latter being the most important factor).

Tarjan, Shotwell and Dingmann (25) attempted to devise a test for screening attendant applicants. While the test failed to prognosticate job success, the authors describe the theoretically successful attendant as a conservative, conforming, satisfied person of few outside interests.

McIntire (17) surveyed the superintendents of all state schools for the mentally retarded in the United States in an attempt to find causes of employee turnover. Five of the major causes were seen as low salaries, quality of the employees applying, poor health, changes in home conditions, and poor working conditions.

As previously noted, Cleland and Peck (7) compared long-tenure attendants (ten or more years on the job) with those resigning after fewer than six months on the job. The hypotheses were drawn largely from authoritarian theory. The long-tenure group revealed (1) significantly higher scores on the California F Scale, (2) greater incidence of rural family background, (3) significantly fewer changes of residence in the past five years, and (4) more forced situations in which they were placed in the role of "little parent" during childhood.

In addition to data gathered via the F Scale and biographical forms, sentence completion tests and interviews were utilized in the process of data collection. Synthesis of this material resulted in the following prototypes of the groups studied.

In summary, the two groups were seen to be very similar in social and cultural backgrounds. Members of both groups came from relatively large families, were of average intelligence, and had approximately equal education . . . Marriage histories of the groups reflect no particular extremes and the number of children for both groups was near the national average. On only one cultural variable did the groups differ significantly--that of rural background.

Personality-wise, the stayer and leaver groups differed greatly. The stayer emerged as a rather passively-compliant individual whose characteristic mode of adjustment was one of pronounced dependency, either on parental figures or on parent substitutes. The findings suggest that these dependency needs are, to some extent, recognized and are being satisfactorily resolved by identification with the authority figures in the institution.

In contrast, the leaver was more assertive and frequently given to overt expression of both warmth and criticism. Mood swings were more pronounced and there was evidence of a rather self-indulgent approach to life situations. Authority clashes were more often evidenced by the leaver, with indications that the problems with authority figures were not yet resolved (7, pp. 887-888).

A study by Kimbrell and Blanchard (13) attempted to determine to what extent the findings of Cleland and Peck could be generally applied to another state school when the groups to be compared were somewhat different. More specifically, the groups in this study consisted of (1) attendants on the job from thirty-five to forty-eight months and (2) attendants who were dismissed (rather than resigned as in the Cleland and Peck study) after working at least one month but no more than twenty-seven months.

The "stayers" in the Kimbrell and Blanchard study scored significantly higher on the F Scale and indicated significantly fewer changes of residence in the past five years than did the dismissed group. While these results are congruent with those of Cleland and Peck, contradictory results were obtained on three variables. There

were no statistically significant differences between these groups on urban-rural backgrounds or placement in the role of "little parent" during childhood. Further, the dismissed attendants scored significantly higher on the Revised Beta Examination (no differences in intelligence between groups being found by Cleland and Peck).

Testing of hypotheses not derived directly from Cleland and Peck yielded the following results: (1) employed attendants listed significantly fewer hobbies than dismissed attendants; (2) significantly more females were found in the employed group; (3) no inter-group differences in self-description of health (good, average, poor) were found.

The greater number of women in the employed group was seen as resulting either from their willingness to work for lower wages (as secondary breadwinners) and/or from the greater congruence of the role with the "mothering" (as opposed to the masculine) image depicted by our society.

The authors conclude that the higher IQ scores, greater number of changes of address, and greater number of hobbies of the dismissed group

. . . was in keeping with predictions and assumptions that the type work performed at the attendant level, the 'lowest rung of the ladder' in an institutional setting, would fail to be sufficiently stimulating or rewarding for the bright,

alert, and apparently less stable persons whose diversified interests lead them into other vocational areas (13, p. 223).

Hypotheses

Two assumptions were implicit in the following hypotheses. The first of these was that studies of attendants in schools for the mentally retarded were more relevant to hypotheses concerning this group of foster grandparents (since they too work in a state school). Hence, results of state school studies were given greater weight (all other factors being equal) in the formulation of hypotheses.

The second assumption was that the studies of Cleland and Peck and Kimbrell and Blanchard were particularly useful. First, they concerned state school attendants, and, second, they were grounded in a systematic body of theory (that of The Authoritarian Personality). This approach made it possible for research to support or deny the appropriateness of the application of this theoretical framework to a particular situation. Such an approach was considered more useful than research seeking to determine the applicability of less systematic assumptions. For these reasons, hypotheses were stated in congruence with one or both of these studies unless other evidence strongly suggested otherwise.

Nine variables were selected for inclusion in the study. Seven of these were primarily psychological in nature and consisted of

(1) scores on parts one, two, three, four, and six of the General Aptitude Test Battery Form A; (2) scores on an Information Survey on Retardation; (3) scores on the Cornell Medical Index (Form N2); (4) scores on the Life Satisfaction Index A; (5) scores on an Authoritarian Attitude Scale; (6) self-description of health (good vs. fair or poor); and (7) number of reported hobbies. The other two variables selected were primarily sociological in nature. They were (8) urban-rural residence and (9) stability of residence.

Four criterion groups of grandparents were selected. From those listed as employed on a November 1, 1966, census of present and former grandparents, a group of (1) highly-ranked grandparents and (2) other-employed grandparents was chosen. Those listed as separated from the Project were divided into those (3) who were terminated and those (4) who resigned. Statistical considerations (subsequently discussed) made it necessary to combine the groups of terminated grandparents and resigned grandparents into a category of separated grandparents in inter-group comparisons of GATB scores and urban-rural residence.

Hypotheses involving psychological characteristics were as follows:

1. The group of employed grandparents would include significantly fewer persons achieving "high" rankings on the

GATB subtests than will be found in the group of separated grandparents. This hypothesis stemmed from the study of Kimbrell and Blanchard (13) in which discharged attendants scored significantly higher on the Revised Beta Examination. On the other hand, Cleland and Peck (7) found no differences in Beta Examination scores between employed and resigned attendants. In view of the previous contradictory results and the nature of the GATB (a test of aptitudes rather than intelligence), this hypothesis offered only tentative significance.

2. Highly-ranked grandparents, other-employed grandparents, and resigned grandparents would evince significantly less knowledge of mental retardation as measured by the Information Survey on Retardation than terminated grandparents would. While there have been no previous studies of this kind employing a measure of knowledge of mental retardation, such a hypothesis seemed congruent with the findings of Kimbrell and Blanchard (13) of higher IQ scores for discharged attendants.

3. Highly-ranked grandparents and other-employed grandparents would express significantly fewer symptoms of psychosomatic and personality disorders as measured by the Cornell Index than would resigned grandparents and terminated grandparents. While Levine's study (16) found that Cornell scores failed to differentiate between

efficient and inefficient hospital attendants, Thornton (28) found that separated grandparents scored significantly higher than employed grandparents. The present study utilized more persons than did Thornton's study and divided them into four instead of two groups.

4. In a similar vein, it was hypothesized that employed grandparents would describe their health as good instead of fair or poor significantly more often than would separated grandparents. While Kimbrell and Blanchard (13) found no differences in self-description of health for employed and discharged attendants, McIntire's survey (17) indicated that poor health is a major reason for turnover in institutional personnel. Also, Kline (14) found that his "Blue Ribbon" aides described their health as good significantly more often than did his Unsatisfactory aides.

5. Highly-ranked grandparents and other-employed grandparents would evince significantly greater life satisfaction as measured by the Life Satisfaction Index A than would terminated grandparents and resigned grandparents. Again, this instrument has not been utilized in studies of a similar nature. On the other hand, it was constructed specifically for geriatric research. Also, the Cleland and Peck (7) descriptions of stayer and leaver attendants supported to a degree

the notion of employed grandparents as generally more satisfied than separated grandparents.

6. Highly-ranked grandparents and other-employed grandparents would evince greater degrees of authoritarianism as measured by the Authoritarian Attitude Scale than would resigned grandparents and terminated grandparents. Such a hypothesis received support from the studies of Cleland and Peck (7) and Kimbrell and Blanchard (13). Lawton (15), on the other hand, found that psychiatric aides of lesser degrees of authoritarianism were ranked higher by ward psychiatrists.

