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The effect of a literature intervention program on children's attitudes toward the elderly

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THE EFFECT OF A LITERATURE INTERVENTION
PROGRAM ON CHILDREN'S ATTITUDES
TOWARD THE ELDERLY

A Thesis

Presented to

The Faculty of the Department of Child Development
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Jennifer Winters

December 1994

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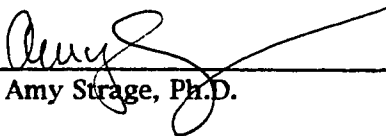
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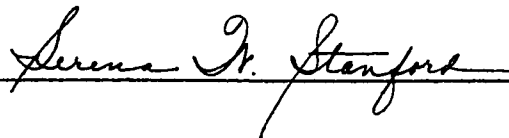


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ABSTRACT

THE EFFECT OF A LITERATURE INTERVENTION PROGRAM ON CHILDREN'S ATTITUDES TOWARDS THE ELDERLY

By Jennifer Winters

In our increasingly mobile society families are no longer extended to include the elderly, but have become separate nuclear units that usually exclude the elderly. This phenomenon has left an entire generation of young people undereducated and insensitive toward the elderly and the process of aging. Research indicates that children as young as three-years old hold negative and stereotypic attitudes toward the elderly.

This thesis examined the effect of a positive, non-stereotypical, and realistic portrayal of the elderly in a six-week literature intervention upon changing the negative attitudes of kindergarten-age children. Additionally, children's preconceived concepts of the elderly were examined. Using the Children's Attitudes Toward the Elderly Scale (CATE), experimental and control groups were determined to hold preconceived and behavioral stereotypic attitudes toward the elderly. Posttest analysis further indicated that the literature intervention was effective in fostering positive attitudes toward the elderly in the treatment group.

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Chapter 1

INTRODUCTION TO THE PROBLEM

As the population of the United States rapidly ages, the attitudes of children toward the elderly merit examination. According to the United States Senate Special Committee on Aging (1991), the number of Americans age 65 and over is growing more rapidly than any other segment of the population. By the year 2030, 21 percent of Americans will be over the age of 65 (Coats, 1984). The U.S. Senate Special Committee on aging states, "the projected growth of the older population is expected to raise the median age of the U.S. population to 36 by the year 2000, to 42 by the year 2030, and to 43 by the year 2040" (1991, p.xix). These statistics sound an alarm for a society that has become increasingly youth oriented. Old age in America is not viewed as a productive, healthy, satisfying time of life but more a time of pain, humiliation, isolation, and poverty (Coats, 1984). According to Butler (1975), the elderly, those persons over the age of 65, account for 25 percent of all patients admitted to state mental hospitals. Furthermore, Butler states, "twenty-five percent of all known suicides take place in the over - 65 population" (1975, p. 228). In our society which values youth over age, the elderly have become a much neglected sector.

For the last half of this century the United States has become an increasingly mobile society. Families have become more geographically dispersed and have less direct contact with their elderly family members. Consequently, children lose the opportunity to interact and develop relationships with the elderly and important family history is never disseminated. Bronfenbrenner (1977) has expressed concern that the American family is rapidly growing apart and losing contact between

generations. Margaret Mead (1972) in her autobiography, *Blackberry Winter*, concludes that senior citizens and the young have much to gain by interacting with one another. In discussing the influence of her grandmother on her life, she states, "the closest friends I have made all through my life, have been people who also grew up close to a loved and loving grandmother or grandfather" (p. 56).

Lack of contact with the aged has led to a society where the elderly are portrayed in the media as unhealthy, inactive, sick and needing assistance. Examples of media stereotyping included the elderly depicted in advertisements for incontinent products, laxatives, denture adhesives, and retirement communities. In performing a comprehensive content analysis of the images portrayed on children's television, Barcus (1983) found that children seldom had the opportunity to view the extended family and elderly family members are rarely represented. A similar content analysis study was conducted by Signorielli (1989) to see if the characterization and programs had changed between the years 1969 to 1988. The results of the Signorielli (1989) study saw no significant trends for any main or supporting character.

It is also important to realize that research says that children watch an average of 40 hours of television a week (Fillmer, 1984). According to Moody, by graduation the average high school student will have spent 11,000 hours in school but more than 22,000 hours watching television (1980). Research on children's television has demonstrated that, the amount of hours spent viewing television significantly increases negative and stereotypical views of women as well as the elderly (Gerbner, Gross, Signorielli, & Moran, 1980; Signorielli, 1989). Additionally, elderly characters, especially women, were

more likely to be treated with disrespect, and as their age increases (both male and female) they are more likely to be viewed as "bad" as opposed to "good" (Gerbner et al. 1980).

Further biases and stereotypes toward the elderly have also been found in reviews of children's literature. Ansello (1976b) found in a review of 549 children's picture books published between 1967 to 1976 that the elderly are depicted as being inactive and uninteresting as well as having no occupation. In addition, older characters were only portrayed as main characters in 3.64 percent of the literature reviewed and most of the elderly characters suffered from what Ansello calls, "The Rocking Chair Syndrome" (an elderly person in a rocking chair, wearing glasses balanced on the tip of their nose and dressed in odd attire) (Ansello, 1976b, p. 7). The adjective "old" accounted for three-fourths of all physical descriptions of elderly individuals in the books reviewed (Ansello, 1976b).

In a similar study, Satore (1976), reviewed 100 children's books published during the period 1972-1977 and found the elderly's portrayal in literature was, "outdated, distorted, and often inaccurate" (p. 529). Additionally, it was found in reviewing picture books that grandparents were often portrayed to be too old, when you compared them to the age of their grandchildren (Satore, 1976). Both Ansello (1976b) and Satore (1976) found that while the text of the books may not discuss the physical descriptions of the elderly characters the illustrations were quite detailed. According to Americo (1989) the underrepresentation of elderly characters in children's literature is in itself the most subtle form of ageism. "While the elderly comprise approximately 12 percent of the population of the United States, the

number of elderly characters in children's books is approximately 3 percent" (Americo, 1989, p. 100).

The implications of these findings, particularly those examining children's attitudes toward the elderly and the aging process, are significant for the future education of the youth of our country. Since, today's children can expect to live a longer and healthier life than any previous generation, it is essential that they have exposure to accurate and informed information about aging and the elderly. It is only by exposing children to accurate and realistic information on aging can we begin to see healthy attitudes develop toward the elderly and the aging process (Aday, Evans & Rice-Sims, 1991; Dellman-Jenkins, Lambert & Fruit, 1986; Lambert, Dellman-Jenkins & Fruit, 1990; Newman, 1982).

Intervention programs that can be successfully established to improve attitudes toward the elderly have been the subject of several research studies (e.g., Aday, Evan & Rice-Sims, 1991; Dellman-Jenkins, Lambert & Fruit, 1986; Lambert, Dellman-Jenkins & Fruit, 1990; Newman, 1982). The majority of these studies suggest that children's attitudes toward the elderly can be positively changed by implementing a particular curricula program. However, there is a scarcity of research examining the relationship between children's literature and children's attitudes toward the elderly. Therefore, it is the intention of this research to explore that association.

Statement of the Problem

Increasing mobility in the United States has led to a great age segregation. This phenomena has left an entire generation of young people undereducated and insensitive toward the elderly and the process of aging. Research indicates that children as young as three-years hold negative and

stereotypic attitudes of older adults (Hickey & Kalish, 1968; Jantz, Seefeldt, Galper, & Serrock, 1977; Seefeldt, 1977). Furthermore, these attitudes are found to form early in life and remain stable into adulthood (Jantz, 1977; Klausmeier, 1975). Hickey and Kalish (1968) found that both children and young adults perceive differences between adult age groups and that as the child ages their perception of the elderly becomes less positive.

While there is not a great deal of research that supports children's literature as a means for encouraging positive attitudes toward the elderly, there is much research that points to literature as being an effective tool to counteract racism and sexism (Ansello, 1976b; Campbell & Wirtenberg, 1980; Hurst, 1981). Historically, literature has been shown to have a powerful influence upon children (Campbell & Wirtenberg, 1980; Harris & Baskin, 1987). If literature depicts the elderly in negative and stereotypic manners, children develop these views of the elderly. Thus, if literature is an effective tool to counteract racism and sexism it should also act to counteract ageism (Ansello, 1976b; Campbell & Wirtenberg, 1980).

Purpose of the Study

The purpose of this study was to determine if children's attitudes toward the elderly would become more positive after participating in a non-ageist literature intervention program compared to a similar group of children who participated in non-specific literature program. The intervention program consisted of appropriate children's literature that portrays the elderly in realistic and non-stereotypic manners and of guided discussions of the literature. The information generated from this study should be of use to educators, librarians and parents working with young children who wish to improve attitudes towards aging and to the elderly population.

Research Hypotheses

The research hypotheses for this study were:

- 1) Preconceived attitudes of the elderly are present in kindergarten-age children as measured by a pretest.
- 2) Children's attitudes toward the elderly, as measured by a pretest and posttest, will be positively affected after participating in a literature program in a kindergarten classroom.

Definition of Terms

To facilitate the understanding of this research the following terms are defined:

Age-Appropriate Literature: Literature that is appropriate for the age span of the children within the group and takes into consideration different needs, interests, and developmental levels of those individual children (Bredekamp, 1987).

Ageism: A process of systematic stereotyping and discrimination against people because of age (Butler, 1975).

Attitude: The evaluation of an "object" which can be either positive or negative (Kogan, 1979),

Affective Attitude Response: Feelings about older people that are expressed by comments such as "they're nice, mean, kind," or "I like them" (Jantz, Seefeldt, Galper, & Serrock, 1977).

Behavioral Attitude Response: Attitude formed toward the elderly based on things the person has or things he does. Comments such as, "they walk funny," "they die," "live in little houses," would suggest a behavioral attitudinal response (Jantz et al. 1977).

Physical Attitude Response: Responses that refer to the physical characteristics or personal appearance such as, "they have wrinkles," "gray hair" (Jantz et al., 1977).

Contact: Exposure to elderly persons

Intervention: A program which aims to increase positive perceptions and attitudes toward the elderly.

Elderly: A person that is at least 65 years of age.

Perception: Knowledge, awareness

Stereotype: Composites of beliefs

Chapter 2

REVIEW OF THE LITERATURE

Improving children's attitudes toward the elderly is a critical concern for educators. If children view the elderly and the aging process in a positive way they are more likely to grow up sensitive to the aging population and to be more comfortable with aging themselves. A great deal of research has been done on children's attitudes toward the elderly and related intervention programs. Studies in this chapter will focus on (a) attitude formation, (b) children's attitudes toward the elderly, (c) the elderly as depicted in literature for young children, and (d) intervention programs.

