A Study of Special Education Administrators' Use of Seven Bases of Social Power to Influence Conflicts with Parents

by

Diane R. Szakonyi

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APPROVED:

Dr. Philip R. Jones,
Chairman

Dr. Jim Fortune

Dr. Carl Holland

Dr. John McLaughlin

Dr. Kenneth Underwood

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Blacksburg, Virginia

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Diane R. Szakonyi

Dr. Philip R. Jones, Chairman

Special Education Administration and Supervision

(ABSTRACT)

In recent years special education administrators have frequently found themselves in conflict with parents of handicapped children regarding such issues as: (1) private school placement of handicapped children; (2) transportation of handicapped children; (3) the provision of related services for handicapped children; and (4) due process hearings requested regarding the evaluation and placement of handicapped children. The problem this study investigated is whether the power base used by the special education administrator to influence conflicts with parents is affected by the socioeconomic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child.

In order to examine how special education administrators use social power to influence conflicts with parents seven bases of social power were studied. The original five power bases

developed by French and Raven (1959)--expert, referent, legitimate, reward, and coercive--were used, plus two additional bases--information power developed by Raven and Kruglanski (1970) and connection power developed by Hersey, Blanchard and Natemeyer (1979). In addition three variables (the socio-economic status of the parents, the race of the parents and the child, and the handicapping condition of the child) were examined through the use of scenario questions. The scenario questions were developed by the researcher and were tested to establish their reliability and validity.

The study examinied five primary research questions, secondary research questions, and a research hypothesis. While no definite pattern of responses emerged, it was found that (1) administrator's decision making appeared to be sensitive to the context in which it was made; (2) administrators relied on reward power to influence conflicts; and (3) administrators used information power to resolve conflicts with white, high SES parents.

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CHAPTER ONE THE INTRODUCTION

CHANGE AND THE SPECIAL EDUCATION ADMINISTRATOR

The past decade has been a time of great change in American society. This change is reflected in a number of trends, one of which is the growing importance of the individual in society. As a result of the apparent inadequacy of many governmental, corporate, and academic institutions, and in response to the impersonal nature of modern society, Americans are asserting a new kind of individualism.

This new emphasis on the individual is evident in various organizations---governmental, corporate, and academic. The growing interest in individual participation in decision-making and in self-management are further expressions of this individualism. These current trends are changing the nature of how organizations are managed.

Leaders of many organizations are searching for a new balance between the individual and the organization. Their search is greatly affecting how leaders manage the organization. Leaders are finding that they can no longer manage their organizations as they have in the past. Previously, management theory was based on a view of organizations as rational,

harmonious systems with leaders who accomplish organizational goals based on the authority they hold (Owens, 1981). According to traditional management theory, leaders' authority was formal, stable, and sanctioned through organizational norms. Workers complied with a superior's wishes because of the position the superior held in the hierarchy. Traditional management theory, rooted in positional power and hierarchical authority, may have been sufficient to guide leaders of organizations in stable and predictable times, but this hierarchical approach is less useful in today's changing and complex organizations (Emery and Trist, 1965).

In addition, employees and clients have become dissatisfied with the organizations in which they work or from which they receive services. Employees of private corporations and public agencies have demonstrated their dissatisfaction through filing grievances, participating in strikes, and occasionally through participating in forms of civil disobedience. Clients of public corporations, i.e., electric power companies, and public agencies, i.e., the Environmental Protection Agency, have also demonstrated their dissatisfaction by taking legal actions against the organization. No longer is the average employee or client as submissive as he had been in the past.

In public education, employees and parents also have become dissatisfied with organizations. Employees who disagree with a public school system's policies are filing grievances, participating in strikes, and participating in political activities to get their needs met. In the past parents also accepted the positional power and hierarchical authority of the school system. Today, parents no longer accept totally the authority of the school system. They frequently disagree with a school system's policies and procedures. These disagreements result in conflicts between parents and the school system. In most cases when conflicts occur between parents and the school system, they are resolved at the local school with the principal or individual teacher. Parents, however, have not hesitated to take an issue through the courts if necessary.

Parents of handicapped children also no longer accept totally the authority of the school system to make decisions about their child's education. Through the passage of The Education for All Handicapped Children Act of 1975 (Public Law 94-142) parents should become full partners with the school system in the education of their handicapped children (Kammerlohr, et al. 1983). Public Law 94-142 has given parents legal avenues, such as procedural safeguards and the due process hearing, to resolve conflicts with the school system. These avenues have resulted in due process hearings on such

issues as placement of handicapped children, provision of related services, and evaluations of handicapped children (Kammerlohr, et al. 1983; Smith, 1981; and Turnbull, et al. 1981). (In addition, Smith (1981) found that approximately 93.2% of the due process hearings held involved evaluation and placement issues.)

Since many parents of handicapped children no longer accept totally the authority of the school system and now have strong legal avenues through Public Law 94-142, a special education administrator can no longer rely simply on the management methods he has used in the past. A special education administrator must now be able: (1.) to deal with the new expectations and demands of parents of handicapped children; and (2.) to resolve conflicts with these parents without merely relying on his positional power and hierarchical authority. Therefore, it is becoming increasingly important for special education administrators to understand and to be capable of using different types of social power to resolve conflicts with parents.

KEY CONCEPTS: SOCIAL POWER AND CONFLICT

Social power is a complex concept. There are many theories explaining it. For this study, social power will be thought of in terms of Stogdill's (1974) three characteristics of

power: (1.) Power is an aspect of a relationship between people, not an attribute of a given person; (2.) Power implies an influence or exchange relationship; and (3.) Power can be inferred from observation of two or more interacting parties.

There are several taxonomies for classifying bases of social power. One of the most well-known taxonomies was developed by French and Raven (1959), who concentrate on how Person O influences Person P through various bases of social power. To provide a theoretical construct for research on social power, French and Raven devised a framework including five bases of power. In recent years, Raven and Kruglanski (1970) added a sixth power base and Hersey, et al. (1979) added a seventh power base to those developed by French and Raven.

For this study, the original five power bases plus the two newer bases will be used. They are expert, referent, legitimate, reward, and coercive (the original five) and information and connection power. The seven bases of power are described below:

(1) Coercive Power This power is based on Person P's belief that Person O can and will punish him for noncompliance. Coercive power, therefore, uses a threat to gain compliance.

(2) Reward Power This power is based on P's expectation that O will do something in return if P complies. Reward power is based on a person's ability to provide either material or nonmaterial inducements.

(3) Expert Power This power is based on P's belief that O has superior knowledge or P's belief that O knows what behavior by P will lead to the best outcome.

(4) Legitimate Power This power is based on P's belief that O has the right to request compliance in the area. P, therefore, feels obliged to comply. Legitimate power stems from a person's position in the hierarchy.

(5) Referent Power This power is based on P's identification with O. Referent power relies on P's conscious or unconscious desire to attribute some of O's characteristics to himself. P complies with O because of a desire to please.

(6) Information Power This power is based on O's possession of or access to information that is valuable to P. Person O is influential because P needs or wants this information.

(7) Connection Power This power is based on O's connections with influential or important people. Person O induces com-

pliance from Person P because P wants to gain favor or avoid disfavor with influential people.

In addition, Hersey, et al. (1979) recommend that administrators use a power base or a combination of power bases depending on the maturity of the influencee. They rank the seven power bases in the following manner from those used with high maturity influencees to those used with low maturity influencees: expert, informational, referent, legitimate, reward, connection, and coercion.

Like social power, conflict is a complex concept, and there are many theories explaining it. Boulding (1962) defines conflict as a situation in which two or more parties are aware of incompatible positions and objectives.

Looking specifically at the area of special education, the special education administrator's positions on issues related to handicapped children and/or his educational objectives for handicapped children have frequently not been compatible with the positions or objectives held by the parents of handicapped children. Both the special education administrator and the parents have been very aware of these differences; and these differences have resulted in conflicts between the parents and the school system. Four issues on which parents and the special education administrators find themselves in

conflict are: (1.) private school placement of handicapped children (Hockstader, 1984); (2.)the transportation of handicapped children (Kammerlohr, et al. 1983); (3.) the provision of related services for handicapped children (Kammerlohr, et al. 1983); and (4.) due process hearings related to placement and evaluation of handicapped children (Smith, 1981; Turnbull, et al. 1981; and Kammerlohr, et al. 1983).

In attempting to resolve these conflicts the special education administrator first should consider the individual child who is the focus of each conflict (Howe, 1981). Since special education is provided to children with various handicapping conditions, the special education administrator should consider the handicapping condition of the child in selecting the course of action to take with the parents to resolve the conflict.

This variable, the handicapping condition, plus the type of conflict at issue, can influence how the special education administrator attempts to resolve the conflict. No studies, however, have examined how special education administrators attempt to resolve the above four conflict issues considering the variable of handicapping condition of the child.

Moreover, studies have shown that educational administrators use different bases of social power to resolve conflicts with people depending on whom they are in conflict with (Benzel, 1983, and Shau, 1981). That is, in conflict situations, administrators used one base of power with subordinates, another base of power with people who were peers, and a third base of power with superiors. Thus, the type of social power used by the administrator varied depending on the position or status that the administrator believed the person, whom they were in conflict with, had.

Special education administrators in dealing with parents are also dealing with people who have different positions and status in society. Thus, it is possible that the socio-economic status of the parents can affect the power base used by the special education administrator. Furthermore, researchers (Gusfield and Schwartz, 1965; and Jones, et al. 1965) have found that a person's perception of another person's status is closely linked with the latter person's race. For example, a white person is often accorded higher status than a non-white person even though both individuals have similar backgrounds, education, etc. Thus, the race of the parents may also influence how the special education administrator attempts to resolve a conflict.

Therefore, three variables--the handicapping condition of the child, the socio-economic status of the parents, and the race of the parents and the child--may influence the power base used by the special education administrator to resolve different conflict issues with parents.

PURPOSE OF THE STUDY

Because of the many changes in society and in education, and because of the different conflict issues special education administrators now face, and because of the differences in handicapped children, and because of the diverse nature of their parents, special education administrators now need to understand and be able to use different types of social power to influence conflicts with parents regarding their handicapped children.

Researchers have examined the use of social power by people in educational settings, e.g., the use of social power by academic deans (Adams, 1975, and Bachman, 1968), by school superintendents (Benzel, 1983), by educational administrators (Harbour, 1979, and Shau, 1981), by principals (Callahan, 1979; Richardson, 1981; Ringrose, 1976; and Warren, 1969), by nursing school administrators (Arndt, 1981), by teachers (Kappelman, 1981), and by school psychologists (Martin, 1978). No studies, however, have investi-

gated the use of these power bases by special education administrators.