7. Employed grandparents would indicate significantly fewer hobbies and outside interests than would separated grandparents. This hypothesis received support from the studies of attendants conducted by Kimbrell and Blanchard (13) and Tarjan, Shotwell, and Dingmann (25).

Hypotheses involving sociological characteristics were as follows:

8. The group of employed grandparents would include greater numbers of rural residents than would the separated grandparents. This hypothesis gained support from the study of Cleland and Peck (7) but

not from that of Kimbrell and Blanchard (13). Kline (14) found that his "Blue Ribbon" aides were predominantly from rural backgrounds. While all three of these studies concerned themselves with the family of orientation, the present study was concerned with the family of procreation. However, it could probably be assumed that most of those of rural residence have, to a large degree, been so for a relatively long time. On the other hand, it was expected that somewhat more rural-urban than urban-rural migration had occurred since it is true for the nation as a whole. Thus, some of those with an urban address may have had a rural background and vice-versa.

9. Highly-ranked grandparents and other-employed grandparents would demonstrate greater stability of residence (defined as number of months at present residence) than would terminated grandparents and resigned grandparents. This hypothesis gained support from the studies of Cleland and Peck (7) and Kimbrell and Blanchard (13).

Chapter II will present the methodology by which these hypotheses were tested. More specifically, the presentation will include descriptions of the subjects, the materials, and the procedures used in their manipulation.

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CHAPTER II

METHOD

Subjects

Seventy of the one hundred fourteen persons listed on a November 1, 1966, census of presently- and formerly-employed foster grandparents were chosen for inclusion in the study. They were divided into four criterion groups (subsequently described) based on employment status and supervisor evaluations of job performance.

Materials

Data were gathered from three major sources: (1) tests administered to the grandparents, (2) the Foster Grandparent Employment Application, and (3) personnel records including supervisor evaluations as expressed in terms of scores on the Foster Grandparent Evaluation Form. A description of each of these sources follows.

Four tests were administered to the grandparents. These tests were an Information Survey on Retardation (1), the Cornell Medical Index Form N2 (5), the Life Satisfaction Index A (3), and an Authoritarian Attitude Scale (1). In addition, the grandparents were administered parts one, two, three, four, and six of the General Aptitude Test Battery Form A (9).

The Information Survey on Retardation (See Appendix B) was taken from the unpublished Attendant Information Survey Form prepared by Charles D. Barnett (1, pp. 5-27). Seventy-two of the original one hundred sixty-two items covering information about mental retardation and the retarded were in the form of true-false statements. The forty-item Information Survey used in this study was derived from these seventy-two items by one of the project's training coordinators and an assistant on the research grant studying the project (7, p. 22). The developers of the modified Survey felt it to be a "fairly comprehensive measure of the person's general knowledge of the area of mental retardation" (7, p. 22).

The Cornell Index [See Appendix C] was assembled as a series of questions referring to neuropsychiatric and psychosomatic symptoms which would serve as a standardized psychiatric history and a guide to the interview, and which, in addition, would statistically differentiate persons with serious personal and psychiatric disturbances from the rest of the population (6, p. 1).

The 101 items of Form N2 are grouped in the following order (which is usually not apparent to the subject): introductory neutral question (item 1), questions pertaining to fear and inadequacy (2-19), depression (20-26), nervousness and anxiety (27-33), neurocirculatory symptoms (34-38), startle reactions (39-46), psychosomatic symptoms (47-61), hypochondriasis and asthenia (62-68), gastrointestinal symptoms

(69-79), sensitivity and suspiciousness (80-85), and troublesome psychopathology (86-101) (6, p. 2).

The Cornell may be given individually or to groups of any size. The questions are couched in non-technical language and are along the lines of "Do you frequently feel faint?" (6). The subject responds by circling yes or no. College graduates usually finish in five to seven minutes while those of grammar school education usually finish in ten to fifteen minutes (6, p. 4). The total score is the number of items answered in a manner suggesting the presence of the above problems. Thus, the higher the score, the greater the inferred disturbance.

The Life Satisfaction Index A (See Appendix D) "is a modified, self-scoring version of the original Life Satisfaction Rating Scale developed for purposes of geriatric research by Havighurst and his associates" (7, p. 21). Both of these instruments are felt to measure what are thought to be the five components of life satisfaction: (1) zest versus apathy, (2) resolution and fortitude, (3) congruence between desired and achieved goals, (4) self-concept, and (5) mood tone (3, pp. 137-141). The Life Satisfaction Index A requires the subject to indicate agreement or disagreement with each of twenty statements. Higher scores are thought to be indicative of greater life satisfaction.

The Authoritarian Attitude Scale was also developed by Barnett (1, pp. 29-36). "This scale consists of ten statements designed to measure the respondent's attitude toward discipline and child-rearing practices, with special emphasis on mentally retarded children" (7, p. 22). A higher score is thought to be indicative of greater authoritarianism.

The General Aptitude Test Battery Form A was developed by the United States Employment Service for the use of State Employment Service counselors (2, p. 272). Parts one, two, three, four, and six were administered to the grandparents. Part one is a measure of clerical perception, part two of numerical aptitude, part three of general intelligence and spatial aptitude, part four of general intelligence and verbal aptitude, and part six of general intelligence and numerical aptitude (10).

The applicant's responses to the Foster Grandparent Employment Application (See Appendix A) provided information on eight areas.

These were (1) personal information such as name, age, sex, residence, and race; (2) availability of the applicant; (3) income information including amount and sources; (4) education; (5) employment and experience record; (6) medical information; (7) personal references; and (8) certification by the applicant that the information supplied was correct (7, p. 21).

This study utilized only the information supplied on (1) self-description of health (good, fair, or poor), (2) number of hobbies and outside

interests (which the applicant was asked to list), (3) place of residence (by town), and (4) years at present residence.

The criterion measure used for the assessment of a grandparent's job performance was the Foster Grandparent Evaluation Form (See Appendix E). The Form is the product of one of the project's training coordinators and is divided into two sections. The first, concerned with the grandparent's adjustment to institutional personnel and policies, constitutes the front side of the Form. The second, found on the back side, deals with the grandparent's work with the children. Both sections are composed of fifteen items on which the appropriate supervisor rates the grandparent as unsatisfactory, poor, satisfactory, good, or superior. These ratings correspond respectively to numerical scores of one, two, three, four, and five. Scores are arrived at for both sides, and the scores may be combined to yield a total score.

Procedure

Descriptions of the collection of data and the assignment of grandparents to criterion groups are presented in this section. The order of presentation parallels that of the previous section by describing first, the collection of test and Employment Application data and, second, the assignments to criterion groups.

The first thirty-five grandparents hired completed the Foster Grandparent Employment Application and were administered the series of tests at the Denton office of the Texas Employment Commission. After December 13, 1965, the screening procedures were moved to Denton State School (7, p. 20). Subsequent applicants completed the Employment Application prior to being interviewed and those hired were administered the tests (by research assistants) near the beginnings of their ten-day orientation sessions preceding commencement of work with the children.

This eliminated the possibility of the interviewer using the other measures as a basis for hiring, but it should be emphasized that there is no evidence that these measures had any influence on who was hired prior to the change. If the applicant met the criteria of age and income, the interviewer's decision on the applicant was the sole factor in selecting those who were hired as foster grandparents (7, p. 20).

In the same vein, both those applying prior to the change in the location of screening procedures and those hired after this date were reassured prior to administration that their test scores would in no way affect their employment. They were correctly informed that the tests were for research purposes only.

The Information Survey on Retardation was administered twice, once at the start of orientation and again toward the close of orientation. The first thirty-five grandparents to be hired were given the

first test (along with the other tests) at the Texas Employment Commission and the re-test toward the close of their orientation period. In all cases, the second administration provided the scores used in this study.

The GATB was administered by the Texas Employment Commission (both at its office and at Denton State School) and scores were reported only as high or low (as in its policy).

To have been rated high, the respondent must have scored above an established point on parts one and four, parts two and six combined, and parts two, three, and four combined. The cutting points were based on norms established by the federal government through validation studies (7, p. 23).

