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ABSTRACT

Data were collected from 213 interviewees to determine their perceptions of how the television program, "Mister Rogers' Neighborhood," serves the affective needs of handicapped children and of professionals who work with them. The interviews included questions about items used to describe the actual and an ideal program, actual and ideal professional roles, personal enjoyment, social desirability, and enjoyment of nonverbal images. The program was found to function closely to the ideals of professionals in its emphasis on dealing with children as unique individuals, appreciating individual differences, and assisting children to develop a sense of self-worth, independence and enjoyment of new ways of learning. (LH)

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MISTER ROGERS' NEIGHBORHOOD AND THE HANDICAPPED CHILD INTERFACE:  
Exploring and Assessing Integration of Educational Media and  
Professional Services to the Handicapped Child

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September 1974

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Education for the Handicapped

ABSTRACT

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Exploring and Assessing Integration of Educational Media  
and Professional Services to the Handicapped Child

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Principal Investigator

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Mister Rogers' Neighborhood is a national children's television program which deals primarily with affect. Fred Rogers, the "star" of the program, projects various themes of self-esteem. This inquiry was designed to discover how the program, functioning in conjunction with the professional person, serves the needs of the handicapped child.

Focused interview, content analysis, Q-technique, interpersonal communication prediction analysis, and other data were gathered. A total of 213 Q-interviews were conducted with items used to describe the program, the ideal program, the professional role, the ideal professional role, personal enjoyment, social desirability, and enjoyment of nonverbal images were included. Most Q items were based upon O. J. Harvey's Four System theory, and upon notions developed by William Stephenson and others regarding gratification and aspiration.

The program was found to function very closely to what the professional person would ideally like it to be. Professionals emphasized the unique self worth of the child, the importance of friendship and support, and the importance of honest, direct communication. Also, what professionals want for themselves, and what they want from the program are fully consistent with harvey's System 4. They, as individuals, and the program would ideally deal with each child as a unique individual, appreciate differences among people, assist the child to develop a unique sense of self-worth and independence through helping the child test himself, learn new ways of doing and thinking, and enjoy the process of learning.

## TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	ii
ACKNOWLEDGMENTS	viii
PREFACE	x
INTRODUCTION	1
The Problem	1
Conceptualization of the Problem	1
Interpersonal Communication Features	2
The Professional Role	3
A Model Showing Relationships Among Major Variables	8
THEORY	9
Content and Style Features of <u>Mister Rogers' Neighborhood</u>	9
Gratification	9
Aspiration	10
O. J. Harvey's Four Systems	12
METHOD	17
FINDINGS	23
Introduction	23
Ideal Program: Summary Introduction	23
Ideal Program: The Unique-Support Type	24
Ideal Program: The Unique-Expression Type	26
Actual Program: Summary Introduction	28
The Actual Program	28
Ideal Professional Role: Introduction	32
Ideal Professional Role: The Unique-Aspiration Type	32
Ideal Professional Role: Addendum	34
The Actual Professional: Unique-Enjoyment	34
Prediction of Child	36
Child and Adult Enjoyment (nonverbal)	37
Professional's Personal Enjoyment: Introduction	39
Personal Enjoyment: The Tradition Directed Type	39
Personal Enjoyment: The Adventurousome Type	40
Personal Enjoyment: The Liberated-Toward-"Normalcy" Type (outer-directed)	42
Personal Enjoyment: The Self-Directed Type	43
Personal Enjoyment: Comparison among Types	45
Social Desirability: Introduction	47
Social Desirability: The Interpersonal Concern Type	47
Social Desirability: The Personal Independence Type	49

TABLE OF CONTENTS - Continued

	<u>Page</u>
SUMMARY AND IMPLICATIONS	53
Problem and Design	53
Summary of Professional Data	54
Implications	54
BIBLIOGRAPHY	57
RESEARCH TEAM VITA	63
APPENDICES	65
1 Correlation Matrix from Which the Ideal Program Factors Were Derived	67
2 Descending Array of Z-Scores and Item Descriptions for the Unique-Support Type	68
3 Descending Array of Z-Scores and Item Descriptions for the Unique-Expression Type	69
4 Item Descriptions and Descending Array of Differences Between the Unique-Support and the Unique-Expression Types	70
5 Consensus Items and Average Z-Scores for the Ideal Program Types	71
6 Correlation Matrix from Which the Actual Program Factor Was Derived	72
7 Descending Array of Z-Scores and Item Descriptions for the Actual Program Type	73
8 Correlation Matrix from Which Ideal Professional Role Factors Were Derived	74
9 Descending Array of Z-Scores and Item Descriptions for the Ideal Professional Role Unique-Aspiration Type	75
10 Correlation Matrix from Which the Actual Professional Role Factor Was Derived	76
11 Descending Array of Z-Scores and Item Descriptions for the Actual Professional Unique-Enjoyment Type	77
12 Choice and Prediction Scores Between Professional Persons and "Best Known" Children	78

TABLE OF CONTENTS - Continued

	<u>Page</u>
12 Interpersonal Prediction Scores Between Professional Persons and "Best Known" Children	78
13 Interpersonal Prediction Scores	82
14 Child's Choice Correlation Matrix	84
15 Child's Choice Cluster Rankings	85
16 Correlation Matrix from Which Personal Enjoyment Factors Were Derived	87
17 Descending Array of Z-Scores and Item Descriptions for the Tradition-Directed Type	88
18 Descending Array of Z-Scores and Item Descriptions for the Adventurousome Type	89
19 Descending Array of Z-Scores and Item Descriptions for the Liberated-Toward-"Normalcy" (outer-directed) Type	90
20 Descending Array of Z-Scores and Item Descriptions for the Self-Directed Type	91
21 Item Descriptions and Descending Array of Differences Between the Tradition-Directed and the Adventurousome Types	92
22 Item Descriptions and Descending Array of Differences Between the Tradition-Directed and the Liberated-Toward-"Normalcy" (outer-directed) Types	93
23 Item Descriptions and Descending Array of Differences Between the Tradition-Directed and the Self-Directed Types	94
24 Item Descriptions and Descending Array of Differences Between the Adventurousome and the Liberated-Toward-"Normalcy" (outer-directed) Types	95
25 Item Descriptions and Descending Array of Differences Between the Adventurousome and the Self-Directed Types	96
26 Item Descriptions and Descending Array of Differences Between the Liberated-Toward-"Normalcy" (outer-directed) and the Self-Directed Types	97

TABLE OF CONTENTS - Continued

	<u>Page</u>	
27	Consensus Items and Average Z-Scores for All Personal Enjoyment Types	98
28	Correlation Between Personal Enjoyment Types	99
29	Correlation Matrix from Which Social Desirability Factors Were Derived	100
30	Descending Array of Z-Scores and Item Descriptions for the Social Desirability Interpersonal Concern Type	101
31	Descending Array of Z-Scores and Item Descriptions for the Social Desirability Personal Independence Type	102
32	Consensus Items and Average Z-Scores for the Social Desirability Types	103
33	Ideal Program Instructions	104
34	Actual Program Instructions	105
35	Actual Professional Role Instructions	106
36	The Ideal Professional Role Instructions	107
37	Adult Enjoyment of Non-Verbal Items (Personal Enjoyment)	108
38	Prediction: The Child's Most Enjoyed Program and Materials	109
39	Personal Enjoyment Instructions	110
40	Social Desirability Instructions	111
41	Repertory Grid Constructs	112
42	Exploratory Interview Guidelines	113
43	Table of Total Q Interviews Conducted	114
44	Professional Role Items	115
45	Program Items	123
46	Child and Adult Enjoyment (Non-Verbal) Items	131
47	Q-Item Code in Relation to O. J. Harvey's Theory and Gratification-Aspiration	132



TABLE OF CONTENTS - Continued

	<u>Page</u>
48 <u>PERT</u> and CPM Planning Guide for <u>Mister Rogers' Neighbor-</u> <u>hood</u>	133

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We are especially appreciative and grateful to the Family Communications, Inc. staff. These are people who have their own demanding job to do, and are not readily available for offering the various kinds of help which they nevertheless often provided. I am frankly embarrassed that I do not remember the name of the young writer who provided copies of fan letters to Mister Rogers, but wish to express appreciation to her for her willing assistance. We also wish to thank Dr. Pamm Mattick, who consulted with us during the beginning stages of the study, and similarly we are appreciative of Mr. Barry Head, who visited us and consulted at length during the major portion of the project. We also wish to thank Mr. Hoagy Carmichael, Mr. Arthur Greenwald, Dr. Leland Hazard, Ms. Hedda Sharapan, and the others at Family Communications, Inc. who helped in so many ways. Indeed, our relationship with the producers developed sufficiently that key persons were able to see the fine talents of one of our research team members, Mr. James Seguin. He is now serving as Project Coordinator, and is in the very best position to apply the findings of this report where they can make a difference in the lives of young, growing children.

We would like to express our appreciation to Professor John C. Belland and also Professor Jack R. Frymier, who served as Directors of The National Center on Educational Media and Materials for the Handicapped, and also to Mr. Richard C. Hill, Associate Director of The Ohio State University Research Foundation. All of these men contributed in important ways to this project, either by encouragement, by showing ways of cutting through bureaucratic red tape, by lending helping concern by sharing information of all types. To them we are deeply grateful. I also wish to express special appreciation to my good and long-time friend, Mr. John Witherspoon in San Diego, California for the informal but valuable consultation which he provided in the initial stages of this study.

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Finally, and not at all the least significant, we wish to express our gratitude to Professor O. J. Harvey and to Professor William Stephenson for providing the theory and the method, without which such insight as has been provided here could not exist.

## PREFACE

There is only one person in the whole world exactly like you, and I like you just the way you are -- you are special.

--Fred Rogers

Mister Rogers' Neighborhood is a national children's television program which deals primarily with affect. Fred Rogers, the "star" of the program, projects various themes of self-esteem. In an effort to more effectively deal with such self-concept themes of handicapped children through television and those who work directly with handicapped children, research has been conducted to discover ways in which this might best be accomplished. The inquiry is designed to discover how the concept of handicappedness can best be presented to children and to gain greater insight about the effective styles of professionals who work with disabled children. The findings are being applied in new programs designed to facilitate self-esteem and better understanding regarding the child who is handicapped.

Other television programs--as well as other human experiences generally--have affective consequences, of course. Even the nightly network news, which perhaps tries hardest to remain "objective," arouses subjective responses in the viewer. There are no clear-cut boundaries between the so-called "subjective" and "objective" domains. These are merely categorical ideas which exist in the mind and we employ them because it is more convenient to make sense out of the world with such ideas than without them. We are thinking when we try to understand the meanings people have for TV program experiences like Mister Rogers' Neighborhood; we are feeling things as we sit down at the typewriter.

Yet much social and behavioral science research attempts to assume otherwise. There is often the assumption that such a "thing" as "pure objectivity" does exist, and our job is to find it. Having found some traces of so-called "objective data" the remaining job is seen to eliminate everything which is not 100% pure "objectivity," for this is the way to Truth. Such a concept of "objectivity" is what some mean by "validity." "Validity" is assumed to exist, as if it were a "thing," an entity, and our job is to reach into the human "organism" and remove a "sample" of "it" in order to place it on an "objective," "standardized" (i.e., normative) scale. Michael Polanyi, in The Tacit Dimension, says:

The declared aim of modern science is to establish a strictly detached, objective knowledge. Any falling short of this ideal is accepted only as a temporary imperfection, which we must aim at eliminating. But suppose that tacit thought forms an indispensable part of all knowledge, then the ideal of

eliminating all personal elements of knowledge would, in effect, aim at the destruction of all knowledge. The ideal of exact science would turn out to be fundamentally misleading and possibly a source of devastating fallacies.

In the pages which follow the reader will find one attempt to remain true to this logic of science. While to Polanyi such an attempt toward humanistic understanding generally applies, in an investigation of a program like Misterogers which is targeted specifically to non-verbal, primarily "tacit" people such consideration seems indispensable. To William Stephenson, whose work we have used, to the late George Kelly who inspired us to become systematically involved in the human enterprise, and to the late Abraham Maslow, who was so personally encouraging along these very lines, to these and others there is no threat to knowledge by understanding a person's subjective meanings. Not only Professor Stephenson's methods, but also his principles of scientific investigation, his ideas for understanding self-concept and content analysis, and the nature of play in mass communication have been extremely valuable in this study.

Educational data-gathering and analytical procedures traditionally measure persons across the board, so to speak, as in R or survey methodology. The method indicated here--a modification of Stephenson's Q (70)\*--considers the educational media and material user according to the important qualities they share with one another. Such qualities might be called common communication characteristics, especially with regard to educational media usage. When the basic orientations and motives of professionals and children are identified and understood, these insights may then be employed in the planning and strategy of educational materials. These may serve as guidelines in the production of Mister Rogers' Neighborhood, as they are now being used. Materials presented through the various public facilities via professionals for educational purposes can be most appropriately designed for the intended audience--the special child.

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\*References may be found as indexed by numbers in the bibliography.

## INTRODUCTION

...they fear we do not have far to go before we have pocket-size TV along with wrist-watch radios, so that no one will ever have to reach for a book to escape from himself--nor will he want to in order to find himself.

David Riesman (56)

### The Problem

We are in the midst of an educational media and materials explosion. Technologically, production of media materials is not the problem, but effective human communication which can facilitate learning has not yet reached its full potential. Where we are particularly concerned with special (i.e., handicapped) children, the second-stage flow of information, influence, and facilitation of learning is especially critical because these children are, in various ways, less mobile. They may be required to ride a special bus, thus limiting their freedom of choice in walking to the nearby school and limiting the social interaction which other children are involved in to and from school. A blind child cannot seek out information in the same way a normal child can browse, and so on. Special children are more dependent upon professionals (including teachers, special education consultants and trainers, therapists, tutors, parents, etc.) to assure that the media and materials are effectively and appropriately delivered to them, since they are less free to seek out the media materials and resources. Our modern technology has become "pocket-sized," as Riesman suggests, but technological portability and effective use of media and materials are not the same. The potential which is implicit in the increased availability of educational media and materials must be fully realized. We are very short of research findings, and we are very short of theory, although there are some large theoretical contexts and bodies of knowledge which can be applied toward practical application.

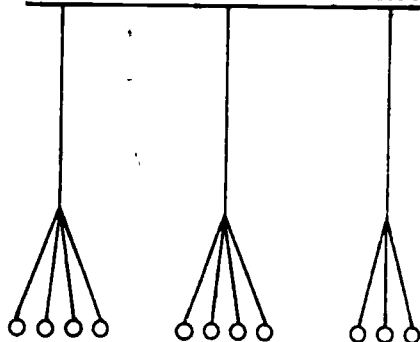
### Conceptualization of the Problem

It might be of help to provide a visual scheme of this construction of the problem. Given the purpose of this study, the problem can be considered in terms of Mister Rogers' Neighborhood television program segments, the professional workers, and the special child:

## MISTER ROGERS' NEIGHBORHOOD

Professionals

Special  
children



### Interpersonal Communication Features

Mister Rogers' Neighborhood is not a "program" but rather is known as a "television visit." Fred Rogers talks with the child in much the style we might expect the professional worker or another child at times to relate to the special child. Studies by Lazarsfeld (35), Katz (30), and others have long ago demonstrated that behavior change is strongly associated with interpersonal influence. In this case it is expected that Mister Rogers' style is not only consistent with these findings, but that it offers the possibility of having similar impact to person-to-person influence. Associate Producer Hedda B. Sharapan (67) reports that the program is a dialogue between Fred Rogers and the child. She reports that the program will provide constructive role models for the special child, e.g., Fred Rogers forming relationships with guests such as Don Brockett, who is orthopedically handicapped. She says, "We plan to include in our neighborhood more handicapped individuals, continually stressing relationships between people." (67) The interpersonal influence is being provided by Fred Rogers as a model with handicapped persons by demonstrating interpersonal communication between a normal and handicapped person, and directly to the child by the style, or way, Fred Rogers talks with the child. The other form of more conventional interpersonal influence is provided by the professional in face-to-face interaction with the child and as a facilitator of communication between the child and other children.

Hence, the learning resources, while not identical to direct interpersonal learning under all conditions, nevertheless have such potential in both intent and style. Hedda Sharapan reports that there are also plans to show a handicapped child within the context of a family. These styles of interpersonal influence are consistent with previous findings. The Mister Rogers style and previous research results suggest that our model systematically identify and exploit these insights. Berenda (6)

found that school children had more influence on their peers than did their teachers, even though the teacher was presumably an "authority" figure. Mister Rogers is clearly not an authority figure, but "visits with" the child, talks with the child. Similarly, Dunker (15) reported that children were more likely to follow the lead of other children rather than adults. Mister Rogers is an adult, but it appears that he manages to let the child know he understands what it is like to be a child. At least he approaches his visits with an interpersonal style of presenting himself to his audience. Similarly, when he builds a relationship on the program with a handicapped person it will be done at an interpersonal level, providing an interpersonal role model for the handicapped child as he or she views him or herself in a similar situation.

### The Professional Role\*

It must be emphasized that the professional's selection of Mister Rogers' Neighborhood or other program segments represents what is, to her, the most favorable alternative at the time from the possible alternatives of which she is aware. She has a choice of providing the child or allowing the child subsequent choices of "watching television" and "other alternatives." She may anticipate that it would be in the best interest of the child to let the child watch television at that particular time, rather than encourage the child toward other alternatives which might be more favorable to her personally at that time. She might personally prefer the child engage in clean-up time, or put his things away but she senses that he has worked enough for now. Given "watching television" represents a decision, her most favorite alternative may be seen as a subsequent choice from among the programs offered at the time. If her past experience has led her to expect that television, and subsequently Mister Rogers' Neighborhood is generally an enjoyable and developmental pasttime compared with other alternatives and other program choices, and the child is able to watch it, her choice will be of the first order.

In such a case she focuses down to choices from among the programs offered at the time. Let us suppose there are four such choices including Mister Rogers' Neighborhood plus programs A, B, and C. Mister Rogers' Neighborhood and program A both have certain qualities or themes of content and style which reflect her assumptions as tested by past experience and observations of the child. Programs B and C have content and style also, of course, but not the particular combination of elements or qualities which she associates with learning or enjoyment for the child. Since she responds in her professional role more favorably to the themes in Mister Rogers' Neighborhood and in program A, she will make her choice felt with the child by encouraging and/or actually selecting either Mister Rogers' Neighborhood or program A. If Mister Rogers' Neighborhood

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\*Much of this section is drawn from the author's previous work.



represents these themes more fully than they are represented in program A then Misterogers' Neighborhood is more likely to be selected on the television set for the child.

Suppose program B is Mission Impossible, which she sees as both violent and also unrealistic, and she assumes neither of these qualities is in the best interest of the child. And let us suppose program C is the movie, The Gunfighter, which is also violent, and she sees it as somewhat unrealistic, although not as unreal as Mission Impossible. So far, program B is the program she is least likely to select, and program C is next least likely. Let us further suppose that program A is Merv Griffin, which she sees as having the quality of quiet tranquility and calm as contrasted with the other programs offered at that particular time, but not responsive to the experience of being a child, especially a child who is handicapped. She sees Mister Rogers' Neighborhood as having the quiet, soft, quality even more than in program A, and she sees Mister Rogers' Neighborhood as a person who talks with the child. Consequently, she selects Mister Rogers' Neighborhood over programs B, C, and A.

Let us postulate that our professional person has a favorite of all favorite programs. Let us call it the Ideal program. This is the program which provides--as she understands the child--the very best possible combination of all of the elements which she associates with learning and growth and which she associates with fun, play, and enjoyment for the child. (She may be responding to these same elements directly herself, although at this time and place her self-concept as a professional is above her own particular personal tastes.) It cannot be "known" that the Ideal is her ultimate favorite, of course, for she has not actually seen all possible programs. All such programs do not exist. Nevertheless, this hypothetical program, would, if seen, more closely reflect the combination of elements of what we shall regard as her Ideal program for the child more than any other program.

A way of looking at her Ideal program is to consider her selective behavior, as though all possible programs did exist, and were all equally available at a given time. Given a perfectly free choice (i.e., she can select any one program from the total at any time) we would expect that she would select program Ideal first, and there would be a rank-order selection of specific programs to follow. If the order of component qualities (i.e., combinations of elements) in her perceptions were known, we could predict a pattern for her for each program in the universe of program choices.

Since our viewer lives and functions in the natural, social context of a dynamic society of interdependent members, we cannot expect such "pure" conditions. (We want to establish conditions which estimate the Ideal choice as closely as possible, within the limits of her social environment, in order that we can use the estimate for predictions by comparing it with other indices.) The natural conditions which do exist require us to ask: What dimensions of influence can we expect to

be operating which would tend to deter her from selecting or influencing the selection of the Ideal program?

Mutual expectations could strongly influence actual selection. Suppose the Ideal program is scheduled at this particular moment, and she is free to select it for the child, but the child has very different ideas. He happens to enjoy lots of violence and unrealistic fantasy of the style which is best reflected in Mission Impossible, which also happens to be scheduled at this particular moment. She might now anticipate the consequences of selecting the Ideal for the child, or insisting he watch it, as against the consequences of allowing him to watch Mission Impossible. She assumes that the Ideal program has a developmental quality, that the child grows in important ways as he watches this program. She observes that the Ideal program has a calming effect on him, increases his sense of self-worth, and provides him with a clearer sense of reality. She also notices that the child expresses a hunger for excitement, strong action, and a kind of escape into an unreal adult world. It has been a long day, much of it characterized by various forms of positive learning. The actual decision of what is selected will be based, at least in part, upon how important she thinks the child's choice is to him, as against how important she feels the Ideal program is to him--and, subsequently, to her. It is assumed that this decision will depend largely upon how much she knows about what meanings he has for the various choices available.

Everything which has been said about her could be applied to him as well. He has expectations for her, as she does for him. In both cases they may anticipate the other's gratifications with what is selected. In both cases they may anticipate the other's meaning for the program choice in terms of mutual goals, or learning. And in both cases these anticipations will be based upon their knowledge of the other's gratification with the choice and/or the aspiration-to-learn implications associated with each respective program. If he is less aware of the developmental implications than she is, it would not be surprising to find that her choices are more often reflected in her influences upon him. If she is less aware of the fun and enjoyment for him in certain choices, it would not be surprising to find that his preferences are more often expressed in this direction than are hers.

The professional's behavior is determined by her expectations of subsequent events. These expectations evolve out of her observations of patterns in past experience, and especially as these experiences are associated with the behavior of the child. She constructs a pattern of expectations, which, to her, are meaningful, and she applies these assumptions in her relationship with the child. Behavior based upon these patterns allow her to help the child seek an extended relationship with his world, and such extensions imply a similar extended relationship for her in her world. Her "world" is the child. Both persons, both child and adult, find this both useful and gratifying. This decision process applies not only to Mister Rogers' Neighborhood and not only to television, but also applies in their entire relationship as a professional.

and as a child. The professional has the additional characteristic of facilitating growth for the child as a professional; she observes patterns of how one variable affects another in relation to the child's growth and well-being and as she anticipates such patterns effectively she senses a greater validation of herself. Much of her self-validation depends upon the assumptions she makes about development and communication which she applies in the particular relationship with this particular child, her "theory of communication."

It is assumed here that these processes just described, although not directly observable, reflect "reality" for the professional and for the child and may be inferred from certain observable behavior. Such inferences provide one way of formulating a basis for prediction regarding not only television but also other educational media and materials for the handicapped. It will be important to remain aware that the reality we speak of is "real" for the professional and for the child regardless of how distorted it may appear to the observer.

As the professional perceives herself in her environment with the child, continuously relating herself by structuring patterns of expectations in general about communication and development, she develops a larger system of anticipations. This may be called an "ideal self," or "ideal self-image," and is expressed, in part, in program selections. This greater construction represents the kind of person (i.e., professional) she would like to be, for she expects that as this "ideal professional" she could extend the child's orientation to the world--and her own, accordingly--still further. For example, if she feels she "ought not" allow the child to watch violence and adult fantasy, she might experience an uneasy sensation as the child watches his favorite instead of her choice for him. She might even enjoy his favorite herself, personally, but not apply this construction to him, or to herself in her professional role. Such behavior might also influence the way she answers specific questions about her perceptions of the child, or about her theory of communication and learning.

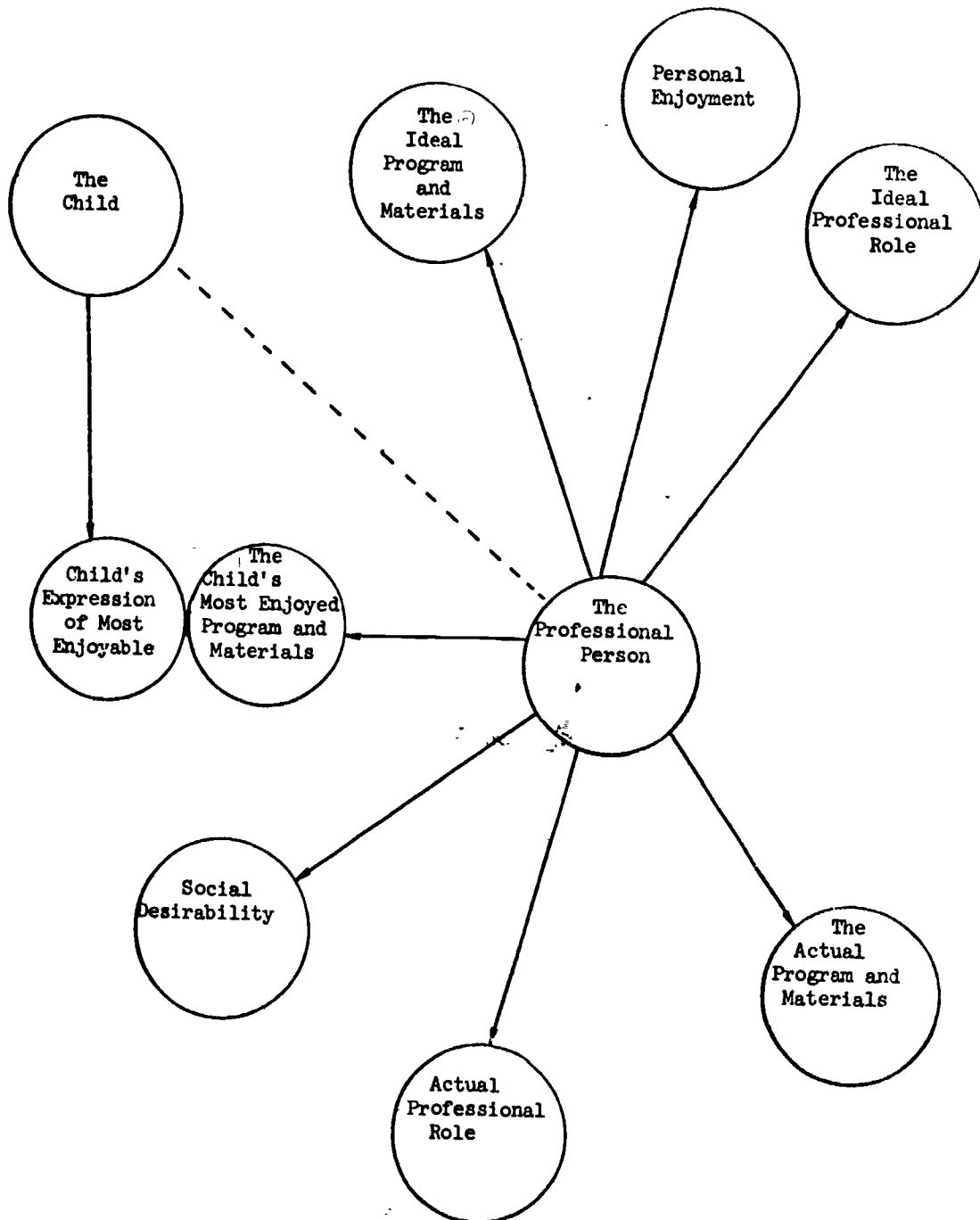
We have seen that the professional person has expectations of specific kinds of programs, expectations of the child regarding learning and enjoyment, and expectations of herself. We have also said that these two persons can share mutual expectations of herself. We have also said that these two persons can share mutual expectations of each other which are based largely upon their mutual knowledge of each other's choices, or preferences for certain alternatives. This has further implications. Since she has expectations of him, and he of her, it would also follow that she has expectations of his expectations of her, and he has expectations of her expectations of him. Although this series of "continuous reflections" could be carried on to maddening excess, it is not our intention to press it further. The notion is simply represented in the concept of the "significant other." If she knows what expectations he has of her choices for him, this may not only influence the content of their communication, but it might also be reflected in her expressions of what she expresses that she wants him to

do, to choose, especially if these expressions are made in his presence. The presence of the interviewer should be considered in much the same way. Although it is not possible to gather data in a social vacuum, it is important to remain aware of likely influences. Answers to questions might, at least in part, represent what she expects is being expected of her. We must consider this idea especially where the respondent's self-concept as a "professional" is involved as well as her self-concept as a person, and especially where the program appears to reflect all the "good" (i.e., socially desirable) qualities of content and style.

These mutual expectations may be more broadly considered in terms of social desirability. The professional predicts the child. She also predicts other children, as well as other adults. They predict her. And they each anticipate each other's predications of themselves. Since we are concerned with the individual professional we will, for the moment, ignore what others, broadly speaking, might "really" expect of her, and focus specifically upon what she perceives to be broadly expected of herself by others. This is what we mean by "socially desirable" and "socially undesirable." She may, for example, enjoy reading romance magazines at home, but avoids carrying one of these to her office, or show them to the child. This does not suggest that she "really" likes romance stories, and hides this fact from the child or her superior at work. She simply behaves differently under different sets of conditions. Previous studies strongly suggest that a person might express something other than "real" data by saying what he or she thinks "ought" to be expressed under those particular conditions. This is not necessarily a "false" report, or dishonesty in the usual meaning of the word. At the time she says she will behave in a certain way, in the presence of an interviewer, she may sincerely mean what she says. When she is alone she may see things quite differently. When it is five o'clock in the afternoon and her young handicapped friend is expressing a choice which is not at all the same as her choice for him, she may again see things quite differently from her previous expectations of herself under other conditions. She simply envisions the future situation as being different from what it turns out to be. Her decisions are based upon outcomes she expects to be self-extending and validating for herself and for the child and these expectations are interdependent, as we have seen.

Confusion will result if we try to pretend that she is composed of a given number of separate, interdependent entities--such as "socially expressed self" and a "professional self" and an "inner real self"--and that she would fit nicely into a single mold if we could only find the right one. Each change has, for her, its own reality, including the various dimensions of influence imposing themselves upon her as well as her ways of responding to them. We perceive her in the same way in the world of the child. She is the swiftly flowing succession of many images, each representing a different reality, and each superimposing itself upon the last to form a total composite picture in our perceptions and in our investigation.

A Model Showing Relationships Among Major Variables



## THEORY

There is nothing so practical  
as a good theory.

K. Lewin

### Content and Style Features of Mister Rogers' Neighborhood

It is possible conceptually to pretend that the world of media offerings is objectively sliced up into "entertainment" and "education" as is often done, but we will try to avoid imposing schemes upon the special child. We might observe a special child watching a puppet on Mister Rogers and assume the child is involved in "entertainment." But were we to ask him or her, we might find the child is learning how to deal with his or her own fear in an important way. Or, we might find the special child working very "hard" at a difficult task and assume he or she is involved in "education." But, were we to inquire, the child might tell us about a frequent Mister Rogers lesson regarding persistence and pay-off. He often emphasizes the importance of staying with a difficult task and the joys of mastering the difficult. It is expected that there are important reasons why one child enjoys the educational, or task-oriented activities, and why another child gives up. It is possible that one child has an adventuresome curiosity and interest and another does not. If so, it would be useful for the producers of the Mister Rogers media segments and materials to know more about what kind of child responds in what way to Mister Rogers' lessons. Insights into these respective behavior patterns will presumably suggest ways of designing media materials for each respective child's orientation, providing the child with wider and appropriate choices and, thus, stimulating them to take more initiative in their selections. These questions raised by individual patterns of media usage are both socially important in terms of the handicapped child's role in the world and scientifically intriguing.

Content and style features will include themes consistent with the program's intent and apply to person analysis.

### Gratification

Instant gratification implies that watching a Mister Rogers program segment is an end in itself, the experience is validated for the child for its own sake. Choice of such program segments provides for some present, immediate need, but promises nothing beyond that. There is no sense of frustration or tolerance behavior, or task persistence. The choice is an end in itself. Aspiration fulfillment implies that the child plans to use what he is learning, although he may also happen to enjoy the experience as well. For example, suppose an orthopedically handicapped child selects a program segment of Mister Rogers and

Chef Brockett because he or she anticipated this may help him by providing a role model which he or she can follow, and the child also may happen to enjoy the dialogue between Mister Rogers and Don Brockett.