Furthermore, other scholars have analyzed the involvement of school administrators in conflict (Bailey, 1971; Corwin, 1969; Doster, 1982; Faris, 1982; Knezevich, 1975; Koerner, 1981; and Thompson, 1981). In addition, Howe (1981), Jones (1981), and Gearhart and Wright (1979) have considered some of the types of conflict that special education administrators are regularly involved in, such as transportation of handicapped students, requests for additional related services, requests for due process hearings to resolve various conflicts, and many others. While there have been studies concerning each of these conflict issues, there appear to have been no studies that have examined how special education administrators influence these conflicts with parents.

STATEMENT OF THE PROBLEM

The problem this study will investigate is whether the power base used by the special education administrator to influence conflicts with parents is affected by the socio-economic status of the parents, the race of the child and the parents, and/or handicapping condition of the child. No comparable studies were found in the literature.

RESEARCH QUESTIONS AND HYPOTHESIS

The five primary research questions to be examined in this study are:

Research Question I Is there a relationship between the socio-economic status of the parents, the race of child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a private school placement for their handicapped child?

Research Question II Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a change in their child's transportation arrangements?

Research Question III Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the

parents' request for additional related services for their handicapped child?

Research Question IV Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a due process hearing to resolve issues related to the evaluation and placement of their child?

Also, the responses to the four previous questions will be combined into the fifth research question.

Research Question V Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents?

In addition, there will be secondary research questions tested to examine whether such variables, as the special education administrator's age, sex, education, certification status, years of experience in administration and in their present position, and years of special education teaching experience, or the size of the school district, are associ-

ated with the special education administrator's use of the seven power bases in influencing conflicts with parents.

One research hypothesis will also be tested:

Special education administrators will use information power to resolve conflict situations with parents who are white and have a high socio-economic status.

RESEARCH LIMITATIONS

Limitations to this study must be considered. One limitation is the possibility that some respondents may select a response that they believe provides an immediate solution to the conflict, while others may select a response that they believe provides a long term solution. The researcher has attempted to correct for this by carefully structuring the seven possible solutions to the conflict as applying within the same time frame.

Also, the research design did not allow for an examination of how parents view the special education administrator's use of social power. After considering this aspect of the problem at length, the researcher believed that it was not possible to examine the parents' views for the following reasons. First, there would be tremendous difficulty in ob-

taining the names of parents who had actually been involved in conflicts with the special education administrator. Second, parents may have had a conflict with the special education administrator on one issue, but they might not have the knowledge or perspective to answer questions regarding how the special education administrator would respond to conflicts other than the one that they had been personally involved in.

Lastly, the study does not examine the leadership style, management style, or personality of the special education administrator. The study is, therefore, limited to an analysis of the special education administrator's use of social power to influence parents when conflicts occur.

DEFINITION OF TERMS

For this study, the following definition of terms are used:

Conflict is a situation where two or more parties are aware of incompatible positions, objectives, or goals and where each party wants to occupy a position not compatible with the others. (Boulding, 1962, p.5)

Power is defined as the "ability to induce or influence behavior". (Hersey and Blanchard, 1977, p.40)

Coercive Power is based on the influencer's use of a threat to gain compliance. The threat can be direct or implied. (French and Raven, 1959)

Connection Power is based on the influencer's connections with influential or important people. The influencer induces compliance from others because they try to gain favor or avoid disfavor of the powerful connection. (Hersey, et al. 1979)

Expert Power is based on the influencer's proficiency, skill, knowledge, and/or expertise. (French and Raven, 1959)

Information Power is based on the influencer's ability to provide logical and rational arguments and/or explanations that are important or valuable to the influencee. (Raven and Kruglanski, 1970)

Legitimate Power is based on the influencer's position, title, or rank in the organizational hierarchy. The influencer induces compliance or influences the influencee because the influencee feels that the influencer has the right by virtue of position in the organization to expect compliance. (French and Raven, 1959)

Referent Power is based on the influencer's personal traits. The influencer because he is liked and admired attempts to have the influencee consciously or unconsciously identify with the influencer. (French and Raven, 1959)

Reward Power is based on the ability of the influencer to provide rewards to those he wishes to influence. The inducements include both material and nonmaterial rewards and can be concrete or implied. (French and Raven, 1959)

Special Education Administrator is the person in the school system who is primarily responsible for delivery of special education services as defined by federal, state, and local regulations. This person may have the title of coordinator, director, supervisor, assistant superintendent, or others.

DELIMITATIONS

In any conflict, there are many steps taken by both parties in an attempt to resolve the conflict. This study examines only the first steps in the process. If the special education administrator's first preferred response does not succeed in settling the conflict, many other steps and actions

will be taken by both parties. As the conflict continues back and forth both parties will develop other strategies and take other actions in order to effect the outcome.

Should the steps taken by the special education administrator and/or the parents not resolve the conflict, the conflict may also proceed to other stages, such as mediation, negotiation, due process hearings, the courts, etc. Both parties will also take steps in each of these stages to resolve the conflict.

All of the steps and actions taken by both parties constitute the conflict resolution process. This study examines only a small part of the process, the initial step taken by the special education administrator.

ORGANIZATION OF THE STUDY

Chapter Two contains a review of the relevant literature on power, conflict, and the relationship of power and conflict in organizations. This chapter also relates the literature review to the purposes of the study.

Chapter Three describes the methodology used in the study. The primary and secondary research questions and the research hypothesis are presented. The development of the survey in-

strument and the survey instrument itself are explained. Also, the survey population, the data collection procedures, and the statistical techniques are described.

Chapter Four presents an analysis of the data. Chapter Five contains a discussion of the study, the conclusions, and recommendations for further study.

CHAPTER 2 REVIEW OF THE LITERATURE

Social scientists in various fields--sociology, education, psychology, political science, and economics--have examined power and its use, effect, and importance in human affairs. Likewise, the concept of human conflict has been linked with the use of power and has been the subject of much study and analysis. Duke (1976) says that "conflict theory is not just a theory of conflict, disorder, and deviance" but is also "a theory of power, of social organization through the use of power" (p.4). Others have also explored the relationship between power and conflict (Dubin, 1960, and Twomey, 1978). The purpose of this chapter is to provide a review of the literature related to power, conflict, and their relationship.

POWER

Theories of Power

Power is a very complex issue. Many theoreticians have developed theories to explain it. According to Tedeschi(1974), the difference in these theories is not with the basic fundamental processes or functions but in the emphases, weighing of variables, and the interests of the theoretician. Theo-

ries of social power are of three general types (Stogdill, 1974): (a) power as intended force or control; (b) power as an asymmetrical influence relation; and (c) power as a social exchange relationship. In addition, Pollard and Mitchell (1972) categorize the theorists as follows: (a) field theorists, who define power in terms of outcome of interaction; and (b) exchange theorists, who define power in terms of process.

Three field theorists who view power in terms of intentional force are Russell (1938), Bierstedt (1950), and Wrong (1968). These theorists talk about power as the production of intended effects as Russell did, as the ability to employ force as Bierstedt did, or as Wrong did when he limited power to the intended, successful control of others.

Power as an asymmetrical influence relation between the behavior of two persons was suggested by Simon (1957). His theory is concerned with observable behaviors. In the asymmetrical relation power typically would be imbalanced. One person would always have power over the other. Dahl (1957) further defined the asymmetrical nature of power by stating that "Person A is said to have power over Person B to the extent that A can get B to do something that B would not do otherwise" (p. 203). In line with this view, French (1956) developed a definition of power in which the power of A over

B was stated as "equal to the maximum force which A can induce on B minus the maximum resisting forces which B can mobilize in the opposing direction" (p. 182). Cartwright and Zander's (1968) ideas were similar in that they defined power in the sense that "one person has power over another if he can perform an act that will result in a change in another person" (p.216).

These definitions of power imply that for A to gain compliance from B, it is necessary for A to have something that B wants. In other words, A's act must have some significance for B, it must mesh in some way with B's motive base (Schopler, 1965). It is this aspect of asymmetrical influence relations that gave rise to the theory of power as a social exchange relation.

The exchange theorists view power in terms of social exchange. For instance, Homans (1958) suggested that interactions between people could be characterized as an exchange of goods--material, such as money, and nonmaterial, such as the symbols of approval or prestige.

Pollard and Mitchell (1972) further develop this view:

> The exchange theories provide an economic-like analysis of the interaction between actors. The exchange theorists view this interaction in terms of the rewards and costs and actors...and focus on the exchange aspect of the mutual dispensation of rewards and punishments or

> costs...The assumption is that the individual behaves so as to maximize the difference between the rewards and the costs they experience. (p.434).

In their view, the degree of influence is dependent upon the extent to which the powerholder can determine and/or control the reward and cost factors valued by the influencee.

Other exchange theorists who define power in term's of A's possession of valuable resources or his control of B's need satisfaction or goal attainment are Thiebaut and Kelly (1959), Blau (1964), and Harsanyi (1962).

The essential components of social power as used in this study can be summarized as follows: (a) power is an aspect of a relationship between people, not an attribute of a given person; (b) power implies an influence or exchange relation; and (c) power can be inferred from observation of the behavior of two or more interacting parties (Stogdill, 1974).

Definitions of Power

For the last twenty-five years, there has been considerable disagreement over the definition of power. According to Pollard and Mitchell (1972) these different definitions serve "as a nominalistic device for identifying a set of phenomena that the theoretician considers important" (p.2).

Weber (1947) proposed an early definition of power that has provided a major focus for study. He recognized the relationship of the exercise of power with conflict and defines power as "the probability of one actor within a social relationship to carry out his own will despite resistance"(p.152). Duke (1976) states that "while there have been many attempts to define power, Weber's definition is still probably the most widely used" (p.41).

Weber's view that power involves imposing one's will on others was further expanded by Tawney as cited in Blau (1964). The difference, however, is that Tawney directs attention to the asymmetrical quality of power relations. He states that power may be defined as the capacity of a powerholder or group to modify the conduct of other individuals in accordance with the powerholder's desires.

Other theorists, then began to associate power with force, influence, and authority. Bierstedt (1950) defined power in terms of force and authority. He states that : (a) power is a latent force; (b) force is manifest power; and (c) authority is institutionalized power. Bierstedt also believes that force in the psychological sense means the reduction or limitation or closure or even total elimination of alternatives to the social actions of one person or group by another person or group. Power itself, according to Bierstedt, is a

predisposition or prior capacity which makes the application of force possible.