Data were also gathered from the completed Foster Grandparent Employment Application. Self-description of health was recorded for each of the seventy grandparents in the sample as was number of hobbies. Each grandparent's town of residence was recorded and then classified as urban or rural. Towns having populations of 2,500 and above were considered urban while those of smaller populations were considered rural (8). Population figures were checked in the 1966-67 Texas Almanac and State Industrial Guide (4). Number of years at present residence was recorded and converted into number of months at present residence as an index of residence stability.

Supervisor evaluations on the 114 grandparents from whom the sample was drawn were collected every two months after completion of orientation periods to a total of three evaluations on each grandparent. In every case, the Foster Grandparent Evaluation Form was the instrument used in making the evaluation. If a grandparent left the project before the first evaluation, he was evaluated only once (at the time scheduled for the first evaluations of his orientation group). If he left after the first but before the second evaluation, he was evaluated twice, and so forth.

Total scores on each evaluation for those listed as Employed as of November 1, 1966, were figured by determining the scores on both sides of the Form and adding them. The total scores on each of the three evaluations were then added to yield a cumulative score for each grandparent. Those whose cumulative scores on the series of evaluations fell in the upper quartile were classified as highly rated grandparents (N=18). The names of the remaining Employed grandparents were then written on slips of paper and these slips were placed in a bowl and mixed. Twenty-two slips were drawn and the names on them placed on the list of other employed grandparents.

Those grandparents listed as Separated as of November 1, 1966, were grouped as terminated grandparents (N=12) and resigned grandparents (N=18). Personnel records indicated whether their separations

were voluntary or involuntary and served as the basis for placement in these groups.

The following chapter will present the results of the tests of each of the nine hypotheses. In addition, the results will be discussed.

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CHAPTER III

RESULTS

Statistical Treatment

$P < .05$ was adopted as the critical level of significance for all nine hypotheses investigated in this study. Two statistical treatments were utilized. Simple analysis of variance and t tests were used in the comparisons of scores achieved by the four groups on the Information Survey on Retardation, the Cornell Medical Index (Form N2), the Life Satisfaction Index A, and the Authoritarian Attitude Scale. Residence stability (defined as number of months at present residence) of the four groups was also compared by simple analysis of variance and t tests.

The technique of chi-square was used to determine the significance of differences between groups on the other four variables. These were GATB scores (high or low), self-description of health (good as opposed to fair or poor), number of hobbies (none or one as opposed to two or more), and urban or rural residence. As previously indicated, these comparisons were between employed grandparents (highly-ranked grandparents and other-employed grandparents) and

separated grandparents (terminated grandparents and resigned grandparents). The creation of the employed and separated groups was undertaken as a result of statistical considerations. More specifically, comparisons of each of the four grandparent groups with all other groups in terms of a series of two by two contingency tables often failed to meet the requirement that such tables incorporate expected frequencies of five or more in all cells when N falls between twenty and forty (5, p. 110). The requirements for expected cell frequencies were met by combining categories and comparing the resultant employed and separated groups. That the literature pertinent to these variables seemed to suggest divisions between employed and separated workers (rather than between finer categories) was seen as helping to make these combinations justifiable on theoretical, as well as statistical, grounds. The computations involved in these comparisons utilized the formula suggested by Siegel for two by two contingency tables. It is described as "incorporating a correction for continuity which markedly improves the approximation of the distribution of the computed χ^2 by the chi-square distribution" (6, p. 107).

Analysis of Results

The nine hypotheses presented in the first chapter were grouped in accordance with the perception of their variables as primarily

psychological or sociological in nature. Those seven hypotheses seen as involving psychological variables were presented first and in a particular order. The two hypotheses seen as involving sociological variables were then presented. The sequence used in presenting these hypotheses was employed in the following presentation of results.

Table I presents the numbers of grandparents in the employed and separated groups achieving high and low scores on the GATB. The resultant χ^2 value and significance level are also indicated.

TABLE I

CHI-SQUARE VALUE OF FREQUENCIES OF EMPLOYED AND SEPARATED GRANDPARENTS ACHIEVING HIGH AND LOW SCORES ON THE GENERAL APTITUDE TEST BATTERY

Groups of Grandparents	GATB Scores		Chi-Square Value
	High	Low	
Employed GPs**	15	22	.08*
Separated GPs***	6	12	

*df=1; $P < .8$.

**Scores on three persons not available.

***Scores on twelve persons not available.

Inspection of Table I reveals that employed grandparents were slightly more likely to score high on the GATB than were separated grandparents. This result (which fails to reach statistical significance)

was contrary to the predicted superiority of the separated group. Hypothesis one was therefore rejected.

Table II presents the mean scores and standard deviations for the four groups on the Information Survey on Retardation, and Table III presents an analysis of variance for these scores.

TABLE II

MEAN SCORES AND STANDARD DEVIATIONS FOR THE FOUR GROUPS OF FOSTER GRANDPARENTS ON THE INFORMATION SURVEY ON RETARDATION

Statistic	Grandparent Groups			
	Highly-Ranked GPs	Other-Employed GPs	Terminated GPs*	Resigned GPs**
M	25.44	24.77	27.43	25.00
S.D.	5.00	4.35	2.77	4.27

*Scores on five persons not available.

**Scores on two persons not available.

TABLE III

ANALYSIS OF VARIANCE FOR THE SCORES ACHIEVED BY THE FOUR GROUPS OF FOSTER GRANDPARENTS ON THE INFORMATION SURVEY ON RETARDATION

Source of Variance	Sum of Squares	df	Variance Estimate	F	P
Between	39.63	3	13.21	.64	.05
Within	1,212.02	59	20.54	...	
Total	1,251.65	62	...	...

Inspection of Table II reveals that, as predicted, terminated grandparents demonstrated more knowledge of mental retardation than did highly-ranked grandparents, other-employed grandparents, and resigned grandparents. These inter-group differences, however, were small and the F value presented in Table III is not statistically significant. Such results made it necessary to reject Hypothesis Two.

Table IV presents the mean scores and standard deviations for the groups of grandparents on the Cornell Medical Index (Form N2). Table V presents an analysis of variance for these scores.

Inspection of Table IV reveals that terminated grandparents indicated more neuropsychiatric and psychosomatic symptoms than did the other three groups of grandparents. That highly-ranked grandparents

TABLE IV
MEAN SCORES AND STANDARD DEVIATIONS FOR THE FOUR GROUPS
OF GRANDPARENTS ON THE CORNELL MEDICAL INDEX
(FORM N2)

Statistic	Grandparent Groups			
	Highly-Ranked GPs	Other-Employed GPs	Terminated GPs	Resigned GPs
M	6.39	3.36	6.58	5.11
S.D.	5.92	3.08	4.59	4.51

TABLE V

ANALYSIS OF VARIANCE FOR THE SCORES ACHIEVED BY THE
FOUR GROUPS OF GRANDPARENTS ON THE CORNELL
MEDICAL INDEX (FORM N2)

Source of Variance	Sum of Squares	df	Variance Estimate	F	P
Between	122.51	3	40.84	1.85	.05
Within	1,458.06	66	22.09	. . .	
Total	1,580.57	69	. . .	. . .

achieved higher scores than resigned grandparents was contrary to the prediction of the two highest scores for the terminated and resigned groups. Such results (which fail to reach statistical significance) necessitated the rejection of Hypothesis Three.

Table VI presents the numbers of employed grandparents and separated grandparents who described their health as (1) good and (2) fair or poor. The resultant χ^2 value and significance level are also presented.

Inspection of Table VI reveals minimal (and non-significant) differences between groups in their self-descriptions of health. Hypothesis Four was therefore rejected.

TABLE VI

CHI-SQUARE VALUE OF FREQUENCIES OF THOSE EMPLOYED GRANDPARENTS AND SEPARATED GRANDPARENTS DESCRIBING THEIR HEALTH AS GOOD VERSUS FAIR OR POOR

Groups of Grandparents	Self-Description of Health		Chi-Square Value
	Good	Fair/Poor	
Employed GPs	28	12	.01*
Separated GPs	20	10	

*df = 1; P < .9.

Table VII presents the mean scores and standard deviations for the grandparent groups on the Life Satisfaction Index A, and Table VIII presents an analysis of variance for these scores.