Attitude Formation

The research on attitude formation by Klausmeier (1975) indicates that a child has the ability to form attitudes early in life and have them remain constant and stable even into adulthood. Jantz (1977) states that, "attitudes children hold of the elderly could have enduring consequences for their behavior toward the elderly, and toward their understanding of their own aging" (p. 519). According to Katz, (1976) the process of "attitude crystallization" begins between six and eight years old and ends during the adolescent years. One of the best definitions of attitude development to stand the test of time, was offered by Allport (1935), "...an attitude is a mental or neutral state of readiness, organized through experience, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). A more recent but certainly applicable definition of attitude development is given by Eagly and Chaiken (1993) which states, "...an attitude develops on the basis of evaluative responding: an individual does not have an attitude until he or she responds evaluatively to

an entity on an affective, cognitive and behavioral basis" (p. 2). Furthermore, if the individual has established a tendency to respond with a certain degree of evaluation then it can be said that the person has formed an attitude toward that object (Eagly & Chaiken, 1993). "Moreover, a mental representation of the attitude may be stored in the memory and thus can be activated by the presence of the attitude object or cues related to it" (Eagly & Chaiken, 1993, p. 2). It was Klausmeier (1975) who theorized that attitudes can be developed toward an object or an event even before the meaning of the word representing that attitude is known. Klausmeier (1975) gives the example of an infant who can feel anger and fear before they have attained any conceptual knowledge of these feelings.

The vast majority of attitude theorists and social psychologists use a tripartite model when defining attitudes, that is, having three components - affective, cognitive and behavioral (Eagley & Chaiken, 1993; Greenwald, 1989; Katz & Stotland, 1959). The affective component consists of feelings, emotions or moods toward an object. The cognitive component consists of thoughts or evaluations of the object. The behavioral components consist of actions or intentions to act toward an object (Eagley & Chaiken, 1993; Wagner & Sherwood, 1969). These components can vary in intensity. For example, a person responding toward the affective component may feel extreme like or dislike of an object. The behavioral component may vary in the amount of action the person carries out on the object and the cognitive component can vary in the amount of facts and beliefs that the person has about that object (Wagner & Sherwood, 1969).

There is also support in the literature to suggest that attitudes have a biological basis. Zajonc (1980) found that an affective reaction can be purely

reflexive and does not require a higher level cognitive or perceptual process. However, Zajonc (1980) only analyzed affective components that were involved in preferences. For instance, "Do you like my dress?" " Do you like that person?". McGuire (1985) cites the studies of twins reared apart compared to those reared together as evidence of a genetic component which can trigger a sensory input without any type of higher order cognitive processes, thus indicating an unlearned response to some attitude formation. Although, there may be some validity to McGuire's biological theory of attitude formation, the majority of attitude theorists have adopted a learned theory of attitude formation. Thus, since the learned theory of attitude formation is generally accepted it reasons that the structure of attitudes can change over time. According to Eagley and Chaiken (1993) attitudes can change as a result of cognitive, affective, and motivational processes.

Children's Attitudes Toward the Elderly

Early Research. Studies of children's attitudes toward the elderly over the past 40 years have produced varied and conflicting results. However, most of the studies in the past 20 years have shown that children possess negative and stereotypic attitudes toward the elderly. A classic study of children's attitudes toward the elderly was conducted by Tuckman and Lorge (1953). Tuckman and Lorge produced the first measurement of interest on attitudes toward the elderly. Their measurement consisted of two scales; one included 5 short statements of stereotypical views of elderly workers; the second scale contained 137 statements expressing erroneous views of the elderly in general (Tuckman & Lorge, 1953). The subjects responded to the questions by circling "yes" or "no." Subjects came from various sectors of the population: college students, junior and senior high school students, older adults in the

community, and adults in institutional settings (Tuckman & Lorge, 1953). Their results indicated that by the time a child reaches the early adolescent years they have already developed a negative attitude toward the elderly. However, no mention was made as to the reliability and validity of the instrument which Tuckman and Lorge designed. Hickey and Kalish (1968) found that both children and young adults perceive differences between adult age groups and as children age their perception of the elderly becomes less positive. McTavish (1971) reviewed more than 300 hundred research articles on various groups' perceptions of elderly people and found that the elderly are perceived as tired, generally ill, mentally slower, unproductive, isolated, and not sexually interested. According to McTavish (1971), the instruments that had been used to assess attitudes were generally only appropriate for high school students, college students, and young adults. Furthermore, early attitudinal instruments were often brief and lacked technical detail (McTavish, 1971). In the classic Tuckman and Lorge study (1953) subjects responded with a simple "yes" or "no" answer. The Tuckman and Lorge (1953) study would have benefited from using a Likert-type scale for assessing the attitudes toward the elderly.

Recent Studies. In 1977, Jantz, Seefeldt, Galper, and Serlock developed the first instrument to actually measure children's attitudes toward the elderly, The Children's Attitudes Toward the Elderly Scale (CATE). The CATE measured attitudes within the cognitive, affective, and behavioral domains. Thus the CATE represented a breakthrough in the assessment of attitudes of 3-11 year olds. The study of Jantz et al. (1977) interviewed 180 children from nursery school through sixth grade and found that children at all age levels had limited contact with the elderly and suggested that this may be the reason

children view the aged in a negative and stereotypic manner. Jantz et al. (1977) further concluded that children adopt negative stereotypes of the elderly at a very early age. Overall, Jantz found children responded negatively when asked, "How will you feel when you get old?" Seefeldt, Jantz, Galper and Serock (1977) interviewed 180 children, preschool through sixth grade, using pictures of a Caucasian man at four stages in life to assess their attitudes toward the elderly. They found that while the children had primarily negative and stereotypic attitudes, two of the subsample responses of younger children (kindergarten age) and rural children tended to be more negative. Furthermore, they found no preferences toward the drawing of the oldest man with regard to the child's gender or ethnicity. A more recent study by Isaacs and Bearison (1986) found significant levels of ageist prejudice in six- and eight-year-olds but not in four-year-olds. Furthermore, they found that eight-year-olds scored even higher than six-year-olds in the level of prejudice toward the elderly (Isaacs & Bearison, 1986).

Unstereotypic Feelings Toward the Elderly. However, not all studies found negative and stereotypic feelings toward the elderly. Rosencrantz and McNevin (1969) examined three dimensions (Instrument-Ineffective - measuring the degree in which a person would actively pursue a goal, Autonomous-Dependent - measuring the degree of autonomy in one's social system as well as their personal being, and Personal Acceptability-Unacceptability - measuring the degree of sociability of a person) to assess college students feelings toward the elderly. Results showed that regular contact between the students and the elderly was beneficial. However, they also found that negative attitudes toward the elderly became apparent when the setting was in a hospital and the elderly person was not well. Thomas and

Yamamoto (1975) in a study of 1000 children (grade 6, 8, 10, 12) found that school-age children do not share the generally negative and unfavorable views of the elderly. Their results suggest that by middle childhood, children have developed more sophisticated perceptual and reasoning skills that allow them to be more discriminative in their judgment and measurement ability (Thomas & Yamamoto, 1975). Overall, the subjects in the Thomas and Yamamoto study rated the young person, first; the old person, second; and the middle-aged person, last.

Age, Gender and Ethnicity. Several additional studies have looked at age, gender, and ethnicity in relationship to children's perceptions of the elderly. Mitchell, Wilson, Revicki, and Parker (1985) in a study of 255 children, equally divided with regard to race (Caucasian and African American), gender (male and female), and age (5-13 years) examined children's perceptions of aging. No difference was found for age, young children did not view aging as anymore negatively or positively than older children. Nor was any difference found for race. However, differences were found for gender. Females were more likely to feel good about interacting with elderly adults while males were more likely to see the elderly as less physically able and being sick more often. Coats (1984) administered the CATE to 126 children, divided by age (second and sixth grade), gender (male and female), and race (Caucasian and African American). The findings indicated significant differences between sixth-grade Caucasian males and sixth-grade African American males with Caucasian males being more negative. Furthermore, significant differences were found between second-grade African American males and sixth-grade Caucasian males when asked, "What can you tell me about old people?" Their responses became more negative with age. However, a comparison between

sixth-grade African American males and second-grade Caucasian males appears to be confounded. Few differences were seen between African American females and Caucasian females. The ability to give another name for an old person (i.e., senior citizen, elderly) was directly related to age. Sixth-graders overall were able to provide more alternative names for the elderly than second-graders. Racial differences were significant when children were asked to name elderly individuals outside the family structure. Caucasian children knew more elderly people outside of the family structure than African American children. All groups of children reacted negatively to the question, "How will you feel when you get old?" Overall, children's feelings were negative toward the physical characteristics of the elderly, but they were generally more positive toward the affective characteristics of the elderly; all children rated the elderly as more good than bad, and more friendly than unfriendly. Jantz et al. (1977), in contrast to Seefeldt et al. (1977), found children from rural areas and African American children engaged in more helping-type behaviors with elderly people.

Clearly the majority of the research dealing with children's attitudes toward the elderly indicates that children form negative attitudes toward the elderly's looks and behaviors early in life and these negative attitudes continue to influence the child's thoughts and actions into adulthood. Piaget (1968) tells us that children learn best when they can build on what they already know and understand. Thus, it is imperative that the curricula to which children are exposed be accurate and free of harmful and distorted stereotypes.

The Elderly as Depicted in Children's Literature

There is a paucity of research that examines the elderly's portrayal in children's literature, and it generally concludes that ageism in children's literature is widespread. Ansello's (1976b) classic examination of 549 easy and juvenile children's books revealed some important findings. Of the 549 books reviewed there were 18,000 pictures, and older characters were present in only 816 or 4.5 percent of the total. Additionally, elderly characters were only portrayed on a page by themselves in 0.46 percent of the literature. This reflects that the elderly characters do not play a significant role within the pages of children's books (Ansello, 1976b). Likewise, the elderly were portrayed as having no clearly defined occupation in 75 percent of the literature (Ansello, 1976b). Further, the most common adjectives used for describing the elderly were, "poor," "sad," "dear," "happy," and "pleased" (Ansello, 1976b). Storey (1977) in a similar review of over 100 children's books during the period 1972-1977 examined only pre-selected children's books where the elderly person was a main character or was directly involved in the life of the main character. Like Ansello (1976a), Storey (1977) found the elderly seldom depicted as employed and rarely was their occupation ever mentioned. Additionally, Storey (1977) found the elderly's physical characteristics as stereotypical in the majority of cases.

The majority of older women are described as being able and willing to tell stories of long ago and who prefer "good" children who behave themselves. The older men are either an uncommunicative lot or they are extremely patient; they tell stories or take everybody fishing (Storey, 1977, p. 529).