Cartwright (1959) is also concerned with force in relation to power. His definition, however, is also concerned with the exercise of force and influence. For Cartwight, psychological forces, time intervals, and the magnitude of power are significant variables in the exertion of power. The objective of the powerholder (O) is to change the direction of another person (P). Cartwright states:

> Power is a relation between two agents, O and P. It is concerned with the maximum influence which O can exert on P at a given time to change in a given direction. Since it is defined in terms of psychological forces, specificiation of a particular instance of power requires assigning values to all components of all relevant forces...Finally, the magnitude of power is determined by the magnitude of the forces involved.(p.194)

The purpose of power in Cartwright's view is to modify the direction of person P. The powerholder O controls the behavior of P when the direction of his behavior is successfully changed. Thus, person O has the ability to influence P.

This view of power as related to influence is further developed by other theoreticians. French and Raven (1959) examine power in terms of the influence of one person O on the "life space" of another person P, where the forces resulting from

an action of O are evaluated in terms of the intended effect on P and on the resistance of P. Raven (1965) further defines power as "potential influence" (p.371). Cartwright and Zander (1968) also support this definiton of power.

Another perspective on the definition of power comes from Blau (1964) who looks at the concept of power in terms of "all kinds of influence, including those exercised in exchange transactions, where one induces others to accede to his wishes by rewarding them for doing so" (p.115). In order to exercise power or have influence in this context, the promise of a reward by person A "will be effective in changing B's behavior only if he perceives that A can truly deliver the promised outcome" (Thibault and Kelley, 1959).

These various perspectives on the definition of power relate to the act or the potential act of exercising influence directed toward the achievement of desired results. Using these definitions, Hersey and Blanchard (1977) propose a simple, concise definition: Power is the "ability to induce or influence behavior" (p.40).

Bases of Power

The bases of power are also viwed by theoreticians from different perspectives. The bases of power identified by the

theoretician can be distinguished by discipline (i.e., psychology, management) or by the concept of power to which the theorists subscribe. The terminology of the bases varies somewhat but the basic definitions or meanings given the terms have much in common. In a few cases the terms used to describe the kinds of power are the same but the meanings differ slightly.

The most well-known and most well researched taxonomy for classifying the bases of power was developed by French and Raven (1959). Their bases of power are concerned with interpersonal power and consider the resources possessed, controlled, or mediated by the influencing agent with respect to another person. To provide a basis for research on social power, they devised a framework of five bases of power. French and Raven's five bases of power are:

(1) Coercive Power This power is based on Person P's belief that Person O can and will punish him for noncompliance. Coercive power, therefore, uses a threat to gain compliance.

(2) Reward Power This power is based on P's expectation that O will do something in return if P complies. Reward power is based on a person's ability to provide either material or nonmaterial inducements.

(3) Expert Power This power is based on P's belief that O has superior knowledge or P's belief that O knows what behavior by P will lead to the best outcome.

(4) Legitimate Power This power is based on P's belief that O has the right to request compliance in the area. P, therefore, feels obliged to comply. Legitimate power stems from a person's position in the hierarchy.

(5) Referent Power This power is based on P's identification with O. Referent power relies on P's conscious or unconscious desire to attribute some of O's characteristics to himself. P complies with O because of a desire to please.

A sixth power base, information power, was developed by Raven and Kruglanski (1970). They define information power as follows:

(6) Information Power This power is based on O's possession of or access to information that is valuable to P. Person O is influential because P needs or wants this information.

Hersey, et al. (1979) added a seventh base, connection power, to the Raven and French taxonomy. They define connection power as follows:

(7) Connection Power This power is based on O's connections with influential or important people. Person O induces compliance from Person P because P wants to gain favor or avoid disfavor with influential people.

More recently, both Kotter (1977) and Shaw (1981) devised power base taxonomies which are similar to and yet different from the seven bases described previously. At present, however, little if any research has been done using either the Kotter or the Shaw taxonomy.

For the purpose of this research, the original French and Raven taxonomy plus the two bases developed by Raven and Kruglanski (1970) and Hersey, et al. (1979) will provide the basis for the study. Their work has been the basis for numerous research studies and is considered by most researchers to be the primary taxonomy (Ringrose, 1976; Leet-Pellegrini and Rubin, 1974; and Warren, 1969).

Power and Organizational Effectiveness

Since the late 1950's, many studies have been conducted which investigated the effectiveness of different power bases within organizations. Researchers have examined the use of power bases and which ones had the greatest acceptance and/or proved to be the most effective in non-educational and edu-

cational settings. A review of these findings is presented in the following two sections.

Effect of Power in Non-educational Settings

Extensive research on the effectiveness of power or social influence within organizations has been done by Raven and French who developed the taxonomy for classifying the bases of power. One of their earliest studies (1958) explored the use of legitimate power and coercive power and the effects of these two bases. The subjects were female volunteers at a university; two groups were set up. In one group the supervisor was represented as having group support through election to the position; in the other group, the supervisor was represented as acquiring her job without group support. Within each group, half of the subjects were fined for "non-compliance" by the supervisor; while the remainder were not fined.

As hypothesized the subjects in the group with group support had greater acceptance of the legitimacy of the office, i.e., the subjects were significantly more likely to feel that their elected supervisor had a right to hold that position and to feel that the supervisor was justified in prescribing behavior for them. These views were not held by the subjects in the other group. In addition, legitimacy of the position

also increased the personal attraction of subjects toward the supervisor, while coercion reduced this attraction.

Determining the effects of power bases on conformity of a subordinate to the orders of his superior was also the purpose of French, et al,'s (1960) research. The study utilized French and Raven's (1959) power bases with special emphasis on the effect of coercive power. Subjects sorted IBM cards under a supervisor who created various conditions of coercive power by using various degrees of fines and threats with subordinates who worked too slowly. French, et al.'s (1960) findings supported the following hypotheses:

> (1) The greater the strength of punishment or force induced by person O, the greater will be person P's conformity following the threat.
>
> (2) The strength of attraction toward O decreases with threat and punishment by O.
>
> (3) The strength of resisting forces decreases with increasing legitimacy.

In addition to examining the amount of control used by supervisors, Bachman, et al. (1966) also related performance and satisfaction of subordinates to a supervisor's use of French and Raven's power bases. The subjects included 656 salesmen in 36 branch ofices of a national selling firm. Findings indicated that for the average salesman, "The most important basis of the office manager's control was legitimate power" (p.133). However, in the branch offices where

the manager used legitimate power, the subjects indicated significantly less satisfaction with their office manager and there was a tendency for the subjects' performance to be lower. High salesman performance and satisfaction with the office manager were found in offices where the office manager was rated high in expert and referent power. Reward and coercive power were listed as the least important reasons for complying with the office manager's wishes. The positive importance of legitimate, expert, and referent power bases was shown by this study. The study was replicated by Hornstein, et al. (1968) with primary school teachers and their prinicpals and similar results were obtained.

One of the largest studies done to examine supervisory power over subordinates was done by Bachman, et al.(1968). They used the French and Raven power bases as "a useful framework for studying supervisory power over subordinates" because "each basis of power depends on some perception or cognition on the part of the person P" (p.229). In their study they examined five organizational settings: branch offices of a national sales firm, liberal arts colleges, insurance agencies, electrical appliance manufacturing firms, and work groups in a utility company.

They found that organization members most frequently complied with a request from their superior if the power base used was

legitimate or expert. These two power bases were also strongly, positively correlated with satisfaction while coercive power was negatively correlated with satisfaction. Expert, reward,and referent power bases were positively related to performance, and no relationship was revealed between legitimate and coercive power and performance. Expert power was positively correlated to total control, with referent power next highest.

Just as Bachman, et al. (1966) found that there was a negative relationship between coercive power and satisfaction, so did Student (1968). He studied the relationship between French and Raven's power bases and supervisors' influence in an appliance manufacturing plant. Student found some differences in production when supervisors used different power bases. From his study he concluded that "when the supervisor has a choice in the bases of power he emphasizes, to achieve compliance with his directives the supervisor should attempt to create and use referent power or expert power rather than rely too strongly on his legitimate power" (p.193). The use of reward power appeared to yield higher quality at the cost of lower quantity, as measured by earnings. The use of coercive power resulted in average quality of production with higher maintenance costs. Student recommends that these latter two bases of power "should be tempered when possible by the creation of referent and expert power" (p.193).

Ivancevich (1970) also examined satisfaction and control in a study involving insurance agents. The study's results were generally consistant with the findings of Bachman, et al.(1966), Bachman, et al. (1968), and Student (1968). The use of legitimate power by the manager was reported as the agent's primary reason for compliance; however, "this kind of power does not result in satisfaction, even if it does produce motivation" (p.435). Efforts to increase employee satisfaction should rely upon "increased use of referent and expert power and be cautious about the potential negative relationship evident in the coercive power base" (pp.435-436).

Effect of Power in Educational Settings

Within the last 15 years, numerous researchers have examined the use and effect of power in educational settings. Studies have been conducted involving higher education personnel, central office, elementary and secondary administrators, classroom teachers, and students.

One of the first studies using a power base construct conducted in an educational setting was done by Bachman (1968) who also conducted several studies in non-educational settings. The study included 685 faculty members at 12 liberal arts colleges. The variables that Bachman studied included

the degree of administrative influence, the bases of power of the dean and faculty, and the levels of faculty satisfaction. The results indicated that faculty satisfaction was highest in those colleges where the colleges were viewed as having high influence across all levels of the academic hierarchy. Also, faculty expressed greatest satisfaction with deans who had high influence over college affairs and with those deans whose power was based upon expert and referent power rather than on legitimate or coercive power.

Building on Bachman's research, Cope (1970) examined the faculty's perception of department chairmen. Results indicated that the behavior or the power usage of the department chairmen is situationally determined. That is, the faculty in departments experiencing stress perceived that more emphasis is placed on the use of reward and coercive power. Whereas, faculty in non-stress departments reported greater reliance on legitimate, expert, and referent powers. Cope stresses that "reward and coercive powers are viewed as inappropriate and illigitimate bases of influence" (p.7) by faculty members.

Similar results were obtained by Adams (1975) who examined the job satisfaction of 238 professors in 20 departments in a major state supported university and the bases of power used by their college deans. Results showed that faculty who

perceived their deans as exercising expert and referent power had greater job satisfaction than those whose deans were perceived as using reward and coercive power which had negative implications for satisfaction.

Studies involving the power bases and satisfaction of administrative staffs have also been conducted at the elementary and secondary education levels. Cachur (1980) conducted research into the job satisfaction of subordinate school administrators and their perceptions of the power base used by their superior, the building principal. Positive correlations existed between the job satisfaction of subordinate administrators and their superiors' use of expert power and referent power. Legitimate power was hypothesized to have a negative correlation with job satisfaction and the subordinates' perception of the power base used by their principals; however, this correlation was positive. Negative correlations were obtained for subordinate administrators' satisfaction and their perceptions of their principals' use of reward and coercive power.