TABLE VII

MEAN SCORES AND STANDARD DEVIATIONS FOR THE FOUR GROUPS OF GRANDPARENTS ON THE LIFE SATISFACTION INDEX A

Statistic	Grandparent Groups			
	Highly-Ranked GPs	Other-Employed GPs*	Terminated GPs	Resigned GPs**
M	13.89	13.19	12.25	15.59
S.D.	3.46	3.49	3.24	2.61

*Score not available on one person.

**Score not available on one person.

TABLE VIII
ANALYSIS OF VARIANCE FOR THE SCORES ACHIEVED BY THE
FOUR GROUPS OF GRANDPARENTS ON THE LIFE
SATISFACTION INDEX A

Source of Variance	Sum of Squares	df	Variance Estimate	F	P
Between	91.13	3	30.38	2.73	.05
Within	713.38	64	11.15	. . .	
Total	804.52	67	. . .	. . .

Inspection of Table VII reveals that resigned grandparents demonstrated the greatest degree of life satisfaction. Terminated grandparents demonstrated the least degree, and highly-ranked grandparents and other-employed grandparents fell in the middle range on this variable. These results were contrary to the prediction that the latter two groups would demonstrate the greatest degrees of life satisfaction. Hypothesis Five was therefore rejected.

It should be noted, however, that the F value presented in Table VIII fails to reach the .05 level of confidence by only a small margin (.04). This result suggested a trend toward greater life satisfaction on the part of resigned grandparents, especially when compared with terminated grandparents.

Table IX presents the mean scores and standard deviations for the four groups on the Authoritarian Attitude Scale, and Table X presents an analysis of variance for these scores.

TABLE IX
MEAN SCORES AND STANDARD DEVIATIONS FOR THE FOUR GRANDPARENT GROUPS ON THE AUTHORITARIAN ATTITUDE SCORE

Statistic	Grandparent Groups			
	Highly-Ranked GPs	Other-Employed GPs	Terminated GPs	Resigned GPs*
M	4.17	4.50	4.75	3.71
S.D.	1.67	1.73	1.69	1.64

*Score on one person not available

TABLE X
ANALYSIS OF VARIANCE FOR THE SCORES ACHIEVED BY THE FOUR GROUPS OF GRANDPARENTS ON THE AUTHORITARIAN ATTITUDE SCALE

Source of Variance	Sum of Squares	df	Variance Estimate	F	P
Between	9.52	3	3.17	1.05	.05
Within	195.78	65	3.01	. . .	
Total	205.30	68	. . .	. . .

Inspection of Table IX reveals minimal differences in scores between the groups with terminated grandparents indicating the most and, with resigned grandparents, the least authoritarianism. Table X indicates that these differences fail to reach statistical significance. Since it was predicted that highly-ranked grandparents and other-employed grandparents would achieve higher scores than would those in the other two groups, Hypothesis Six was rejected.

Table XI presents the numbers of employed and separated grandparents indicating (1) none or one and (2) two or more hobbies. The resultant χ^2 value and significance level are also presented.

TABLE XI
CHI-SQUARE VALUE OF FREQUENCIES OF EMPLOYED
GRANDPARENTS AND SEPARATED GRANDPARENTS
INDICATING NONE OR ONE VERSUS TWO OR
MORE HOBBIES

Groups of Grandparents	Number of Hobbies		Chi- Square Value
	0 or 1	2 or More	
Employed GPs	24	16	.28*
Separated GPs	19	11	

*df=1; P<.7.

Inspection of Table XI reveals minimal differences between the two groups. These results (which fail to reach statistical significance) were contrary to the prediction of significantly more hobbies among the separated group. Hypothesis Seven was therefore rejected.

Table XII presents the numbers of urban and rural residents in the groups of employed grandparents and separated grandparents. The resultant χ^2 value and significance level are also presented.

TABLE XII
CHI-SQUARE VALUE OF FREQUENCIES OF EMPLOYED
GRANDPARENTS AND SEPARATED GRANDPARENTS
CLASSIFIED AS URBAN AND RURAL RESIDENTS

Groups of Grandparents	Residential Area		Chi- Square Value
	Urban	Rural	
Employed GPs	26	14	10.03*
Separated GPs	28	2	

*df=1; P < .01

Inspection of Table XII reveals that employed grandparents were more likely to be rural residents than were separated grandparents. This tendency toward rural residence among employed grandparents is significant at the .01 level, thus confirming Hypothesis Eight.

Table XIII presents the mean numbers of months at present residence and standard deviations for the four groups of grandparents, and Table XIV presents an analysis of variance for these data.

TABLE XIII

MEAN NUMBERS OF MONTHS AT PRESENT RESIDENCE AND STANDARD DEVIATIONS FOR THE FOUR GROUPS OF GRANDPARENTS

Statistic	Grandparent Groups			
	Highly-Ranked GPs	Other-Employed GPs	Terminated GPs	Resigned GPs
M	158.72	132.95	96.50	233.67
S.D.	121.24	110.16	99.44	197.31

TABLE XIV

ANALYSIS OF VARIANCE FOR NUMBERS OF MONTHS AT PRESENT RESIDENCE FOR THE FOUR GROUPS OF GRANDPARENTS

Source of Variance	Sum of Squares	df	Variance Estimate	F	P
Between	162,148.60	3	54,049.53	2.64	.05
Within	1,350,961.70	66	20,469.12	. . .	
Total	1,513,110.30	69	. . .	. . .

Inspection of Table XIII reveals that resigned grandparents had the greatest stability of residence while terminated grandparents had the least. These differences (which fail to reach statistical significance) were contrary to the greater stability of residence predicted for highly-ranked grandparents and other-employed grandparents. Hypothesis Nine was therefore rejected.

Discussion of Data

Perhaps the main conclusion warranted by these results is that a difficult task faces the researcher interested in finding factors which differentiate between the various groups of grandparents. Only one hypothesis, that employed grandparents lived in rural areas significantly more often than did separated grandparents, was confirmed. However, differences between groups on another variable, scores on the Life Satisfaction Index A, approached statistical significance. More specifically, resigned grandparents evinced the greatest degree of life satisfaction while terminated grandparents evinced the least degree. The near-significant F value suggests that these two groups may be differentiated from one another on this variable.

It is tempting to try to explain the greater incidence of rural residence among employed grandparents in terms of authoritarian

theory as utilized by Cleland and Peck (1). However, these grandparents did not demonstrate an excess of authoritarianism when compared with the other groups, nor did they show the greater residence stability found for the Cleland and Peck attendants (1). These failures to manifest the other characteristics thought (by Cleland and Peck) to be congruent with the authoritarian personality prevent an explanation of this result in terms of that body of theory. In this particular situation, then, it appears that one of the findings of the Cleland and Peck study is applicable while their explanation for it is not.

It is also difficult to interpret the greater degree of life satisfaction demonstrated by the resigned grandparents. As previously indicated, such a result is contrary to the Cleland and Peck description of resigned attendants as showing less contentment than long-tenure attendants (1). These findings may reflect age differences in the grandparent and attendant populations and may lend support to the possibility that some people find a gradual reduction of activities the best adjustment to aging.

In spite of the above results, however, it remains that the groups of grandparents could not be differentiated in terms of scores on the GATB, the Information Survey on Retardation, the Cornell

Medical Index (Form N2), and the Authoritarian Attitude Scale. They also could not be differentiated in terms of self-description of health, number of hobbies, and residence stability.

The absence of significant inter-group differences on each of these variables may be explained in one of two ways. The more straightforward explanation is that the particular dimension is not relevant to performance as a foster grandparent (at least as evaluated here). The alternative explanation is that deficiencies in the instruments prevented the demonstration of the relevance of the dimension. While it is difficult to demonstrate the validity of either of these explanations for any of the variables, certain observations may be pertinent.

In regard to the first explanation, review of the literature on psychiatric aides and state school attendants suggested that all of the variables included had some prospect of differentiating between groups. Some, however, seemed to have more possibilities for differentiation than others. These discrepancies in the expected utilities of the various dimensions are thought to provide points of reference for the evaluation of the instruments used to measure these dimensions. More specifically, this study's failures to find significant inter-group differences are seen as more suggestive of instrument

deficiencies under the following conditions: (1) the dimension involved had rather consistently served to differentiate between groups of psychiatric aides and/or state school attendants; (2) these differentiations resulted from use of instruments other than the one utilized in this study.