The research of Hurst (1981) in a content analysis of 40 children's picture books echoed the findings of Ansello (1976b) and Storey (1977). Hurst (1981)

found the elderly underrepresented in relationship to all characters. Furthermore, elderly characters, when depicted, were usually male, had no distinct occupation, and were usually seen participating in menial activities (Hurst, 1981). Blue (1978) analyzed contemporary realistic children's fiction during the period, 1945-1975. The sample included 125 realistic fiction books which included picture books and had a least one aging character (Blue, 1978). Unlike Ansello (1976a) and Storey (1977), Blue (1978) found that the overall physical characteristics were not negative and stereotypic, but varied and either neutral or positive. Furthermore, Blue (1978) found the literature to portray the elderly in a variety of active activities, but primarily domestic, creative or outdoors. While Blue's (1978) study did not find the blatant examples of ageism that Ansello (1976b) and Storey (1977) found, she does acknowledge that by limiting inclusion of the elderly in children's literature stereotyping is still a problem. Additionally, Blue (1978) is in agreement with Ansello (1976a) that the stereotyping is more prevalent in picture books than books with a higher readability level.

In order to eliminate ageism in children's literature applicable research is needed. The previous studies would benefit from replication using more current literature. Despite these disturbing findings of ageism in children's literature there have been few curricula interventions designed to actually assist teachers of young children in changing these negative views. The majority of programs that do exist are aimed at helping the school-age child understand and relate more positively to the aging process (Rich, 1984). Since many of the negative and stereotypic attitudes toward aging are formed early in life (Klausemeier, 1975) it would seem logical to initiate an

intervention program directed at young children as opposed to school-age children.

Intervention Programs

A central component of many intervention programs is establishing contact between the elderly and the young. Some earlier interventions found that students who had more direct contact with the elderly were more likely to have a more positive image of aging (Tuckman & Lorge, 1953). Rosencrantz and McNevin (1969) found that students who had regular contact with a grandparent related more positively toward the elderly. In examining the impact of the Senior Citizen School Volunteer Program (SCSVP) on 256 fourth-, fifth-, and sixth-grade students it was concluded that children who had one or two years of contact with senior citizen volunteers in their classrooms had developed more positive attitudes toward the elderly (Newman, 1982). Furthermore, it was found that the scores on the semantic differential assessment for the children involved in the SCSVP were significantly higher for the students who had participated in the program for two years than those who had participated in the program for only one year.

Aday, Evans, and Rice-Sims (1991) found that negative attitudes and fears of aging were reduced in fourth-grade children through a 9-month intergenerational program which centered around shared activities between the two groups. However, Bennett (1976) states that caution should be taken when prescribing contact with the elderly as the solution to alleviating negative attitudes held by the youth. Bennett's concern is that contact with the elderly is situational, for example, interaction with sick elderly persons does not seem to improve children's attitudes toward the elderly. Seefeldt (1987) found that attitudes of preschoolers toward the elderly were more

negative after visiting elderly individuals in a nursing home once a week during a year period compared to a similar group of preschoolers who did not have this weekly contact.

The few successful interventions aimed at improving young children's attitudes toward the elderly have combined the contact component with a literature component along with active discussions. Lambert, Dellman-Jenkins, and Fruit (1990) found increased prosocial behaviors in preschool children following a 9-month intergenerational program. An integral component of the program was the use of age appropriate children's literature to foster the children's interest in sharing with the seniors. An earlier intervention program was done by Dellman-Jenkins, Lambert, and Fruit (1986) for an 8-week period, consisting of 3 hour sessions 4 days a week. This multi-faceted intervention program consisted of: daily contact with a senior volunteer who was at least 55 years of age; classroom activities that provided positive and realistic information about the elderly and the process of aging; and lastly, interaction with elderly individuals in a senior day care center (Dellman-Jenkins et al., 1986). The results indicated that children in the experimental group rated the elderly more positively than those children who did not receive the intervention (Dellman-Jenkins et al., 1986). Again, the use of age appropriate children's literature that portrays the elderly in realistic and non-stereotypic manners was found to be a contributing factor in increasing children's positive attitudes toward the elderly.

The overall finding that opportunities for intergenerational contact are responsible for altering stereotypic attitudes toward the elderly can not be disputed. However, a variety of intervention techniques can be used, with or without direct contact with the elderly, that can have a positive impact on

attitude change toward the elderly. Appropriate children's literature can have a strong impact. According to Harris and Baskin (1987) literature has the power to inform and mold children's attitudes, responses and understandings of the world. According to Seefeldt et al. (1977), "so pervasive are these attitudes in our society that even literature children read or have read to them, depicts the elderly in stereotypic ways (p. 302). Seefeldt et al. (1977) poses an important question, "if children do learn their attitudes from the significant others around them, and from the models provided for them in the literature they read, then would children's attitudes toward the elderly reflect those of society?" (p. 302). Triandis (1971) proposes three intervention techniques in which attitudes can be changed: (a) through peer discussions, (b) through direct contact/experience and (c) through increased knowledge.

The majority of interventions aimed at improving children's attitudes toward the elderly have had some success. Since research indicates attitude formation begins at an early age, it is logical in the implementation of an intervention program, to focus not only on the content of the intervention, but also on beginning the intervention at an early age. The advantage of early intervention may help to eliminate much of the negative input that shapes a child's attitude. Family values, peer, media and school influences are examples of influences that can be positive or negative. Therefore, it is vital that early childhood intervention programs provide positive and meaningful input.

Summary

Children's negative attitudes toward the elderly have been shown to exist. These attitudes are formed early and can remain permanent. Additional research is needed to develop effective interventions to improve the negative

and stereotypic attitudes of children toward the elderly. It is critical that future research adopt a tripartite model which measures the affective, behavioral and the cognitive components of attitude formation. Additionally, the singular use of realistic and age-appropriate literature as an intervention tool to improve children's attitudes toward the elderly merits further research. For too long the topic of aging has been ignored by educators. It is hoped that by realistically introducing the concepts of aging through literature, children, at an early age, can develop positive attitudes towards the elderly that will last a lifetime.

Chapter 3

METHODOLOGY

The purpose of this study was to determine the effectiveness of a literature intervention for improving children's attitudes toward the elderly. Research indicates that attitudes are formed early in life, and that children as young as 3-years-old hold negative attitudes toward the elderly. It was hypothesized that young children's attitudes toward the elderly can be improved by exposing them to an age-appropriate literature intervention that provides positive and realistic views of the elderly.

Design

The research design was an experimental, between subjects design. The dependent variable was positive attitudes (behavioral, affective and cognitive) toward the elderly. The independent variable was the literature intervention.

Procedure

The study consisted of three phases: pretesting, literature intervention, and a posttesting, all of which took place over a 6-week period. Only children who returned the participation agreement with their parent's approval were involved in the interview portion of the study (Appendix A).

Pretesting. Children were given both the Children's Attitudes Toward the Elderly Scale (CATE) (Jantz et al., 1977), and the grandparent questionnaire (Love, Winters & Swanson, 1994) on an individual basis during a pretesting interview which lasted approximately 20 minutes. Students were told that the measures were not a test but a series of questions and activities that are designed to learn "what they think." Each question was read aloud and the child was given 1 minute to respond. The interviewer recorded and scored the child's responses.

Literature intervention. Teachers began the literature intervention phase two days after the pretesting. In the literature intervention, the treatment group focused on non-stereotypic and realistic literature about aging and the elderly (see Appendix D for annotated bibliography for the treatment group) and the control group had a non-specific literature program (see Appendix E for non-specific literature for control group) dealing with such topics as sequencing, number concepts, and social skills. The only instructions given to the teachers were to read the story and allow at least 10 minutes for questions and guided discussion. This procedure was repeated four times per week for the 6-week period. The literature for the treatment group was selected on the basis of having a balance of the following characteristics: (a) unbiased story line; (b) lively action; (c) well developed characterizations; (d) sensitive interactions between the elderly and child characters; (e) reflective of older women, ethnic and racial minorities; and (f) realistic and nonstereotypic characters. A distinct advantage of this program was the fact that the kindergarten schedule already included a daily twenty minute story time. Thus, the literature pertaining to the elderly was substituted for the scheduled classroom read-aloud period during the six week intervention for the experimental group.

Posttesting. Upon completion of the literature intervention, the CATE was given as a posttest measure. The procedure and instructions for the posttest were identical to those of the pretest.

Participants

A total of 36 kindergarten-age children participated in the study. The participants were recruited from two kindergarten classrooms at Juana

Briones Elementary School in the Palo Alto Unified School District. The two classrooms were randomly assigned to either the treatment condition (N=19) or the control condition (N=17). Both staff qualifications and curricular organization were similar in both classrooms.

The school is located in an upper middle class neighborhood where the average price of a single-family home sells for \$500,000. Parent involvement and support of their children's intellectual, social, and emotional growth was quite high. The educational level and the SES of the parents were generally above average. Figure 1 presents the overall ethnicity of the students: European American (N=27), Hispanic (N=5), African American (N=2), Asian American (N=1), and Mid-Eastern (N=1). The ethnicity of the experimental group was European American (N=15), Hispanic (N=3), and African American (N=1). The ethnicity of the control group was European-American (N=12), Hispanic (N=2), Asian American (N=1), African American (N=1), and Mid-Eastern (N=1). Since the majority of students were European Americans, it was not possible to analyze the data in terms of ethnicity.

There were 19 children in the treatment kindergarten class and 17 children in the control class. The ages ranged from 5 years 5 months to 6 years 10 months. The treatment class consisted of 11 males and 8 females. Similarly the control class consisted of 11 males and 6 females (see Figure 2).

Figure 1

Ethnicity of Participating Students by Class

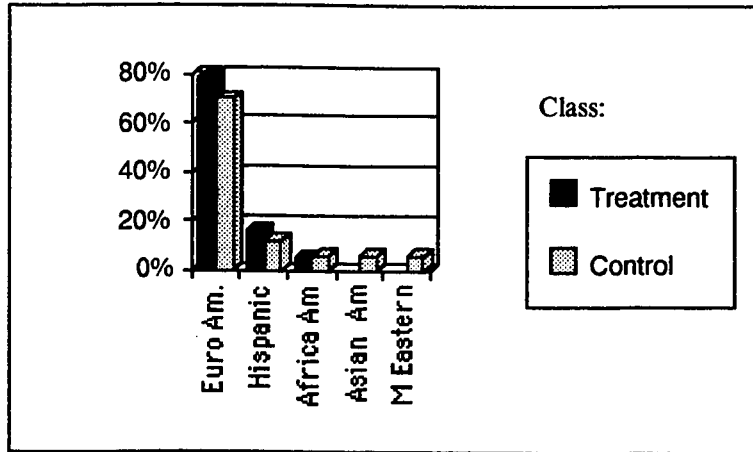
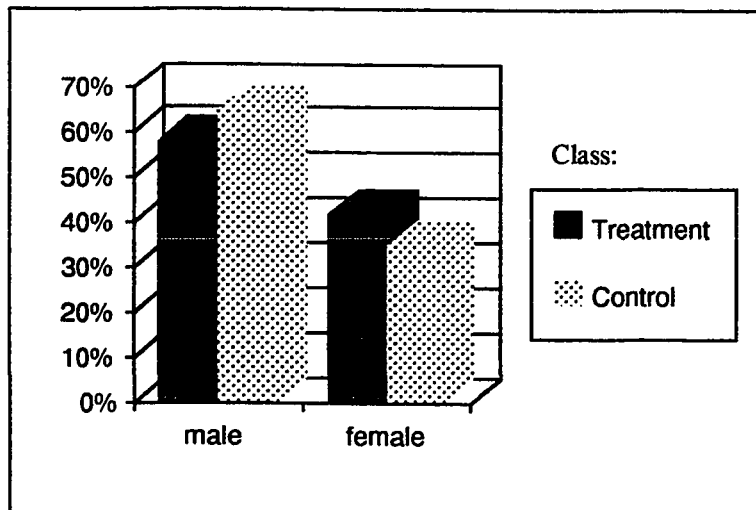


Figure 2

Gender of Participating Students by Class



Instrumentation

Children's Attitudes Toward the Elderly (CATE). Children were administered three subsets of the Children's Attitudes Toward the Elderly Scale (CATE): the open-ended word association; the semantic differential; and the picture series (Appendix B). The children were interviewed on a one-to-one basis. The interviewer recorded all of the children's responses. The responses were tabulated by noting the categories of responses and the number of responses in each category.