Harbour(1979) examined education administrators' use of power from a slightly different perspective. She analyzed the consequences experienced by the powerholder (Person O) in the exercise of French and Raven's five bases of power. The

consequences considered were the powerholder's attitude toward self and the target of influence (Person P).

The results of the study were: (1) the powerholder had a more positive attitude toward himself than the target of influence in the exercise of the five power bases; (2) the powerholder's attitude toward the target of influence is more positive in the expert power base than in any other power type; (3) the powerholder's attitude toward self is equally more positive in the referent and expert power base than in any other power base; and (4) in comparing the powerholder's attitude toward self and the influence target, the powerholder's attitude is most positive in the exercise of reward power.

The target of influence (Person P) was the focus of research by Benzel (1983). He examined the power base preferences of school superintendents in the resolution of conflicts with subordinates, laterals, and superordinates. A significant difference was found in the power base preferences of superintendents to resolve conflicts with these three groups. Referent power was the most preferred power base in subordinate and lateral conflict, but expert power was the most preferred in superordinate conflict. Coercive power was the least preferred in subordinate and lateral conflicts. In superordinate conflict, reward power was the least preferred.

A significant difference also was found in power base preferences regardless of the conflict level.

Educational administrators' use of power bases in dealing with superiors, peers, and subordinates was also studied by Shau (1981). The purpose of this study was, however, to develop and validate an instrument, the Shau Influnce Mode Inventory, to measure educational administrators' use of six power bases. These power bases were developed by Shau using the work of French and Raven (1959), Raven and Kruglanski (1970), and Kotter (1977). This researcher, however, has been unable to find any studies which have used the Shau Influence Mode Inventory to this date.

The use of power by principals has been investigated by several researchers (Guditus, 1976; Ringrose, 1977; Hoover, 1980; Kappelman, 1981; and Richardson, 1981). The principal's power or influence was analyzed by Guditus (1976). He postulated that principals' power and influence are important variables of effective leadership especially as the principal's bases of authority are being eroded by court decisions and state and federal guidelines. Guditus states that the only powers under the direct control of the principal are expert and reward power "since they derive from interpersonal and technical competence that the individual is able to bring to bear in a particular situation" (p.54).

The principals' bases of power, as recognized by Guditus (1976), were examined in a study by Ringrose (1977) who sought to determine the bases of power of principals as perceived by teachers in relation to leadership variables. The subjects included 323 elementary teachers who worked for 20 full-time principals. Their perceptions were collected from Likert's Profile of a School (POS) and a Power Base Questionnaire developed by the researcher.

Teachers perceived the principals as using primarily expert or legitimate power. In schools where the principal was perceived as using expert power, the score of the principal was higher in leadership on the POS than the scores of principals on the POS who were perceived as using legitimate power. Also, teachers who perceived principals as using expert power indicated more trust toward the principal, more communication, greater teacher involvement, and more positive attitudes toward management systems. Similar results were obtained by Hornstein, et al. (1968) who found that a principal whose power was from an expert base would have teachers more satisfied with their jobs than principals who appeared to use other means.

In addition, to studying teachers' perception of principals use of power, researchers have also examined students perception of teachers' use of power. Raven, Jamieson, and

Thomas have examined the use of power by teachers in the classroom.

In 1971 Raven (as cited in Shau, 1981) surveyed students on the use of social power in the classroom. In this study he examined both the teacher's use of power and the use of power by the students themselves. Results of study indicate that teachers used legitimate power the most but were also seen as using expert and coercive power. Students, however, were viewed as using referent power most often followed by information power.

Power as used by teachers was the subject of two studies by Jamieson. In the first study done in 1972 (as cited in Ringrose, 1976) six bases of power (expert, referent, coercive, legitimate, reward, and information) as attributed to high school, undergraduate, and graduate level teachers by their respective students were analyzed. Differences in responses were found at each level. High school students rated their teachers as using legitimate power most (results similar to those obtained by Raven in 1971) with coercive power used next most often. Similar to high school students, undergraduate students rated coercive power as the power base most used by their teachers. Graduate students differed in their opinions. They gave the highest ranking to expert power and the second highest ranking to information power.

In second study which was conducted with Kenneth W. Thomas (1974), they looked at students' satisfaction with their teachers and education, students' perceptions of power bases used by teachers to influence them, and student conflict coping modes. High school and undergraduate students rated coercive, legitimate, and expert power highest for use by their teachers reflecting "a highly uneven distribution of power between teachers and students and a somewhat authoritarian mode of teacher influence" (p.329). One of the major findings of the study was that teachers at the high school level used coercive power as a means of influence in the classroom. This use of coercive power was negatively related to student satisfaction, learning, and teacher influence outside the classroom.

The numerous studies on power indicate that the use of power is a significant variable in looking at organizational settings. Research done in both non-educational and educational settings indicates that the power used by an individual will impact on those being influenced and their satisfaction and, thus, the effectiveness of the organization. The literature also suggests that expert, referent, and legitimate power are most closely associated with follower satisfaction and the achievement of organizational goals.

Determinants of Power Base Choices

In the previous section the affect of power in organizational settings was examined. While the effects of the use of different power bases has been studied by many researchers, the factors that make an individual use one base of power over another have been overlooked by researchers (Johnson, 1974). Yet, this is a most important area for exploration in order to gain an understanding of how administrators behave in their organizations, how their choice of one or more bases of power will impact on their effectiveness, and how their use of one or more bases of power can be influenced by whom they are interacting with.

To begin to understand power base choices, Johnson (1974) categorized the work of Raven and Kruglanski (1970), and Cartwright (1965) on cost, effectiveness, and other reasons for selecting power bases into a set of classifications. This classification outlined a set of reasons why an influencer might choose one mode of influence over another. Her classifications were: (1) the effectiveness versus the cost of the power itself; (2) personal reasons based on O's philosophy of living and needs; and (3) external reasons based on O's and/or P's status, position, and role. These three classifications are discussed in the following sections.

Effectiveness and Cost as Determinants

Effectiveness and cost can be important considerations for an administrator when choosing a power base. The administrator must consider how effective the choice will be, and for how long. In addition, he must think about the costs, both personal and material of the decision.

Effectiveness and cost were examined in a study by Rosenberg and Perlin (1962). The results of the study indicated that nurses (as influencers) in a psychiatric ward of a mental hospital did indeed follow a process of power base selection. Male and female nurses were presented with a hypothetical situation involving a patient and were asked to choose the means of influence that they would use to gain the patient's compliance. The nurses were also asked to indicate why they made the choices they did in terms of how it related to effort, effectiveness, and their own value system. Informational influence was the first choice and "benevolent manipulation" the next most popular. Few nurses relied on the use of legitimate, reward, or coercive power. Coercive power especially was rejected because of the effort and trouble it involved. The nurses choice of power bases was determined by the dimensions of cost (to themselves) and effectiveness.

Likewise, administrators in attempting to influence employees and parents must consider the costs, both personal and material, and the effectiveness of their power base choices.

Personal Reasons as Determinants

A number of personal reasons may determine the power base used by an individual. Some examples of personal reasons include the wish to have the influencee dependent on the influencer, regardless of the cost involved, or a desire to be liked, even though this may lead to the choice of power base which is not the most effective (Shau, 1981).

An individual's views on human nature might constitute another personal reason which might also impact on the choice of a power base. McGregor (1960) suggested that a manager's view of human nature will effect his choice of a power base. Jacobs (1970) elaborated on this idea by suggesting that:

> It is very likely that group experiences during childhood and adolescence set the pattern by which the individual interprets interactive experiences that occur during adulthood in formal organizations. It is likely that the behavior position incumbent in formal organizations is governed, at least in part, by their prior experience and successes as influence initiators in informal groups. (p.93)

An additional personal reason, the self-confidence of O, was suggest by Johnson (1974). From several studies cited in

Tedeschi, et al.(1972), she hypothesized that "high confidence persons will tend to use more direct forms of power, as they will have less fear of censure from others" (p.30). This hypothesis, however, has not been formally tested.

Thus, personal reasons which can include an administrator's views on human nature and his background and past experiences can also influence his choice of power bases.

Status, Position, and Role as Determinants

Several researchers have explored the effect of people's status, position, and role on power base choices. The part status can play in the influence process was examined by Goldhammer and Shils (1939). They state:

> The individual makes judgments of others and ranks them on the basis of his hierarchy of values and his knowledge concerning what characteristics these other persons possess. Such a judgment of rank made about either the total person or relatively stable segments of the person consitute the "social status" of that person (p.179)

This researcher could not find any studies which examined the effect that the status of the inflencee has on the power base choice of the influencer.

Moreover, social scientists (Gusfield and Schwartz, 1965; and Jones, et al. 1965) have found that a person's perception of

another person's status is closely linked with the latter person's race. That is, a white person is often accorded higher status than a non-white person even though both individuals have similar background, education, etc. Thus, perhaps the race of the influencee should also be examined as a possible determinant of the influencer's use of power bases.

While not addressing the variables of status or race of the influencee, Hersey, et al.(1979) are also concerned with the influencee. They integrate the concept of power and its use with their situational leadership theory. They suggest that administrators should rely on some combination of several power bases when influencing others. Hersey, et al. have also suggested that the power bases can be organized into a definite hierarchy corresponding to maturity level of the influencee.

According to Hersey, et al.(1979) administrators must use the appropriate power base in order to maximize the probability of succeeding with the influencee. They recommend that administrators use a power base or a combintion of power bases depending on the maturity of the influencee, in the following framwork:

1. The expert, information, and referent power bases are used to influence people with higher levels of maturity.

2. Legitimate and reward power are used to influence people with moderate maturity.

3. Connection and coercive power are used to influence people with low maturity.

They thus rank the power bases in the following manner from those used with high maturity influencees to those used with low maturity influencees: expert, informational, referent, legitimate, reward, connection, and coercive. Again, the researcher could find no studies which tested Hersey, et al.'s theory regarding the use of power bases.

Other researchers have examined the effect that the position and role of the influencer has on his choice of power bases. Shau (1981) states that "the influencer may use this conferred status (of his position) to his/her advantage when making a decision about which mode of influence to employ"(p.17). Thus, the influencer's position in the social strucure may influence his choice of power base. Benzel (1983) also found this to be true in the case of school superintendents who used different bases of power when they were in the position of superior, subordinate, or lateral. When the superintendent was in the role of superior influencing a subordinate, he was more likely to use referent power. Whereas, when the superintendent was in the role of

subordinate influencing his superiors, members of the board of education, he relied on expert power to influence them.