For instance, a measure of authoritarianism (the F Scale) differentiated between groups of state school attendants in both of the studies in which it was employed (1, 3). For this reason, the utility of the present scale is questioned somewhat more than are those of the other instruments used in this study. Stated in different terms, these results obtained with the Authoritarian Attitude Scale are seen as weak evidence that authoritarianism is irrelevant to performance as a foster grandparent.

As implied, a rough indication of the support for the inclusion of each of the variables is the proportion of instances in which it has served in other studies to differentiate between employee groups. The GATB was not used in any of the studies cited in the review of the literature but was included as a result of the higher Beta Examination scores achieved by the terminated attendants in the Kimbrell and Blanchard study (3). In view of the extensive work done on the GATB, it seems more feasible to suggest its lack of relevance to performance

as a grandparent than to cite its deficiencies as a measuring instrument. Such a conclusion also seems warranted for the Information Survey on Retardation (as it was not used in any of the studies cited but was also included as a result of the Kimbrell and Blanchard finding). However, the latter instrument, unlike the GATB, is of unknown reliability and validity.

Thornton (7) found significantly higher scores for separated grandparents on the Cornell Medical Index than for employed grandparents. Levine's study (4), however, failed to find significant differences in the Cornell scores of more and less efficient hospital attendants. McIntire's survey (5) revealed the importance of poor health in institutional turnover. Lack of health (both physical and mental) is seen as affecting job performance in a negative direction and the failure of these Cornell scores to differentiate between more and larger groups of grandparents (than those used by Thornton) suggests that it may not be a sufficiently sensitive measure of what are thought to be important dimensions.

While instrument deficiencies provide possible alternatives to the conclusion of lack of relevance of variables measured by psychological tests, those variables accessible to more direct measurement must be evaluated somewhat differently. More specifically,

self-description of health, number of hobbies, and residence stability (while remaining subject to inaccuracies of self-report) are not subject to instrument deficiencies. Hence, the conclusion that they lack relevance to performance as a grandparent is accepted somewhat more easily than it is for the variables measured by psychological tests.

Review of the literature on psychiatric aides and state school attendants revealed that little is yet known about the characteristics which differentiate the better from the poorer ones. In general, these studies differ widely in the dimensions and criterion groups involved and, hence, in their conclusions. In other words, the knowledge in this area consists largely of a number of more and less promising clues about characteristics yet to be demonstrated as important for job performance. It must be concluded that definitive portraits of better and poorer psychiatric aides and state school attendants will emerge (if at all) only from more extensive and consistent research.

Such a conclusion is also applicable to the new occupational category of foster grandparents. The present study, for example, was far from definitive, serving instead to evaluate the utility of certain instruments and dimensions in characterizing the various criterion groups. In this context, the results of the study suggest

that two variables (urban-rural residence and scores on the Life Satisfaction Index A) may prove useful for this purpose. The results also indicate that a number of psychological tests such as the GATB, The Information Survey on Retardation, the Cornell Medical Index (Form N2), and the Authoritarian Attitude Scale will prove less successful in making these differentiations between grandparent groups. Also, in a negative vein, self-description of health, number of hobbies, and residence stability seem to have little utility for such purposes.

Although little differentiation between groups was achieved through the comparisons described above, inspection of the data obtained through tests of self-report (Cornell Medical Index, Life Satisfaction Index, and Authoritarian Attitude Scale) suggest some observations regarding the four grandparent groups. On all of these instruments, highly-ranked grandparents and other-employed grandparents tended to occupy the middle positions in the hierarchies of scores while terminated grandparents and resigned grandparents tended to achieve the extreme scores. Such hierarchies of scores were contrary to the expectation that the least similar groups would be the highly-ranked grandparents and the terminated grandparents. Instead, the terminated and resigned groups were the least similar (at least on these self-reports) with the highly-ranked grandparents

and other-employed grandparents occupying the psychological space between them. Such results suggest that separation from the project was not indicative of similar personalities among the separated.

Instead, the terminated grandparents were characterized by the highest number of complaints of psychosomatic and personality disturbance, the highest degree of authoritarianism, and the least degree of life satisfaction. The resigned grandparents, on the other hand, were characterized by the next-to-lowest numbers of complaints of psychosomatic and personality disturbance, the least degree of authoritarianism, and the highest degree of life satisfaction. Further, terminated grandparents had the least residence stability while resigned grandparents had the most months at present residence.

These profiles indicate that resigned grandparents manifested, to a greater degree than any of the other groups, qualities generally considered congruent with psychological health. In other words, the project seems to be losing some of its best-adjusted grandparents. This possibility appears rather disturbing and suggests, at least initially, that attempts should be made to retain the services of these people. Such attempts usually involve making the job more attractive, implying that lack of sufficient motivation to continue working is a function of unpleasant aspects of the job. In the case of resigned foster grandparents, however, it may be reasonable to assume that

this lack of motivation stemmed more from employee than from job variables.

First, one-third of the resigned grandparents indicated poor health as the reason for their separation. These explanations were felt to be truthful in almost all instances.

Second, the superior adjustment of the resigned grandparents was assessed in terms of scores on instruments administered during the orientation sessions preceding actual work assignments. Hence, their assessed adjustment was not to their work as foster grandparents but to the period prior to their assumption of these duties. For most of the grandparents, this period involved the decrease in activities characteristic of retirement and semi-retirement. Thus, the resigned group included relatively more persons who had made successful adaptations to retirement.

Many in the field of aging believe that successful adaptation to retirement results in reluctance to re-enter the labor force (2, p. 4). This suggests that those grandparents who resigned were less motivated initially to return to work than were those who remained with the project. If, as hypothesized, resignations stemmed from poor health and/or relatively low motivation to return to work, attempts to retain the services of such grandparents through modification of working conditions should have only a very limited success.

Indeed, supervisor evaluations suggest that it may not be particularly desirable to try to retain these people. More specifically, resigned grandparents were given a mean score of 95.84 on the Foster Grandparent Evaluation Form. Such a score is in contrast to mean scores of 121.87 for highly-ranked grandparents, 102.29 for other-employed grandparents, and 86.38 for terminated grandparents. Thus, successful adaptation to retirement does not seem to be predictive of successful performance as a foster grandparent. It may even be that an adaptation to retirement impedes a rapid re-adaptation to employment. If this is the case, grandparents might best be selected from among those who have not yet accepted retirement gracefully. Further, such persons may improve in adjustment as a result of their employment. Exception to these remarks must be made, however, in the case of the terminated grandparents, who seem unable to adjust to either retirement or employment.

The following chapter presents a summary of this study and its conclusions. In keeping with the emphasis on continued investigations of this and similar occupational groups, recommendations for future research are also presented.

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CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine whether foster grandparents employed at Denton State School and assigned to criterion groups on the bases of tenure and supervisor evaluations could be differentiated from one another in terms of selected characteristics. Review of the literature concerning the characteristics of those seen as better and poorer hospital attendants, psychiatric aides, and attendants in residential schools for the mentally retarded suggested nine variables of potential utility in making these differentiations.

Five of these variables consisted of scores achieved on psychological tests. The tests included parts one, two, three, four, and six of the General Aptitude Test Battery Form A, an Information Survey on Retardation, the Cornell Medical Index (Form N2), the Life Satisfaction Index A, and an Authoritarian Attitude Scale. The other four variables were the grandparents' (1) self-descriptions of health, (2) reported numbers of hobbies, (3) residence areas (classified as urban or rural), and (4) residence stabilities (defined as number of months at present residence).

The tests were administered during the first few days of the orientation sessions conducted prior to the assignment of grandparents to children. The Information Survey on Retardation was administered again toward the end of the orientation session and the scores on these retests were the ones used in the present research. The grandparents were correctly informed that the test results would not affect their employment and would be used for research purposes only. Information on the latter four variables was obtained from the employment applications completed by all the grandparents.

