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Gender Difference in Emotionally Disturbed Children

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GENDER DIFFERENCE IN
EMOTIONALLY DISTURBED CHILDREN

by

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Bachelor of Science, New York University, 1963

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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Education


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August



1990

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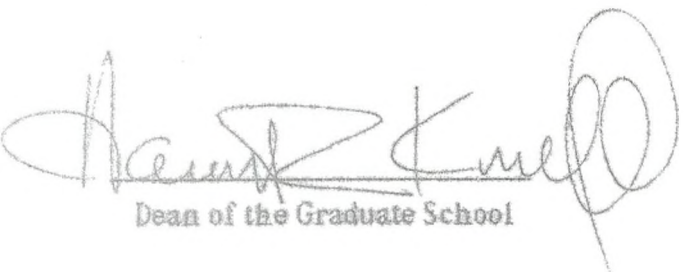
This Dissertation submitted by Jane M. Beaulieu in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota has been read by the Faculty Advisory Committee under whom the work has been done, and is hereby approved.


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Gender Difference in Emotionally Disturbed Children

Center for Teaching and Learning
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ABSTRACT

The purpose of this study was to determine the consequences to emotionally disturbed elementary school girls of being in the minority in self-contained classes for emotionally disturbed children. This study was conducted in MISII (Modified Instructional Service II) classes, primarily for the emotionally disturbed, in the New York City Public Schools. The ratio of boys to girls was 6.5 to 1. A survey was distributed to teachers of such classes with at least one girl attending. Part 1 of the survey consisted of 36 statements on the following topics indicated by the literature as relevant to the situation of girls in such classes: gender ratios, aggression, restrictive environment and interaction. The teachers responded to the statements on a Likert scale.

Part 2 of the study consisted of a description of a typical school day with key words omitted. The teacher completed the description by supplying the word or phrase that best described the experience of the subject girl. Two scenarios were constructed from the responses: (1) the typical day of an aggressive girl, and (2) the typical day of a withdrawn girl. The responses were also tallied by number of girls. The study was based on 34 survey forms. Of the girls described in these forms, 20 were identified as aggressive, 9 as withdrawn, and 5 could not be categorized. The teachers' frequency and percentage of responses indicated distinctive patterns of behavior characteristic of

the aggressive subjects and withdrawn subjects. The aggressive girls were seen as responding to frustration with verbal aggression, as having greater management needs than the boys in the class, were disliked by the boys, and their teachers' main concern about them was self control/socialization skills. The withdrawn girls responded to frustration by withdrawing, were seen as having management needs not as great as the boys, were liked by the boys, and their teachers' main concern about them was poor academics.

It was concluded that, with the modification of grouping at least three girls together in a class, the self-contained class for the emotionally disturbed can be an appropriate placement for aggressive girls. Such classes do not generally meet the needs of withdrawn girls.

CHAPTER I

INTRODUCTION

Background and History of the Problem

The question of whether there are differences between the males and females of the human species that justify differential treatment of the two groups will not die. It is a question that has been considered by religious leaders, philosophers, poets, as well as quarreling couples through the ages. There is, however, nowhere that the issue has more relevance than in the area of education. Education, as an instrument of our culture, has the potential for reinforcing existing social trends, as well as the potential for redirecting them. Because of their significance, schools have often provided the battlegrounds in which the forces of change have clashed with the forces of conservatism. Nowhere has the the process appeared more clearly than in the battle for racial equality in our nation.

In *Brown v Board of Education* (1954), the decision was made by the U. S. Supreme Court that separating one group of children from another because of the arbitrary fact of their skin color made for an inherently unequal system. It was not an accident that the lines of battle for equality were drawn at the schoolhouse door, for each side knew that the daily reality of integrating children would have a profound effect on present and future adult society. Sharing the educational experience could not help but impact on children involved, and the adults they were to become. Unfortunately, the idea

that mere proximity could be equated with equality was a simplistic one. The physical presence in a white classroom was far from the same as providing an equal opportunity for the black child to succeed and thrive on an equal footing. The different and distinctive experiences which the black child brought to school with him/her made the white middle class school environment a very different one than it was for the white child sitting in the next seat. Educators are still grappling with the problems unearthed by this paradox: while separate facilities are inherently unequal, so too may be the same integrated facilities.

Not coincidentally, another movement for equality of opportunity emerged in the sixties. Those in the woman's liberation movement asked many of the same questions about sexual inequality, that were being asked in civil rights movement about racial inequality. They asked why the arbitrary fact of sex, any more than race, should limit and proscribe their opportunities in areas far removed from any sexual content. What did admission to medical school, eating in the same clubs, and the opportunity to play little league baseball, have to do with the configuration of one's reproductive system?

Educators, as in the case of racial injustice, had to face the role of the schools in perpetuating the arbitrary limiting of the opportunities of a segment of the population. The schools had to face their role in conspiring with the rest of society in channeling girls into low-paying occupations and reduced opportunity in significant sectors of life. Fortunately, as with the civil rights movement, there were articulate voices to point up the inequities of discrimination based on sex and to challenge the status quo.

Educating, no matter what the philosophy behind it, is made up of the specifics of practice. That practice is comprised of choices of what to say to this child, at this time, under these circumstances. Thus, the educator is forced to face each incidence of apparent gender difference and deal with it so as not to perpetuate the discrimination it engendered in the past. One way to deal with apparent difference is to deny that it exists at all; it is a far easier solution than sorting out consequences of acknowledged differences. Around 1950 there was a series of public service messages that expounded on the principle of racial equality based on the principle of denying differences. The jingle in one message was:

You can get good milk from a brown-skinned cow;
The color of the skin doesn't matter no how;
Ho, ho, ho;
He, he, he;
The color of your skin doesn't matter to me.

Not only was the message offensive, but, as any farmer can attest, the color of the skin of a cow does matter. In American society, the color of one's skin matters as well; subjectively, in the way one experiences the culture, and objectively in the way in which one is treated by the culture. The approach of denying and ignoring racial and cultural differences has not worked, and needs to be replaced by the more complex process of understanding and accommodating for those differences. Yet, implications should not be drawn from differences in areas where those differences have no relevance. It can

be hoped, that the next step for education and society will be capitalizing on diversity in all areas.

The movement for equality of women is facing the same quandary in relation to denying or affirming differences as was faced by the movement for racial equality. There are physical and behavioral differences between men and women. Do we examine those differences, and deal with the possible consequences as we find them, or do we deny - at least in the case of the behavioral differences - that they exist? In the latter paradigm "members of both sexes are to be treated the same under certain conditions..." becomes "the sexes are the same". Is this equality? A change in vocabulary has, perhaps, given a clue to a more fruitful approach to the problem. In most literature, the term gender difference has replaced sex difference. Sex difference implies something biological and immutable; the consequences of which are fixed. Gender difference implies something more relative; the use of the term gender indicates a tendency to see differences as biologically based, but partially attributable to the social environment, and responsive to change through reeducation and other forces.

Yet another movement came out of the sixties. It was for the movement for the rights of the handicapped, and it found its most complete expression, in the realm of Education, in Public Law 94-142. (The Education For All Handicapped Children Act of 1975). Here again, the philosophy was promulgated that physically being there, in the mainstream of school life, was basic to gaining any other opportunities offered within the educational system. The right to be in the "least restrictive environment" appropriately put the burden on

the schools to show reasons why a child must be excluded from the mainstream, rather than on the child to prove he/she should be included. However, simple proximity is not the only solution promulgated under this act. It also requires the education system to take on the onus of any expense or inconvenience that placing a handicapped child in the best free and appropriate setting might incur. That is, children have the right to the most normal educational setting in which they can benefit and it is up to the system to provide the adaptations and services that will make that possible.

Under PL 94.142, emotional disturbance is considered as a handicapping condition. The law is blind to gender, and as a result, boys and girls referred for this condition are to be treated equally under it. However, "equal "is not "the same" in this case, for self-contained classes for the emotionally disturbed are overwhelmingly populated by boys. Gender difference becomes a relevant issue to be considered here, in spite of the fact that it is not relevant to the general education setting. In the case of emotionally disturbed girls differential treatment based on legitimate differences in needs may provide greater equity than blindness to those differences.

Need for the Study

The overriding principle behind Public Law 94-142 is that handicapped children should not be segregated from the most normal school situation from which they are capable of benefiting. The inconvenience or expense incurred in providing that setting is not to be a consideration in placement, but rather the right of the child to be

educated in a normalized environment is paramount. Implementing this principle is not an exact science, but rather a process of fine tuning, and a significant part of the process is to scrutinize and evaluate the paradigms developed by various educational systems to meet the requirements of the law. The educational community carries out this responsibility through publication in professional journals and other forms of professional communication.

Interest in emotionally disturbed girls, however, is not indicated by the literature. One reason for this may be that girls represent such a small part of the population of emotionally disturbed children in general, that in individual special settings their numbers are usually not sufficient for effective statistical analysis. They are therefore likely to be treated as the same population as boys. Sometimes data is collected on them separately, but then combined with data on the boys in order to provide the researcher an opportunity to use a more powerful statistical tool in his/her analysis. These data can sometimes be retrieved and reanalyzed, but more often data is lost completely. The number of emotionally disturbed girls, however, is quite significant. As a separate population, they exceed the total population of visually impaired children served under PL 94-142.

Another possible reason that research on emotionally disturbed girls has lagged is the unpopularity of considering gender as a valid determinate for delineating a separate population. The movement toward equality of educational opportunity regardless of gender is based on a planted axiom that gender is irrelevant to the process of the distribution of knowledge. Perhaps the confusion here is between the acknowledgment of gender differences between males and

females, and the implications to be derived from those differences. If girls as a group are different in certain demonstrable ways from boys as a group, this does not preclude them from being educated together, or performing equally as well in the school context. As is the case with any two normal curves of such populations, there is more variability within each curve, than between the two curves. That is, there is more overlap within the two groups than differences between them. Thus the benefits of educating these two populations together far outweigh the minimal advantages of educating them separately. Does this condition pertain as well in classes set aside to meet the special needs of emotionally disturbed children where they are a selected sample? This question has not been addressed in the literature.

It is therefore necessary to begin an examination of the placement of girls in self-contained classes for the emotionally disturbed from the beginning, by examining the distinct characteristics of this paradigm, and the appropriateness of it for meeting the needs of these girls.

The aspects of self-contained classrooms that need to be explored are: (1) whether the predominance of boys in these classes precludes the minority of girls from normalized social activities, (2) whether the discipline requirements of the boys incline teachers toward more restrictive management techniques, than what are needed for management of the girls, and (3) whether girls are referred for the same reasons as boys. The last is significant, since a situation might pertain in which two populations, rather than providing a continuum of needs, as in the mainstream class, could

represent opposite poles, ie. the boys are referred for acting out aggressive behavior and the girls are referred for withdrawn, unassertive behavior or academic problems, both fitting under the umbrella term, "emotionally disturbed". There is some support in the literature for this being the case, but anecdotal information from teachers of the emotionally disturbed tends to be at odds with this hypothesis. It is clear then, that little is known about the nature and needs of the population of emotionally disturbed girls.

In the City of New York, there are 4,132 children in self-contained elementary school classes for the emotionally disturbed. Of these 549 are girls. At a ratio of approximately 7:1, a typical self-contained class of twelve would contain two girls. It also means that in many classes there would be a single girl. While there may be some effort made to group girls together, other considerations such as age, grade level and availability of space, take precedence over gender in placement decisions. Why are children placed in classes for the emotionally disturbed? According to the Part 200 regulations of the New York State Commissioner of education it is because they demonstrate, "Significant difficulties in the acquisition and generalization of social development in: (1) managing self-control; (2) interacting appropriately with others in the environment; and (3) understanding social/emotional situations" (Board of Education of the City of New York, 1985, p.93). There is substantial reason to assume that, alone or with one other in a class of boys, a girl would not develop these social skills appropriately.

Purpose of the Study

The purposes of this study are to investigate the effects of the preponderance of male students in self-contained classes for emotionally disturbed children on: (a) disciplinary practices of teachers of these classes based on a higher level of physical aggression in boys, (b) the amount of appropriate same-sex interaction available to the girls in these classes, and (c) the implications of limited opportunities for appropriate socialization for emotionally disturbed girls.

Research Questions

Major Question to Be Studied

Does placement of an elementary school-aged girl in a self-contained class for emotionally disturbed children represent placement in a more restrictive environment than it does for a boy in the same class?

Additional Research Questions

1. What are the gender groupings found in elementary self-contained classes for the emotionally disturbed?
 - A. In practice, are girls grouped together in these classes?
 - B. In practice, are there classes where girls are singletons?
 - C. Do girls in these classes constitute a bipolar population in terms of aggression?

2. Do boys in self-contained classes for the emotionally disturbed have more opportunities for appropriate same-sex interaction than do girls in the same classes?
3. Do teachers of self-contained classes for emotionally disturbed children recognize a need for same-sex socialization in elementary school-aged children?
4. Do teachers of self-contained classes for the emotionally disturbed compensate for the lack of same sex interaction experienced by the girls in their group.
5. In designing their programs, do teachers of self-contained classes for the emotionally disturbed give high priority to the control of aggressive behaviors?
6. Are the behavior management strategies practiced in self-contained classrooms for the emotionally disturbed appropriate for the girls in the class?

Delimitations and Limitations

This study was conducted within the framework of the following delimitations and limitations of the problem under investigation:

1. This study was limited to children in the 6-11 age range attending classes for the emotionally disturbed, designated, Modified Instructional Services II (MIS II) in the New York City public school system. This population may not be representative of populations of emotionally disturbed children in suburban or rural settings.

2. This study was based on data voluntarily returned by teachers of MIS II classes, who reported as currently having one or more girls enrolled in their classes. The results may have been influenced by the willingness of these teachers to participate in a study.

3. The classes in this study are designated as MIS II under the regulations of the New York State Commissioner of Education. Such classes are designed for children with emotional disturbance as a primary or secondary handicapping condition. It is assumed that this designation is equal to that of "classes for the emotionally disturbed" in other systems.

Definition of Terms

For the purpose of this study, certain terms were defined as follows:

1. Gender - sex; biologically determined, culturally reinforced, state of being male or female. The term *sex* will be used interchangeably with *gender*.

2. Aggressive behavior - any behavior that is intended to result in injury or humiliation to others. Physical aggression includes hitting, pushing, tripping, body blocking. Verbal aggression includes insulting, cursing, accusing making fun of, and criticizing.

3. Emotional disturbance - the condition of a school-aged child with an inability to learn which cannot be explained by intellectual, sensory or health factors and who exhibits one or more of

the following characteristics over a long period of time and to a marked degree:

(i) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(ii) inappropriate types of behavior or feelings under normal circumstances;

(iii) a generally pervasive mood of unhappiness or depression;

or

(iv) a tendency to develop physical symptoms or fear associated with personal or school problems. (Board of Education of the City of New York , 1985, p.8)

4. Handicapping condition - A physical disability or behavioral characteristic that makes special educational programming necessary if a child is to participate fully in an appropriate educational setting.

5. Least restrictive environment - The educational setting in which the handicapped student can realize his/her full educational potential with the least deviation from the general education setting.

6. Normalization - Process by which each handicapped child is moved toward the setting which most closely approximates the general education setting, while the special needs of the handicapped child are still being met.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The intent of this study is to determine the significance of gender difference in assessing whether a self-contained classroom for the emotionally disturbed is as appropriate a placement for girls as it is for boys, or whether it represents a more restrictive environment for girls. The critical issue being addressed is whether the fact that these classes are overwhelmingly male has significant impact on the minority of girls placed in them. A search of the literature yielded no research on the subject of the functioning of girls in self-contained classrooms, therefore various aspects of this topic have been discussed in the literature have been examined separately.

The first part of this chapter describes research where emotionally disturbed girls have been part of the population studied. The second part examines the issue of gender difference in aggression in populations of normal children, and the theories proposed to explain those differences. In the third part of the chapter, the setting of the self-contained class for emotionally disturbed children is examined. Finally, the predominance of same-sex socialization in elementary school children in the mainstream is explored.

The rationale for questioning gender differences in emotionally disturbed children relating to aggression, is the presence of other gender differences reported in other areas of functioning in this

population. That is, while there has been no research on gender differences in emotionally disturbed school-aged children in the classroom in aggression, there are indications of gender differences in other areas of behavior. Again, there is a paucity of research in which emotionally disturbed girls are included, but there are indications of differences by gender in that research.

Kashani, Chapel, Ellis and Shekim (1979) noted that there were no published studies that focused specifically on hyperactive girls.

They stated that:

Girls are often mentioned in studies of hyperactive children but their behavioral idiosyncrasies, cognitive deficits, and family histories are integrated with those of the boys, thus permitting no differentiation (p. 145).

Kashani, Chapel, Ellis and Shekim compared hyperactive boys (N=690) and girls (N=50) in regard to clinical symptomatology, family history and cognitive profile. They discovered that girls were referred for learning difficulties and speech disorders more than boys, while boys were more frequently referred for hyperactivity and/or behavior disorders. The clinical picture was similar for hyperactive boys and girls, except that the girls were more fearful, and had a higher prevalence of enuresis. The latter result was a surprising outcome in that, enuresis is twice as common in males as it is in females. The neurological results showed no significant differences in soft neurological signs (SNS) by gender, but there was a trend for the boys to exhibit a greater frequency and a larger number of SNS. The authors concluded that hyperactive girls, " constitute a distinct

subgroup of hyperactive children which had been overlooked in research on hyperactivity" (p. 147).