The effect of a person's position or role on the choice of power base is addressed by Mechanic (1962) who stated that "the positions persons occupy in an organization account for much of their behavior and that norms and roles serve an mediating forces in the influence process" (p.353).

Therefore, in addition to effectiveness, cost, and personal reasons being determinants of a person's choice of social power, status, position, and role of both the influencee and the influencer can serve as determinants. Little research, however, appears to have been done to examine the effect of these variables on an administrator's choice of one or more power bases.

Summary

The discussion in this chapter thus far has focused on power. Five areas were discussed: (1)theories of power; (2) definitions of power; (3)bases of power; (4)power and organizational effectiveness; and (5)power base choice determinants. The purpose of this section was to present a review of the literature and research in this area.

The majority of the work done in the area of social power has been based on the work of French and Raven (1959). Their taxonomy of power bases has provided the theoretical framework for numerous studies. In recent years, Raven and Kruglanski (1970) and Hersey, et al. (1979) have added a sixth and seventh power base. Together with these two newer bases, the original five bases have provided the basis for extensive research on social power and its use.

Social power and its use are a very real part of organizational life both in non-educational and educational settings. Researchers have found that power plays a part in the interactions between employers and employees (Bachman, et al.1968; Student, 1968; and many others), between faculty members and their superiors (Bachman, 1968; Cope, 1970; and Adams, 1975), between school administrators and their staffs (Cachur, 1980; Harbour, 1979; Ringrose, 1977; and others), and between teachers and students (Jamieson and Thomas, 1974).

While the use and effectiveness of power bases in organizations has been well researched, little research appears to have been done on the determinants of power base choices. This study examines if such variables as the socio-economic status and race of the influencee affect the choice of power base used by the special education administrator.

Since this study examines the power base choices of special education administrators who are primarily responsible for the education of handicapped children, the children themselves should be viewed as possible determinants in the administrator's use of power. A special education administrator's use of social power may be affected by the handicapping condition of the child, and this variable will also be examined in this study.

CONFLICT

Conflict, like power is a complex term with many varied definitions to explain it. Perhaps, many of these varied definitions have come about because of the large number of disciplines, including anthropology, economics, political science, psychiatry, psychology, sociology, education, and management that are concerned with conflict. Furthermore, the term has a preconceived meaning for most people. Unlike many other words, conflict holds strong negative connotations to many, is neutral to some, and is viewed positively by only a few.

Similar to the views held by most people regarding conflict, traditional management theory has viewed conflict "as evidence of a breakdown in the organization; failure on the part of management to plan adequately and/or to exercise suffi-

cient control" (Owens, 1981, p.278). Traditional management theory has, therefore, been strongly biased in favor of the concept of a smooth-running organization, characterized by harmony, unity, efficiency, and order. Thus, conflict was viewed only as being disruptive to the organization and something to be avoided at all costs.

In recent years, theorists, researchers, and educational leaders have come to reassess this traditional view of conflict and to view conflict as part of the organizational structure itself (Corwin, 1969) and as important "because it permits and encourages the expression of competing interests and opinions" which can result in creative, innovative solutions to the organization's problems (Banfield, 1969, p.2). Thus, conflict is now being viewed not only as inevitable but contrary to earlier views, it is viewed as a normal part of an organization's functioning and as serving a useful function within an organization by stimulating members to develop creative solutions to the organization's problems.

With these new views on conflict, theorists and researchers have defined conflict, identified the sources of conflict, and reexamined the role of conflict in school operations.

Definitions of Conflict

Before attempting to define conflict it is necessary that a framework for these definitions is established. The conflict, which is being described here, is a social phenomenon and is made up of interpersonal, intergroup, and intragroup interactions (Robbins, 1974). These three types of conflict can consist of interactions between two or more persons, between two or more groups, and between individuals in the same group. It excludes conflict as the term is used in psychology or psychiatry. In those disciplines, the term usually refers to internal human conflict or conflict within the individual.

Thus, the definitions of conflict analyzed here are concerned with the sociological, political, educational, or management view of interpersonal, intergroup, and intragroup interactions. Theorists from these disciplines have defined conflict but there is still no consensus on a specific definition of conflict. According to Owens (1981), "there is general concurrence, however, that two things are essential to any conflict: (1) divergent (or apparently divergent) views and (2) incompatibility of those views" (p.278).

In line with this view Ziegler, et al. (1981) defines conflict as "a situation in which two or more parties perceive

that their goals are incompatible"(p.3). A somewhat similar view is held by Deutsch (1973) who states that "a conflict exists whenever incompatible activities occur"(p.12). This concept is further expanded by Cresswell and Murphy (1980) when they describe conflict "as a situation wherein two or more parties seek ends that are incompatible, and the parties are aware of their own wishes and those of the other party or parties" (pp.243-244).

Cresswell and Murphy's definition also adds the additional element of awareness. Thus, for an administrator to understand and analyze a conflict, it is necessary that he perceive that it exists. Boulding (1962) further expands on this concept and defines conflict as a "situation of competition in which parties are aware of the incompatibility of potential future positions and in which each party wishes to occupy a position that is incompatible with the wishes of the other" (p.5). Boulding's definition of conflict forms the basis of the study of conflict for this study.

Sources of Conflict

In order for an administrator to alter his position in a conflict situation or to attempt to get others to alter their positions, he must understand the origin or the source of the conflict. According to Robbins(1974), "conflict has varying

causes that can be generally separated into three categories: communication, structure, and personal-behavior factors" (p.29).

The communication source refers to those conflicts which arise from semantic difficulties, misunderstandings, and distortions in the communication channel. Structural conflict refers to opposition that develops from organizational roles and to barriers set-up by management in its attempt to separate and coordinate various activities. Lastly, personal-behavior sources include individual idiosyncrasies and differing personal value systems (Robbins, 1974). The next three sections will examine each of these three sources or causes of conflict in non-educational and educational settings.

Communication as a Source

Researchers have frequently identified communication as one of the major sources of conflict (Walton, et al. 1969, and Smith, 1973). While the source of all conflict is certainly not poor communication, there is considerable evidence to suggest that problems in the communication process act to retard collaboration and stimulate misunderstanding.

In order to understand the communication process, Larsen (1979) proposes a communication model which includes a combination of factors. According to Larsen, the communication process begins when a source encodes a message into a nonverbal, verbal, visual, musical, or other format. The message is transmitted through a channnel to a receiver "who decodes the message, trying to sift our channel noise and adding his own interpretation" (p.9).

This view is further expanded by Berlo (1960) who states that the message will be affected by skill, attitudes, knowledge, and the social-cultural system. For example, an author's success in communicating his ideas is based on his writing skills, while a person's total communication success includes his speaking, reading, listening, and reasoning skills. Our willingness to respond to another's ideas is affected by our attitudes. Further, we are limited in our communication activities by the extent of our prior knowledge on a subject. And lastly, just as attitudes and knowledge influence behavior, so does our position in the social-cultural system in which we work and live.

Pfeffer (1981) adds that "one's position in the communication network is clearly an important prediction of individual power" (p. 130). He also discusses the role of language as operating "largely with and on symbolic outcomes and senti-

ments, such as attitudes, beliefs, and social perceptions" (p.183).

School administrators, like all people, bring different skills, attitudes, knowledge, and socio-cultural backgrounds to each conflict situation. In addition differences in academic training, orientation, and perception can affect how an administrator views a particular situation.

For example, Dearborn and Simon (1958) conducted a study in which 23 business executives read a comprehensive case history describing the organization and activities of a steel compnay. Six of the 23 executives were in sales, five in production, four in accounting, and eight in miscellaneous functions. Each manager was asked to write down the most important problem he found in each case. Most managers rated the activities of the department which they headed as the most important. The researchers concluded that the particiants primarily perceived aspects of the situation that related specifically to the activities and goals of the unit to which they were assigned. Thus, a person's perception of an organization's actions can be affected by the vested interest he or she represents. Such "selective perception" can be a source of organizational conflict.

"Selective perception" can also be a factor that works to limit the communication process and contributes to conflict circumstances in the educational organization (Benzel, 1983). In addition as organizations specialize and departmentalize (see the following section) people have different professional skills and training which leads to "disparate terminology and jargon, which impedes the effective movement of ideas" (Robbins, 1974, p.36). The vested interests of individuals or departments can inhibit the ability of the various parties to communicate effectively. Thus, conflict conditions grow and flourish.

This problem is further developed by March and Simon (1958) who report that organizational channeling of information introduces bias into material that is communicated. They found that when information was passed between levels or channels, it became altered as people interpreted "facts" differently. This presents serious problems for school administrators who, by definition, work through others and who depend upon their subordinates to interpret information and direct what they preceive to be the important facts upward through the organization's hierarchy.

Through this brief discussion of the communication process, it is possible to examine some of the possible areas of distortion that can develop and lead to conflict.

Organizational Structure as a Source

The major structural variables frequently identified as sources of conflict in complex organizations are size, specialization and departmentalization, heterogeneity of staff, participation in decision making and power of the manager (Benzel, 1983; Doster, 1982; Robbins, 1974; and Corwin, 1969). Each of these variables will be examined in relation to how it contributes to organizational conflict.

The size of an organization as it affects conflict has been the focus of several studies. Selznick (1953) in a study of the Tennessee Valley Authority found that conflict is likely to be greater in larger organizations. He concluded that smaller organizations had clearer and more specific means of attaining goals. Thus, when goals are concise and well defined, opposition or conflict is reduced.

Similar results were obtained by Corwin (1969) who studied conflict in 28 public high schools. He found that as schools increased in size, therefore, having a larger number of authority levels, the number of conflicts and the rate of conflict intensity increased. His results tend to support the view that conflict intensifies as school organizations become larger.

From his study of conflict within the Philadelphia school district, Lytle (1974) reported that conflict is "unavoidable in a large urban school district" (p. 268). He states that the real challenge to educators is not in developing organizational structures that minimize conflict, but rather in learning to deal with conflict in productive ways.

As organizations develop many functions and departments become more specialized, this process within an educational organization can lead to conflict between the specialists and/or departments (Benzel, 1983). In this environment, decisions tend to reflect internal strategies and protection of the department's turf.

Corwin (1969) studied whether there was a correlation between conflict and specialization in school organizations. Most of the correlations indicated a positive relationship, though only a few were statistically significant. Robbins (1974) supports these findings. He reports a high correlation between specialization and conflict. Furthermore, he discusses a paradox which exists between routine procedures and specialization. When routine is increased through specialization, boredom increases. But reduction in routine tends toward increased uncertainity. Thus, both boredom and uncertainity can contribute to the development of conflict.