As indicated previously, the grandparents were divided into criterion groups on the bases of tenure and supervisor evaluations. Those listed as terminated (N=12) and resigned (N=18) on a grandparent census taken ten months after the initiation of the project formed two of the criterion groups. Those listed as still employed were also divided into two groups on the bases of a series of supervisor evaluations described in Chapter Two. More specifically, those whose cumulative scores on the three evaluations fell in the upper quartile comprised a group of highly-ranked grandparents (N=18). Finally, twenty-two of the remaining employed grandparents were randomly chosen for inclusion in a group of other-employed grandparents.

Simple analyses of variance and the t test were used to compare the mean scores achieved by these groups on the Information Survey on Retardation, the Cornell Medical Index (Form N2), the Life Satisfaction Index A, and the Authoritarian Attitude Scale. Residence stabilities of the four groups were also compared through simple analysis of variance and t tests.

The technique of chi-square was used to determine the significance of differences between groups on the other variables. These were GATB scores (classified as high or low according to a system described in Chapter Two); self-description of health (good as opposed to fair or poor); numbers of hobbies (none or one as opposed to two or more); and urban or rural residence. These comparisons were between employed grandparents (highly-ranked grandparents and other-employed grandparents) and separated grandparents (terminated grandparents and resigned grandparents). The creation of the employed and separated groups was undertaken in order to meet the expected frequency requirement of the chi-square technique. For all nine comparisons, $P < .05$ was adopted as the critical level of significance.

Analysis of the results indicated the necessity of rejecting eight of the nine hypotheses presented in Chapter One. More specifically, no significant inter-group differences were found for scores on the

GATB, the Information Survey on Retardation, the Cornell Medical Index (Form N2); the Authoritarian Attitude Scale, and grandparent reports of health, number of hobbies, and number of months at present residence. However, Hypothesis Eight, which predicted that employed grandparents lived in rural areas significantly more often than did separated grandparents, was confirmed. Also, differences between groups on scores on the Life Satisfaction Index A approached statistical significance (although in a direction contrary to that predicted by Hypothesis Five). The near-significant F value suggested that the resigned grandparents, who evinced the greatest degree of life satisfaction (*i. e.*, the highest mean score), could be differentiated on this variable from the terminated grandparents, who evinced the least degree of life satisfaction (or the lowest mean score).

The presentation of these results was supplemented by observations on the relevance of the above dimensions to performance as a foster grandparent. In this context, instrument deficiencies were more strongly suspected when the dimension purportedly measured by the test had rather consistently differentiated between criterion groups of psychiatric aides and/or state school attendants. For instance, another measure of authoritarianism (the F Scale) differentiated between groups of state school attendants in both of the studies in which it was used (2, 3). The present results were thus

seen as weak evidence that authoritarianism is irrelevant to performance as a foster grandparent. Such results were also seen as indicating possible deficiencies in the Authoritarian Attitude Scale. In addition, such deficiencies were suggested for the Cornell Medical Index (Form N2).

Inspection of data gathered from self-report instruments (the Life Satisfaction Index A, the Cornell Medical Index, and the Authoritarian Attitude Scale) suggested that the terminated and resigned groups were the least similar in personalities. That these two groups achieved the extreme scores on these instruments (with highly-ranked grandparents and other-employed grandparents falling in the middle ranges) was seen as indicating this conclusion. Terminated grandparents evinced the highest number of complaints of psychosomatic and personality disturbances, the greatest degree of authoritarianism, and the least degree of life satisfaction. Resigned grandparents, on the other hand, evinced the next-to-the-least number of complaints of psychosomatic and personality disturbances, the least degree of authoritarianism, and the greatest degree of life satisfaction. Also, terminated grandparents had the least residence stability while resigned grandparents had the most months at present residence.

These test scores and the information on residence stability were obtained during the orientation sessions preceding the

grandparents' assignment to children and were, therefore, seen as indicative of adjustment to the period prior to employment as a grandparent. For most of these people, this period involved the decrease in activities characteristic of retirement and semi-retirement. Thus, the healthier profiles of the grandparents who subsequently resigned seemed to indicate that this group contained relatively more persons who had made successful adaptations to retirement. That these grandparents resigned and were given relatively low scores on supervisor evaluations suggested that successful adaptation to retirement impeded rapid re-adaptation to employment. If such was the case, grandparents might best be selected from persons who have not yet adapted fully to retirement.

It was finally concluded that definitive portraits of better and poorer (and/or longer and shorter tenure) foster grandparents will emerge (if at all) only from more extensive and consistent studies. In keeping with this emphasis on continued research, several recommendations follow.

It appears that one of two general approaches is available to the researcher interested in contributing to these portraits. The first approach is similar to that employed in this investigation and involves the determination of whether variables which have differentiated between criterion groups of workers in similar situations

serve to do so in the situation for study. If this approach were to be adopted, it is believed that urban-rural residence and life satisfaction should perhaps be included as variables. In addition, studies indicate that the K, Pd, and Ma scales of the Minnesota Multiphasic Personality Inventory (1), a measure of empathy (5), and a measure of intelligence such as the Beta Examination (3, 6) or the Primary Mental Abilities Test (4) might be of value in making inter-group differentiations.

The approach described above, however, involves the assumption that persons working in different settings can be grouped together into a relatively homogenous group. The position taken here is that of agreement with the contention of Cleland and Peck (2) that equating psychiatric aides and state school attendants is a practice open to serious question. Such a reservation is perhaps even more applicable, however, to tendencies toward describing foster grandparents in terms of characteristics of psychiatric aides and/or state school attendants.

An alternative to this approach is that used in the Cleland and Peck study (2). These authors proceeded on the basis of job analysis, postulation of personality and social characteristics seemingly congruent with the perceived role requirements, and testing to see if such characteristics actually did differentiate between groups. Even though the first approach involves testing (rather than acceptance of)

the validity of the assumption of similarities between groups functioning in different settings, the second approach avoids the assumption by deriving hypotheses from analyses of particular situations. It is believed that both approaches have utility with the second having the advantage of greater systematism.

In addition to the selection of one of these approaches, the method of arriving at criterion groups presents another choice point to the researcher interested in improving selection and classification decisions. Review of studies conducted for this purpose reveal that criterion decisions have been (and will probably continue to be) a source of many research problems. It is herein recommended that changes in the functioning of the children assigned foster grandparents be utilized whenever possible as the most meaningful indication of grandparent effectiveness. At the same time, however, this method of determining criterion groups involves many theoretical and methodological difficulties. That the present study was prevented from assessing grandparent effectiveness in this fashion as a result of numerous shifts in grandparent-child assignments is an example of these difficulties. If, however, the situation presents an opportunity to use this method of assigning grandparents to criterion groups, review of the literature on teachers and psychotherapists who have

been thought to facilitate positive changes in their students and clients might indicate that certain grandparent characteristics should be studied in terms of inter-group comparisons.

A third recommendation is that grandparents working on more than one project be studied. Such a cross-sectional approach would allow for generalization of findings to those grandparents (1) in various parts of the country and (2) working with different types of children.

Two final recommendations stem from the collection and analysis of the data presented in this study. First, the impression gained from the responses of the terminated grandparents and the resigned grandparents to the self-report measures of personality was that the two groups cannot be thought of as highly similar. Hence, they should not be combined (as they were in this study) into a single group for purposes of comparison with other criterion groups.

Finally, it is recommended that a measure of job satisfaction be included in future studies. While terminated grandparents and resigned grandparents are seen as having different personalities, the common denominator of their separations might be a lack of job satisfaction. In other words, their allegedly different personalities may both lead to dissatisfaction with the role of foster grandparent. Inclusion of a measure of job satisfaction would allow a test of this hypothesis.