Berry, Shaywitz, and Shaywitz (1985) compared boys (N=102) and girls (N=32) diagnosed with Attention Deficit Disorder (ADD) with a control group (boys, N=62; girls, N=32). They found that in those children that were diagnosed as having ADD with hyperactivity, girls demonstrated more variability in the quality of their work from day to day and, that the boys more frequently lost control and got into fights than the boys in the control group. Girls with ADD and hyperactivity were likely to be more unruly and argumentative than the girls in the control group, but not to get into more fights. Of the children diagnosed as having ADD without hyperactivity, the boys showed significantly more variability in work quality, and more often needed supervision to complete assignments than did the girls. In addition, the schools requested parental help in managing the boys (35%) more frequently than the girls (13%, $P < .05$) (p. 804). The authors concluded that, "girls with ADD may represent an underidentified and underserved group of children that is at a significant risk for long-term academic, social, and emotional difficulties" (p. 808).

Yonay (1983) examined sociable and business-like interactional styles in a tutoring situation with five emotionally disturbed children. She found the sociable interactional style to be more effective, and that the girls (N=2) in the study helped more often and sat closer to their tutors than the boys. These results may be confounded by the fact that the three tutors in the study were women.

Sprafkin and Gadow (1987) compared populations of emotionally disturbed (ED) and learning disabled (LD) students in the classroom

and collected data on gender. The authors found significant differences in aggression within the LD population by gender, as well as differences between the ED and LD boys. Sprafkin and Gadow's research provided an example of the difficulties involved in extracting data specifically on emotionally disturbed girls, even when that population is sampled. There were 7 ED girls in the study, and although complete sets of data were retrieved, none was reported, since the numbers were deemed too small for group comparisons. Yet, in a footnote it was mentioned that, "two-thirds of the ED girls were above the median level of nonphysical aggression in two or more settings, which suggests that severity of conduct problems is a strong determiner of placement for females in the ED school" (p. 403). This tantalizing suggestion was not supported by the research as presented, and leads one to question of what other unreported data exists, and is combined with data on boys.

Kendall, Finch, Chirico, Little and Ollendick (1978) reported on locus of control in children. They compared normal with delinquent and with emotionally disturbed populations. Although they did look at emotionally disturbed children by sex, they compared the scores by sex only *within the normal population*. The data collected included: 64 normal males and 43 normal females; the emotionally disturbed group included 151 males and 38 females, and the 185 juvenile delinquents included 144 males and 41 females. There was also a separate normal group of 145 males and 125 females used for examination of gender differences. The results showed that the normal girls were more external than the normal boys, and the normal groups were more internal ("well-adjusted") than either of the

abnormal groups. According to the authors, "the most parsimonious explanation may be that "locus of control reflects relevant differences in children's life situations" (p. 591).

Deysach, Keller, Ross, and Hines (1975) examined social decentering and locus of control in children lacking age-appropriate social skills, and found gender differences. Stein, Finch, Hooke, Montgomery, and Nelson (1975) examined cognitive tempo and mode differences in emotionally disturbed and normal children, and found no differences between or within the two populations, by gender.

Studies on aggression in emotionally disturbed children by gender, in schools, are not represented in the literature, however, Rau, Stover and Guerney (1970) studied aggression in emotionally disturbed children in the presence of their mothers. They discovered that, "boys displayed significantly more aggression than girls: the median score for boys was slightly less than the highest score obtained by any girl" (p. 99).

In some studies of aggression in children the subjects are not distinguished by gender, either in the treatment or the results, or in both, even when gender could be a relevant factor. Kettlewell and Kausch (1983) examined the effects of a cognitive-behavioral treatment program for aggressive children (N=41). During a six-week summer program 20 of the children were randomly assigned to a group who were taught coping skills, and 21 participated in all the same activities in the camp except the coping skills training. Of the total group (41) ten were female. The coping training consisted of participating in role playing situations that frequently lead to aggression, and self-instruction training to avoid acting out

aggressively. Since the situations were specific, and geared to the predominantly male group, it would seem that some note must be taken as to how the approach worked for girls, for whom the models (e.g., "The Fonz") and strategies (e.g., Stay calm, I'm tough without proving it" [p. 105]) were not always appropriate. P.W. Kettlewell (personal communication, November 10, 1988) indicated that none of the examples of "cool" behavior were tailored specifically to the girls, but they were adapted as needed. He could not provide a specific breakdown of the results by gender and did not indicate how many girls were actually in the experimental group. While the results of this study were not conclusive, Kettlewell and Kausch felt that future research was warranted in the use of cognitive-behavioral interventions with aggressive children. Perhaps attention to gender difference as a significant factor is indicated where the test design calls for gender specific examples.

Gender Difference in Aggression in Children

In the literature on gender difference the question of aggression has been frequently debated. Maccoby and Jacklin, in the seminal work, *The Psychology of Sex Difference* (1974), laid out most of the cogent issues on the subject of sex differences to be taken up by subsequent researchers. They examined cognitive skills, intellectual skills, and social behavior for gender difference. In the area of social behavior they concluded that only differences in aggression were "well-established". This conclusion was based on an examination of 94 studies on sex difference in aggression. They found that 52 (55%)

showed that males aggressed more than females, 5 (5%) showed that females aggressed more than males, and the balance showed no difference between males and females in aggression. However, if the 37 studies that refer to elementary school-aged populations (defined as, at least part of the sample in the 5-12 age group) are extrapolated from the studies considered by Maccoby and Jacklin, 25 (68%) of the studies showed boys to be more aggressive, 1 (3%) that showed girls to be more aggressive, and 11 (30%) that showed neither to be the more aggressive. Subsequent studies (Barrett, 1979; Behar & Stewart, 1984; Ekblad, 1986; Victor & Halverson, 1976; Harden & Jacob, 1978; Perry & Bussey, 1984; Phipps, 1982; Tieger, 1980; Ullian, 1981; Weiss, 1986) have confirmed gender differences in aggression in children. Hyde (1984) while confirming a difference in aggression levels, took issue with the phrase "well established" to describe that difference. She criticized both Maccoby and Jacklin's, and Tieger's meta-analyses of studies of aggression on methodological grounds. She concluded from her own analysis that gender differences in aggression, "are not so large as one might assume from the conclusion that they are 'well established' [Maccoby & Jacklin, 1974]. Within-gender variation is far larger than between-gender variation" (Hyde, 1984, p. 732).

A distinction may be made between physical aggression and verbal aggression when examining this subject. Popular wisdom holds that, while boys may be more aggressive physically, girls are more aggressive verbally. Maccoby and Jacklin (1974) concluded from their meta-analysis that this was not the case, boys were more aggressive both physically and verbally. Their findings were confirmed in Hyde

(1984), and Rau, Stover and Guerney (1970), but not confirmed by Barrett (1979) who found boys to be more aggressive physically, but that gender difference in verbal aggression was confounded by the sex of the recipient.

The Etiology of Gender Differences in Aggression

The question that causes the most dispute in the literature is not whether there are gender differences in the aggression of children, but the causes of those differences. The conclusion of Maccoby and Jacklin (1974) was that the differences in the sexes in aggression probably have a biological foundation, adding this caveat, "A variety of social institutions are viable within the framework set by biology. It is up to human beings to select those that foster the life styles they most value " (p. 374). In support of the conclusion that nature rather than nurture is the significant factor, the authors offered in evidence (1) cross-cultural research, (2) research that demonstrated that gender differences display themselves too early in life to be the product of socialization, (3) research of aggression in higher primates, and (4) research on the effects of hormones on aggression (Maccoby & Jacklin, 1974).

Tieger (1980) while accepting sex differences in aggressive behavior, took exception with the etiology posited by Maccoby and Jacklin (1974). He held that the fact of sex differences in adult behavior across cultures reflected a complex social development, and did not signify as the cause of the differences. In order to speak for a biological etiology, differences found must be cross cultural, and be

present in young (pre-socialized) children (Tieger, 1980). Tieger also disputed the conclusions drawn from the three cross-cultural studies on young children reported by Maccoby and Jacklin (Tieger, 1980). Tieger claimed as well, that the studies they cited confound the higher activity level found in boys with aggression.

Maccoby and Jacklin argued that the presence of patterns of aggressive behavior in higher primates had significant implications for understanding aggression in humans (1974). Tieger (1980) acknowledged that these patterns of aggression exist in some primates, but denied that the relationships of our closest phylogenetic relatives - chimpanzees, gorillas and orangutans - were characterized by aggression and male dominance.

The final argument offered by Maccoby and Jacklin (1974) for the biological basis of sex differences was that, "Aggression is related to levels of sex hormone, and can be changed by experimental administrations of these hormones (p. 234). Tieger (1980) found the evidence on male hormones as the causal factor in aggression as, "equivocal at present" (p. 947).

In response to Tieger (1980), Maccoby and Jacklin, in *Sex Differences: A Rejoinder and Reprise* (1980) reiterated their position and updated their research on the biological basis of gender difference in aggression. They noted that their stated intention had been that the data on sex difference in the 1974 book was to be combined with that of their earlier work (Maccoby & Jacklin, 1966). In *The Development of Sex Difference* (1966), they quoted 12 observational studies of children under six, 9 of which showed greater aggression in boys, 3 of which showed no difference in aggression, and none of

which showed girls to be the more aggressive. In defending the cross-cultural studies reported (1974) Maccoby and Jacklin acknowledged the difficulties in analyzing such studies, and while defending and elaborating upon the cross-cultural evidence for sex differences in aggression, they also acknowledge that, "our conclusions are based on a cumulation of trends, not on numbers of studies each of which shows significant sex differences" (1980, p. 971). In the area of primate research, Maccoby and Jacklin (1980) were emphatic that the data demonstrated a sexual dimorphism in aggression. As to biochemical factors, while admitting that more conclusive research was needed, Maccoby and Jacklin maintained that there was a connection between hormone levels and aggression, though not necessarily a simple causal one.

Learning Theories of Aggression

Arrayed against the extensive analyses of the research by Maccoby and Jacklin, is a host of articles demonstrating the acquisition of gender as learned behavior rather than as biologically predetermined (Condry, J.C., 1984; Condry, S.M., Condry, J.C., & Pogatshnik, 1983; Ekblad, 1986; Perry & Bussey, 1934; Pulec, 1978; Seavey, & Katz, 1975). This process may take place either through classical or operant conditioning, as described by Buss (1961) or through social learning as described by Bandura (1973). Buss identified, "... two major classes of reinforcers of aggression: (1) the stimulus of the victim suffering injury or being in pain and (2)

extrinsic rewards" (p. 2). Bandura described the social learning approach in *Aggression: A Social Learning Analysis*.

In the social learning view, man is neither driven by inner forces nor rebuffed helplessly by environmental influences. Rather, psychological functioning is best understood in terms of continuous reciprocal interaction between behavior and its controlling conditions. (p. 43)

According to this paradigm, differences in patterns of aggression in males and females, are learned along with other gender traits as a child grows, rather than being biologically predetermined.

J. C. Condry (1984) described the process of acquiring gender identity, including patterns of aggression, in five stages:

Stage I - in utero: from conception to birth. In this stage the child, having acquired a genetic sex at conception and, barring incident, differentiates according to that sex.

Stage II - preawareness: from birth to 18 months. The child is assigned a label of male or female at birth. Social forces cooperate in the differential treatment of the child based on the label, however, the child is as yet, unaware of this process.

Stage III - gender awareness: from 18 months to 6 years. In this stage the child becomes aware of a separate identity, part of which is the gender label. According to Condry, at this stage the child shows, "little preference for one gender rather than the other" (p. 488).

Stage IV - gender orientation: from 6 years to adolescence. This stage is marked by the child's growing orientation toward his/her own

gender for the purpose of finding models and imitating the specific behaviors that form societal expectations for that gender.

Stage V - gender identity begins at adolescence. This stage is characterized by the individual's selecting a set of traits from those offered by society, to be uniquely his/her own (pp. 486-488).

R. H. Munroe, Shimmin and R. L. Munroe (1984) confirmed that gender understanding, as measured by the *Slaby Scale* (1975) showed the same stage pattern cross-culturally as was demonstrated in studies in the United States. The finding of R. H. Munroe, Shimmin and R. L. Munroe was that in four traditional communities in Belize, Kenya, Nepal, and American Samoa, as in the United States, cognitive development made a strong contribution to the growth of gender understanding.

The social learning theory is shared by Puleo (1978), who demonstrated that kindergarten children were more aggressive in a free play situation as a function of observing praise given to a model for playing in an aggressive manner. It was also observed that while this trend was true for both boys and girls, it was more markedly true for boys.

Ekblad (1986) found that the suppression and disapproval of aggression in China, resulted in lower aggression levels in Chinese children than levels reported for children in more permissive cultures. He attributed differences among Chinese children to such factors as TV viewing, day-care attendance and child-rearing practices. Ekblad also reported sex differences in aggression. He found boys to be the more aggressive.

Perception of Aggression in Children

Another approach taken in the literature of aggression is to examine preconceptions, based on gender, that influence the ways in which children's behavior is interpreted. (Barrett, 1979; Condry, J.C. & Ross, 1983; Condry, S. M., Condry, J.C., & Pogatshnik, 1983; Perry & Bussey, 1979; Seavey & Katz, 1975).

In 1974 a story entitled *X: A Fabulous Child's Story*, Lois Gould described the general consternation caused when a set of parents refused to divulge the sex of their child. Taking the idea, in part from the story, Seavey, Katz and Zalk (1975) examined the effects of introducing the same child to subjects, and variously identifying it as a boy, girl, or with no gender information. The subjects offered sex-stereotypic toys to this Baby X based on the gender designation they received. When given no information, the subjects guessed the gender of the child and justified their guesses with stereotypical observations about the baby's characteristics. The handling, and giving toys to Baby X, not only varied by the perceived gender of the baby, but by the gender of the adult subject. According to the authors, "the findings suggest . . . that variations in baby behavior may be less important than adult expectations in determining interactions, at least at very early developmental levels" (Seavey, Katz & Zalk, p. 108).

S.M. Condry, J.C. Condry and Pogatshnik (1983) found that adults, both male and female, responded more slowly to a baby crying when it was identified as a boy baby, than when it was identified as a girl baby; the tape-recorded crying was of the same baby. Males responded more slowly than females in both cases. When later

questioned, subjects claimed not to perceive girls as more fragile than boys, yet their behavior varied as a function of the supposed sex of the baby.

J. C. Condry and Ross (1985) examined whether the experience of the observer, as well as the observer's gender influenced his/her perception of aggression in children. In their study, they video-taped two preschool children playing roughly in the snow. Snowsuits disguised the gender of the children. The same two children were described variously as boy-boy, boy-girl, girl-boy and girl-girl dyads to the subjects. The first child in each dyad represented the child whom the subject was to observe.

The result of this study was that in boy-boy dyads the target children were seen by the subjects as less aggressive than the same children described as both girls. The common-sense prediction of the outcome of this study might have been that since boys have the reputation of being more aggressive in general, the subjects would perceive the boy-boy dyads as demonstrating more aggressive behavior. This was not the case, and moreover, the more experienced the subjects were with children, the less they saw the boys as aggressive, and the more they saw the girls as aggressive. The authors' explanation for this seeming inconsistency would have implications for the perception of aggression by teachers, whom one might assume, would be categorized as experienced with children. The authors hypothesize that the inexperienced subject held the belief that there is no difference in aggression between boys and girls and therefore (rightfully) perceived none. The subjects were college students and

this would be consistent with other research on the attitudes of similar populations.

The experienced subjects, on the other hand, probably initially held this 'no difference' belief also, but they have been convinced otherwise by virtue of their experience with real children. The consequence of this experience is a belief that boys are more aggressive than girls, and the consequence of this belief, in turn, is a bias in perception which sees a given interaction as less aggressive if it is thought to involve two boys and more aggressive if it is thought to involve two girls (p. 231).

J. C. Condry concluded that expectations had led observers to over-report incidents of aggression in girls, and under report incidents of aggression in boys. He held that the literature was under-reporting gender differences in aggression because of this judgmental bias.

S. M. Condry (personal communication, December 5, 1988), stated that there might be implications for the placement of emotionally disturbed children in this research, since the aggression of girls in the mainstream could be over-perceived and the aggression of boys, under-perceived by referring teachers. Female teachers, who are the majority, would be particularly prone to referring aggressive girls. She also indicated that the placement of one or two girls in a class of 12 would make normal social learning very difficult for those girls.

Self-Contained Classes
For Emotionally Disturbed Children
In The New York City Public Schools

Programs for emotionally disturbed children have taken time to evolve in the New York City Public Schools. Cruickshank and Johnson (1975) report that in 1947 the population of eighth grade homebound students included, "4 psychoneurotics and one epileptic (p. 403)". If children were not severely disturbed enough for institutionalization, homebound instruction was the infrequent option offered by the schools.