These two concepts are theoretically related to Stephenson's (71) Play Theory and also to Freud's pleasures and reality principles (18), Schramm's immediate and delayed reward (65), Mowrer's two-factor learning theory (52), Westley and MacLean's need satisfaction and problem solutions (76), and Festinger's consummatory and instrumental communication (17). There is a body of research literature which may be integrated into the Mister Rogers program intentions and this theoretical framework. The scheme, of course, can also be construed under traditional conceptions of "entertainment" and "education" program segments, or materials.

Maccoby (37) considers television fantasy as a childhood experience which is free from real-life controls, an escape, and as wish fulfillment. Waples and his colleagues (74) report that reading reduces anxiety or boredom by taking the reader from real life into a fantasy world of vicarious aggression, thus providing him with a "safety valve" for tension, or perhaps fear, that Sharapan talks about. Even the selection of practical information at times serves a need for reduction of anxiety and brings a feeling of physical, emotional, social, or economic security. Anxiety is also associated with news-seeking behavior discussed by Kay (31), which he relates to the Law of Pragnanz, a Gestalt form of the so-called "balance" theories. Berlson (5) found newspaper reading provided a respite from personal worries by taking the reader outside his immediate world. It is possible that similar behavior may be associated with Mister Rogers' color posters or other materials. Hollywood Western motion pictures have been described by Elkin (16) as an escape from actual life; the movie-goer can live in a fantasy world which allows him to identify with a strong hero and, thereby, become superior to others. There may be evidence of this in the Neighborhood of Make-Believe. The concept of escape is discussed in detail by Katz and Foulkes (29). Wolfe and Fiske (78) report that boys who read comics find a hero more perfect than father. How is Mister Rogers himself construed in this regard? Comics were also reported to have a tranquilizing effect for some readers. Even adults have been reported by Bogart (7) to identify, in a sense, with comic characters. He reports that the comics also provide analogies for the events of daily life and serve as vehicles for fantasy.

### Aspiration

A significant portion of that research evidence which is available regarding media use suggests that a person's selection patterns and the meanings he has for messages may represent aspirations toward the fulfillment of social goals. This is related to Mannheim's focus of attention hypothesis. Klapper (33) summarized studies which indicated that reluctant persons sometimes select informative, high-level material

with social motives in mind; he also reports that his can lead to liking the material for its own sake. This is supported by Krugman and Hartley (34) and others, and has important potential implications for uses and gratification of Mister Rogers' materials for this study. Waples (74) says that reading involves the reader in relations with others; it can provide the reader with social prestige if he selects books which are the latest titles, highly recommended, or difficult reading. What function does Mister Rogers viewing play socially? Berelson (5) found newspaper reading enabled readers to appear informed at social gatherings. Herzog (22) discovered that radio listening helped listeners solve everyday problems, including social problems, and provided advice regarding socially acceptable and socially unacceptable forms of behavior. Mister Rogers' fan mail strongly suggests this is happening. Elkin's (16) analysis of the Western movie emphasizes how the firms articulate socially desirable moral values and how they illustrate both desirable and undesirable personality characteristics. Social values are clearly implied in the program (Fred Rogers is an ordained Presbyterian minister). Using a form of the Thematic Apperception Test, Warner and Henry (75) found that the Big Sister radio program helped listeners solve interpersonal problems. It gave listeners a feeling that it was "educational" for this reason. Big Sister also provided listeners with a feeling of significance and importance in their domestic roles. Bogart's interviews (7) disclosed that the comics provided the adult men with noncontroversial or "safe" topics of conversation. Analysis of fan mail and interviews should provide us with guidelines for evaluating materials in this regard. Mendelsohn (45) found that the radio provided adults with information which can be discussed with others; a wife can keep up-to-date with her husband on current events, and radio sports reporting can provide noncontroversial reference points for barbershop talk.

Aspiration for continual learning in Kelly's (32) sense allows us to consider the desire for self-improvement, such as that reported by Waples (74), or that which one might expect to find associated with a child who anticipates becoming an adult. Construct theory allows us to take account of cognitive awareness, human curiosity, and the kind of intellectual adventuresomeness previously discussed. The ego-development mentioned by Sharapan and reported by Wolfe and Fiske (78) is also related to the theory of personal constructs, since a child's developments are constructions of events. Since Kelly's (32) theory allows us to account for feelings, the Waples (74) account of maximizing aesthetic experience through reading can also be included. We realize this is a sharp departure from traditional learning theories, but if we are to consider aspiration to learn, we must employ a conceptual framework which acknowledges learning as an expectation or anticipatory process in human experience.



### O. J. Harvey's Four Systems\*

Since it is also important to be aware of how or in what manner people communicate, we have examined and included O. J. Harvey's "Four Systems." By combining these and the ideas of gratification and aspiration we have created a way of looking at the handicapped child and the professional in her ideal and actual roles, her manner of choosing programs for the child and her way of relating important information. The following description is gleaned from some of Harvey's extensive work.

Concreteness-abstractness refers to the quality of how the individual articulates and organizes his concepts of the ego-relevant aspects of his environment. Concreteness-abstractness refers to a superordinate conceptual dimension which encompasses such attributes as degree of differentiation, extent and complexity of integration, centrality of the cognitive elements, openness to new information, and the capacity to modify the existing structure.

At the behavioral level concreteness is manifested in high stimulus-response connection, the extreme of which can be illustrated by the invariant flight of the moth toward the stimulus of a light. More abstract functioning, on the other hand, because of a more complex and enriched interpretive system and the consequent ability to transcend the immediate characteristics of stimuli and to entertain multiple interpretations of these impingements, is reflected in less stimulus-responses compellingness and in greater relativism in thought and action.

A wide variety of studies has shown that concreteness is manifested in numerous ways, such as those described below, while greater abstractness has been found to accompany reversed quantities on these dimensions:

- (1) A greater tendency toward more evaluative, more extreme and more polarized judgments.
- (2) A greater dependence on social cues relating to role, status, and formal authority as guidelines to judgments and behavior.
- (3) A greater intolerance of ambiguity, expressed in higher scores on such measures as the California F Scale and Rokeach's Dogmatism Scale, and in the tendency to form snap judgments.
- (4) A greater inability to change set and try different approaches and, hence, greater rigidity in the solution of new and complex problems.
- (5) A greater tendency to confuse means with ends and to overly concentrate on details at the expense of the larger picture.

\*See page 62 of bibliography.

- (6) A greater insensitivity to subtle social cues and, hence, a greater tendency to persevere in old ways to approaching problems and doing things.
- (7) A poorer capacity to role play, to put oneself in another's boots and to see the world from his point of view.
- (8) A greater tendency toward trite and normative behavior and, thus, a lower level of creativity.
- (9) A greater tendency to form and generalize impressions of other people from highly incomplete information.

Representatives of the different belief systems differ not only in level of concreteness-abstractness but also with regard to the content areas or referents which are highly significant for them because of their strong personal involvement. Thus, for an individual to be classified as representing a particular belief system, his responses must indicate both a given level of concreteness-abstractness and a particular content in which he is highly involved.

The social referents with which an individual or one level of concreteness-abstractness is most involved may not be the same as the referents of greatest involvement for a person of a different level of concreteness-abstractness. Variation in content may be reflected not only by a difference in referents in which individuals are involved but also in the affective direction of the involvement, a person of one system being highly positively involved while a person of another system may be highly negatively involved in the same content area.

From the intersection of ego involving content with levels of concreteness-abstractness, a number of belief systems may be deduced. Our major theoretical and research interest has centered around the four systems summarized below.

System 1--This mode of interpreting and responding to the world best fits the description of concrete functioning presented earlier. Individuals in this system are easily distracted by conditions that depart from what they are accustomed to; in such new and unstructured situations they tend to make snap judgments and extreme evaluations and responses. These individuals show great dependence on external authority, relying on an absolute, institutionalized authority, tradition, etc. An intolerance of unstructuredness and uncertainty results in a strong tendency for these individuals to confuse means with ends and to get rigidly committed to a single solution, "the right way." In addition, representatives of System 1 tend to show ritualistic adherence to rules without understanding, high religiosity, high absolutism, high evaluativeness, high identification with social roles and status positions, high conventionality and high ethnocentrism.

System 2 -- This style of functioning is characterized by negativism, an anti-rule and anti-authority orientation, and the tendency to reject and rebel against the guidelines used by the representatives of System 1. The cognitive structure is somewhat more differentiated than in System 1, perhaps exemplified by the ability of the values and practices of society. However, the cognitive organization remains poorly integrated and thinking still tends to be fairly rigid and short-sighted, as indicated by the inability of the System 2 individuals to envision the implications and possible effects of their rebellion against some of the more central norms and conventions of their society. Because of ambiguity, vacillation, inconsistency and arbitrariness they experienced as developing youngsters, they associate unstructuredness with distrust; thus, their need for structure and intolerance of ambiguity remain high on the one hand, while, on the other hand, they deeply resent and deny such need and manifest suspiciousness and aggression toward the sources of authority that may provide it. Individuals from System 2, more than from any other system, are in a psychological void, rebelling against structure and authority while seeking it and wanting to be close to others and dependent upon them while being rendered fearful and anxious by the potential control that might accompany such interpersonal closeness.

System 3--This mode of functioning, next to the highest level of abstractness treated by Harvey, is characterized by a desire to be liked and by attempts to establish and maintain relationships that foster mutual dependency and allow for manipulation of others. In fact, System 3 representatives have come to rely upon dependency and manipulation of others as their primary techniques of controlling their environment. This type of interpersonal experience results in the conception of self as a causal agent, especially in social manipulations, and facilitates the development of a conceptual organization which is more differentiated and better integrated than that found in either System 1 or 2. System 3 individuals are much less categorical in their evaluations and tend to base their decisions on the effects they will have over others; representatives of this system are less deferential toward authority than representatives of System 1, less negative than individuals of System 2, and, in general, less concerned with extrapersonal forces and institutionalized authority. They are, however, very concerned with attitudes of peers, social acceptance, and the standards of behavior prescribed by their particular reference group. Since they do not develop clearly delineated personal standards, they are in constant need of feedback from significant people in their environment in order to regulate their behavior to attain the acceptance and mutual dependency necessary to manipulate and control the behavior of others. System 3 representatives manifest the need both to be dependent on others and to have others dependent on them. Their dependency apparently is directed toward individuals of power and status, while those whom they would have dependent upon them appear to be persons low in status, power, and enterprise possibly because such persons would be easier to manipulate under the guise of helpfulness. Fearful of facing a situation alone, where success would depend upon individual performance

and/or personally derived criteria, System 3 individuals are extremely vulnerable to the threat of rejection, social isolation and other social conditions that might prevent the existence or use of dependency relationships.

System 4--This style of functioning, the most abstract of the four systems, is characterized by high task orientation, information seeking, exploratory behavior, risk taking, independence without negativism, internal standards of conduct, personally derived criteria of evaluation, and relativism in thought and action. The conceptual structure is more highly differentiated and integrated than the other systems. These individuals are able to consider a given situation or problem from many points of view and are open to new information and capable of integrating such information into their existing thought processes, making appropriate modifications in their thinking and behavior if necessary. They, more than individuals from other systems, seek information before making a decision, especially if the decision is important to them, and display a capacity to see things in shadings of gray instead of as black or white. They are not oriented toward adhering to externally defined "truths" or conforming to inviolable social norms but at the same time they recognize the functioning value of certain rules and regulations. They, more than representatives of any other system, work for intrinsic values rather than rewards. Unlike individuals of the other systems who associate unstructuredness with uncertainty, insecurity, fear of reprisal, fear of rejection, etc., representatives of System 4 interpret these conditions as indications of trust and respect and welcome the opportunity to exercise their independence and behave in accordance with their own socially responsible inclinations. Thus, System 4 individuals display a low need for structure, a relatively high tolerance for ambiguity, an ability to differentiate between means and ends, an ability to articulate in several ways to attain the same goal, a capacity to "act as if", a high ability to change set, a tendency to avoid rigidity in solving problems, a high sense of self-esteem, causality and responsibility.

## METHOD

But there is another thing which I believe leads to trivial studies. This is the extensive use of experimental designs. Such designs are highly appropriate for systematic programs of research in areas where theory is already somewhat sophisticated. This is simply not the case for many of the important problems we face in education.

Malcolm S MacLean, Jr.

Conceptualization of the need and a relevant theoretical framework have now been described. Accordingly, the following scheme combined Harvey's four systems with notions of gratification and aspiration. This model served as an interview guide<sup>1</sup> (46) and provided a structured (70) way of expanding optional uses of Mister Rogers' Neighborhood program and media material with the special child as has been done previously in the creation of new television program concepts (48).

System 1	System 2	System 3	System 4
Gratification		Aspiration	

A total of 16 replications of this model provided two Q instruments. The program items<sup>2</sup> represent possible program segments or program ideas. The professional role items<sup>3</sup> are descriptive of possible professional role orientations of the professional person as she functions in her role of facilitator or mediator of media materials for the child.

A team of interviewers, trained in communication research at Ohio State University, collected a total of 213 interviews using Q methodology.

<sup>1</sup>See Appendix 42

<sup>2</sup>See Appendix 45

<sup>3</sup>See Appendix 44

Both Q instruments, the program and the professional role items, were sorted into the following frequency distribution:

(N = 64)

No. of items	2	4	6	7	8	10	8	7	6	4	2
File No.	1	2	3	4	5	6	7	8	9	10	11

under six conditions of instruction. An additional nonverbal instrument for young children handicapped in various ways was devised of photographs taken from Mister Rogers' Neighborhood. This instrument was used to assess child enjoyment, prediction of child enjoyment by the professional person, and an additional professional enjoyment for comparison with the first two; it was rank-ordered.

In addition to the Q interviews, 45 previous Focused Interviews (46) were conducted. These were typically 1- and 1/2-hour interviews, including some group Focused Interviews. The interviews with children were more typically 20 minutes each. Interviews were either preceded by videotape viewing of the recently produced handicapped program segments, or were conducted with regular viewers, or a combination of both. A few respondents, especially those from poor, rural areas, had never seen the program previously.

These interviews were conducted at locations ranging from San Francisco to New York, Michigan to Louisiana. They were conducted in private homes, apartments, on campuses, and in various institutions. Respondents were selected from Southern California, Maryland, Minnesota, Illinois, Missouri, Utah, Colorado, Kansas, Pennsylvania, Kentucky, and elsewhere. These early exploratory interviews were purposely selected to represent diverse professional roles, including parents. Although the following list is not exhaustive, enumerating a substantial list of examples may convey more precisely the professional persons actually interviewed: a clinical instructor of mentally retarded children at a therapy center, the mother of a 4-year-old cerebral palsy daughter, a child psychologist, the director of an early education special school for the neurologically handicapped, a teacher at a Braille center, a 7-year-old boy in speech therapy, the director and teacher in a school for autistic children, a social case worker, a therapist of emotionally disturbed children, a special education teacher, a medical doctor and director of a center for logopedics, a speech pathologist at a Diocesan child guidance center, a director of children services on an educational television station, the blind father of a normal 5-year-old boy, a psychiatric nurse, a teacher in a church operated pre-school, a Ph.D. candidate in developmental psychology, an 8-year-old autistic girl, a teacher of neurologically handicapped children, a program specialist for a state bureau of services for the blind, an assistant professor of education specializing in exceptional children, a special education

language teacher for the hard-of-hearing at a public elementary school, the mother of a 4-year-old girl who is an out-patient at a speech therapy center, a social worker for county children's services, a public school principal, a normal family in which the father works in a glass factory, a speech therapist-surgeon, the director of an early education special school for the neurologically handicapped, the director of a special child development center, the mother of a mentally retarded girl, a physical therapist who works with physically disabled children, a guided missile engineer father of three normal children, a teacher of young deaf children, and the director of a childhood league pre-school development center. In addition to these respondents, 12 Repertory Grid interviews were conducted for identification of constructs related to the program goals which were similar to those used in the Focused Interviews.\*

Also, an exploratory Q analysis was conducted with 19 additional respondents for the purpose of checking, editing, and re-writing the data gathering instrument which was being developed at that time (winter, 1973). This instrument was based upon the theory reported in the last chapter. Focused Interviews, Repertory Grid studies, and Q analysis were all conducted as preliminary preparation for the study being reported here.

Although the principles of quota stratification in respondent selection for this study were applied, the quota stratification system was not used objectively in the sense of providing for only one possible fit in each combined quota specification. Children who are handicapped do not generally fit discrete, objective, noninteracting categories; nor do professional persons who serve these multiple needs, usually work with only one child; often they are parents of both normal and handicapped children as well. However, applying stratified quota principles did provide diversity, as well as some balance, in the interviews. The guidelines employed and the respondent initials which follow accordingly were as follows:

High S.E.S.**		Medium S.E.S.		Low S.E.S.	Rural***
speech/ hearing	vision	mental	physically handicapped	normal	

\*See Appendix 41.

\*\*Socioeconomic Status as indexed by the Bureau of the Census, Censuses of Population and Housing: Procedural History. U. S. Government Printing Office, 1970.

\*\*\*Outside city limits or towns of 5,000 or less.

Stratification Codes and Respondent Identification\*

Code	Respondent	Code	Respondent
1. HS	N.B.	11. IS	B.B.
2. HV	L.C.	12. LV	C.J.
3. HM	A.L.	13. LM	B.P.
4. HP	C.B.	14. LP	M.C.
5. HN	L.M	15. LN	J.K.
6. MS	P.P.	16. RS	N.E.
7. MV	M.B.	17. RV	B.B.
8. MM	N.S.	18. RM	N.E.
9. MP	J.S.	19. RP	B.B.
10. MN	H.C.	20. RM	L.L.

\*B.B. and N.E. are the same respondents.

An additional seven respondents were included, any of whom could have been assigned to these categories. The basic interview sampling unit index was by professional person. The professional person was subsequently asked, in gathering demographic information about the child: "Please give some information about a child you are working with and you know best." Although the children named in this way replicated the basic interview sampling unit by doubling the number of respondents, there was no conscious effort to influence the professional person's choices regarding socioeconomic status or the types of handicappedness.

These interviews typically required from 3-4 hours for each respondent. The interview schedule covered eight different areas of orientation including those toward the Mister Rogers' program, the role and functions of the professional, and the handicapped child. The actual order of the interview schedule was:



<u>Q-sort</u>	<u>Title (See Appendices 35-40 for actual instructions given)</u>
1	Actual Professional Role
2	Ideal Professional Role
3	Actual Program
4	Ideal Program
5	Personal Enjoyment: Program description
6	Personal Enjoyment: Nonverbal (visual) program elements
7	Prediction of Child's Enjoyment: Nonverbal (visual) program elements
8	Social Desirability

Each Q sorting of the interview schedule was followed by focused probes regarding the most and least descriptive items in each array. In the beginning of each interview the items were handed to the respondent with the appropriate instructions. Respondents sorted the items into the distribution provided in terms of the particular criterion for that interview.

After all data was collected each person's expression was correlated with every other person's sort on that dimension, in terms of the same criterion. A Pearson Product-Moment formula was used. This provided a matrix of intercorrelations with variables representing persons and items representing observation with regard to those persons. This matrix was submitted to factor analysis using The Ohio State University high-speed digital computer. First, a principal axis solution was obtained. The solution was submitted to varimax rotation which sets up criterion for orthogonal factors. Accordingly, each factor represents an aggregate of persons who have identified themselves by having expressed a similar profile or pattern. A factor, then, represents a data-based type of person. After the orthogonal factors were found, the items of each person were weighted by item score and by the factor loading of each person. The higher the item score and the higher the factor loading, the greater that items is seen to represent that factor. These weighted scores were summed across each item separately so that each item is systematically assigned a score corresponding to its relation to all other items on that factor. This provided an item array for each factor representing the most and least descriptive items for that kind of person, since a factor is a hypothetical type of person. These scores were converted to Z-scores, and the results may be seen in the form of a hierarchy of items representing the factor. These data are also compared by subtraction over factors, where there is more than one factor, for each pair of factors. This provides scores among items

comparatively between factors, and also provides for consensus items which may emerge over all factors.

These procedures apply to data in which a normal frequency distribution was used. Rank order data was correlated by the Spearman formula. This provided an intercorrelation matrix which was submitted to linkage analysis (48). Item arrays were derived by combining correlation coefficients and item scores into a rank order array for each cluster of variables (see Appendix 15 "Child's Choice"). Other data showing the relationships among the professional person's own preference, the child's preference, and prediction of the child's preference were computed by the Rho formula, (see Appendices 12 and 13 "Choice and Prediction Scores," and Interpersonal Prediction Scores.")

It is expected that these media use analysis and communication assessment procedures will identify those types of persons who share similar media use characteristics and provide us with insights regarding the nature and strengths of these patterns. A systematic way of being creative can be predicted to increase the visible range of choices in media use in exponential proportions, greatly expanding the possible ways that Mister Rogers' Neighborhood program segments and materials can provide educationally to the child. Once media use patterns are expanded in this way, and once specific patterns of use by professionals and the special child are systematically identified, it should then be possible to plan and design subsequent segments and materials to effectively reach the appropriate audiences.

## FINDINGS

Gabby Hayes (to Fred Rogers):  
"Freddie, when I look into that television camera I just think of one little buckaroo a-settin' out there."

Quoted by Eliot A. Daley  
Presbyterian Life,  
15 February 1969

### Introduction

The data offer some intriguing insights into the actual messages conveyed through Mister Rogers' Neighborhood and how professionals, who work directly with handicapped children, would ideally like those messages communicated. The data offer considerable understandings, also, into what is found to be essential in establishing a relationship with a child, handicapped or not.

A strong major theme regarding communication learning and growing ties all of the findings together. Fred Rogers is seen as a professional similar to those who work face-to-face with children. He explores ways of communicating with children, and no matter what he does, he conveys a major message theme which says: There are many ways to be and many ways to become. It is the inner drama of the learner, not the inner world of the professional, that is the building block in the relationship and an important element in human development. Professionals see Mister Rogers' Neighborhood to be very close to what they would ideally choose it to be. Additionally, they make some fascinating recommendations about how to alter some content and style elements to make the handicap program segments more appropriate for the handicapped, yet not disrupt the delicate fabric of the program.

The face-to-face work of the professional and the one-to-one television communication of Mister Rogers' Neighborhood are seen to be complimentary--it is potentially feasible for them to work and function together more than they now do. The functions, roles, and values of each are sufficiently compatible--indeed, sufficiently alike--that an understanding of the findings which follow suggest a communication system, rather than a television program.

### Ideal Program: Summary Introduction

Two types of professional persons emerged which identify two distinct concepts of what professionals would ideally like Mister Rogers' Neighborhood to be, although there are also strong similarities between the two types.

Both types of professionals emphasize the importance of recognizing and accepting the unique differences which lie within every child. The approach is seen throughout the responses of the professionals as the essential beginning point for establishing and maintaining a constructive professional-child relationship, it is the foundation upon which all communication with the child is based.

The two types of professionals differ sharply only in one way. The first type of professional person, the "Unique-Support Type," very much wants the ideal program to include scenes in which the handicapped child is surrounded by friends who help him through new experiences. The second type of professional, the "Unique-Expression Type," urges that the ideal program emphasize direct, honest, interpersonal communication, a more confronting style of relating.

#### Ideal Program: The Unique-Support Type

The Unique-Support Type of professional's emphasis upon individual uniqueness is highly visible in the following items:

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual uniqueness.

Lady Aberlin knows the differences among the puppets. She thinks it is important to deal with them according to their individual uniqueness.

It is the categorizing of handicapped children together on the basis of their handicap or on what they cannot do that hides the potential strengths of the handicapped. In contrast to this kind of stereotyping, the Unique-Support Type urges that the major theme in the ideal program begin by emphasizing the idea that the professional first recognize the differences among children and then deal with each according to his or her unique character.

The first item expresses the enjoyable nature of this kind of functioning. The Unique-Support Type sees each child as a challenge, not a problem; and the process of finding ways to build on the strengths of each child can be seen to be an exploratory and fun adventure. The second item and other items in the array of the Unique-Support Type indicate the developmental features of interacting with the child as a unique individual person.

Along with fun, there is also an indication that make-believe is an appropriate way to allow the child to experiment with differences among people. Perhaps make-believe is a way of having fun as well as a way of learning, which is, of course, fully consistent with the program style.

The Unique-Support Type initially focuses upon the individual capabilities of the child and deals with the child on this basis. Within the child lies the key to his or her own development.

The Unique-Support Type makes some assumptions about the professional-child relationship. There is clearly an acceptance of differences among children and sufficient flexibility to allow different individuals to respond to their environment in a variety of ways. It can be seen that the Unique-Support professional's interaction with the child is characterized by providing alternative ways for the child to respond to people and events, although there is no suggestion here of an "anything goes" expression from the Unique-Support Type, or that the child is given complete freedom. The Unique-Support Type's approach provides choices for the child that are appropriate for his or her particular physical, emotional, intellectual, and social development at that time and place and under the particular conditions. The Unique-Support Type's approach also implies openness to change and flexibility in solving problems. Above all, the Unique-Support Type assists the child's development by allowing the child to try new things, to test his strengths, to take risks. The following item illustrates the importance the Unique-Support Type places on success experience for the child:

Chrissy learns to make tomato soup and tries it out successfully with Mister Rogers and Chef Brockett.

The Unique-Support Type feels that establishing a climate in which the child can experiment requires strong support systems to encourage the child when he succeeds and to help him over failures and the pain of learning new ways of thinking and being. The ideal program for the Unique-Support Type would include such support systems and friendships

On a farm, Chrissy appreciates the support of her friends who are there when she needs them as she overcomes her fear of riding a horse.

Chrissy feels secure because her friends are there to help her learn to walk with new braces.

The Unique-Support Type also suggests that the ideal program should include scenes that impart the stability of the home and emphasize the importance of a strong family unit.

The ideal theme of the Unique-Support Type, generally, then, is that there are many unique ways for the child to develop. The child is encouraged by the Unique-Support Type to see himself in terms of what he can do and be and to see others this way as well. Through the child's own self-extending experiences he is to develop a sense of self-reliance or self-independence, a sense of unique self-worth, and a clear sense of his own capabilities. What he cannot do because he is handicapped is not avoided, but merely kept in perspective to avoid what Wright, in

his book, Physical Disability: A Psychological Approach (80), would call "spread," (i.e., when a handicap inhibits the person in areas in which there is no handicap).

The Unique-Support Type professional clearly rejects ideas of rebellion against authority and structure, and rejects also general negativism. These kinds of behaviors are not seen by the Unique-Support Type as enjoyable or developmental for the child. Items strongly rejected by the Unique-Support Type are:

The puppets have a meeting to organize boys and girls all over the country to learn how to run away from home and start a new life.

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

While visiting a school for the blind, a blind boy fights with his teacher who finds him intolerable and has him transferred to another teacher.

A cartoon shows a five-year-old deformed boy who runs away from home to join the circus.

Fred Rogers listens to a five-year-old boy tell how much he enjoyed smashing his big brother's model airplane, while making it appear accidental.

One respondent who loaded high on this factor particularly rejected the word "deformed." Another said, with a kind of gentle understandingness, "Children already know 'sneaky ways of being sassy.'"

#### Ideal Program: The Unique-Expression Type

The Unique-Expression Type and the Unique-Support Type professional are similar in regards to the central and strong theme of focusing upon the unique nature of each child. Both types express themselves strongly with these same two items particularly:

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual uniqueness.

Lady Aberlin knows the differences among the puppets. She thinks it is important to deal with them according to their individual uniqueness.

The Unique-Expression Type also emphasizes success experiences similar to that expressed by the Unique-Support Type:

Mrs. McFeely lets Chrissy make tomato soup for Mister Rogers and Chef Brockett. She likes to see Chrissy do things within her capability.

The Unique-Expression Type is also similar to the Unique-Support Type by favoring scenes of domestic tranquility and strength.

In contrast to the Unique-Support Type of professional, the Unique-Expression Type clearly sees enjoyment in activities and experiences as ends in themselves. However, the strongest difference between the two types is the Unique-Expression Type's concern for honest expression of feelings of the child. The Unique-Expression Type encourages the child to express himself in his own way. Each child is encouraged, for example, to see how many ways he can say, "I am mad." This is seen as fun and enjoyable as an end in itself, and it is also seen as a developmental experience which helps the child learn about himself and his communication with others. Examples of this for the Unique-Expression Type include:

King Friday is holding a "mad" party. He invites everybody to his castle to candidly express their mad feelings. He thinks it is fun to see many ways to say, "I am mad."

King Friday is holding a mad party. He invites everybody to his castle to express their mad feelings. He thinks it is important to know there are many ways to say, "I am mad."

It can also be seen in these items that there is emphasis by the Unique-Expression Type of the many possible ways for self-expression. There is no "right" way of communicating, or anything prescriptive in human communication learning. There is also the suggestion that perhaps a bit of rebelliousness is healthy; one learns about one's self and others through direct, confronting, honest communication with others.

The Unique-Expression Type, unlike the Unique-Support Type, rejects the over-use of authority with children. Demanding obedience from children is rejected by the Unique-Expression Type. One respondent, who loaded highly on the Unique-Expression Type factor referred to the requiring of obedience from children as "disgusting." Accordingly, competition and regimentation, as in the playing of tin soldier games, are rejected by the Unique-Expression Type. These kinds of activities are seen as neither developmental nor really enjoyable for the child. Such activities are seen rather as rigid and as indoctrinating compliance; they are not a way of teaching self-reliance. For example, the Unique-Expression Type rejects:

Chrissy, an orthopedically handicapped child hurries to answer the phone. Fred Rogers comments that he really likes snappy obedience from children.

King Friday uses the 'Nutcracker Suite' to help explain to a child that playing tin soldier games will help him grow up a winner.

It is clear that "snappy obedience" and emphasis upon "winning" are not favored, and are, in fact very strongly rejected by both Types, although more so by the Unique-Expression Type.

In general, professionals encourage the unique differences which they see existing in children. The ideal program which both the Unique-Support Type and the Unique-Expression Type ideally want is fully consistent with O. J. Harvey's System Four Theory. O. J. Harvey's System Four further elaborates these findings. In particular, both Types see a need to build-in strong support for the child and to encourage the child to take risks in self-expression and in self-extending experiences.

How do these ideal descriptions of the Mister Rogers' Neighborhood program compare with the program as it is actually seen by these two types of professionals in its present form?

#### Actual Program: Summary Introduction

Although there are two ideal concepts for the program, having some strong similarities, the actual program itself comes through very clearly as one very solid, single, strong impression. There is only one meaningful image of the program. The actual program is seen as having exactly the same beginning point as both Types of professionals would ideally like to see in Mister Rogers' Neighborhood. Both Types like very much the actual program's characteristic way of dealing with each child as an individual with unique strengths. Beyond this, both Types of professionals see some differences in what is actually on the air and what they would like the program to convey. The intriguing and striking overall finding is, however, that Mister Rogers' Neighborhood is seen to be extremely close to what the professionals would like it to be, ideally. Descriptions of gaps between the actual and the ideal program, as seen by professionals, should be kept within this larger context.

#### The Actual Program

The major and strongest single theme in the very strong, unified impression of Mister Rogers' Neighborhood centers on the unique differences among all children, and the importance of dealing with each child as an individual. This is where the actual program and the ideal program descriptions are most strikingly similar. In contrast to stereotypical thinking that would reject a person because he is different, Mister Rogers' Neighborhood builds on the acceptance and appreciation of differences. We are all different in many ways. We all respond to our environment in different ways. The key in the actual program seems



to be in building upon the child's unique strengths, rather than upon what he is not able to do, or be.

There are two characteristics of this approach to communicating with children which may be seen. The actual program is seen as developmental for the child, i.e., the child is assumed to grow and extend himself with this kind of interaction. Also, there is a fun, somewhat adventuresome way of relating to a child within this approach, particularly with a child who is handicapped. There are many ways to communicate to the child that it is all right for him to be himself, to think, to touch, and experience things in his own way. One way to encourage the child toward learning is through make-believe.

The items which exemplify the strong, unified theme in the professional's perception of Mister Rogers' Neighborhood will, understandably, look familiar, since the similarity between the actual program and the ideal concepts for the program are strikingly similar:

Lady Aberlin knows the differences among the puppets. She thinks it is important to deal with them according to their individual uniqueness.

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual uniqueness.

These items can be seen to suggest the foundation for subsequent descriptions of the program.

Another notion which follows closely behind these in strength is that the child should try to do things that are within his capability, and again, the actual program is seen in this way. A person sensitive to the child's strengths can help him to expand his view of his own ceilings or potentialities, how many things are possible, and how many various ways there may be to make possible things happen. This, of course, encompasses much of what is so visible in the ideal program descriptions, and requires an approach which considers what is best for this child, but contains a subtle and important quality which some readers may not understand. Respondents who most strongly associate with this factor indicated that it is not within the domain of the professional person to assume to know or try to determine the capability of the child. The professional's role, rather, is to help the child to seek, determine, and expand his notions of his own possible dream.

A secondary theme which runs through the actual program description data is that by experiencing things first hand the child has fun and learns for himself. (It is possible that this applies particularly to the child who is handicapped and may be experientially limited.) Items which illustrate this are:

Mrs. McFeely lets Chrissy make tomato soup for Mr. Rogers and Chef Brockett. She likes to see Chrissy do things within her capability.