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APPENDIX A
FOSTER GRANDPARENT PROJECT
EMPLOYMENT APPLICATION

I. Personal Information

Name: Mr.
Mrs.
Miss (First) _____ Middle or Maiden) _____ (Last) _____

Present Address: _____
(Street or P.O. Box) (City) (State) (Zip Code)

How many years residence at this address: _____

Telephone Number (or No. where can be contacted) _____

Male _____ Female _____ Social Security Number _____

Date of Birth: Month _____ Day _____ Year _____ Present Age _____

Place of Birth _____
(City) (State)

Height: Feet _____ Inches _____ Weight: Pounds _____ Race _____

U. S. Citizen: Yes _____ No _____ Naturalized _____

Marital Status: Married _____ Single _____ Divorced _____ Widowed _____

Number of living children _____ Ages _____

Full Name of Wife or Husband _____

Is spouse employed? Yes _____ No _____ Where _____

Total number of persons living in your household _____

Residence: Own Home _____ Rent House _____ Rent Room _____ Rent apartment _____

Live alone _____ With spouse _____ With children _____ With friend _____

Other (Explain) _____

Previous Address _____ How long there? _____

. Availability

I can begin work on _____

I prefer the morning shift (7:00 - 11:00 a.m.) _____

I prefer the afternoon shift (3:00 - 7:00 p.m.) _____

Either shift _____; I can only work on the a.m. _____

or the p.m. _____ shift.

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I. Income

Total monthly income (husband and wife if married) \$ _____

Source of Income:

Social Security \$ _____ Private \$ _____

Old Age Assistance _____ Pension _____

Retirement _____ Other (Explain) _____

Current Job _____

Part-time Work _____

Name persons dependent on you for support: _____

Are you dependent on anyone for support? Yes _____ No _____

If yes, who? _____

How much do they contribute to you monthly? \$ _____

II. Education

List highest grade you completed:

Elementary School _____ Where _____

High School _____ Where _____

College _____ Where _____

Describe other training such as trade, business, vocational: _____

III. Employment and Experience Record

Currently employed: Yes _____ No _____ Full Time _____ Part-time _____

If yes, where? _____

Describe duties: _____

If no, year last employed and where? _____

Describe duties: _____

List previous types of work: _____

List special skills or qualifications: _____

List hobbies and special interests: _____

Military Service: Yes _____ No _____ Date of Service _____

6. Medical Information

Name and address of your personal physician: _____

List and give dates of major illnesses and hospitalization: _____

List physical handicaps, chronic diseases, or other disabilities: _____

Are you now under the care of a physician? Yes _____ -No _____

Describe your health: Good _____ Fair _____ Poor _____

Do you have a history of alcoholism or drug addiction? Yes _____ No _____

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Person to be notified in an emergency: _____
(Name)

(Address) (Telephone) (Relationship)

I. References

Names, addresses and phone numbers of two persons (other than relatives)
who have known you personally:

(1) _____

(2) _____

2. Additional Information

If you are appointed, all statements and answers given will be subject to investigation.
A false statement or dishonest answer to any question may be grounds for cancellation
of your application or your dismissal after appointment.

If employed I understand that I may be required to have a physical examination.

I hereby certify that the statements made by me in this application are true
and correct to the best of my knowledge and belief.

Date _____ Signature of Applicant _____

APPENDIX B

Your Name _____

The following form is designed to determine what Foster Grandparents know about mental retardation before they begin work at the Denton State School. It will give us an idea what type of training is most needed. We know that most of this information is new to you but please try to mark every statement true or false, if you have any opinion at all about it. If any completely puzzle you, circle the "?".

Example:

All retarded children are blind. True False ?

Denton State School cares for retarded children. True False ?

* * * * *

As an infant, first sign of mental retardation is that the child is slow to talk. True False ?

Approximately 90 per cent of all mental retardation is caused by heredity. True False ?

Mental retardation can usually be noticed either at birth or in the first month of life. True False ?

The intelligence quotient (I.Q.) alone is sufficient to determine whether a person is retarded. True False ?

Retarded children are more like normal children physically than they are socially. True False ?

Most mentally retarded children can be cared for outside of an institution. True False ?

Most retarded children have unpleasant dispositions. True False ?

The basic needs of the retarded child are the same as those of the normal child. True False ?

Most epileptic seizures can be controlled by medication. True False ?

Most retarded persons can be trained to be self supporting citizens. True False ?

Many retarded persons are somewhat dangerous in the community, either to others or themselves. True False ?

With proper medical care and early training a retarded child generally grows out of it. True False ?

There are over five million retarded individuals in the United States. True False ?

A person who is mentally retarded usually becomes insane. True False ?

A retarded child is rarely capable of showing love for its parents. True False ?

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- . If a child learns to talk properly, one need not be concerned that he will be retarded. True False ?
- . Children who are below I.Q. 70 are generally considered to be mentally retarded. True False ?
- . Because of their low intelligence it is difficult to hurt the feelings of a retarded child. True False ?
- . The retarded always have poor physical coordination. True False ?
- . Approximately one-half of those who commit crimes are mentally retarded. True False ?
- . Retarded persons usually require some degree of supervision as long as they live. True False ?
- . Emotional disturbance may affect a child's mental development and make him appear retarded. True False ?
- . Most cases of mental retardation are not recognized until the child is six or seven years old and fails to learn in school. True False ?
- . Parents of a retarded child of the non-hereditary type should not have more children. True False ?
- . There are some retarded children who cannot profit from training. True False ?
- . Most children do not receive the care in an institution that they would receive in a good home. True False ?
- . The "ideal" person will never feel angry toward a retarded child. True False ?
- . Mental retardation and mental illness are different names for the same condition. True False ?
- . Retarded children with similar intelligence are usually alike in personality. True False ?
- . Recent discoveries in medicine now make it possible to cure most mental retardation. True False ?
- . There is usually something wrong with a child who asks questions about sex. True False ?
- . Emotional tension may bring on a seizure in an epileptic person. True False ?
- . Mental retardation occurs among all races and nationalities of the world. True False ?
- . In case a child has a severe seizure it is usually necessary to restrain his movements so that he will not hurt himself. True False ?
- . Mental retardation occurs only in poor families. True False ?
- . Most retardation is caused by heredity. True False ?

- 7. Retarded children are happier when they have no rules to follow. True False ?
- 8. Retarded children have no memory. True False ?
- 9. Repeating a thing many times is one of the best ways to teach retarded children. True False ?
- 10. A retarded child has more difficulty controlling his emotions than a normal child. True False ?



APPENDIX C
C. I.—FORM N2

Name _____ Age _____ Today's Date _____
(Last) (First) (Middle)

Home Address _____ Are You Married? _____
(Street or RFD) (City) (State)

Occupation _____ Last School Grade Reached _____

Directions: Put a circle around (YES) if you can answer YES to the question asked.
 Put a circle around (NO) if you have to answer NO to the question asked.
 Answer all questions. If you are not sure guess.

- | | |
|--|---|
| <p>1. Have you ever had a headache? Yes No</p> <p>2. Do you frequently feel faint? Yes No</p> <p>3. Do you have hot or cold spells? Yes No</p> <p>4. Have you fainted more than twice in your life? Yes No</p> <p>5. Do strange people or places make you afraid? Yes No</p> <p>6. Do you often have spells of dizziness? Yes No</p> <p>7. Do you get all nervous and shaky when approached by a superior? Yes No</p> <p>8. Does the sight of blood make you want to drop down in a faint? Yes No</p> <p>9. Does your work fall to pieces when the boss or a superior is watching you? Yes No</p> <p>10. Are you scared to be alone with no friends near you? Yes No</p> <p>11. Do you feel nervous or dizzy right at this moment? Yes No</p> <p>12. Do you always get orders and directions wrong? Yes No</p> <p>13. Does your thinking become completely confused when you have to do things quickly? Yes No</p> <p>14. Do you always sweat and tremble a lot during inspections or examinations? Yes No</p> <p>15. Do you wish that you always had someone at your side to advise you? Yes No</p> <p>16. Do you have to do things very slowly in order to be sure you are doing them right? Yes No</p> <p>17. Does it bother you to eat anywhere except in your home? Yes No</p> <p>18. Do you have an uncontrollable need to repeat the same disturbing actions? Yes No</p> <p>19. Is it always difficult for you to make up your mind? Yes No</p> | <p>20. Do you usually feel cheerful and happy? Yes No</p> <p>21. Do you always have a bad time no matter what you are doing? Yes No</p> <p>22. Do you often feel miserable and blue? Yes No</p> <p>23. Does life usually look entirely hopeless? Yes No</p> <p>24. Are your emotions usually dead? Yes No</p> <p>25. Are you usually quiet and sad while at a party? Yes No</p> <p>26. Do you often wish you were dead and away from it all? Yes No</p> <p>27. Are you considered a nervous person? Yes No</p> <p>28. Do you have any unusual fears? Yes No</p> <p>29. Do you often have difficulty in falling asleep or staying asleep? Yes No</p> <p>30. Does every little thing get on your nerves and wear you out? Yes No</p> <p>31. Does worrying continually get you down? Yes No</p> <p>32. Did you ever have a nervous breakdown? Yes No</p> <p>33. Were you ever a patient in a <i>mental</i> hospital? Yes No</p> <p>34. Do you get out of breath long before anyone else? Yes No</p> <p>35. Do you have pains in the heart or chest? Yes No</p> <p>36. Does your heart often race like mad for no good reason? Yes No</p> <p>37. Do you often have difficulty in breathing? Yes No</p> <p>38. Are you often bothered by thumping of the heart? Yes No</p> <p>39. Do you often suddenly become frightened while you are thinking? Yes No</p> <p>40. Do you often shake or tremble?..... Yes No</p> |
|--|---|