By 1965 (Sheldon & Glazier, 1965), other options existed for the placement of emotionally disturbed children. One was the "600" schools for, "Emotionally unstable, antisocial children (p. 65)". There were four main types of "600" schools; (1) remand center schools for children awaiting court cases, (2) psychiatric center schools for severely emotionally disturbed children, (3) institutional schools for neglected, rejected or delinquent children, and (4) fourteen day schools (thirteen for boys, and one for girls). The assistant superintendent of a school district made application for the placement of a child in a "600" school, when it was decided that the home school could no longer cope with the child's history of aggressive and disruptive behavior. The child had to be between 9 and 16 years years of age, and possess an IQ over 75 to be placed in a "600" school.

Another option for an emotionally disturbed child was the "Opportunity Class". Opportunity classes were designed for slow learning students in grades 4 through 6, however, emotionally

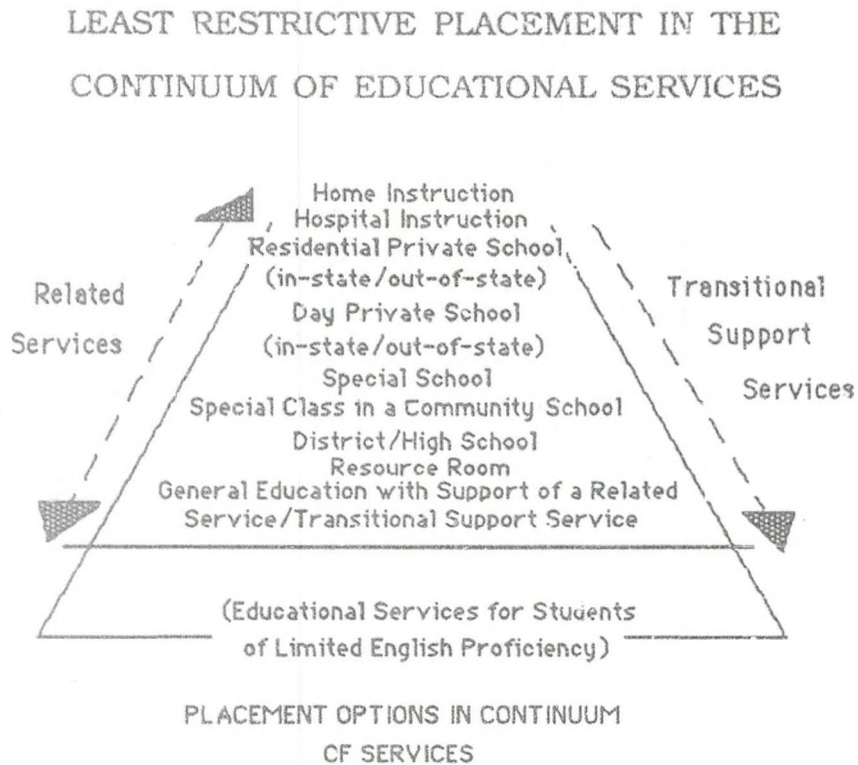
disturbed children were placed there as well. It was thought that the low enrollment in these classes would enable teachers to prepare students for eventual return to their mainstream classes. By 1970, this type of class had evolved into classes especially designated for the emotionally handicapped (EH) student. These classes were further divided into "A" for moderately emotionally disturbed children, and "B" for the mildly disturbed. Children were placed in EH classes after extensive testing at educational evaluation and placement (E & P) centers located in each borough. Although thorough, the E & P's were slow. While awaiting testing children remained in their current classes.

Once they were certified as "emotionally handicapped", transitional services, consisting of 30-45 minutes of small group instruction, were available for the children during their sometimes protracted wait for placement in EH classes (Rogers, 1977). Children who could not be maintained in the self-contained EH classes, and yet were not deemed aggressive enough to warrant "600" placement, or disturbed enough for the hospital schools, could be placed in private schools at public expense. This then, was the continuum of services developed for emotionally disturbed children before 1975.

Since the advent of PL 94-142 in 1975, lack of funding could no longer be used as an excuse for denying or delaying services to handicapped children. As a result of the law, the programs for the service of emotionally disturbed were greatly enlarged. The necessity for sending emotionally disturbed children to private schools was greatly reduced, and the continuum of services available through the Board of Education was expanded. These services included:

transitional support services, related services, resource room programs, special classes, agency related programs, in-state or out-of-state private schools, and home and hospital instruction (Figure 1).

Figure 1



Note. From *Educational services for students with handicapping conditions* (p. 7) by Board of Education of the City of New York, 1985, New York: Author. Copyright 1985 by Author. Reprinted by permission.

Prior to 1984, students who were evaluated, and found to have a handicapping condition that required special class placement, were placed in classes specifically designated for that condition. Starting in the 1984-85 school year, under the Part 200 Series regulations of the

New York State Commissioner of Education, this practice was changed. While designation of a handicapping condition remained a requirement for placement in the special education continuum, the new approach focused on the placement of handicapped children by similarity of educational needs (academic, physical, social and management) and not the condition. Thus, after extensive evaluation procedures have been employed, students with similar educational needs who require similar instruction, may be placed together in spite of their designated handicapping conditions.

The four areas of student development and performance around which placement decisions must be made are: (1) academic or educational achievement and learning rate, (2) social development, (3) physical development, and (4) management needs. While all areas are important for all children, the questions of social development and management needs are often the areas of primary concern in placing emotionally disturbed children (Board of Education of the City of New York, 1985).

An emotionally disturbed child is currently defined by the New York City Board of Education in compliance with the State Commissioner Regulations (Part 200.1, effective July 1, 1982), and in accordance with P.L.94.142, as:

A pupil with an inability to learn which cannot be explained by intellectual, sensory or health factors and who exhibits one or more of the following characteristics over a long period of time and to a marked degree:

(i) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(ii) inappropriate types of behavior or feelings under normal circumstances;

(iii) a generally pervasive mood of unhappiness or depression; or

(iv) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not include socially maladjusted pupils unless it is determined that they are emotionally disturbed. (Board of Education of the City of New York, p. 8)

For class placement of the ED student, the area of social development is often the primary area of deficit. The concerns are the student's current functioning in social and emotional areas such as; behavior control, emotional responsiveness, interaction with self (sic) and others, adjustment to social environments, and understanding of self. Evaluation is mandated to be both qualitative and quantitative, and assessment both formal and informal. Management needs refer to the amount of adult supervision and support that a student requires to benefit from instruction. The Committee on the Handicapped/School-Based Support Team (COH/SBST) consider a child's functioning in the three performance areas listed above to determine modifications needed in the environment, support services, class size, and number of persons needed to supervise learning.

Once the determination is made that a child has a handicapping condition, the service option that is least restrictive and meets the needs of the child must be recommended by the COH/SBST (Table 1).

Table 1

INSTRUCTIONAL PROGRAMS: CATEGORIES, AGE RANGES, RATIOS,
SETTINGS

PROGRAM	SERVICES CATEGORIES	AGE RANGE	STAFFING RATIO	SETTING	
Resource Room	Supplemental Instructional Services	I(Academic)	4.9-21	20:1	Resource Room in Community School
		II(Hearing Needs)	4.9-14.9	10:1	District(CSD)School/ High School/ Special School
		III(Vision Needs)	14.9-21	12:1	
			4.9-14.9	10:1	
			14.9-21	12:1	
Special Class	Modified Instructional Services	I(Basic)	6.9-21	12:1	Self-contained class - room in Community School District
		II(Basic/Social Needs)	6.9-21	12:1:1	
		III(Basic Communication Needs)	6.9-14.9	12:1:1	(CSD)School/High School
		IV(Early School Years)	4.9-7.9	10:1:1	
		V(Functional Academic/Life Skills)	4.9-14.9	10:1:1	
		VI(Basic/ Vision)	4.9-7.9	10:1:1	
		VII(Functional Academic Skills/Vision)	4.9-7.9	10:1:1	
			7.9-14.9	12:1:1	
		VII(Basic/ Hearing)	4.9-8.9	6:1:1	
			8.9-14.9	10:1:1	
			14.9-21	10:1	

PROGRAM	SERVICES CATEGORIES	AGE RANGE	STAFFING RATIO	SETTING	
Special Class/ Special School	Specialized Instructional Environments	I(Intensive Physical Adaptions/ Functional Life Skills	4.9-21	9:1:3	Special Center in CSD or Special School
		II(Habilitation Physical Adaptions	4.9-8.9 8.9-21	6:1:2 9:1:3	Special Center in CSD or Special School
		III(Functional Skills with Communication Emphasis)	4.9-21	6:1:1	Special Center in CSD or Special School
		IV(Career Education)	14.9-21	12:1:1	Special School
		V(Occupational Educational Skills)	14.9-21	12:1:1 8:1:1	Special School
		VI(Functional Academics with Social Skills Emphasis)	4.9-15.9	10:1:2	Special Center in CSD or Special School
		VII(Intensive Social and Emotional Needs)	4.9-7.9 7.9-21	6:1:1 10:1:1	Special Center in CSD or Special School
		VIII(Intensive Social Behavior Control)	9.9-21	10:1:1	Special School
		IX(Intensive Hearing/ Academic)	9.9-21	6:1	Special School

PROGRAM	SERVICES CATEGORIES	AGE RANGE	STAFFING RATIO	SETTING
	X(Intensive Hearing/ Functional Life Skills)	4.9-16.9	6:1:1	Special School
	XI(Intensive Hearing/ Career and Occupational Skills)	16.9-21	8:1 6:1:1	Special School
	XII(Habilitation for Severe Auditory/ Visual Loss)	4.9-14.9	6:1:2	Special Center in CSD Special School

Note. From *Educational services for students with handicapping conditions* (p. 37) by Board of Education of the City of New York, 1985, New York: Author. Copyright 1985 by Author. Reprinted by permission.

The general education setting represents the least restrictive environment, and therefore is considered first, with supplementary services. Through transitional support to the teacher and delivery of related services directly to the student, the child with a handicapping condition may be maintained in a full-time general education program.

The Resource Room program is more restrictive than general education. In New York State it is designated as Supplemental Instructional Services (SIS). While SIS I (academic) placement is theoretically open to ED students, their management needs are usually such that they require a more restrictive environment. However, SIS I

is sometimes recommended as a step toward decertification for a child who has been in a more restrictive environment.

The next category of service is the Special Class, designated as Modified Instructional Services (MIS I). While this level of service is also open to ED students, the teacher to student ratio of 12:1 is rarely seen as appropriate for the management needs of ED children. The population of these classes is primarily learning disabled, with some mildly retarded children included (Board of Education of the City of New York, 1985).

MIS II classes have a ratio of 12:1:1 (12 students, 1 teacher and 1 paraprofessional) and require emotional disturbance as the primary or secondary handicapping condition as a criteria for placement. That is:

The student has been identified as: Emotionally disturbed (primary) with or without another secondary handicapping condition, or learning disabled (primary) with emotionally disturbed (secondary), or speech impaired (primary) with emotionally disturbed (secondary) (Board of Education of the City of New York, 1985, p. 94).

The child who requires this setting is between 6.9 and 21 years of age, and has normal physical needs, or needs that can be met with consultative/related service or adaptive modifications. This student may or may not demonstrate significant academic difficulties/deficits, but must demonstrate significant emotional and social difficulties to prevent appropriate learning performance. Intellectual functioning (learning rate) may range from above average to the mild range of retardation (Board of Education of the City of New York, 1985).

Difficulty in the area of social development is the primary criterion for placement in a MIS II setting:

The student's social development (i.e., interactions with others, behavior control, emotional responsiveness) significantly interferes with the acquisition of learning. The student demonstrates significant difficulties in the acquisition and generalization of social skill development in:

1. Managing self-control;
2. Interacting appropriately with others in the environment; and
3. Understanding social/emotional situations.

These difficulties in social development have been exhibited over a demonstrated period of time in various settings. The significant difficulties cannot be primarily attributable to cultural, linguistic, or ethnic factors; and cannot be attributable only to erratic school attendance, prolonged absence from instruction, or recent arrival to formal public schooling. The student requires continuous assistance (i.e., direct instruction and constant supervision) to establish and maintain appropriate levels of social behaviors in the classroom and in various social settings (Board of Education of the City of New York, 1985, p. 93).

The management needs of ED children are such that they require a smaller instructional group for learning than is provided in general education, and the constant adult directed supervision that can be provided by two adults in the room.

Normalization And The
Least Restrictive Environment

According to P.L.94.142 (1975):

to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

According to Wolfensberger (1972), the concept of normalization, first appeared in the Scandinavian literature in 1970 in the context of educating the mentally retarded. The concept has subsequently expanded to include any population that is considered deviant from the norm. Wolfensberger defined normalization as "Utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible." (p. 28).

According to Maloney and Ward (1979) the principle of normalization underlies the language of PL 94-142. That is, experiences and living conditions should be as normal as possible for all human beings regardless of their handicapping conditions.

In accordance with the letter and the spirit of the law, the goal of Special Education in New York City is normalization of the educational experience to the extent possible, for every handicapped child in the program. Normalization takes the form of participation in

non-academic activities such as trips, lunch, assembly, physical education, and other school activities, as well as mainstreaming in academic areas proscribed in the student's Individualized Education Program (IEP). Through experiences in the mainstream, special students are given opportunities to practice appropriate behaviors for their age and sex within their culture. They are also provided with normative models of appropriate behavior by the mainstream students.

General education classes are the least restrictive environments by which all other services and classes are judged more restrictive (Board of Education of the City of New York, 1985). Whatever their faults, mainstream classes provide the normative environments for New York City's children. MIS II classes differ from the mainstream model by size (12 students) and by student to teacher ratio (12:1:1). These differences reflect the management needs of the children placed in them. However, the next most apparent difference between mainstream classes and MIS II classes is the ratio of boys to girls. The Office of Educational Statistics reported that the ethnic census of October, 1987 showed 4,132 children in elementary level MIS II classes in the schools. Of these, 3,583 were boys and 549 were girls; a ratio of approximately 7:1. The ratio in general education classes was 1:1, with 25,213 boys and 22,571 girls.

There is considerable evidence in the literature that elementary school children need the presence of same sex cohorts to socialize appropriately. Maccoby and Jacklin (1974) reported that as early as 4 there was evidence that children preferred to play with other children of their own sex, and girls liked boys better than boys liked girls up to the sixth grade when the boys became more favorably disposed toward

the girls. Attitudes are not the only difference, however. A study by Beth-Halachmy of the play at recess of elementary school children (Wilkinson, 1980) showed that with advancing age distinct differences were observable in the play of elementary school girls and boys. Boys increasingly spent much time playing active games, particularly ball games, in large groups. Girls increasingly tended to socialize with a small number of others. Free time was spent in walking around the yard, sitting and talking, and playing jacks or cards. The gender differences developed in both size of group chosen and activities performed.

When Borman & Gesterkamp, (1982) examined 400 third and sixth-graders, they discovered that boys were more likely to engage in high complexity activities while girls were more likely than boys to participate in such activities as walking, talking, and dyadic games such as hopscotch and tetherball.

A dimension of socialization that also may have consequences for girls in self-contained ED classes is that of friendship patterns. Bardwick (1977) claimed that girls formed dyads, then triads of best friends. One friend is repudiated, then brought back, then a new dyad forms. Having a "best friend", she concluded, is very significant for girls. While boys also may have best friends, the best friend is more often a representative of a pool of friends that may substitute for each other. This difference, combined with the fact that boys prefer to play with other boys, would make appropriate socialization within a class of boys even more difficult for a minority of girls.

It is interesting to note that while the research indicates that boys congregate in larger social groups than girls, the stereotype of

girls is that they are more sociable than boys. Girls are usually characterized as having the greater interest in people, and greater capacity for establishing interpersonal relationships. Maccoby and Jacklin (1974), from an examination of 29 studies, concluded that there is no clear tendency for girls to be more responsive to social clues. In other words, research that indicated that girls showed more interest in social activities in their taste in TV and literature, for instance, while boys preferred action-oriented material, did not indicate a greater capacity for social responsiveness or social judgment skills.

Preferences then, which would be gender-appropriate for elementary school girls may be learned behavior. This possibility was reinforced by the research of Carpenter and Huston-Stein (1979). They contended that it is by reinforcing sex-appropriate activities and toy choices that parents and others set the stage for sex-typed behaviors. According to their paper, *Sex-typed Activities: Cause or Effect?*, "sex" differences in selection of activities or toy choices are the earliest emergent sex differences; they precede differences in passivity or aggression. According to their model, sex-typed behaviors, such as passivity and aggression are the consequences, rather than the causes of participation in sex-typed activities and toy preferences. That is, engaging in certain activities, such as rough and tumble play, will encourage certain behaviors, such as aggressiveness. In support of their thesis, Carpenter and Huston-Stein describe the work of Rekers, who conducted a series of clinical experiments in modifying the sex-deviant behavior of gender disturbed children. According to Carpenter and Huston-Stein in these studies, children's

gender-inappropriate behavior was modified in one or more of the following ways. They were trained to: (1) play in sex-appropriate activities, (2) use correct speech, and (3) exhibit sex-appropriate mannerisms. According to Carpenter and Huston-Stein's paper, Reker's work showed consistent and long lasting results and generalization in sex-appropriate behaviors as a result of this approach. Reker's research raised the question of whether it would be beneficial to a minority of girls in a self-contained class, even if they were accepted into the activities preferred by their male classmates. If they were already having trouble with appropriate socialization -- which their presence in such a class would indicate -- learning to socialize in male-appropriate ways would not help them to appear, or act "normal" in other settings, and especially to other girls with whom they could be interacting.