Chrissy learns to make tomato soup and tries it our successfully with Mr. Rogers and Chef Brockett.

Such items and open-ended interviews with professionals and parents seem to suggest that the child depends upon himself, goes through experience by trial and error, that failures and successes both are important in learning, and that the process is not only developmental, but that learning can be also an enjoyable experience. These characteristics exist in the actual program. There also seems to be a sense of adventure being expressed by respondents, a sense of conquering the unknown, a sense of taking risks. For example, in trying a new recipe, for snow ice cream, perhaps a child can project into the experience, perhaps he imagines himself in snowshoes trekking across the cold Alaskan wilderness or even the street in his backyard. These kinds of experiences which respondents express the imagination which is associated with them consistently connect with the notion that such experiences are fun and developmental for the child. This may be seen in the following items:

Mr. Rogers wants Chef Brockett to try on a pair of snow shoes. Chef Brockett says it is good to have a new experience.

Mr. Rogers wants Chef Brockett to try on a pair of snow shoes. Chef Brockett finds it interesting because he has never had them on before.

It is good to take risks, but a child, especially a handicapped child, needs strong support because learning new ways to think and act can often be threatening and painful. Professionals, like the program itself, are saying the child should try to do things that are within his capabilities; and a person sufficiently sensitive to the child's strengths can help the child to do this and expand the child's ideas of what is possible. The notion of friends helping friends is also evident in the professional descriptions which provide this composite image of Mister Rogers' Neighborhood. When Chrissy makes tomato soup Mister Rogers and Chef Brockett are there to give support whether Chrissy sees the experience as successful or not.

On a farm, Chrissy appreciates the support of her friends who are there when she needs them as she overcomes her fear of riding a horse.

Chrissy feels secure because her friends are there to help her learn to walk with new braces.

There is in the actual program description, just as there was in the ideal description, the suggestion of a home-like flavor cast throughout

many of the items. Some examples of this are the image of the warm kitchen, filled with friends, a child making tomato soup, or Chrissy on a farm learning to ride a horse. These images seem intimately connected to the notion of a strong family and kinship traditions of the home or farm.

The professional person does not see any kind of rebellious spirit against authority as either enjoyable or developmental for the child. The program is devoid of elements that show negative attitudes toward authority. Items that indicate withdrawal from authority or constant confrontation are rejected as unrepresentative of Mister Rogers' Neighborhood.

The puppets have a meeting to organize boys and girls all over the country to learn how to run away from home and start a new life.

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

These items can be seen in direct contrast to the expressions of what is representative of the program. A puppet that runs away does not build independence nor have the support systems around him. Being sassy is based on exploiting others' weaknesses rather than on building their strengths. Also rejected is the idea of inflexibility.

While visiting a school for the blind, a blind boy fights with his teacher who finds him intolerable and has him transferred to another teacher.

In addition, professional persons reject the notion that children should believe in the immediate obedience that authority demands. Such notions are seen as rigid and devoid of learning as well as enjoyment for the child.

Chrissy, an orthopedically handicapped child, hurries to answer the phone; Fred Rogers comments that he really likes snappy obedience from children.

King Friday uses the "Nutcracker Suite" to help explain to a child that playing tin soldier games will help him grow up a winner.

The idea of being a "winner" is also a contradiction of what the actual program is seen to be. To make yourself a winner others have to be losers. This kind of win/lose social competition is rejected along with notions that status individuals can always control the actions of others.

In general, Mister Rogers' Neighborhood is seen as based in searching for the unique strengths of each child, in encouraging a child to reach out, to extend himself through new ways of thinking and experiencing. The child is given strong support, but is not shielded from reality. Misuses of authority are clearly rejected as unrepresentative of the program.

As can be seen from the previous analysis, the actual messages communicated through Mister Rogers' Neighborhood and those that professionals would ideally like are very similar. The foundation for both is the unique-difference theme. There are two ways however in which the ideal program expressions differ from the present, actual program. The first is a desire for added emphasis on support for the child, especially when he is trying new experiences or new ways of thinking about himself. Items such as Chrissy learning to ride a horse or make tomato soup are more heavily stressed by the Unique-Support Type's image of the ideal program. The Unique-Expression Type stresses the notion of encouraging open, honest expression of feelings--not rebellion or disobedience, perhaps healthy spontaneity or confrontation when necessary--a simple, "I'm mad at you" may illustrate this point. Again, it should be emphasized that the similarity between the ideal and actual program are similarly extensive and an appropriate context from which to appreciate additional findings of this study.

#### Ideal Professional Role: Introduction

One very strong factor, or type of professional person emerged which represents the ideal role for the professional. There is also a second factor, or type of professional person, which is much weaker than the first. It is in a sense simply an addendum to the first. Both are based again on the central theme which runs through the various data: emphasis is upon appreciating the unique self-worth of each child.

#### Ideal Professional Role: The Unique-Aspiration Type

The ideal professional self-concept for the Unique-Aspiration Type--the way she would ideally like to function and work with the child--is fully congruent with O. J. Harvey's System Four. The striking similarity with the themes already identified and reported in the relationships of the actual and ideal Mister Rogers' Neighborhood program emphasize the extreme importance of the individual-unique-difference theme and the assumptions which have been found to be associated with these findings. These related findings clearly, and strongly, reinforce each other. Note some of the ideal self-concept items which are most characteristic of the Unique-Aspiration Type of professional:

It is important to know the individual uniqueness of each child.

Enjoy looking at the individual uniqueness of each child.

It is good for the child to depend on himself for realistic expectations.

Glad to see the child depend on himself for realistic expectations.

The beginning point, again in the professional-child relationship is a building upon the uniqueness of the child in a way that he learns self-dependence. The statements selected throughout this investigation clearly imply a process by which the child learns how to learn about himself and others, that he become a problem solver, a person who knows that some change is possible, other change is not, and that the chance to try should always remain an open option. For the professional this also represents a fun way to interact with the child--to encourage him to extend himself and learn what his strengths and limitations are. The Unique-Aspiration Type suggests an exploratory, open-minded, flexible approach. Learning new things and finding fun in the child's development fits well into the Unique-Aspiration Type's framework of constructing the ideal way of functioning, for example:

Enjoy learning new things.

Learning new things is always challenging.

Like to play around with different ways of presenting ideas to the child.

The Unique-Aspiration Type of professional does not construe herself as a would-be authority figure. She does not see that this would help the child develop self-dependence. The demands of obedience are not seen as good for the child in the long run. Other communication behavior alternatives similar to this theme, and also highly consistent with Harvey's System One style of functioning--are forcefully rejected by the Unique-Aspiration Type of professional:

Snappy obedience from children is a benefit to them in the long run.

Playing obedient tin soldier kinds of games with the child will be beneficial to him in the future.

Like snappy obedience from children.

It is fun to play obedient tin soldier kinds of games with the child.

Still additional communication style alternatives which are tinged with manipulation of people, negativism toward established figures, or an excessive dependence upon authority are also rejected. For example:

I enjoy playing the games of institutional politics.

Enjoy subtle humor that pops the bigshot's authority.

In order to be competent, I will always need to have my supervisors keep me informed of how I am doing.

#### Ideal Professional Role: Addendum

The second, small factor or type of professional functions toward the ideal in contrast to the Unique-Aspiration Type mainly by desiring that the enjoyable nature of things be emphasized, rather than the developmental aspects:

Enjoy looking at the individual uniqueness of each child.

Enjoy learning new things.

Beyond this distinction this type of professional is highly similar to the Unique-Aspiration Type.

#### The Actual Professional: Unique-Enjoyment

There was one strong, major expression. The Actual Professional, or actual self-concept within the professional role is expressed in relation to the way the professional actually interacts with the child. Again, the central theme of uniqueness emerges.

The Actual Professional way of functioning and the ideal way of working with children seen in the Unique-Aspiration Type are closely related. That is, the professional person sees herself doing very much what she ideally wants to be doing with children in her work. Consider these examples of the Actual Professional in light of the previous descriptions of the Unique-Aspiration Type, and the additional findings which were reported:

It is important to know the individual uniqueness of each child.

Enjoy looking at the individual uniqueness of each child.

Enjoy learning new things.

It is worthwhile to play around with different ways or presenting ideas to the child.

Glad to see the child depend on himself for realistic expectations.

Once again, these data are congruent with O. J. Harvey's System 4. The emphasis on individual uniqueness, on learning new things, on exploring ways of presenting ideas to the child, and enjoying the growth of self-dependence in the child are evident here. The Actual Professional seems

to value gratification over aspiration somewhat more than in the ideal context. Some of the Actual Professional person's strongest expressions contain a gratification or enjoyment quality. Through these findings we can begin to get a picture of the professional person finding actual enjoyment in interacting with the child and through being a part of his growing and learning. We can also see the suggestion of some of the values which she may be demonstrating to the child. If Sullivan's developmental theory of personality and its implications for learning do apply, and if values are learned through interaction with significant others it is possible that children having an on-going relationship with an expressive Actual Professional person will learn to value what she values. If so, this would not likely be "taught" in an imposing way; the Actual Professional does not enjoy being a strong role model, at least not with regard to dealing with authority figures or fighting the larger system.

The Actual Professional clearly does not see obedience to authority as beneficial to the child. She strongly rejects such items. She discourages the child from becoming dependent upon external authority or relying upon absolute, institutionalized authority or tradition, or becoming involved in institutional politics. She herself does not enjoy political "games." She most strongly rejects:

Snappy obedience from children is a benefit to them in the long run.

Playing obedient tin soldier kinds of games with the child will be beneficial to him in the future.

Like snappy obedience from children.

It is fun to play obedient tin soldier kinds of games with the child.

I enjoy playing the games of institutional politics.

There is a very strong relationship between how the professional person sees herself actually working with handicapped children and her expression of how she would ideally like to interact with the handicapped child, as has been seen. This close similarity is readily traced in large part to the central theme which is so strongly evident throughout the various data: The focus is upon individual uniqueness, helping the child to develop independence and a sense of trying new ways of doing things. There is, in addition, the expressed feeling that the professional should enjoy this kind of functioning, and that she does enjoy her role.

The following items are selected as particularly important in both the actual and ideal professional role:

It is important to know the individual uniqueness of each child.

Enjoy looking at the individual uniqueness of each child.

Glad to see the child depend on himself for realistic expectations.

Enjoy learning new things.

In her actual professional role the professional strongly rejects behaviors that overuse authority, that demand complete obedience from the child. Ideally, she would like to reject a wider variety of behaviors--those behaviors that are basically manipulative or that show complete negativism toward authority.

### Prediction of Child

The introductory chapter includes a rationale for assessing interpersonal communication between the professional person and the child. Personal enjoyment of typical visual images seen on Mister Rogers' Neighborhood were presented in photograph form (see Appendix 46) to the child with the request that he express (see Appendix 38) which of ten items were most enjoyable or "fun", relative to one another. These data were correlated with corresponding rankings gathered from professional respondents given the following instructions:

We are asking (name of child previously named by the professional person as the child she knows best) to tell us which characters he finds most enjoyable in the same way you just did....

The professional respondents were asked to predict the child's expression of enjoyment accordingly.

Out of eighteen such rankings only two were significantly related, and only three or four other coefficients approached significance.

It is possible, of course, that professional persons are not able to predict, are not "reading" the child's interests accurately. This is a reasonable inference, particularly in the sense that most of us have much greater capacity to listen and more accurately understand the other person than we typically demonstrate when tested, as these persons were.

However, it is also possible that the items themselves are not sufficiently comprehensive and not sufficiently theoretically based to provide a rigorous test. The items are strongly representative of the visual images in the program, since they are taken directly from the program itself. But they are not moving images, as the program is, nor are they presented in the same visual context or under the same viewing conditions as they are seen by the child on the program.



A third consideration area is the child's ability to express himself. This investigation focuses upon children who are handicapped, some of them very seriously handicapped. An autistic child, a child with severe neurological illness, or a child with extremely poor vision, and other kinds of disabilities inject special limitations in what the child is able to express. His communication competence and his expressive ability may be developmentally limited because he is not physically or socially as mobile as a normal child. It happens that the two correlations which are significant are between professional person and a normal healthy child; in both cases the professional person characterizes the child being predicted as "extremely bright."

The obvious inference cannot be too lightly dismissed, especially since some of the further analyses of these same data are found to be quite meaningful.

#### Child and Adult Enjoyment (nonverbal)

Expression of fun and enjoyment of visual images from Mister Rogers' Neighborhood provided seven clusters of personal enjoyment:

1. The child enjoys reality more than fantasy. The most enjoyable images also tend to have big smiles, which, of course, could imply that this type of child most enjoys happy, friendly images. The least enjoyable images can be characterized as old, formal, and stubborn.
2. This type of child may not enjoy what is not very clear, real, and young. The puppets chosen may appear ambiguous while the persons indicate warmth and support. This type represents a sharp contrast to the first type mainly by selecting puppets as enjoyable. King Friday, Queen Sara and Chef Brockett are seen to be fun. Grandpere and Francois Clemmons are least fun. This type of child may prefer fantasy and dreaming to the reality of persons. The data suggest an escapist preference.
3. This type of child expresses preference for Henrietta Pussycat, Betty Aberlin, and Queen Sara as most enjoyable. Cornflake, Joe Negri, and Chef Brockett are the least enjoyable. The enjoyment of three female images and the rejection of three masculine images does indicate a pattern.
4. The fourth type of child's preference selected Lady Elaine Fairchilde, Cornflake, and King Friday as most enjoyable, and Joe Negri, Betty Aberlin, and Francois Clemmons as least enjoyable. Like type two, this type of child finds puppets more enjoyable than real people. He enjoys fantasy more than reality. It is possible that

the data suggest respect for authority and power, but also suggests he might not always wish to be obedient, since he expresses enjoyment of Lady Elaine who can be seen as independent and one who fights against authority.

5. Type five selects Queen Sara, Betty Aberlin, and Henrietta Pussycat as most enjoyable and Lady Elaine Fairchild, Francois Clemmons, and Grandpere as least enjoyable. Like type three this type of child expresses enjoyment of the feminine stereotypes; Queen Sara and Betty Aberlin may both be seen in this way, as representing gentleness and kindness. The fact that this type of child rejects Grandpere, Francois Clemmons, and Lady Elaine might possibly imply that he dislikes "strangeness" or differences.
6. This type of child's preference selects King Friday, Chef Brockett, and Joe Negri as most enjoyable and Henrietta Pussycat, Grandpere, and Queen Sara as least fun. In contrast to types three and five, this type of child ranks masculine stereotyped roles higher than feminine ones, which could perhaps suggest--if we follow some cultural stereotypes visible in these images--that he likes strength, power, and independence, and rejects weakness, softness, and dependence.
7. Type seven selected Lady Elaine, Henrietta Pussycat, and Joe Negri as most enjoyable and Cornflake, King Friday, and Francois Clemmons as least enjoyable.

These types, one through four, and to a lesser extent, five, are quite clear and strong patterns. In general, they become less clear and less meaningful in the order in which they are presented.

Professional persons were also asked to express their enjoyment of the same images, and these data were analyzed in the same way as the expressions of the children, which provided three types of appeal for visual images.

1. The first type of professional's personal visual image appeal ranks Betty Aberlin, Chef Brockett, and Joe Negri highest, or most enjoyable. Lady Elaine Fairchild, Grandpere, and Henrietta Pussycat were rejected. The most enjoyable images are real adult persons. Those rejected are "unreal" puppets. Also, Chef Brockett and Joe Negri may be seen as physically active, and are more often seen outdoors or actively doing things than some of the others.
2. The second type of personal preference expressed identifies Henrietta Pussycat, Chef Brockett, and Joe Negri as most

enjoyable, and Granpere, King Friday, and Queen Sara as least enjoyable. The person image in contrast to the puppet image can be seen here, as in type one. There may also be a rejection of authority as an enjoyable image, especially visible in the characters of Queen Sara and King Friday who are strong authority figures, and were most strongly rejected.

3. The third type of preference ranks Chef Brockett, Henrietta Pussycat, and Francois Clemmons as most enjoyable, and Cornflake, Joe Negri, and Lady Elaine Fairchild as least enjoyable. Once again, the persons and the action theme can be seen as enjoyable in contrast to puppets, although not as clearly as in the other two types.

A more meaningful characterization of the professional person's enjoyment of elements in Mister Rogers' Neighborhood can be seen in the professional's personal enjoyment data.

#### Professional's Personal Enjoyment: Introduction

As has been noted in the introduction, Stephenson (71) and others have emphasized the importance of play in mass communication. Accordingly, assessment of the personal preference patterns of professionals, who work in such a critical role in relation to children, was made. The Mister Rogers' program items were used with instructions to express those program elements which are most enjoyable, gratifying, and fun. (see Appendix 39). Four types of professional personal enjoyment emerged.

#### Personal Enjoyment: The Tradition Directed Type

The first type of professional values or enjoys items which express the uniqueness of individuals and the trying of new activities. The Tradition Directed's choices seem to evidence a kindness quality. She seems to like harmony, to be supportive of others and to enjoy the reality of people, not the fantasy of puppets.

There is a "home-y", old fashioned, connotation to the items the Tradition Directed Type most enjoys. She seems to like activities related to tradition, conventional culture and the family. The following items exemplify this.

On a farm, Chrissy appreciates the support of her friends who are there when she needs them as she overcomes her fear of riding a horse;

Chrissy learns to make tomato soup and tries it out successfully with Mr. Rogers and Chef Brockett;

Francois Clemmons enjoys the cooperation of some children when he shows them how to sing, "Row, row, row, your boat," in two groups;

X Owl has a birthday and enjoys the special acceptance and treatment from the other puppets in the neighborhood of make believe.

The Tradition Directed person least enjoys programs which exhibit negativism or anti-authority themes. Four of her least enjoyed programs involve a boy fighting, children running away, ways to be sassy, and a five-year-old "freak" joining the circus.

While visiting a school for the blind, a blind boy fights with his teacher who finds him intolerable and has him transferred to another teacher.

The puppets have a meeting to organize boys and girls all over the country to learn how to run away from home and start a new life.

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

A cartoon shows a five-year-old deformed boy who runs away from home to join the circus.

The Tradition Directed type of person dislikes rebellion and conflict. This is compatible with her enjoyment of harmony and the smooth running of whatever she is involved in. These items are consistent with her idea of what is socially undesirable.

#### Personal Enjoyment: The Adventurousome Type

The Adventurousome Viewer, can be seen in contrast to the Tradition-Directed person. She selected programs which expressed the enjoyment of taking risks and the free expression of feelings. The following items illustrate:

King Friday is holding a "mad" party. He invites everybody to his castle to express their mad feelings. He thinks it is important to know there are many ways to say, "I am mad."

King Friday is holding a "mad" party. He invites everybody to his castle to candidly express their mad feelings. He thinks it is fun to see many ways to say, "I am mad."

Lady Elaine is the only one in the Neighborhood of Make Believe ready for the trip to the moon. She enjoys taking risks.

Lady Elaine is the only one in the Neighborhood of Make Believe ready for the trip to the moon. She says it is worthwhile to take risks.

Another high scoring item for the Adventurousome Viewer is the statement regarding a little boy running away, Huck Finn style.

A deaf boy reads Huckleberry Finn to learn how to build a raft so he and his friend can similarly escape down the river.

The Adventurousome Type values rebelliousness, perhaps, as an expression of questioning social values.

She consistently selects authority-oriented items as least enjoyable. This mainly involves adults telling children what to do; be obedient, listen and be a winner, follow the same order and do these things because it's good for you.

Chrissy, an orthopedically handicapped child, hurries to answer the phone; Fred Rogers comments that he really likes snappy obedience from children.

Mr. Rogers discusses with the child the reasons for listening to adults. To be a winner you will always need an important person to keep you informed of how you are doing.

Henrietta Pussycat tells a handicapped child it pays to be obedient for it will help you in the long run.

King Friday uses the "Nutmcracker Suite" to help explain to a child that playing tin soldier games will help him grow up a winner.

Fred Rogers sings a song about following schedules. The lyrics say it is beneficial for the child to follow the same order each day.

Mr. Rogers tells a group of children that when an adult demands the most of you it is for your own good later on.

She mainly dislikes depending on authority and dislikes the idea of children depending on the authority of adults. Presumably, the child can try things out on his own to discover what will be successful for him.

By looking at what the Adventurousome Type enjoys and does not enjoy a feeling of movement and independence is given to the reader.

She tends to be adventurous and playful, likes travel and new things. It would seem that any hindrance of her activities might be regarded as stifling or an attempt to regiment her.

Personal Enjoyment: The Liberated-Toward-"Normalcy"  
Type (outer-directed)

The Liberated-Toward-Normalcy Type may be seen to enjoy programs which exhibit themes of security. She enjoys other-directed qualities. She seems to feel that some form of control or manipulation are enjoyable. This is evidenced by the items of Fred Rogers "getting" a child to make an airplane and Chrissy feeling secure with her friends and appreciating their support on a farm.

Mr. Rogers enjoys getting a shy handicapped child to make paper airplanes with the other kids.

Chrissy feels secure because her friends are there to help her learn to walk with new braces.

On a farm, Chrissy appreciates the support of her friends who are there when she needs them as she overcomes her fear of riding a horse.

These are dependent kinds of expressions. She also values differences and the expression of feelings.

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual differences.

King Friday is holding a "mad" party. He invites everybody to his castle to candidly express their mad feelings. He thinks it is fun to see many ways to say, "I am mad."

It seems she likes to help, likes to be liked and likes to feel needed by others.

The Liberated-Toward-"Normalcy" Type person least enjoys a variety of kinds of items. She seems to enjoy the ability to manipulate "for the child's own good." However, if this changes to direct authoritarianism, e.g., snappy obedience, or be a winner, then this is not enjoyable. Also being sneaky or sassy or manipulating for your own good (e.g., Lady Elaine entertains the children so they will think she is nice).

Mr. Rogers enjoys getting a shy handicapped child to make paper airplanes with the other kinds.

Mr. Rogers persuades a shy handicapped child to make paper airplanes with the other kids because Mr. Rogers knows this will help him get along better with others.

Chrissy, an orthopedically handicapped child, hurries to answer the phone; Fred Rogers comments that he really likes snappy obedience from children.

Mr. Rogers discusses with the child the reasons for listening to adults. To be a winner you will always need an important person to keep you informed of how you are doing.

Fred Rogers listens to a five-year-old boy tell how much he enjoyed smashing his big brother's model airplane, while making it appear "accidental."

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

Some children visit Lady Elaine Fairchilds in the Neighborhood of Make Believe. She is busy but decides to entertain them so that they will tell their friends what a nice person she is.

A theme expressed by the Liberated-Toward-"Normalcy" Type person involves security. A handicapped child should grow up ready to meet the demands of society; this professional will help the child do this. She will inoculate him against abuse and exploitation; he, in turn, will cause no trouble and lead a good moral life. He will enjoy helping others and will feel secure in the help he may receive in return.

#### Personal Enjoyment: The Self-Directed Type

The Self-Directed Type of person enjoys program ideas of rebelliousness most. The child rebelling against his teacher, the Helen Keller film, and the "Land of No Parents," were high choices along with King Friday's "mad" party and Fred Rogers playing around with musical instruments.

Mr. Rogers visits the mentally retarded children and relates the story of a child who persistently rebelled against his teachers in order to convince them that he really wasn't retarded.

Mr. Rogers shows the Helen Keller film segment which shows Helen violently revolting against her teacher until she finally learns the word W-A-T-E-R and what it means.

Mr. Rogers approaches the band after the show and tries different kinds of musical instruments.

The puppets present a play about a little boy who happily stumbles upon the "Land of No Parents."

King Friday is holding a "mad" party. He invites everybody to his castle to candidly express their mad feelings. He thinks it is fun to see many ways to say, "I am mad."

Mr. Rogers approaches the band after the show and tries to play the trumpet and the drum. He thinks it is beneficial to know different kinds of musical instruments.

The "mad" party might be seen as an expression of hostility rather than an expression of all feelings. Mr. Rogers plays the trumpet and the drum, both loud and possibly annoying instruments. This professional enjoys rebellion; perhaps this is seen as a healthy expression of the self.

This type of professional seems very self-directed. An idea of standing up to the "odds" or "authorities" or "forces of life" is expressed. She expresses a self confident quality and suggests she will challenge the established order if she feels she is right about something. She selects those items which suggest she will rely on inner strength to sustain her in hard times; she enjoys programs which express this kind of inner strength.

The Self-Directed Type person dislikes a variety of items. She dislikes the sassy school, (which is rebellious); demands from authority figures, the deceit involved in the child's smashing of his airplane, depending on Chef Brockett for a menu and Mr. Rogers helping a child make a plane.

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

Mr. Rogers tells a group of children that when an adult demands the most of you it is for your own good later on.

Fred Rogers listens to a five-year-old boy tell how much he enjoyed smashing his big brother's model airplane, while making it appear "accidental."

When Mr. Rogers plans a special party he depends on Chef Brockett to make the right decision about the menu.

Mr. Rogers persuades a shy handicapped child to make paper airplanes with the other kids because Mr. Rogers knows this will help him get along better with others.

Perhaps rebellion is good if no objects are destroyed, only ideas questioned or if the rebellion is direct, not in secret. Both authoritarianism and manipulation are disliked. The choices of least enjoyed



programs are consistent with O. J. Harvey's System 2 type of personality which somewhat characterizes the Self-Directed Type. She expresses enjoyment of structure and authority, but she may resent and deny such need and does express rebellion against structure. This is a possible explanation of why rebellious kinds of program ideas were chosen as most and least enjoyable.

#### Personal Enjoyment: Comparison among Types

The Tradition-Directed Type and the Liberation-Toward-"Normalcy" Type persons correlate fairly highly. They both value uniqueness and enjoy Chrissy's security regarding her friends presence while horseback riding. While the Tradition-Directed Type enjoys new experiences and relying upon internal standards, the Liberation-Toward-"Normalcy" Type prefers programs with security themes and expresses a desire to be liked. The Tradition-Directed Type person dislikes rebellion; the Liberation-Toward-"Normalcy" Type person dislikes authority and manipulation for ones own good instead of for the good of the child.

The Adventurousome Type and the Liberation-Toward-"Normalcy" Type person like different items. The Adventurousome Type person enjoys risk taking, and sees expression of feelings as important, along with playful rebelliousness. The Liberation-Toward-"Normalcy" Type person enjoys manipulative techniques but the two types are similar in their dislike of obedience. While this accounts for all of the Adventurousome Type's dislikes it is only a part of the Liberation-Toward-"Normalcy" Type's. The Adventurousome Type seems to be expressing "let me try to do things my way" while the Liberation-Toward-"Normalcy" seems to be saying, "don't let people tell you what to do, let me help you instead."

The Tradition-Directed Type and the Adventurousome Type compare in their general enjoyment of seeing a child as an individual. They differ in their expression of what is implied. The Tradition-Direct Type enjoys a child being himself but in a socially acceptably, traditional manner. The Adventurousome Type enjoys seeing a child be himself, but in freely expressive ways he would like, not prescribed ones.

These types express contrasts in the ideas they find least enjoyable. The Tradition-Directed Type dislikes rebellion and conflict. Things should be calm and happy with no "rocking of the boat." The Adventurousome Type rather enjoys a little "boat rocking" if a purpose is involved, e.g., learn something new from this, and she dislikes obedience and authority; perhaps she sees this as a way of limiting ones freedom.

The Adventurousome Type and the Self-Directed Type compare in that they both enjoy the "mad" party.

King Friday is holding a "mad" party. He invites everybody to his castle to candidly express their mad feelings. He thinks it is fun to see many ways to say, "I am mad."

Because of their other choices, however, they seem to view this from different contexts. The Adventurous Type sees this as an example of people expressing all feelings. The Self-Directed Type seems to view it as an expression of hostility. This is a gratification item using the word "fun" in it which may suggest its meaning by the Self-Directed Type person, e.g., if you are mad--tell people about it, and enjoy being angry.

Regarding personal enjoyment, the only common theme among all types is that at least one of O. J. Harvey's System 4 items were chosen in the top five choices. However, each type also enjoys other qualities more. The Tradition-Directed Type likes uniqueness and harmony; the Adventurous Type enjoys risks and the expression of feeling; the Liberation-Toward-"Normalcy" Type, manipulation for another's well being and the Self-Directed Type, rebellion. The dislikes of the Tradition-Directed Type and the Adventurous are in strong contrast. The Tradition-Directed Type dislikes conflict and rebellion; the Adventurous Type dislikes authority. Both the Liberation-Toward-"Normalcy" Type and the Self-Directed Type have a composite of dislikes which include ideas of obedience, rebellion, manipulation, being secretive, authoritarianism, and dependency. One possible explanation is that they are similar in that they have personal reasons for enjoying manipulating another or being rebellious. This could be justified to them however, if another is manipulative or rebellious, respectively. The other person's motives may not appear as "pure" as the professional sees her own, and are disliked.

Regarding the concepts of gratification and aspiration, the only place in personal enjoyment where this seems to be operating is in interpreting the meaning the Self-Directed Type person has for liking the "mad" party. As stated, "fun" for this person refers to an expression of hostility not of all feelings or emotions.

The Tradition-Directed Type and the Adventurous Type persons like to see children as unique individuals doing what they are capable of. They dislike rebellion and obedience, respectively. This seems to be noteworthy. It suggests Mister Rogers' Neighborhood might wish to continue the kinds of programs which are expressed as most enjoyable, e.g., uniqueness, new experience, do things within your capabilities, the "mad" party (or expression of feelings) and taking risks. These types of professionals consistently enjoy abstract independent functioning and presumably like seeing this in the child as the other data indicate.

Many of the findings in the personal enjoyment data are consistent with O. J. Harvey's notions and the informal learning systems which encourage the child to be himself and develop interests, abilities and skills at his own personal "rate" of growth.

It is also clear that these findings further resemble many of the notions previously advanced by David Riesman's Lonely Crowd, and future communication insights can be anticipated by drawing upon Riesman's, as well as Harvey's theories.

## Social Desirability: Introduction

The mutual expectations postulated in the introductory chapter suggest a need to understand such expectations broadly in terms of what Allen Edwards would call social desirability. The instructions given respondents (see Appendix 40) were similar to those used by Allen L. Edward's Social Desirability Studies emphasizing what Mister Rogers' Neighborhood program items are "good for children," that "children ought to watch." The social desirability dimension might suggest what social influences may be influencing the professional person beyond the limits of her professional role strictly defined, and might provide more breadth to an understanding of how she is functioning. Also, social desirability is sometimes seen by some researchers as a "contaminating variable" ("Your respondents only expressed what they thought they 'should' or 'ought' to express.") and it was decided to go after these data directly as a natural part of the study, rather than wonder about such relationships too late.

The data produced two expressions of social desirability: The Interpersonal Concerns Type, who places strong emphasis upon friendship and helping behavior, and the Personal Independence Type who stresses integrity in communication with others.

## Social Desirability: The Interpersonal Concern Type

The first type focuses on friendship and the help that friends give each other especially when one is in need. In general, good interpersonal relationships are seen as extremely socially desirable.

Chrissy feels secure because her friends are there to help her learn to walk with new braces.

On a farm, Chrissy appreciates the support of her friends who are there when she needs them as she overcomes her fear of riding a horse.

This helping or support behavior implies relationship. It makes Chrissy feel secure and she appreciates the support. The helping behavior has an effect, is felt. The second item also suggests a strong, cohesive group of people, united in friendship, and the traditions of farm life. There is a sense of tranquility and strength.

The Interpersonal Concern Type of person also considers it very socially desirable to interact with the child as an individual. Behaviors congruent with O. J. Harvey's System 4 (such as behaviors that help the child develop independence and flexibility) are seen as very worthwhile.

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual uniqueness.

Mrs. McFeeley lets Chrissy make tomato soup for Mr. Rogers and Chef Brockett. She likes to see Chrissy do things within her capability.

Again, note that Chrissy is in the kitchen making tomato soup, a thought tinged with domestic tranquility and strength. Chrissy also does things within her capability. This is important in that it implies direction from others who have helped her understand her capabilities and also that Chrissy has some insight into what she can do well. Having the child do things on her own that she enjoys is developmental and socially desirable behavior. In addition, both items imply constructive interpersonal relationships.

This theme is continued in two other items important in the Interpersonal Concern Type's image of social desirability.

Mr. Rogers persuades a shy handicapped child to make paper airplanes with the other kids because Mr. Rogers knows this will help him get along better with others.

Mr. Rogers enjoys getting a shy handicapped child to make paper airplanes with the other kids.

The theme of getting along with others throughout these items is very strong. It is also enjoyable or satisfying for a professional to be able to get a child to do something that is good for him. Manipulation of the child is encouraged if it will help the child improve his self-concept and his interpersonal relationships.

Overall, items that fit O. J. Harvey's System 3 (giving support, needing to be liked, manipulating) behaviors are selected as the most socially desirable mode of functioning and System 4 behaviors as a close second. The two systems are quite complimentary for this type of person. Friendship and support are a means of helping the child develop a sense of self-worth and independence.

