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A study of the Missoula Head Start program

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A STUDY OF THE MISSOULA HEAD START PROGRAM

By

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THE PROBLEM AND DEFINITION OF TERMS USED

In 1964, one of the most extensive efforts ever undertaken to eliminate poverty was begun in the United States. Never before has this country experienced such a huge outpouring of money to deal with this problem. A central focus of the anti-poverty campaign, as proposed by President Lyndon Johnson in 1965, is "a program in education to insure every American child the fullest development of his mind and skills."[1] This educational plan has been most fully expressed in the operation of Project Head Start, the Job Corps, Upward Bound, and the Neighborhood Youth Corps. Each of these programs has as a central core a basic educational program for the enrolee.

Despite the optimism and enthusiasm in establishing the anti-poverty projects, they have been widely criticized. Basic to this controversy is the feeling "that heavy Federal expenditures in the program's behalf have not produced a sound or effective means of solving the problems of the poor."[2] This criticism has been directed at nearly every

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[1] Johnson, President Lyndon B., Excerpt from 1965 State of the Union Message to Congress.

[2] _____, "Controversy over the Federal Anti-poverty Community Action Program," Congressional Digest, Feb. 1968, p. 35.

program established by the Office of Economic Opportunity. What most persons consider the most successful of the individual proposals, Project Head Start, has been dealt a discouraging blow as recent studies concerning this program show that the initial gains established by the children participating in the program are largely lost in the first few years of attendance in the public school system.[3]

I. THE PROBLEM

Statement of the Problem

It is the purpose of this paper (1) to study the Head Start program in Missoula, Montana; (2) to explore the relationship, if any, between participation in the program and the probability of success for the enrollee in the public school system; and (3) to suggest factors which may enhance or limit this success.

Hypothesis

Participation in Project Head Start increases the probability of the child's success in the public school system.

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[3]Halbert B. Robinson, "A Survey of the Problem of Timing in Preschool Education," IRCD Bulletin, Vol. 111, No. 2, p. 2.

Importance of the Study

Much evidence is available to demonstrate that enriched environmental experiences, as in a pre-school nursery, are advantageous for the intellectual development of the child and for later successful school experiences.[4] School success has, in turn, been correlated with employment and economic success. In recent years this evidence has led many persons to feel that enriched pre-school programs can break the cycle of poverty, ignorance, and despair in which the families of the poor have been caught for generations. Thus a major thrust of the antipoverty programs is an attempt to provide pre-school experiences for children from poverty backgrounds which will significantly contribute to the child's success in the public school system.

The Office of Economic Opportunity pre-school enrichment program for the poor is known as Project Head Start. Head Start is now in its third year of operation and numerous studies, many financed by the Research Division of Project Head Start, are being conducted in an attempt to evaluate the effect of the program on the low-income child. The study presented in this paper is an attempt (1) to determine the effects of the program on the child's acquisition of learning skills and his adjustment to the group

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[4]Robinson, p. 2.

setting, and (2) to compare the Head Start child's adaptation to the first grade with children who have not participated in the Head Start program. No matter how successful the Head Start program may be in enriching the child's experiences and acquainting him with learning skills, unless he can compete successfully with his classmates who have not been "culturally deprived," he will continue to face failure in the public school system.

II. DEFINITION OF THE TERMS USED

Project Head Start

The official beginnings of Project Head Start were contained in Title II-A of the 1964 Economic Opportunity Act. This act established the Office of Economic Opportunity to provide encouragement and assistance to local communities in setting up Community Action Programs. According to official O.E.O. literature:

> The long range objective of every Community Action Program is to effect a permanent increase in the ability of individuals, groups, and communities affected with poverty to deal effectively with their own problems so that they will better their conditions.[5]

Project Head Start is the program within the community action concept which attempts to combat poverty by reaching

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[5]Head Start Child Development Programs, a pamphlet prepared by the Office of Economic Opportunity, p. 10.

the child from the poor family before he enters the public school system.

The concept of pre-school preparatory experiences for the culturally and economically deprived was developed many years before the passage of the Economic Opportunity Act. One of the most widely known projects involving the culturally deprived child was conducted by Dr. Martin Deutsch in the Harlem public schools. By exposing four and five year old slum children to "highly charged stimulation in preschool classes"[6] Deutsch was able to produce remarkable increases in the I.Q. scores of the children. Similar projects, financed by the Ford Foundation, were undertaken in the Baltimore public schools and the results were equally impressive. "These experiments, widely publicized, rapidly led to the multi-million dollar federal effort known as Project Head Start."[7]

The impetus for these projects came from studies showing that children from "lower-class socially impoverished circumstances" experience "a high proportion of school failure, school drop-out, reading and learning disabilities,

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[6]Bernard Asbell, "The Case of the Wondering I.Q.s," Redbook, August, 1967, p. 116.

[7]Asbell, p. 116.

as well as life adjustment problems."[8] These problems create a cycle of poverty in which the parent, because of economic and cultural deprivation, fails to adopt the skills necessary for adequate adjustment to this society and passes inadequate skills on to his children who also find adjustment difficult. The effectiveness of the public schools in teaching the necessary skills of adjustment to the economically disadvantaged child is greatly diminished because the

> children from underprivileged environment tend to come to school with a qualitatively different preparation for the demands of both the learning process and the behavioral requirements of the classroom.[9]

Because the low-income child is so poorly prepared to meet these demands he almost inevitably experiences early failures, and "the experience in school does nothing to counteract the individual influences to which the children are exposed."[10]

Dr. Harold M. Skeels, who has extensively studied the effects of early deprivation, contends that

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[8]Eddie Ponder and Laura Schnieder, "Early Childhood Enrichment Programs for Disadvantaged Children," Preparing Teachers of Disadvantaged Children, Summary of Conference of N.D.E.A. Institute for Teachers of Disadvantaged Children, Bernard Spodik (ed.), 1966.

[9]Ponder, p. 7.

[10]Ponder, p. 8.

> If we can bring them (the culturally and economically deprived children) the Head Start kind of experience early enough, widely enough and with adequate follow-through to make sure it sticks, we will find that most of these children can become successful high school and college graduates instead.[11]

The broad purposes, therefore, of Project Head Start are to reach the child before he experiences school frustration and

> to provide intensive and extensive intellectual growth opportunities which can modify both the level of intellectual performance and eventual academic achievement of children who come from social circumstances which ordinarily contribute to a high probability of academic failure and social maladjustment.[12]

Research at the Institute for Teachers of the Disadvantaged Youth indicate that the most severe learning problems of the disadvantaged result from "narrower range of language," "retardation in the development of auditory discrimination skills," and "training in attention focusing and sharpening."[13] However, the goals of the individual Head Start programs must relate to the specific needs of the local families. Obviously the problems and needs of all poor children are not the same and may differ from one locale to the next. Thus the local programs are encouraged

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[11]Asbell, p. 118.

[12]Ponder, p. 9.

[13]Ponder, p. 11.

"to learn what each child needs and to devise programs which meet any special needs."[14]

The Missoula Head Start director identified "three areas of greatest deprivation commonly found in the child of the low-income family" and tailored the curriculum of the Head Start program to meet these deficiencies.

> Many of the Head Start children have language deficiency, and little opportunity to develop positive inter-personal relationships. The child's self-concept and his later success in school are directly related to these aspects of personality development and the Head Start daily program is designed to meet these needs.[15]

It must be emphasized that the Head Start program is not limited to classroom preparatory experiences for the low-income child. Extensive social services are available to all participants as are the services of a speech therapist and a nutritionist. The focus of this paper, however, is on those aspects of the child's experience in Head Start that relate most directly to his preparation for the public school system.

Poverty

The way the concept of poverty is defined largely determines the structure and objectives of the individual

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[14]HEAD START Child Development Program, pamphlet developed by the Office of Economic Opportunity, p. 10.

[15]Marjorie Carrier, "Evaluation of Project Head Start, Missoula, Montana, 1966-67," unpublished report submitted by Director of Head Start, to the delegate agency, School District No. 1.

anti-poverty programs. Traditionally, poverty has been viewed as a condition of cultural and economic deprivation which results from a distinctive set of behavioral traits, beliefs, and values which set the poor away from the rest of society and contribute to their deprived situation.[16] What most persons recognize but fail to emphasize is that those characteristics are not inborn but often the result of inadequacies in the existing social and economic structure. The causes of poverty are charged to the individual not to the social and economic structure about him. Consequently, many of the present anti-poverty programs were established with the intent "not on changing institutions or structure, but rather changing people to fit into the existing structure."[17] Frank Reisman contends that the "pre-school programs attempt to prepare children for the presently inadequate educational system."[18]

In the recent hearings before the Senate Subcommittee on Employment, Manpower, and Poverty examining the War on Poverty, the Poverty Study Staff recognized that

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[16]Louis A. Ferman, Joyce L. Kornbluh, and Alan Haber, (eds.), Poverty in America (University of Michigan Press, Ann Arbor, 1965).

[17]Frank Reisman, "The New Anti-Poverty Ideology," Teachers College Record, Nov., 1966, p. 108.

[18]Reisman, p. 108.

> one of the causes of poverty is the failure of many of the established agencies and institutions to serve the poor adequately. . . . In the judgement of the study staff, the biggest impact of the limited community action funds occurs where they are used to encourage institutional change. . . . So far, this happens in a relatively small minority of communities.[19]

When poverty is defined by emphasizing the need for individual change without seeking to change the inadequacies in the institutions for which the poor are being prepared to deal, the long-range effects of the preventive programs may be diminished. "A study of Project Head Start showed that gains made by children in Head Start nurseries tend to be lost by those children who go to inadequate schools."[20]

Thus if the concept of poverty is to be accurately defined, it must be viewed as a condition of both individual and institutional inadequacies. For the anti-poverty programs to be effective both of these dimensions of poverty must be successfully dealt with.