Summary

A search of the literature yielded little information about the appropriateness of self-contained classrooms for the placement of emotionally disturbed girls. There is support in the literature for the hypothesis that boys, as a group, are more aggressive than girls, and that boys and girls choose same-sex socialization in elementary school. This might lead one to hypothesize that discipline would be an important concern in a predominantly male class, and that the girls would have little opportunity for appropriate socialization. There is also evidence in the literature that in some areas of behavioral dysfunction there are gender differences, i.e. hyperactivity (Kashani,

Chapel, Ellis, & Shekim, 1979) and ADD (Berry, Shaywitz, & Shaywitz, 1985). The question is unanswered, however, as to whether gender difference is a significant factor in the appropriateness of the self-contained ED elementary class for girls.

CHAPTER III

METHODOLOGY

Introduction

The literature revealed virtually no information on the nature and needs of emotionally disturbed elementary school girls in the self-contained classroom. This population, by no means insignificant in number, has received little attention because of its virtual invisibility in comparison with the majority population of boys in this setting. Teachers, supervisors, and administrators require information on emotionally disturbed girls if they are to evaluate whether this population presents distinct problems, and whether these problems are being addressed by current programs.

These questions were researched by surveying a sample of teachers of emotionally disturbed girls in self-contained elementary classrooms in the New York City Public School System. The primary reasons for selecting this large urban setting were: (1) there were sufficient numbers of girls in this system from which to collect a satisfactory sample for a survey, and (2) the referral, assessment, placement and class environments were mandated to be standardized throughout the system. There was virtually no comparable population of girls subject to the same program standards available. Unfortunately, since the girls were spread throughout the school population, identifying and locating them presented a distinct challenge. A survey

seemed an appropriate first step in examining this population in light of the fact that no other research was found in the literature.

Instrumentation

The first instrument developed for the survey was a questionnaire consisting of statements made about self-contained classroom situations with particular reference to the girl or girls in the class. This was couched in general terms and asked about the girls as a group. This version was pretested with a group of 8 teachers of special education in North Dakota, and it became immediately evident that those teachers with more than one girl in their classes could not give a generalized response about the typical experience of the girls. In informal discussion, it was elicited that the teachers perceived the girls as representing two distinct populations; one aggressive, and one withdrawn. Therefore, in order to retrieve data on this possible difference, the questionnaire had to be revised to ask about each girl individually. The revised questionnaire was then test administered to a group of 15 teachers of learning disabled (MIS I) classes, with similar male to female ratios to EH classes, in New York City. Through informal discussion with the teachers, redundant and irrelevant questions were deleted. The final version consisted of 36 statements of hypothetical situations in the classroom, and the teacher's opinions about gender difference. The teachers indicated their degrees of agreement or disagreement with each statement on a Likert scale of five choices; *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. There were four categories of questions, and each category

was designed to elicit pertinent data on the research questions. The categories were: (1) gender and aggression, (2) gender and socialization, (3) teacher attitudes toward gender difference, and (4) gender and discipline practices of teachers. The statements were randomized with a random number table in order to avoid suggesting a pattern of desired responses.

In developing the instrument, however, there was a concern as to how well the data to be collected would reflect the environment of the elementary self-contained classroom from the perspective of a girl attending such a class. This was a central concern in determining whether the same class represents a more restrictive environment from the perspective of a girl in such a class. Therefore, a second section was generated for the questionnaire that attempted to elicit more qualitative information about the daily experience of a girl in this setting.

In addition, the second part was designed with questions that should elicit responses similar to those elicited in Part I, to provide a measure of content reliability. The second part of the questionnaire was pretested with the same group of teachers as the first, and was found by them to evoke a valid description of their classroom environments.

Finally, the respondents were requested to add any comments that they thought relevant to the situation of girls in classes for the emotionally disturbed.

Population and Sample

The New York City Board of Education, partially through design, and partially through court mandate, attempted a high degree of standardization in its identification, referral and placement procedures for emotionally disturbed children. This, coupled with high population, made it possible to identify a sufficient number of emotionally disturbed girls in similar settings to make a study feasible. The sample was restricted to girls in elementary school because (1) elementary school students in self-contained classes spent more time together with one teacher to observe them than did junior high school students, and (2) there were fewer program variables from school to school in elementary school than in junior high school.

The grade range of subjects in this study was first to sixth, reflecting an age range of 7.0 years to 12.9 years. Children could be left back twice in elementary school, which accounted for the upper extension of the age range. Every grade in which girls were in attendance was represented in this study. There was one MIS II class on the kindergarten level in the NYC school system, but there were no girls in this class at the time of the study.

Procedure

Court mandates and Board regulations concerning confidentiality made the location and identification of classes containing emotionally disturbed girls a complex problem. Soliciting teacher participation in

the study was initially done by advertising for teachers of elementary MIS II classes containing girls in the *United Federation of Teachers* newspaper, and the newspapers of local universities and colleges with graduate teacher training facilities (Appendix A). These institutions included St. John's University, Adelphi University, Queens College and Teacher's College, Columbia University. In addition, flyers soliciting subjects were posted near the Special Education offices of these schools (Appendix B). Direct appeals for subjects were made in graduate classes in Adelphi, New York University and Teacher's College. Most of the teachers of emotionally disturbed girls located were referred by students in graduate classes who responded to the direct appeals.

Once contacted, the teachers with emotionally disturbed girls in their classes were informed of the purpose and nature of the study; that is, to describe the situation of emotionally disturbed girls in the self-contained classroom. Most teachers indicated a strong interest in the project, and many volunteered anecdotal information on the situation of the girl or girls in their classes. They were encouraged to use the space provided on the survey form to share this information. Each teacher was provided with a cover sheet for the class (Appendix C) and individual survey forms for each girl in the group (Appendix D). They were also provided with addressed and stamped envelopes for the return of the the forms to the writer. A stipend of three dollars was offered for each completed and returned form. Reminders were sent to the participants approximately one month after they received the materials, and again two weeks. Two weeks later the teachers who had not responded were sent an addressed and stamped postcard on

which they were requested to check whether they still intended to participate in the research or not. In cases where a phone number was provided, phone calls were made to encourage participants to complete the surveys.

Treatment of Data

The data collected were of three kinds. In Part I of the survey, the responses to each question on a Likert-style scale were tallied and turned into percentages. The *neutral* category was dropped, and in some cases the *agree* and *strongly agree* answers were collapsed into one figure, and the *disagree* and *strongly disagree* into another. A chi-square test was employed to highlight significant patterns of response.

Part II consisted of a description of a typical school day, with key words omitted. When the participating teacher filled in the blanks, the result was a narrative description of a typical day for each girl subject. The most frequent responses were combined to make final scenarios for different categories of girls. Finally, each participant teacher was requested to add any anecdotal or other information that he/she felt was relevant to the situation of emotionally disturbed girls.

In addition to survey forms for each girl, the participating teachers were requested to fill out a class data form. The class data form provided information on: (1) class size, (2) number of boys and girls in the class, (3) grade level, and (4) reason for referral for the boys (this information was recorded on the individual survey forms for the girls). Citing rules of confidentiality, teachers were unwilling to use student records to ascertain reason for placement, so the

information was requested only in general terms. The data forms were used to ascertain: (1) the number of boys and girls in each class, (2) the number of classes in which there were one, two, and three girls, (3) the ratio of boys to girls in each configuration, (4) the distribution of grade levels in the sample, and (5) the number of children referred in four categories. The four categories of reasons for referral were: (1) aggressive, (2) withdrawn, (3) academics, and (4) not available. The last category included undecipherable responses and responses that did not address the question, such as, "a nice quiet boy, a good student". When multiple reasons for referral were given, the social/emotional dimension was used as the criterion for categorization, since a diagnosis of emotional disturbance was mandated for placement in MIS II classes. Nevertheless, an *academic* category was required for those responses that indicated only such reasons as poor academics, bilingualism or learning disability as reason for referral.

CHAPTER IV

RESULTS

Introduction

Chapter 4 consists of an analysis of the data contained in 34 completed survey forms entitled Survey of Emotionally Disturbed Girls (Appendix D). These forms met all criteria for inclusion in the study.

The criteria for inclusion of survey forms were: (1) the class described was designated as a MIS II class by the New York City Board of Education; (2) the class described was in session during the period between September, 1988 and June, 1989; (3) the presence of at least one girl on register in the class during that period; and (4) the class fell within the range of first grade and sixth grade (an age range of 6.0 to 12.9).

MIS II (Modified Instructional Service II) classes in elementary school are self-contained classes of not more than 12 students, with a classroom teacher and a paraprofessional. These classes were designed for children with difficulties in social development whose management needs were such that they could not benefit from education in a less restrictive environment.

Six surveys returned did not meet one or more of the criteria of the study. In total, 66.6 percent of the surveys returned fit all criteria. Respondents to the survey were, in all cases, the classroom teachers of the children in the study (Appendix E).

Chapter 4 is divided into two sections. The first section contains a description of the population studied, and the results of Part I of the survey. The responses in Section 1 were reported in four clusters, according to the subject matter of the questions, and reflect the research questions. The clusters were: gender ratios, aggression, restrictive environment and interaction. The statements were randomly placed rather than grouped together on the survey form, in order to avoid suggesting a pattern of desired responses to the respondents. The second section of Chapter 4 contains the results of Part 2 of the survey in a narrative form and a representative sample of comments by the respondents.

SECTION 1

RESULTS OF PART 1 OF THE SURVEY

Description of the Population

The responses were representative of all grades of MIS II classes in New York City during the 1988-1989 school year. Of the 196 children involved, 4 percent were attending first grade classes, 3 percent were attending combined first and second grade, 3 percent attended second grade, 6 percent attended combined second and third grade, 5 percent attended third grade, 5 percent attended combined third, fourth and fifth grade, 12 percent attended fourth grade, 14 percent attended combined fourth and fifth grade, 10 percent attended fifth grade, 24 percent attended combined fifth and

sixth grade, and 14 percent attended sixth grade. Table 2 illustrates the distribution by grade of the 196 students in the study.

Table 2

GRADE DISTRIBUTION OF MIS II STUDENTS N=196

GRADE	One	One- Two	Two	Two- Three	Three	Three- Four	Four	Four- Five	Five	Five- Six	Six	
Boys												
Number	7	3	5	10	8	8	20	22	17	40	22	162
Percent	3	2	3	5	4	4	10	11	9	20	11	83
Girls												
Number	1	3	1	1	1	2	4	5	3	8	5	34
Percent	1	2	1	1	1	1	2	3	2	4	3	17
Total												
Number	8	6	6	11	9	10	24	27	20	48	27	196
Percent	4	3	3	6	5	5	12	14	10	24	14	100

Gender Ratios

Of the 196 children in the study, 34 (17%) were girls; a ratio of boys to girls of 5.8:1, as compared to the citywide ratio in MIS II classes during the period of the study of 6.5:1 (3,583 boys and 549 girls). The discrepancy in the ratios reflects the fact that classes made up exclusively of boys were not included in the sample.

There were 21 classes represented in the study, with from one to three girls in each class. Of these classes 35 percent contained one girl, 29 percent contained two girls and 35 percent contained three girls. Table 3 shows the comparative gender ratios of the three class compositions.

Table 3

FREQUENCY AND PERCENTAGE OF GIRLS AND BOYS
AND BOY-GIRL RATIO IN CLASSES WITH
ONE, TWO AND THREE GIRLS

N=196

	One girl	Two girls	Three girls	Combined
Girls	11 (32%)	10 (29%)	13 (38%)	34 (99%)
Boys	79 (49%)	43 (27%)	40 (25%)	162 (101%)
Boy:girl	7.2:1	4.3:1	3.0:1	4.8:1

Ten statements in the survey were designed to elicit teacher attitudes towards the gender ratios in their MIS II classes. These statements were concerned with teacher preference for various gender groupings, and whether they felt that any particular grouping was more beneficial for the children involved.

The statements on the survey that were concerned with the area of gender ratios are:

3. I prefer mixed gender classes.
11. I think girls need time to be together, without boys.
19. I prefer all girl classes.
22. I am concerned about X not having the companionship of other girls.
26. I prefer all boy classes.
27. The educational needs of boys and girls do not differ significantly.
29. I think a child's need to socialize may be met in any group, regardless of the mix of sexes.
32. I think boys need time together, without girls.
36. Many class activities are geared to the interest of boys.

The responses to these statements are found in Table 4.

Table 4
 FREQUENCY AND PERCENTAGE OF
 RESPONSES TO GENDER RATIO STATEMENTS N=34

State- ment	S. Agree	Agree	Neutral	Dis-	S. Dis- agree	N/R	Total
No. 3	13 (38%)	6 (18%)	4 (12%)	5 (15%)	6 (18%)	0 (0%)	34 (101%)
No.11	14 (41%)	18 (53%)	0 (0%)	1 (3%)	1 (3%)	0 (0%)	34 (100%)
No.19	0 (0%)	4 (12%)	3 (9%)	12 (35%)	15 (44%)	0 (0%)	34 (100%)
No. 2	13 (38%)	8 (24%)	0 (0%)	7 (21%)	6 (18%)	0 (0%)	34 (101%)
No.26	2(6%)	8 (24%)	2 (06%)	9 (26%)	12 (35%)	1 (3%)	34 (100%)
No.27	3 (9%)	22 (65%)	0 (0%)	7 (21%)	1 (3%)	1 (3%)	34 (101%)
No.29	2 (6%)	4 (12%)	2 (6%)	21 (62%)	4 (12%)	1 (3%)	34 (101%)
No.32	9 (26%)	20 (59%)	2 (6%)	1 (3%)	0 (0%)	2 (6%)	34 (100%)
No.36	2 (6%)	7 (21%)	6 (18%)	15 (44%)	2 (6%)	2 (6%)	34 (101%)

The responses to the gender ratio statements indicated that the teachers surveyed preferred or strongly preferred classes to be of mixed gender (56%) as opposed to all girls (12%) or all boys (27%), as illustrated in Table 5. This result was consistent with the response on Statement 29 in which the teachers disagreed, or strongly disagreed

with the statement that socialization needs could be met within any gender grouping (74%).

Table 5

FREQUENCY AND PERCENTAGE OF
RESPONSES TO GENDER PREFERENCE STATEMENTS:
STATEMENTS 3, 19 and 21 N=34

	S. Agree	Agree	Neutral	Disagree	S. Dis - agree	N/R	Total
Statement 3 Prefer mixed gender classes	13 (38%)	6 (18%)	4 (12%)	5 (15%)	6 (18%)	0 (0%)	34 (101%)
Statement 19 Prefer all female classes	0 (0%)	4 (12%)	3 (9%)	12 (35%)	15 (44%)	0 (0%)	34 (100%)
Statement 26 Prefer all male classes	2 (6%)	7 (21%)	6 (18%)	5 (44%)	2 (6%)	2 (6%)	34 (101%)

Concern about girls having the companionship of other girls was more frequent in classes with one or two girls than in classes where there were three girls. This is seen by comparing the responses by number of girls in the class as illustrated in Table 6.

Table 6

FREQUENCY AND PERCENTAGE OF RESPONSES INDICATING
TEACHER CONCERN ABOUT COMPANIONSHIP FOR GIRLS:

STATEMENT 22

N=34

No. of Girls in Class	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	Total
One	8 (73%)	0 (0%)	3 (27%)	11 (100%)
Two	7 (70%)	0 (0%)	3 (30%)	10 (100%)
Three	6 (46%)	0 (0%)	7 (54%)	13 (100%)
Total	21 (62%)	0 (0%)	13 (38%)	34 (100%)

While preferring mixed gender classes, teachers agreed that children needed time together with peers of their own gender. This is indicated by the responses in Table 7. The responses indicated that 94 percent of the teachers agreed or strongly agreed that girls need time together, without boys, and 85 percent agreed or strongly agreed that boys needed time together, without girls.

The concern of teachers about companionship for their girls was greater when there was one or two girls in the class rather than when there were three (Table 6).

Table 7

FREQUENCY AND PERCENTAGE OF RESPONSES TO
SAME GENDER SOCIALIZATION STATEMENTS:

STATEMENTS 11 and 32

N=34

	S. agree	Agree	Neutral	Disagree	S. dis- agree	N/R	Total
Statement 11 Girls need time together	14 (41%)	18 (53%)	0 (0%)	1 (3%)	0 (0%)	1 (3%)	34 (100%)
Statement 32 Boys need time together	9 (26%)	20 (59%)	2 (6%)	1 (3%)	0 (0%)	2 (6%)	34(100%)

Teachers believed that a child's socialization needs could not be met in any class regardless of the mix of genders (74%) as indicated by disagreeing or strongly disagreeing to Statement 29. However, they felt that educational needs did not differ significantly between the genders (74%), as indicated by the reactions to Statement 27. Even though all the classes were predominantly male, 50 percent of the teachers did not believe that many class activities were geared to the interest of boys, while 26 percent of the teachers believed they were. This was reflected in the responses to Statement 36.