Behaviors that counter this goal are seen as extremely socially undesirable, especially those that tends to exploit people on the basis of their weakness. Thus, teaching children how to be "sassy" is most undesirable; it is not only teaching disobedience, but also it connotes watching for the most vulnerable moment. This item was selected as most undesirable:

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

Running away from reality is also very socially undesirable. This behavior is a kind of rejection of authority and is designed to leave problems behind or perhaps hurt authority figures:

The puppets have a meeting to organize boys and girls all over the world to learn how to run away from home and start a new life.

Any behaviors that indicate deceit, or enjoyment of destruction are also rejected.

Fred Rogers listens to a five-year-old boy tell how much he enjoyed smashing his big brother's model airplane, while making it appear "accidental."

Throughout all of the strongly rejected items, there is a theme of negativism and anti-authority feelings. These are considered to be most socially undesirable by the Interpersonal Concern Type of Professional.

#### Social Desirability: The Personal Independence Type

The Personal Independence Type can be seen in comparison to the Interpersonal Concern Type. The Personal Independence Type expresses personal independence as being socially desirable. For example, this type stresses honest expression of feelings and acting on the basis of internal standards. The notion of friendship and support, while important, is not operating as significantly as it is for the Interpersonal Concern Type.

King Friday is holding a mad party. He invites everybody to his castle to express their mad feelings. He thinks it is important to know there are many ways to say, "I am mad."

X Owl has his own rules of behavior. He says it is good for everybody to rely on their own internal standards.

The idea of the "mad" party is quite significant for the Personal Independence Type. It connotes that honest expression of feelings is desirable and that it is good to confront someone by telling them you are mad. This is not something found in the Interpersonal Concern Type's expression of social desirability. This item also connotes a feeling that there are many ways to respond to reality. The idea of searching for different ways to look at reality and to respond to people and events is encouraged. This is in line with O. J. Harvey's System 4. Like the Interpersonal Concern Type, however, the Personal Independence Type also places heavy emphasis on dealing with each child as a unique individual. Again, this connotes behaviors that are found in Harvey's System 4:

Lady Aberlin knows the differences among the puppets. She thinks it is important to deal with them according to their individual uniqueness.

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual uniqueness.

These items indicate that dealing with each child individually is developmental for the child and is also an enjoyable kind of interaction. The Personal Independence Type sees the homey scenes as desirable as does the Interpersonal Concern Type. Thus, Chrissy making soup in the kitchen is again selected. There is also a stress on trying new things, perhaps taking risks.

Mr. Rogers approaches the band after the show; he likes to try different kinds of musical instruments.

Mr. Rogers wants Chef Brockett to try on a pair of snow shoes. Chef Brockett says it is good to have a new experience.

In summary, the Personal Independence Type's expression of social desirability is slightly more adventurous than those of the Interpersonal Concern Type. They differ in what they see to be socially undesirable. The Personal Independence Type rejects the use of authority to control and to demand complete obedience from others. Such authority is not seen to be enjoyable or developmental for the child. The ideas of keeping children in line by telling them "about thé long run" or "listen to your elders" are strongly rejected as is the idea of talking behind someones back.

Henrietta Pussycat tells a handicapped child it pays to be obedient for it will help you in the long run.

Chrissy, an orthopedically handicapped child hurries to answer the phone; Fred Rogers comments that he really likes snappy obedience from children.

There is also a clear rejection of a win-lose competition, and the kind of aspiration that you must grow up to be a "winner."

King Friday uses the "Nutcracker Suite" to help explain to a child that playing tin soldier games will help him grow up a winner.

Mr. Rogers discusses with the child the reasons for listening to adults. To be a winner you will always need an important person to keep you informed of how you are doing.

In addition, the notion that you need someone to keep you informed of how you are doing is contradictory to developing the independence which the Personal Independence Type sees as very socially desirable. Although the Personal Independence Type also rejects negative behaviors toward authority like the Interpersonal Concern Type she is much more

concerned about the over-use of authority in demanding obedience and increasing one's own status.

## SUMMARY AND IMPLICATIONS

"A circle can never succeed in imitating a square, nor is there any chance for a fish to become a bird. What they try to imitate may be good and beautiful. But the further they go, the more remote their goals seems to be."

Kuo Hsiang

### Problem and Design

Mister Rogers' Neighborhood is a national childrens' television program which deals primarily with affect. Fred Rogers, the "star" of the program, projects various themes of self-esteem. Recently, various forms of handicappedness have been presented.

Inquiry was designed to discover how the concept of handicappedness can best be presented to children and what are the effective styles of the professionals who work with disabled children. The findings will be applied in new programming designed to facilitate self-esteem and the acceptance of handicapped children.

The study was directed along the following lines:

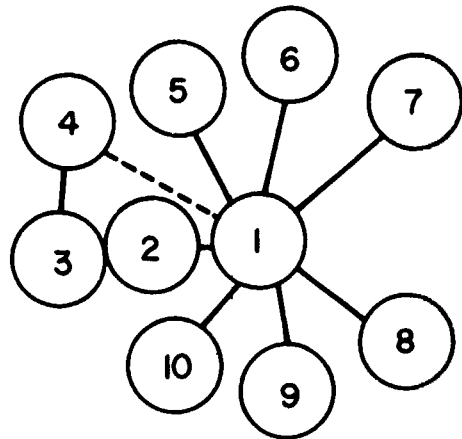
1. Mister Rogers' Neighborhood program segments and related media materials.
2. The role and functions of the professional.
3. The handicapped child.

Focused Interview data provided insights for conducting a Mister Rogers' Neighborhood Q and other analyses. Professional workers and children were interviewed to identify patterns of possible uses for educational media materials associated with Mister Rogers' Neighborhood.

A conceptual model shows relationships among Mister Rogers' Neighborhood, the professional person, and the child. The child and the professional were construed as mutual significant others. Some of the variables under investigation include:



1. The Professional Person
2. The Child's Most Enjoyed Program and Materials
3. Child's Expression of Most Enjoyable Program and Materials
4. The Child
5. The Ideal Program and Materials
6. Personal Enjoyment
7. The Ideal Professional Role
8. The Actual Program and Materials
9. Actual Professional Role
10. Social Desirability



### Summary of Professional Data

The kind of program professionals would ideally like Mister Rogers' Neighborhood to be has been described. Two types of professionals were identified, both of whom stressed the unique self-worth of the child. The Unique-Support Type sees the importance of friendship and support; the Unique-Expression Type emphasizes the importance of honest, direct communication.

The way professionals actually perceive Mister Rogers' Neighborhood, the actual messages communicated through the program, have also been described. One major expression with emphasis upon unique experiences was identified, and the professional person also places high value on individual experiences and strengths, trying new things, and the self-dependence of the child.

Two types of professionals were found regarding the way they would ideally like to function in their interaction with the child within the natural setting in which they work. Once again, uniqueness is stressed and the process of enjoying what you are doing is seen as important.

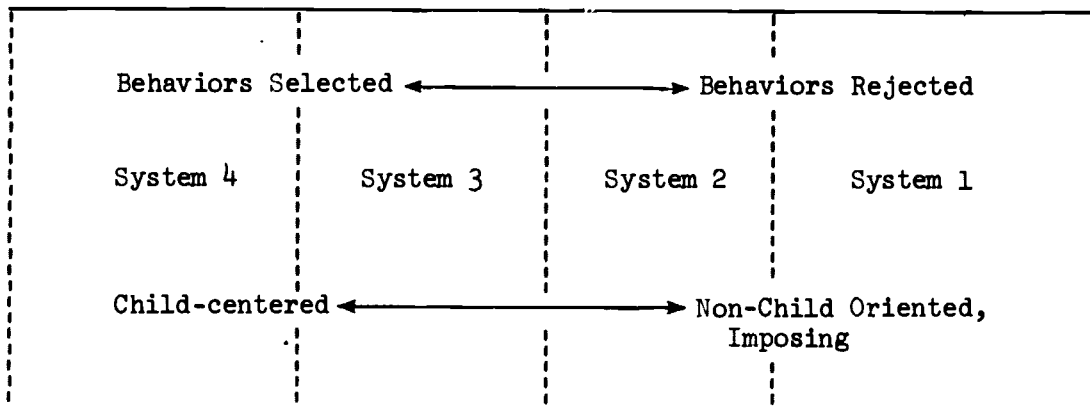
### Implications

The remarkable similarities offer considerable insight into what professionals see as central to the key of understanding the professional-child relationships and the channels of communication (interpersonal and mass communication) that can build and maintain the relationship. The key seems to be to deal with each child as a unique individual, appreciate and accept differences in people, assist the child to develop a unique sense of self-worth and independence through helping the child test himself, learn new ways of doing and thinking, and enjoy the process of learning as much as possible. Through this process the child learns how to learn about himself and others; the child learns his strengths and limitations, and the child evolves toward realistic expectations for himself. The general findings are fully consistent with Harvey's System 4.

Perhaps an appropriate way to conceptualize the similarities and differences among these types is to see them on a child, non-child continuum. For example, those items that help the child to understand the complexities of his own inner world, the many ways to conceive of himself and others, are consistently selected as best for the child. This approach is characterized as a nonintrusive, noncontrolling interaction with children. The child is encouraged to take risks within reason; he is prepared for them and supported no matter what the outcome. Experiences of the child are stressed throughout the data; the child lives in an experimental world and he or she should be given many opportunities to participate in his environment. A sense of trying, doing, feeling touches the fringes of everything else said. Through experiences the child learns in a run and tumble way, but the chance for the child to experience variety is a subtle way of placing high value on differences, newness, flexibility, change. A poster with the words, "Bloom where you are planted," captures some of this feeling.

The opposite of the System 4 approach is strongly rejected through the findings. Behaviors that manipulate the child into doing what the professional thinks best for him are forcefully rejected. Behaviors that do not leave room for the child to question and to experiment are also clearly rejected as wasteful of the child's potential. The non-child items focus on someone else assuming that they know what is best for the child. Demands of obedience receive strong rejection. Absolute negativism toward authority figures receives similar treatment. Any behaviors that are directed toward hurting others or toward capitalizing on another's weakness are seen to be extremely detrimental. Manipulation of people, for example, takes advantage of weakness. O. J. Harvey's Systems 1 and 2 receive extreme rejection. System 3 is rejected if the behavior involves manipulation; support is strongly encouraged (a System 3 behavior).

Visual Continuum of Selected and Rejected and Child and Non-child Oriented Items in Relation to Harvey's System 4



The behaviors embraced throughout this investigation have a pioneer spirit about them, perhaps at times an adventurer bravado kind of quality. Exploring new ways of doing things is a key principle. The assumption underlying the System 4 approach is that there are no absolute, externally-defined "truths." There are no inviolable social norms. Principles and norms are seen as guidelines to be assessed by the individual in terms of his or her own development and enjoyment.

The similarities between the actual and ideal program, the actual and ideal professional role, the ideal program and the ideal professional role, and other related comparative observations offer a very strong and intriguing finding with socially significant implications. Mister Rogers' Neighborhood is already very close to being what professionals would like it to be, ideally, and the program is readily characterized as having the kind of approach to interaction that forms the basis for building constructive relationships with children, whether handicapped or not. How a professional sees herself, actually and ultimately, dealing with children is reflected in the actual and ideal expressions of Mister Rogers' Neighborhood. How the professional would like to change professionally is similar to the way she would like to see the program change. Mister Rogers' Neighborhood offers "professional" communication or a sense of relationship similar to her own interpersonal communication in her work with children. It is almost as if the professional person and Fred Rogers work "together." At least this is clearly a possible and reasonable relationship that could be readily encouraged with her. The professional sees herself dealing more with the enjoyment, fun, and the adventure of taking risks. The program is at its best when it deals with these issues, but more intensely, showing support for the child while he or she is learning and, in addition, dealing with the importance of open, direct, honest and spontaneous communication.

There may be several reasons why television communication can deal more effectively with such interpersonal communication issues. Perhaps the child is more willing to experiment in the privacy of his own home, with the strong support of Fred Rogers and others. Often the child watches the program alone or with an adult in and out of the room. The opportunities to participate privately in the program are high. Research interviews indicate the high level of children's participation in the program, especially with Fred Rogers. The child may often not receive the encouragement and support in his own home that will help him try new ways of thinking and doing, or he may not receive enough of it. The child may also be able to experiment with a variety of direct communication styles while watching the program because of the variety of people on the program and because of the opportunity to try out the behaviors in reality or make believe.

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A special note regarding Professor Harvey's theory:

At the time this work is being conducted there is yet no full and current review of Professor O. J. Harvey's notions. Readers interested in his ideas may wish to consult Harvey, O. J., David E. Hunt, and Harold M. Schroder, Conceptual Systems and Personality Organization. N. Y.: John Wiley & Sons, 1961, or his "Belief Systems and Education: Some Implications for Change," In Crawford, Jack (ED.) The Affective Domain. Washington D. C., Service Corporation, 1970, or other reference sources indicating his current publications. Direct reference for Professor Harvey's work is not made in this study because the notions used here were taken from some of his current, unpublished work.

## RESEARCH TEAM VITA

Dr. Robert R. Monaghan is a professor in the Department of Communication at Ohio State University. He is a former NBC network producer, now turned media researcher. He has held a variety of jobs in professional broadcasting, including news gathering and reporting, production, announcing, selling air time, and engineering. (He holds the first class FCC engineering license.) He also worked as General Manager of the Oregon Association of Broadcasters, and taught broadcast journalism and station-network management in the School of Journalism at the University of Oregon for three years. He holds an M.A. in broadcasting and speech from Stanford University, and a Ph.D. in communication from Michigan State University. His current teaching and research interests lean toward analysis of the professional communicator and his audiences, research methods, and small group communication. He has worked as a consultant to MGM-TV for the planning and strategy of new network programs. He has been an associate of the Danforth Foundation since 1960. He is a former Vice-President of the International Communication Association and served as chairperson of the Mass Communication Division during the past two years.

Ms. Shau-wing Hsueh, graduate student in the Department of Communication, Ohio State University, is from Taipei, Republic of China. She received her B.A. in Journalism from National Chengchi University, Taipei, in 1971, and an M.A. in Journalism from OSU in 1973. Prior to coming to this country, she worked for the Central Daily News, the elite newspaper in Taipei, as translator and wire editor. Shau-wing has studied Braille, three languages, and has interest in "differences" from cross-cultural communication, which she applied in the analysis of communication of children, including the special child.

Ms. Carol E. Layne's background includes early childhood and elementary education, and working with special education minority groups. She has designed and conducted learning programs in collaboration with Dr. Monaghan and has presented academic convention papers on learning simulation, mass communication, and professional-handicapped child communication. Ms. Layne has taught very young children and has collaborated on designing and conducting learning experiences at the college level. Ms. Layne has a Bachelor of Science degree in elementary education, a Master's degree in early childhood education, and is presently an advanced doctoral student in communication at Ohio State University with special interests in communication theory, media analysis, and innovative learning systems.

Mr. James A. Seguin has been previously involved in child-oriented research. He collaborated with Dr. Monaghan on Education for Change, an examination of Rotary International's ethical statements to assess

value influence in an elementary school. He has also studied ocounseling and student personnel relationships. Mr. Seguin is near the completion of his Ph. D. degree in communication at Ohio State University. Among his various research interests which he has expressed by presenting competitive papers at academic associations is his current special interest: the soical perceptions of the physically handicapped child, compared with the social perceptions of the nonhandicapped, and, of course, this report. The most recent event in Mr. Seguin's career is his assignment as Project Coordinator with Mister Rogers' Neighborhood for Family Communication Inc., where he will be drawing upon the findings of this report for developing media materials for young handicapped children.

APPENDICES

# 1. CORRELATION MATRIX FROM WHICH THE IDEAL PROGRAM FACTORS WERE DERIVED

VARIABLE 1	1.0000	0.7451	0.6871	0.7315	0.7230	0.5553	0.4971	0.4582	0.5331	0.5117	0.3072	0.2611	0.3757	0.4651	0.5115	0.3873
VARIABLE 2	0.4778	0.4118	0.2710	0.1765	0.6117	0.4513	0.1593	0.2711	0.2571	0.4115	0.2725	0.2611	0.3757	0.4651	0.5115	0.3873
VARIABLE 3	0.7451	1.0000	0.5004	0.2376	0.7085	0.6071	0.4413	0.2810	0.5711	0.4607	0.4433	0.5191	0.4007	0.4902	0.4975	0.3873
VARIABLE 4	0.6871	0.4387	0.2077	0.2656	0.5007	0.4375	0.1197	0.2057	0.2441	0.2711	0.2611	0.3757	0.4651	0.5115	0.3873	0.3873
VARIABLE 5	0.7315	0.5809	1.0000	0.4195	0.6475	0.4975	0.4911	0.4603	0.4283	0.4770	0.4270	0.4277	0.2529	0.4750	0.4926	0.4387
VARIABLE 6	0.6071	0.4902	0.4195	0.4328	0.6000	0.4937	0.2745	0.6024	0.6058	0.4702	0.4272	0.5211	0.2529	0.4750	0.4926	0.4387
VARIABLE 7	0.4975	0.4144	0.2710	0.1765	0.6117	0.4513	0.1593	0.2711	0.2571	0.4115	0.2725	0.2611	0.3757	0.4651	0.5115	0.3873
VARIABLE 8	0.7230	0.7059	0.6475	0.2792	1.0000	0.7053	0.4421	0.5892	0.6627	0.7010	0.4054	0.4139	0.2705	0.7111	0.5227	0.4421
VARIABLE 9	0.5553	0.4824	0.4195	0.2449	0.7053	1.0000	0.5420	0.5512	0.7302	0.4042	0.4440	0.6052	0.4638	0.6520	0.5095	0.5931
VARIABLE 10	0.4971	0.4074	0.5004	0.5049	0.7672	0.6715	0.3749	0.4167	0.4754	0.4714	0.4046	0.6052	0.4638	0.6520	0.5095	0.5931
VARIABLE 11	0.4071	0.3413	0.4091	0.2441	0.5471	0.5420	1.0000	0.4560	0.5149	0.5125	0.4486	0.6124	0.2709	0.5574	0.3654	0.5280
VARIABLE 12	0.5745	0.5353	0.5059	0.5206	0.6237	0.6279	0.3733	0.4052	0.5943	0.4413	0.3463	0.6124	0.2709	0.5574	0.3654	0.5280
VARIABLE 13	0.5589	0.4510	0.4632	0.3370	0.5444	0.5482	0.4960	1.0000	0.5577	0.4427	0.4717	0.5069	0.3192	0.5613	0.2819	0.4289
VARIABLE 14	0.4691	0.4225	0.4225	0.4220	0.5981	0.5105	0.7117	0.3946	0.6103	0.4741	0.4286	0.5069	0.3192	0.5613	0.2819	0.4289
VARIABLE 15	0.5331	0.5651	0.6193	0.2844	0.6627	0.7502	0.5749	0.5577	1.0000	0.7349	0.6710	0.6114	0.3646	0.6441	0.4714	0.5010
VARIABLE 16	0.6046	0.5553	0.6490	0.4343	0.7256	0.6649	0.3060	0.5553	0.5846	0.4269	0.5306	0.6114	0.3646	0.6441	0.4714	0.5010
VARIABLE 17	0.5191	0.4608	0.5750	0.3724	0.7010	0.6152	0.4425	0.4425	0.6540	1.0000	0.5773	0.7192	0.3634	0.6838	0.4461	0.6176
VARIABLE 18	0.4608	0.4517	0.4634	0.3025	0.6491	0.6550	0.4104	0.5098	0.6103	0.5123	0.4041	0.7192	0.3634	0.6838	0.4461	0.6176
VARIABLE 19	0.4076	0.3413	0.4091	0.2441	0.5471	0.5420	1.0000	0.4560	0.5149	0.5125	0.4486	0.6124	0.2709	0.5574	0.3654	0.5280
VARIABLE 20	0.4371	0.2628	0.4371	0.3684	0.5497	0.4421	0.0638	0.3413	0.3143	0.2572	0.2624	0.5069	0.1143	0.4101	0.3831	0.3487
VARIABLE 21	0.5658	0.5191	0.6122	0.1975	0.6059	0.6052	0.6134	0.5068	0.6164	0.7183	0.5000	1.0000	0.2929	0.5461	0.4231	0.5314
VARIABLE 22	0.5584	0.4797	0.5919	0.4207	0.6421	0.6297	0.3075	0.4723	0.5683	0.3789	0.5904	0.5904	0.2929	0.5461	0.4231	0.5314
VARIABLE 23	0.3757	0.3806	0.2129	0.2914	0.2705	0.4638	0.2294	0.3192	0.3646	0.3436	0.1143	0.2929	1.0000	0.4005	0.1915	0.5059
VARIABLE 24	0.2624	0.4592	0.2129	0.2914	0.2705	0.4638	0.2294	0.3192	0.3646	0.3436	0.1143	0.2929	0.4005	1.0000	0.1915	0.5059
VARIABLE 25	0.4681	0.4902	0.4750	0.3273	0.7191	0.6520	0.5574	0.5613	0.6441	0.6738	0.4161	0.5461	0.4002	1.0000	0.4461	0.5858
VARIABLE 26	0.5417	0.5515	0.6667	0.5147	0.6716	0.6096	0.5147	0.3725	0.5401	0.4455	0.3750	0.5461	0.4002	0.4461	1.0000	0.3480
VARIABLE 27	0.5515	0.4975	0.4426	0.1552	0.5227	0.5048	0.3484	0.2919	0.4714	0.4461	0.5321	0.4731	0.1915	0.4461	0.3480	1.0000
VARIABLE 28	0.4677	0.3775	0.4265	0.1789	0.5633	0.5400	0.1740	0.4709	0.4453	0.1912	0.3725	0.4731	0.1915	0.4461	0.3480	0.3480
VARIABLE 29	0.3873	0.3673	0.4197	0.2716	0.4421	0.5471	0.5280	0.4289	0.5010	0.6175	0.3487	0.5314	0.5059	0.5858	0.3480	1.0000
VARIABLE 30	0.4976	0.6569	0.5988	0.5378	0.6425	0.6526	0.4616	0.4118	0.4753	0.4593	0.4363	0.5314	0.5059	0.5858	0.3480	0.3480
VARIABLE 31	0.4779	0.4828	0.6029	0.3798	0.5493	0.6557	0.5745	0.4681	0.6046	0.4622	0.4771	0.5584	0.2924	0.5417	0.4477	0.4926
VARIABLE 32	1.0000	0.6593	0.5490	0.5221	0.6642	0.5346	0.3024	0.4534	0.5294	0.3529	0.4240	0.5584	0.2924	0.5417	0.4477	0.4926
VARIABLE 33	0.4118	0.4387	0.4092	0.4146	0.4689	0.7034	0.5353	0.6725	0.5053	0.5172	0.2628	0.4797	0.4592	0.5515	0.3775	0.6569
VARIABLE 34	0.6593	1.0000	0.5735	0.3054	0.6716	0.6141	0.5905	0.3337	0.5147	0.4663	0.2603	0.4797	0.4592	0.5515	0.3775	0.6569
VARIABLE 35	0.6540	0.6078	0.6029	0.2764	0.7132	0.5309	0.5069	0.6299	0.6490	0.6224	0.4371	0.5924	0.2529	0.6667	0.4265	0.5588
VARIABLE 36	0.5490	0.5735	1.0000	0.2260	0.6887	0.5154	0.2574	0.3775	0.6495	0.4557	0.5466	0.5924	0.2529	0.6667	0.4265	0.5588
VARIABLE 37	0.1765	0.2696	0.4331	0.3322	0.4030	0.5049	0.5201	0.4240	0.4343	0.4505	0.3084	0.4297	0.2333	0.5147	0.1789	0.5368
VARIABLE 38	0.5221	0.6054	0.3160	1.0000	0.4510	0.5179	0.4564	0.3446	0.3505	0.4171	0.4721	0.4297	0.2333	0.5147	0.1789	0.5368
VARIABLE 39	0.6127	0.4907	0.4095	0.2717	0.6917	0.7672	0.6227	0.5951	0.7214	0.6651	0.5647	0.6421	0.3405	0.6716	0.5933	0.6275
VARIABLE 40	0.4427	0.4716	0.4097	0.4510	1.0000	0.7245	0.4461	0.5221	0.4622	0.4532	0.4147	0.6421	0.3405	0.6716	0.5933	0.6275
VARIABLE 41	0.4913	0.4764	0.4937	0.3127	0.5562	0.6719	0.6479	0.5164	0.6641	0.6010	0.4621	0.6307	0.3721	0.6406	0.5900	0.6526
VARIABLE 42	0.5346	0.6141	0.5154	0.5179	0.7345	1.0000	0.5299	0.5419	0.6599	0.5510	0.4447	0.6307	0.3721	0.6406	0.5900	0.6526
VARIABLE 43	0.1593	0.1397	0.2745	0.1713	0.2414	0.3799	0.2733	0.2137	0.3060	0.4096	0.4036	0.3075	0.5157	0.5147	0.1740	0.6618
VARIABLE 44	0.3039	0.5809	0.2574	0.6559	0.4461	0.5294	1.0000	0.2394	0.4295	0.6110	0.3631	0.3075	0.5157	0.5147	0.1740	0.6618
VARIABLE 45	0.3284	0.4657	0.6029	0.3516	0.3717	0.4147	0.4052	0.2967	0.5553	0.5095	0.4413	0.4723	0.2554	0.3725	0.4289	0.4118
VARIABLE 46	0.4534	0.3333	0.3715	0.3946	0.5221	0.5419	0.2704	1.0000	0.5441	0.2737	0.4461	0.4723	0.2554	0.3725	0.4289	0.4118
VARIABLE 47	0.5392	0.4441	0.4054	0.5407	0.5544	0.4411	0.3943	0.6173	0.5498	0.6109	0.3145	0.5253	0.2573	0.5931	0.4453	0.4853
VARIABLE 48	0.5294	0.5147	0.4054	0.3505	0.6422	0.4529	0.4265	0.5441	1.0000	0.4041	0.5441	0.5253	0.2573	0.5931	0.4453	0.4853
VARIABLE 49	0.1965	0.2574	0.2123	0.2643	0.2662	0.4114	0.4813	0.4260	0.4269	0.5127	0.2579	0.3189	0.5161	0.4485	0.1912	0.6593
VARIABLE 50	0.3029	0.6163	0.3114	0.5417	0.4177	0.4119	0.6160	0.2737	0.3101	1.0000	0.2290	0.3189	0.5161	0.4485	0.1912	0.6593
VARIABLE 51	0.5245	0.4534	0.5111	0.3462	0.4543	0.6611	0.3463	0.4289	0.5306	0.4401	0.2734	0.5904	0.2452	0.3750	0.3725	0.4313
VARIABLE 52	0.4240	0.3604	0.4095	0.3127	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147	0.4147

2. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE IDEAL PROGRAM UNIQUE-SUPPORT TYPE		
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.94
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.81
373	ON A FARM, CHRISSY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.70
553	CHRISSY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACES.	+1.52
94	CHRISSY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.50
124	MRS. MCFEELY LETS CHRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSY DO THINGS WITHIN HER CAPABILITY.	+1.43
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE APPER AIRPLANES WITH THE OTHER KIDS.	+1.22
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+1.14
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.13
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+1.11
233	FRANCOIS CLEMMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW, ROW YOUR BOAT," IN TWO GROUPS.	+1.11
193	X OWL HAS A BIRTHDAY AND ENJOYS THE SPECIAL ACCEPTANCE AND TREATMENT FROM THE OTHER PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE.	+1.00
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+0.97
143	MR. ROGERS PLANS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS, BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	+0.86
414	IN AN EMERGENCY SITUATION MR. ROGERS LIKES TO MAKE QUICK ASSESSMENTS, BUT HE IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.81
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+0.76
113	WHEN MR. ROGERS PLANS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	+0.75
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830	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS	-0.82
520	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	-0.86
382	A PLAYFUL SONG - "DON'T BITE THE HAND THAT FEEDS YOU" - IS SUNG BY MR. ROGERS.	-0.93
483	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-0.95
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEDIENT FOR IT WILL HELP YOU IN THE LONG RUN.	-0.95
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE OF NO PARENTS."	-1.04
620	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCE THEM THAT HE REALLY WASN'T RETARDED	-1.08
320	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN.	-1.28
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.33
351	CHRISSY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEEDIENCE FROM CHILDREN.	-1.40
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.49
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.53
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.58
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-1.91
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.94
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-2.07

3. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE IDEAL PROGRAM UNIQUE-EXPRESSION TYPE

204	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	+1.90
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.80
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.80
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.72
124	MRS. MCFEELY LETS CHRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSY DO THINGS WITHIN HER CAPABILITY.	+1.51
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.48
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.45
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.39
404	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHWHILE TO TAKE RISKS.	+1.36
274	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+1.31
604	X OWL HAS HIS OWN RULES OF BEHAVIOR. HE LIKES TO SEE OTHERS RELY ON THEIR INTERNAL STANDARDS TOO.	+1.21
594	X OWL HAS HIS OWN RULES OF BEHAVIOR. HE SAYS IT IS GOOD FOR EVERYBODY TO RELY ON THEIR OWN INTERNAL STANDARDS.	+1.06
94	CHRISSY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.02
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+0.97
362	MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD W - A - T - E - R AND WHAT IT MEANS.	+0.84
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.82
322	MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERELY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DAYDREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, HUCK FINN STYLE.	+0.75
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483	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-0.76
241	LADY ELAINE INSISTS IT WOULD MAKE A BLIND CHILD HAPPY TO FOLLOW THE SAME ORDER EACH DAY SO HE ENCOUNTERS LITTLE CONFUSION.	-0.80
32	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN	-0.85
571	CHEF BROCKETT SAYS THAT HIS ABILITY TO MAKE QUICK FIRST IMPRESSIONS IS USEFUL.	-0.87
382	A PLAYFUL SONG - "DON'T BITE THE HAND THAT FEEDS YOU" - IS SUNG BY MR. ROGERS.	-1.02
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.11
830	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.24
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEДИENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.24
21	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST OF YOU IT IS FOR YOUR OWN GOOD LATER ON.	-1.28
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN: SNEAKY WAYS OF BEING SASSY.	-1.32
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.35
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.41
261	KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL. ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-1.51
611	CHRISSY LEAVES TO ANSWER THE PHONE. FRED ROGERS CONFIDES TO MRS. MCFEELY THAT HIS FIRST IMPRESSIONS OF PEOPLE ARE USUALLY RIGHT.	-1.62
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.69
351	CHRISSY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMPLAINS THAT HE REALLY LIKES OBEДИENT CHILDREN.	-1.78

4. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE UNIQUE-SUPPORT AND UNIQUE-EXPRESSION TYPES

		1	2	DIFFERENCE
274	LADY FLAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	-0.436	+1.306	1.739
404	LADY FLAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHWHILE TO TAKE RISKS.	-0.346	+1.360	1.706
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELLED AGAINST HIS TEACHERS IN ORDER TO CONVINCE THEM THAT HE REALLY WASN'T RETARDED.	-1.081	+0.601	1.681
204	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	+0.395	+1.896	1.501
322	MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERELY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DAYDREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, HUCK FINN STYLE.	-0.615	+0.745	1.361
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED "SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.525	-0.208	1.317
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-1.912	-0.679	1.233
362	MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD W - A - T - E - R AND WHAT IT MEANS.	-0.205	+0.838	1.143
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	-1.039	+0.065	1.104
642	A DEAF BOY READS HUCKLEBERRY FINN TO LEARN HOW TO BUILD A RAFT SO HE AND HIS FRIEND CAN SIMILARLY ESCAPE DOWN THE RIVER.	-0.360	+0.705	1.065
302	LADY FLAINE PLAYFULLY STICKS OUT HER TONGUE AT KING FRIDAY WHO HAD THREATENED TO PUT HER IN JAIL.	-0.514	+0.550	1.064
161	LADY FLAINE FINDS HER MUSEUM NOT QUITE TO ORDER. HANNY IMAN NEGRI TOOK CARE OF IT BUT NOT IN THE WAY SHE INTENDED. SHE SIGHS AND SAYS IT IS BETTER TO MAKE EXPECTATIONS ABSOLUTELY CLEAR.	+0.529	-0.495	-1.025
71	FRED ROGERS ENJOYS SHOWING A DISABLED CHILD THE RIGHT WAY TO USE HER CRUTCHES.	+0.559	-0.523	-1.083
611	CHRISSEY LEAVES TO ANSWER THE PHONE. FRED ROGERS CONFIDES TO MRS. MCCREELY THAT HIS FIRST IMPRESSIONS OF PEOPLE ARE USUALLY RIGHT.	-0.454	-1.616	-1.162
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+1.215	-0.129	-1.344
151	FRED ROGERS LIKES TO MAKE SURE THAT THE HANDICAPPED CHILD SETS UP A SCHEDULE OF EXERCISING EVERYDAY.	+0.673	-0.671	-1.345
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+0.965	-0.393	-1.359
553	CHRISSEY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH HER BRACES.	+1.519	+0.112	-1.407
261	KING FRIDAY TELLS ERIC KLOSS THAT HIS "MUSIC IS DELIGHTFUL". ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-0.070	-1.512	-1.491
373	ON A FARM, CHRISSEY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.700	-0.115	-1.815