Word-Association subtest. The open-ended word association subtest of the CATE consisted of four sections of open-ended questions designed to measure affective, cognitive, and behavioral attitudes toward the elderly (Jantz et al., 1977). The cognitive component of children's attitudes was measured by the following questions: (1) What can you tell me about old people? (2) What old people do you know? (3) Can you give me another name for old people? In order to measure the affective component of children's attitudes, children were asked, "How do you feel about getting old?" The follow-up question, "What do you do with that person?" referred to the elderly people the child knows and was related to the behavioral component of children's attitudes. Additionally, within each category responses were rated as either positive or negative (see Table 1).

The second section of the word-association subtest examined responses to the question, "What old people do you know?" and was recorded as belonging to one of two categories: (1) Knowledge of elderly within the family structure ("yes" - "no"). (2) Knowledge of elderly outside of the family structure ("yes" - "no") (Jantz et al., 1977). In addition, children's behavioral attitudes toward

the elderly were measured when they are asked, "What would do you with that older person." Responses to this question were broken into three categories: With-active - (responses that indicated movement between the subject and the elderly person) With-passive - (responses that indicated doing a quiet activity between the subject and the elderly person) and For - (responses that indicated either the subject or the elderly person did something for the other person) (see Table 2) (Jantz et al., 1977).

Table 1

Categories of the Word-Association Subtest-Section 1

<u>Type of Responses</u>	<u>Positive</u>	<u>Negative</u>
Affective	"he's nice"	"he's mean"
Physical	"they wear pretty clothes"	"he has wrinkles"
Behavioral	"they have money"	"they die"

Table 2

Categories of Word-Association Subtest- Section 2

<u>Type of Responses</u>	<u>Examples of Responses</u>
With-active	going places, playing games other than board games,
With-passive	talking, reading, watching television
For	"going to the store for him," "cooking for me."

The third section of the word-association section examined responses to the question, "Can you give me another name for old people?" Responses were scored either "yes" or "no." A "yes" indicated a correct response such as, senior citizen or elderly. The question was scored a "no" if the response was not appropriate, i.e., aunt, grandmother, grandfather, the president.

The fourth section of the word-association section examined responses to the question, "How do you feel about getting old?" Responses were divided into three categories: (1) positive - the subject looked forward to getting old (2) neutral - the subject implied that they have little control over the aging process, i.e., "That's the way it is." (3) negative - subject did not look forward to growing old, i.e., "I'll feel bad because I'll die," or "I'll feel sad" (Jantz et al., 1977). Responses were scored as either positive, neutral or negative. However, if a child gave two responses, 1 positive and 1 negative his score was coded as neutral.

Semantic-Differential subtest. In the second subtest of the CATE children were asked to respond to a semantic differential series which consisted of 10 items on a 5-point bi-polar scale designed to measure the evaluative component of attitudes. Children were asked to rate the two concepts: "young people" and "old people." Two different forms were used rotating the concepts sequence and order of the scales. The polarity was also rotated so that half are in one direction and half in another. The procedure consisted of asking the child to rate "old people" as: good - bad; sad - happy; right - wrong; terrible - wonderful; pretty - ugly; unfriendly - friendly; clean - dirty; poor - rich; healthy - sick; harmful - helpful. When the child selected one or another, he was asked to indicate the intensity of the response, i.e., "Are they very good, or a little good?" This process allowed the interviewer to place a mark on the 5-point bi-polar scale. The same procedure was repeated to rate "young people." Each adjective pair was given a score on a scale of 1 to 5. All items were coded so that a score of 5 meant the most positive value, i.e., 1 = very sick and 5 - very healthy.

Picture-Series subtest. The picture series subtest of the CATE consisted of two sections which showed four separate pictures of a Caucasian male at four different stages in life (20, 40, 60, and 80 years of age). Gender, ethnicity, dress, and facial expressions were held constant in order so that student responses to pictorial representations of four life stages would be based on the single variable of age (Jantz et al., 1977). Before showing the pictures to the students the interviewer told the child, "Now I will show you some pictures and ask you some questions." Then the child was asked, "Which man do you think is the oldest?" and "Why?" The "Why?" question was scored

as either evaluative (opinions or judgments) or physical descriptive (observable physical traits) (see Table 3). Additionally, children were asked, "How will you feel when you are that old?" Responses were scored as either positive, neutral, or negative.

Table 3

Categories of Picture-Series Subtest- Section 1a

<u>Type of Response</u>	<u>Example of Response</u>
Evaluative	"he's nice" "he's mean" "sad" "bad"
Physical-Descriptive	"he has gray hair" "he has wrinkles"

The questions, "What things would you help the eldest person do?" and "What things could he help you do?" were designed to measure children's affective (responses that relate to the child's feeling or emotions), behavioral stereotype (responses that imply that the older person needs a great deal of help because of his age), and behavioral unique (responses that are rare in occurrence and depict the elderly person in unique and different ways) responses to the pictures (see Table 4). Additionally, categories for "other" (responses that have no pertinence to the question) and "don't know" were included.

Table 4

Categories of the Picture-Series Subtest- Section 1b

<u>Type of Response</u>	<u>Examples of Responses</u>
Affective	"love me"
Behavioral Stereotype	"help him walk"
Behavioral Unique	"I could feed his horses."

In the second section of the picture series, the pictures were assigned a number 1-4, the picture of the youngest man was coded 1 and the oldest was coded 4. The student was asked, "Which of these people do you prefer to be with?" and "Why?" The number that the student prefers was recorded. If the student selected the youngest man he received a score of 1. If the student selects the oldest man he was given a score of 4. The second part of the question referred to the basis upon which a student selected one of the men. The responses were categorized: (1) Age-related - any response that referred specifically to age (2) Altruistic - a response that was unselfish and had the older person's best interest in mind (3) Evaluative - a response that was an opinion or judgment of the subject (see Table 5). In a few cases when the student's response was in one or more category the strength of the response was scored. Responses were coded as belonging to 3 categories, as in section 2 of the word-association subtest: (1) With-active (2) With-Passive (3) For.

Table 5

Categories of Picture-Series Subtest- Section 3

<u>Type of Response</u>	<u>Example of Response</u>
Age-related	"he's younger" or "he's older"
Altruistic	"I want to take care of him"
Evaluative	"I chose him because he's nice"

Grandparent questionnaire. The grandparent questionnaire (Love, et al., 1994) consisted of five items designed to evaluate the frequency of interaction between children and their grandparents (see Appendix C for grandparent questionnaire). Subjects were asked to respond yes or no to three questions: (1) "Do you have grandparents (or great-grandparents)? (2) Do they live with you? (3) Are your grandparents old?" Additionally, children were asked to respond to a fourth question, "Do they live close or far away?" Responses were coded on a 5-point Likert-type scale as follows; 1 - "very far," (includes out of country) 2 - "somewhat far," (out of state) 3 - "a little far," 4 - "a little close," (includes Bay Area, driving distance) and 5 - "very close," (includes those who live with grandparents or in the same city). The final question, "Do you see them often or not too much?" was also coded on a 5-point Likert-type scale as follows; 1 - "not too often," 2 - "once in a while," 3 - "somewhat often," 4 - "fairly often," and 5 - "very often."

Statistical Procedures

The data included scores for the open-ended word association, the semantic differential and the picture series from both the pretest and the posttest. The data scores from the grandparent questionnaire were from the pretest period.

The subtests of the CATE were analyzed individually. Analysis of the first and third subtests (word association and picture series) used chi-square tests due to the nominal nature of the data. The results of the second subtest, the semantic differential, were analyzed using a t test due to the interval nature of the data. This is consistent with analyses conducted on CATE data by other researchers. To determine if the amount of contact with grandparents was significantly related to children's attitudes toward the elderly, t tests and chi-square analyses were done when appropriate.

In addition, descriptive statistics of means and standard deviations were computed. The data were analyzed to determine if there was a significant positive change in the attitudes of children toward the elderly after participating in a literature program. All data were analyzed by gender. The statistical significance was set at the .05 level.

Chapter 4

ANALYSIS OF THE DATA

The purpose of this study was to answer the following research questions: (1) Do children have preconceived concepts of the elderly as reported in the literature; and (2) Can attitudes of kindergarten-age children be positively changed by a literature intervention program? Thirty-six children participated in the research project, completing a pretest, and posttest version of the Children's Attitudes Toward the Elderly Scale (CATE) and a grandparent questionnaire.

Children's Experience with the Elderly

Grandparent questionnaire. In the analysis of the grandparent questionnaire several significant results were found. There was a significant difference between the two groups in terms of how often they visited with their grandparents and how close they lived to their grandparents. The question, "Do you see your grandparent often or not too much?" ranks the response on a 5-point Likert-type scale; 1 - "not too often," 2 - "once in a while," 3 - "somewhat often," 4 - "fairly often," and 5 - "very often." Results from Levene's Test for Equality of Variance revealed that the control group visited with their grandparents significantly more often $F(1, 34) = 10.46, p = .003$ than the treatment group. However, in looking at the means of the two groups, (treatment - $M = 2.44$, control - $M = 2.77$) both groups fell in the range of seeing their grandparent between "once in a while" and "somewhat often." Similarly, analysis of Levene's Test for Equality of Variance revealed that children in the control group lived significant closer to their grandparents than did the treatment group $F(1, 34) = 4.73, p = .03$. Again, the scale for the question ranges from 1 = "very far" to 5 = "very close." The treatment

group ($M = 1.72$) ranged from "very far" to "somewhat far" and the control group ($M = 2.59$) ranged from "somewhat far" to "a little far." Consequently, it could be surmised that neither group lived particularly close to their grandparents.