Low Income

Eligibility for participation in the Head Start program is based upon family income and the number of persons in the household, although other factors such as the indebtedness of the family may be considered. Not all of the

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[19]"Report of the Poverty Study Staff of the Subcommittee on Employment, Manpower, and Poverty of the Senate Labor and Public Welfare Committee," Examination of the War on Poverty Reports, Vol. III, Sept. 1967, p. 799.

[20]Asbell, p. 118.

children in the program must come from poverty backgrounds and 10% of the total number of children in the program can come from families which fall outside the economic guidelines established by the federal government.

TABLE I

INCOME GUIDELINES FOR PARTICIPATION IN PROJECT HEAD START

Non-Farm Households		Farm Households	
Persons	Family Income	Persons	Family Income
1	$1,500	1	$1,050
2	2,000	2	1,400
3	2,500	3	1,750
4	3,000	4	2,100
5	3,500	5	2,450
6	4,000	6	2,800
Over 6 - add $500 for each additional person		Over 6 - add $350 for each additional person	

Note: These guidelines were revised in summer, 1967.

All of the children in Missoula known to the staff of the program who fall within the guidelines established by the federal government, and who reach the age of five by September 30, are accepted into the program. Participation ranges from 100 to 120 children.

It is noted that the terms "low income" and "culturally deprived" are often used interchangeably. If a child comes from a low-income family it is assumed that he is culturally deprived. Of course, this is not always the case, and a child from a "poor" family may have the same cultural and nurturing advantages as a middle-income child.

However, the early behavior of the children enrolled in the Missoula Head Start program indicated that most of them were deprived in those areas which lead to successful school experiences (see page 8).

Public School System

This term refers to the system of public education that has been established through local and state efforts for the education of children in a specific locale.

Probability of Success

The degree to which a child succeeds in school is generally measured by his ability to remain in school and adjust to the demands of the school system (rules, regulations, etc.), his attainment of reading and learning skills, his performance academically, and the achievement of satisfying school experiences and the development of a positive self-image.

This success, particularly as it relates to academic performance and learning skills, is directly related to "abilities in some crucial areas underlying learning." Particularly important are the verbal and auditory discrimination skills which are "necessary prerequisites for learning to read, or for achieving any success experiences in school."[21] An important corollary to this is the

[21] Ponder, p. 8.

training in attention focusing and sharpening. Additional factors which significantly influence the child's ability to deal effectively with the academic and behavioral demands of the school system are motivation, self-esteem, and breadth of experience.

Research in learning indicates that the child who has greater command of the verbal, auditory, and attention skills, greater motivation and high self-esteem will have greater probability of succeeding in school.[22] An attempt to predict the success of the child in school must in some way measure the child's attainment or potential attainment of these abilities underlying learning. The tools selected for this research project are the Lorge-Thorndike I.Q. test and the Teacher's Rating Scale. The I.Q. test is particularly indicative of the child's verbal, auditory, and attention focusing skills. The Teacher's Rating Scale attempts to measure the child's ability as perceived by his teacher in ten areas, including those specifically mentioned above, which influence his ability to succeed in school.

It is assumed that those children who perform well on the I.Q. test and are rated high by their teachers will have the greatest probability of success in school. The

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[22]Ponder, p. 8.

final determination of whether the child is successful in school cannot, of course, be known until he has completed much of his schooling and school records and personal reports are available for further analysis. This project is concerned only with the probability of success.

III. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of this thesis will briefly review the literature in the field of pre-school enrichment programs, describe in detail the groups, materials, and methods utilized in the present study, and finally present the results of the study and the conclusions based on those results.

CHAPTER II

REVIEW OF THE LITERATURE

In the past several years a great deal of interest has been aroused concerning pre-school enrichment programs for the culturally deprived. A number of studies have been conducted to evaluate the immediate effects of such programs. More recently there have been attempts to study the long-range effects of these programs and to evaluate the degree to which the progress made during participation in the program is sustained during the first few years of attendance in the public school system. Project Head Start is now being studied extensively. The material contained in the present chapter will briefly review the literature concerning the pre-school enrichment programs and discuss some of the limitations of the previous studies.

I. LITERATURE ON EARLY CHILDHOOD ENRICHMENT EXPERIENCES

Numerous studies are available in psychological and sociological literature which relate the effects of early environmental experiences to the intellectual development of the child. Possibly the best-known and most thorough studies of the effects of early deprivation experiences on the later mental and psychological development of the child

have been conducted by John Bowlby and R. A. Spitz.[23]

"There is considerable evidence that the earlier the positive intervention, the greater the reversibility of negative effects of background factors on psychological and cognitive development in children."[24] One of the most outstanding studies which demonstrates the reversibility of negative effects was conducted by Skeels and Dye in 1939.[25] These two psychologists carefully followed the development of 13 infants from an orphanage nursery which provided the most minimal stimulation. The infants were placed in an institutional center for the adult retarded and "adopted" by the inmates and given a maximum amount of affection, attention, and stimulation. They were compared with 12 children who remained in the orphanage. Those children who received the stimulating experience showed remarkable gains in I.Q. scores, averaging 27.5 points. Those who remained in the orphanage and were later placed in adult institutions adjusted very poorly and significant drops in I.Q. scores, averaging 26 points, were noted.

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[23]John Bowlby, Maternal Care and Mental Health, World Health Organization Menograph Series, No. 2, 1952. R.A. Spitz and K.M. Wolf, The Psychoanalytic Study of the Child, 2, 1946.

[24]Ponder, p. 7.

[25]H.M. Skeels and H.B. Dye, "A Study of the Effects of Differential Stimulation of Children, Proced. Amer. Assn. Ment. Defec., 1939, 44, 114-136.

The experiments conducted by Martin Deutsch in the Harlem school and the Baltimore projects demonstrate the positive influence of pre-school enrichment programs. Major studies supporting these findings are listed below.[26]

II. LITERATURE ON FOLLOW-UP STUDIES

Several studies have been conducted to evaluate the long-range success of early educational experiences. There is, as yet, little conclusive data available on long-range

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[26] C. Bereiter, J. Osborn, S. Engelman, and P.A. Reidford, "An Academically Oriented Preschool for Culturally Deprived Children," University of Illinois Institute for Research on Exceptional Children, 1965. (Manuscript.)

Susan W. Gray and R.A. Klauss, "An Experimental Preschool Program for Culturally Deprived Children, Child Development, 1965, p. 887-898.

A.R. Jensen, "Cumulative Deficit Compensatory Education," Journal of School Psychology, 1956, 137-147.

E.R. Long, Jr., "The Effect of Programmed Instruction in Special Skills During the Preschool Period on Later Ability Patterns and Academic Achievement," University of North Carolina, Coop. Res. Proj. No. 1521, 1966.

L.S. Goldstein, "Evaluation of an Enrichment Program for Socially Disadvantaged Children" (mimeographed), Institute for Research Studies, New York City, June, 1965.

H.H. Spicker, W.L. Hodges, and B.R. McCandless, "A diagnostically based curriculum for Psychosocially Deprived Preschool Mentally Retarded Children, Exceptional Children, 1966, 215-220.

H.A. Sprigle, V. Van de Riet, and Hani Van de Riet, "A Sequential Learning Program for Preschool Children and an Evaluation of its Effectiveness with Culturally Disadvantaged Children," Paper read at Amer. Educ. Res. Assn., New York, March, 1967.

D.P. Weikart, "Preschool Programs; Preliminary Findings," J. Spec. Educ., 1967, 163-181.

results; however, some tentative conclusions have been made. These are: (1) that large gains in scores on intelligence tests are almost always obtained; (2) this spurt of intellectual growth is not always maintained in the second year; and (3) the differences between the experimental and control groups are greatly reduced during the first few years of school once the control group is exposed to stimulating school experiences.[27]

F. M. Hechinger contends that "the evidence . . . shows conclusively that early compensory education is of very limited, short-term benefit unless there is consistent follow-up." He argues that the spectacular gains of children placed in pre-school enrichment programs are "quick to erode within the next four years unless they were constantly reinforced."[28]

Perhaps the most spectacular study concerning successful follow-up with children who have been exposed to reinforced enriched experiences was conducted by Dr. Skeels thirty years after the original study. He attempted to trace down each of the children who had been in the original study. Skeels discovered that all of the children in the

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[27]Robinson, p. 2.

[28]F.M. Hechinger, "Head Start to Where?" Saturday Review, Dec. 18, 1966, 75, pp. 58-60.

original group of 13 who had been placed in the care of the retarded inmates were later adopted. All were self-supporting and living typical stable middle-class lives. All of the children of these persons had I.Q. scores in the average to above average range, although when originally tested as infants the parents had scored in the 60s and 70s. On the other hand, the children who had been left in the orphanage had very poor adjustment records. Only one was fully self-supporting and most of the others were still under institutional or semi-institutional care. It might be noted that the one child who had made a relatively stable adjustment was discovered while still young to be hard of hearing and was placed in a special school for the handicapped where he received close individualized attention and special skill training.

III. LITERATURE ON PROJECT HEAD START

Head Start is still a relatively new program. Since the first projects only began in 1964, research on long-range effects is limited at this point. Perhaps the most influential study to appear recently was conducted by Dr. Max Wolff, an urban sociologist, sponsored by Yeshiva University and supported by O.E.O. funds. Dr. Wolff praised the accomplishments of the program in stimulating

the child's intellectual curiosity; however, he noted that the gains initially established were lost in the first four to six months after the child had entered the first grade.[29] Dr. Wolff noted that the losses were most evident in those classes with less capable first grade teachers.