5. CONSENSUS ITEMS AND AVERAGE Z-SCORES FOR IDEAL PROGRAM TYPES

564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.83
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.80
124	MRS. MCFEELY LETS CHRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSY DO THINGS WITHIN HER CAPABILITY.	+1.47
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.46
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.29
94	CHRISSY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.26
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.12
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+1.05
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83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.03
32	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN.	-1.07
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEДИENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.10
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.34
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.49
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.59
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.59
351	CHRISSY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEДИENCE FROM CHILDREN.	-1.59
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.63

6. CORRELATION MATRIX FROM WHICH THE ACTUAL PROGRAM FACTOR WAS DERIVED

VARIABLE 1	1.0000	0.5529	0.2502	0.1816	0.4544	0.5681	0.6108	0.5746	0.5666	0.4478	0.5909	0.5754	0.4556	0.5511	0.5009	0.3478
VARIABLE 2	0.5514	1.0000	0.4444	0.1747	0.5651	0.3580	0.5134	0.6341	0.4888	0.2542						
VARIABLE 3	0.5249	0.4000	1.0000	0.2812	0.2313	0.6133	0.5110	0.5032	0.5492	0.4588	0.5102	0.5254	0.4972	0.4447	0.4639	0.4089
VARIABLE 4	0.5093	0.5400	0.5791	0.3856	0.5620	0.4176	0.5478	0.5844	0.4497	0.2750						
VARIABLE 5	0.2502	0.2812	1.0000	0.2415	0.1829	0.2515	0.1891	0.1819	0.2170	0.2488	0.1444	0.1469	0.2145	0.1950	0.0459	0.2412
VARIABLE 6	0.2315	0.2812	0.0168	0.2987	0.2745	0.1321	0.2213	0.3000	0.2973	0.3095						
VARIABLE 7	0.1816	0.2113	0.2415	1.0000	0.2466	0.1051	0.1258	0.1317	0.1179	0.2206	0.1555	0.2446	0.3007	0.2297	0.0616	0.1743
VARIABLE 8	0.1004	0.2650	0.2940	0.1277	0.0788	0.2076	0.1790	0.2724	0.1679	0.2309						
VARIABLE 9	0.6546	0.6333	0.1829	0.2466	1.0000	0.5472	0.6167	0.5878	0.6504	0.5196	0.5916	0.6804	0.4435	0.5844	0.3566	0.3784
VARIABLE 10	0.6121	0.7164	0.6865	0.2399	0.6060	0.5504	0.5876	0.6456	0.7066	0.2478						
VARIABLE 11	0.5681	0.5110	0.2515	0.1031	0.5472	1.0000	0.6816	0.6542	0.7080	0.7043	0.4744	0.5649	0.4830	0.6138	0.3672	0.3604
VARIABLE 12	0.6594	0.6472	0.4426	0.3759	0.6831	0.5524	0.6605	0.6457	0.5528	0.3041						
VARIABLE 13	0.6108	0.5032	0.1891	0.1258	0.6167	0.6816	1.0000	0.5400	0.6503	0.6042	0.5502	0.4899	0.5076	0.5198	0.3127	0.2096
VARIABLE 14	0.6592	0.6245	0.4627	0.2812	0.7039	0.6583	0.5478	0.5385	0.4497	0.3130						
VARIABLE 15	0.5746	0.5642	0.1819	0.1317	0.6879	0.6642	0.5400	1.0000	0.7304	0.5122	0.5298	0.6433	0.4896	0.6051	0.4284	0.3861
VARIABLE 16	0.5277	0.5470	0.6143	0.1692	0.6251	0.4512	0.6281	0.5144	0.6094	0.2361						
VARIABLE 17	0.5646	0.5388	0.2170	0.1179	0.4504	0.7080	0.6503	0.7304	1.0000	0.5281	0.4965	0.6062	0.5192	0.6482	0.3235	0.2684
VARIABLE 18	0.7068	0.5735	0.5333	0.2177	0.7257	0.4508	0.5277	0.5982	0.5766	0.3797						
VARIABLE 19	0.4478	0.5102	0.2488	0.2214	0.5194	0.7043	0.6042	0.5122	0.5281	1.0000	0.5141	0.5521	0.4462	0.6181	0.3499	0.2486
VARIABLE 20	0.4137	0.5737	0.5140	0.3035	0.6724	0.6782	0.5394	0.5002	0.2926	0.2868						
VARIABLE 21	0.5909	0.5254	0.1444	0.1555	0.5916	0.4744	0.5502	0.5288	0.4965	0.5141	1.0000	0.5398	0.3295	0.3695	0.6061	0.2321
VARIABLE 22	0.5412	0.5241	0.4794	0.1681	0.6990	0.3926	0.6005	0.5909	0.3638	0.2112						
VARIABLE 23	0.5754	0.4972	0.1459	0.2444	0.4304	0.5649	0.4899	0.6433	0.4062	0.5521	0.5398	1.0000	0.4334	0.5048	0.3864	0.4258
VARIABLE 24	0.5274	0.5300	0.5611	0.2180	0.5281	0.5791	0.4706	0.5743	0.5270	0.3913						
VARIABLE 25	0.6556	0.6447	0.2145	0.2007	0.4425	0.6830	0.5076	0.4996	0.5192	0.4462	0.3295	0.4334	1.0000	0.5333	0.2915	0.1943
VARIABLE 26	0.5014	0.5181	0.3782	0.3870	0.6019	0.4017	0.4940	0.5159	0.4226	0.3726						
VARIABLE 27	0.5511	0.4639	0.1950	0.2297	0.5844	0.6138	0.5198	0.6051	0.6482	0.6181	0.5695	0.5048	0.5333	1.0000	0.3687	0.4245
VARIABLE 28	0.4923	0.6565	0.4972	0.4036	0.6521	0.5273	0.6556	0.5022	0.6370	0.2228						
VARIABLE 29	0.5009	0.4089	0.0459	0.0816	0.3580	0.2672	0.3127	0.4284	0.3235	0.3499	0.6061	0.3934	0.2915	0.3687	1.0000	0.2946
VARIABLE 30	0.4581	0.3322	0.3183	0.2464	0.4110	0.5138	0.4586	0.4300	0.3922	0.0754						
VARIABLE 31	0.3478	0.3309	0.2412	0.1743	0.3784	0.3604	0.2094	0.3861	0.2686	0.3486	0.2321	0.4258	0.1943	0.4245	0.2294	1.0000
VARIABLE 32	0.2963	0.3779	0.1793	0.1097	0.3623	0.2740	0.4601	0.2467	0.4690	0.1249						
VARIABLE 33	0.5814	0.5093	0.2315	0.1004	0.6121	0.6594	0.6552	0.5872	0.7068	0.4137	0.5412	0.5274	0.5014	0.4923	0.4581	0.2963
VARIABLE 34	1.0000	0.5241	0.4691	0.3133	0.6102	0.2102	0.4761	0.4902	0.4464	0.3374						
VARIABLE 35	0.4213	0.5600	0.2862	0.2859	0.6148	0.6477	0.5255	0.5970	0.5725	0.5792	0.3613	0.5300	0.5161	0.6562	0.3322	0.3779
VARIABLE 36	0.5241	1.0000	0.5181	0.4137	0.6890	0.5390	0.6734	0.5286	0.5358	0.2781						
VARIABLE 37	0.4444	0.2281	0.0168	0.2440	0.6865	0.4426	0.4427	0.6143	0.6333	0.5140	0.4794	0.5611	0.3782	0.4972	0.3183	0.1793
VARIABLE 38	0.4491	0.5181	1.0000	0.1062	0.4420	0.3220	0.4188	0.4422	0.2937	0.3648						
VARIABLE 39	0.1746	0.2886	0.2987	0.1277	0.3399	0.3758	0.2810	0.1492	0.3177	0.3075	0.1681	0.2180	0.3870	0.4036	0.0464	0.1097
VARIABLE 40	0.3133	0.4537	0.1063	1.0000	0.1108	0.2959	0.2743	0.2414	0.2154	0.1357						
VARIABLE 41	0.5651	0.5820	0.2745	0.0788	0.6060	0.6821	0.7039	0.4251	0.7257	0.4724	0.4990	0.5281	0.6019	0.6521	0.4110	0.3623
VARIABLE 42	0.6101	0.6940	0.4420	0.5108	1.0000	0.6141	0.6661	0.6420	0.5037	0.3444						
VARIABLE 43	0.3780	0.3174	0.1321	0.2076	0.3594	0.5524	0.4563	0.4582	0.4508	0.6702	0.3926	0.5791	0.4017	0.5273	0.5138	0.2760
VARIABLE 44	0.3107	0.3390	0.2720	0.2959	0.6141	1.0000	0.5004	0.5014	0.4145	0.2173						
VARIABLE 45	0.5134	0.5478	0.2213	0.1179	0.5876	0.6005	0.5478	0.6281	0.5277	0.5394	0.4005	0.4706	0.4950	0.6536	0.4586	0.4601
VARIABLE 46	0.4741	0.4738	0.4188	0.2743	0.6661	0.5005	1.0000	0.4877	0.7238	0.2014						
VARIABLE 47	0.6341	0.5164	0.3000	0.2724	0.6456	0.4757	0.5385	0.5144	0.5882	0.5092	0.5509	0.5743	0.5159	0.5022	0.6300	0.3467
VARIABLE 48	0.4807	0.2786	0.4427	0.2414	0.6420	0.5014	0.4877	1.0000	0.5164	0.4686						
VARIABLE 49	0.4888	0.4497	0.2973	0.1179	0.4746	0.5538	0.4447	0.6094	0.4766	0.2926	0.3638	0.5270	0.4226	0.6370	0.3922	0.4690
VARIABLE 50	0.4444	0.2281	0.2937	0.2184	0.5027	0.4145	0.7238	0.5164	1.0000	0.2643						
VARIABLE 51	0.2542	0.2750	0.3095	0.2309	0.2478	0.3041	0.3130	0.2361	0.3797	0.2868	0.2112	0.3913	0.3726	0.2228	0.0754	0.1249
VARIABLE 52	0.3374	0.2781	0.3648	0.1357	0.3444	0.2173	0.2014	0.4686	0.2693	1.0000						

7. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE ACTUAL PROGRAM TYPE

534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.83
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.68
124	MRS. MCFEELY LETS CHRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSY DO THINGS WITHIN HER CAPABILITY.	+1.68
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+1.64
373	ON A FARM, CHRISSY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.49
94	CHRISSY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.48
553	CHRISSY FEELS WORRIED BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH HER NEW BRACES.	+1.43
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.41
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+1.19
233	FRANCIS CLEMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW, ROW YOUR BOAT," IN TWO GROUPS.	+1.13
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.13
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382	A PLAYFUL SONG - "DON'T BITE THE HAND THAT FEEDS YOU" - IS SUNG BY MR. ROGERS.	-1.00
483	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-1.01
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCED THEM THAT HE REALLY WASN'T RETARDED.	-1.08
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.09
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.26
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.43
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.57
351	CHRISSY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEDIENCE FROM CHILDREN.	-1.69
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-2.02
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-2.05
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-2.10

## 8. CORRELATION MATRIX FROM WHICH IDEAL PROFESSIONAL ROLE FACTORS WERE DERIVED

VARIABLE 1	1.0000	0.4216	0.4637	0.4363	0.4064	0.4253	0.4902	0.4574	0.4730	0.5490	0.5196	0.3162	0.4779	0.6520	0.5402	0.4902
VARIABLE 2	0.4216	1.0000	0.2206	0.2181	0.1593	0.0515	0.2892	0.3284	0.4265	0.3873	0.4387	0.4280	0.2990	0.4485	0.2050	0.3407
VARIABLE 3	0.4637	0.2206	1.0000	0.4681	0.6054	0.7083	0.6544	0.3725	0.4755	0.4461	0.5000	0.2770	0.5662	0.6814	0.6945	0.5907
VARIABLE 4	0.4363	0.2181	0.4681	1.0000	0.5809	0.7328	0.5074	0.5833	0.5245	0.3824	0.3333	0.4020	0.3358	0.4681	0.6053	0.5980
VARIABLE 5	0.4064	0.1593	0.6054	0.5809	1.0000	0.7279	0.4510	0.3039	0.4828	0.2574	0.4363	0.4559	0.3456	0.5074	0.6439	0.5245
VARIABLE 6	0.4253	0.0515	0.7083	0.7328	0.7279	1.0000	0.5980	0.5123	0.5343	0.4632	0.3333	0.3627	0.4314	0.5392	0.6921	0.6618
VARIABLE 7	0.4902	0.2892	0.6544	0.5074	0.4510	0.5980	1.0000	0.4632	0.5343	0.5000	0.3186	0.1936	0.5392	0.6225	0.6584	0.5270
VARIABLE 8	0.4574	0.4730	0.4461	0.4314	0.4510	0.4632	0.4632	1.0000	0.5025	0.5784	0.4240	0.3358	0.5098	0.4519	0.4654	0.6225
VARIABLE 9	0.5490	0.4265	0.4755	0.5245	0.4828	0.5343	0.5343	0.5025	1.0000	0.4436	0.4583	0.4191	0.4216	0.5515	0.3955	0.4902
VARIABLE 10	0.4118	0.4635	0.5808	0.4755	0.6054	0.5368	0.3874	0.4118	0.1569	0.5000	0.5760	0.3431	0.5490	0.4534	0.4630	0.4583
VARIABLE 11	0.5490	0.3873	0.4461	0.3824	0.2574	0.4632	0.5000	0.5784	0.4436	1.0000	0.4632	0.3431	0.5490	0.4534	0.4630	0.4583
VARIABLE 12	0.3676	0.5732	0.3627	0.6691	0.6814	0.6225	0.5662	0.5221	0.1642	0.6544	0.4681	0.6544	0.4681	0.6544	0.4681	0.6544
VARIABLE 13	0.5196	0.4387	0.5000	0.3323	0.4363	0.3333	0.3186	0.4240	0.4583	0.4632	1.0000	0.5931	0.3309	0.4608	0.4148	0.4534
VARIABLE 14	0.4280	0.3756	0.5294	0.3725	0.4853	0.6324	0.2206	0.4877	0.2353	0.2997	0.3284	0.5931	1.0000	0.0735	0.2475	0.2894
VARIABLE 15	0.3162	0.4280	0.2770	0.4020	0.4559	0.3627	0.1936	0.3358	0.4191	0.3431	0.5931	1.0000	0.0735	0.2475	0.2894	0.4363
VARIABLE 16	0.3971	0.2830	0.4436	0.2132	0.3505	0.4069	0.2990	0.3260	0.1520	0.2328	0.3750	0.0735	1.0000	0.5833	0.5281	0.5539
VARIABLE 17	0.4779	0.2990	0.5662	0.3358	0.3456	0.4314	0.5392	0.5098	0.4216	0.5490	0.3309	0.0735	1.0000	0.5833	0.5281	0.5539
VARIABLE 18	0.3824	0.5220	0.4004	0.5980	0.5686	0.4975	0.5177	0.6397	0.1936	0.7059	0.5147	0.5147	0.5147	0.5147	0.5147	0.5147
VARIABLE 19	0.6520	0.4485	0.6814	0.4681	0.5074	0.5392	0.6225	0.4559	0.5515	0.4534	0.4608	0.2475	0.5833	1.0000	0.5498	0.5564
VARIABLE 20	0.6299	0.6122	0.5515	0.5441	0.5931	0.5466	0.4755	0.5245	0.3971	0.5931	0.4485	0.2475	0.5833	0.5498	1.0000	0.6487
VARIABLE 21	0.5402	0.2050	0.6945	0.6052	0.6439	0.6921	0.6584	0.4654	0.3955	0.4630	0.4148	0.2894	0.5281	0.5498	1.0000	0.6487
VARIABLE 22	0.6897	0.5981	0.6222	0.3762	0.5474	0.6608	0.6101	0.4510	0.3014	0.3449	0.5498	0.2894	0.5281	0.5498	0.6487	1.0000
VARIABLE 23	0.4902	0.3407	0.5907	0.5980	0.5245	0.6618	0.5710	0.6225	0.4902	0.4583	0.4534	0.4263	0.5539	0.5564	0.6487	1.0000
VARIABLE 24	0.4637	0.6440	0.5931	0.3015	0.6593	0.6029	0.6029	0.5221	0.2941	0.5637	0.7059	0.4263	0.5539	0.5564	0.6487	0.6487
VARIABLE 25	0.6471	0.2451	0.6495	0.5980	0.5466	0.6397	0.6152	0.2598	0.4118	0.3676	0.4853	0.3971	0.3824	0.6299	0.6897	0.5637
VARIABLE 26	1.0000	0.4610	0.6348	0.3897	0.4681	0.5784	0.3505	0.4314	0.4069	0.3775	0.3333	0.3971	0.3824	0.6299	0.6897	0.5637
VARIABLE 27	0.4610	1.0000	0.4122	0.5147	0.7074	0.5805	0.6025	0.5976	0.3537	0.6293	0.6001	0.2830	0.5220	0.6122	0.5981	0.6440
VARIABLE 28	0.6348	0.4122	1.0000	0.3284	0.4877	0.6472	0.4461	0.4338	0.2897	0.3333	0.5294	0.4436	0.4044	0.5915	0.6222	0.5931
VARIABLE 29	0.5245	0.3922	0.4657	0.4216	0.3790	0.4461	0.5000	0.5392	0.4755	0.4691	0.3725	0.2172	0.5980	0.5441	0.3762	0.3015
VARIABLE 30	0.3897	0.5147	0.3284	1.0000	0.5931	0.5196	0.4314	0.4779	0.1054	0.6618	0.4475	0.2172	0.5980	0.5441	0.3762	0.3015
VARIABLE 31	0.5808	0.4706	0.5735	0.4510	0.2922	0.5339	0.5564	0.6544	0.6054	0.6814	0.4853	0.3505	0.5686	0.5931	0.5474	0.4593
VARIABLE 32	0.4681	0.7074	0.4877	0.5931	1.0000	0.6765	0.6472	0.6472	0.3735	0.7010	0.6863	0.3505	0.5686	0.5931	0.5474	0.4593
VARIABLE 33	0.5564	0.2892	0.6691	0.6520	0.5074	0.6544	0.4510	0.6569	0.5284	0.6275	0.6324	0.4069	0.4975	0.5466	0.6608	0.6029
VARIABLE 34	0.5784	0.5805	0.6422	0.5196	0.6765	1.0000	0.6471	0.5588	0.3333	0.4583	0.6078	0.4069	0.4975	0.5466	0.6608	0.6029
VARIABLE 35	0.4804	0.2941	0.5245	0.5833	0.4755	0.6691	0.4632	0.6725	0.3824	0.5662	0.2206	0.2990	0.5172	0.4755	0.6101	0.6985
VARIABLE 36	0.3505	0.6025	0.4461	0.4314	0.6422	0.6471	1.0000	0.3946	0.1799	0.5760	0.6176	0.2990	0.5172	0.4755	0.6101	0.6985
VARIABLE 37	0.5098	0.3725	0.5662	0.2623	0.2892	0.3113	0.4828	0.4902	0.4118	0.5221	0.4877	0.3260	0.6397	0.5245	0.4510	0.5221
VARIABLE 38	0.4314	0.5976	0.4338	0.4779	0.6422	0.5588	0.3946	1.0000	0.2574	0.5564	0.4755	0.3260	0.6397	0.5245	0.4510	0.5221
VARIABLE 39	0.3750	0.1275	0.2677	0.2475	0.1029	0.2181	0.2525	0.1750	0.1569	0.1642	0.2353	0.1520	0.1936	0.3971	0.3014	0.2941
VARIABLE 40	0.4069	0.3537	0.2992	0.1054	0.3735	0.3333	0.1799	0.2574	1.0000	0.1593	0.2132	0.1520	0.1936	0.3971	0.3014	0.2941
VARIABLE 41	0.4779	0.4975	0.4191	0.4093	0.2941	0.4044	0.5294	0.5368	0.5000	0.6544	0.2892	0.2328	0.7059	0.5931	0.3449	0.5637
VARIABLE 42	0.3775	0.6293	0.3333	0.6618	0.7010	0.4583	0.5760	0.5564	0.1593	1.0000	0.5980	0.2328	0.7059	0.5931	0.3449	0.5637
VARIABLE 43	0.3775	0.2794	0.4779	0.5735	0.5271	0.5686	0.4632	0.6716	0.5760	0.4481	0.3284	0.3750	0.5147	0.4485	0.5498	0.7059
VARIABLE 44	0.3333	0.6001	0.5294	0.4485	0.6863	0.6078	0.6176	0.4755	0.2132	0.5980	1.0000	0.3750	0.5147	0.4485	0.5498	0.7059

9. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE IDEAL PROFESSIONAL ROLE  
UNIQUE-ASPIRATION TYPE

524	IT IS IMPORTANT TO KNOW THE INDIVIDUAL UNIQUENESS OF EACH CHILD	+2.28
604	ENJOY LOOKING AT THE INDIVIDUAL UNIQUENESS OF EACH CHILD	+1.99
94	IT IS GOOD FOR THE CHILD TO DEPEND ON HIMSELF FOR REALISTIC EXPECTATIONS	+1.74
274	GLAD TO SEE THE CHILD DEPEND ON HIMSELF FOR REALISTIC EXPECTATIONS	+1.67
204	ENJOY LEARNING NEW THINGS	+1.62
534	LEARNING NEW THINGS IS ALWAYS CHALLENGING	+1.51
414	LIKE TO PLAY AROUND WITH DIFFERENT WAYS TO PRESENT IDEAS TO THE CHILD	+1.42
404	IT IS WORTHWHILE TO PLAY AROUND WITH DIFFERENT WAYS OF PRESENTING IDEAS TO THE CHILD	+1.42
284	FIND IT EXCITING TO TRY OUT AS MANY THINGS AS MY OWN AS POSSIBLE	+1.33
444	IT IS WORTHWHILE TO TRY OUT AS MANY THINGS AS MY OWN AS POSSIBLE	+1.18
213	DEEP DOWN, MY OWN GOAL IS TO GET THE CHILD TO DO WHAT IS BEST FOR HIM	+1.12
292	IT IS GRATIFYING TO TEACH THE HANDICAPPED CHILD TO STAND UP AND SPEAK UP FOR HIMSELF IN A WORLD WHERE HE IS DIFFERENT	+1.11

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132	IT IS IN THE BEST INTEREST OF THE CHILD'S DEVELOPMENT THAT I SET AN EXAMPLE OF HOW TO DEAL WITH POWER HUNGRY AUTHORITY FIGURES	-1.06
382	ENJOY BEING A STRONG ROLE MODEL FOR THE CHILD TO SHOW HIM HOW TO FIGHT THE SYSTEM	-1.12
62	LIKE MOST PEOPLE I SOMETIMES PRETEND TO BE FRIENDLY WITH SUPERIORS TO GET WHAT I WANT EVEN THOUGH I MAY NOT LIKE THEM	-1.14
161	IN ORDER TO BE COMPETENT, I WILL ALWAYS NEED TO HAVE MY SUPERVISORS KEEP ME INFORMED OF HOW I AM DOING	-1.15
632	ENJOY SUBTLE HUMOR THAT POPS THE BIGSHOT'S AUTHORITY	-1.18
193	I ENJOY PLAYING THE GAMES OF INSTITUTIONAL POLITICS	-1.55
261	IT IS FUN TO PLAY OBEDIENT TIN SOLDIER KINDS OF GAMES WITH THE CHILD	-1.64
351	LIKE SNAPPY OBEDIENCE FROM CHILDREN	-1.74
511	PLAYING OBEDIENT TIN SOLDIER KINDS OF GAMES WITH THE CHILD WILL BE BENEFICIAL TO HIM IN THE FUTURE	-1.76
571	SNAPPY OBEDIENCE FROM CHILDREN IS A BENEFIT TO THEM IN THE LONG RUN	-1.94

10. CORRELATION MATRIX FROM WHICH THE ACTUAL PROFESSIONAL ROLE FACTOR WAS DERIVED

VARIABLE 1	1.0000	0.4500	0.5662	0.4483	0.5025	0.5539	0.4191	0.5147	0.4519	0.5270	0.3014	0.3260	0.4466	0.4518	0.4786	0.4020
VARIABLE 2	0.4500	1.0000	0.2926	0.2464	0.2740	0.3243	0.1570	0.3419	0.2263	0.2841	0.4474	0.5800	0.4000	0.3746	0.4418	0.2009
VARIABLE 3	0.5662	0.2926	1.0000	0.6544	0.4907	0.6618	0.4779	0.6225	0.4613	0.3284	0.3260	0.4428	0.4902	0.6237	0.6406	0.5049
VARIABLE 4	0.4483	0.2464	0.6544	1.0000	0.5667	0.6127	0.3333	0.5319	0.4657	0.3652	0.5049	0.4485	0.3603	0.3659	0.4320	0.4853
VARIABLE 5	0.5025	0.3243	0.4907	0.5667	1.0000	0.6785	0.3113	0.5147	0.5294	0.3137	0.4593	0.5441	0.2819	0.4149	0.4958	0.5123
VARIABLE 6	0.4191	0.1570	0.4779	0.6127	0.6785	1.0000	0.3088	0.4706	0.4196	0.3949	0.4097	0.4216	0.3627	0.3978	0.5498	0.2946
VARIABLE 7	0.5147	0.3419	0.6225	0.5319	0.5147	0.3088	1.0000	0.3529	0.2858	0.4142	0.1920	0.2868	0.1765	0.4076	0.4712	0.1273
VARIABLE 8	0.4519	0.2263	0.4613	0.3652	0.5294	0.4196	0.3529	1.0000	0.5074	0.4485	0.3799	0.5858	0.4216	0.4960	0.3804	0.5613
VARIABLE 9	0.5270	0.4474	0.3284	0.5049	0.3137	0.3949	0.4097	0.5074	1.0000	0.3431	0.3137	0.3186	0.4510	0.5599	0.3593	0.2968
VARIABLE 10	0.3014	0.4474	0.4428	0.3603	0.5441	0.4216	0.3186	0.3431	0.3137	1.0000	0.0441	0.3824	0.2255	0.3684	0.2921	0.4020
VARIABLE 11	0.3260	0.5800	0.4902	0.4485	0.2819	0.4076	0.4712	0.3804	0.2921	0.0441	1.0000	0.3824	0.2255	0.3684	0.2921	0.4020
VARIABLE 12	0.4786	0.4000	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	1.0000	0.1667	0.3266	0.3436	0.4706
VARIABLE 13	0.4020	0.2009	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	0.1667	1.0000	0.3438	0.3215	0.1936
VARIABLE 14	0.4518	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	1.0000	0.4685	0.3340
VARIABLE 15	0.4786	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	1.0000	0.3340
VARIABLE 16	0.4020	0.2009	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	0.1667	0.3266	0.3436	0.4706	1.0000
VARIABLE 17	0.4518	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	1.0000
VARIABLE 18	0.4786	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 19	0.4020	0.2009	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	0.1667	0.3266	0.3436	0.4706	0.4050
VARIABLE 20	0.4518	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 21	0.4786	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 22	0.4020	0.2009	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	0.1667	0.3266	0.3436	0.4706	0.4050
VARIABLE 23	0.4518	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 24	0.4786	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 25	0.4020	0.2009	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	0.1667	0.3266	0.3436	0.4706	0.4050
VARIABLE 26	0.4518	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 27	0.4786	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 28	0.4020	0.2009	0.5049	0.4853	0.3994	0.5498	0.2946	0.3627	0.3978	0.3824	0.3824	0.1667	0.3266	0.3436	0.4706	0.4050
VARIABLE 29	0.4518	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050
VARIABLE 30	0.4786	0.2009	0.6237	0.6406	0.6250	0.2704	0.5441	0.5196	0.4167	0.4642	0.4510	0.3946	0.3946	0.4685	0.3340	0.4050

11. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE ACTUAL PROFESSIONAL UNIQUE-ENJOYMENT TYPE		
524	IT IS IMPORTANT TO KNOW THE INDIVIDUAL UNIQUENESS OF EACH CHILD	+2.24
604	ENJOY LOOKING AT THE INDIVIDUAL UNIQUENESS OF EACH CHILD	+2.14
204	ENJOY LEARNING NEW THINGS	+1.59
404	IT IS WORTHWHILE TO PLAY AROUND WITH DIFFERENT WAYS OF PRESENTING IDEAS TO THE CHILD	+1.53
274	GLAD TO SEE THE CHILD DEPEND ON HIMSELF FOR REALISTIC EXPECTATIONS	+1.36
534	LEARNING NEW THINGS IS ALWAYS CHALLENGING	+1.25
414	LIKE TO PLAY AROUND WITH DIFFERENT WAYS TO PRESENT IDEAS TO THE CHILD	+1.23
284	FIND IT EXCITING TO TRY OUT AS MANY THINGS ON MY OWN AS POSSIBLE	+1.09
564	FEEL COMFORTABLE MAKING QUICK ASSESSMENTS - BUT AM READY TO CHANGE AS NEW INFORMATION IS RECEIVED	+1.09
94	IT IS GOOD FOR THE CHILD TO DEPEND ON HIMSELF FOR REALISTIC EXPECTATIONS	+1.08
454	TO EVALUATE MY ASSESSMENTS WHEN RECEIVING NEW INFORMATION IS ALWAYS USEFUL	+1.08
394	FEELS GOOD TO RELY UPON MY OWN INTERNAL STANDARDS WHEN DEALING WITH THE CHILD	+0.93
292	IT IS GRATIFYING TO TEACH THE HANDICAPPED CHILD TO STAND UP AND SPEAK UP FOR HIMSELF IN A WORLD WHERE HE IS DIFFERENT	+0.92
213	DEEP DOWN, MY OWN GOAL IS TO GET THE CHILD TO DO WHAT IS BEST FOR HIM	+0.87
483	LIKE WORKING WITH PEOPLE WHO COOPERATE WITH ME	+0.86
373	LIKE TO KNOW MY FRIENDS ARE THERE WHEN I NEED THEM	+0.84
431	IN THE LONG RUN IT IS GOOD TO MAKE EXPECTATIONS ABSOLUTELY CLEAR TO THE CHILD	+0.77
444	IT IS WORTHWHILE TO TRY OUT AS MANY THINGS ON MY OWN AS POSSIBLE	+0.77
*****		
113	IT'S FOR YOUR OWN GOOD TO KNOW YOUR POLITICAL POSITION IN THE INSTITUTION	-0.77
233	LIKE TO DEPEND ON THOSE "IN THE KNOW"	-0.85
632	ENJOY SUBTLE HUMOR THAT POPS THE BIGSHOT'S AUTHORITY	-0.77
502	I FIND PRE-SCHOOL CHILDREN MORE MANAGEABLE THAN OLDER ONES AND LESS LIKELY TO GET ME INVOLVED WITH DOMINEERING SUPERIORS	-0.96
62	LIKE MOST PEOPLE I SOMETIMES PRETEND TO BE FRIENDLY WITH SUPERIORS TO GET WHAT I WANT EVEN THOUGH I MAY NOT LIKE THEM	-0.97
493	ENJOY KNOWING MY POLITICAL POSITION IN THE INSTITUTION	-0.98
42	SOMETIMES IT IS REFRESHING TO JUST LET MYSELF REACT TO SUPERIORS, TO LASH BACK AT THEM	-1.01
642	I FIND HUMOR WITH A BITE IS SOMETIMES USEFUL TO UNDERMINE CRYSTALIZED POWER STRUCTURES	-1.03
461	IT IS ULTIMATELY BENEFICIAL FOR THE CHILD TO FOLLOW THE SAME ORDER EACH DAY	-1.04
161	IN ORDER TO BE COMPETENT, I WILL ALWAYS NEED TO HAVE MY SUPERVISORS KEEP ME INFORMED HOW I AM DOING	-1.15
611	LIKE THE CHILD TO FOLLOW THE SAME ORDER EACH DAY	-1.15
382	ENJOY BEING A STRONG ROLE MODEL FOR THE CHILD TO SHOW HIM HOW TO FIGHT THE SYSTEM	-1.39
132	IT IS IN THE BEST INTEREST OF THE CHILDS DEVELOPMENT THAT I SET AN EXAMPLE OF HOW TO DEAL WITH POWER HUNGRY AUTHORITY FIGURES	-1.53
193	I ENJOY PLAYING THE GAMES OF INSTITUTIONAL POLITICS	-1.63
261	IT IS FUN TO PLAY OBEDIENT TIN SOLDIER KINDS OF GAMES WITH THE CHILD	-1.66
351	LIKE SNAPPY OBEDIENCE FROM CHILDREN	-1.73
511	PLAYING OBEDIENT TIN SOLDIER KINDS OF GAMES WITH THE CHILD WILL BE BENEFICIAL TO HIM IN THE FUTURE	-1.80
571	SNAPPY OBEDIENCE FROM CHILDREN IS A BENEFIT TO THEM IN THE LONG RUN	-1.91