41. Are you often awakened out of your sleep by frightening dreams? Yes No
42. Do you always become scared at sudden movements or noises at night? Yes No
43. Do sudden noises make you jump and shake badly? Yes No
44. Do you tremble or feel weak every time some one shouts at you? Yes No
45. Are you keyed up and jittery every single moment? Yes No
46. Do you have very disturbing or frightening thoughts that keep coming back in your mind? Yes No
47. Do you suffer badly from frequent severe headaches? Yes No
48. Do you sweat a great deal even in cold weather? Yes No
49. Are you repeatedly bothered by severe itching? Yes No
50. Are you troubled by stuttering? Yes No
51. Have you at times had a twitching of the face, head or shoulders? Yes No
52. Were you a bed wetter between the ages of 8 to 14 years? Yes No
53. Do cold hands or feet trouble you even in hot weather? Yes No
54. Do you suffer from asthma? Yes No
55. Are you a bed wetter? Yes No
56. Are you a sleep walker? Yes No
57. Have you ever had a fit or convulsion? Yes No
58. Do pains in the back make it hard for you to keep up with your work? Yes No
59. Do you sometimes find yourself unable to use your eyes because of pain? Yes No
60. Is your body always in very bad condition? Yes No
61. Do severe pains and aches make it impossible for you to perform your duties? Yes No
62. Do you get spells of exhaustion or fatigue? Yes No
63. Do you wear yourself out with worrying about your health? Yes No
64. Do weak or painful feet make you miserable every single day? Yes No
65. Do you frequently get up tired in the morning? Yes No
66. Does pressure or pain in the head make it hard for you to perform your duties? Yes No
67. Are you always in poor health and unhappy? Yes No
68. Are you constantly too tired and exhausted even to eat? Yes No
69. Is your appetite good? Yes No
70. Do you constantly suffer from bad constipation? Yes No
71. Do you often suffer from an upset stomach? Yes No
72. Do you frequently get attacks of nausea (sick to your stomach)? Yes No
73. Do you suffer from indigestion? Yes No
74. Do you always have stomach trouble? Yes No
75. Do your stomach and intestines work badly? Yes No
76. Do bad pains in the stomach double you up after every meal? Yes No
77. Do you usually have trouble in digesting food? Yes No
78. Do you suffer badly from frequent loose bowel movements? Yes No
79. Has any doctor ever told you that you had ulcers of the stomach? Yes No
80. Do people usually misunderstand you? Yes No
81. Do you have the feeling of being watched while you are at work? Yes No
82. Have you usually been treated fairly? Yes No
83. Do you have the feeling that people are watching or talking about you in the street? Yes No
84. Do people usually pick on you? Yes No
85. Are you extremely shy or sensitive? Yes No
86. Are you easily upset or irritated? Yes No
87. Do you make friends easily? Yes No
88. Do you go all to pieces if you don't constantly control yourself? Yes No
89. Were you ever sent to reform school? Yes No
90. Have you ever gotten into serious trouble or lost your job because of drinking? Yes No
91. Have you been arrested more than three times? Yes No
92. Have you ever taken dope regularly (like morphine or "reefers")? Yes No
93. Do your enemies go to great lengths to annoy you? Yes No
94. Does it make you angry to have anyone tell you what to do? Yes No
95. Do you often drown your sorrows in drink? Yes No
96. Do you always do things on sudden impulse? Yes No
97. Do people always lie to you? Yes No
98. Do you flare up in anger if you cannot have the things that you want right away? Yes No
99. Is the opposite sex unpleasant to you? Yes No
100. Do you always have to be on your guard with friends? Yes No
101. Do you often get into a violent rage? Yes No

APPENDIX D

Name _____

Here are some statements about life in general that people feel different ways about. Please read each statement on the list and if you agree with it, circle the word "Agree". If you do not agree with the statement, circle the word "Disagree". If you cannot decide one way or the other, circle the "0". Please be sure to answer every question.

- | | | | | |
|-----|--|-------|----------|---|
| 1. | As I grow older, things seem better than I thought they would be. | Agree | Disagree | 0 |
| 2. | I have gotten more of the best in life than most of the people I know. | Agree | Disagree | 0 |
| 3. | This is the dreariest time of my life. | Agree | Disagree | 0 |
| 4. | I am just as happy as I was when I was younger. | Agree | Disagree | 0 |
| 5. | My life could be happier than it is now. | Agree | Disagree | 0 |
| 6. | These are the best years of my life. | Agree | Disagree | 0 |
| 7. | Most of the things I do are boring or monotonous. | Agree | Disagree | 0 |
| 8. | I expect some interesting and pleasant things to happen to me in the future. | Agree | Disagree | 0 |
| 9. | The things I do are as interesting to me as they once were. | Agree | Disagree | 0 |
| 10. | I feel old and somewhat frail. | Agree | Disagree | 0 |
| 11. | I feel my age, but it does not bother me. | Agree | Disagree | 0 |
| 12. | As I look back on my life, I am fairly well satisfied. | Agree | Disagree | 0 |
| 13. | I would not change my life if I could. | Agree | Disagree | 0 |
| 14. | I would like to live a few more years, but I don't know. | Agree | Disagree | 0 |

- | | | | | |
|-----|--|-------|----------|---|
| 15. | Disagree with other people's opinions if
not backed up by facts. | Agree | Disagree | 7 |
| 16. | When I have plans for the future, I
try to carry them out as far as I can now. | Agree | Disagree | 7 |
| 17. | When I was young, I was very
ambitious about all the important
things I wanted. | Agree | Disagree | 7 |
| 18. | Compared to other people, I get
down in the dumps too often. | Agree | Disagree | 7 |
| 19. | I've gotten pretty much what I
expected out of life. | Agree | Disagree | 7 |
| 20. | In spite of what most people say,
the lot of the average man is
getting worse, not better. | Agree | Disagree | 7 |

APPENDIX E

Your Name _____

Listed below are some statements which we would like for you to express your opinion about. In some instances it will be necessary for you to imagine that you are working as an attendant in an institution which has mentally retarded children. If you agree with the statement circle the "Agree". If you disagree with the statement circle the "Disagree". If it just is not possible to make up your mind about a statement circle the "?". Remember: these questions will in no way influence whether or not you are hired for this program. Thank you.

- | | | | |
|---|-------|----------|---|
| 1. Strict discipline develops a fine strong character. | Agree | Disagree | ? |
| 2. A child has a right to his own point of view and ought to be allowed to express it. | Agree | Disagree | ? |
| 3. Some children are just so bad they must be taught to fear adults for their own good. | Agree | Disagree | ? |
| 4. An attendant in an institution should treat a child as an equal. | Agree | Disagree | ? |
| 5. A retarded child's ideas should be seriously considered in making dormitory decisions. | Agree | Disagree | ? |
| 6. Most children should have more discipline than they get. | Agree | Disagree | ? |
| 7. The earlier a child is weaned from the bottle the better off he is. | Agree | Disagree | ? |
| 8. Children are actually happier when they are made to "toe the line" at all times. | Agree | Disagree | ? |
| 9. Children frequently need some of the natural meanness taken out of them. | Agree | Disagree | ? |
| 10. The sooner a child learns to do for himself the better off he is. | Agree | Disagree | ? |

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