IV. LIMITATIONS OF PREVIOUS STUDIES

The majority of the studies which have been conducted on pre-school educational experiences and Project Head Start concern primarily the fluctuation in I.Q. scores and the child's performance on a variety of language, motor, and achievement tests. William F. Brazziel, Director of General Education, Virginia State College and member of the National Association Council for Head Start Research and Evaluation, contends that "I.Q. gains and persistence of I.Q. gains might very well be a faulty premise from which to judge. . . ." and claims that

> the true test of pre-school experiences is the performance of children in learning to read, write, and do numbers in school, their understanding and appreciation of school routines, and their achievement and motivation for school work. I.Q. gains as a major criterion seems narrow and restrictive in this respect and quite irrational when weaknesses in the institutions are considered.[30]

For this reason, this study attempts to evaluate the Missoula

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[29]Robert B. Semple, Jr., "Head Start Value Found Temporary," New York Times, Oct. 22, 1966, p. 70.

[30]Brazziel, W.F., "Two Years of Head Start," Phi Delta Kappan, 48, March, 1967. p. 347.

Head Start program, not only in terms of I.Q. gains but in terms of the child's adjustment to the public school system as well. Both the individual (the child) and the institution (the school) will be considered.

Furthermore, most of the studies concerning enrichment programs have been conducted in the depressed neighborhoods of large metropolitan cities. There is little research available on the effects of these programs in rural and semi-rural communities which do not have obvious ghetto neighborhoods or minority groups.

CHAPTER III

THE GROUPS STUDIED AND THE MATERIALS USED

This study consists of two designs. The first is a comparative study of former Head Start children and non-Head Starters in the first grade. The second is a before and after study of children participating in the Head Start program. The purpose of the two designs is (1) to evaluate the effect of the program on the individual child, and (2) to evaluate how the Head Start child compares with his non-Head Start classmates in the first grade.

The materials used to test the children are the same for both designs. One is a standardized I.Q. test. The second is a subjective rating scale by which the teacher rates the children in her class.

I. GROUPS STUDIED

First Grade Children

The first design of this study pertains to children in the first grade at the time the study was conducted. These children were divided into five comparative groups: former Head Starters and four non-Head Start groups (see Table II). The non-Head Start groups were utilized to control for two variables which might significantly affect the child's

TABLE II

BREAKDOWN OF GROUPS IN STUDY

FIRST GRADE GROUPS	Total	Rated	Tested		TEACHER 10	11	12	13	14	15	16	17	18	19
Low income with Head Start	66	66	58	xxx	8	13	4	4	3	4	6	3	9	12
Middle income without kindergarten	88	83	50	xxx	10	3	5	6	11	10	8	16	8	11
Middle income with kindergarten	76	75	48	xxx	1	1	25	11	8	12	7	7	2	2
Low income without Head Start	15	11	15	xxx	0	3	0	0	3	0	2	1	2	0
Repeaters	30	30	30	xxx	3	3	0	10	0	5	3	1	0	5
Totals	275	265	191	xxx	22	23	34	31	25	31	26	28	21	30

HEAD START	Total	Rated	Tested		TEACHER 1	2	3	4	5	6	7
Before test of Head Starters	82	76	77	xxx	*13	12	*15	*15	*10	11	6
After test of Head Starters	82	76	77	xxx	12	12	16	14	11	11	6

KINDERGARTEN (pre-school group)	Total	Rated	Tested		TEACHER 8	9
	26	26	21	xxx	14	12

*Differences in number of children in single class is due to transfer of child from one class to another. Only children rated by the same teacher were included in the rating results.

adaptation to the first grade. These variables were income level of family and pre-school experience of child, such as kindergarten. There are, of course, numerous variables affecting the child's adaptation to school such as family attitudes towards school and such; however, it was not possible to evaluate these additional variables in the present study.

The four non-Head Start groups were (1) children with preschool experience, private kindergarten; (2) middle-income children without pre-school experience; (3) low-income children without pre-school experience; and (4) children repeating the first grade. This last group, repeaters, was identified only in the process of data collection. It became apparent that this group had qualities distinct from the others and would have to be considered separately. As there are no public kindergartens in Missoula and few low-income families can afford to send their children to a private kindergarten, it was assumed that any child in the kindergarten group would come from a middle-income family. Thus, for the purposes of this study, the first group is actually a middle-income group.

Selection of first grade classes. In seeking the first grade classes to test for this project, the Head Start director was asked to note those public grade schools

which, at the time the project was undertaken, contained children who had been former Head Starters. Letters were sent to the first grade teachers in each of these schools explaining the proposed project and asking them to return a list of the children in their class (1) who had been former Head Starters, (2) who had attended kindergarten or had similar pre-school experience, and (3) who they believed might come from low-income families. The remaining children, it was assumed, would fall into the middle-income, no pre-school experience category. When the lists were returned most of the teachers had noted the repeaters in their class; those who had not done this were later asked to do so.

From these lists, those schools which contained the highest proportion of children from each of the categories being studied were selected for the project.

Of eight schools and nearly twenty first grade classes explored, five schools with ten first grade classes were selected for the study. Considering the number of children desired from each group and the limited availability of testers, it was decided that seven complete classes would be tested with the Lorge-Thorndike and only the Head-Starters and low-income children from the remaining three classes. All of the children in the ten first grade classes were rated on the Teacher's Rating Scale.

Data were obtained on 275 first grade children. Of these, 265 were rated by their teachers and 191 were tested with the Lorge-Thorndike. Of the 275 children, 66 were former Head Starters, 89 were middle-income children with no pre-school experience, 76 had had kindergarten experience, 15 were low-income with no pre-school experience, and 30 children were repeating the first grade.

Verification of group composition. When the lists were returned from the first grade teachers, the Head Start director verified the list of former Head Starters. A spot check was conducted with the list of kindergarten children, and parents were called and asked about the child's attendance. Each family on the low-income list was individually contacted and information on the family income and number of persons in the household was obtained. Low-income status was determined by the same criterion utilized in determining eligibility for Head Start. Of the 26 children listed by the first grade teachers, only 11 fell within the eligibility requirements. Four children who had been transferred from the first grade to Head Start were included in the first grade low-income category for I.Q. purposes only. The teacher's ratings on these children were not utilized because the children were rated by Head Start teachers, not by first grade teachers.

The number of children in the low-income group was small in comparison with the number of children in the other groups. Therefore, the results obtained on these children are less conclusive than desired.

Only the Head Start group, the low-income group, and the repeater group were definitely determined to be homogeneous. It is possible that the other two groups might have contained some children from the homogeneous groups just mentioned. For example, it is possible that some low-income children were not listed by the teachers as low-income and would have been placed in the middle-income group. Similarly, some of the children placed in the kindergarten category may not have had kindergarten experience. However, this possibility would not significantly alter the results of this study as the essential problem studied is Head Start experience versus non-Head Start experience, and these two broad categories were definitely determined.

Head Starters

The second design in this project concerned the before and after study of children enrolled in the Head Start program at the time the project was undertaken. The before tests were given shortly after the program began in the fall, and the after tests were given after the children had spent about eight months with Head Start and shortly before the

end of the regular school year program. Only those children present for both the before and after testing were included in this design, a total of 82 children.

Kindergarten Group

Ideally it would have been desired that a control group of low-income children not participating in the Head Start program be tested in the same way as the Head Starters. However, all low-income children known to the program were enrolled in it. A small group of children from two classes in a local kindergarten was selected as an alternative control group in hopes of obtaining some kind of contrasting picture between the middle-income child in a pre-school program and the low-income child in Head Start. Unfortunately, the after study on the kindergarten group was not completed because the kindergarten classes were released for the summer before the after study could be conducted with this group. However, the initial testing illustrates the contrast in preparation for pre-school experience of the middle-income and the low-income child.

II. TEST MATERIALS AND METHODS USED

The Lorge-Thorndike Intelligence Test

The Lorge-Thorndike Intelligence Test, Level I, is specifically designed to obtain an I.Q. measurement of

pre-school children. Although it does not have the diagnostic qualities of an individually administered test such as the Stanford-Binet, it is a reliable instrument for obtaining I.Q. scores.[31] This test can be administered with relative ease by a single tester. It was selected for this project because of its ease of administration, its reliability, and because it is the instrument used to test all third and sixth grade children in the Missoula public grade school system. This means that long range follow-up studies could be conducted by running a comparison study when the children in the present study are in the third and sixth grades. The I.Q. data would be "automatically" available.

The Lorge-Thorndike test is broken down into three main sections. The first consists of a series of vocabulary words and the child is asked to circle the picture in a row of four objects which is designated by the word. The second section of this test requires that the child circle the two objects in a row of four objects which are alike. The last section of this test requires that the child circle the object in a row of four which is different from the other three. The first section gives a partial indication of the child's breadth of experience. Low-income children typically do

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[31] Irving Lorge and Robert L. Thorndike, Technical Manual of the Lorge-Thorndike Intelligence Test, (Houghton Mifflin Co.), 1962, p. 8-12.

poorly on this type of test because they lack the breadth of experience and the vocabulary to which they are exposed at home is more limited than the vocabulary in a middle-income home. The last two sections of this intelligence test are indicative of the child's ability to see relationships between objects and to distinguish differences.

Administration of the test. The Lorge-Thorndike was administered by each Head Start teacher to her class. Most of these teachers had had experience administering the test. Those who were not familiar with the test received specific instructions about its administration in order to obtain as much consistency as possible in the testing situation.

Graduate students from an educational testing class at the University of Montana administered the test to the first grade children in this project. The students were instructed on administration of the test by Dorothy Stoner, Missoula public school psychologist, who administers the testing program in the public grade school system.

Recognizing certain problems of time and available space for testing, the tests were given on two consecutive days to each first grade class in the study. Both the Lorge-Thorndike and the Teacher's Rating Scale were administered after the children had been in the first grade for about six weeks.