Children's Attitudes Toward the Elderly (CATE). Analysis of the pretest CATE question, "What old people do you know?" indicated that both the treatment group and the control group were very similar in terms of their experience with the elderly. Eighty-four percent of the treatment and 94% of the control group could identify an elderly person. In contrast, none of the children in either group could name an elderly person outside of the family structure. Their experience with the elderly appears to be limited to elderly within the family structure. In answering the question, "What would you do with that person?", the treatment group was evenly divided between active activities, (e.g., taking walks, going to the park, cooking), and passive activities, (e.g., reading, board games, and watching television) (see Table 6). Approximately one-third of both groups gave no response.

Research Question 1:

Do the children in this study have preconceived concepts of the elderly?

The results show the children in this study to have complex and mixed feelings towards the elderly and the aging process. The children were positive about the affective aspects of the elderly, that is, they saw the elderly as nice and they generally liked them. But they feel negative about the physical aspects of aging, that is, they don't like wrinkles and gray hair.

Table 6
Percentage of Student Responses to the Question,
"What Would You Do With That Elderly Person?"

<u>Type of Activity</u>	<u>Treatment Class (N=19)</u>	<u>Control Class (N=17)</u>
Passive	31%	47%
Active	32%	24%
Doing Something For Other Person	11%	0%
No Response	26%	29%

Children's descriptions of the elderly. From the pretest word association subtest of the CATE, "What can you tell me about old people?" the responses, indicated preconceived concepts of the elderly in the physical category. In the physical category, all of the responses were negative, e.g., "have wrinkles," "have lines," and "gray hair." In the behavioral category, the responses were more evenly divided between positive and negative. In the affective category only 4 children responded, and they were in the treatment group. All of their responses were positive, e.g., "they're nice," "they're fun," "I like them." Table 7 clearly illustrates that children in both groups saw the elderly in positive behavioral ways (e.g., "like to cook," "like to eat," and "take care of people") as well as in negative behavioral ways (e.g., "they die," "can't walk good," and "they are sick").

Table 7

Word Association SeriesFrequency of Student Response to the Question,"What Can You Tell Me About the Elderly?"

<u>Type of Response</u>		<u>Treatment Class (N=19)</u>	<u>Control Class (N=17)</u>
Physical	Positive	0	0
	Negative	8	7
Behavioral	Positive	7	6
	Negative	6	10
Affective	Positive	4	0
	Negative	0	0

Children's attitudes about their own aging. Pretest analysis of the question, "How do you feel about getting old?" (word association section of the CATE), showed both groups of children evenly divided between positive, negative, and neutral feelings (Table 8). While not statistically significant, the treatment class responses were slightly more positive than the control class. However, in the picture series, that same question is asked again in reference to a concrete pictorial representation of the oldest man. The results of this question indicated that both groups of children have preconceived negative feelings about aging (Table 9). Regarding the question, in the picture series subtest, "How will you feel when you are that old?" a single

sample chi-square analysis revealed that the treatment group had a statistically significant negative view of old age ($2, N = 19$) = 6.43, $p < .05$. Although not statistically significant, a single sample chi-square for the control group ($2, N = 17$) = 4.8, $p < .10$ showed a trend toward viewing aging negatively. This finding is consistent with the research in child development that indicates concrete representation of a concept is easier to comprehend than the abstract verbal concept.

Table 8

Word Association SeriesBreakdown of Student Response to the Question,"How Do You Feel About Getting Old?"

<u>Nature of</u>		
<u>Response:</u>	<u>Treatment Class</u>	<u>Control Class</u>
Positive	42%	30%
Neutral	26%	35%
Negative	32%	35%

Table 9

Picture SeriesBreakdown of Student Response to the Question,"How Will You Feel When You Are That Old?"

<u>Nature of Response:</u>	<u>Treatment Class (N=19)</u>	<u>Control Class (N=17)</u>
Positive	10%	17%
Neutral	32%	18%
Negative	58%	53%
No Response	0%	12%

The analysis of the pretest question, "Which person do you think is the oldest?", children were asked to identify the oldest man depicted in the pictures. Results showed 84% of the treatment and 82% of the control groups were able to identify the oldest person. Further questioning as to "Why they chose that picture?" revealed 79% of the treatment and 82% of the control groups gave physical-descriptive justifications for their choices (e.g., "he has no hair," "he has lines on his face," "he has wrinkles"). This high percentage of physical-descriptive responses by the children suggested their preconceptions of the elderly. The existence of these preconceptions was supported by the abundance of these physical-descriptive responses combined with the children's limited contact level with the elderly.

Capabilities of the elderly. Children were shown the picture of the oldest person and then asked, "What things could you help this person do?" and

"What things could he help you do?" The findings to these pretest questions, revealed a high percentage, of both groups of children gave behavioral stereotypical responses. Their responses imply that the elderly person needs a great deal of help because of their age, for example, "I could take him to the hospital," "make him feel happy," "give him healthy food," "he could help me read a book," "he couldn't do nothing for me 'cause he's too old" (see Tables 10 and 11). Regarding the question, "What things would you help the eldest person do?" from the picture series subtest, a single sample chi-square analysis for the treatment group (4, $N = 19$) = 23.54, $p < .005$ and the control group (4, $N = 17$) = 20.48, $p < .005$ revealed a statistically significant preference for viewing the elderly in behavioral stereotypic ways (Table 10). Affective responses such as, "he could be nice to me," or "love me," only occurred in response to the question, "What things could he help you do?" "Unique" responses (those responses that depict the elderly in rare and unusual ways) were almost non-existent, as were "other" responses (those responses that had no pertinence to the question). Regarding the question, "What things could he help you do?" from the picture series subtest, a single sample chi-square analysis for the treatment group (4, $N = 19$) = 12.14, $p < .05$ and the control group (4, $N = 17$) = 12.24, $p < .05$ revealed a statistically significant preference for viewing the elderly in behavioral stereotypic ways (see Table 11). The statistically significant percentage of behavioral-stereotypic responses is suggestive that the majority of the children see the elderly as weak (e.g., "help him write," "help him if he had a heart attack,"), debilitated (e.g., "help him do things he couldn't do," "push him in his wheelchair,") and generally unhappy (e.g., "help him be happy, old isn't good," "give him a hug to make him happy").

Table 10

Picture SeriesBreakdown of Student Response to the Question,"What Things Could You Help This Person Do?"

<u>Categories of Responses</u>	<u>Treatment Class (N=19)</u>	<u>Control Class (N=17)</u>
Affective	0%	0%
Behavioral Stereotype	68%	65%
Unique	0%	6%
Other	0%	6%
No Response	32%	23%

Table 11

Picture SeriesBreakdown of Student Responses to the Question,"What Things Could He Help You Do?"

<u>Categories of Responses:</u>	<u>Treatment Class (N=19)</u>	<u>Control Class (N=17)</u>
Affective	5%	6%
Behavioral Stereotype	48%	53%
Unique	5%	0%
Other	16%	12%
No Response	26%	29%

Views comparing old and young people. Individual analysis was done comparing the means of students perceptions of old people and young people using paired t tests. No statistically significant difference was found between the treatment class or the control class. Consequently, both groups were combined for pretest analysis (see Table 12). When the data of both classes was combined, the results of the semantic differential paired t tests revealed several statistically significant findings. The results were indicative of preconceived concepts of the elderly for both groups of children. Both groups of children saw young people as significantly happier ($M = 3.86$) than old people ($M = 3.44$), $t(36) = 2.73$, $p < .05$. They saw young people as significantly prettier ($M = 4.29$) than old people ($M = 3.76$), $t(36) = 2.72$, $p < .05$. They saw young people as healthier ($M = 3.86$) than old people ($M = 3.22$), $t(36) = 1.87$, $p < .05$. Although not statistically significant, student responses on the pretest version of the CATE semantic differential section showed a trend toward young people being ranked higher than old people in all characteristics except good and wonderful. It is important to realize that although the children ranked young people more positively, old people were not ranked negatively. A score of 3 is neutral and a score of 4 is more positive. Therefore, the children's attitudes regarding the elderly ranged from neutral to positive in nature.

Table 12

Semantic Differential Pretest Comparisons of Means and Standard Deviations of Student Perceptions of Old and Young People in the Treatment Class

Characteristics	Old People		Young People		t-ratio
	M	(SD)	M	(SD)	
Healthy	3.22	(1.46)	3.86	(1.15)	1.87*
Happy	3.44	(1.38)	4.21	(1.12)	2.73*
Pretty	3.76	(1.22)	4.29	(.87)	2.72*
Wonderful	4.20	(1.04)	3.80	(1.32)	1.62
Right	3.67	(1.29)	4.00	(.97)	1.07
Friendly	3.86	(1.61)	3.89	(1.30)	.09
Clean	3.63	(1.19)	3.89	(1.25)	.91
Rich	3.35	(1.46)	3.35	(1.17)	.00
Good	4.25	(.89)	4.00	(1.17)	1.12
Helpful	3.83	(1.34)	4.20	(1.18)	1.11

Note. N = 19

*p < .05

It is clear from analysis of the data that kindergarten-age children have preconceived concepts of the elderly. The findings of the semantic differential support the findings of the earlier study by Jantz, et al. (1977) which revealed that children (N=180) assigned negative characteristics of sick, ugly, and sad to old people and the positive characteristics of rich,

wonderful, friendly, and good to old people. Children in the Jantz et al. (1977) and in this study assigned the physical attributes of aging negatively and the affective aspects more positively. The findings of the word association subtest revealed preconceived negative concepts in the physical category and more positive preconceived concepts in the behavioral and affective categories. The preconceived physical attributes of aging were apparent in the picture series, perhaps due to the concrete nature of the subtest.

Research Question 2

Can attitudes of kindergarten age children be positively changed by a literature intervention program?

The pretest versus posttest analysis of the literature intervention program revealed some statistically significant effects as well as some non-significant positive trends between the treatment and the control group. Differences between the groups were seen in terms of how they felt about getting old, preferences for older people, and overall views towards the elderly. No significant differences were found regarding the two groups and their interaction with the elderly. Additionally, gender differences were found in the posttest CATE.

Children's views of getting old. Although not statistically significant, the picture series posttest revealed a positive trend in the treatment group's feeling about aging. Responses to the picture series question, "How will you feel when you are that old?" (1 = positive, 2 = neutral, and 3 = negative) showed the treatment group ($M = 2.37$) and the control group ($M = 2.59$) having very similar responses. The control group was slightly more negative.

A chi-square analysis from the responses to the question, "How do you feel about getting old?", in the word association series, showed no significant

differences between the two groups. The majority of comments that were made by children, in both groups, focused on the negative physical attributes of aging, for example, "sad, I don't want to die," "scared I don't want to die," "you die," and "not too good, you get wrinkles."

In comparing the pretest and posttest data both groups showed a non-significant yet positive trend in wanting to spend time with an elderly person when asked the question, "Which of the people in these pictures would you prefer to spend time with?" While the treatment group showed a greater increase in wanting to spend time with an elderly person compared to the control group, both groups mainly chose to spend time with the youngest person (Table 13).

Table 13

Means of Student Response to the Question, "Which Person Would You Prefer To Spend Time With?" at Pre and Posttest.