Aggression

The combined response to two statements on Part 1 of the survey was used as the marker to make the determination of whether the girls in the study would be classified as *Withdrawn*, *Aggressive* or *Neutral*. They were:

1. X is verbally aggressive toward boys.
12. X is the least aggressive child in my class.

A response of agree or strongly agree to Statement 1. combined with a response of disagree or strongly disagree to Statement 12. resulted in the categorization of *Aggressive*. A response of disagree or strongly disagree to Statement 1. combined with the response agree or strongly agree on Statement 12. resulted in a categorization of *Withdrawn*. Any other combination of responses was categorized as *Neutral*. The responses to these statements are shown in Table 8. Using the responses cited in Table 8, 21 (62%) girls were categorized as *Aggressive*, 8 (24%) girls were categorized as *Withdrawn*, and 5 (15%) girls were categorized as *Neutral* in this dimension.

Table 8

FREQUENCY AND PERCENTAGE OF
RESPONSES TO STATEMENTS ON AGGRESSION OF GIRL IN CLASS:
STATEMENTS 1 AND 12 N=34

	S. agree	Agree	Neutral	Disagree	S. dis- agree	Total
Statement 1. (Verbally Aggressive)	11 (32%)	12 (35%)	1 (3%)	6 (18%)	4 (12%)	34 (100%)
Statement 12. (Least Physically Aggressive)	6 (18%)	6 (18%)	1 (3%)	11 (32%)	10 (29%)	34 (100%)

The survey requested teacher assessment of the reason each child in the study was placed in a MIS II class. For reliability, it was held that the reason for placement stated by the teacher should not contradict the responses to the marker statements on the survey (Statements 1 and 12). In one case (3%), a contradiction was found.

The handicapping condition of the child who required placement in a MIS II class is confidential information. Accordingly, it could not be taken directly from the IEP for research use, and therefore teacher assessment was used to ascertain this information. Valid reasons for placement would involve some disorder in the child's social-emotional adjustment, and it was assumed that teachers' responses would conform to this mandate. However, teachers gave reasons for placement unrelated to the social-emotional realm.

Therefore, a heading of *Academics* was needed to categorize these responses. This category was used when academic problems were mentioned as the only reason for placement, without reference to the social-emotional realm.

When the teacher listed the reason for placement in a MIS II class as "impulsive, acting out", the placement category chosen was *Aggressive*. When the teacher wrote "academic delays, aggressive", the category of *Aggressive* was still selected, since aggressive behavior is a valid reason for placement in MIS II, while "academic delays" is not. The category *Academic* was chosen for responses such as; "below grade in all areas". Responses such as, "? fine student, well behaved", were classified as *Not Available*.

When the results in Table 8 were compared with the results in Table 9, 38 percent of the teacher assessed reasons for placement confirmed the category selected; 59 percent were unrelated to the category, and 2 percent contradicted the category.

Table 9

FREQUENCY AND PERCENTAGE OF RESPONSES CONCERNING
REASONS FOR PLACEMENT IN A MIS II CLASS BY GENDER:

TEACHER ASSESSMENT

N=196

	Aggressive	Withdrawn	Academics	Not Available	Total
Girls	17 (50%)	6 (18%)	9 (26%)	2 (6%)	34 (100%)
Boys	142 (88%)	2 (1%)	13 (8%)	5 (3%)	162 (100%)

The process of certification and placement in a MIS II class should be the same for boys and girls. However, there is a significant relationship ($p < .001$) between the gender of the child being placed and the reason for placement. That is to say that girls were placed for academic reasons and withdrawn behavior significantly more frequently than boys. This relationship is shown in Table 10.

Table 10

COMPARISON OF REASONS FOR PLACEMENT
BY GENDER IN MIS II CLASSES

ACCORDING TO TEACHER ASSESSMENT N=196

		REASON FOR PLACEMENT				
		Aggressive	Withdrawn	Academics	Not Available	
GENDER	Girls	17	6	9	2	Count
		50.0	17.6	26.5	5.8	row %
	Boys	142	2	13	5	Count
		87.7	1.2	8.0	3.1	row %
Chi square = 32.53		df = 3		Significance = .005		

Eleven statements in the survey were designed to elicit MIS II teacher evaluations of aggression levels in their male and female students. Statements 6, 8, 14, and 23 were concerned with the degree to which the boys in the class are aggressive toward the girl or girls in the class. They are:

6. I think X is afraid of the boys.
8. The boys are physically aggressive toward X.
14. The boys often gang up on X.
23. The boys are verbally aggressive toward X.

Table 11 illustrates the teacher reactions to these statements. Tables 12 and 13 display these data by the aggression level of the girls in the survey.

Table 11

FREQUENCY AND PERCENTAGE OF RESPONSES
TO MALE AGGRESSION STATEMENTS

N=34

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 6	1 (3%)	7 (21%)	2 (6%)	15 (44%)	9 (26%)	0 (0%)	34 (100%)
No. 8	3 (9%)	16 (47%)	4 (12%)	5 (15%)	6 (18%)	0 (0%)	34 (101%)
No.14	5 (15%)	9 (26%)	3 (9%)	13 (38%)	4 (12%)	0 (0%)	34 (100%)
No. 23	9 (26%)	16 (47%)	0 (0%)	7 (21%)	2 (6%)	0 (0%)	34 (100%)

As indicated by the responses to Statement 6, 71 percent of the MIS II teachers in the survey, did not judge that girls felt threatened by the boys in their class. When the responses were categorized by the aggression level of the girl, it was seen that *Withdrawn* girls (56%) were more likely to feel threatened by the boys than *Aggressive* girls (10%). In spite of their perception, *Aggressive* girls (60%) were more likely to be targets of physical male aggression than *Withdrawn* girls (33%).

The results were different in the case of verbal aggression. Verbal aggression was more likely to be directed at both *Aggressive* girls (75%) and *Withdrawn* girls (67%). Boys ganged up on both *Aggressive* (50%) and *Withdrawn* girls (44%). These differences may be observed in Tables 12 and 13.

Table 12

FREQUENCY AND PERCENTAGE OF
RESPONSES TO MALE AGGRESSION STATEMENTS:
STATEMENTS 6, 8, 14, AND 23

(AGGRESSIVE GIRLS)

N=20

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No 6 X afraid of boys	0 (0%)	2 (10%)	1 (5%)	9 (45%)	8 (40%)	0 (0%)	20 (100%)
No. 8 Boys physically aggressive toward X	3 (15%)	9 (45%)	1 (5%)	4 (20%)	3 (15%)	0 (0%)	20 (100%)
No. 1 Boys gang up on X	4 (20%)	6 (30%)	0 (0%)	8 (40%)	2 (10%)	0 (0%)	20 (100%)
No. 23 Boys verbally aggressive toward X	8 (40%)	7 (35%)	0 (0%)	5 (25%)	0 (0%)	0 (0%)	20 (100%)

Table 13

FREQUENCY AND PERCENTAGE OF
RESPONSES TO MALE AGGRESSION STATEMENTS:
STATEMENTS 6, 8, 14 AND 23
(WITHDRAWN GIRLS) N=9

Statement	S. Agree	Agree	Neutral	Disagree	S. Disagree	N/R	Total
No. 6 X afraid of boys	1(11%)	4(44%)	1(11%)	2(22%)	1(11%)	0(0%)	9(100%)
No. 8 Boys physically aggressive toward X	0(0%)	3(33%)	2(22%)	1(11%)	3(33%)	0(0%)	9(100%)
No. 14 Boys gang up on X	1(11%)	1(11%)	3(33%)	2(22%)	2(22%)	0(0%)	9(100%)
No. 23 Boys verbally aggressive toward X	1(11%)	5(56%)	0(0%)	1(11%)	2(22%)	0(0%)	9(100%)

Statements 1, 7, 9, 12, 21, 25, and 30 dealt with the teacher's evaluation of the degree of aggression of the girl targeted in the survey toward the boys in her class.

These statements are:

1. X is verbally aggressive toward the boys.
7. I think X has become more aggressive since she is with the boys so much of the time.
9. X is more verbally aggressive than the boys in my class.
12. X is the least physically aggressive child in my class.
21. X is the most serious behavior problem in my class.
25. X is more physically aggressive than the boys.
30. X is physically aggressive toward the boys.

The responses to these statements are summarized in Table 14.

Table 14

FREQUENCY AND PERCENTAGE OF
RESPONSES TO FEMALE AGGRESSION STATEMENTS:
STATEMENTS 1,7,9,12,21,25 AND 30 N=34

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 1	11 (32%)	12 (35%)	1 (3%)	6 (18%)	4 (12%)	0 (0%)	34 (100%)
No. 7	5 (15%)	10 (29%)	2 (6%)	12 (35%)	5 (15%)	0 (0%)	34 (100%)
No. 9	10 (29%)	6 (18%)	3 (9%)	10 (29%)	5 (15%)	0 (0%)	34 (100%)
No. 12	6 (18%)	5 (15%)	1 (3%)	11 (32%)	11 (32%)	0 (0%)	34 (100%)
No. 21	4 (12%)	4 (12%)	1 (3%)	16 (47%)	9 (26%)	0(0%)	34 (100%)
No. 25	4 (12%)	6 (18%)	4 (12%)	12 (35%)	7 (21%)	1 (3%)	34 (101%)
No. 30	4 (12%)	12 (35%)	2 (6%)	9 (26%)	5 (15%)	2 (6%)	34 (100%)

Patterns of response to these statements emerged when the data on *Aggressive* girls were separated from the data on *Withdrawn* girls. The distinctions are made apparent by comparing Table 15 and Table 16.

Table 15

FREQUENCY AND PERCENTAGE OF
RESPONSES TO FEMALE AGGRESSION STATEMENTS:
STATEMENTS 1, 7, 9, 12, 21, 25 AND 30
(AGGRESSIVE GIRLS) N=20

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 1 X verbally aggressive	10 (50%)	10 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	20 (100%)
No. 7 X getting more aggressive	5 (25%)	6 (30%)	1 (5%)	5 (25%)	3 (15%)	0 (0%)	20 (100%)
No. 9 X most verbally aggressive	10 (50%)	5 (25%)	2 (10%)	3 (15%)	0 (0%)	0 (0%)	20 (100%)
No. 12 X least physically aggressive	0 (0%)	0 (0%)	0 (0%)	10 (50%)	10 (50%)	0 (0%)	20 (100%)
No. 21 X worst behavior	4 (20%)	4 (20%)	1 (5%)	10 (50%)	1 (5%)	0 (0%)	20 (100%)
No. 25 X more physical'y aggressive	4 (20%)	5 (25%)	3 (15%)	8 (40%)	0 (0%)	0 (0%)	20 (100%)
No. 30 X physically aggressive	4 (20%)	10 (50%)	2 (10%)	3 (15%)	0 (0%)	1 (5%)	20 (100%)

Table 16
 FREQUENCY AND PERCENTAGE OF
 RESPONSES TO FEMALE AGGRESSION STATEMENTS:
 STATEMENTS 1, 7, 9, 12, 21,25, AND 30
 (WITHDRAWN GIRLS) N=9

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 1 X verbally aggressive	0 (0%)	0 (0%)	0 (0%)	5 (56%)	4 (44%)	0 (0%)	9 (100%)
No. 7 X getting more aggressive	0 (0%)	2 (22%)	1 (11%)	5 (56%)	1 (11%)	0 (0%)	9 (100%)
No. 9 X most verbally aggressive	0 (0%)	0 (0%)	0 (0%)	3 (33%)	6 (67%)	0 (0%)	9 (100%)
No. 12 X least physically aggressive	6 (67%)	3 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)
No. 21 X worst behavior	0 (0%)	0 (0%)	0 (0%)	3 (33%)	6 (67%)	0 (0%)	9 (100%)
No. 25 X more physically aggressive	0 (0%)	0 (0%)	0 (0%)	4 (44%)	5 (56%)	0 (0%)	9 (100%)
No. 30 X physically aggressive	0 (0%)	0 (0%)	0 (0%)	4 (44%)	5 (56%)	0 (0%)	9 (100%)

When the responses were broken down by aggression level, and types of aggression, teachers saw *Aggressive* girls as verbally aggressive toward the boys (100%) and more verbally aggressive than the boys (75%), while *Withdrawn* girls were not seen as verbally aggressive toward the boys (0%), and were not more verbally aggressive when compared to the boys (0%). Tables 17 and 18 illustrate this difference.

Table 17

FREQUENCY AND PERCENTAGE OF
RESPONSES TO VERBAL AGGRESSION STATEMENTS:
STATEMENTS 1 AND 9
(AGGRESSIVE GIRLS) N=20

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 1 X verbally aggressive	10 (50%)	10 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	20 (100%)
No. 9 X most verbally aggressive	10 (50%)	5 (25%)	2 (10%)	3 (15%)	0 (0%)	0 (0%)	20 (100%)

Table 18

FREQUENCY AND PERCENTAGE OF
RESPONSES TO VERBAL AGGRESSION STATEMENTS:
STATEMENT 1 AND 9
(WITHDRAWN GIRLS)

N=9

Statement	S. Agree	Agree	Neutral	Disagree	S. Disagree	N/R	Total
No. 1 X verbally aggressive	0 (0%)	0 (0%)	0 (0%)	5 (56%)	4 (44%)	0 (0%)	9 (100%)
No. 9 X most verbally aggressive	0 (0%)	0 (0%)	0 (0%)	3 (33%)	6 (67%)	0 (0%)	9 (100%)

Contrasts were also evident in patterns of physical aggression. The response to Statement 7 indicated that teachers frequently believed that the boys influenced *Aggressive* girls to become more aggressive (55%), while fewer teachers believed that the boys had the same effect on *Withdrawn* girls (22%). *Withdrawn* girls were never seen as the most serious behavior problem in the class, while *Aggressive* girls were in 40 percent of the cases.

Aggressive girls were never seen as the least physically aggressive child in the class. They were, however, seen to be more aggressive than the boys in 45 percent of the cases, and aggressive

toward the boys in 70 percent of the cases. Tables 19 and 20 illustrate these differences.

Table 19

FREQUENCY AND PERCENTAGE OF
RESPONSES TO PHYSICAL AGGRESSION STATEMENTS:
STATEMENTS 12, 25, AND 30
(AGGRESSIVE GIRLS) N=20

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 12 Least physically aggressive	0(0%)	0(0%)	0(0%)	10(50%)	10(50%)	0(0%)	20(100%)
No. 25 More physically aggressive 20(100%) Physically aggressive toward boys	4(20%)	5(25%)	3(15%)	8(40%)	0(0%)	0(0%)	20(100%)

Table 20

FREQUENCY AND PERCENTAGE OF
RESPONSES TO PHYSICAL AGGRESSION STATEMENTS:
STATEMENTS 12, 25, AND 30
(WITHDRAWN GIRLS)

Statement	S. Agree	Agree	Neutral	Disagree	S. Disagree	N/R	Total
No. 12 Least physically aggressive	6 (67%)	3 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)
No. 25 More physically aggressive	0 (0%)	0 (0%)	0 (0%)	4 (44%)	5 (56%)	0 (0%)	9 (100%)
No. 30 Physically aggressive toward boys	0 (0%)	0 (0%)	0 (0%)	4 (44%)	5 (56%)	0 (0%)	9 (100%)

Restrictive Environment

Statements 17, 31, 34, and 35 dealt with the teacher's opinion of the relative opportunities for boys and girls in the class to engage in appropriate same-gender interaction with their peers. Since girls were substantially out-numbered by boys in every class, opportunities to socialize with girls outside of the class were particularly relevant to their situation.

The statements that dealt with the restrictiveness of the environment are:

17. Girls in my class have as much opportunity for appropriate socialization as the boys.

31. There are many opportunities during the day for X to work or socialize with girls in other classes.

34. There are opportunities for the boys to work or socialize with boys outside the class.

35. It would be possible to schedule more time for X to be in the company of girls in other classes.

Table 21 illustrates the responses to these statements.

Table 21

FREQUENCY AND PERCENTAGE OF
RESPONSES TO RESTRICTIVE ENVIRONMENT STATEMENTS:

STATEMENTS 17, 31, 34, AND 35

N=34

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 17	1 (3%)	14 (41%)	3 (9%)	8 (24%)	8 (24%)	0 (0%)	34 (101%)
No. 31	1 (3%)	9 (26%)	10 (3%)	14 (41%)	7 (21%)	2 (6%)	34 (100%)
No. 34	1 (3%)	21 (62%)	2 (6%)	7 (21%)	1 (3%)	2 (6%)	34 (101%)
No. 35	3 (9%)	9 (26%)	0 (0%)	17 (50%)	3 (9%)	2 (6%)	34 (101%)

The response to Statement 17 showed that 15 (44%) of the teachers surveyed agreed or strongly agreed that the girls in their class had as much opportunity for appropriate socialization as the boys, while 16 (47%) teachers disagreed or strongly disagreed with this statement. Table 22 illustrates the breakdown of responses by the number of girls in the class.