The Teacher's Rating Scale (See Appendix)

Development of the rating scale. This test was developed by the author with the assistance of Dorothy Stoner, and Marjorie Carrier, Head Start director. The developers of the rating scale utilized answers from questionnaires completed in the spring of 1966 by the first grade teachers who had former Head Start children in their classes. These teachers were asked to indicate in which areas the former Head Start children, presently in their class, seemed to have the greatest difficulty in adjusting to school. The areas identified by the teachers were used as indications of what the public school teachers felt were significant aspects of school adjustment.

Ten criteria were finally selected for the rating scale. These appeared to be the most significant and applicable in determining the first grade child's potential success in the public school system. The rating of each criterion was based on a 1-7 scale. The highest score a child could receive was 1 and the lowest was 7.

In an attempt to build validity into the rating scale, a cover sheet accompanied each packet of tests given to the teachers requesting that they first list the five criteria they felt most important to the child's success in school. This procedure was initiated to give bases for

judging the validity of the criteria that had been selected for the rating scale. The teacher was asked to rate each child in her class according to the criteria she had listed just as she had rated the child according to the ten criteria on the rating sheet. In addition, each teacher was asked to indicate if she felt that the completed rating sheet gave "a fairly accurate picture of the child's overall adaptation to the classroom setting" and, if not, what additional information would be needed to do this.

To obtain as much consistency as possible in the teacher's interpretation of the criteria, each criterion was accompanied by descriptive information. In this way, it was hoped that each teacher would tend to perceive the child she was rating in the same general context.

Pre-test of the rating scale. Three Missoula first grade teachers, not participating in this study, were asked to pre-test the rating scale. These teachers were asked to utilize the scale to rate five children in their class, to critically analyze the rating instrument and to comment on any part which they felt was confusing or inappropriate for the project. When this information was obtained and evaluated, the scale was modified in accordance with the criticism introduced by the pre-test, and the final form was prepared for distribution to the first grade teachers in the study.

III. ASSUMPTIONS

At the beginning of this project it was assumed that, in the study of the first grade, the group of children from middle-income homes and with pre-school experience (kindergarten) would be best prepared for the first grade and that they would score highest on the Lorge-Thorndike test and be rated highest by the first grade teacher. It was also assumed that home environment would have a greater influence on the acquisition of learning skills and the adaptation to school than pre-school experience. If this assumption were true, the middle-income children with no pre-school experience would rate next highest. These would be followed by the former Head Starters and finally by the low-income child with no pre-school experience. A significant difference was expected in the showing of these last two groups. Significant gains were also expected on the after tests with the present Head Start group.

CHAPTER IV

RESULTS OF THE INDIVIDUAL TESTS

The results of the two research designs outlined in Chapter III are presented in this chapter. In addition, data on one criterion not listed on the Teacher's Rating Scale is presented as is data on a "Special Group," the first grade teacher's original list of low-income children.

I. FIRST GRADE GROUPS

The Lorge-Thorndike Intelligence Test

The group of former Head Start children received a higher score on the Lorge-Thorndike test than any of the other four first grade groups (see Table III). The mean score for the former Head Starters was 106.93, median score, 110. The group with the next highest score was the kindergarten group with 105.7, median score 107. The middle-income group received a mean score of 101.32 and median score 102. The repeater group scored 99.35 and 98 median score. The group of children from the low-income background scored the lowest on this test with a 95.66 mean score and 98 median score. The 11 point higher I.Q. score of the former Head Starters over the non-Head Start low-income children is similar to the gains noted in studies cited earlier in

TABLE III

RESULTS OF LORGE-THORNDIKE INTELLIGENCE TEST AND TEACHER'S RATING SCALE

	FIRST GRADE GROUPS							PRE-SCHOOL GROUPS		
	FORMER HEAD STARTERS	MIDDLE-INCOME WITHOUT KINDERGARTEN	KINDERGARTEN	LOW-INCOME WITHOUT KINDERGARTEN	REPEATERS	SPECIAL GROUP TEACHERS' ORIGINAL LIST OF LOW-INCOME	ALL FIRST GRADERS	BEFORE HEAD STARTERS	AFTER HEAD STARTERS	KINDERGARTEN
Number Tested	58	50	48	15	30	17	191	77	77	21
I.Q. SCORE MEDIAN	110	102	107	98	98	98		95	109	116
I.Q. SCORE MEAN	106.93	101.32	105.70	95.66	99.35	99.00	103.47	95.40	106.73	111.42
VOCABULARY*	17.53	17.14	17.87	15.73	18.50	16.41	17.47	13.62	16.61	17.04
LIKENESS	17.15	16.68	17.18	15.40	17.00	15.64	16.88	11.47	14.69	14.04
DIFFERENCE	13.74	12.28	13.00	12.00	12.80	12.88	12.93	8.48	12.08	11.42
Number Rated	66	83	75	11	30	26	265	76	76	26
1. ABILITY TO ADJUST TO CLASSROOM**	4.42	3.71	3.10	3.63	4.06	4.03	3.75	4.00	3.57	3.38
2. GENERAL HEALTH	3.34	2.71	2.36	2.72	3.66	3.00	2.87	3.85	3.76	2.19
3. ABILITY TO RELATE TO PEERS	3.59	2.89	2.74	3.36	3 70	3.23	3.13	3.95	3.56	3.42
4. PERFORMANCE LEVEL	4.15	3.80	2.74	4.18	3.93	4.30	3.62	4.15	3.54	3.30

TABLE III (Continued)

	FIRST GRADE GROUPS							PRE-SCHOOL GROUPS		
	FORMER HEAD STARTERS	MIDDLE-INCOME WITHOUT KINDERGARTEN	KINDERGARTEN	LOW-INCOME WITHOUT KINDERGARTEN	REPEATERS	SPECIAL GROUP TEACHERS' ORIGINAL LIST OF LOW-INCOME	ALL FIRST GRADERS	BEFORE HEAD STARTERS	AFTER HEAD STARTERS	KINDERGARTEN
5. EMOTIONAL STABILITY	4.01	3.22	2.68	3.36	4.30	3.38	3.39	4.25	3.91	3.15
6. SELF-CONCEPT	3.86	3.36	2.50	3.00	4.43	3 53	3.35	4.32	3.83	3.03
7. ABILITY TO RELATE TO TEACHER	3.10	2.50	2.30	2.72	3.70	2.69	2.74	3.74	3.19	2.69
8. MOTIVATION	3.92	3.19	2.58	3.27	3.96	3.23	3.29	3.88	3.50	2.46
9. CULTURAL BACKGROUND	3.95	3.56	2.60	4.36	4.50	4.30	3.52	4.38	4.15	2.73
10. SELF-EXPRESSION	4.12	3.95	2.67	4.09	4.40	4.69	3.69	4.25	3.40	3.53

*Numbers in Vocabulary, Likeness, Difference squares indicate mean number right out of 20 possible.

**Numbers in criteria 1-10 squares indicate mean rating based on 1-7 rating. 1 is highest score, 7 is lowest.

this paper. This difference in scores also compares remarkably with the before and after scores of the children in the second research design.

An examination of the scores the Head Start group received on the individual sections of the test show that this group scored higher when compared to the performance of the middle-income groups on the tasks requiring association of and differentiation between objects. When compared to the low-income group the difference in vocabulary score was most noticeable. (The numbers presented in the table indicate the total number out of a possible 20 correct, and the number is not correlated with age as is the I.Q. score. Therefore it is not surprising that the repeaters who are a year older than the other first grade children would receive a high total score on the three sections of the test but lower I.Q. scores.)

The Teacher's Rating Scale

In each of the ten criteria on the Teacher's Rating Scale the former Head Start group was rated lower than the mean rating for all the first grade children (see Table III). The difference between the former Head Start group's rating and the mean score ranged from .36 below the mean in "Ability to Relate to Teacher" to .67 below the mean in "Ability to Adjust to Classroom Routine." The only first grade group which was rated lower than the former Head Start group in

more than two categories was the Repeater group. This group received a higher rating in "Performance Level" and "Ability to Adjust to Classroom Routine" only.

The only other group which was rated in any criteria lower than the former Head Starters was the low-income group without pre-school experience. In two categories they were rated lower, "Performance Level" and "Cultural Background."

In no criteria was the former Head Start group rated higher than either the kindergarten or middle-income without pre-school experience groups. The kindergarten group was rated highest in every category; however, the unusually high score of this group was due primarily to the ratings of a single teacher. This particular teacher had a third of the entire kindergarten sample in her class and her ratings averaged 1.5 points higher than those ratings given by other teachers to the same group (see Table IV). Only one other teacher rated up to a third of the children in a single group; this was the Repeater group. Her ratings had a slightly depressing effect on the overall scores of the group (see Table IV).

As is apparent from the table, had teacher #12 not been included in this study the difference in rating between the kindergarten group and the other groups would not have been nearly as great. The overall score of the kindergarteners

would still be the highest, but they would not appear to excel in every category.

TABLE IV

EFFECT OF INDIVIDUAL TEACHER'S RATINGS ON OVERALL SCORES OF KINDERGARTEN AND REPEATER GROUPS

	Criterion Number											
Kindergarten Group	1	2	3	4	5	6	7	8	9	10	I.Q.	
Teacher #12	2.0	1.8	2.0	1.6	1.8	1.5	1.6	1.8	1.8	1.4	106.5	*
Without #12	3.7	2.6	3.1	3.3	3.1	3.0	2.7	3.0	3.0	3.3	104.8	
Repeater Group												
Teacher #13	4.0	4.4	4.1	4.5	4.4	4.1	4.0	4.3	4.2	4.3	99.1	
Without #13	4.1	3.3	3.5	3.7	4.3	4.6	3.6	3.8	4.7	4.5	99.5	

*Numbers are rounded to nearest tenth and indicate mean rating on 1-7 scale.