<u>Class</u>	<u>Pretest</u>	<u>Posttest</u>	<u>t_ratio</u>
Treatment	1.17	1.50	1.84
Control	1.47	1.65	.64

Both groups showed a statistically significant preference in the number of physical descriptive phrases they used to describe the oldest person between the pretest period and the posttest period. A single sample chi-square analysis for the treatment group (4, $N = 19$) = 55.12, $p < .005$ and the control

group (4, $N = 17$) = 42.96, $p < .005$ revealed this statistically significant preference to describe the elderly using physical terms. Comments such as, "doesn't have much hair," "he has wrinkles," "he has no hair," "has lines on his face," and "his lips are weird" were typical of the behavioral stereotypical responses. Presenting the elderly through literature in realistic and positive ways may have accounted for this significant increase in the number of physical descriptive comments in the treatment class.

Differences in interaction with the elderly. A posttest chi-square analysis of the question, "What things would you do to help the eldest person?" showed no statistically significant difference between the treatment and the control group. Seventy-three percent of the treatment group and 70% of the control group gave behavioral stereotyped responses. In the treatment class responses were, "make him happy, give him a present," "help him write if he were the president," "help him if he had a heart attack," "help him remember stuff," "help him cross the street," "help him get stuff," "push him in a wheelchair." Similarly, behavioral stereotyped responses in the control class included, several responses like, "help him walk," and "give him money," as well as "help him get up," "take care of him," and "buy him food."

The responses to the question, "What things could he (eldest person) help you do?" also revealed no statistically significant difference between the groups. Again, responses in both classes were (73% treatment and 72% control) were behavioral stereotypic. Responses such as, "read books," "clean up my room and do chores," "cross the street," "help me learn how to read more," "do a puzzle," and "help make dinner," characterized both classes.

Children's overall feelings toward the elderly. The semantic differential subtest was designed to measure the evaluative components of children's attitudes toward the elderly. Data from the posttest semantic differential subtest revealed significant differences between the control class and the treatment class. Results from Levene's Test for Equality of Variance revealed statistically significant differences between the treatment and the control group on three characteristics in the posttest period. The treatment group viewed the elderly as significantly more wonderful ($M = 4.53$) than the control group ($M = 4.18$), $F(1, 34) = 6.56$, $p = .015$. The treatment group revealed viewing the elderly as significantly prettier ($M = 4.26$) than the control group ($M = 3.53$), $F(1, 34) = 11.38$, $p = .002$. The treatment group viewed the elderly as significantly more helpful ($M = 4.74$) than the control group ($M = 3.88$), $F(1, 34) = 20.90$, $p = .001$. The remaining semantic differential characteristics were not significant and their findings can be seen in Table 14.

The t test for paired samples further revealed significant positive differences between the pretest period and the posttest period for the treatment group in viewing the elderly as friendly (pretest- $M = 3.78$; posttest $M = 4.57$), $t(19) = 2.22$, $p < .05$ and helpful (pretest - $M = 4.05$; posttest - $M = 4.77$), $t(19) = 2.25$, $p < .05$ (see Table 15). Although not statistically significant, comparison of pre- and posttest means for the treatment group show a positive growth on other characteristics: healthy, rich, clean, pretty, good and right. The t test for paired samples revealed no significant differences for the control group between the pretest and the posttest period (see Table 16).

Overall, the posttest revealed no significant changes in the semantic differential sub-test regarding feelings the control group had toward the elderly. They still saw the elderly as rather neutral to slightly positive. However, the posttest results of the treatment group saw significant changes in their feelings toward the elderly, rating them more positively in the posttest series of the CATE.

Gender Differences. Analysis of the pretest data revealed no significant gender differences between the control and the treatment group on any measures of their attitudes toward the elderly. However, significant gender differences for children's overall feelings toward the elderly were revealed by a t test of paired samples comparing the pre- and posttest period in the treatment group, but not in the control group (See Tables 17 and 18 for a comparison of pre- and posttest of the treatment and control on semantic differential items concerning old people). There were statistically significant positive changes in treatment group females' ratings of old people between the pretest and posttest. Females in the treatment group saw the elderly as significantly more friendly than did males in the treatment group (pretest- $M = 3.12$; posttest- $M = 4.62$), $t(8) = 2.51$, $p < .05$. Females in the treatment group saw the elderly as significantly more clean than did males in the treatment group (pretest- $M = 3.62$; posttest- $M = 4.62$), $t(8) = 3.06$, $p < .05$. Females in the treatment group saw the elderly as significantly more helpful than did males in the treatment group (pretest- $M = 3.50$; posttest- $M = 4.87$), $t(8) = 2.43$, $p < .05$. There were no statistically significant findings in the control group comparing the pre- and posttest data.

Table 14

Semantic Differential PosttestComparison of Means and Standard Deviations of Student Perceptions of Old People by Class

Characteristics	Treatment Class		Control Class		F Ratio
	(N=19)		(N=17)		
	M	(SD)	M	(SD)	
Good	4.42	(1.07)	3.82	(1.33)	2.63
Happy	3.26	(1.52)	3.70	(1.40)	.10
Right	4.26	(1.09)	3.47	(1.37)	1.02
Wonderful	4.53	(.69)	4.18	(.95)	6.56*
Pretty	4.26	(.93)	3.53	(1.54)	11.38*
Friendly	4.58	(.90)	4.35	(.86)	.34
Clean	4.21	(.97)	3.53	(1.41)	3.65
Rich	3.58	(1.26)	3.18	(1.33)	.03
Healthy	3.68	(1.25)	3.18	(1.33)	.15
Helpful	4.74	(.56)	3.88	(1.40)	20.90***

Note. * $p < .05$; *** $p < .001$

Table 15

Comparison of Means and Standard Deviations of Student Attitudes to Old People at Pretest and Posttest of the Treatment Class

Characteristics	Pretest		Posttest		t-ratio
	M	(SD)	M	(SD)	
Good	4.37	(.89)	4.42	(1.07)	.15
Happy	3.50	(1.38)	3.26	(1.46)	.36
Right	3.68	(1.29)	4.26	(1.09)	1.87
Wonderful	4.56	(1.04)	4.53	(.70)	.01
Pretty	4.05	(1.22)	4.26	(.93)	.78
Friendly	3.79	(1.61)	4.58	(.90)	2.22*
Clean	3.74	(1.19)	4.21	(.97)	1.84
Rich	3.44	(1.46)	3.58	(1.29)	.61
Healthy	3.42	(1.46)	3.68	(1.25)	.69
Helpful	4.06	(1.34)	4.74	(.54)	2.25*

Note. N = 19

* $p < .05$

Table 16

Comparison of Means and Standard Deviations of Student Attitudes to Old People
at Pretest and Posttest of the Control Class

Characteristics	Pretest		Posttest		t-ratio
	M	(SD)	M	(SD)	
Good	4.11	(1.11)	3.82	(1.33)	.69
Happy	3.37	(1.50)	3.75	(1.43)	1.69
Right	3.70	(1.49)	3.47	(1.37)	.64
Wonderful	3.82	(1.28)	4.17	(.95)	1.46
Pretty	3.31	(1.44)	3.56	(1.59)	.89
Friendly	3.94	(1.19)	4.35	(.86)	1.44
Clean	3.50	(1.54)	3.62	(.1.40)	.44
Rich	3.29	(1.44)	3.17	(1.33)	.36
Healthy	3.00	(1.62)	3.17	(1.33)	.48
Helpful	3.58	(1.54)	3.88	(1.40)	.70

Note. N = 17

Table 17

Comparison of The Means and Standard Deviations of Student Perceptions of Old People Separated by Gender (Treatment Class Only)

Variable	Gender	Pretest		Posttest		t-ratio
		M	(SD)	M	(SD)	
Good	Male	4.55	(.68)	4.18	(1.32)	.77
	Female	4.12	(1.12)	4.75	(.46)	1.26
Happy	Male	3.70	(1.25)	3.30	(1.33)	.84
	Female	3.25	(1.58)	3.50	(1.69)	.68
Right	Male	3.82	(.98)	4.36	(.92)	1.94
	Female	3.50	(1.69)	4.12	(1.35)	.96
Wonderful	Male	4.60	(.69)	4.40	(.84)	1.00
	Female	4.50	(1.41)	4.75	(.46)	.61
Pretty	Male	4.00	(1.09)	3.82	(.98)	.56
	Female	4.12	(1.45)	4.87	(.35)	1.82
Friendly	Male	4.27	(1.27)	4.54	(.82)	.71
	Female	3.12	(1.88)	4.62	(1.06)	2.51*
Clean	Male	3.82	(1.07)	3.91	(.83)	.27
	Female	3.62	(1.40)	4.62	(1.06)	3.06*
Rich	Male	3.30	(1.49)	3.50	(1.43)	.61
	Female	3.62	(1.50)	3.75	(1.16)	.26
Healthy	Male	3.00	(1.41)	3.82	(.87)	1.77
	Female	4.00	(1.41)	3.50	(1.69)	.88
Helpful	Male	4.50	(.70)	4.70	(.67)	.69
	Female	3.50	(1.77)	4.87	(.35)	2.43*

Note. N = 19

* p < .05

Table 18

Comparison of The Means and Standard Deviations of Student
Perceptions of Old People Separated by Gender (Control Class Only)

Variable	Gender	Pretest		Posttest		t-ratio
		M	(SD)	M	(SD)	
Good	Male	4.00	(1.26)	4.18	(1.07)	.38
	Female	4.33	(.81)	3.17	(1.60)	1.56
Happy	Male	3.50	(1.50)	3.70	(1.41)	1.00
	Female	3.17	(1.60)	3.83	(1.60)	1.35
Right	Male	4.09	(1.13)	3.45	(1.36)	1.47
	Female	3.00	(1.89)	3.50	(1.51)	.81
Wonderful	Male	3.81	(1.41)	4.27	(.90)	1.34
	Female	3.83	(1.16)	4.00	(1.09)	.54
Pretty	Male	3.09	(1.51)	3.45	(1.57)	.94
	Female	3.80	(1.30)	3.80	(1.09)	.01
Friendly	Male	4.00	(1.26)	4.45	(.82)	1.17
	Female	3.83	(1.16)	4.17	(.98)	.79
Clean	Male	3.40	(1.64)	3.50	(1.35)	.22
	Female	3.67	(1.50)	3.83	(1.60)	1.00
Rich	Male	3.36	(1.28)	3.45	(1.12)	.27
	Female	3.17	(1.83)	2.67	(1.63)	.70
Healthy	Male	3.27	(1.55)	3.36	(1.28)	.20
	Female	2.50	(1.76)	2.83	(1.47)	.50
Helpful	Male	3.82	(1.40)	3.82	(1.40)	.01
	Female	3.17	(1.83)	4.00	(1.54)	1.27

Note. N = 17

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Our society has negative stereotypes of the elderly. Research has identified these negative stereotypes toward the elderly in the media and in literature, including children's literature (Ansello, 1976b; Barcus, 1983; Gerbner, Gross, Signorielli & Moran, 1980; Satore, 1976). Children as young as three years have been found to hold these negative stereotypic attitudes of older adults (Hickey & Kalish, 1968; Jantz et al., 1977; Seefeldt, 1977). However, attitudes can be dynamic, particularly before six years of age, and do not "crystallize" until adolescence (Katz, 1976).