Table 22

FREQUENCY AND PERCENTAGE OF RESPONSES CONCERNING
OPPORTUNITIES FOR APPROPRIATE SOCIALIZATION FOR GIRLS:

STATEMENT 17

N=34

No. of Girls in Class	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	Total
One	4 (36%)	1 (9%)	6 (55%)	11 (100%)
Two	4 (40%)	0 (0%)	6 (60%)	10 (100%)
Three	7 (54%)	2 (15%)	4 (31%)	13 (100%)

Teachers with one girl (55%) or two girls (60%) in their classes tended to disagree that girls had enough opportunity for appropriate socialization, while a majority of teachers with three girls in the class (54%) agreed that there were opportunities for appropriate socialization.

A majority of teachers supported the need for opportunities for girls to socialize outside of class, as illustrated in Table 23.

Table 23

FREQUENCY AND PERCENTAGE OF RESPONSES CONCERNING
OPPORTUNITIES FOR GIRLS IN ONE, TWO, AND THREE GIRL
CLASSES

TO SOCIALIZE OUTSIDE OF THE CLASSROOM

N=34

No. of Girls in Class	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	N/R	Total
One	3 (27%)	0 (0%)	7 (64%)	1 (9%)	11 (100%)
Two	1 (10%)	1 (10%)	7 (70%)	1 (10%)	10 (100%)
Three	6 (46%)	0 (0%)	7 (54%)	0 (0%)	13 (100%)

In all three class configurations, a majority of the teachers felt that the boys had opportunities for appropriate socialization. However, in the classes with three girls, where there were the fewest boys, teachers agreed or strongly agreed with this statement in 85 percent of the cases. This is shown in Table 24.

Table 24

FREQUENCY AND PERCENTAGE OF RESPONSES CONCERNING
THE OPPORTUNITIES FOR BOYS IN ONE, TWO, AND THREE GIRL
CLASSES

TO SOCIALIZED OUTSIDE THE CLASSROOM:

STATEMENT 34

N=34

No. of Girls in Class	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	No Response	Total
One	6 (55%)	1 (9%)	3 (27%)	1 (9%)	11 (100%)
Two	5 (50%)	1 (10%)	3 (30%)	1 (10%)	10 (100%)
Three	11 (85%)	0 (0%)	2 (15%)	0 (0%)	13 (100%)

Teachers admitted that girls needed to be alone with other girls, and needed more opportunity to socialize with other girls. Yet, a majority of teachers did not think they could have provided more such opportunities in their setting. Table 25 illustrates this finding.

Table 25

FREQUENCY AND PERCENTAGE OF RESPONSES CONCERNED WITH
WHETHER TIME COULD BE SCHEDULED FOR
GIRLS TO SOCIALIZE IN CLASSES WITH ONE, TWO, AND THREE
GIRLS:

STATEMENT 35

N=34

No. of Girls in Class	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	No Response	Total
One	4 (36%)	0 (0%)	6 (55%)	1 (9%)	11 (100%)
Two	4 (40%)	0 (0%)	5 (50%)	1 (10%)	10 (100%)
Three	4 (31%)	0 (0%)	9 (39%)	0 (0%)	13 (100%)

Interaction

Statements 2, 4, 5, 10, 13, 15, 16, 18, 20, 24, 28, and 33 dealt with the interaction of the girls and boys in the class. These statements focused on whether the day to day adjustment of the two genders in the class were beneficial to each. The results are displayed in Table 26.

These statements are:

2. I think the presence of boys makes X calmer.
4. The boys do not like to work in the same group with X.
5. There is usually tension between the boys and X

throughout

the day.

10. X and the boys in the class have no trouble getting along with each other.
13. I have to be stricter with X than I am with the boys.
15. I think the presence of (a) girl(s) in the class makes the boys calmer.
16. The boys in my class get along well among themselves.
18. X does not feel part of the class.
20. X has little in common with the other girl(s) in the class.
24. The boys do not like to work in the same group with X.
28. The girls in my class get along well among themselves.
33. I think the boys resent having (a) girl(s) in the class.

Table 26

FREQUENCY AND PERCENTAGE OF
RESPONSES TO INTERACTION STATEMENTS:
STATEMENTS 2, 4, 5, 10, 13, 15, 16, 18, 20, 24, 28, AND 33

N=34

State- ment	S. Agree	Agree	Neutral	Disagree	S. Dis- agree	N/R	Total
No. 2	0 (0%)	2 (6%)	5 (15%)	16 (47%)	11 (32%)	0 (0%)	34 (100%)
No. 4	8 (24%)	11 (32%)	4 (12%)	8 (24%)	3 (9%)	0 (0%)	34 (101%)
No. 5	8 (24%)	13 (38%)	3 (9%)	8 (24%)	2 (6%)	0 (0%)	34 (101%)
No. 10	1 (3%)	6 (18%)	3 (9%)	14 (41%)	10 (29%)	0 (0%)	34 (100%)
No. 13	6 (18%)	10 (29%)	2 (6%)	10 (29%)	6 (18%)	0 (0%)	34 (100%)
No. 15	3 (9%)	2 (6%)	4 (1%)	18 (53%)	7 (21%)	0 (0%)	34 (101%)
No. 16	2 (6%)	12 (35%)	8 (24%)	11 (32%)	1 (3%)	0 (0%)	34 (101%)
No. 18	6 (18%)	9 (26%)	2 (6%)	11 (32%)	6 (18%)	0 (0%)	34 (100%)
No. 20	3 (9%)	5 (15%)	3 (9%)	7 (21%)	6 (18%)	10 (29%)	34 (101%)
No. 24	6 (18%)	12 (35%)	3 (9%)	9 (26%)	3 (9%)	1 (3%)	34 (100%)
No. 28	2 (6%)	12 (35%)	5 (15%)	5 (15%)	0 (0%)	10 (29%)	34 (100%)
No. 33	5 (15%)	9 (26%)	6 (18%)	9 (26%)	4 (12%)	1 (3%)	34 (100%)

Although teachers preferred mixed gender classes (Table 5), they did not necessarily think this arrangement would make for a less stressful classroom environment. Table 27 shows that neither sex was

seen as having a calming effect on the other. However, the relationships within gender groups were more positive. That is, in 41 percent of the cases the boys got along among themselves. Where there was more than one girl, 41 percent of the girls got along with each other. Where there was more than one girl in the class, in 54 percent of the cases the MIS II teachers judged that the girls had more in common with one another than merely being a minority in the class.

Table 27

FREQUENCY AND PERCENTAGE OF
INTERGENDER/INTRAGENDER RELATION STATEMENTS:
STATEMENTS 2, 15, 16, 20, AND 28 N=196

	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	N/R	Total
Statement 2 Boys calm X	2 (6%)	5 (15%)	27 (79%)	0 (0%)	34 (100%)
Statement 15 X calms boys	5 (15%)	4 (12%)	25 (74%)	0 (0%)	34 (101%)
Statement 1 Boys get along	14 (41%)	8 (2%)	12 (35%)	0 (0%)	34 (100%)
Statement 20 Girls little in common	8 (24%)	3 (9%)	13 (39%)	10 (29%)	34 (101%)
Statement 28 Girls get along	14 (41%)	5 (15%)	5 (15%)	10 (29%)	34 (100%)

The teachers surveyed agreed that 50 percent of the girls felt part of the class even though 56 percent of the boys did not want to work in the same group with them. There was tension between the girl and the boys in the class (62%) throughout the day, and the boys and girl(s) had trouble getting along (71%).

Teachers judged that about half (45%) of the *Aggressive* girls did not feel part of the class, as illustrated in Table 28. The *Withdrawn* girls were even more likely to feel themselves not part of the class (62%).

Table 28

FREQUENCY AND PERCENTAGE OF RESPONSES
CONCERNING THE STATEMENT THAT X DOES NOT FEEL PART OF
THE CLASS

(BY AGGRESSION LEVEL): STATEMENT 18

N=34

	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	N/R	Total
Aggressive girls	9 (45%)	1 (5%)	10 (50%)	0 (0%)	20 (100%)
Withdrawn girl	6 (67%)	1 (11%)	2 (2%)	0 (0%)	9 (100%)

The number of girls in the class did not seem to be a factor in feelings of belonging, except in two-girl classes where 60 percent of the girls were seen as not feeling part of the class. Table 29 shows the responses by class composition.

Table 29

FREQUENCY AND PERCENTAGE OF RESPONSES TO
THE STATEMENT THAT X DOES NOT FEEL PART OF THE CLASS:
STATEMENT 18 (BY CLASS COMPOSITION) N=34

	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	No Response	Total
One girl classes	3 (27%)	2 (20%)	6 (54%)	0 (0%)	11 (101%)
Two girl classes	6 (60%)	0 (0%)	4 (40%)	0 (0%)	10 (100%)
Three girl classes	6 (46%)	0 (0%)	7 (54%)	0 (0%)	13 (100%)

SECTION 2

RESULTS OF PART 2 OF THE SURVEY

The second part of the survey form was designed to elicit from teachers a portrait of the typical school experience for emotionally disturbed children in the MIS II class, with the emphasis on the experience of a girl or girls in the class.

Part 2 of the questionnaire (appendix D) was structured to provide a modal portrait of a typical school day. To elicit individual scenarios key words were omitted. Under the line indicating the missing word was a descriptive word or phrase that indicated the nature of the response desired. The teacher was encouraged to either use the suggested choices, or fill in any other word to complete the thought.

The responses were grouped by whether the girl described was classified as *Aggressive*, *Withdrawn*, or *Neutral* and by the number of girls in the class. The first modal portrait described the typical day of an *Aggressive* girl in a MIS II Class and the second modal portrait described the typical day of a *Withdrawn* girl. There was not a sufficient number of *Neutral* responses to present in this format. Table 30 illustrated the responses in a one girl class, Table 31, a two-girl class, and Table 32 describe a three girl class. The mode was selected as representative of the answers given. The responses were

in bold print and the percent in brackets that followed each response indicated its frequency out of the total number of responses for that item.

Four items required a typical comment from a particular specified population. The comments, which are found in quotes in the portrait, were classified as positive, negative, neutral, or no response. A representative comment was selected from the most popular of those categories, and the percentage of the selection of that category is found in parenthesis next to the comment.

First Modal Portrait

The Self-Contained Classroom Experience For Aggressive Emotionally Disturbed Girls

My girl student, X, usually gets to school by **bus** (61%). I understand that she often socializes with **three or more** (50%) boys and **one to three** (47%) girls on the way. In the schoolyard or auditorium before the line goes up, she plays and/or chats with **girls** (50%) in her class, and **girls** (63%) in other classes. In class, she has **three or more** (25%) of **girl** (67%) friends. She is usually a **moody/angry** (42%) child, and often **yells/curses** (37%). Her favorite subject is **math** (35%), which she likes to do **alone** (61%). Her favorite non-academic activity is a **teacher structured activity** (31%). She prefers being **with peers** (63%) during this activity.

The class has gym **two** (40%) times a week. The gym periods are **45** (70%) minutes long. The class **is** (80%) mainstreamed for gym. A

typical gym activity would be a **ball game** (60%). X usually **participates** (53%) during this period. She **likes** (63%) gym, and her typical comment about it would be, "**The boys pick on me**" (50% negative comments).

X is in academic mainstreaming for **no minutes** (72%) a day. On a typical school day, if you count all her opportunities to be in the company of girls in other classes, it would add up to about **40 to 45 minutes** (29%) a day.

Discipline is an important concern in a class for emotionally disturbed children. In this class I rank it as my number **one** (75%) priority. I have **greater** (59%) problems with X in this area than the others. My main concern is that she **is poor in self-control** (29%) and **has poor socialization skills** (29%). The method of discipline to which she responds best is **behavior modification** (41%). The boys usually respond to **behavior modification** (29%). If the whole class was like X, I would alter my discipline practices by **being less strict** (42%). For the most part, X's management needs are **greater** (56%) than that of the boys. In general, the atmosphere of the classroom is **calm** (50%). When X is provoked by other members of the class she is likely to become **angry** (47%), and in response will **yell/curse** (53%). She seems to **like** (47%) most of the boys in the class, and has said, "**They are stupid, and I hate them**" (40% negative comments) about them. Typically, the boys attitude toward her is **negative** (76%) and they often **tease her** (35%). A typical comment from the boys about her would be, "**Shut up bald head no hair whore**" (70% negative comments).

During lunch, the children are **mainstreamed** (61%). X normally eats with **girls** (72%). After lunch, the children are usually taken to the

yard (61%). The boys typically like to **play ball** (56%). X likes to **talk** (56%). During this period, she usually plays with **girls** (71%) from **other classes** (47%).

In this class, X has **fair** (29%) opportunity to socialize with other girls. She fits in **poorly** (47%) with the boys, and has **different** (82%) management needs. I think that **MIS II** (47%) is the best placement for her.

Numbers 49 to 55 were to be completed if there was more than one girl in the class.

X's best friend in class is a **girl** (85%), and she usually socializes with **girls** (85%). The girls really **like** (64%) each other, and get along **well** (45%). A typical statement from X about the other girl(s) would be, "**Can I sit near her?**" (20% positive comments).

There is **hostility** (61%) between the boys and the girls, and they often **tease/antagonize** (41%) each other.

Where teachers were asked for an opinion of the girl's attitude toward the boys, and then asked for a typical comment made by the girl about the boys, the responses are inconsistent. It appears that the girls were expressing a dislike for the boys that the teachers were discounting. The teachers were clear however, that the boys disliked the girls and the comments confirmed this opinion.

SECOND MODAL PORTRAIT

The Self-Contained Classroom Experience

For Withdrawn Girls

My girl student, X, usually gets to school by **bus** (67%). I understand that she often socializes with **one or more** (67%) boys and **one** (50%) girl on the way. In the schoolyard or auditorium before the line goes up, she plays and/or chats with **girls** (63%) in her class, and **girls** (67%) in other classes. In class, she has **two to five** (60%) of **boy** (60%) friends. She is usually a **sad/quiet** (67%) child, and often **is well behaved** (63%). Her favorite subject is **math** (44%), which she likes to do **alone** (67%). Her favorite non-academic activity is a **teacher structured activity** (44%). She prefers being **with peers** (78%) during this activity.

The class has gym **two** (44%) times a week. The gym periods are **40-45** (100%) minutes long. The class **is** (56%) mainstreamed for gym. A typical gym activity would be a **ball game** (38%). X usually **participates** (71%) during this period. She **likes** (100%) gym, and her typical comment about it would be, "**It's fun**" (78% positive comments). X is in academic mainstreaming of **no minutes** (56%) a day. On a typical school day, if you count all her opportunities to be in the company of girls in other classes, it would add up to about **75 to 150 minutes** (44%) a day.

Discipline is an important concern in a class for emotionally disturbed children. In this class I rank it as my number **one** (78%)

priority. I have **fewer** (100%) problems with X in this area than the others. My main concern is that she **is poor in academics** (75%). The method of discipline to which she responds best is **behavior modification** (56%). The boys usually respond to **behavior modification** (67%). If the whole class was like X, I would alter my discipline practices by **being less strict** (63%). For the most part, X's management needs are **less** (100%) than that of the boys. In general, the atmosphere of the classroom is **tense** (56%). When X is provoked by other members of the class she is likely to become **upset** (67%) , and in response will (32) **withdraw** (.44). She seems to (33) **like** (.67) most of the boys in the class, and has said, "**I like 'boy's names'**" (33% neutral comments) about them. Typically, the boys' attitude toward her is **positive** (56%) and they often **ignore** (33%) or **p. v** (33%) with her. A typical comment from the boys about her would be "**Shamu - the killer whale, X is fat**" (44% negative comments).

During lunch, the children **are mainstreamed** (67%). X normally eats with **girls and boys** (50). After lunch, the children are usually taken to the **yard** (67%). The boys typically like **free play** (56%). X likes to **talk** (44%). During this period, she usually plays with **girls** (71%) from **her class** (43%) or **her class and other classes** (43%).

In this class, X has **little** (44%) opportunity to socialize with other girls. She fits in **well** (56%) with the boys, and has **different** (89%) management needs. I think that a **less restrictive environment** (56%) is the best placement for her.

Numbers 49 to 55 were to be completed if there was more than one girl in the class.

X's best friend in class is a **girl** (80%), and she usually socializes with **girls** (60%). The girls really **like** (60%) each other, and get along **well** (60%). A typical statement from X about the other girl(s) would be, "**The girls are fun, but I like to play with the boys too**" (33% neutral comments).

There is **friendship** (60%) between the boys and the girls, and they often **cooperate** (60%) with each other.

The withdrawn girls were seen by their teachers as liking the boys, and their comments confirmed this opinion. In the case of withdrawn girls, the teachers were of the opinion that they were liked by the boys, yet the boys' comments indicated antipathy toward the girls.