I.Q. Criterion

The only criterion other than those listed on the Teacher's Rating Scale which was listed by the teachers more than twice was "I.Q." or "Mental Maturity" (the distinction between these two terms was not made clear). Five first grade teachers and two Head Start teachers listed this criterion; however, only three first grade and one Head Start teacher actually rated the children in their class according to this criterion. Of the three first grade teachers who rated this criterion, children from only three of the five first grade research groups were present

in those classes in sufficient numbers to make a reliable comparison. These groups were the former Head Starters, the middle-income groups and the repeaters (see Table V).

TABLE V

TEACHER'S RATING OF I.Q. CRITERION

First Grade Groups	I.Q. Score	Teacher's Rating	No. of Children
Former Head Starters	111.8	3.9	28
Middle-Income	105.5	3.5	22
Repeaters	100.0	5.1	8
Head Start Group			
Present Head Starters	94.3	4.3	11

Although the former Head Start group was rated lower than the middle-income group, the Lorge-Thorndike score of the Head Start group was nearly 6 points higher than the middle-income group.

Special Group

A computation of the ratings of all the children originally listed by the first grade teachers as low-income was made. Of 26 children originally listed, only 11 were verified to be low-income. The other children were subsequently placed in the middle-income group. This "Special Group" faired poorly in contrast to the other groups (see Table III, page 35). In only two criteria, "Ability to Relate to Teacher" and "Motivation" was this group rated

higher than the mean score for all the first grade children. In six categories this group was rated lower than the actual low-income group.

II. HEAD STARTERS

The Lorge-Thorndike Intelligence Test

The mean score of the Head Start children at the beginning of their participation in the Head Start program was 95.40, median score 95. An 11 point gain was noted in the score of the group after completion of the majority of the regular school year program. At that time the mean score was 106.73, 109 median score (see Table III, page 35). Gains were also noted in the individual sections of the test, averaging 3.5 points in each section.

In his presentation before the Senate subcommittee investigating the War of Poverty, Jule Sugarman, Director of Head Start, O.E.O., stated that research on Head Start showed an average gain of 10 I.Q. points.[32] Missoula Head Start children scored slightly higher than this. The gain in I.Q. scores of the individual Head Start classes ranged from 5.3 points in one class to 14.2 points in another class (see Table VII, page 45).

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[32]Jule Sugarman, Examination of the War on Poverty, Hearings before the Subcommittee on Employment, Manpower and Poverty, Part 9, June, 1967, p. 2835.

Teacher's Rating Scale

The mean score of the Head Start group after completion of the program was higher in every category than the mean score obtained at the beginning of the program; however, the rise in score was not as high as anticipated at the beginning of the study. To utilize this change in score as an indication of progress would be a questionable procedure. Several of the Head Start teachers indicated on the rating sheets that they did not feel the ratings gave an accurate picture of the child in their class because the test asked for a comparative score only. Judging from the personal comments of the teachers, had they been asked to rate the children according to the progress they had made in the Head Start program, the scores would have been considerably higher.

Only one teacher did not give the children in her group a higher rating on the after test in a majority of the criteria (see Table VI). Only in "Self-Expression" did she report the after score higher than the before rating. Another teacher rated her class lower in three categories, a third in two categories and finally, one teacher rated her class lower in one category.

The difference between the scores on the before ratings and those on the after ratings ranged from .09

TABLE VI

TEST RESULTS FOR INDIVIDUAL FIRST GRADE CLASSES

	FIRST GRADE TEACHERS										
	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#10-19
Number of Children Tested	22	23	34	25	25	0	8	4	18	30	191
MEAN I.Q. SCORE	107.66	100.36	106.01	104.80	96.88		103.62	107.00	104.77	104.76	103.75
*VOCABULARY	18.28	17.00	18.20	18.04	16.72		15.25	17.50	17.50	17.66	17.53
LIKENESS	17.33	16.22	17.76	17.16	15.04		17.62	17.25	17.50	17.30	16.91
DIFFERENCE	13.42	13.04	13.14	13.48	11.40		13.25	14.50	11.77	13.96	13.00
Number of Children Rated	20	23	34	31	25	31	26	28	19	27	265
**1. ABILITY TO ADJUST TO CLASS-ROOM ROUTINE	4.09	4.04	2.05	3.96	3.56	4.03	4.38	3.46	4.26	4.33	3.75
2. GENERAL HEALTH	2.85	3.60	1.91	4.09	2.20	1.90	3.65	2.57	2.10	3.96	2.87
3. ABILITY TO RELATE TO PEERS	3.66	3.73	1.91	4.06	2.44	2.29	3.88	3.00	3.31	3.59	3.15

TABLE VI (Continued)

FIRST GRADE TEACHERS

	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#10-19
4. PERFORMANCE LEVEL	4.47	4.17	1.61	4.16	4.28	2.35	4.30	3.50	4.10	4.37	3.62
5. EMOTIONAL STABILITY	4.00	3.82	1.73	4.12	3.28	2.54	3.96	3.21	3.89	4.18	3.39
6. SELF-CONCEPT	4.23	3.91	1.44	4.00	3.40	2.80	3.84	3.25	3.68	3.81	3.34
7. ABILITY TO RELATE TO TEACHER	3.90	2.56	1.61	3.93	2.04	1.80	3.80	2.21	2.68	3.33	2.73
8. MOTIVATION	4.28	4.00	1.88	4.06	3.12	2.22	4.03	2.96	3.68	3.55	3.28
9. CULTURAL BACKGROUND	4.14	3.86	1.85	3.96	4.08	2.58	4.34	3.00	3.78	4.51	3.51
10. SELF-EXPRESSION	4.38	4.04	1.52	4.09	4.69	3.09	4.19	3.75	3.52	4.51	3.69

*Numbers in Vocabulary, Likeness, and Difference squares indicate mean score out of 20 possible.

**Numbers in Criteria 1-7 indicate mean rating on 1-7 scale. 1 is highest score possible, 7 is lowest.

TABLE VII

TEST RESULTS FOR INDIVIDUAL HEAD START CLASSES
BEFORE AND AFTER SCORES

	HEAD START TEACHERS							
	#1	#2	#3	#4	#5	#6	#7	#1-7
Number Tested	11	11	14	14	10	10	6	77
MEAN I.Q. SCORE	93.33 107.50	87.83 95.72	99.46 112.33	100.60 112.28	92.80 98.63	93.45 117.00	97.33 102.66	95.40 106.73
*VOCABULARY	12.25 16.50	13.12 15.27	13.60 17.26	14.60 17.78	13.20 15.27	13.18 16.50	14.50 17.66	13.62 16.61
LIKENESS	8.50 13.58	9.25 12.45	13.60 15.80	13.60 16.42	8.80 14.09	12.18 17.20	12.50 13.83	11.47 14.96
DIFFERENCE	8.72 12.08	6.50 10.54	8.53 12.20	9.26 12.64	7.90 11.18	8.09 14.50	9.16 11.00	8.48 12.08
Number Rated	11	12	14	13	11	9	6	76
1. ADJUST TO CLASSROOM ROUTINE	3.61 3.33	4.33 3.66	4.33 3.80	3.53 3.71	4.20 3.60	4.00 3.09	3.66 3.66	4.00 3.57
2. GENERAL HEALTH	3.76 3.50	4.08 3.58	4.13 4.06	3.53 3.85	3.70 4.00	3.90 3.18	3.83 4.00	3.85 3.76
3. ABILITY TO RELATE TO PEERS	3.30 3.00	4.08 3.41	4.33 3.73	3.60 4.07	4.40 3.60	3.81 3.27	4.33 3.66	3.95 3.56
4. PERFORMANCE LEVEL	4.30 3.50	4.33 4.00	4.46 3.60	3.33 3.35	4.40 3.50	3.81 3.36	4.66 3.66	4.15 3.53

TABLE VII (Continued)

	HEAD START TEACHERS							
	#1	#2	#3	#4	#5	#6	#7	#1-7
5. EMOTIONAL STABILITY	4.07 3.41	4.50 4.08	4.73 4.00	3.73 4.14	4.20 4.30	3.90 3.18	4.16 3.83	4.25 3.90
6. SELF-CONCEPT	4.15 3.16	4.58 4.25	4.66 3.80	3.86 4.21	4.60 3.60	4.00 3.18	4.00 4.50	4.32 3.83
7. ABILITY TO RELATE TO TEACHER	3.30 2.75	3.75 3.33	4.20 3.53	3.40 3.85	3.50 3.20	3.81 2.00	4.16 3.16	3.74 3.19
8. MOTIVATION	3.92 3.08	4.33 4.00	4.40 3.66	3.13 3.64	3.60 3.40	3.90 3.27	3.66 3.50	3.88 3.50
9. CULTURAL BACK-GROUND	4.07 3.41	5.08 5.33	4.66 4.00	4.13 4.21	4.00 4.50	4.54 4.09	3.33 3.33	4.38 4.15
10. SELF-EXPRESSION	3.76 2.25	4.75 4.00	4.46 3.66	4.26 3.85	4.20 3.30	4.00 3.09	3.66 3.16	4.25 3.40

*Numbers in Vocabulary, Likeness, and Difference squares indicate mean score out of 20 possible.

**Numbers in Criteria 1-7 indicate mean rating on 1-7 scale. 1 is highest score possible, 7 is lowest.

in "General Health" to .85 in "Self-Expression." The three categories of greatest difference were "Self-Expression," "Ability to Relate to Teacher," and "Performance Level."

III. KINDERGARTEN GROUP

The Lorge-Thorndike Intelligence Test

The middle-income children in the kindergarten group achieved a 111.42 mean score on the I.Q. test, 116 median score. This compared with the 95 score achieved by the low-income children at the beginning of their Head Start experience.