This study addressed the attitudes of kindergarten age children toward the elderly. Prior studies have shown that children form negative attitudes towards the elderly early in life and those attitudes continue to influence their actions and thoughts into adulthood (Hickey & Kalish, 1968; Jantz et al., 1977; Tuckman & Lorge, 1953). Various intervention programs aimed at improving children's attitudes toward the elderly have had some success (Aday, Evans & Rice-Sims, 1991; Dellman-Jenkins, Lambert, & Fruit, 1986; Lambert, Dellman-Jenkins & Fruit, 1990). However, the majority of the interventions aimed at young children have included a combination of programs, for example; curricular interventions combined with contact with elderly individuals, literature intervention combined with daily contact with seniors (Dellman-Jenkins et al., 1986; Lambert et al., 1990). Research has shown that literature has the ability to shape children's attitudes, understandings, and responses (Harris & Baskin, 1987). This study sought to research whether children's

attitudes toward the elderly could be improved by participating in a literature intervention program.

The study consisted of administering a pretest, a 6-week literature intervention program, and a posttest, to 36 kindergarten-age children. Two classes of children were randomly assigned, the treatment (N= 19) or control condition (N=17). The hypotheses were that children have preconceived concepts of the elderly and that their attitudes toward the elderly could be made more positive by participating in a literature program that uses realistic and non-stereotypic literature, as measured by the pretest and posttest.

The test, Children's Attitudes Toward the Elderly Scale (CATE), was developed by Jantz, Seefeldt, Galper, and Serrock (1977). The CATE consisted of three sub-tests: the open-ended word association; the semantic differential; and the picture series. Additionally, a grandparent questionnaire developed by Love et al. (1994), was administered during the pretest phase of the study.

Findings from the grandparent questionnaire revealed the majority of both groups of children had grandparents and that they saw them "once in a while" and neither group lived particularly close to their grandparents. Results from the pretest CATE revealed that children in both groups have little knowledge of elderly people outside of the family structure. Children in both groups showed negative feelings toward the physical aspects of aging. Their responses also indicated behavioral stereotypes of the elderly. Overall, both groups ranked young people as significantly happier, prettier, and healthier than old people. It is apparent that children have preconceived concepts of the elderly, particularly in regard to the physical aspects of aging. Generally, children had positive feelings toward the affective and mixed feelings toward

the behavioral aspects of aging. The analysis of the pretest data would accept the research hypotheses, children have preconceived concepts of the elderly.

Final results of the study were calculated by measuring the growth of the treatment group compared with that of the control group after the six-week literature intervention. The pretest versus posttest analysis of the data revealed significant differences between the treatment group and the control group. There was a significant difference in the treatment group in their overall feelings toward the elderly. Levene's Test for Equality of Variance of the semantic differential revealed the treatment group's view of the elderly as significantly more wonderful, pretty and helpful when compared to that of the control group. Furthermore, following the intervention the treatment group increased their ratings in a positive direction, in nine of the ten scales of the semantic differential, whereas the control group decreased their ratings in three scales of the semantic differential. In terms of how they will feel when they are old, the mean of the treatment group became more positive following the intervention, whereas the control group actually moved in a negative direction. Additionally, the posttest analysis revealed a significant gender difference in the treatment group. Treatment group females saw the elderly as significantly more friendly, clean, and helpful compared to treatment group males. The positive growth of the experimental group was encouraging, suggesting that kindergarten-age children altered their view of the elderly after their participation in a literature intervention program. Thus, the analysis of the pretest and posttest data would lead this researcher to accept the second research hypothesis, that children improved their attitudes toward the elderly after participating in a literature intervention program.

Conclusions

The main conclusions of this study are in agreement with prior studies. Children have limited contact with the elderly outside their immediate family (Jantz et al., 1977; Seefeldt, 1977). It is evident that by the time children reach kindergarten they have assimilated negative and stereotypical concepts of the elderly.

The participation in the literature intervention was effective in fostering positive attitudes toward the elderly in kindergarten-aged children. Children who participated in the literature program exhibited positive growth in their overall feelings toward the elderly. Their exposure to the elderly, portrayed through literature, in positive, realistic, and sensitive ways was instrumental in improving their attitudes. Perhaps the most interesting finding of the literature intervention was the significant gender difference in the treatment group. The finding of girls (only in the treatment group) viewing the elderly as more helpful, clean, and friendly suggests that literature interventions may be more effective for girls and that further research is warranted.

Although the literature intervention was responsible for positive growth in children's attitudes toward the elderly, it did not seem to decrease the number of behavioral stereotypical responses. The behavioral stereotype responses actually increased in the posttest period in reference to interaction with the elderly. Having limited contact with the elderly may be a factor in these behavioral stereotypical responses. Mortality was a difficult behavioral issue for the children. However, since adults have a difficult time accepting their own mortality, it is no surprise that children do as well. Comments such

as, "I don't want to die," and "I'd be sad because when you get old, you die," were characteristic of negative attitudes toward the physical aspects of aging. Additionally, the majority of comments made about aging, by the children in both groups, dealt with the negative physical attributes.

The power of appropriate children's literature that presents positive and realistic images of aging can not be underestimated as a tool in improving children's attitudes toward the elderly. For example the poem, *The Little Boy and the Old Man* sends a powerful message.

Said the little boy, "Sometimes I drop my spoon."
 Said the little old man, "I do that too."
 The little boy whispered, "I wet my pants."
 "I do that too," laughed the little old man.
 Said the little boy, "I often cry."
 The old man nodded, "So do I."
 "But worst of all," said the boy, "it seems
 Grown-ups don't pay attention to me."
 And he felt the warmth of a wrinkled old hand.
 "I know what you mean," said the little old man (Silverstein, 1981, p. 95).

Today's children will live a longer, healthier life than any other previous generation. Along with this extended life will come a longer period of exposure to ageism. According to the United States Senate Special Committee on Aging, "the population age 85 + is expected to triple in size between 1980 and 2030 and will be nearly seven times larger in 2050 than in 1980" (1991, p. xix). The fact is simple, America is growing older. If population predictions are correct and birth rates and immigration remain fixed, then the older population will be the only group to experience growth in the next century (U.S. Special Committee on Aging, 1991). In view of these startling predictions, it is imperative that educators start preparing young children to develop positive and realistic attitudes toward the elderly and the aging process. Preschool children are spending more time away from the home environment

and less time interacting with elderly members of their family. As Parnell (1980, p. 187) states so eloquently:

This separation of the elderly from the mainstream of American society has had serious consequences in terms of the elderly as well as children and young people. Present conditions have deprived the elderly of opportunities to contribute their knowledge and expertise in appropriate areas because they are "too old." Children, on the other hand are deprived of opportunities to develop healthy attitudes toward their own aging, or even to recognize that they themselves are part of the aging process

Recommendations

Many educators have responded to this trend of exposing young children to positive and realistic images of the elderly by suggesting curricula changes that would incorporate these missing interactions into everyday elementary and secondary classroom experiences. Although these intentions are well supported, they may, in fact, be too late. The American family is in a state of change and has become increasingly age-segregated. Children are growing up missing vital interactions with elderly members of their family and community, leading to serious misconceptions about the elderly.

Since attitude theory tells us that attitudes are formed early and can remain permanent throughout adulthood, it is imperative to institute early intervention programs during the preschool years that are directed at changing the young child's negative stereotypic attitudes toward the elderly. Educators must take an active role in examining the indirect ways in which negative attitudes toward the elderly are formed. Negative views toward the elderly can impact society as well as the child's individual concept of aging. Only when a child is able to view their own aging as a positive part of their

continued development can they begin to view the elderly as contributing, capable members of society.

This research represents a successful beginning to the exploration of literature interventions in improving young children's attitudes toward the elderly. Further research could benefit by examining a larger and more ethnically diverse sample, including a pre-kindergarten population. This would also allow for closer scrutiny of the effect of literature interventions by gender. Only when children's negative stereotypes about aging and the elderly are eliminated can the bridge between these generations be restored.

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APPENDIX A

Agreement to Participate in Research
Responsible Investigator: Jennifer Winters

Title of Protocol: The Effect of a Literature Intervention Program on Children's Attitudes Toward the Elderly.

1. My child has been asked to participate in a research study investigating kindergarten age children attitudes toward the elderly and the effect of a literature intervention on those attitudes.
2. My child will be asked to respond to 40 questions on the Children's Attitude's Toward the Elderly (C.A.T.E.) instrument at Juana Briones Elementary School at a convenient time. The questions will take approximately 10 minutes and will be asked at the beginning and ending of the literature program.
3. There are no foreseeable risks involved in this study.
4. Since there is very little information on this topic, this study will benefit our community by adding more knowledge about children's attitudes toward the elderly to relevant fields.
5. The results of this study may be published however there will be no information put forth that can identify my child as a subject.
6. If I have any questions about this research, I may contact Jennifer Winters at (415) 968-5508 or Dr. Robin Love at (408) 924-4698. Complaints about this research may be presented to the Department Chair, Dr. Beverly Jensen at (408) 924-3711. Questions or complaints about research, subject's rights, or research-related injury may be presented to Serena Stanford, Ph.D., Associate Academic Vice President for Graduate Studies and Research, at (408) 924-2480.
7. If I choose that my child not participate in this study there will be no loss of services that I am entitled to at San Jose State University or Juana Briones Elementary School. I am also aware that I may withdraw from this study at any time for any reason without jeopardizing my relationship with San Jose State University or Juana Briones Elementary School.
8. I have received a signed and dated copy of this consent form.
 - The parent's signature on this document indicates their agreement for their child to participate in this study.
 - The signature of a researcher on this document indicates agreement to include the above named subject in the research and attestation that the subject has been fully informed of his or her rights.

 Parent's Signature

 Date

 Investigator's Signature

 Date

APPENDIX B

Picture Series

Directions: Picture cards are shuffled and placed in random order on testing table.

A. Which person do you think is the oldest?

Response: (Ability to identify) Yes No

Why?

Response: Evaluative Physical-descriptive

B. Picture cards remain on the table.

Directions: If the child has identified correctly in (A), examiner continues.

 If child has failed to identify, examiner points to the photograph of the oldest man.

How will you feel when you are that old?

Response: Positive Neutral Negative

C. Directions : Examiner points to the oldest person.

What things would you help this person do?

Response: Affective Behavioral Stereotype Behavioral Unique

D. Directions: Examiner points to oldest person.

What things could he help you do?