Another variable frequently examined is heterogeneity of staff. Robbins (1974) suggests that as the length of employment of several of the group members increases, conflict would be less likely to develop. This phenomenon may occur because people in close relationships have a tendency to suppress hostility (Coser, 1956).

Corwin's (1969) work also supports these views. He found a relationship between age of faculty members and degree of conflict-- as the mean age of a faculty member increased, the incidence of conflict declined on nine of the researcher's ten measures. While heterogeneity of the staff may reduce conflict, the research on employee participation in the decision-making process and conflict reduction was not correlated.

Several studies have investigated the involvement of teachers in the decision-making process and correlated their participation with conflict. Warren (1969) found that participation and conflict were positively correlated. In another study which analyzed decisions which affected the classroom situation, participation was positively correlated with the rate of disputes in nine out of ten items (Corwin, 1969). This study concluded that positive correlation occurred because the authority to make routine decisions permits a

greater opportunity for the expression of existing disputes and allows more occasions for disagreement to arise.

Lastly, the variable of the power of the manager as it relates to conflict has also been examined. Warren (1969) found that power can facilitate coordination and concurrently reduce conflict. Working in a school setting, Warren found that determined coordination was positively correlated with the school principal's use of reward, legitimate, referent, and even coercive power. By increasing the use of certain types of power, the principal improved coordination and, therefore, assisted in reducing conflict between himself and his staff.

Robbins (1974) concludes that low and moderate levels of power, made up of formal and informal authority, can assist in improving coordination and, therefore, work to reduce conflict. But where power is excessive, as perceived by a less powerful group, one may expect it to be challenged, causing conflict.

Therefore, the structure of an organization can create conflict by its very existence. Because these structural factors are somewhat controlable and therefore can be changed by the manager, Jandt (1981) recommends that each organiza-

tional sub-unit or department develop its own goals, values, and strategies and then evaluates others on this basis.

Personal-Behavior Factors as a Source

Personal-behavior factors are concerned with the human factors within an organization. These factors differ from structural factors because they are largely beyond the administrator's control. This section will examine three variables of personal-behavior factors as sources of ocnflict: personality, status and role perception, and goals.

Certain personality attributes are likely to increase conflict behavior according to Robbins (1974). These attributes are high authoritarianism, high dogmatism, and low self-esteem. Deutsch (1973) contends that the manner in which a person acts--as opposed to the substance of the act--may have the greater affect on its interpretation. Thus, an authoritarian person's manner may have a more negative affect on other people than the action itself does. Although an authoritarian person, according to Benzel (1983), may attempt to modify his behavior patterns, when pressure or stress occurs, this person will probably revert to the authoritarian style. This behavior pattern of authoritarian individuals has been further explained by Deutsch (1973):

> Conflict that is resolved by a more powerful tendency suppressing or repressing a weaker one, without the extinction of the weaker tendency's underlying motives, leads to the return of the repressed tendency in disguised form whenever the vigilance or defenses of the more powerful tendency are lowered.(p.47)

Similarily, people with dogmatic personalities are likely to resist change and innovation and thus conflict is likely to increase (Benzel, 1983). Also people with low self-esteem tend to see others as a threat and react to possible conflict situations by antagonistic behavior (Koyle, 1981). Thus, the presence of anyone or any combination of these three personality attributes is likely to cause a conflict within an organization to intensify.

An additional variable that can contribute to conflict is the status and role perception of individuals. In a study which analyzed the behavior of purchasing agents whose status aspirations were blocked, Tannebaum and Schmidt (1958) found that these purchasing agents had increased conflict with other units. Group status was also identified as a potential source of conflict by Gibson, et al.(1979). They found that one group's inaccurate perception of another group's status resulted in the development of group stereotypes which led to deterioration of relations and conflict.

The role expectations of an individual can also lead to the development of conflict. Robbins (1974) concludes that "how one perceives himself in his position can significantly affect his performance and thus the potential for conflict between him and his peers in his own and adjoining units" (p.52).

Lastly, the behavior of individuals is also affected by their perception of the goals of the organization and their department (Benzel, 1983). If several departments pursue a common goal, there is less likely to be conflict than when these departments pursue different goals. Benzel advances several reasons why goal differences might occur: 1.) because departments have competing perspectives on flexibility or stability; 2.) because one department pursues long range strategies while another pursues a short range strategy; and 3.) because one department attempts to meet its goals regardless of its effect on the organization's goals.

While an administrator can not directly control these personal-behavior factors, he must be able to deal with them or else conflict in the organization will become unmanageable.

Consequences of Conflict

Each of the three sources of conflict previously discussed contributes to the inevitable occurance of conflict in the organization. The key for the leader, therefore, is to manage conflict in ways which assist the organization's mission. To analyze this leadership need, the distructive and constructive consequences of conflict will be examined.

March and Simon (1958) identify the organization's reaction to conflict in terms of the use of analytical processes (problem solving and persuasion) or bargaining processes (negotiations and politics). They form the following conclusion:

> We predict that almost all disputes in the organization will be defined as problems in analysis, that the initial reaction to conflict will be problem- solving and persuasion, that such reaction will persist even when they appear to be inappropriate that there will be a greater explicit emphasis on common goals where they do not exist than where they do, and that bargaining (when it occurs) will frequently be concealed within an analytic framework (p.131).

Moreover, unresolved conflict can cause difficult problems for an individual. Without a channel to release conflict feelings, whether organizational or personal, tremendous stress is likely to occur (Koyle, 1981). On a personal level, emotional and physical health problems may also re-

sult. These individual consequences also produce high costs to the organization and society.

Organizational costs associated with conflict can develop through the misallocation of resources, the suboptimization of effort, and the distortion of organizational goals (Jandt, 1981). While in the past many theorists and administrators have viewed conflict as being harmful to the organization, Coser (1956) states "groups require disharmony as well as harmony, dissociation as well as association; and conflicts within them are by no means altogether disruptive factors" (p.31).

This view is supported by Swingle (1976) who believes that "conflict although inevitable need not be destructive; instead it can be the dynamic property or life force...of an organization that when properly harnessed can keep organizations responsive" (p.19). Furthermore, Deutsch (1973) states that conflict helps the problem-solving process if the organizational climate is open and allows the honest communication of relevant information. He writes that "a cooperative process produces many of the characteristics that are conductive to creative problem solving---openness, lack of defensiveness, and full utilization of available resources" (p. 363).

To be effective an administrator must develop strategies to utilize and/or contain the many conflict conditions which most decisions potentially present. But at the same time, the administrator must also learn to use conflict situations so that they are of benefit to the organization--and this is not an easy task.

THE RELATIONSHIP OF POWER AND CONFLICT

Numerous theoretists have recognized the relationship between power and conflict (Duke, 1976; Dubin, 1960; Weber, 1947; and others). Weber (1947) incorporates conflict into his definition of power. He defines power as the "probability that one actor within a social relationship will be in a position to carry out his own will despite resistance" (p.152). Thus, through "resistance" he unites the concepts of power and conflict.

Other theorists, such as Frey and Young (1978) and Duke(1976), have recognized that social organizations are not free from conflict but rather that the use of power to resolve conflict can be a unifying process for the organization. The proper use of power by an administrator is not a simple task. Twomey (1978) stresses that administrators must be able to use the right type of power to resolve each conflict and that "knowing how power affects conflict resolution

allows the practitioner to shape the process to achieve optium results" (p.149).

Thus, conflict is recognized as an important and inevitable condition of human existence and a part of social organizations (Coser, 1956; Corwin, 1969; and Duke, 1976). Power is recognized as one of the primary means used by the leader to direct, maintain, and develop the mission of the organization (Dahl, 1957, and French and Raven, 1959). Therefore, an administrator needs to konw what type of social power to use in different conflict situations in order to effectively resolve the conflict.

Because of their position in the school organization and because of the new demands and expectations of parents of handicapped children, special education administrators are frequently finding themselves in conflict situations with parents. They now need to understand and be able to use different types of social power to influence conflicts with parents of handicapped children. This research, therefore, is designed to begin to understand how special education administrators use social power to resolve conflicts with parents of handicapped children and, as a result, to contribute to our understanding of the power base preferences of organizational leaders.

RATIONALE

In reviewing the literature and designing the study, the researcher examined several theories of conflict and conflict resolution, including the work of Blake and Mouton (1964), Killman and Thomas (1979), Twoney (1978), and others, as well as theories of power. As stated previously, the researcher wanted to learn if special education administrators influence, handle, or deal with white or non-white parents, low or high SES parents, or parents of a TMR child or an ED child in different ways in varying situations. Thus, the focus of the study was not on how special education administrators resolve conflicts or their conflict resolution strategies (although this is certainly an area to be examined in other research), but rather to look at how special education administrators initially deal with these different groups of parents. The situations selected dealt with conflict issues since conflict situations provided a basis for examining how special education administrators deal with these parents.

This study, therefore, was designed to examine how one person (the special education administrator) attempts to influence another person (the parent). The work on power bases provided a framework for a study of this nature. In addition, since seven power bases had been developed, the power base framework offered the special education administrator an

opporunity to select from seven very different courses of action (the power bases). And these seven power bases provided courses of action that could be developed into scenario question responses that are compatible with how administrators handle these situations on a day-to-day basis.

Thus, for the purposes of this study the seven power bases provided a framework for studying the problem that this dissertation seeks to address:

> Is what the special education administrator does to influence conflicts with parents affected by the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child.

CHAPTER THREE THE METHODOLOGY

The previous chapter provided a review of the literature used to examine power, conflict, and their relationship. This base, plus the previous research discussed in the review, provide the basis for the research design. This chapter discusses the primary and secondary research questions and the research hypothesis examined in the study. It also describes the survey sample, the instrument development, the measurement of the validity and reliability of the instrument, the data collections procedures, and the data analysis procedures.

RESEARCH QUESTIONS

The literature on power and conflict was used to formulate the theoretical constructs for the design of this study. The power base definitions used in this study are those developed by French and Raven (1959), Raven and Kruglanski (1970), and Hersey, et al.(1979). The seven power bases are coercive power, reward power, expert power, legitimate power, referent power, information power, and connection power. The discussion of these power bases in the first section of Chapter Two supports using these seven power bases as appropriate for

an examination of the power base preferences of educational administrators.

The review of the literature on power bases also indicated that little research has been done on the determinants of power base choices of the influencer. This study will examine three variables-- the socio-economic status of the parents, the race of the child and the parents, and the handicapping condition of the child---as being possible determinants of a special education administrator's choice of power bases to resolve conflicts with parents.