Teacher's Rating Scale

The scores given the kindergarten children by their teachers were in all categories higher than those given the Head Start children by their teachers. The criterion of greatest contrast was "Cultural Background." Also a wide difference in scores was noted in "Motivation" and "Self-Concept." The use of these scores for comparison is questionable, however, because neither the Head Start teacher nor the kindergarten teacher had an opportunity to rate children from the other group. There was no way of controlling for the influence of the individual teacher's tendency to rate high or low as was the case with the first grade groups.

IV. CRITERIA LISTED BY TEACHERS AS MOST IMPORTANT TO CHILD'S SUCCESS IN SCHOOL

The criterion listed most frequently by all the teachers participating in this project was "General Health (see Table VII). This criterion was followed in frequency of listing by "Ability to Adjust to Classroom Routine," "Motivation," and "Emotional Stability." The three criteria which were listed fifth in frequency of occurrence were "I.Q." or "Mental Maturity," "Cultural Background," and "Self-Expression." I.Q. was the only criterion listed by the teachers more than twice which was not on the original scale. Listed in sixth place was "Self-Concept" and in seventh, "Performance Level." Each of the other categories was listed fewer than three times.

The three criteria most frequently listed first by the teachers were "General Health," "I.Q.," and "Self-Concept." Other first choices of the teachers were widely scattered among the various criteria.

Differences in Criteria Listing of First Grade and Head Start Teachers

Perhaps the most interesting result of this listing of priority criteria was the contrast between the first grade teacher's concept of important success criteria and the Head

Start teacher's criteria.

The most dramatic difference occurred in the importance attached to "Self-Concept." Five of the seven Head Start teachers listed this criterion among the most important. Of these two listed it as the most important criterion. Not one of the ten first grade teachers listed this criterion among the most significant for school success.

Six of the seven Head Start teachers listed "Motivation" among the most important success criteria and only half of the first grade teachers listed this criterion.

The two criteria listed more frequently by the first grade teachers were "I.Q." and "Performance Level." Five of the ten first grade teachers listed "I.Q." among the most important criteria for success, and only two of the seven Head Start teachers listed this criterion. (Note that not all the teachers specified "I.Q." as such and used such terms as "mental age" and "mental maturity" which were included in the "I.Q." category.) Three first grade teachers listed "Performance Level" and only one of the Head Start teachers.

The only criterion that the Head Start teachers did not list was "Ability to Relate to Teacher." Two of the first grade teachers listed this criterion.

In each of the other criterion listed on the Rating sheet, the proportion of Head Start teachers listing of the criteria was similar to the proportion of first grade

TABLE VIII

TEACHER'S LISTING OF MOST IMPORTANT CRITERIA FOR SUCCESS IN SCHOOL

CRITERIA	TEACHERS																		
	Head Start						Kindergarten							First Grade					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
GENERAL HEALTH	5	2	1		4	2	3		1	1	1	3		2		1	2		2
ADJUSTS TO CLASSROOM	3	3	4		3		5					2	3		3	2	1	3	3
MOTIVATION	1	1	3		2	4	4	3	3	3							4		4
EMOTIONAL STABILITY			2			3	1		2	5		5	4					1	
I.Q. (MENTAL MATURITY)	2			1						4	3			1				2	1
CULTURAL BACKGROUND		5		3				5			2			4	2	4			
SELF-CONCEPT	4	4			1	1	2	1											
PERFORMANCE LEVEL			5					4	5				2				3	4	
SELF-EXPRESSION						5		2	4								5		5
RELATE TO PEERS					5								1	5					
RELATE TO TEACHER													5					5	
HOME ENVIRONMENT				4										3					
GENERAL MATURITY															1	3			
HEREDITY				2															
ALERTNESS												1							
ACCEPT RESPONSIBILITY												4							
PHYSICAL MATURITY											4								

Numbers indicate order of listing.

teachers. The two criteria agreed upon by both the Head Start teachers and the first grade teachers as being particularly significant to school success were "General Health" and "Adjustment to Classroom Routine."

V. TEACHER'S EVALUATION OF RATING SCALE

At the end of each rating sheet, the teacher was asked to answer the question: "Do you feel that the preceding rating scales have given a fairly accurate picture of the child's overall adaptation to the classroom setting?" Of the 271 sheets returned by the first grade teachers, 209 were marked "yes." Forty-six were marked "no." Nearly all of the "no" responses came from two teachers (see Table IX). One of these teachers felt a personal observation was needed in order to obtain this picture. The second teacher, who had ten repeaters in her class, felt that the repeaters were a separate group and could not be compared with the other first grade children. One of the first grade teachers failed to answer this question on 14 of the rating sheets. There was no explanation why, and it is assumed this was an oversight by the teacher. Two other rating sheets were returned without an answer to this question.

In the "before" ratings by the Head Start teachers, 62 indicated that the scale gave a fairly accurate picture

of the child. There were four "no" answers, accompanied by statements such as "hearing loss," "speech therapy," and such. There were 16 rating sheets which contained no answer for this question.

The responses on the "after" test were quite different. Only 8 of the rating sheets were marked "yes," 26 were marked "no," and 48 were not answered at all. The teachers who marked "no" and gave an explanation (several of the sheets were not accompanied by explanations), indicated that they did not feel the second rating gave an accurate picture of the child because it did not show the progress the child had made during the year. According to the teacher, the class as a whole had made considerable progress during the year; however, in being directed to rate the children on a comparative basis with other children in the class the progress made by the individual child would not be noted.

TABLE IX

TEACHER EVALUATION OF RATING SCALE

First Grade Teachers

Teacher #	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	Total
"Yes"	22	23	0	21	25	31	11	28	18	30	209
"No"	0	0	34	10	0	0	1	0	1	0	46
no answer	0	0	0	0	0	0	14	0	2	0	16

TABLE IX (Continued)

Head Start Teachers

BEFORE

Teacher #	#1	#2	#3	#4	#5	#6	#7	Total
"Yes"	13	9	14	12	0	9	5	62
"No"	0	1	0	0	0	2	1	4
no answer	0	2	1	3	10	0	0	16

AFTER

Teacher #	#1	#2	#3	#4	#5	#6	#7	Total
"Yes"	0	6	2	0	0	0	0	8
"No"	0	5	0	12	0	9	0	26
no answer	12	1	14	2	11	2	6	48

CHAPTER V

SUMMARY AND CONCLUSIONS

The results of this study did not support the assumptions proposed in Chapter III. The material in this chapter attempts to explore the reasons for these unexpected results and to relate the results of this study to the lack of success which has been encountered by many of the anti-poverty programs.

I. SUMMARY

First Grade Study

The former Head Start children in the first grade scored higher on the Lorge-Thorndike I.Q. test than any of the other first grade groups. The mean score of the Head Start group was 11 points higher than the score achieved by the low-income group with no pre-school experience.

The Head Start group was rated lower by the first grade teachers on the Teacher's Rating Scale than any of the other groups, with the exception of the repeaters. The low-income group without pre-school experience was rated lower than the Head Start group in only two criteria. The greatest contrast between the ratings given the former Head Starters and the other groups was in "Adjustment to

Classroom Routine." In this category the Head Starters were rated lowest of the five groups in the study.

Five of the ten first grade teachers listed "I.Q." as an important criteria for success in school, and three of these teachers rated the children in their class according to this criterion. Although the Head Start group was rated lower than the middle-income group by the teachers, the Lorge-Thorndike score was 6 points higher than the middle-income group.

An examination was made of the rating given the children whom the first grade teachers originally perceived as low-income. Although less than half of these children actually fell within the low-income category, the group was rated below the actual low-income group in a majority of the criteria on the Rating Sheet.

Head Start Study

The gain in I.Q. score between the time the participating Head Start group first entered the program and the time of near completion was 11 points. The range in gain in I.Q. scores of the individual classes was from 5.3 points to 14.2 points.

Higher ratings were noted by the Head Start teachers in every criterion on the Rating Sheet after the Head Start child had participated in the program. The greatest difference

in the before and after ratings was noted in "Self-Expression" and the least in "General Health."

Kindergarten Group

The middle-income children entering the kindergarten program scored 16 points higher than the low-income children entering Head Start. They were also rated on the Teacher's Rating Scale much higher than were the beginning Head Starters.

Teacher's Rating of Important Success Criteria

The three criteria listed most frequently by all the teachers in this study were "General Health," "Ability to Adjust to Classroom Routine," and "Motivation." The one criterion listed by more than two teachers which was not on the Rating sheet was "I.Q." Two Head Start teachers and five first grade teachers listed this criterion. The only criterion of the ten on the Rating sheet not listed by the first grade teachers as important for success in school was "Self-Concept." Five of the seven Head Start teachers listed this criterion.

Evaluation of Teacher's Rating Scale

All but two of the first grade teachers felt that the completed rating sheets gave "a fairly accurate picture" of the child in the classroom. One of the teachers felt a

personal observation was necessary to achieve this picture, and a second felt that the repeaters could not be compared with the regular first graders. All of the Head Start teachers felt the initial ratings gave a fairly accurate picture of the child; however, several indicated that the "after" ratings did not because progress could not be indicated.

III. CONCLUSIONS

The results obtained in this study present a mixed picture. On one hand, in that part of the study dealing with the scores on the Lorge-Thorndike test, it appears as though participation in the Head Start program has made a significant impact on the child. Not only were substantial gains made during participation in the program, but also these gains compared quite favorably with the scores of children not from deprived home situations.

Performance on this I.Q. test need not be viewed in terms of the final score only. Certain skills are required of a child in order to take this kind of test. The ability to listen and to follow directions is a necessity. Also important is the focusing and sustaining of the child's attention. As noted earlier in this paper in defining the "probability of success," these skills are

"necessary prerequisites to learning"; and it may be assumed that the child who has learned a mastery of these skills is more likely to have a successful school experience than the child who has not (see page 12). The impressive performance of the Head Start child on the Lorge-Thorndike test suggests that he has developed some mastery of these skills and participation in the Head Start program can be thought to have a significant influence on the development of these skills.