Table 30

THE SELF-CONTAINED CLASSROOM EXPERIENCE
IN ONE-GIRL CLASSES

N=196

Item	Response	Percentage
1. Mode of transportation to school	bus	73%
2. Socializes with N boys on the way	two	18%
	five	18%
3. Socializes with N girls on the way	one to two	27%
4. Before class socializes with N in class	boys	36%
5. Before class socializes with N in other classes	girls	81%
6. Has N friends in class	no	27%
	two or three	27%
7. Gender of friends in class	boy	45%
8. Usual mood	quiet/happy	36%
9. Usual behavior	well behaved	36%
10. Favorite academic subject	Language Arts	55%
11. Preferred grouping (academic)	alone	55%

	Item	Response	Percentage
12.	Favorite non-academic subject	art	18%
13.	Preferred grouping (non-academic)	with peers	55%
14.	Frequency of gym per week	once	45%
15.	Length of gym periods in minutes	45	45%
16.	Class mainstreamed for gym	yes	91%
17.	Typical gym activity	ball game	60%
18.	Participation of girl	yes	60%
19.	Girl's opinion of gym	likes	73%
20.	Girl's typical comment	positive	45%
21.	Amount of academic mainstreaming per day (in minutes)	none	36%
22.	Amount of time with girls in other classes per day (in minutes)	80-135	55%
23.	Teacher's priority of concern for discipline in class	one	73%

	Item	Response	Percentage
24.	Girl's discipline problems compared to boys in class	fewer	55%
25.	Teacher's main concern for girl	poor self control	27%
		withdraws	27%
26.	Best method of discipline for girl	talk/praise	55%
27.	Best method of discipline for boys	talk/praise	55%
28.	Discipline method best suited to girl	different techniques	27%
29.	Girl's management needs compared to boys	less	45%
30.	Atmosphere of classroom	tense	45%
31.	Girl's response to provocation	angry/violent	55%
32.	Girl's actions when provoked	yell/curse	36%
		strike out	36%
		physically	
33.	Attitude of girl toward boys in class	like	73%
34.	Typical comment of boys toward girl	positive	36%

	Item	Response	Percentage
35.	Attitude of boys toward girls	positive	64%
36.	Quality of interaction between boys and girls	interact positively	36%
37.	Boys attitude toward girl	negative	45%
38.	Mainstreamed during lunch	yes	73%
39.	Girl's preference for lunch companion	girls	45%
40.	After lunch location of activities	yard	73%
41.	Boys' typical activity after lunch	ball	36%
42.	Girls' typical activity after lunch	talk	27%
		draw	27%
43.	Girl's chosen companion after lunch	girl	36%
44.	Source of companion	other classes	36%
45.	Opportunities for girl to socialize with other girls	none	45%
46.	How girl fits in the class	poorly	36%
47.	Management needs of girl as compared with boys	different	73%

Item	Response	Percentage
48. Best placement for girl	MIS II	27%
	less restrictive	27%
	environment	

Table 31

THE SELF-CONTAINED CLASSROOM EXPERIENCE

IN TWO-GIRL CLASSES

N=196

Item	Response	Percentage
1. Mode of transportation to school	bus	50%
2. Socializes with N boys on the way	no	30%
3. Socializes with N girls on the way	one	30%
	girls	30%
4. Before class socializes with N in class	girls	30%
5. Before class socializes with N in other classes	girls	30%

Item	Response	Percentage
6. Has N friends in class	one	70%
7. Gender of friends in class	girl	60%
8. Usual mood	sad/moody	40%
9. Usual behavior	yells/curses	40%
10. Favorite academic	Language Arts	40%
subject	math	40%
11. Preferred grouping	alone	50%
(academic)		
12. Favorite non-academic	games	30%
subject		
13. Preferred grouping	with peers	70%
(non-academic)		
14. Frequency of gym per	two	60%
week		
15. Length of gym periods	45	100%
in minutes		
16. Class mainstreamed for	yes	50%
gym		
17. Typical gym activity	ball game	70%
18. Participation of girl	yes	60%

Item	Response	Percentage
19. Girl's opinion of gym	likes	50%
	dislike	50%
20. Girl's typical comment	negative	40%
21. Amount of academic mainstreaming per day (in minutes)	none	60%
22. Amount of time with girls in other classes per day (in minutes)	60	40%
23. Teacher's priority of concern for discipline in class	one	70%
24. Girl's discipline problems compared to boys in class	greater	40%
25. Teacher's main concern for girl	is loud	30%
26. Best method of discipline for girl	behavior modification	30%
27. Best method of discipline for boys	behavior modification	20%
	reasoning	20%
	preventative intervention	20%

Item	Response	Percentage
28. Discipline method best suited to girl	being less strict	40%
29. Girl's management needs compared to boys	greater	40%
30. Atmosphere of classroom	calm	40%
	tense	40%
31. Girl's response to provocation	angry	60%
32. Girl's actions when provoked	yell/curse	70%
33. Attitude of girl toward boys in class	dislike	50%
34. Typical comment of boys toward girl	negative	50%
35. Attitude of boys toward girl	negative	50%
36. Quality of interaction between boys and girl	tease her	60%
37. Boys typical comment about girl	negative	70%
38. Mainstreamed during lunch	yes	40%
	no	40%

Item	Response	Percentage
39. Girl's preference for lunch companion	girls	60%
40. After lunch location of activities	yard	70%
41. Boys' typical activity after lunch	ball	80%
42. Girls' typical activity after lunch	talk	50%
43. Girl's chosen companion after lunch	girl	80%
44. Source of companion	her class	40%
45. Opportunities for girl to socialize with other girls	lots of	60%
46. How girl fits in the class	poorly	70%
47. Management needs of girl as compared with boys	different	80%
48. Best placement for girl	MIS II	40%
49. Girl's best friend in class	girl	80%
50. Usual social companion	girl	50%
51. Relationship of girls	like each other	40%
52. How girls get along	well	50%

Item	Response	Percentage
53. Typical comment by girl about other girl	negative	50%
54. Attitude between boys girls in class	hostility	40%
55. Interaction between boys and girls in class	teasing	30%

Table 32

THE SELF-CONTAINED CLASSROOM EXPERIENCE

IN THREE-GIRL CLASSES

N=196

Item	Response	Percentage
1. Mode of transportation to school	bus	54%
2. Socializes with N boys on the way	one to two	31%
3. Socializes with N girls on the way	one to two	54%
4. Before class socializes with N in class	girls	69%

	Item	Response	Percentage
5.	Before class socializes with N in other classes	girls	69%
6.	Has N friends in class	one	38%
7.	Gender of friends in class	girl	46%
8.	Usual mood	happy	23%
9.	Usual behavior	well behaved	23%
10.	Favorite academic subject	reading	38%
11.	Preferred grouping (academic)	alone	46%
12.	Favorite non-academic subject	gym	23%
13.	Preferred grouping (non-academic)	with peers	77%
14.	Frequency of gym per week	three to five	69%
15.	Length of gym periods in minutes	42-45	54%
16.	Class mainstreamed for gym	yes	62%
17.	Typical gym activity	ball game	62%
18.	Participation of girl	yes	54%
19.	Girl's opinion of gym	likes	85%
20.	Girl's typical comment	positive	46%

Item	Response	Percentage
21. Amount of academic mainstreaming per day (in minutes)	none	77%
22. Amount of time with girls in other classes per day (in minutes)	20	23%
	60	23%
23. Teacher's priority of concern for discipline in class	one	54%
24. Girl's discipline problems compared to boys in class	greater fewer	38%
25. Teacher's main concern for girl	academic problems	23%
	behavioral problems	23%
26. Best method of discipline for girl	behavioral analysis	23%
	behavior modification	23%

	Item	Response	Percentage
27.	Best method of discipline for boys	behavioral analysis behavior modification	23% 23%
28.	Discipline method best suited to girl	same	31%
29.	Girl's management needs compared to boys	less	54%
30.	Atmosphere of classroom	calm	46%
31.	Girl's response to provocation	anger	38%
32.	Girl's actions when provoked	become physically aggressive	31%
33.	Attitude of girl toward boys in class	like	69%
34.	Typical comment of girl toward boys in class	positive	38%
35.	Attitude of boys toward girls	negative	62%
36.	Quality of interaction between boys and girls	tease her cooperate	23% 23%
37.	Boys' typical comment about girl	negative	70%

	Item	Response	Percentage
38.	Mainstreamed during lunch	yes	54%
39.	Girl's preference for lunch companion	girls	62%
40.	After lunch location of activities	yard	54%
41.	Boys' typical activity after lunch	ball	31%
42.	Girls' typical activity after lunch	talk	31%
43.	Girl's chosen companion after lunch	girl	46%
44.	Source of companion	her class	31%
45.	Opportunities for girl to socialize with other girls	few	38%
46.	How girl fits in the class	many	38%
47.	Management needs of girl as compared with boys	well	38%
48.	Best placement for girl	different more restrictive environment	62%
49.	Girl's best friend in class	girl	38%
50.	Usual social companion	girl	54%
51.	Relationship of girls	like each other	38%

Item	Response	Percentage
52. How girls get along	well	46%
53. Typical comment by girl about other girl	neutral	46%
54. Attitude between boys girls in class	hostility	38%
55. Interaction between boys and girls in class	teasing	30%

Additional Comments

In ten (29%) cases the teachers took the option of writing additional comments on the survey form. Half of these comments consisted of anecdotal information about the background of the girl described in the survey. These comments were revealing of the type of personal tragedies that may predispose a child to placement in a class for the emotionally disturbed. However, these comments were not relevant to the issue of gender in such classes. The remaining five comments, deemed relevant to the study, are quoted in full.

T. is a tough, streetwise, hotel kid who could easily beat up any of the kids in my class - kept most the kids afraid of her (sic).

She is on grade level (2nd) for all her academic subjects. T. is a good student - asks informative questions, does her homework ect. (sic).

She has a difficult time socializing with others. Any comment at all about her living in a hotel or her family usually meant a bloody nose or bruise for the child who teased her.

She is slotted for a SIE VII B (more restrictive) program for the fall.

*Teacher of an aggressive girl
in a three-girl class*

"X does not participate in gym class. There is no accommodation for a MIS II girl in a gym class. There is no girls gym scheduled during her gym period. She sits in the office".

*Teacher of an aggressive girl in a
one-girl fourth grade class*

This child is on grade level for reading. Her math scores are 3rd grade. She has problems with both boys and girls some days. Other days up. She has problems outside my class when she is mainstreamed. I believe the teachers react more to her reputation and don't get to know her. She wants badly to be liked but doesn't know how to go about it.

*Teacher of an aggressive girl
in a one-girl fifth/sixth
grade class*

Additional opportunities need to be provided for our girls to inter-act (sic) with other girls - even with 2 in class. Their Social-emotional needs are not being met in a healthy "normal" fashion. I

think they continue to be isolated and feel unusual peer pressure that may well add to distorted thinking, perception(s) and choice-making.

*Teacher of a neutral girl in a
two-girl third-fifth grade
class*

"I strongly feel more socialization with Girls would make X feel more accepted, lower her frustrations and negative interactions with boys, that partially inhibits and upsets her from doing better academically".

*Teacher of an aggressive girl in a
one-girl sixth grade class*

"This particular youngster is very ambivalent about her status in the classroom. She has lots of unexpressed feelings and thoughts. She exhibits a certain amount of "sibling" rivalry with the other female student. Other females in class might help diffuse the intensity of their/her situation.

*Teacher of an aggressive girl in a
two-girl third-fifth grade class*

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the consequences to emotionally disturbed elementary school girls of being in the minority in classes for emotionally disturbed children (MIS II), in the New York City Public Schools. The study was conducted through a survey distributed to teachers of MIS II classes containing at least one girl. Part 1 of the survey consisted of 36 statements on the following topics considered relevant to the situation of girls in such classes: gender ratios, aggression, restrictive environment and interaction. The teachers responded on a Likert scale indicating their level of agreement or disagreement with the statements. Teachers filled out one form for each girl in the class.

Part 2 of the study was designed to develop a picture of the experience of a MIS II class for an elementary school-aged emotionally disturbed girl. To this end, a description of a typical school day was given, with key words omitted. The teacher supplied the word or phrase that best described the subject girl. Two scenarios were constructed from the responses: (1) the typical day of an aggressive girl, and (2) the typical day of a withdrawn girl. The data were reported in table form for: (1) the typical day of a girl in a one girl class, (2) the typical day of a girl in a two girl class, and (3) the typical day of a girl in a three girl class.

There were 34 survey forms returned that met the criteria of the study. Of the girls described in these forms, 20 were identified as aggressive, 9 as withdrawn, and 5 could not be categorized on this dimension. The teachers' responses indicated some distinctive patterns of behavior characteristic of the aggressive subjects and withdrawn subjects. The aggressive girls were seen as responding to frustration with verbal aggression, as having greater management needs than the boys in the class, were disliked by the boys, and their teachers' main concern about them was self control/socialization skills. The withdrawn girls responded to frustration by withdrawing, were seen as having management needs not as great as the boys, were liked by the boys, and their teachers' main concern about them was poor academics.

When the gender make-up of the classes was analyzed, it was shown that teachers were more concerned about opportunities for socialization when there was one or two girls in the class than when there were three. Girls who were singletons were afforded more opportunity to socialize with girls in other classes than were girls in two or three girl classes.

In the survey teachers were also requested to give descriptive information about the boys and girls in their classes. As the reason for referral to the MIS II class, *Academics* was given as a reason for placement in 34 percent of the cases (N=196). Since academics is not a valid reason for placement in a MIS II class, it appears that many MIS II teachers are not aware of the parameters of their own programs and/or other programs in special education.

Does placement of an elementary school-aged girl in a self-contained class for emotionally disturbed children represent placement in a more restrictive environment than it does for a boy in the same class?

Classes for the emotionally disturbed (MIS II) in New York City are designed for students whose, "social development (i.e., interactions with others, behavior control, emotional responsiveness) significantly interferes with the acquisition of learning student(s) demonstrates significant difficulties in the acquisition and generalization of social skill development in: (1) managing self-control, (2) interacting appropriately with others in the environment, and (3) understanding social/emotional situations (Board of Education of the City of New York, 1985, p.93)".

It is the purpose of MIS II classes to help children to overcome their difficulties in acquiring social skills, and enable them to move to less restrictive, more normalized educational settings.

While the possible manifestations of emotional disturbance are many and varied, practically speaking teachers who accept MIS II assignments expect to be dealing with the behaviors of aggressive, acting out boys, and design their programs accordingly. While these teachers have sympathy for the girl/s in their classes, and boys with other needs, their priority remains the control of the child who has the most severe behavioral problems.

In the teachers' opinion, 88 percent of the boys in the study were aggressive. For the 44 percent of the girls and 9 percent of the boys in this study for whom aggression was not at issue, and who have

been placed in these classes for other reasons, many of the behavior management strategies employed may be largely irrelevant to their needs. The withdrawn girls were also reported to be afraid of the boys (55%), as well as 10 percent of the aggressive girls.

The confusion as to the reasons for referral of non-aggressive children to MIS II classes for the emotionally disturbed further compounds the problem of providing these children with appropriate educational environments. Teachers believed that 26 percent of the girls in their classes were referred for academic reasons. This indicates that many teachers are not familiar with the valid reasons for referral to their own, and/or other special classes. Academics is not a reason for placement in a MIS II class. Without this basic knowledge, teachers would be hard pressed to facilitate the appropriate movement of a child along the service continuum to the least restrictive appropriate class, let alone provide the appropriate environment within the current class.

In the opinion of the teachers surveyed, the management needs of girls were "different" from those of boys, even when they were seen as greater. However, teachers expressed confusion as to what they would do differently in order to meet the needs of the girl in their classes.

It would seem that if girls are to learn how to interact appropriately in the environment, the arena in which they learn these skills should approximate the environment in which they are to practice them. Since gender is a significant factor in appropriate socialization in elementary school aged children, gender should be taken into consideration when placing a child in a more restrictive

environment. It must also be remembered that these girls were not able to acquire appropriate socialization skills in the mainstream environment from which they were referred to special education. The research of Carpenter and Huston-Stein (1979) showed that sex-appropriate behaviors were generalized from training in sex-appropriate activities, correct speech, and sex-appropriate mannerisms. Such training is not likely to be a priority in a predominantly male class where behavior management is the first concern.

A girl in a MIS II class -- especially a girl alone -- for whom socialization skills may already be an issue, may opt for one of two choices; either socialize with the boys on their terms, and possibly develop adaptive behaviors that further alienate other girls, or remain a relative isolate in the class. The aggressive girls tend to react with verbal aggressiveness toward the boys. The withdrawn girls tend to be sad and withdrawn.

For a girl in a MIS II class, time to socialize with other girls, in a more balanced environment is important. During the time in the yard after lunch, both the aggressive and withdrawn girls usually seek out the company of other girls with whom they choose to walk and talk, while the boys play ball. However, this is a time of little adult supervision, and if a girl is not socializing appropriately it is unlikely that it will come to the teacher's attention, unless the girl becomes violent toward another student. Thus, the situation for the MIS II girl is that when in the classroom designed to help her develop appropriate skills, she has little opportunity to practice them. In the

normalized environment of the yard, with opportunities to practice social skills, she is not likely to have anyone to guide her in their acquisition.