12. CHOICE AND PREDICTION SCORES BETWEEN PROFESSIONAL PERSONS AND "BEST KNOWN" CHILDREN (.564 OR GREATER IS SIGNIFICANT AT .05)

	1	2	3
1		0.18	0.02
2	0.18		-0.09
3	0.02	-0.09	

- 1. H. C.'S PREDICTION OF TRACY
- 2. TRACY'S CHOICE
- 3. H. C.'S OWN CHOICE

	4	5
4		-0.13
5	-0.13	

- 4. M. C.'S PREDICTION OF SCOTT
- 5. M.C.'S OWN CHOICE

	6	7
6		0.62
7	0.62	

- 6. C. B.'S PREDICTION OF KEVIN
- 7. C.B.'S OWN CHOICE

	8	9	10
8		0.30	0.58
9	0.30		0.43
10	0.68	0.43	

- 8. L.C.'S PREDICTION OF LISA MODINA
- 9. LISA MODINA'S CHOICE
- 10. L. C.'S OWN CHOICE

	11	12	13
11		-0.15	0.32
12	-0.15		0.01
13	0.32	0.01	

- 11. D. G.'S PREDICTION OF TOM
- 12. TOM'S CHOICE
- 13. D. G.'S OWN CHOICE





	14	15	16
14		0.10	0.28
15	0.10		-0.47
16	0.28	-0.47	

- 14. M. B.'S PREDICTION OF RICKY
- 15. RICKY'S CHOICE
- 16. M. B.'S OWN CHOICE

	17	18	19
17		0.50	0.76
18	0.50		0.55
19	0.76	0.55	

- 17. J. F.'S PREDICTION OF ANNE
- 18. ANNE'S CHOICE
- 19. J. F.'S OWN CHOICE

	20	21
20		-0.30
21	-0.30	

- 20. N. S.'S PREDICTION OF RICHARD
- 21. RICHARD'S CHOICE

	22	23	24
22		-0.07	-0.09
23	-0.07		0.26
24	-0.09	0.26	

- 22. S. D.'S PREDICTION OF MIRA
- 23. MIRA'S CHOICE
- 24. S. D.'S OWN CHOICE

	25	26
25		0.59
26	0.59	

- 25. C. J.'S PREDICTION OF TODD
- 26. C. J.'S OWN CHOICE
- 27. M. T.'S OWN CHOICE

	28	29	30
28		0.54	-0.15
29	0.54		-0.25
30	-0.15	-0.25	

- 28. R. D.'S PREDICTION OF GEORGE
- 29. GEORGE'S CHOICE
- 30. R. D.'S OWN CHOICE

	31	32	33
31		0.18	-0.24
32	0.18		0.25
33	-0.24	0.25	

- 31. N. B.'S PREDICTION OF LAURA
- 32. LAURA'S CHOICE
- 33. N. B.'S OWN CHOICE

	34	35	36
34		0.52	0.60
35	0.52		-0.03
36	0.60	-0.03	

- 34. P. P.'S PREDICTION OF CHRISTINE
- 35. CHRISTINE'S CHOICE
- 36. P. P.'S OWN CHOICE

	37	38	39
37		1.0	0.32
38	1.0		0.32
39	0.32	0.32	

- 37. J. K.'S PREDICTION OF JOHN
- 38. JOHN'S CHOICE
- 39. J. K.'S OWN CHOICE

	40	41	42
40		0.19	0.72
41	0.19		0.28
42	0.72	0.28	

- 40. J. J.'S PREDICTION OF FREDDIE
- 41. FREDDIE'S CHOICE
- 42. J. J.'S OWN CHOICE

	43	44	45
43		0.48	0.79
44	0.48		0.58
45	0.79	0.58	

- 43. J. S.'S PREDICTION OF MARY
- 44. MARY'S CHOICE
- 45. J. S.'S OWN CHOICE

	46	47
46		0.42
47	0.42	

- 46. B. P.'S PREDICTION OF PATRICK
- 47. PATRICK'S CHOICE

48      49      50

48		0.38	0.30
49	0.38		0.64
50	0.30	0.64	

- 48. S. G.'S PREDICTION OF JENNIE
- 49. JENNIE'S CHOICE
- 50. J. G.'S (MOTHER) PREDICTION OF JENNIE

51      52      53

51		0.43	0.02
52	0.43		0.70
53	0.02	0.70	

- 51. C. L.'S PREDICTION OF TODD
- 52. TODD'S CHOICE
- 53. C. L.'S OWN CHOICE

54      55

54		-0.19
55	-0.19	

- 54. L. M.'S PREDICTION OF LAURA
- 55. LAURA'S CHOICE

13. INTERPERSONAL PREDICTION SCORES  
 (.564 OR GREATER IS SIGNIFICANT AT .05)

		CORRELATION COEFFICIENTS	SIGNIFICANCE
1.	H. C.'S PREDICTION OF TRACY	0.1758	0.314
2.	TRACY'S CHOICE		
3.	L. C.'S PREDICTION OF LISA MODINA	0.2970	.202
4.	L. M.'S CHOICE		
5.	D. G.'S PREDICTION OF TOM	-0.1515	.338
6.	TOM'S CHOICE		
7.	M. B.'S PREDICTION OF RICKY	0.1020	.388
8.	RICKY'S CHOICE		
9.	J. F.'S PREDICTION OF ANNE	0.5030	.069
10.	ANNE'S CHOICE		
11.	N. S.'S PREDICTION OF RICHARD	-0.2970	.202
12.	RICHARD'S CHOICE		
13.	S. D.'S PREDICTION OF MIRA	-0.0667	.427
14.	MIRA'S CHOICE		
15.	R. D.'S PREDICTION OF GEORGE	0.5394	.054
16.	GEORGE'S CHOICE		
17.	N. B.'S PREDICTION OF LAURA	0.1758	.314
18.	LAURA'S CHOICE		
19.	P. P.'S PREDICTION OF CHRISTINE	0.5152	.064
20.	CHRISTINE'S CHOICE		
21.	J. K.'S PREDICTION OF JOHN	1.0000	.001
22.	JOHN'S CHOICE		
23.	J. J.'S PREDICTION OF FREDDIE	0.1879	.302
24.	FREDDIE'S CHOICE		
25.	J. S.'S PREDICTION OF MARY	0.4788	.081
26.	MARY'S CHOICE		
27.	B. P.'S PREDICTION OF PATRICK	0.4182	.115
28.	PATRICK'S CHOICE		
29.	S. G.'S PREDICTION OF JENNIE	0.6364	.024
30.	JENNIE'S CHOICE		

		CORRELATION COEFFICIENTS	SIGNIFICANCE
31.	J. G.'S PREDICTION OF JENNIE	0.6364	.024
32.	JENNIE'S CHOICE		
33.	C. L.'S PREDICTION OF TODD	0.4303	.107
34.	TODD'S CHOICE		
35.	L. M.'S PREDICTION OF LAURA	-0.1879	.302
36.	LAURA'S CHOICE		

## 14. CHILD'S CHOICE CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1		-0.25	-0.64	-0.19	0.55	-0.09	-0.12	0.26	-0.14	-0.01	0.24	-0.35	-0.24	-0.25	-0.30	0.31	-0.04
2	-0.25		0.28	0.72	-0.14	-0.78	-0.05	0.37	0.03	0.31	-0.01	-0.33	0.03	-0.30	0.49	-0.01	-0.79
3	-0.64	0.28		0.50	0.03	-0.19	0.30	0.01	0.14	0.05	-0.66	0.15	-0.04	-0.12	0.42	-0.59	-0.21
4	-0.19	0.72	0.50		0.20	-0.75	0.38	0.09	-0.01	-0.14	-0.03	-0.24	0.20	0.12	0.32	-0.49	-0.79
5	0.55	-0.14	0.03	0.20		0.04	0.25	0.49	0.35	0.14	0.18	-0.07	-0.15	-0.15	0.35	0.08	0.08
6	-0.09	-0.78	-0.19	-0.75	0.04		0.05	-0.22	0.28	0.09	0.14	0.62	0.08	0.19	-0.07	0.14	0.98
7	-0.12	-0.05	0.30	0.38	0.25	0.05		-0.30	0.08	-0.13	0.15	0.54	0.32	0.37	-0.09	-0.50	-0.04
8	0.26	0.37	0.01	0.09	0.49	-0.22	-0.30		0.25	0.73	0.09	-0.53	-0.65	-0.61	0.68	0.45	-0.08
9	-0.14	0.03	0.14	-0.01	0.35	0.28	0.08	0.25		0.49	0.25	0.10	0.01	-0.27	0.66	0.10	0.30
10	-0.01	0.31	0.05	-0.14	0.14	0.09	-0.13	0.73	0.49		0.02	-0.22	-0.61	-0.73	0.68	0.26	0.19
11	0.24	-0.01	-0.66	-0.03	0.18	0.14	0.15	0.09	0.25	0.02		-0.02	0.21	0.44	0.01	0.37	0.15
12	-0.35	-0.33	0.15	-0.24	-0.07	0.62	0.54	-0.53	0.10	-0.22	-0.02		0.65	-0.02	0.13	-0.07	0.47
13	-0.24	0.03	-0.04	0.20	-0.15	0.08	0.32	-0.65	0.01	-0.61	0.21	0.65		0.55	-0.19	-0.03	-0.12
14	-0.25	-0.30	-0.12	0.12	-0.15	0.19	0.37	-0.61	-0.27	-0.73	0.44	-0.02	0.55		-0.47	-0.26	0.12
15	-0.30	0.49	0.42	0.72	0.35	-0.07	-0.09	0.68	0.66	0.68	0.01	0.13	-0.19	-0.47		0.15	-0.03
16	0.31	-0.01	-0.59	-0.49	0.08	0.14	-0.50	0.45	0.10	0.26	0.37	-0.07	-0.03	-0.26	0.15		0.20
17	-0.04	-0.79	-0.21	-0.79	0.08	0.98	-0.04	-0.08	0.30	0.19	0.15	0.47	-0.12	0.12	-0.03	0.20	
18	-0.43	-0.10	0.36	-0.30	0.12	0.52	-0.18	0.41	0.70	0.66	-0.13	0.16	-0.31	-0.38	0.72	0.16	0.53
19	-0.35	0.62	0.76	0.58	0.27	-0.44	0.13	0.44	0.32	0.31	-0.43	-0.04	-0.04	-0.44	0.71	-0.07	-0.44

34

15. CHILD'S CHOICE CLUSTER RANKINGS

<u>TYPE 1</u>	6 - 17	PICTURE NO.	PREFERENCE		AVERAGE RANKING
			(6)	(17)	
CHILD NO. 6 AND CHILD NO. 17 BELONG TO THIS TYPE		1	4	5	4
		2	10	10	10
		3	9	9	9
		4	2	2	2
		5	5	4	4
		6	8	8	8
		7	6	7	6
		8	7	6	6
		9	3	3	3
		10	1	1	1
<u>TYPE 2</u>	3 - 19		(3)	(19)	
CHILD NO. 3 AND CHILD NO. 19 BELONG TO THIS TYPE		1	3	4	3
		2	8	5	7
		3	5	6	5
		4	4	8	6
		5	6	3	4
		6	7	7	8
		7	2	1	1
		8	1	2	1
		9	9	10	9
		10	10	9	9
<u>TYPE 3</u>	10 - 8 - 16		(10)	(8)	(16)
CHILD NOS. 10, 8 AND 16 BELONG TO THIS TYPE		1	9	10	8
		2	8	3	4
		3	6	8	9
		4	7	7	10
		5	2	1	1
		6	5	6	6
		7	4	5	5
		8	3	2	7
		9	10	9	2
		10	1	4	3
<u>TYPE 4</u>	2 - 4		(2)	(4)	
CHILD NO. 2 AND CHILD NO. 4 BELONG TO THIS TYPE		1	8	5	6
		2	3	1	1
		3	2	2	1
		4	10	6	8
		5	6	8	7
		6	5	7	5
		7	1	3	1
		8	4	4	4
		9	9	10	10
		10	7	9	8

TYPE 5	2 - 4	PICTURE NO.	PREFERENCE			AVERAGE RANKING
			(15)	(18)	(9)	
CHILD NOS. 15, 18 AND 19 BELONG TO THIS TYPE		1	6	5	2	4
		2	5	10	7	8
		3	7	8	5	6
		4	8	6	8	6
		5	4	3	3	3
		6	9	9	10	10
		7	2	4	6	5
		8	1	1	4	1
		9	10	7	9	9
		10	3	2	1	1

TYPE 6	13 - 12 - 7		PREFERENCE			AVERAGE RANKING
			(13)	(12)	(7)	
CHILD NOS. 13, 12, AND 7 BELONG TO THIS TYPE		1	1	2	4	2
		2	4	9	6	7
		3	5	7	2	4
		4	7	3	1	3
		5	9	6	5	8
		6	8	8	8	9
		7	2	1	3	1
		8	10	10	10	10
		9	3	4	9	5
		10	6	5	7	6

TYPE 7	1 - 5		PREFERENCE		AVERAGE RANKING
			(1)	(5)	
CHILD NO. 1 AND CHILD NO. 5 BELONG TO THIS TYPE		1	6	4	4
		2	1	1	1
		3	8	9	8
		4	5	3	3
		5	3	2	2
		6	2	8	5
		7	10	7	8
		8	9	6	7
		9	7	10	8
		10	4	5	4



16. CORRELATION MATRIX FROM WHICH PERSONAL ENJOYMENT FACTORS WERE DERIVED

VARIABLE 1	1.0000	0.4474	0.1603	0.1192	0.5490	0.1196	0.1985	0.4516	0.4745	0.3652	0.4474	0.2750	0.3070	0.2093	0.2520	0.0000		
VARIABLE 2	0.4474	1.0000	0.3199	0.1172	0.3824	0.4317	0.0172	0.2003	0.3333	0.0196	0.3152							
VARIABLE 3	0.1603	0.3199	1.0000	0.1471	0.7147	0.7440	0.1514	0.4534	0.4564	0.3015	0.3483	0.2456	0.4057	0.2069	0.2840	0.0294		
VARIABLE 4	0.1192	0.1172	0.1471	1.0000	0.6249	0.1176	0.4823	0.3373	0.5268	0.2140	0.3192	0.5010	0.2677	0.3887	0.1275			
VARIABLE 5	0.5490	0.3824	0.7147	0.6249	1.0000	0.6249	0.1176	0.4823	0.3373	0.5268	0.2140	0.3192	0.5010	0.2677	0.3887	0.1275		
VARIABLE 6	0.1196	0.0172	0.1514	0.4534	0.4564	0.3015	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544	
VARIABLE 7	0.4516	0.4745	0.3652	0.4474	0.2750	0.3070	0.2093	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544
VARIABLE 8	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	0.2069	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544	1.0000
VARIABLE 9	0.1172	0.0196	0.0172	0.3152	0.2003	0.3333	0.0196	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544
VARIABLE 10	0.4474	0.3152	0.2069	0.2840	0.4057	0.2069	0.2745	0.4415	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 11	0.2750	0.3070	0.2093	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628
VARIABLE 12	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 13	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	0.2069	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544	1.0000
VARIABLE 14	0.1172	0.0196	0.0172	0.3152	0.2003	0.3333	0.0196	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544
VARIABLE 15	0.4474	0.3152	0.2069	0.2840	0.4057	0.2069	0.2745	0.4415	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 16	0.2750	0.3070	0.2093	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628
VARIABLE 17	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 18	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	0.2069	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544	1.0000
VARIABLE 19	0.1172	0.0196	0.0172	0.3152	0.2003	0.3333	0.0196	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544
VARIABLE 20	0.4474	0.3152	0.2069	0.2840	0.4057	0.2069	0.2745	0.4415	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 21	0.2750	0.3070	0.2093	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628
VARIABLE 22	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 23	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	0.2069	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544	1.0000
VARIABLE 24	0.1172	0.0196	0.0172	0.3152	0.2003	0.3333	0.0196	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544
VARIABLE 25	0.4474	0.3152	0.2069	0.2840	0.4057	0.2069	0.2745	0.4415	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 26	0.2750	0.3070	0.2093	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628
VARIABLE 27	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418
VARIABLE 28	0.2520	0.0000	0.0294	0.1275	0.2840	0.4057	0.2069	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544	1.0000
VARIABLE 29	0.1172	0.0196	0.0172	0.3152	0.2003	0.3333	0.0196	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418	0.1544
VARIABLE 30	0.4474	0.3152	0.2069	0.2840	0.4057	0.2069	0.2745	0.4415	1.0000	0.2745	0.4415	0.2701	0.3994	0.3651	0.2701	0.4967	0.2628	0.5418

17. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE TRADITION-DIRECTED TYPE

364	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.78
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.72
373	ON A FARM, CRISSY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.50
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.41
94	CRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.34
553	CRISSEY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACES.	+1.25
233	FRANCOIS CLEMMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW, ROW YOUR BOAT," IN TWO GROUPS.	+1.23
193	X OAL HAS A BIRTHDAY AND ENJOYS THE SPECIAL ACCEPTANCE AND TREATMENT FROM THE OTHER PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE.	+1.09
143	MR. ROGERS PLANS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS, BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	+1.07
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+1.06
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERYBODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.03
124	MRS. MCPREELY LETS CRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CRISSY DO THINGS WITHIN HER CAPABILITY.	+1.01
581	THE PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE SHOW THE CHILD THAT IT IS FUN TO PLAY OLD FASHIONED GAMES LIKE HOP-SCOTCH, JACKS AND MARBLES THE WAY THEY ARE SUPPOSED TO BE PLAYED.	+1.00
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+0.98
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+0.96
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+0.92
113	WHEN MR. ROGERS PLANS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	+0.89
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+0.83
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.80
362	MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD W - A - T - E - R AND WHAT IT MEANS.	+0.75
414	IN AN EMERGENCY SITUATION MR. ROGERS LIKES TO MAKE QUICK ASSESSMENTS, BUT HE IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.75
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382	A PLAYFUL SONG - "DON'T BITE THE HAND THAT FEEDS YOU" - IS SUNG BY MR. ROGERS	-0.76
520	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN	-0.83
210	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST OF YOU IT IS FOR YOUR OWN GOOD LATER ON.	-0.87
483	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-0.89
351	CRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEDIENCE FROM CHILDREN.	-1.05
52	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	-1.13
425	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IF SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.14
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	-1.14
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.17
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEIENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.19
420	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.41
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCE THEM THAT HE REALLY WASN'T RETARDED.	-1.41
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.46
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.82
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.90
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.96
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-2.29

18.	DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE ADVENTURESOME TYPE	
254	KING FRIDAY IS HOLDING A 'MAD' PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.99
274	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+1.87
204	KING FRIDAY IS HOLDING A 'MAD' PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	+1.72
642	A DEAF BOY READS HUCKLEBERRY FINN TO LEARN HOW TO BUILD A RAFT SO HE AND HIS FRIEND CAN SIMILARLY ESCAPE DOWN THE RIVER.	+1.67
404	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHWHILE TO TAKE RISKS.	+1.56
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.46
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	+1.42
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	+1.28
284	MR. ROGERS APPROACHES THE ABAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.20
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.05
604	X OWL HAS HIS OWN RULES OF BEHAVIOR. HE LIKES TO SEE OTHERS RELY ON THEIR INTERNAL STANDARDS TOO.	+1.01
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+0.95
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.75

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71	FRED ROGERS ENJOYS SHOWING A DISABLED CHILD THE RIGHT WAY TO USE HER CRUTCHES	-0.75
382	A PLAYFUL SONG - "DON'T BITE THE HAND THAT FEEDS YOU" - IS SUNG BY MR. ROGERS	-0.75
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-0.85
473	FRANCOIS CLEMONS SETS UP A CONTEST AMONG SOME CHILDREN TO SEE WHO CAN BE THE FIRST TO LEARN THE SONG, "EVERYTHING GROWS TOGETHER."	-0.85
571	CHEF BROCKETT SAYS THAT HIS ABILITY TO MAKE QUICK FIRST IMPRESSIONS IS USEFUL	-0.89
483	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-1.02
13	LADY ELAINE FAIRCHILDE WATCHES THE CHILDREN CAREFULLY WHEN SHE PRETENDS TO GET ANGRY SO THAT SHE WILL KNOW BETTER HOW TO DEAL WITH THEM.	-1.11
83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.13
261	KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL. ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-1.14
611	CHRISSEY LEAVES TO ANSWER THE PHONE. FRED ROGERS CONFIDES TO MRS. MCFEELY THAT HIS FIRST IMPRESSIONS OF PEOPLE ARE USUALLY RIGHT.	-1.29
423	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IS SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.46
21	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST OF YOU IT IS FOR YOUR OWN GOOD LATER ON.	-1.50
431	FRED ROGERS SINGS A SONG ABOUT FOLLOWING SCHEDULES. THE LYRICS SAY IT IS BENEFICIAL FOR THE CHILD TO FOLLOW THE SAME ORDER EACH DAY.	-1.56
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.60
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEDIENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.70
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-2.04
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEDIENCE FROM CHILDREN.	-2.07

19. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE LIBERATED-TOWARD-"NORMALCY" (OUTER-DIRECTED) TYPE		
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+1.80
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.77
254	KING FRIDAY IS HOLDING A "WAD" PARTY. HE INVITES EVERYBODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.75
553	CHRISSEY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACES.	+1.72
373	ON A FARM, CHRISSEY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.60
204	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	+1.59
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+1.30
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.28
161	LADY ELAINE FINDS HER MUSEUM NOT QUITE IN ORDER. HANDIMAN NEGRI TOOK CARE OF IT BUT NOT IN THE WAY SHE INTENDED. SHE SIGHS AND SAYS IT IS BETTER TO MAKE EXPECTATIONS ABSOLUTELY CLEAR.	+1.04
362	MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD W - A - T - E - R AND WHAT IT MEANS.	+1.02
94	CHRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+0.97
124	MRS. MCFEELY LETS CHRISSEY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSEY DO THINGS WITHIN HER CAPABILITY.	+0.92
221	INSTRUCTING HOW ONE MUST ACT WHILE VISITING A HANDICAPPED FRIEND, FRED ROGERS CHEERFULLY MAKES HIS EXPECTATIONS ABSOLUTELY CLEAR TO THE CHILD.	+0.92
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.88
274	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+0.82
143	MR. ROGERS PLANS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS, BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	+0.80
193	X OML HAS A BIRTHDAY AND ENJOYS THE SPECIAL ACCEPTANCE AND TREATMENT FROM THE OTHER PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE.	+0.78
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362	LADY ELAINE PLAYFULLY STICKS OUT HER TONGUE AT KING FRIDAY WHO HAD THREATENED TO PUT HER IN JAIL.	-0.77
594	X OML HAS HIS OWN RULES OF BEHAVIOR. HE SAYS IT IS GOOD FOR EVERYBODY TO RELY ON THEIR OWN INTERNAL STANDARDS.	-0.81
431	FRED ROGERS SINGS A SONG ABOUT FOLLOWING SCHEDULES. THE LYRICS SAY IT IS BENEFICIAL FOR THE CHILD TO FOLLOW THE SAME ORDER EACH DAY.	-0.90
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	-1.04
52	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	-1.09
322	MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERELY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DAYDREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, HUCK FINN STYLE.	-1.10
32	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN	-1.12
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEIENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.14
423	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IF SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.29
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.25
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-1.31
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.55
83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.65
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.67
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.76
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEIDENCE FROM CHILDREN.	-2.41

20. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE SELF-DIRECTED TYPE

62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO COWINCE THEM THAT HE REALLY WASN'T RETARDED.	+2.02
204	KING FRIDAY IS HOLDING A 'MAD' PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	+1.93
362	MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD M - A - T - E - R AND WHAT IT MEANS.	+1.77
52	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	+1.68
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.60
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.56
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	+1.47
584	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.47
13	LADY ELAINE FAIRCHILDE WATCHES THE CHILDREN CAREFULLY WHEN SHE PRETENDS TO GET ANGRY SO THAT SHE WILL KNOW BETTER HOW TO DEAL WITH THEM.	+1.44
313	ON HIS BIRTHDAY X OHL IS EXTREMELY HAPPY FOR THE OTHER PUPPETS EXPRESS THEIR FONDNESS FOR HIM BY HAVING A BIRTHDAY PARTY. TO HIM THIS MEANS HE IS ACCEPTED SOCIALLY.	+1.26
254	KING FRIDAY IS HOLDING A 'MAD' PARTY. HE INVITES EVERYBODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.23
161	LADY ELAINE FINDS HER MUSEUM NOT QUITE IN ORDER. HANDIMAN NEGRİ TOOK CARE OF IT BUT NOT IN THE WAY SHE INTENDED. SHE SIGNS AND SAYS IT IS BETTER TO MAKE EXPECTATIONS ABSOLUTELY CLEAR.	+1.23
604	X OHL HAS HIS OWN RULES OF BEHAVIOR. HE LIKES TO SEE OTHERS RELY ON THEIR INTERNAL STANDARDS TOO.	+1.02
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+0.98
183	X OHL HAS A BIRTHDAY AND ENJOYS THE SPECIAL ACCEPTANCE AND TREATMENT FROM THE OTHER PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE.	+0.89
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233	FRANCOIS CLEMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW, ROW YOUR BOAT," IN TWO GROUPS.	-0.78
143	MR. ROGERS PLANS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	-0.78
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-0.84
261	KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL. ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-0.93
94	CHRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	-1.02
423	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IF SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.02
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.05
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.18
581	THE PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE SHOW THE CHILD THAT IT IS FUN TO PLAY OLD FASHIONED GAMES LIKE HOP-SCOTCH, JACKS AND MARBLES THE WAY THEY ARE SUPPOSED TO BE PLAYED.	-1.23
83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.27
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	-1.57
113	WHEN MR. ROGERS PLANS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	-1.57
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.60
21	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST OF YOU IT IS FOR YOUR OWN GOOD LATER ON.	-1.60
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.97

21. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE TRADITIONAL DIRECTED AND THE ADVENTURESOME TYPES

	1	2	DIFFERENCE
42 FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.410	+1.419	2.830
172 THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	-1.144	+1.283	2.427
632 A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.820	+0.566	2.386
332 WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-2.294	-0.167	2.127
642 A DEAF BOY READS HUCKLEBERRY FINN TO LEARN HOW TO BUILD A RAFT SO HE AND HIS FRIEND CAN SIMILARLY ESCAPE DOWN THE RIVER.	-0.346	+1.674	2.023
404 LADY FLAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHWHILE TO TAKE RISKS.	-0.425	+1.559	1.985
204 KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	-0.258	+1.717	1.975
502 THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.961	-0.429	1.532
274 LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+0.473	+1.873	1.400
62 MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REFFLED AGAINST HIS TEACHERS IN ORDER TO CONVINCIE THEM THAT HE REALLY WASN'T RETARDED.	-1.412	-0.108	1.304
292 THE PUPPETS ENJOY STAGING A STRIKE AGAINST KING FRIDAY'S ENERGY PROGRAM.	-0.568	+0.596	1.164
322 MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERLY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DAYDREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, HUCK FINN STYLE.	-0.536	+0.620	1.156
132 LADY FLAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.901	-0.848	1.053
302 LADY ELAINE PLAYFULLY STICKS OUT HER TONGUE AT KING FRIDAY WHO HAD THREATENED TO PUT HER IN JAIL.	-0.375	+0.672	1.048
371 CHIEF BRACKETT SAYS THAT HIS ABILITY TO MAKE QUICK FIRST IMPRESSIONS IS USEFUL.	+0.137	-0.885	-1.026
351 CHISSY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEDIENCE FROM CHILDREN.	-1.048	-2.074	-1.026
193 X ONE HAS A BIRTHDAY AND ENJOYS THE SPECIAL ACCEPTANCE AND TREATMENT FROM THE OTHER PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE	+1.087	+0.054	-1.032
71 FRED ROGERS ENJOYS SHOWING A DISABLED CHILD THE RIGHT WAY TO USE HER CRUTCHES.	+0.348	-0.746	-1.094
553 CHRISSE FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACCS.	+1.247	+0.126	-1.120
213 MR. ROGERS PERSUADS A SHY, HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+0.924	-0.241	-1.164
373 ON A FARM, CHRISSE APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.502	+0.328	-1.173
581 THE PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE SHOW THE CHILD THAT IT IS FUN TO PLAY OLD FASHIONED GAMES LIKE HOP-SCOTCH, JACKS AND MARBLES THE WAY THEY ARE SUPPOSED TO BE PLAYED.	+1.000	-0.244	-1.243
473 FRANCOIS CLEMMONS SETS UP A CONTEST AMONG SOME CHILDREN TO SEE WHO CAN BE THE FIRST TO LEARN THE SONG, "EVERYTHING GROWS TOGETHER."	+0.397	-0.854	-1.251
431 FRED RUFFAS SINGS A SONG ABOUT FOLLOWING SCHEDULES. THE LYRICS SAY IT IS BENEFICIAL FOR THE CHILD TO FOLLOW THE SAME ORDER EACH DAY.	+0.183	-1.557	-1.740

22. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE TRADITION-DIRECTED AND THE LIBERATED-TOWARD-"NORMALCY" (OUTER-DIRECTED) TYPES

		1	3	DIFFERENCE
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCCE THEM THAT HE REALLY WASN'T "ETARDED."	-1.412	+0.684	2.096
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS AUL OVER THE COUNTRY TO LEAPN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.961	+0.021	1.982
204	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CAMPIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SFE MANY WAYS TO SAY, "I AM MAD."	-0.258	+1.585	1.843
432	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.820	-0.439	1.381
267	KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-0.545	+0.539	1.084
21	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST CF YOU IT IS FOR YCUR OWN GOOD LATER ON.	-0.869	+0.165	1.034
404	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHWHILE TO TAKE RISKS.	-0.425	+0.579	1.004
431	FRED ROGERS SINGS A SONG ABOUT FOLLOWING SCHEDULES. THE LYRICS SAY IT IS BENEFICIAL FOR THE CHILD TO FOLLOW THE SAME ORDER EACH DAY.	+0.183	-0.899	-1.082
394	X OWL HAS HIS OWN RULES OF BEHAVIOR. HE SAYS IT IS GOOD FOR EVFRYBODY TO RELY ON THEIR OWN INTERNAL STANDARDS.	+0.356	-0.805	-1.162
83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILDE IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-0.391	-1.694	-1.263
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, MURRIES TO ANSWER THE PHONE; FRFD ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY ODDFIDENCE FROM CHILDREN.	-1.048	-2.414	-1.365
115	WHEN MR. ROGERS PLANS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	+0.886	-0.540	-1.426
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.721	-0.212	-1.933

23. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE TRADITION-DIRECTED AND THE SELF-DIRECTED TYPES

	1	4	DIFFERENCE
62 MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REPELLED AGAINST HIS TEACHERS IN ORDER TO CONVINCED THEM THAT HE REALLY WASN'T RETARDED.	- 1.412	+2.019	3.431
92 MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	- 1.137	+1.685	2.817
172 THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLE UPON THE "LAND OF NO PARENTS."	- 1.144	+1.473	2.617
204 KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	- 0.258	+1.930	2.188
13 LADY ELAINE FAIRCHILD WATCHES THE CHILDREN CAREFULLY WHEN SHE PRETENDS TO GET ANGRY SO THAT SHE WILL KNOW BETTER HOW TO DEAL WITH THEM.	- 0.434	+1.440	1.874
483 TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	- 0.888	+0.649	1.537
32 LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN.	- 0.635	+0.682	1.917
392 WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	- 2.294	-0.843	1.451
292 THE PUPPETS ENJOY STAGING A STRIKE AGAINST KING FRIDAY'S ENERGY PROGRAM.	- 0.568	+0.682	1.250
632 A CAPTAIN SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	- 1.820	-0.721	1.099
313 ON HIS BIRTHDAY X ONL IS EXTREMELY HAPPY FOR THE OTHER PUPPETS EXPRESS THEIR FONDNESS FOR HIM BY HAVING A BIRTHDAY PARTY. TO HIM THIS MEANS HE IS ACCEPTED SOCIALLY.	+ 0.210	+1.262	1.051
362 MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD W - A - T - E - R AND WHAT IT MEANS.	+ 0.755	+1.774	1.019
161 LADY ELAINE FINDS HER MUSEUM NOT QUITE IN ORDER. HANO IMAN NEGRI TOOK CARE OF IT BUT NOT IN THE WAY SHE INTENDED. SHE SIGNS AND SAYS IT IS BETTER TO MAKE EXPECTATIONS ABSOLUTELY CLEAR.	+ 0.212	+3.228	1.016
911 HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE GRATEFUL FOR IT WILL HELP YOU IN THE LONG RUN.	+ 1.190	-0.175	1.015
284 MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+ 0.960	-0.142	-1.101
414 IN AN EMERGENCY SITUATION MR. ROGERS LIKES TO MAKE QUICK ASSESSMENTS; BUT HE IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+ 0.744	-0.353	-1.103
355 CHRISSY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW SHOES.	+ 1.247	+0.137	-1.110
394 MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+ 1.721	+0.315	-1.406
124 MRS. McFEELY LETS CHRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSY DO THINGS WITHIN HER CAPABILITY.	+ 1.010	-0.965	-1.975
143 MR. ROGERS PLANS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS, BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	+ 1.070	-0.776	-1.847
373 ON A FARM, CHRISSY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+ 1.502	-0.442	-1.944
233 FRANCOIS CLEMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "OW, POW, POW YOUR HOAT," IN TWO GROUPS.	+ 1.229	-0.776	-2.006
901 THE PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE SHOW THE CHILD THAT IT IS FUN TO PLAY OLD FASHIONED GAMES LIKE HOP-SCOTCH, JACKS AND MARBLES THE WAY THEY ARE SUPPOSED TO BE PLAYED.	+ 1.000	-1.233	-2.233
94 CHRISSY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+ 1.344	-1.021	-2.365
113 WHEN MR. ROGERS PLANS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	+ 0.886	-1.567	-2.453
213 MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+ 0.924	-1.567	-2.491



24. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE ADVENTURESOME AND THE LIBERATED-TOWARD-"NORMALCY" (OUTER-DIRECTED) TYPES

	2	3	DIFFERENCE
1261 KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-1.145	+0.539	1.684
21 MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST OF YOU IT IS FOR YOUR OWN GOOD LATER ON.	-1.497	+0.165	1.662
213 MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	-0.241	+1.387	1.628
553 CHRISSE FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACES.	+0.126	+1.722	1.595
161 LADY ELAINE FINDS MR MUSFUM NOT QUITE IN LROPP. HAND INAN NEGRI TOOK CARE OF IT (BUT NOT IN THE WAY SHE INTENDED. SHE SIGNS AND SAYS IT IS BETTER TO MAKE EXPECTATIONS ABSOLUTELY CLEAR.	-0.509	+1.040	1.549
103 MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+0.380	+1.804	1.424
71 FRED ROGERS ENJOYS SHOWING A DISABLED CHILD THE RIGHT WAY TO USE HIS CRUTCHES.	-0.746	+0.634	1.380
221 INSTRUCTING HOW ONE MUST ACT WHILE VISITING A HANDICAPPED FRIEND, FRED ROGERS CHEERFULLY MAKES HIS EXPECTATIONS ABSOLUTELY CLEAR TO THE CHILD.	-0.441	+0.919	1.360
373 ON A FARM, CHRISSE APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+0.328	+1.595	1.267
632 A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	+0.566	-0.439	-1.005
274 LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+1.873	+0.921	-1.052
332 WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-0.167	-1.305	-1.138
394 MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+0.983	-0.212	-1.195
100 HEF BROCKETT SAYS WHEN HE WAS YOUNG HE DETERMINED TO WALK WITHOUT CRUTCHES. HE FEELS BENEFITS COME FROM HAVING GOALS WHEN YOU ARE YOUNG TO HELP YOU COME OUT ON TOP.	+0.572	-0.711	-1.282
604 X OWL HAS HIS OWN RULES OF BEHAVIOR. HE LIKES TO SEE OTHERS RELY ON THEIR INTERNAL STANDARDS TOO.	+1.012	-0.274	-1.286
302 LADY ELAINE PLAYFULLY STICKS OUT HER TONGUE AT KING FRIDAY WHO HAD THREATENED TO PUT HER IN JAIL.	+0.672	-0.774	-1.447
594 X OWL HAS HIS OWN RULES OF BEHAVIOR. HE SAYS IT IS GOOD FOR EVERYBODY TO RELY ON THEIR OWN INTERNAL STANDARDS.	+0.693	-0.805	-1.498
322 MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERELY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DAYDREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, MUCK FINN STYLE.	+0.620	-1.102	-1.722
642 A DEAF BOY READS HUCKLEBERRY FINN TO LEARN HOW TO BUILD A RAFT SO HE AND HIS FRIEND CAN SIMILARLY ESCAPE DOWN THE RIVER.	+1.674	-0.333	-2.007
172 THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	+1.283	-1.044	-2.327
42 FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	+1.419	-1.759	-3.178

25. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE ADVENTURESOME AND THE SELF-DIRECTED TYPES

		2	4	DIFFERENCE
13	LADY ELAINE FAIRCHILDE WATCHES THE CHILDREN CAPEFULLY WHEN SHE PREFERS TO GET ANGRY SO THAT SHE WILL KNOW BETTER HOW TO DEAL WITH THEM.	-1.115	+1.440	2.554
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REPELLED AGAINST HIS TEACHERS IN ORDER TO CONVINCING THEM THAT HE REALLY WASN'T RETARDED.	-0.108	+2.019	2.127
52	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	-0.422	+1.685	2.107
161	LADY ELAINE FINDS HER MUSEUM NOT QUITE IN ORDER, HADN'T MAN NEPTI TOOK CARE OF IT PUT NOT IN THE WAY SHE INTENDED. SHE SIGNS AND SAYS IT IS BETTER TO MAKE EXPECTATIONS ABSOLUTELY CLEAR.	-0.509	+1.728	1.737
313	ON HIS BIRTHDAY X OWL IS EXTREMELY HAPPY FOR THE OTHER PUPPETS EXPRESS THEIR FONDNESS FOR HIM BY HAVING A BIRTHDAY PARTY. TO HIM THIS MEANS HE IS ACCEPTED SOCIALLY.	-0.420	+1.262	1.681
403	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-1.024	+0.649	1.673
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE, FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEDIENCE FROM CHILDREN.	-2.074	-0.500	1.565
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEIENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.698	-0.175	1.523
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM, HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+0.380	+1.596	1.215
362	MR. ROGERS SHOWS THE HELEN KELLER FILM SEGMENT WHICH SHOWS HELEN VIOLENTLY REVOLTING AGAINST HER TEACHER UNTIL SHE FINALLY LEARNS THE WORD M - A - T - E - R AND WHAT IT MEANS.	+0.586	+1.774	1.188
611	CHRISSEY LEAVES TO ANSWER THE PHONE, FRED ROGERS CONFIDES TO MRS. MCFEELY THAT HIS FIRST IMPRESSIONS OF PEOPLE ARE USUALLY RIGHT.	+1.293	-0.142	1.151
233	FRANCOIS CLEMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW, POW YOUR BOAT," IN TWO GROUPS.	+0.240	-0.776	-1.016
124	MRS. MCFEELY LETS CHRISSEY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSEY DO THINGS WITHIN HER CAPABILITY.	+0.535	-0.565	-1.100
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-0.848	-1.988	-1.170
143	MR. ROGERS PLANS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS, BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	+0.376	-0.776	-1.152
632	A CARTOON SHOWS A FIVE YEAR OLD REFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	+0.566	-0.721	-1.287
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	-0.241	-1.567	-1.326
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.201	-0.142	-1.343
274	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+1.873	+0.527	-1.346
404	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHMILE TO TAKE RISKS.	+1.559	+0.070	-1.489
113	WHEN MR. ROGERS PLANS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	-0.026	-1.567	-1.541
94	CHRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+0.745	-1.021	-1.766
642	A DEAF BOY READS MUCKLEBERRY FINN TO LEARN HOW TO BUILD A RAFT SO HE AND HIS FRIEND CAN SIMILARLY ESCAPE DOWN THE RIVER.	+1.674	-0.531	-2.206
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	+1.419	-1.601	-3.020

26. ITEM DESCRIPTIONS AND DESCENDING ARRAY OF DIFFERENCES BETWEEN THE LIBERATED-TOWARD-"NORMALCY" (OUTER-DIRECTED) AND THE SELF-DIRECTED TYPES

		3	4	DIFFERENCE
52	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	-1.087	+1.685	2.772
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	-1.044	+1.473	2.517
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEEDIENCE FROM CHILDREN.	-2.414	-0.509	1.905
32	LADY ELAINE PLAYS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN.	-1.117	+0.682	1.799
13	LADY ELAINE FAIRCHILDE WATCHES THE CHILDREN CAREFULLY WHEN SHE PRETENDS TO GET ANGRY SO THAT SHE WILL KNOW BETTER HOW TO DEAL WITH THEM.	-0.168	+1.440	1.607
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+0.129	+1.596	1.566
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REPELLED AGAINST HIS TEACHERS IN ORDER TO CONVINCED THEM THAT HE REALLY WASN'T RETARDED.	+0.684	+2.019	1.335
483	TO PUNISH THE OTHER PUPPETS, MENAETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-0.675	+0.649	1.325
322	MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERELY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, MUCK FINN STYLE.	-1.102	+0.192	1.295
404	X ONE HAS HIS OWN RULES OF BEHAVIOR. HE LIKES TO SEE OTHERS RELY ON THEIR INTERNAL STANDARDS TOO.	-0.274	+1.017	1.291
302	LADY ELAINE PLAYFULLY STICKS OUT HER TONGUE AT KING FRIDAY WHO HAD THREATENED TO PUT HER IN JAIL.	-0.774	+0.282	1.056
113	WHEN MR. ROGERS PLAYS A SPECIAL PARTY HE DEPENDS ON CHEF BROCKETT TO MAKE THE RIGHT DECISIONS ABOUT THE MENU.	-0.540	-1.567	-1.027
221	INSTRUCTING HOW ONE MUST ACT WHILE VISITING A HANDICAPPED FRIEND, FRED ROGERS CHEERFULLY MAKES HIS EXPECTATIONS ABSOLUTELY CLEAR TO THE CHILD.	+0.919	-0.142	-1.060
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	+0.021	-1.055	-1.076
71	FRED ROGERS ENJOYS SHOWING A DISABLED CHILD THE RIGHT WAY TO USE HER CRUTCHES.	+0.634	-0.598	-1.233
233	FRANCOIS CLEMENS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW, ROW YOUR BOAT," IN TWO GROUPS.	+0.549	-0.776	-1.326
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+1.804	+0.348	-1.456
261	KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL. ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	+0.539	+0.932	-1.472
124	MRS. MCPEELY LETS CHRISSEY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSEY DO THINGS WITHIN HER CAPABILITY.	+0.924	-0.565	-1.489
501	THE PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE SHOW THE CHILD THAT IT IS FUN TO PLAY OLD FASHIONED GAMES LIKE HOP-SCOTCH, JACKS AND MARBLES THE WAY THEY ARE SUPPOSED TO BE PLAYED.	+0.279	-1.233	-1.512
143	MR. ROGERS PLAYS A SPECIAL PARTY AT A SCHOOL FOR HANDICAPPED CHILDREN AND ENJOYS DEPENDING ON CHEF BROCKETT TO PREPARE THE SNACKS, BECAUSE CHEF BROCKETT IS THE MAN IN THE KNOW ABOUT THESE THINGS.	+0.801	-0.776	-1.577
553	CHRISSEY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW SPACES.	+1.722	+0.137	-1.585
21	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE BEST OF YOU IT IS UP YOUR OWN GOOD LATER ON.	+0.165	-1.401	-1.766
94	CHRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+0.967	-1.021	-1.989
373	ON A FARM, CHRISSEY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.595	-0.442	-2.038
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+1.387	-1.567	-2.954

27. CONSENSUS ITEMS AND AVERAGE Z-SCORES FOR ALL PERSONAL ENJOYMENT TYPES

	ITEM DESCRIPTION	AVERAGE Z-SCORE
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.62
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERYBODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.50
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.33
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+0.67
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.60
623	THE PUPPETS BAND TOGETHER TO COOPERATE WITH KING FRIDAY IN ORDER TO AVOID TROUBLE.	+0.29
342	THE PUPPETS SECRETLY STEAL AWAY FROM BOSSY LADY ELAINE AND ENJOY A DELIGHTFUL PICNIC TOGETHER.	+0.11
493	THE PUPPETS WINK AT EACH OTHER AS THEY GO ALONG WITH ONE OF KING FRIDAY'S MANDATES.	+0.09
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151	FRED ROGERS LIKES TO MAKE SURE THAT THE HANDICAPPED CHILD SETS UP A SCHEDULE OF EXERCISING EVERY DAY.	-0.29
382	A PLAYFUL SONG - "DON'T BITE THE HAND THAT FEEDS YOU" - IS SUNG BY MR. ROGERS.	-0.54
241	LADY ELAINE INSISTS IT WOULD MAKE A BLIND CHILD HAPPY TO FOLLOW THE SAME ORDER EACH DAY SO HE ENCOUNTERS LITTLE CONFUSION.	-0.55
423	THE PUPPETS JEASE HENRIETTA PUSSYCAT BY SAYING THAT IF SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.21
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.26
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.48

28. CORRELATION BETWEEN PERSONAL ENJOYMENT TYPES

	1	2	3	4
1	1.000	0.417	-0.89	0.208
2	0.417	1.000	0.460	0.373
3	0.689	0.460	1.000	0.353
4	0.208	0.373	0.353	1.000

109

29. CORRELATION MATRIX FROM WHICH SOCIAL DESIRABILITY FACTORS WERE DERIVED

0.3110	0.2277	0.2370	0.1790	0.5271	0.5170	0.5221	0.4804	0.2157	0.3204	0.3946	0.5784	0.5882	0.4245	0.5284	0.5302
0.2910	0.4095	0.5224	0.3114	0.5123	0.2294										
Variable 2															
0.1710	0.1700	0.1783	0.0798	0.1329	0.5320	0.0250	0.0270	0.3173	0.4010	0.5674	0.0135	0.5747	0.5165	0.6159	0.6321
0.1710	0.1700	0.1783	0.0798	0.1329	0.5320	0.0250	0.0270	0.3173	0.4010	0.5674	0.0135	0.5747	0.5165	0.6159	0.6321
Variable 3															
0.3470	0.3770	1.0000	0.4009	0.4441	0.3533	0.2289	0.124	0.2270	0.1444	0.3064	0.3750	0.2865	0.3603	0.2647	0.4374
0.3470	0.3770	1.0000	0.4009	0.4441	0.3533	0.2289	0.124	0.2270	0.1444	0.3064	0.3750	0.2865	0.3603	0.2647	0.4374
Variable 4															
0.1740	0.2147	0.0670	1.0000	0.2650	0.1201	0.1422	0.1691	0.0924	0.1275	0.1765	0.3088	0.2328	0.1593	0.3039	0.1946
0.1740	0.2147	0.0670	1.0000	0.2650	0.1201	0.1422	0.1691	0.0924	0.1275	0.1765	0.3088	0.2328	0.1593	0.3039	0.1946
Variable 5															
0.5221	0.0220	0.0591	0.2732	1.0000	0.6241	0.2488	0.0522	0.0211	0.3603	0.5637	0.6422	0.5341	0.7613	0.5215	0.6020
0.5221	0.0220	0.0591	0.2732	1.0000	0.6241	0.2488	0.0522	0.0211	0.3603	0.5637	0.6422	0.5341	0.7613	0.5215	0.6020
Variable 6															
0.5141	0.0220	0.0591	0.1201	0.0201	1.0000	0.7574	0.7402	0.4971	0.5221	0.5907	0.5931	0.6740	0.6471	0.7108	0.5234
0.5141	0.0220	0.0591	0.1201	0.0201	1.0000	0.7574	0.7402	0.4971	0.5221	0.5907	0.5931	0.6740	0.6471	0.7108	0.5234
Variable 7															
0.6421	0.0220	0.2732	0.1422	0.2270	0.1275	1.0000	0.7598	0.6835	0.5828	0.0740	0.6225	0.6324	0.7033	0.6814	0.5739
0.6421	0.0220	0.2732	0.1422	0.2270	0.1275	1.0000	0.7598	0.6835	0.5828	0.0740	0.6225	0.6324	0.7033	0.6814	0.5739
Variable 8															
0.6770	0.0700	0.0420	0.0670	0.4363	0.3480										
0.6770	0.0700	0.0420	0.0670	0.4363	0.3480										
Variable 9															
0.6470	0.0220	0.0591	0.1201	0.0201	0.7574	1.0000	0.4103	0.4730	0.5564	0.6290	0.6912	0.5735	0.7274	0.6675	
0.6470	0.0220	0.0591	0.1201	0.0201	0.7574	1.0000	0.4103	0.4730	0.5564	0.6290	0.6912	0.5735	0.7274	0.6675	
Variable 10															
0.6421	0.0220	0.2732	0.1422	0.2270	0.1275	0.2270	1.0000	0.2276	0.3126	0.3121	0.3439	0.3883	0.3568	0.3479	
0.6421	0.0220	0.2732	0.1422	0.2270	0.1275	0.2270	1.0000	0.2276	0.3126	0.3121	0.3439	0.3883	0.3568	0.3479	
Variable 11															
0.6210	0.0220	0.1444	0.2275	0.3003	0.5221	0.5858	0.4730	1.0000	0.6691	0.4436	0.5735	0.5221	0.4559	0.4172	
0.6210	0.0220	0.1444	0.2275	0.3003	0.5221	0.5858	0.4730	1.0000	0.6691	0.4436	0.5735	0.5221	0.4559	0.4172	
Variable 12															
0.6770	0.0700	0.0420	0.0670	0.4363	0.3480	0.6225	0.6250	0.3121	0.4436	0.5270	1.0000	0.6569	0.5025	0.5950	0.7079
0.6770	0.0700	0.0420	0.0670	0.4363	0.3480	0.6225	0.6250	0.3121	0.4436	0.5270	1.0000	0.6569	0.5025	0.5950	0.7079
Variable 13															
0.5821	0.5707	0.0220	0.2275	0.3003	0.0770	0.6226	0.6214	0.3126	0.2735	0.7402	0.6569	1.0000	0.5441	0.6765	0.5866
0.5821	0.5707	0.0220	0.2275	0.3003	0.0770	0.6226	0.6214	0.3126	0.2735	0.7402	0.6569	1.0000	0.5441	0.6765	0.5866
Variable 14															
0.6210	0.0220	0.0591	0.1201	0.0201	0.7574	0.5533	0.5735	0.3003	0.5221	0.4975	0.5025	0.5441	1.0000	0.4706	0.4298
0.6210	0.0220	0.0591	0.1201	0.0201	0.7574	0.5533	0.5735	0.3003	0.5221	0.4975	0.5025	0.5441	1.0000	0.4706	0.4298
Variable 15															
0.5740	0.0170	0.2297	0.4307	0.0510	0.7100	0.6114	0.2270	0.3003	0.4527	0.2832	0.5456	0.6765	0.5735	1.0000	0.5992
0.5740	0.0170	0.2297	0.4307	0.0510	0.7100	0.6114	0.2270	0.3003	0.4527	0.2832	0.5456	0.6765	0.5735	1.0000	0.5992
Variable 16															
0.6210	0.0220	0.4374	0.1444	0.0670	0.5234	0.5739	0.6075	0.3479	0.4172	0.5015	0.7079	0.5066	0.4296	0.5792	1.0000
0.6210	0.0220	0.4374	0.1444	0.0670	0.5234	0.5739	0.6075	0.3479	0.4172	0.5015	0.7079	0.5066	0.4296	0.5792	1.0000
Variable 17															
0.6410	0.0410	0.0410	0.2270	0.2774	0.5121	0.6270	0.4303	0.354	0.289	0.4008	0.3725	0.5000	0.5931	0.4485	0.3896
0.6410	0.0410	0.0410	0.2270	0.2774	0.5121	0.6270	0.4303	0.354	0.289	0.4008	0.3725	0.5000	0.5931	0.4485	0.3896
Variable 18															
0.6070	0.0717	0.0210	0.0510	0.0510	0.6740	0.6740	0.4225	0.5539	0.5839	0.6299	0.5711	0.6103	0.5613	0.5691	
0.6070	0.0717	0.0210	0.0510	0.0510	0.6740	0.6740	0.4225	0.5539	0.5839	0.6299	0.5711	0.6103	0.5613	0.5691	
Variable 19															
0.6025	0.0471	0.3235	0.1000	0.004	0.5100	0.6520	0.6201	0.3932	0.5049	0.5062	0.5588	0.6740	0.5392	0.4534	0.3894
0.6025	0.0471	0.3235	0.1000	0.004	0.5100	0.6520	0.6201	0.3932	0.5049	0.5062	0.5588	0.6740	0.5392	0.4534	0.3894
Variable 20															
0.6210	0.0220	0.1397	0.1520	0.3356	0.5515	0.6070	0.5833	0.2400	0.6710	0.6373	0.3445	0.6471	0.3873	0.5637	0.3540
0.6210	0.0220	0.1397	0.1520	0.3356	0.5515	0.6070	0.5833	0.2400	0.6710	0.6373	0.3445	0.6471	0.3873	0.5637	0.3540
Variable 21															
0.6110	0.0431	0.214	0.004	0.007	0.4010	0.4303	0.5274	0.3366	0.5066	0.5025	0.4559	0.5931	0.5274	0.4338	0.3992
0.6110	0.0431	0.214	0.004	0.007	0.4010	0.4303	0.5274	0.3366	0.5066	0.5025	0.4559	0.5931	0.5274	0.4338	0.3992
Variable 22															
0.6210	0.0220	0.1397	0.1520	0.3356	0.5515	0.6070	0.5833	0.2400	0.6710	0.6373	0.3445	0.6471	0.3873	0.5637	0.3540
0.6210	0.0220	0.1397	0.1520	0.3356	0.5515	0.6070	0.5833	0.2400	0.6710	0.6373	0.3445	0.6471	0.3873	0.5637	0.3540

30. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE SOCIAL DESIRABILITY INTERPERSONAL CONCERN TYPE

553	CHRISSY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACES.	+1.84
373	ON A FARM, CHRISSY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.74
564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.60
213	MR. ROGERS PERSUADES A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS BECAUSE MR. ROGERS KNOWS THIS WILL HELP HIM GET ALONG BETTER WITH OTHERS.	+1.47
124	MRS. MCFEELY LETS CHRISSY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSY DO THINGS WITHIN HER CAPABILITY.	+1.37
183	MR. ROGERS ENJOYS GETTING A SHY HANDICAPPED CHILD TO MAKE PAPER AIRPLANES WITH THE OTHER KIDS.	+1.33
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.31
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.22
233	FRANCOIS CLEMONS ENJOYS THE COOPERATION OF SOME CHILDREN WHEN HE SHOWS THEM HOW TO SING, "ROW, ROW YOUR BOAT," IN TWO GROUPS.	+1.20
94	CHRISSY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.15
193	X OWL HAS A BIRTHDAY AND ENJOYS THE SPECIAL ACCEPTANCE AND TREATMENT FROM THE OTHER PUPPETS IN THE NEIGHBORHOOD OF MAKE BELIEVE.	+1.01

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642	A DEAF BOY READS HUCKLEBERRY FINN TO LEARN HOW TO BUILD A RAFT SO HE AND HIS FRIENDS CAN SIMILARLY ESCAPE DOWN THE RIVER.	-1.02
351	CHRISSY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THE HE REALLY LIKES SNAPPY OBEDIENCE FROM CHILDREN.	-1.03
423	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IF SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.04
32	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN.	-1.16
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCE THEM THAT HE REALLY WASN'T RETARDED.	-1.24
322	MR. ROGERS CHATS WITH A LITTLE BOY WHO IS SEVERELY PUNISHED BY HIS FATHER. THE BOY PLEASANTLY DAYDREAMS ABOUT WHAT IT WOULD BE LIKE TO RUN AWAY FROM HOME, HUCK FINN STYLE.	-1.29
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.45
172	THE PUPPETS PRESENT A PLAY ABOUT A LITTLE BOY WHO HAPPILY STUMBLES UPON THE "LAND OF NO PARENTS."	-1.56
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-1.69
52	MR. ROGERS IS WRITING A SONG, WHICH HE WILL SING AT A LATER TIME, ABOUT THE "LAND OF NO PARENTS."	-1.71
42	FRED ROGERS LISTENS TO A FIVE YEAR OLD BOY TELL HOW MUCH HE ENJOYED SMASHING HIS BIG BROTHERS MODEL AIRPLANE, WHILE MAKING IT APPEAR "ACCIDENTAL."	-1.80
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.90
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-2.15

31. DESCENDING ARRAY OF Z-SCORES AND ITEM DESCRIPTIONS FOR THE SOCIAL DESIRABILITY PERSONAL INDEPENDENCE TYPE

334	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.86
254	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERYBODY TO HIS CASTLE TO EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS IMPORTANT TO KNOW THERE ARE MANY WAYS TO SAY, "I AM MAD."	+1.84
364	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.82
394	X OIL HAS HIS OWN RULES OF BEHAVIOR. HE SAYS IT IS GOOD FOR EVERYBODY TO RELY ON THEIR OWN INTERNAL STANDARDS.	+1.62
124	MRS. MCPERLY LETS CHRISSEY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT: SHE LIKES TO SEE CHRISSEY DO THINGS WITHIN HER CAPABILITY.	+1.47
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.43
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+1.42
94	CHRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.34
484	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE SAYS IT IS WORTHWHILE TO TAKE RISKS.	+1.29
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.20
284	KING FRIDAY IS HOLDING A "MAD" PARTY. HE INVITES EVERY BODY TO HIS CASTLE TO CANDIDLY EXPRESS THEIR MAD FEELINGS. HE THINKS IT IS FUN TO SEE MANY WAYS TO SAY, "I AM MAD."	+1.18
524	MR. ROGERS THINKS IT IS GOOD TO MAKE QUICK ASSESSMENTS IN AN EMERGENCY SITUATION AND IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+1.15
684	X OIL HAS HIS OWN RULES OF BEHAVIOR. HE LIKES TO SEE OTHERS RELY ON THEIR INTERNAL STANDARDS TOO.	+1.15
274	LADY ELAINE IS THE ONLY ONE IN THE NEIGHBORHOOD OF MAKE BELIEVE READY FOR THE TRIP TO THE MOON. SHE ENJOYS TAKING RISKS.	+1.14
553	CHRISSEY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH HER NEW BRACES.	+1.00
373	ON A FAIRM, CHRISSEY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+0.98
414	IN AN EMERGENCY SITUATION MR. ROGERS LIKES TO MAKE QUICK ASSESSMENTS, BUT HE IS READY TO CHANGE AS NEW INFORMATION IS RECEIVED.	+0.87
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+0.79
*****		
32	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN	-0.85
431	FRED ROGERS SINGS A SONG ABOUT FOLLOWING SCHEDULES. THE LYRICS SAY IT IS BENEFICIAL FOR THE CHILD TO FOLLOW THE SAME ORDER EACH DAY.	-0.88
261	KING FRIDAY TELLS ERIC KLOSS THAT HIS MUSIC IS DELIGHTFUL. ERIC KLOSS SAYS HE ENJOYS HAVING A SUPERIOR LET HIM KNOW HOW HE IS DOING.	-0.91
483	TO PUNISH THE OTHER PUPPETS, HENRIETTA PUSSYCAT ENJOYS ISOLATING HERSELF FROM THEM.	-0.91
423	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IS SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-0.95
342	THE PUPPETS SECRETELY STEAL AWAY FROM BOSSY LADY ELAINE AND ENJOY A DELIGHTFUL PICNIC TOGETHER.	-0.98
611	CHRISSEY LEAVES TO ANSWER THE PHONE. FRED ROGERS CONFIDES TO MRS. MCPERLY THAT HIS FIRST IMPRESSIONS OF PEOPLE ARE USUALLY RIGHT.	-1.02
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCE THEM THAT HE REALLY WASN'T RETARDED.	-1.04
502	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO LEARN HOW TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.10
210	MR. ROGERS TELLS A GROUP OF CHILDREN THAT WHEN AN ADULT DEMANDS THE MOST OF YOU IT IS FOR YOUR OWN GOOD LATER ON.	-1.24
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.25
83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILD IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.33
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-1.35
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.42
461	MR. ROGERS DISCUSSES WITH THE CHILD THE REASONS FOR LISTENING TO ADULTS. TO BE A WINNER YOU WILL ALWAYS NEED AN IMPORTANT PERSON TO KEEP YOU INFORMED OF HOW YOU ARE DOING.	-1.51
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SHAPPY OBEDIENCE FROM CHILDREN.	-1.56
341	KING FRIDAY USES THE "CRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.71
511	HENRIETTA PUSSYCAT TELLS A HANDICAPPED CHILD IT PAYS TO BE OBEIENT FOR IT WILL HELP YOU IN THE LONG RUN.	-1.74



32. CONSENSUS ITEMS AND AVERAGE Z-SCORES FOR THE SOCIAL DESIRABILITY TYPES

564	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE CHILDREN WHO ARE HANDICAPPED. SHE LIKES TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.71
534	LADY ABERLIN KNOWS THE DIFFERENCES AMONG THE PUPPETS. SHE THINKS IT IS IMPORTANT TO DEAL WITH THEM ACCORDING TO THEIR INDIVIDUAL UNIQUENESS.	+1.58
553	CHRISSEY FEELS SECURE BECAUSE HER FRIENDS ARE THERE TO HELP HER LEARN TO WALK WITH NEW BRACES.	+1.42
124	MRS. MCFEELY LETS CHRISSEY MAKE TOMATO SOUP FOR MR. ROGERS AND CHEF BROCKETT. SHE LIKES TO SEE CHRISSEY DO THINGS WITHIN HER CAPABILITY.	+1.42
373	ON A FARM, CHRISSEY APPRECIATES THE SUPPORT OF HER FRIENDS WHO ARE THERE WHEN SHE NEEDS THEM AS SHE OVERCOMES HER FEAR OF RIDING A HORSE.	+1.25
94	CHRISSEY LEARNS TO MAKE TOMATO SOUP AND TRIES IT OUT SUCCESSFULLY WITH MR. ROGERS AND CHEF BROCKETT.	+1.13
454	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT SAYS IT IS GOOD TO HAVE A NEW EXPERIENCE.	+1.13
394	MR. ROGERS WANTS CHEF BROCKETT TO TRY ON A PAIR OF SNOW SHOES. CHEF BROCKETT FINDS IT INTERESTING BECAUSE HE HAS NEVER HAD THEM ON BEFORE.	+1.08
284	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW; HE LIKES TO TRY DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.05
444	MR. ROGERS APPROACHES THE BAND AFTER THE SHOW AND TRIES TO PLAY THE TRUMPET AND THE DRUM. HE THINKS IT IS BENEFICIAL TO KNOW DIFFERENT KINDS OF MUSICAL INSTRUMENTS.	+1.00

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423	THE PUPPETS TEASE HENRIETTA PUSSYCAT BY SAYING THAT IF SHE IS NOT NICE TO THEM THEY WILL IGNORE HER IN THE FUTURE.	-1.00
32	LADY ELAINE PLOTS WITH ANOTHER PUPPET ABOUT HOW TO UNDERMINE KING FRIDAY'S DOMAIN	-1.00
83	SOME CHILDREN VISIT LADY ELAINE FAIRCHILD IN THE NEIGHBORHOOD OF MAKE BELIEVE. SHE IS BUSY BUT DECIDES TO ENTERTAIN THEM SO THAT THEY WILL TELL THEIR FRIENDS WHAT A NICE PERSON SHE IS.	-1.09
62	MR. ROGERS VISITS THE MENTALLY RETARDED CHILDREN AND RELATES THE STORY OF A CHILD WHO PERSISTENTLY REBELED AGAINST HIS TEACHERS IN ORDER TO CONVINCED THEM THAT HE REALLY WASN'T RETARDED.	-1.14
541	KING FRIDAY USES THE "NUTCRACKER SUITE" TO HELP EXPLAIN TO A CHILD THAT PLAYING TIN SOLDIER GAMES WILL HELP HIM GROW UP A WINNER.	-1.21
351	CHRISSEY, AN ORTHOPEDICALLY HANDICAPPED CHILD, HURRIES TO ANSWER THE PHONE; FRED ROGERS COMMENTS THAT HE REALLY LIKES SNAPPY OBEEDIENCE FROM CHILDREN.	-1.29
632	A CARTOON SHOWS A FIVE YEAR OLD DEFORMED BOY WHO RUNS AWAY FROM HOME TO JOIN THE CIRCUS.	-1.35
582	THE PUPPETS HAVE A MEETING TO ORGANIZE BOYS AND GIRLS ALL OVER THE COUNTRY TO RUN AWAY FROM HOME AND START A NEW LIFE.	-1.50
332	WHILE VISITING A SCHOOL FOR THE BLIND, A BLIND BOY FIGHTS WITH HIS TEACHER WHO FINDS HIM INTOLERABLE AND HAS HIM TRANSFERRED TO ANOTHER TEACHER.	-1.52
132	LADY ELAINE CONDUCTS "SCHOOL" TO TEACH HANDICAPPED CHILDREN SNEAKY WAYS OF BEING SASSY.	-1.79

### 33. The Ideal Program

We each have an ideal concept of how a childrens' TV program should be. This would be an ideal program which provides--as we understand the child--with the very best possible combination of content and style for the child. This is your opportunity to create or change Mister Rogers' Neighborhood in ways you would like to see it improved.