In examining the performance of the first grade groups on the individual sections of the test, further evidence is found concerning the Head Start child's acquisition of learning skills. The strong showing on the likeness and difference sections of the test suggests that the child has developed important skills in conceptualization which compare well with the middle-income child's acquisition of similar skills.

The superior performance of the Head Start children over the middle-income children, both those with and those without pre-school experience, was surprising and did not substantiate the assumption that home environment is a greater influence on the acquisition of learning skills than pre-school experience. Hodges and Spicker offer an explanation for this in their recent review of studies on

pre-school preparatory programs.

> Whereas traditional preschool programs produce slight intellectual improvements, those programs designed specifically for meeting the needs of the disadvantaged children appear to produce even greater intellectual gains.[33]

Berieter and Engleman note that:

> Those few cases where disadvantaged groups have risen to an I.Q. level of 100 or above through preschool training have all involved radical departure from the traditional preschool model.[34]

Whether the Missoula Head Start program involves a "radical departure" from the traditional kindergarten program is not known; however, one may assume from the result on the Lorge-Thorndike that the program contains certain features which are highly advantageous to the child's ability to perform well on tests which measure intellectual ability.

That part of the study which deals with the teacher's perception of the child's adjustment to school suggests that the Head Start child is not adequately prepared for success in school, and he compares poorly with his classmates from advantaged backgrounds. The criterion listed most frequently by the first grade teachers as important to school success.

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[33]Walter L. Hodges and Howard H. Spicker, "The Effects of Preschool Experiences on Culturally Deprived Children," Young Children, Oct, 1967, p. 33.

[34]C. Berieter and S. Englemann, Teaching Disadvantaged Preschool Children (Englewood Cliffs, N.J.: Prentice Hall, 1966), p. 16.

"Adjustment to Classroom Routine" was the criterion in which the Head Start child was rated lowest.

Because the low-income group was small it is difficult to draw many conclusions from the scores of this group; however, it can be noted that the former Head Start child was rated by his first grade teacher lower than the low-income child without pre-school experience. This raises the question of whether the Head Start experience might have had a negative effect on the child's school adjustment. One possible reason for this seeming contradiction in the intent of the Head Start program to better prepare the child for a successful school experience and the teacher's low evaluation of the child in her class has been suggested by Kitano in a similar study.

> He found that children who had been enrolled in a child-care center housed in a public school were rated by their teachers in the early elementary grades as less well adjusted to school than a control group not enrolled in such a program. He suggests that the difference may have been due to the assertiveness and spontaneity nurtured in the permissive atmosphere of the child-care center but not regarded as appropriate in the more highly regimented elementary classrooms.[35]

Perhaps there is a basic conflict between what the Head Start staff consider the most conducive atmosphere for learning and the view of the public school teacher. The

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[35]Clay V. Brittian, "Preschool Programs for Culturally Deprived Children," Children, July-August, 1966, p. 131.

permissiveness thought to be present in the Head Start program may create a handicap for the Head Start child's adjustment to the first grade. However, if, in fact, permissiveness is a central feature of the Head Start program, one questions why the Head Start teachers, like the first grade teachers, listed "Adjustment" as one of the most important criteria for success in school. This raises the question: Is conformity a prerequisite for learning, or is it simply a necessity for "getting by" in our presently "regimented" school system?

Perhaps the emphasis on adjustment in the public school system and the low rating of the Head Start child are partly due to what each educational program is capable of providing. The demands for control are obviously greater in a large class of 25 to 30 than in a small class of 15 children which has two or three adults available for supervision. Although the Head Start teacher may feel that adjustment is important to school success, because of the small class and abundant supervision, it is not necessary to stress this. The change in setting from Head Start to the first grade may be particularly difficult for the child who has become accustomed to a great deal of individualized attention and freedom. Consequently, he is faced with a situation in the first grade in which adjustment is stressed

and enforced and he responds poorly. This raises a serious question about the Head Start program. Is this program, with its emphasis on individual attention and a highly charged curriculum, harmful to the child in the long run? Is this ideal educational setting so different from the "realities" of the public school system that the child is unable to make a successful transition from the Head Start program to the public school program? Will the initial failure to adjust to the classroom set a pattern for future frustrations and failures? Only additional research can fully answer these questions, but they suggest some unexplored weaknesses of the program. However, in seeking answers for these questions one must also consider if there are factors within the public school system which militate against the successful adjustment of the low-income child which can not be dealt with by simply modifying the internal structure of the Head Start program; factors which make the adjustment of the low-income child difficult regardless of the kind of experiences he has had previously. One factor considered in this paper is the attitude of the first grade teacher towards the low-income child.

The rating of the "special group," all children who the first grade teachers felt were low income, suggests that the teachers may have certain biases against the low-income child which influence their low rating of the child.

In six of the ten criteria, these children in the special group were rated lower than the actual low-income group. This suggests that the teachers may have low expectations of the low-income child, and when a child is thought to be low-income he is placed in this low expectation category. Indeed, one may suspect that one criterion for putting a child on the low-income list may have been his poor adjustment to the classroom. If this is the case, then it suggests why the Head Start child, who is low-income, may have been rated low.

This raises the question of the accuracy of the teacher's perception of the child in her class. It has been suggested that the teacher may have a bias in regard to the low-income child which would negatively influence her perception of that child. The only indication of this conflict in our present study is in the I.Q. rating. The first grade teachers rated the Head Start group lower in I.Q. than the middle-income group; however, the Head Start group's performance on the I.Q. test was six points higher than the middle-income group's score. In this case, the teacher's perception of the child's capabilities did not correlate well with his actual capability as measured by the Lorge-Thorndike test.

Whether the teacher's perception of the child correlates with his actual behavior becomes an incidental

question when one considers that it is the teacher's perception of the child which is the primary factor in whether that child passes or fails. Regardless of how a child may perform on an I.Q. test or how much actual or potential ability he may have, if the teacher feels he is not capable of passing to the next grade he probably will not be passed. The fundamental point here is how the teacher's perception of the child will influence the child's perception of himself and his overall functioning in school.

> As previous research at the Institute has indicated, teachers frequently build in expectations of failure, and have low aspirations about the children's performance and potential learning capabilities. This results in a self-reinforcing process, where children do not expect to succeed and the teacher does not expect success. More and more, then, a psychological deterioration takes place in the group dynamics in the classroom and in the relevancy to learning of attitudes of both the child and the teacher.[36]

The teacher's perception of the child becomes a "self-fulfilling prophecy," and "a false definition of a situation evokes a new behavior which makes the originally false conception come true."[37] The teacher perceives the child as less capable and makes the expectation of failure. The child "learns to take the same attitude towards himself

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[36]Ponder, p. 11.

[37]Robert K. Merton, Social Theory and Social Structure, (Free Press: Glencoa, Ill., 1957), p. 423.

that others take towards him"[38] and eventually fulfills these expectations by failing.

The importance of the child's self-concept is explicit in this theory and can not be underestimated in its influence on the child's success in school. Note, however, that none of the first grade teachers in this study felt that the "Self-Concept" was among the most important aspects of school success.

Many of the studies cited earlier in this paper found that the child performed less well on the I.Q. test after he has spent some time in the public school system. Another study showed that "when the disadvantaged children enter school at six years they have a better image of themselves than at any time in their lives."[39] This suggests that the "self-fulfilling prophecy" has occurred. Although the child may have been capable of good school performance, as the teacher expected less of the child, indeed he performed less well. Dr. Earnest Melby places the blame for the failure of the child to succeed in school squarely on the school system and the attitude of the teacher. He

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[38]Leonard Broom and Phillip Silnick, Sociology, (Harper and Row: New York), 1963, p. 102.

[39]Earnest Melby, Keynote Address before the CORE Conference. Omaha, Nebraska, Summer, 1966. (Tape.)

says that the biggest problem for the disadvantaged child is not the home or the community, but "the school is . . . the worst evil influence in the lives of the inter-city children," for it is the school that "convinces him that he can't learn."[40] He further contends that by the time the child has entered the upper grades this is

> the only really thorough thing we have taught him, and he has made up his mind he isn't of any consequence /and/ he won't amount to anything.[41]

Inevitably the cry will be raised that the results of studies on children from slum schools in metropolitan areas can not be applied to the rural western communities like Missoula, that this community is different and does not have the big city problems. The findings in this study show that the Missoula Head Start program and the Missoula public schools are, to some degree, faced with the same problems found in studies on metropolitan areas.

Getzels asks if

> . . . the standards of today's schools can be taken safely as the model for the transformation of the culturally deprived child? Is this what we want for our children, or should some thought be given as well . . . to the transformation of the school itself?[42]

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[40]Melby.

[41]Melby.

[42]J.W. Getzels, "Preschool Education," in Contemporary Issues in American Education, Papers prepared for the White House Conference on Education, Washington D.C., July, 1965.

These findings suggest that if the Head Start program is to be successful in preparing the child for the first grade, an "institutional" transformation must occur. That transformation must be in the attitude of the public school teacher which sets the self-fulfilling prophecy into motion. Merton contends that "the self-fulfilling prophecy, whereby fears are transformed into reality, operates only in the absence of deliberate institutional controls."[43]

The Missoula school system subjects itself to criticism in fostering an attitude among its teachers that adjustment and conformity are of major importance to success, and how the child feels about himself is of little importance. Melby states that the teachers must "get rid of the attitude that these children don't amount to anything and begin to believe in them" and suggests that the emphasis in the schools of education must shift away from what is now the primary emphasis (subject learning) and "begin to see that the most important thing . . . about the child is how he feels about himself."[44]

Just as the teacher may induce a negative self-image in the child, she can encourage and sustain a positive

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[43]Merton, p. 425.