Conclusions To Additional Research Questions

1. What are the gender groupings found in elementary self-contained classrooms for the emotionally disturbed?

Three gender groupings were found in this study: one girl, two girls, or three girls, in self-contained classes for emotionally disturbed children (MIS II). In practice, the gender of students did not seem to be a factor in determining placement in classes for the emotionally disturbed. In spite of the fact that emotionally disturbed children are placed in these special classes because of problems in social adjustment, no discernible effort is made to reflect a normal gender balance, that is, one reflective of the society at large. Neither do these patterns reflect the gender balance of the classes in which these children are mainstreamed. While the disadvantages to the girls in a setting where they are vastly outnumbered may be readily discerned, it should also be noted that boys in these classes are not afforded an opportunity to deal with girls in a normalized environment.

A. In practice, are girls grouped together in these classes?

There is no indication that girls are grouped together in classes for the emotionally disturbed in order to provide a more normalized environment for their social development.

B. In practice, are there classes where girls are singletons?

This study showed that 35 percent of the girls in the survey were the only girls in their classes.

C. Do girls in these classes constitute a bipolar population in terms of aggression?

Responses to key statements on the survey indicated that most girls in classes for the emotionally disturbed (MIS II) studied could be categorized as either aggressive or withdrawn. This study indicates that the aggressive girl may be characterized as an angry, moody child, who responds to frustration with verbally aggressive behavior. She fits in poorly with the boys in the class, and their attitude toward her is negative. Her teacher sees her management needs as greater than that of the boys, and MIS II as an appropriate placement for her. The withdrawn girl is a sad, quiet child who responds to frustration by withdrawing. She fits in well with the boys in the class and their attitude toward her is positive. Her teacher sees her management needs as not as great as those of the boys, and a less restrictive environment is seen as the appropriate placement for her.

2. Do boys in self-contained classes for the emotionally disturbed have more opportunities for appropriate same - gender interaction than do girls in the same class?

Numbers alone provided the boys in the study with more opportunities for same-gender interaction than the girls. In addition the boys had opportunities to socialize with other boys outside of the classroom.

It should be noted as well, that the environment for cross-gender interaction was also unbalanced for the boys in the class. Classes are usually balanced by gender in the elementary schools. Since the practice is so widespread, this arrangement represents the normalized environment in elementary public schools. This paradigm provides each gender opportunities to practice appropriate cross-gender behaviors backed by the support of a group of same-gender cohorts.

If Condry (1984) was correct in seeing gender identity as learned behavior, the emotionally disturbed girl in a MIS II class would be hard-pressed to find appropriate gender models to imitate in order to meet societal expectations for her gender. The antipathy that many boys feel for girls at this age, as reflected in the literature (Maccoby & Jacklin, 1974) as well as this study compounds the dilemma of the girl alone. In spite of the fact that she tends to like the boys, they do not tend to like her. Added to the problem of being outnumbered is the fact that girls in MIS II classes, by definition, already have socialization problems. They are not likely to have the self-confidence, sensitivity or coping

skills that would enable them to make a successful adjustment to this abnormal situation.

Teachers were of the opinion that the girl or girls in their classes for the most part, liked the boys (61%), and boys tended to dislike the girls (52%). Teachers reported an even higher percentage of typical comments that are negative from the boys about the girls (64%). This dislike of elementary school boys for girls was reported in normal populations of children by Maccoby and Jacklin (1974). The difference is that in a gender balanced class, each gender has the backup of other members of his/her own sex to provide support and friendship. The girl alone has no such support system.

3. Do teachers of self-contained classes for emotionally disturbed children recognize a need for same-gender socialization in elementary school-aged children?

Teachers of MIS II classes in the study did recognize the need for same gender socialization among their students. Teachers expressed concern about the socialization needs of a girl alone, and almost as frequently about two girls in a class. They disagreed that socialization needs could be met in any group regardless of the gender balance, and they agreed that both genders need time alone with their same-gender cohorts.

Bardwick (1977) found that the typical pattern of socialization for girls was to form a triad of friends. The triad would break into a dyad of best friends, and then regroup as a new dyad. This may account for the results in this study that indicated that the situation of two girls in a

class was not seen by teachers as much of an improvement over the situation of one girl. Three girls however, were seen as socializing in a relatively normal fashion. It may be that three is the minimum number of girls that should be in a MIS II class for a somewhat normal socialization pattern to be feasible. It should also be noted that the excluded girl in the triad does not have other girls to fall back on when it is her turn to be on the outs, as she would in a gender balanced class.

4. Do teachers of self-contained classes for the emotionally disturbed compensate for the lack of same-sex interaction experienced by girl/s in their group?

Teachers in the study saw a need for same-sex socialization for both boys and for girls. In accordance, opportunities for outside socialization were increased in the situation of the singleton girl. That is, teachers reported an average of 52 minutes a day of contact with girls outside the class in three-girl classes, 47 minutes a day in two-girl classes, and 75 minutes a day in one-girl classes. Teachers for the most part did not see opportunities during the school day to expand the time their girls spend with other girls.

Having one gender in the majority in a class might tend to influence the way in which teachers approach the subject matter presented in the class. Teachers in this study denied that the interests of boys dominated in the classroom. This might have been the case in the classroom, but the gym was a different story. Most gym activities reported were of the type preferred by boys. Borman and Gesterkamp (1982) discovered that boys in third through six grades preferred

complex activities, such as ball games. Activities preferred by girls were walking, talking or playing in dyads. The teachers in this study reported gym activities that were of the structured type preferred by boys. However, when left to their own devices at lunch time, the girls reverted to activities similar to those reported by Borman and Gesterkamp as preferred by girls, while the boys chose the same structured activities that were available during gym.

5. In designing their behavior management strategies, do teachers of self-contained classes for the emotionally disturbed give high priority to the control of aggressive behaviors?

Behavior management was the number one priority for teachers of the emotionally disturbed in this study. A large majority of the boys referred to these MIS II classes were described as aggressive. Verbal as well as physical aggression was seen between the boys and girls in these classes. Teasing was the most frequent method of interaction reported between the genders.

6. Are the behavior management strategies practiced in self-contained classrooms for the emotionally disturbed appropriate for the girls in the class?

While the management needs of aggressive girls were seen as greater than those of the boys, and the management needs of withdrawn girls were seen as not as great, management needs of girls were most often seen as "different" from the management needs of boys.

For the 35 percent of the sample who were girls categorized as withdrawn, the behavior management systems practiced in most classrooms, which were designed to control aggression, may be irrelevant to their social adjustment needs.

Recommendations

Programmatic recommendations suggested by this study:

1. Emotionally disturbed girls who are diagnosed as "other than aggressive" should not be placed in self-contained classes for the emotionally disturbed (MIS II) children. The resource room model, which is used primarily for learning disabled children in the New York City Public schools, should be expanded to meet the needs of the population of non-aggressive emotionally disturbed girls.

Since containment is not at issue for these girls, they can be maintained in a normalized environment (the mainstream classroom) with additional support services as needed. The resource room teacher may be used to provide emotional and educational support, and the children in the mainstream class would provide opportunities for normal socialization, as well as models of appropriate behavior.

2. Emotionally disturbed girls with problems of aggression may require the more restrictive environment of a self-contained MIS II class. Girls should only be placed in these classes in groups of three or more. This would normalize their environment to some extent, and is a feasible plan in a large public school system, such as New York City.

3. Girls placed in MIS II classes should have time to socialize with other girls included on their Individual Education Programs (IEPs). Girls in the study were reported to have from no time to socialize with other girls, to all day to socialize. Some time during each day should be provided for each girl to be in the company of other girls.

4. In-service training should be designed to better familiarize special education teachers with the programs to which they are assigned, and other programs in special education. Teachers should be knowledgeable about; the nature and needs of the children to be served, how and why they are placed, and how the system functions.

A teacher who gives *Academics* as a reason for the placement of a child in a MIS II class, has failed to understand the purpose of the class. This teacher would be hard-pressed to recognize her responsibility to request a reevaluation of the child when a new placement becomes appropriate. Since the special education system is large and complex, administration must take the responsibility for training teachers in its workings, and not assume they will pick up information as needed.

Recommendations for future research suggested by this study:

1. There is little research on the nature and needs of emotionally disturbed girls before high school age. Although the limited number of girls in the general population of emotionally disturbed children provides an obstacle to research, large school systems such as New York City, can provide adequate samples for study.

2. Research on the ways in which girls adapt to predominantly male classes is indicated. The question of whether aggressive and

withdrawn girls adapt differently to the gender imbalance situation needs to be addressed.

3. Another question raised by this study is the effect on the attitudes of boys towards girls, when they greatly outnumber the girls in a group.

4. There is a need for further research on the influence of a predominantly male class on the content of the material taught, and methods of presentation by teachers.

5. Since all the teachers in the study were female, there is no information on the influence of the sex of the teacher on gender appropriate behavior of the students.

6. Finally, effort should be made to determine why boys are placed in classes for the emotionally disturbed seven times more frequently than girls.

APPENDICES

Appendix A

GENDER GAP. Teachers of Elementary MIS II with girl(s) in class.
Your help needed in research, nature/needs of this forgotten group.
Small stipend for each mail survey form returned. Call Jane Beaulieu,
(phone number).

Appendix B

TEACHERS OF EMOTIONALLY DISTURBED GIRLS

*** Are you frustrated by trying to meet the needs of one or two girls in a class of boys?**

*** Did you know that no research exists on this group of handicapped children, even though they outnumber the visually or hearing handicapped populations?**

*** If you are the teacher of an elementary MIS II class containing one or more girls, your assistance is urgently needed in a research project on EH girls.**

*** Please volunteer to participate in this mail survey. It should take about 20 minutes to complete, and I will gladly share the results with you.**

*** Call Jane Beaulieu, (phone number) to participate. By way of thanks, I am offering a small stipend for each form completed.**

Appendix C

Survey of Emotionally Disturbed Girls

Class Data Sheet

Grade _____

Number of girls in class _____

Number of boys in class _____

Reasons for placement in special class Please indicate, in general, the reason for placement of each boy in your class. Example: aggressive behavior, withdrawn, academic problems, etc.

Boy 1 _____

Boy 2 _____

Boy 3 _____

Boy 4 _____

Boy 5 _____

Boy 6 _____

Boy 7 _____

Boy 8 _____

Boy 9 _____

Boy 10 _____

Boy 11 _____

Boy 12 _____

Please fill out the information below in order to receive your stipend of \$3.00 per completed survey form.

Name _____

Address _____

Check here if you would like to receive a copy of the results of this research.

Appendix D

Survey of Emotionally Disturbed Girls Individual Survey

Girl Number _____

Reason for placement in special class _____

Part I - This part of the survey is designed to examine how this particular girl (referred to as X) relates to the boys in class, as well as your view of the gender situation in general.

Please fill out one survey for each girl in your class. Identify the girl by number only. Indicate your degree of agreement or disagreement with each statement by filling in the appropriate circles under the statement.

○-----○-----○-----○-----○

Strongly Agree Agree Neutral Disagree Strongly Disagree

1 - X is verbally aggressive toward the boys.

○-----○-----○-----○-----○

Strongly Agree Agree Neutral Disagree Strongly Disagree

2 - I think the presence of boys makes X calmer.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

3 - I prefer mixed gender classes.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

4 - The boys do not like to work in the same group with X.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

5 - There is usually tension between the boys and X throughout the day.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

6 - I think X is afraid of the boys.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

7 - I think X has become more aggressive since she is with the boys so much of the time.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

8 - The boys are physically aggressive toward X.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

9 - X is more verbally aggressive than the boys in my class.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

10 - X and the boys in class have no trouble in getting along with each other.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

11 - I think girls need time to be together, without the boys.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

12 - X is the least physically aggressive child in my class.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

13 - I have to be stricter with X than I am with the boys.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

14 - The boys often gang up on X.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

15 - I think the presence of (a) girl(s) in the class makes the boys calmer.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

16 - The boys in my class get along well among themselves.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

17 - Girls in my class have as much opportunity for appropriate socialization as the boys.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

18 - X does not feel part of the class.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

19 - I prefer all girl classes.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

20 - X has little in common with the other girl(s) in the class.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

21 - X is the most serious behavior problem in my class.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

22 - I am concerned about X not having the companionship of other girls.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

23 - The boys are verbally aggressive toward X.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

24 - The boys do not like to work in the same group with X.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

25 - X is more physically aggressive than the boys.

 Strongly Agree Agree Neutral Disagree Strongly Disagree

26 - I prefer all boy classes.

O-----O-----O-----O-----O
 Strongly Agree Agree Neutral Disagree Strongly Disagree

27 - The educational needs of boys and girls do not differ significantly.

O-----O-----O-----O-----O
 Strongly Agree Agree Neutral Disagree Strongly Disagree

28 - The girls in my class get along well among themselves.

O-----O-----O-----O-----O
 Strongly Agree Agree Neutral Disagree Strongly Disagree

29 - I think a child's need to socialize may be met in any group, regardless of the mix of sexes.

O-----O-----O-----O-----O
 Strongly Agree Agree Neutral Disagree Strongly Disagree

30 - X is physically aggressive toward the boys.

O-----O-----O-----O-----O
 Strongly Agree Agree Neutral Disagree Strongly Disagree

31 - There are many opportunities during the day for X to work or socialize with girls in other classes.

O-----O-----O-----O-----O
 Strongly Agree Agree Neutral Disagree Strongly Disagree

32 - I think boys need time to be together, without girls.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

33 - I think the boys resent having (a) girl(s) in the class.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

34 - There are opportunities for the boys to work or socialize with boys outside the class.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

35 - It would be possible to schedule more time for X to be in the company of girls in other classes.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

36 - Many classroom activities are geared to the interests of the boys.

○-----○-----○-----○-----○
 Strongly Agree Agree Neutral Disagree Strongly Disagree

Part II - The purpose of this section of the survey is to develop a picture of the school experience for the ED girl in a special class. The words below the lines are guides either to an area of response, or

possible specific responses. You are not limited to the words or phrases suggested, and may add any clarifying information you deem necessary, in order to best describe the typical school day for this girl in your class.

My girl student, X, usually gets to school by (1) _____.

mode of transportation

I understand that she often socializes with (2) _____ boys (3) _____

no.

no.

girls on the way. In the schoolyard or auditorium before the line goes up, she plays and/or chats with (4) _____ in her class, and

gender

(5) _____ in other classes. In class, she has (6) _____ of

gender

no.

(7) _____ friends. She is usually a(n)(8) _____ child,

gender

mood

and often (9) _____

behavior

_____. Her favorite subject is (10) _____, which she

academic subject

likes to do (11) _____. Her favorite non-academic activity

alone/with others

is (12) _____. She

activity

prefers being (13) _____ during this activity.

alone/with others

The class has gym (14) _____ times a week. The gym

no.

period(s) are (15) _____ minutes long. The class (16) _____

no.

is/is not

mainstreamed for gym. A typical gym activity would be

(17) _____ . X usually (18) _____

activity

activity

during this period. She (19) _____ gym, and her typical

likes/dislikes

comment about it would be, " (20) _____

comment

_____". X is in academic mainstreaming for (21) _____ a

comment (cont.)

minutes

day. On a typical school day, if you count all her opportunities to be in the company of girls in other classes. it would add up to about

(22) _____ a day.

minutes

Discipline is an important concern in a class for emotionally disturbed children. In this class I rank it as my number

(23) _____ priority. I have (24) _____

no.

greater/fewer

problems with X in this area than the others. My main concern is that she (25) _____ . The method of discipline to

problem/behavior

which she responds best is (26) _____ .

method

The boys usually respond to (27) _____ . If

method

whole class was like X, I would alter my discipline practices by

(28) _____ . For the most

example

part, X's management needs are (29) _____ than that of the

greater/lesser

boys.

In general, the atmosphere of the classroom is

(30) _____ . When X is provoked by other members of the

tense/calm

she is likely to become (31) _____ , and in response will

emotion

(32) _____ . She seems to (33) _____

example of behavior

like/dislike

most of the boys in the class, and has said

"(34) _____" ,

typical comment

about them. Typically, the boys' attitude toward her is

(35) _____ and they often (36) _____ .

positive/negative

behavior

A typical comment from the boys about her would be,

"(37) _____
comment

During lunch, the children (38) _____ . X
are mainstreamed/eat as a class
eats with (39) _____ . After lunch, the children are usually taken

gender
to the (40) _____ . The boys typically like

location
(41) _____ ; X likes to (42) _____ .
activity activity

During this period, she usually plays with (43) _____ from
gender

(44) _____ .
her class/mainstream

In this class, X has (45) _____ opportunity to socialize
degree

with other girls. She fits in (46) _____ with the
level of adjustment

boys, and has level of adjustment (47) _____
the same/different

management needs. I think that (48) _____ is the best
placement

placement for her.

Fill in this section only if you have more than one girl in your class.

X's best friend in class is a (49) _____, and she usually socializes

gender

with (50) _____. The girls really (51)_____ each other,

gender

like/dislike

and get along (52)_____. A typical statement from X

well/poorly

about the other girl(s) would be,

"(53)_____

comment

_____". There is (54)_____ between the boys

hostility/friendship

and the girls, and they often

(55)_____ each other.

example of behavior

Please feel free to use the back of this survey form for any comments you may have concerning the education of emotionally disturbed girls.

My sincere gratitude for your assistance in this research.

Jane M. Beaulieu

Appendix E

Survey forms are available for examination. For further information please contact:

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