On these cards are possible situations any of which may be used to describe the ideal Mister Rogers' Neighborhood. I want you to look through them and think how you would like the program to be ideally. Your initial reactions or first impressions are what we want. Put the cards which best describe the way you would like the program to be ideally in a pile on the left. Put the cards which least describe the way you would like the program to be ideally in a pile on the right. Place into a center pile those cards which are not clear or you do not care strongly about one way or the other.

Now, from the cards on the left, select the 2 items which best describe the way you would like the program to be ideally and place them on pile card Number One. From the cards on the right, select the 2 which least describe the way you would like the program to be ideally and place them on pile card Number Eleven. Then go back to the pile on the left, select the 4 items which next best describe the way you would like the program to be ideally and place them on pile card Number Two. From the cards on the right, select the 4 which next least describe the way you would like the program to be ideally and place them on pile card Number Ten.....

### 34. The Actual Program

Mister Rogers' Neighborhood has a different tone from other childrens' TV programs. Mr. Rogers, the other characters, and the puppets help convey the theme of the show. Lately, the special segment of "handicappedness" was introduced into the program.

Each of us has a perception of how the program actually is. On these cards are possible situations related to the actual program which I want you to look through. Think of how the program actually is. I want you to look through these cards and give me your initial reactions or first impressions in terms of the actual Mister Rogers' program. I want you to put the cards which best describe the actual program in a pile on the left and put the cards which least describe the way the program actually is in a pile on the right. Place into a center pile those cards which are not clear or you do not feel strongly about one way or the other.

Now, from the cards on the left, select the 2 items which best describe the way the program actually is and place them on pile card Number One. From the cards on the right, select the 2 which least describe the way the program actually is and place them on pile card Number Eleven. Then go back to the pile on the left, select the 4 items which next best describe the way the program actually is and place them on pile card Number Two. From the cards on the right, select the 4 which next least describe the way the program actually is and place them on pile card Number Ten.....

### 35. Actual Professional Role

Each of us has an idea regarding the kind of helping relationships we actually have with the child and the way we actually function with other adults. Our daily work reminds us of who we really are and how we act professionally. Incidents, anecdotes, or conversations may all be reminders to us of the way we function in our day-to-day activities. These describe the way we are or our actual self.

On these cards are possible situations related to the actual professional role which we want you to look through. I want you to think how you actually are as you work with the child and as you relate to other adults. Your initial reactions or first impressions are what we want. Put the cards which best describe the way you actually are in your professional role in a pile on the left. Put the cards which least describe the way you actually are in your professional role in a pile on the right. Place into a center pile those cards which are not clear or you do not feel strongly about one way or the other.

Now, from the cards on the left, select the 2 items which best describe the way you actually are in your professional role and place them on pile card Number One. From the cards on the right, select the 2 which least describe the way you actually are in your professional role and place them on pile card Number Eleven. Then go back to the pile on the left, select the 4 items which next best describe the way you actually are in your professional role and place them on pile card Number Two. From the cards on the right, select the 4 which next least describe the way you actually are in your professional role and place them on pile card Number Ten.....

### 36. The Ideal Professional Role

Each of us has a notion or idea regarding the kind of professional person we would ideally like to be. This is something toward which we aspire at best moments. It is a kind of "best of all dreams" professional person that we would ideally like to be. Your ideal professional self is represented by the way you would most like to be, ideally; or the way you would most like to act, ideally.

Here are some cards representing possible situations related to the ideal professional role I want you to look through. You can be sure no matter how you describe your ideal professional self with these items, there are other people who feel the same way as you do. Your initial reactions or first impressions are what we want. Put the cards which best describe the way you would ideally like to be in a pile on the left. Put the cards which least describe the way you would ideally like to be in a pile on the right. Place into a center pile those cards which are not clear or you do not feel strongly about one way or the other.

Now, from the cards on the left, select the 2 items which best describe the way you would ideally like to be and place them on pile card Number One. From the cards on the right, select the 2 items which least describe the way you would ideally like to be and place them on pile card Number Eleven. Then go back to the pile on the left, select the 4 items which next best describe the way you would ideally like to be and place them on pile card Number Two. From the cards on the right, select the 4 which next least describe the way you would ideally like to be and place them on pile card Number Ten.....

### 37. Adult Enjoyment of Non-Verbal Items

Now that you have finished (Personal Enjoyment), please re-shuffle the cards and lay them aside for a while. Here are some photographs to remind you of some of the characters on Mister Rogers' Neighborhood. I want you to pick out the photograph of the character that you personally find most fun and enjoyable. Then, immediately below place the photograph of the character that you find next most enjoyable.....

118

108

38. The Child's Most Enjoyed Program & Materials

We are asking \_\_\_\_\_ (name of the child) to tell us which characters he (she) finds most enjoyable in the same way you just did. How do you think he (she) did it? ~~Please record the numbers of the photographs in the way that you think he (she) did.~~ The first one should be the one you think he (she) finds most enjoyable.....

119

### 39. Personal Enjoyment

Each of us watch television for a variety of reasons. One of these is sheer personal enjoyment. We watch a program because it is fun, entertaining, exciting, or has a particular appeal to us. One of the reasons for having a television set around is to enjoy it.

On these cards are possible situations related to Mister Rogers' Neighborhood program. Considering your own personal enjoyment, I want you to look through these items and express what you personally and privately find most enjoyable, gratifying, and fun. Your initial reactions or first impressions are what we want. Put the cards which best describe what you would personally enjoy viewing in a pile on the left. Put the cards which least describe what you would personally enjoy viewing in a pile on the right. Place into a center pile those cards which are not clear or you do not care strongly about one way or the other.

Now, from the cards on the left, select the 2 items which best describe what you would personally enjoy viewing and place them on pile card Number One. From the cards on the right, select the 2 which least describe what you would personally enjoy viewing and place them on pile card Number Eleven. Then go back to the pile on the left, select the 4 items which next best describe what you would personally enjoy viewing and place them on pile card Number Two. From the cards on the right, select the 4 which next least describe what you would personally enjoy viewing and place them on pile card Number Ten.....

120



#### 40. Social Desirability

We are aware from watching a variety of TV programs and from our experience working with children that some programs are good for children to watch. These are the kinds of the programs that should be provided and children ought to watch. Other programs are really not good especially for children and children should not watch.

On these cards are possible situations which could relate to Mister Rogers' Neighborhood. Please look through them, keeping in mind that what is good for children. Your initial reactions or first impressions are what we want. Put the cards which best describe Mister Rogers' Neighborhood in terms of it is good for children to watch in a pile on the left. Put the cards which least describe Mister Rogers' Neighborhood in terms of what is good for children to watch in a pile on the right. Place into a center pile those cards which are not clear or you do not feel strongly about one way or the other.

Now, from the cards on the left, select the 2 items which best describe Mister Rogers' Neighborhood in terms of what is good for children to watch and place them on pile card Number One. From the cards on the right, select the 2 which least describe Mister Rogers' Neighborhood in terms of what is good for children to watch and place them on pile card Number Eleven. Then go back to the pile on the left, select the 4 items which next best describe Mister Rogers' Neighborhood in terms of what is good for children to watch.....

140

#### 41. Repertory Grid Constructs

CONSTRUCTS	CONTRASTS
1. self accepting . . . . .	unaccepting of self
2. fully expressive of feelings . . . . .	holds back feelings
3. persists in tasks . . . . .	gives up tasks easily
4. socially desirable personality . . . . .	socially undesirable personality
5. is adventuresome, takes risks . . . . .	afraid to take risks, does not risk
6. appreciative of differences in others . . . . .	wants others to conform to standard social norms
7. seeks immediate rewards . . . . .	delays rewards
8. deals with & expresses reality . . . . .	can easily fantasize
9. involved in end-gaining . . . . .	involved with the means-whereby
10. is validating, confirming to others . . . . .	is not validating to others
11. like I am in character . . . . .	like I am not in character
12. like I'd like to be, ideally . . . . .	like I'd not like to be

143

## 42. Exploratory Interview Guidelines

Non-intrusion  
Self-esteem  
"Normal" re. handicapped  
Creative fantasy  
Respect individuality  
Ideal on-air model  
Pride in growth  
Negative value re. difference  
Fears, how deal  
Limits & liabilities  
Child goal setting  
Deceit vs. honesty'  
Winning vs. sharing  
Violence vs. creative aggression  
Use, function of program in family  
Awareness of media effects  
Enjoyment, fun elements  
Creative norm (good samaritan)  
Needs respective to limits  
Child privacy  
"Let be" (re. grownups)  
Expressive of feelings  
Task persists  
Socially desirable  
Risks  
Learn self control (internal)  
Learn to "know thyself"  
Empathic sense  
Immediate-delayed rewards  
End-gaining vs. means whereby  
Actual-ideal self  
Phonograph records, music, spot announcements, personal appearance,  
photos, posters, newspaper, booklet, other  
Construct theory explorations

143

43. Total Q Interviews Conducted

Ideal Program	27
Actual Program	26
Ideal Professional Role	27
Actual Professional Role	27
Personal Program Enjoyment (structured)	27
Child's Choice (non-verbal) Photo	19
Prediction of Child (non-verbal) Photo	21
Professional's Own Choice (non-verbal) Photo	17
Social Desirability	<u>22</u>
	213

144

#### 44. Professional Role Items

1 Knowing the ins and outs of institutional politics is probably necessary to keep moving in the direction you want.

5 In order to get what is really needed for the child it is often necessary to beat the bureaucratic system.

2 The ability to make quick first impressions will always be useful.

6 Like most people I sometimes act friendly with my supervisors to get what I want.

3 It is sometimes in the long-range best interest of the child for me to chip away at established power structures.

7 like having scheduled goals with the child

4 sometimes it is fun to "act out" to gain demands

8 like knowing that I can get the child to do what is best for him

9

It is good for the child to depend on himself for realistic expectations.

13

It is in the best interest of the child's development that I set an example of how to deal with power hungry authority figures.

10

If you want to develop the child's potential it is good to demand the most from him.

14

like to be treated specially by others

11

It's for your own good to know your political position in the institution.

15

enjoy demanding the most from the child

12

like taking risks in my work with children

16

In order to be competent, I will always need to have my supervisors keep me informed of how I am doing.

17

It is satisfying to break down established structures when you know that is the only way things can get better for the child.

21

Deep down, my own goal is to get the child to do what is best for him.

18

like to watch the child carefully to see how he reacts to me

22

feel good about making expectations absolutely clear to the child

19

like making a game of institutional politics

23

like to depend on those "in the know"

20

enjoy learning new things

24

enjoy having my superiors keep me informed of how I am doing

25

It will be useful to rely upon my own internal standards when dealing with the child.

29

It is gratifying to teach the handicapped child to stand up for himself in a world where he is different.

26

have fun playing tin soldier kinds of games with the child

30

It is easier and more comfortable to maintain control among pre-schoolers.

27

glad to see the child depend on himself for realistic expectations

31

I feel a lot more secure knowing my friends are there when I need them.

28

find it exciting to try out as many things on my own as possible

32

like to comment on things which are not right

128

118



33

I work hard to teach the child to stand up for himself in a power oriented system.

37

like to know my friends are there when I need them

34

Sometimes it is gratifying to beat the bureaucratic system to get what you want for the child.

38

enjoy being a strong role model for the child to show him how to fight the system

35

like snappy obedience from children

39

feels good to rely upon my own internal standards when dealing with the child

36

When things are not right I often tell people, including superiors, straight out.

40

It is worthwhile to play around with different ways of presenting ideas to the child.

129

41

like to play around with different ways to present ideas to the child

45

To evaluate my assessments when receiving new information is always useful.

42

By watching how the child reacts to you, you can more accurately help the child develop constructive behaviors.

46

It is ultimately beneficial for the child to follow the same order each day.

43

In the long run it is good to make expectations absolutely clear to the child.

47

To be treated specially by others will always make me feel good.

44

It is worthwhile to try out as many things on my own as possible.

48

like working with people who cooperate with me

49

enjoy knowing my political position in the institution

53

Learning new things is always challenging.

50

I find pre-school children more manageable than older ones.

54

Maximum benefits are derived by having scheduled goals for the child.

51

Playing tin soldier kinds of games with the child will be beneficial to him in the future.

55

Sometimes you have to depend on those "in the know" to make decisions in your best interest.

52

It is important to know the individual uniqueness of each child.

56

feel comfortable making quick assessments--but am ready to change as new information is received

57

Snappy obedience from children is a benefit to them in the long run.

61

like the child to follow the same order each day

58

feel comfortable with first impressions

62

I'm most efficient when I am with people who cooperate with me.

59

I am ready to take risks in my work with children.

63

enjoy subtle humor that pops the bigshot's authority

60

enjoy looking at the individual uniqueness of each child

64

I find humor with a bite is sometimes useful to undermine crystallized power structures.

#### 45. Program Items

1

Lady Elaine Fairchilde watches the children carefully when she pretends to get angry so that she will know better how to deal with them.

5

Mr. Rogers is writing a song, which he will sing at a later time, about the "Land of No Parents."

2

Mr. Rogers tells a group of children that when an adult demands the most of you it is for your own good later on.

6

Mr. Rogers visits an institution for mentally retarded children and relates the story of a child who persistently rebelled against his teachers in order to convince them that he really wasn't retarded.

3

Lady Elaine plots with another puppet about how to undermine King Friday's domain.

7

Fred Rogers enjoys showing a disabled child the right way to use her crutches.

4

Fred Rogers listens to a five year old boy tell how much he enjoyed smashing his big brother's model airplane, while making it appear "accidental."

8

Some children visit Lady Elaine Fairchilde in the Neighborhood of Make Believe. She is busy but decides to entertain them so that they will tell their friends what a nice person she is.

9

Chrissy learns to make tomato soup and tries it out successfully with Mr. Rogers and Chef Brockett.

13

Lady Elaine conducts "school" to teach handicapped children sneaky ways of being sassy.

10

Chef Brockett explains that by the time he was 25 years old he was determined to walk without crutches. He believes maximum benefits are derived by having scheduled goals when you are young to help you come out on top.

14

Mr. Rogers plans a special party at a school for handicapped children and enjoys depending on Chef Brockett to prepare the snacks, because Chef Brockett is the man in the know about these things.

11

When Mr. Rogers plans a special party he depends on Chef Brockett to make the right decisions about the menu.

15

Fred Rogers likes to make sure that the handicapped child sets up a schedule of exercising everyday.

12

Mrs. McFeely lets Chrissy make tomato soup for Mr. Rogers and Chef Brockett. She likes to see Chrissy do things within her capability.

16

Lady Elaine, returning from a trip, finds her museum not quite in order. Handiman Negri took care of it but not in the way she had intended. She sighs and says that it is better to make expectations absolutely clear.

134

124

17

The puppets present a play about a little boy who happily stumbles upon the "Land of No Parents."

18

Mr. Rogers enjoys getting a shy handicapped child to make paper airplanes with the other kids.

19

X Owl has a birthday and enjoys the special acceptance and treatment from the other puppets in the Neighborhood of Make Believe.

20

King Friday is holding a "mad" party. He invites everybody to his castle to candidly express their mad feelings. He thinks it is fun to see many ways to say, "I am mad."

21

Mr. Rogers persuades a shy handicapped child to make paper airplanes with the other kids because Mr. Rogers knows this will help him get along better with others.

22

Instructing how one must act while visiting a handicapped friend, Fred Rogers cheerfully makes his expectations absolutely clear to the child.

23

Francois Clemmons enjoys the cooperation of some children when he shows them how to sing, "Row, Row, Row Your Boat," in two groups.

24

Lady Elaine insists it would make a blind child happy to follow the same order each day so he encounters little confusion.

25

King Friday is holding a "mad" party. He invites everybody to his castle to express their mad feelings. He thinks it is important to know there are many ways to say, "I am mad."

26

King Friday tells Eric Kloss that his music is delightful. Eric Kloss says he enjoys having a superior let him know how he is doing.

27

Lady Elaine is the only one in the Neighborhood of Make Believe ready for the trip to the moon. She enjoys taking risks.

28

Mr. Rogers approaches the band after the show; he likes to try different kinds of musical instruments.

29

The puppets enjoy staging a strike against King Friday's energy program.

30

Lady Elaine playfully sticks out her tongue at King Friday who had threatened to put her in jail.

31

On his birthday X Owl is extremely happy for the other puppets express their fondness for him by having a birthday party. To him this means he is accepted socially.

32

Mr. Rogers chats with a little boy who is severely punished by his father. The boy pleasantly daydreams about what it would be like to run away from home, Huck Finn style.



33

While visiting a school for the blind, a blind boy fights with his teacher who finds him intolerable and has him transferred to another teacher.

37

On a farm, Chrissy appreciates the support of her friends who are there when she needs them as she overcomes her fear of riding a horse.

34

The puppets secretly steal away from bossy Lady Elaine and enjoy a delightful picnic together.

38

A playful song - "Don't Bite the Hand that Feeds You" - is sung by Mr. Rogers.

35

Chrissy, an orthopedically handicapped child, hurries to answer the phone; Fred Rogers comments that he really likes snappy obedience from children.

39

Mr. Rogers wants Chef Brockett to try on a pair of snow shoes. Chef Brockett finds it interesting because he has never had them on before.

36

Mr. Rogers show the Helen Keller film segment which shows Helen violently revolting against her teacher until she finally learns the word w-a-t-e-r and what it means.

40

Lady Elaine is the only one in the Neighborhood of Make Believe ready for the trip to the moon. She says it is worthwhile to take risks.

107

41

In an emergency situation Mr. Rogers likes to make quick assessments, but he is ready to change as new information is received.

45

Mr. Rogers wants Chef Brockett to try on a pair of snow shoes. Chef Brockett says it is good to have a new experience.

42

The puppets tease Henrietta Pussycat by saying that if she is not nice to them they will ignore her in the future.

46

Mr. Rogers discusses with the child the reasons for listening to adults. To be a winner you will always need an important person to keep you informed of how you are doing.

43

Fred Rogers sings a song about following schedules. The lyrics say it is beneficial for the child to follow the same order each day.

47

Francois Clemmons sets up a contest among some children to see who can be the first to learn the song, "Everything Grows Together."

44

Mr. Rogers approaches the band after the show and tries to play the trumpet and the drum. He thinks it is beneficial to know different kinds of musical instruments.

48

To punish the other puppets, Henrietta Pussycat enjoys isolating herself from them.

49

The puppets wink at each other as they go along with one of King Friday's mandates.

53

Lady Aberlin knows the differences among the puppets. She thinks it is important to deal with them according to their individual uniqueness.

50

The puppets have a meeting to organize boys and girls all over the country to learn how to run away from home and start a new life.

54

King Friday uses the "Nutcracker Suite" to help explain to a child that playing tin soldier games will help him grow up a winner.

51

Henrietta Pussycat tells a handicapped child it pays to be obedient for it will help you in the long run.

55

Chrissy feels secure because her friends are there to help her learn to walk with new braces.

52

Mr. Rogers thinks it is good to make quick assessments in an emergency situation and is ready to change as new information is received.

56

Lady Aberlin knows the differences among the children who are handicapped. She likes to deal with them according to their individual uniqueness.

139

57

Chef Brockett says that his ability to make quick first impressions is useful.

61

Chrissy leaves to answer the phone. Fred Rogers confides to Mrs. McFeely that his first impressions of people are usually right.

58

The puppets in the Neighborhood of Make Believe show the child that it is fun to play old fashioned games like hop-scotch, jacks and marbles the way they are supposed to be played.

62

The puppets band together to cooperate with King Friday in order to avoid trouble.

59

X Owl has his own rules of behavior. He says it is good for everybody to rely on their own internal standards.

63

A cartoon shows a five-year-old deformed boy who runs away from home to join the circus.

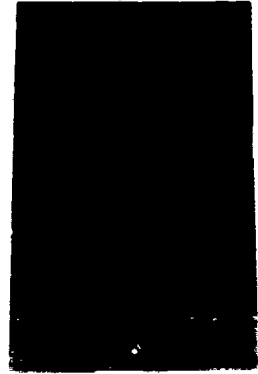
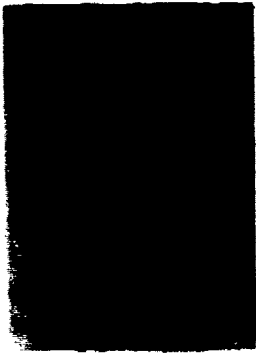
60

X Owl has his own rules of behavior. He likes to see others rely on their internal standards too.

64

A deaf boy reads Huckleberry Finn to learn how to build a raft so he and his friend can similarly escape down the river.

46. CHILD AND ADULT ENJOYMENT (NON-VERBAL) ITEMS



141

47. Q-Item Code in Relation to O. J. Harvey's Theory  
and Gratification-Aspiration

1 = 3A  
2 = 1A  
3 = 2A  
4 = 2G  
5 = 2A

6 = 2A  
7 = 1G  
8 = 3G  
9 = 4A  
10 = 1A

11 = 3A  
12 = 4G  
13 = 2A  
14 = 3G  
15 = 1G

16 = 1A  
17 = 2G  
18 = 3G  
19 = 3G  
20 = 4G

21 = 3A  
22 = 1G  
23 = 3G  
24 = 1G  
25 = 4A

26 = 1G  
27 = 4G  
28 = 4G  
29 = 2G  
30 = 2G

31 = 3A  
32 = 2G  
33 = 2A  
34 = 2G  
35 = 1G

36 = 2A  
37 = 3G  
38 = 2G  
39 = 4G  
40 = 4A

41 = 4G  
42 = 3A  
43 = 1A  
44 = 4A  
45 = 4A

46 = 1A  
47 = 3A  
48 = 3G  
49 = 3G  
50 = 2A

51 = 1A  
52 = 4A  
53 = 4A  
54 = 1A  
55 = 3A

56 = 4G  
57 = 1A  
58 = 1G  
59 = 4A  
60 = 4G

61 = 1G  
62 = 3A  
63 = 2G  
64 = 2A

48. PERT AND CPM PLANNING GUIDE FOR MISTER ROGER'S NEIGHBORHOOD

<u>Order</u>	<u>Assigned</u>	<u>Function</u>
1	J L M S	formulation of questions
2	all	view program
3	all	review newspaper and related items by and about program
4	all	review related literature, PBS coverage map, and check audience analysis
5	all	review fan mail
6	all	read public relations material
7	all	review "Around the Neighborhood"
8	all	review scripts and script segments
9	all	study photographs and posters
10	all	study music
11	all	participate in meetings with creative persons, producers, directors, and others professionally involved in related work
12	M	create preliminary Focused Interview guide, RepTest
13	M	check permission to interview human subjects
14	J S L	consult with professionals for further identification and refinement of themes
15	M all	refine formulation of questions, check producer's objectives
16	M all	identification of themes - preliminary
17	J L M S	observation of handicapped children, consultation with children
18	J L M S	prepare national data gathering organization, and consult in New York
19	J L M S	compare observations among research team
20	J L S	preliminary consultation with professionals re: systematic creativity
21	all	pool observations and consultations with professionals
22	M	exploration Repertory Grid interviews
23	all	report to OSU research forum, public report
24	M	consult with educational broadcasters regarding local perceptions (PR)
25	all	apply Guttman's Facet Analytic principles to theory development
26	all	apply Guttman's nonmetric culling procedures to content
27	M	prepare data, variables and elements for pre-test of variable variances
28	J L S	interpretation and analysis
29	M	consult U.S. Censuses of Population and Housing
30	M	establish stratified quota sample guidelines
31	L S	refine RepTest reports
32	each	individual identification of themes
33	all	team consensus of major themes and theory implications
34	e a	thematic analysis
35	e a	definition of themes operating, define in working paragraph form
36	M	visitation and contact for Appalachian data, and local
37	e	operational definitions of variables for instrument
38	e	select instrument for child, consider visual, non-verbal

<u>Grade</u>	<u>Assigned</u>	<u>Function</u>
39	J L M S	integration of instruments
40	e a	select child's enjoyment themes and representations
41	a	determine interjudge agreement of operational definitions
42	M	conduct informal interview in Appalachia area -- two
43	L	prepare instructions for Ideal Program and Actual Program
44	M	arrange for data collection, preparing and training inter- viewer(s) regional
45	M	preparation of instructions: enjoy of Professional person, Prediction of Child
46	M	arrange for Appalachian data gathering (interview data)
47	S	preparation of instructions: Social Desirability
48	M	mid-city and rural mid-west interviews (Ohio, Michigan)
49	L	prepare instrument: Actual Professional Role
50	L	prepare instructions: Ideal Professional Role
51	J	processing of child's enjoyment instrument
52	M	Appalachian pre-test interviews
53	S	prepare interview schedule: demographic
54	J	editing Child's Enjoyment instrument
55	M	prepare and train interviewers (Chicago, Milwaukee, Madison)
56	J	refine Focused Interview guidelines
57	J	duplication and pre-testing of Child's Enjoyment instrument
58	L	(if necessary) mounting of Child's Enjoyment instrument
59	J L M S	pre-test interview schedule
60	J	debug QJANAL
61	M J	prepare, arrange, and train interviewers (West Coast)
62	M	prepare, arrange, and train interviewers (Southwest) Texas, 16-17 March
63	L	arrange, prepare appointments with local professionals
64	M	Detroit data collection - late March
65	J L S	conduct interviews to meet sample principles
66	a	data observations with tape in Louisville, Ky.
67	L	follow-up respondents, make follow-up appointments
68	L	first working draft of introduction
69	S	first working draft of method
70	J	submit Ideal Program, Professional Personal Enjoyment, Child's Enjoyment, Social Desirability, Actual Professional Role, Ideal Professional Role, Actual Program, Prediction of Child data
71	L	synthesis of demographic data
72	S	model data, present visual forms
73	L	organization of data integrated with visual forms
74	S	edit first working draft of introduction
75	L	edit first working draft of method
76	J L	second working draft of introduction
77	S M	second working draft of method
78	e a	research team interpretation of Focused Interview data
79	e a	research team criticism, editing, synthesizing of Focused Interview data
80	e a	research team synthesis of demographic data and related observations



<u>Order</u>	<u>Assigned</u>	<u>Function</u>
81	S	preparation of tables, graphs, visual representations of data (format)
82	L	correlation and factor analysis of variables under Ideal Program dimension
83	J	correlation and factor analysis of variables under Professional's Enjoyment
84	S	correlation and factor analysis of Child's Enjoyment variables
85	L	correlation and factor analysis of Social Desirability variables
86	J	correlation and factor analysis of Actual Professional Role variables
87	S	correlation and factor analysis of Ideal Professional Role variables
88	L	correlation and factor analysis of Actual Program variables
89	J	correlation and factor analysis of Prediction of Child's Enjoyment
90	M	computation of Z-scores under each dimension
91	M	comparison of Z-score variance of all combination for each dimension
92	M	comparative discrimination of observations greater and less for each factor on every dimension and comparison for each factor with every other
93	S	consensus item analysis for each dimension and comparison with survey data
94	S L	facet analysis of each factor for each dimension
95	S	preparation of additional charts, tables, models, graphs suggested by data
96	e	individual examination of Q data (all)
97	L J S	preliminary report of progress and preparation for presentation of final report 17-20 April
98	L	duplicate copies of data and submit data for reproduction in final form
99	J	first working draft of Ideal Program data
100	L	first working draft of Professional Enjoyment
101	S	first working draft of Child's Enjoyment data
102	J	first working draft of Social Desirability data
103	L	first working draft of Actual Professional Role data
104	S	first working draft of Ideal Professional Role data
105	J	first working draft of Actual Program data
106	L	first working draft of Prediction of Child's Enjoyment data
107	S	first working draft of Child's Enjoyment with Prediction of Child Enjoyment
108	e a	exchange and criticism and begin large editing of interpretations
109	L	re-interpretation of Ideal Program data
110	S	re-interpretation of Professional Enjoyment data
111	J	re-interpretation of Child's Enjoyment data
112	L	re-interpretation of Social Desirability data
113	S	re-interpretation of Actual Professional role data
114	J	re-interpretation of Ideal Professional role data
115	L	re-interpretation of Actual Program data

<u>Order</u>	<u>Assigned</u>	<u>Function</u>
116	S	re-interpretation of Prediction of Child's Enjoyment data
117	J	re-interpretation of Child's Enjoyment with Prediction of Child (correlation)
118	L	comparative analysis of Ideal Program-Professional Personal Enjoyment X each factor on each dimension
119	S	comparative analysis of Child's Enjoyment-Ideal Program data X each factor on each dimension
120	J	editing of introduction, methods
121	L	comparative analysis of demographic data X Focused findings
122	S	comparative analysis of Social Desirability-Ideal Program data X each factor on each dimension
123	J	comparative analysis of Actual Professional Role-Ideal Program data X each factor on each dimension
124	L	comparative analysis of Ideal Program-Ideal Professional Role data X each factor by each dimension
125	S	comparative analysis of Actual Program-Ideal Program data X each factor on each dimension
126	J	comparative analysis of Prediction of Child-Ideal Program data X each factor on each dimension
127	L	comparative analysis of demographic Ideal Program data X each factor on all objective data
128	S	comparative analysis of Focused-Ideal Program data X each factor on all persons
129	J	comparative analysis of Professional Personal Enjoyment-Child's Enjoyment data X each factor on all dimensions
130	L	comparative analysis of Social Desirability-Professional Personal Enjoyment data X each factor on all dimensions
131	S	comparative analysis of Professional Personal Enjoyment-Actual Professional Role data X each factor on each dimension
132	J	comparative analysis of Professional Personal Enjoyment-Ideal Professional Role data X each factor on each dimension
133	L	comparative analysis of Actual Program-Professional Personal Enjoyment data X each factor on all dimensions
134	S	comparative analysis of Prediction of Child-Professional Personal Enjoyment data X each factor on each dimension
135	J	comparative analysis of demographic data-Professional Personal Enjoyment data X each factor and all objective data
136	L	comparative analysis of Professional Personal Enjoyment data-Focused data X each factor for all interviews
137	S	comparative analysis of Child's Enjoyment-Social Desirability data X each factor for all dimensions
138	J	comparative analysis of Actual Professional Role-Child's Enjoyment data X each factor on all dimensions
139	L	comparative analysis of Child's Enjoyment-Ideal Professional Role data X each factor on all dimensions
140	S	comparative analysis of Child's Enjoyment-Actual Program data X each factor on both dimensions
141	J	comparative analysis of Child's Enjoyment-Prediction of Child data X each factor on each dimension

<u>Order</u>	<u>Assigned</u>	<u>Function</u>
142	L	comparative analysis of demographic data-Child's Enjoyment data X each factor regarding each schedule item
143	S	comparative analysis of Focused data-Child's Enjoyment X each factor for each interview
144	J	comparative analysis of Social Desirability data-Actual Professional Role data X each factor for each dimension
145	L	comparative analysis of Social Desirability-Ideal Professional Role data X each factor for each dimension
146	S	comparative analysis of Actual Program-Social Desirability data X each factor for each dimension
147	J	comparative analysis of Prediction of Child's Enjoyment-Social Desirability data X each factor for each dimension
148	L	comparative analysis of Social Desirability-Demographic data X each factor for each schedule item
149	S	comparative analysis of Social Desirability-Focused data X each factor for each respondent
150	J	comparative analysis of Actual Professional Role-Ideal Professional Role data X for each factor for each dimension
151	L	comparative analysis of Prediction of Child-Actual Professional role X each factor on each dimension
152	S	comparative analysis of Actual Professional Role-Demographic data X each factor on each scheduled item
153	J	comparative analysis of Focused data-Actual Professional Role X each factor on each dimension
154	L	comparative analysis of Ideal Professional Role-Actual Program X each factor on each dimension
155	S	comparative analysis of Ideal Professional Role-Prediction of Child X each factor on each dimension
156	J	comparative analysis of Demographic data-Ideal Professional Role X each factor on each schedule item
157	L	comparative analysis of Ideal Professional Role-Focused data X each factor for each interview
158	S	comparative analysis of Prediction of Child-Actual Program data X each factor on each dimension
159	J	comparative analysis of Actual Program-Demographic X each factor for each item scheduled
160	L	comparative analysis of Actual Program-Focused data X each factor for each respondent
161	S	comparative analysis of Prediction of Child-Demographic data X each factor for each schedule item
162	J	comparative analysis of Prediction of Child-Focused data X each factor for each interview
163	L	comparative analysis of Demographic data-Focused findings X each person
164	J L S	integration of style and synthesis of interpretations, first working draft
165	L M	working draft of introduction, editing
166	J S	final working draft of methods, editing
167	J L S	editing of entire report (rotation)

<u>Order</u>	<u>Assigned</u>	<u>Function</u>
168	M	organization of contents
169	M	organization of data representation (body of report)
170	L S	first typed draft of report
171	J M	editing and consulting for clarify and comprehensiveness of report
172	J	reproduction of tables, models, graphs, bibliography
173	(Secty)	final typing of report
174	S	reproduction, duplication of report
175	e	proof reading
176	L	prepare vitas
177	S	binding of report
178	all	present findings to selected list of persons, offer to present findings informally