Furthermore, researchers on social power have recognized that resistance or conflict is inherent in the application of power in social organizations. In Chapter Two, conflict, the sources of conflict in an organization, and conflict in educational settings were discussed. For the purposes of this study, conflict is defined as a situation where two or more parties are aware of incompatible positions, objectives, or goals and where each party wants to occupy a position not compatible with the others (Boulding, 1962).

In recent years special education administrators have frequently found themselves in conflict with parents over such issues as: (1) private school placements for handicapped children; (2) transportation for handicapped children; (3)

the provision of related services for handicapped children; and (4) requests for due process hearings related to the placement and evaluation of handicapped children. These four issues consistute the conflict issues to be examined in this study.

Primary Research Questions

Building on the use of social power to influence conflicts, five primary research questions were developed to examine the power base choices of special education administrators. These research questions are:

Research Question I Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a private school placement for their handicapped child?

Research Question II Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the

parents' request for a change in their child's transportation arrangements?

Research Question III Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for additional related services for their handicapped child?

Research Question IV Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a due process hearing to resolve issues related to the evaluation and placement of their child?

Research Question V Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents?

Secondary Research Questions

Each special education administrator brings to his position his own unique background. A person's background which includes personal characteristics, education, and work experiences affects the manner in which a person functions in his position. Thus, such variables as the special education administrator's age, sex, certification status, years of special education teaching experience, years of experience in administration and in their present position, may be associated with choice of power base used to influence conflicts with parents.

In addition to these background variables influencing the power base used by the special education administrator, the size of the school system may also be associated with how an administrator functions in his position. The policies and procedures and the resources of a large, medium, and small system are usually very different. A special education administrator, therefore, may have different policies to guide his actions or resources to draw on depending on the size of the school system in which he works. Hence, differences in a special education administrator's responses based on school district enrollment will also be examined.

The secondary research question investigated in this study is: Are the personal and educational characteristics and the work experiences of the special education administrator, and/or the size of the school district associated with special education administrators use of the power bases to influence conflicts with parents?

Research Hypothesis

Management theorists (Hersey, et al. 1979 and Hersey and Blanchard, 1977) have recommended that administrators use a power base or a combination of power bases depending on the maturity of the influencee. Hersey, et al. (1979) propose that the expert, information, and referent power bases be used to influence people with higher levels of maturity.

While no studies have formally tested their theories, this study will test an hypothesis based on their work and on the work of social scientists on status and race: Special education administrators will use information power to resolve conflict stiuations with parents who are white and have a high socio-economic status.

SURVEY SAMPLE

In order to obtain a sample of special education administra-

tors who were in a position in their school system to answer these questions, it was necessary to conduct this study in several states. Four adjacent states, Maryland, North Carolina, Virginia, and West Virginia, were selected for inclusion in this study.

The State Education Department of these four states annually prepare lists of people who are administratively responsible for the provision of special education and related services in each of the state's school systems. The number of special education administrators on each of these four lists was as follows: (1) Maryland listed 24 special education administrators; (2) North Carolina listed 141 special education administrators; (3) Virginia listed 128 special education administrators; and (4) West Virginia listed 55 special education administrators. Thus, there are a total of 348 special education administrators in the four states.

In the school systems on these lists, the special education administrators held a variety of positions--coordinator, director, supervisor, assistant superintendent, and others. All 348 special education administrators regardless of position title were contacted regarding participating in the study (See the Data Collection Procedures Section).

Levin's (1975) recommendations and formula for determining sample size for planned and post hoc analysis of variance comparisons was used to determine the needed sample size of 176 subjects. Several committee members recommended that, if possible, the sample be larger than 176 subjects to allow for subjects who initially agreed to participate but later do not return the needed information.

One hundred and seventy-five special education administrators completed the survey instrument. One response form was unusable. The respondent was contacted by the researcher to attempt to obtain the data, but the respondent was unable to provide answers to the specific questions. Thus, all the data are based on the 174 usable cases.

Seventy-four of the respondents (42.5%) were male and 97 were female (55.7%). The majority (60.3%) were between 35 and 50 years of age while 21.3% were under 35 and 16.7% were over 50.

The respondents held a variety of positions including coordinator, supervisor, director, program administrator, administrative assistant, assistant superintendent, assistant director, and specialist. The majority (56.9%) were the director of special education.

Special education administrators were also asked to indicate whether the school system in which they worked had less than 10,000 students, between 10,000 and 15,000 students, or more than 15,000 students. In addition to knowing the number of respondents in each of the three categories, it is important to know if the respondent sample of each category is in proportion to the total number of school systems in the state in each enrollment category.

Thus, 1984-85 enrollment statistics for every school system in the four states was obtained. The school systems' enrollment figures were then analyzed to obtain the percentage of school systems in each of the three previously mentioned categories. Furthermore, the enrollment figures of the respondents' school systems were also analyzed to obtain the percentage in each of the three enrollment categories. (Chart I contains this data.) As the chart indicates the percentage of school systems in each of the three categories was very similar to the percentage of respondents' school systems in each category. Therefore, one can assume 1.) that the respondents are representative of the school systems in each of the four states and 2.) that each category is represented in the study in proportion to the enrollment of each category in each state.

CHART I SCHOOL SYSTEM ENROLLMENT DATA

PERCENTAGE OF SCHOOL SYSTEM ENROLLMENT FOR STUDY RESPONDENTS

SIZE OF SCHOOL SYSTEM	FREQUENCY	PERCENT
Less than 10,000 students	129	74.1%
Between 10,000 and 15,000	24	13.7%
More than 15,000 students	21	12.1%
TOTAL	174	100%

COMPARISON OF STATE AND STUDY ENROLLMENT PERCENTAGES

STATE		SIZE OF SCHOOL SYSTEM: LESS THAN 10,000	BETWEEN 10,000-15,000	MORE THAN 15,000
Maryland	State Total	37.5%	16.7%	45.8%
	Study Total	36.4%	9.1%	54.5%
No. Carolina	State Total	76.6%	14.9%	8.5%
	Study Total	76.8%	14.5%	8.7%
Virginia	State Total	84.4%	7.1%	8.6%
	Study Total	85.2%	7.4%	7.4%
West Virginia	State Total	81.8%	10.9%	7.3%
	Study Total	80.6%	11.1%	8.3%

Most of the special education administrators had been in their present position for over a year--only 14.9% were in the job a year or less. Many of those who were in their present position for less than a year had had prior experience in other administrative positions since only 5.7% (10 respondents) had one year or less of any administrative experience.

The majority of the special education administrators also held advanced degrees--doctorates (15.5%), masters plus 30 hours (50%), masters plus 15 hours (21.8%), masters (11.5%), and only one person had just a bachelor's degree.

The respondents were certified in numerous areas and fields. Approximately half of the respondents (48.9%) were certified in the area of mental retardation. About one-third of the respondents were certified as an elementary teacher (38.5%), 39.7% as a supervisor of special education, 37.9% as a director of special education, 31% as an elementary principal, and 29.9% as a learning disabilities teacher. Furthermore, over one-fourth of the administrators (27%) had less than a year of special education teaching experience.

Appendix A contains a complete breakdown of the background data on the survey respondents.

INSTRUMENT DEVELOPMENT

An instrument was needed to examine the power bases used by special education administrators to influence conflicts with parents. As previously mentioned four variables or determinants (conflict issue, socio-economic status of the parents, race of the child and parents, and handicapping condition of the child) were also to be studied. Prior to constructing the instrument the levels for each of these variables was determined as follows:

Conflict Issues A review of the literature on due process hearings and conflicts between parents and the school system yielded a list of 15 conflict issues which special education administrators frequently face. The researcher and several committee members reviewed the list and selected the four conflict issues that are the most serious ones facing special education administrators today. These conflict issues are: (1) private school placements for handicapped children; (2) transportation for handicapped children; (3) the provision of related services for handicapped children; and (4) requests for due process hearings related to the placement and evaluation of handicapped children.

Socio-Economic Status Socio-economic status is often determined by a person's income level. Since it is not possible

to develop instrument question items which give an individual's income level, it was decided that socio-economic status should be determined by information other than income level.

Moreover, Reiss (1961), Jones, et al (1965), and Gusfield and Schwartz (1965) have linked an individual's occupation with his social status. While most people view social status in terms of three levels-- high, medium, and low, the researcher found that there was little agreement as to which occupations are middle level occupations (Jones, et al., 1965). Thus, it was decided that for the purposes of this study only two levels of socio-economic status--high and low--would be investigated. The occupations selected for the high status variable were: (1.) doctor, (2.) lawyer, (3.) vice-president of a bank, and (4.) president of a construction company. The occupations selected for the low status variable were: (1.) unempolyed person on welfare, (2.) janitor, (3.) street cleaner, and (4) day laborer.

Furthermore, in order to stratify the two levels, the background information on the parents was developed to reinforce the particular level. For example, high status parents were presented as being active in community affairs (and often school system affairs), well-educated, and influential people. Whereas, the low status parents had less socially desirable traits and were presented as being welfare

recepients, poorly educated, having many personal problems, and not involved in community affairs.

Race of the Parents and Child Because researchers have linked a person's perception of another's status with race, the variable of race was included. This variable is frequently broken down into several categories--white, black. Asian, Indian, Hispanic, etc. Since this study involves special education administrators in the states of Maryland, North Carolina, Virginia, and West Virginia, it was decided that most of these administrators would primarily be dealing with parents and children who were of the white and black races. They would have only infrequent contact with Asian, Indian, or Hispanic children. Thus, two levels of race--white and non-white--were selected.

Handicapping Condition Public Law 94-142 mandates special education services for mentally retarded, learning disabled, physically handicapped, visually impaired, hearing impaired, and emotionally disturbed students. Many school systems, however, do not provide programs for each of these handicapping conditions. This is because they may not have a sufficient number of eligible students to operate a program. Students in these school systems are often served by neighboring school systems or by cooperative programs.

Thus, it was necessary that the handicapping conditions selected for study in this research be ones that most special education administrators provide programs for in their school system. The researcher in consultation with committee members selected the handicapping conditions of trainable mentally retarded and emotionally disturbed as ones that most school systems would provide programs for students at the elementary school level. In addition, researchers have found that a large number of conflicts between parents and the school system have involved T.M.R. and E.D. students (Smith, 1981, and Kammerlohr, 1983).

Furthermore, special education services are available to children from pre-school to post-secondary school. States, however, differ in the age guidelines they use to determine services. For example, many states mandate services for handicapped children from ages two to 21, while other states serve other age ranges. West Virginia, for instance, mandates services for children from ages five to 23. Thus, it was decided that the age levels used should be consistent with mandated age levels in all states. Since special education and related services for handicapped children are available for most elementary age students in every state, this level was selected.