Response: Affective Behavioral Stereotype Behavioral Unique

Section 2

E. Directions: Picture cards remain on the testing table in random order.

**Children's Attitude Toward the Elderly Scale (CATE):
Picture Series Illustrations**



Illustration of a man approximately 20 years old



Illustration of a man approximately 40 years old



Illustration of a man approximately 60 years old



Illustration of a man approximately 80 years old

APPENDIX C

Grandparent Questionnaire

Child's Name: _____ Ethnicity: _____

1. Do you have grandparents (or great-grandparents) Yes No

2. Do they live with you? Yes No

3. Do they live close to you or far away?

1	2	3	4	5
very far	a little far	somewhat far	a little close	very close

4. Do you see them often or not too much?

1	2	3	4	5
not too often (rarely)	once in a while	somewhat often (at holidays)	fairly often (monthly)	very often (weekly)

5. Are your grandparents old? Yes No

APPENDIX D

Selected Titles For Intergenerational Literature Program

Grandma According To Me - Karen Magnuson Beil (1992) Delacorte Press, New York

A young girl shows how much she loves her grandmother by communicating to her what she likes about her.

Grandfather Twilight - Barbara Berger (1984) New York, Philomel Books

Grandfather twilight goes through the tasks of putting the day to rest. He is portrayed as gentle and friendly character to all of the forest animals.

Miss Rumphius - Barbara Cooney (1982) Puffin Books, New York

As a young child, Alice told her grandfather that she wanted to go to far off places and live beside the sea. Her grandfather said, "you must also make the world more beautiful." Alice grows up to become Miss Rumpius who creative way of achieving the goal of making the world more beautiful is heartwarming. In the end she shares her grandfather's message to the children in the story.

Now One Foot, Now the Other - Tomie dePaola (1980) G.P. Putnam's Sons, New York

Bobby's grandfather suffers a stroke, Bobby teaches him to walk and eat, just as his grandfather had taught him when he was a young child. Bobby and his grandfather enjoy each other and learn from each other as well as do things for each other.

Loop the Loop - Barbara Dugan (1992) Puffin Book, New York

Anne becomes friends with the whimsical Mrs. Simpson, who by her own accounts is, nine hundred and sixty-nine years old. Anne thinks Mrs. Simpson is magnificent, she travels in a wheelchair and can do wonderful yo-

yo tricks. Focuses on an special friendship between a young girl and a lovely elderly woman.

Night Noises - Mem Fox (1989) Harcourt Brace Jovanovich, New York

Lily Laceby dozes by the fire with her faithful dog at her feet. She is awoken by strange noises which turns out to be family and friends coming over to surprise her on her 90th birthday. Whimsical illustrations portraying a elderly independent women who is beloved by family and friends.

Shoes From Grandpa - Mem Fox (1989) Orchard Books, New York

Jesse's grandfather gives her a new pair of shoes. The rest of the family (aunt, cousins, sister, mom, dad and grandma) pitch in to give her additional clothing.

Wilfrid Gordon McDonald Partridge - Mem Fox (1985) Kane/Miller Book Publishers, Brooklyn, New York

Wilfred lives next door to an old people's home and he knew all the people who lived there. His favorite person was a senior named Miss Nancy to whom he shared all his secrets. Miss Nancy and Wilfred became good friends and he helped her to relive old memories.

Grandpa's Face - Eloise Greenfield (1988) New York, Philomel Books

Tamika loves her grandfather and enjoys spending time with him, walking, talking and watching him rehearse for plays. One day Tamika walked in on her grandfather while he was rehearsing for a play in which he played an angry character. Tamika is confused, but soon she learns her grandfather's love will always be there for her. Focuses on the magical bond between a grandparent and a grandchild.

Grandma's Wheelchair - Lorraine Henriod (1982) Albert Whitman & Company, Chicago

Thomas, a preschooler, often visits his grandmother when his brother is in school. Grandmother is in a wheelchair but is very alert and independent. Thomas and his grandmother have a special relationship and enjoy being together.

The Crack of Dawn Walkers - Amy Hest (1984) Puffin Book, New York

A young child, Sadie delights in her early morning walks with her grandfather. She loves to talk to her grandfather about the "old country," and enjoys their stop at the bakery for goodies and cocoa.

The Long Red Scarf - Nette Hilton (1990) Carolrhoda Books, Inc., Minneapolis

Jake has a long blue scarf that he wears when he goes fishing with his grandfather. Grandfather asks Aunt Maude to knit a red scarf for him and he finds out she can't knit. Grandfather asks Jake where he got his scarf and finds out he knitted it himself. Grandfather learns to knit himself and ends up knitting for others in the family. Grandfather is independent and lively and creative.

Amazing Grace - Mary Hoffman (1991) Dial, New York

Grace is a young African American girl who wants to audition for a play. Grace's grandmother tells her that she can be anything she wants to if she sets her mind to it. With the support of her grandmother Grace auditions and everyone in her class votes for her. The grandmother is intelligent and sensitive and plays an important role in the family.

Aunt Flossie's Hats (and Crab Cakes Later) - Elizabeth Fitzgerald Howard
(1991) Clarion Books, New York

On Sunday afternoons Sarah and her sister Susan go and visit their Great-Aunt Flossie. Aunt Flossie always gives them tea and cookies and crab cakes later. The girls are fascinated with Aunt Flossie's hat collection and Aunt Flossie loves to tell stories about her many hats. Aunt Flossie is portrayed as an important part of the family. The book does a wonderful job of showing old and young enjoying one another.

Annie and the Old One - Miska Miles (1971) Little Brown and Company,
Boston

Annie shares a special bond with her grandmother. Grandmother is portrayed as spending time teaching Annie about the Navajo culture. Grandmother is also quite elderly and explains to Annie that she will not be on this earth forever and that soon she will "go to Mother Earth." Annie learns to accept this and cherish the memory of her warm and loving grandmother.

When I Am Old with You - Angela Johnson (1990) Orchard Books, New York

A young boy has a wonderful and loving relationship with his grandfather. They share many happy times enjoying each other's company. The little boy dreams of growing up and having his grandfather as his friend and companion. The illustrations are beautiful and are effective in portraying a warm and wonderful relationship between a young boy and his grandfather.

Happy Birthday, Grampie - Susan Pearson (1987) Dial Books for Young
Readers, New York

It's Grampie 89th birthday and Martha wants to make a special card for her blind grandfather. Martha is afraid he won't be able to read the card with

his fingers. Grampie traces over the card, smiles, and gives Martha a big hug. A very sensitive and touching story about family life and love.

Chicken Sunday - Patricia Polacco (1992) Philomel Books, New York

A rich story of acceptance, trust and love between three school-age children, grandma, Eula Mae Walker and the shopkeeper Mr. Kodinski. Eula Mae is portrayed as a happy and kind woman who has a beautiful singing voice. The children want to buy Eula Mae a special hat in Mr. Kodinski's store. Mr. Kodinski wrongly accuses them of throwing eggs. The children have a unique way of proving their innocence and end up making a new friend with the elderly, Mr. Kodinski. They even manage to surprise Eula Mae with the wonderful Easter bonnet.

Mrs. Katz and Tush - Patricia Polacco (1992) Bantam Books, New York

A warm and touching story of the friendship of Lornel, an African American boy, and Mrs. Katz, an elderly Jewish widow. Through the years they become caring and loving friends, offering so much to each other. They discover that their heritages have much in common. They learn about each other and share special holidays together. At the end, the illustrator shows Lornel at Mrs. Katz's grave reenacting a Jewish ritual that she had shown him many years ago.

The Keeping Quilt - Patricia Polacco (1988) Simon and Schuster Inc., New York

A multi-generational story revolving around a special quilt that comes from Russia. The quilt is shown in family christenings, weddings, warming elderly aunts, etc. The quilt is symbolic of the families love and faith in one another. The book and the illustrations do a wonderful job in showing the

importance of families and respect for the elderly and the history they have to share.

Grandma and Grandpa Are Special People - Barbara Kay Pollard (1982)

Celestial

Arts, Berkeley, California

A series of short stories on grandparents and what makes them special.

Excellent follow-up questions are included after each story.

Kevin's Grandma - Barbara Williams (1975) Dutton Children's Books, New York

Kevin and his friend talk about their grandmothers. Kevin's grandmother drives a motorcycle, arm wrestles, practices yoga and judo, belongs to mountain climbing club, takes her grandchildren on trips, scuba dives, fixes her own roof and goes skydiving. Kevin's friend's grandmother gives piano lesson, takes him to the ice cream parlor, belongs to a bridge and music club, takes her grandchildren on trips, and volunteers. Both grandmothers are active, self-reliant, and contributing members of society and have wonderful loving relationships with their grandchildren.

A Chair For My Mother - Vera B. Williams (1982) Mulberry Books, New York

A child, her waitress mother and her grandmother save dimes to buy a comfortable armchair after all their furniture is lost in a fire. Grandma is an active and contributing member of this working class family.

APPENDIX E

Selected Titles for Non-Specific Literature Program

- Numbers - Richard I. Allington (1979) Raintree, Milwaukee
- Counting Sheep - John Archambault (1989) Holt, New York
- Ten, Nine, Eight - Molly Bang (1983) Viking Penguin, New York
- I Can Count - Dick Bruna (1984) Price/Stern/Sloan, Los Angeles
- I Can Count More - Dick Bruna (1984) Price/Stern/Sloan, Los Angeles
- 1, 2, 3, to the Zoo - Eric Carle (1968) Philomel, New York
- Rooster's Off to See the World - Eric Carle (1972) Scholastic, New York
- Ten Black Dots - Donald Crews (1986) Greenwillow, New York
- Dancing in the Moon - Fritz Eichenberg (1975) Harcourt Brace Jovanovich, New York
- Millions of Cats - Wanda Ga'g (1988) Putnam & Grosset, New York
- Each Orange had 8 Slices - Paul Giganti Jr.(1993) Greenwillow, New York
- Ten Little Rabbits - Virginia Grossman (1991) The Trumpet Club, New York
- The Doorbell Rang - Pat Hutchins (1986) Scholastic, New York
- 29 Letters and 99 Cents - Tana Hoban (1988) Scholastic, New York
- Bunches and Bunches of Bunnies - Louise Mathews (1978) Scholastic, New York
- 50 Below Zero - Robert Munsch (1986) Annick Press, Toronto
- Morira's Birthday - Robert Munsch (1987) Annick Press, Toronto
- Off and Counting - Sally Noll (1984) Viking, New York
- One Hungry Monster - Susan Heyboer O'Keefe (1989) Scholastic, New York
- How Much is a Million - David M. Schwartz (1989) Scholastic, New York
- If You Made a Million - David M. Schwartz (1989) Scholastic, New York
- The Right Number of Elephants - Jeff Sheppard (1990) Scholastic, New York

Alexander, Who Used to be Rich Last Sunday - Judith Viorst (1978)

Macmillan, New York

Mouse Count - Ellen Stoll Walsh (1991) Harcourt, Brace Jovanovich

One Bear with Bees in his Hair - Jakki Wood (1991) Dutton, New York