[44]Melby.

image. The importance of the teacher in sustaining the positive gains acquired in the pre-school programs for the deprived has been demonstrated in the Wolff study (see page 19). H. A. Springle also noted the importance of the teacher's attitude in accounting for the magnitude of gain found in his experimental pre-school program.[45]

One may question if it is a legitimate function of the Head Start program to assume an activist role in encouraging institutional change. The Study Staff for the Senate subcommittee investigating the War on Poverty contends that it is and suggests that seeking institutional change may be the most important function of the anti-poverty program (see page 10). Certainly one may assume that one of the failures of the present programs aimed at eliminating poverty is the failure to adequately instigate institutional change.

Institutional change is an extremely difficult job, and its difficulty suggests why it hasn't been more rigorously sought. The existing institutions have a vested interest in the status quo and often vigorously resist change. A need for change implies that the school has failed to meet certain needs of the children, and this

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[45]Springle, et. al.

implication is quite often met with vehement defense on the part of the school officials which may be directed at squelching the criticism rather than considering it. If it can be accomplished at all, this change is a slow process; and criticism from an outside source, particularly a source which may not be considered "legitimate" by the institution, may be futile. What is to happen in the meantime? Will the present Missoula program, which has received a great deal of recognition and praise for gains made by the children participating in the program, rest on its laurels and ignore the implications of studies like this which show that the public school teacher considers the Head Start child among the most poorly adjusted in the classroom? Or will some attempt be made to deal with the first grade teacher's attitude toward the Head Start child?

It appears as if changes must occur on both sides. Efforts must be made to make the first grade teacher aware of the achievements of which the low-income child is capable and to encourage a change in her attitude towards the child. At the same time, a thorough examination of the Head Start program ought to be made in order to determine to what extent participating in the program may create difficulties in the child's adjustment to the first grade.

However, before making changes in the Head Start program to more closely resemble the situation found in the school system, it behooves the staff to investigate to what extent such changes would actually benefit the child. If the teacher's attitude is the more crucial aspect of the child's adjustment, then a radical modification of the internal structure of the Head Start program may be of no consequence and actually curtail the benefits that the children now obtain.

The most effective way of dealing with the public school system is another topic for investigation and research. However, it has been suggested that to be most effective this change must, in part, be initiated by the representatives of the system. From this, one may assume that one of the most effective ways of dealing with this problem would be a concerted effort to involve the representatives from Head Start and from the public school, particularly the teachers, as actively as possible in aspects of each other's program. Seeking change through involvement is much less threatening than direct criticism and may meet with greater success. In this way the first grade teacher could become more acutely aware of the gains of which the low-income child is capable and, hopefully, modify her attitudes towards and expectations of the low-income child. Techniques and theories which have proven

particularly effective in the Head Start program may be adapted by the first grade teacher to the public school situation.

Involvement of the Head Start teacher in the public school program may enable these pre-school teachers to recognize the "realities" of the public school situation and to appreciate the limitations and frustrations with which the public school teacher must deal. This experience may suggest ways in which the Head Start program may be modified to more closely resemble the first grade situation. Greater independence and self-reliance and the increased acceptance of rules and regulations may be factors to emphasize in the later aspects of the Head Start program.

The request of first grade teachers to serve on the Head Start Advisory Board and on special consulting committees may be one source of involvement of public school teachers in the Head Start program. Similarly, the Head Start teacher may increase her involvement in the public school functions and increase her contacts with the first grade teachers who will be receiving Head Start children. In this way, the Head Start teacher will be continually aware of the school situation with which the Head Start child will have to deal. Also, she will begin

to receive greater recognition as a true representative of the educational system. Other sources of involvement of the Head Start staff may include School Board meetings, P.T.A. meetings, and teachers' meetings.

The conclusion here is: regardless of how these tasks are done or who assumes responsibility for them, changes must occur in the Head Start program and in the attitude of the public school teacher toward the Head Start child if the gains made by the Missoula program, which have won the program recognition as being one of the "best in the country,"[46] are to be sustained and the child is to succeed in the public school system.

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46 _____, "Head Start Here Complimented by Dr. LePray," The Missoulian, January 24, 1968.

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APPENDIX

Specimen Form: Teacher's Rating Scale

OPERATION HEAD START - RESEARCH PROJECT PART: A

TEACHER'S NAME_____

SCHOOL_____

DATE_____

Instructions: Please list the five most important criteria, in order of importance, upon which you would judge a child's greatest likelihood of succeeding in the public school system. Define the criteria as clearly as possible by descriptive phrases.

Example

GENERAL HEALTH - general physical appearance (not clothing or neatness)
- condition of teeth and skin
- vitality and physical alertness

CRITERIA	DESCRIPTIVE INFORMATION
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

OPERATION HEAD START - RESEARCH PROJECT PART: B

TEACHER'S NAME_____ CHILD'S NAME_____

Instructions: Each criterion listed below is based on a 1-7 scale. If the child being rated performs exceptionally well in a particular category as compared with other first graders, he is to be given a "1" rating. If his comparative performance is exceptionally poor, he is given a "7" rating. If his performance appears to be about average, he is given a "4" rating. The degrees to which he is better (3,2) or worse (5,6) than his contemporaries is indicated by the 5,6 and 3,2 ratings. Please rate each child as candidly and honestly as possible.

CRITERIA	DESCRIPTIVE INFORMATION
1. ABILITY TO ADJUST TO CLASSROOM ROUTINE 1 2 3 4 5 6 7 well adjusted poorly adjusted	- ease with which child moves from one activity or task to the next - ability to listen to instructions - ability to follow simple directions - attentiveness required to stay with task at hand
2. GENERAL HEALTH 1 2 3 4 5 6 7 good health poor health	- general physical condition (not clothing or neatness) - condition of teeth and skin - vitality and physical alertness

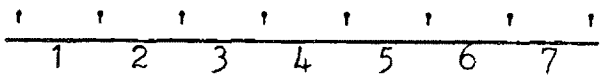
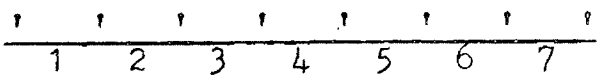
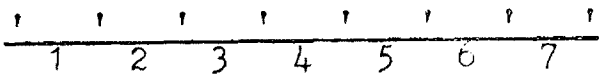
OPERATION HEAD START - RESEARCH PROJECT PART: B, page 2

TEACHER'S NAME_____ CHILD'S NAME_____

CRITERIA	DESCRIPTIVE INFORMATION
3. ABILITY TO GET ALONG WITH PEERS 1 2 3 4 5 6 7 gets along well ... gets along poorly	- awareness of and sensitivity towardsthe feelings of other children - ability to share with other children - ability to assume appropriate role-relationships in play with other children - mutual caring for and liking of other children
4. PERFORMANCE LEVEL 1 2 3 4 5 6 7 good performance ... poor performance	- use of learning tools: pencil, paper, crayons, scissors - appropriate age level skills in reading and writing - demonstrated understanding of basic material as numbers, colors, differences and likeness - ability to complete assignments
5. EMOTIONAL STABILITY 1 2 3 4 5 6 7 stable ... unstable	- adjustment to new situations and people - maturity appropriate for age - emotional responses appropriate to situations and age

OPERATION HEAD START - RESEARCH PROJECT PART: B, page 3

TEACHER'S NAME_____ CHILD'S NAME_____

CRITERIA	DESCRIPTIVE INFORMATION
6. SELF-CONCEPT (FEELINGS ABOUT SELF)  	- degree of satisfaction with one's work - personal pride - awareness of self as an individual: knowledge of self-distinguishing characteristics (name, address, family, likes, dislikes, etc.): expression of reasonable desire to be considered distinct from others (not stubbornness or defiance, however) - ability to assume independent action with degree of self-conficence
7. ABILITY TO GET ALONG WITH TEACHER  	- ability to communicate needs to teacher - responsiveness to teacher's requests - general rapport with teacher - comfortableness in teacher's presence
8. MOTIVATION  	- desire to do well in class work - eagerness to learn - expressed curiosity - willingness to work hard - readiness to participate in learning experiences

OPERATION HEAD START - RESEARCH PROJECT PART: B, page 4

TEACHER'S NAME_____ CHILD'S NAME_____

CRITERIA	DESCRIPTIVE INFORMATION
9. CULTURAL BACKGROUND (not to be confused with family's cultural background) 1 2 3 4 5 6 7 good experience & familiarity — poor experience & familiarity	- familiarity with common children's stories, nursery rhymes and songs appropriate for this age - variety of experience which will enable child to participate in discussions
10. SELF-EXPRESSION 1 2 3 4 5 6 7 good self-expression — poor self-expression	- ability to communicate needs verbally - ability to re-tell and explain experiences - ability to express ideas and concerns verbally - ability to speak in sentences (this criterion does not include child's articulate ability)

OPERATION HEAD START - RESEARCH PROJECT PART: C

TEACHER'S NAME_____ CHILD'S NAME_____

Instructions: Please refer to the criteria you listed in PART A of this rating form. If they have not been covered in the 10 test items in PART B please fill them into the following blanks and rate as done previously. If there are additional categories you feel important, please list them also and rate accordingly.

CRITERIA

1. _____

1 2 3 4 5 6 7

2. _____

1 2 3 4 5 6 7

3. _____

1 2 3 4 5 6 7

4. _____

1 2 3 4 5 6 7

5. _____

1 2 3 4 5 6 7

DO YOU FEEL THAT THE PRECEDING RATING SCALES HAVE GIVEN A FAIRLY ACCURATE PICTURE OF THE CHILD'S OVERALL ADAPTATION TO THE CLASS-ROOM SETTING? YES_____ NO_____

IF NO, WHAT ADDITIONAL INFORMATION DO YOU FEEL WOULD BE NECESSARY TO OBTAIN A MORE COMPLETE PICTURE OF THE CHILD?