In developing the instrument questions the researcher was also concerned that some subjects might consider a 10, 11, or 12 year old student as either an elementary or a secondary level student depending on the classification of schools used in their school system. To resolve this problem, it was decided that only ages six, seven, eight, and nine would be used for elementary students. In this way, there would be no confusion as to the educational level of the child. Furthermore, all names of the students and their parents were selected so that 1.) the child could be thought of as a boy or a girl and 2.) the family last name is of Anglo-Saxon origin.

Instrument Format

Since this study examines four variables (conflict issues, the socio-economic status of the parents, race of the parents and the child, and handicapping condition of the child) as they influence the special education administrator's use of the seven power bases, it was decided to structure the instrument questions in a scenario format. This format was patterned after the approach used by Rest (1979) in his research on moral values. Rest developed a survey instrument that measured the actions expected by respondents to moral dilemmas as presented in a case format. A similar approach was used in this analysis of the power bases.

Using a scenario format each of the four conflict issues became the focus of a scenario question. In addition, one of each of the other three variables was structured into a scenario. Thus, since there are four conflict issue variables and two levels of the other variables, a total of 32 scenario questions were developed for the total instrument (4 x 2 x 2 x 2 = 32).

Each of the 32 conflict scenarios was developed to represent a typical, realistic situation that a special education administrator faces. The researcher's personal experience as a special education administrator and consultation with special education administrators and with the Coordinator of the Special Education Administration and Supervision Program at Virginia Tech provided the background for each conflict scenario. Each response to the conflict scenario was developed in a similar manner to represent each of the seven power bases.

A "master" set of eight scenarios was developed. The remaining 24 scenarios were developed by changing one or two variables in the "master" set. Thus, all 32 scenarios have a similar structure and form based on the "master" set.

In October, 1984 a field test of the "master" set of eight scenarios was conducted. Nine special education teachers, a

regular education teacher who is also the parent of a handicapped child, two principals, and two graduate students participated in the field test. The field test panel made the following comments and recommendations: 1.) the scenario question format was interesting to read and should be used; 2.) the seven power base responses provided a sufficient number of options upon which to make a decision; 3.) the scenarios were realistic and presented situations which parents and special education administrators are facing; and 4.) eight scenario questions were far too many for one person to complete--the subjects should respond to no more than four scenario questions.

As the 32 scenario questions (with the seven power base responses) were being developed, the researcher was also aware that an instrument of eight, 16, or even 32 scenarios would be far too long. On the advise of several committee members, the researcher took steps to resolve this problem. First, the 32 scenario questions were divided into eight sets of four questions (Sets A thru H). This was done using a Latin Squares Design. Chart II on the following page shows the distribution of the variables into the eight sets. Second, it was decided that each subject would complete only four scenario questions. (Each Appendix B thru I contains a set of four scenario questions.)

CHART II DISTRIBUTION OF THE VARIABLES INTO EIGHT SETS

USING A LATIN SQUARES DESIGN

VARIABLES:

HANDICAPPING CONDITION
- E.D. (E)
- T.M.R. (T)

STATUS
- High (H)
- Low (L)

RACE
- White (W)
- Non-White (N)

CONFLICT ISSUES
- Conflict #1 - Private School Placement
- Conflict #2 - Transportation
- Conflict #3 - Related Services
- Conflict #4 - Due Process Hearing

Variables	Conflict #1	Conflict #2	Conflict #3	Conflict #4
HWT	(A)	F	C	H
LWT	[B]	G	D	(A)
HNT	C	H	E	[B]
LNT	D	(A)	F	C
HWE	E	[B]	G	D
LWE	F	C	H	E
HNE	G	D	(A)	F
LNE	H	E	[B]	G

BREAKDOWN OF THE VARIABLES IN EACH SET

	SET A	SET B	SET C	SET D	SET E	SET F	SET G	SET H
Conflict #1	HWT	LWT	HNT	LNT	HWE	LWE	HNE	LNE
Conflict #2	LNT	HWE	LWE	HNE	LNE	HWT	LWT	HNT
Conflict #3	HNE	LNE	HWT	LWT	HNT	LNT	HWE	LWE
conflict #4	LWT	HNT	LNT	HWE	LWE	HNE	LNE	HWT

VALIDITY AND RELIABILITY MEASUREMENT OF THE INSTRUMENT

For any instrument or test that is used for research, it is critical that it be valid and reliable. Reliability refers to the level of consistency of the measuring device (Brown, 1970). It answers the question, does the instrument demonstrate stability over time? Validity, on the other hand, concerns itself with whether or not an instrument measures what it is designed to measure (Brown, 1970).

Procedures for Measuring Validity

The various types of validity fall into three general classes: criterion-related validity, content validity, and construct validity. For this study, the content validity of the instrument was examined. Content validity involves determining the extent "the test represents the behavioral domain which the test items sample" (Brown, 1970, p.133).

In order to establish the validity of the instrument, a validiation panel was set up. This panel was asked to review the instrument and each scenario in terms of three questions:

1. Do the scenarios represent typical conflict situations that special education administrators are involved in with parents?

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated?

3. Each of the seven responses to the scenario questions represents one of the power bases. Please check the power base you believe each response represents.

The researcher established that an 80% agreement or positive response level was the minimum acceptable response for each of the three questions (including each of the seven power base identification sections of Question 3).

The people selected as panelists had experience in public schools working with handicapped children and their parents in the following roles or positions: 1.) as a parent of a handicapped child; 2.) as an advocate for handicapped children; 3.) as a special education administrator (not involved in this study); 4.) as a superintendent of schools; and 5.) as a professor of special education administration and supervision or of educational administration. Ten panelists were contacted by the researcher in late November; all those contacted agreed to serve on the panel. (Appendix J contains a list of the panel members and their backgrounds.)

The ten panelists were divided at random into two groups. The first group received Set A and the second group received Set E. Thus, the panel members reviewed four scenario questions which were similar except that the handicapping condition was reversed.

Conflict #1	Set A	HWT	Set E	HWE
Conflict #2	Set A	LNT	Set E	LNE
Conflict #3	Set A	HNE	Set E	HNT
Conflict #4	Set A	LWT	Set E	LWE

In early December each panelist was sent: 1.) a follow-up letter explaining their task; 2.) Background Information which explained the purpose of the study, the key concepts of social power and conflict, the variables to be measured, and the validation panel's task; 3.) a copy of the Instument Set (either A or E); and 4.)a Feedback Form. (Appendix J contains this information.) The panelists were asked to review the scenarios and to respond to the Feedback Form within two weeks.

Chart I in Appendix K contains Panel A's responses to the four scenario questions. Chart II in Appendix K contains the

same information for Panel E. In addition, since Question 3 concerns the panel members identification of the same seven power bases, the data from both Panel A and E were combined. The results are presented in Chart III in Appendix K In 19 out of the 28 responses to scenario Question 3 panelists identified the power bases with 100% accuracy. For the remaining nine scenario responses, there was 90% accuracy of identification. Since there was 80%, and in most instances 100%, agreement on all of the Feedback Form questions, the researcher did not make any major changes in the instrument.

Furthermore, the panel members had numerous positive comments about the scenario situations and the format and purpose of the study. The following is a sample of their comments.

> I've dealt with parents on these conflict issues at least two or three times a week. You've tapped some core problems.
>
> I hear this situation often. The description of the parents is so very real.
>
> The format of the study is most interesting--I expect people will respond.

Procedures for Measuring Reliability

After considering several methods for establishing test reliability, including the alternate forms method and split-half method, the researcher decided to use the test-retest method as being the most practical and feasible for this type of instrument. In addition, the internal reliability of the instrument was also examined.

The test-retest method for establishing reliability consists of administering the same test to the same subjects on two different occasions. The interval between administrations is very important. Too much time allows the subject to acquire skills or experiences that could cause him to change his response. Too little time allows the subject to possibly remember items from the first administration (Brown, 1970).

In the process of developing the instrument, there was a concern that special education administrators would respond to the survey in a manner that is legally correct rather than to respond as they would in an actual situation. This is because the special education administrator's actions are directed much more by federal, state, and local regulations than are the actions of most other educational administrators.

In order to attempt to determine if special education administrators would respond to a situation in a manner that was different from what they believed to be correct according to federal, state, or local regulations, the reliability group was divided into two groups of 15. One group (the Director Group) was instructed to answer the scenario questions as a special education administrator and the other group (the Legal Group) was instructed to answer with federal, state, and local regulations in mind.

Thirty doctoral students in special education administration programs at Virginia Tech and George Washington University participated in the reliability study. Half formed the Director Group and the other half the Legal Group. Initially, all the participants responded to the scenario questions in Sets A thru D. Three weeks later they responded to the retest version which consisted of Sets E thru H. The test and retest versions were identical except that the handicapping condition was reversed. (Appendix L contains a sample of the response forms.)

The reliability of the instrument was measured using Pearson Correlation Coefficients. The results of the reliability tests are contained in Chart III. The instrument had a .8646 test-retest reliability. The internal reliability measures

Chart III RELIABILITY DATA

PEARSON CORRELATION COEFFICIENTS USED TO DETERMINE TEST - RETEST RELIABILITY

	TEST	RETEST
TEST	1.000 (30) p=.	.8646 (30) p=.000
RETEST	.8646 (30) p=.000	1.000 (30) p=.

PEARSON CORRELATION COEFFICIENTS USED TO DETERMINE INTERNAL RELIABILITY

	TEST	RETEST
LEGAL SET	.8305 (30) p=.000	.8376 (30) p=.000
DIRECTOR SET	.8047 (30) p=.000	.8360 (30) p=.000

were all in the .80 to .84 range. In studies of this nature, these correlations are acceptable.

Furthermore, since both the Director Group's and the Legal Group's reliability ratings were in the .80 to .84 range, the concern that special education administrators would respond in a manner that is legally correct rather than respond as they would in an actual situation was not found to be a problem.

DATA COLLECTION PROCEDURES

In early October a letter was sent to all special education administrators on the previously mentioned State Education Department lists. This letter stated the purposes of the study and asked special education administrators to participate in the study. The letter also explained to them that it would take between 10 and 15 minutes of their time on two separate occasions to complete the survey instrument. In addition, the special education administrators were asked to return a postcard to the researcher indicating whether or not they were willing to particpate in the study. (This was later changed so that subjects completed the survey only once.)

As of November 1st, 203 special education administrators had returned the postcard. One hundred and sixty-one adminis-

trators indicated that they were willing to participate in the study. Forty-two indicated that they were unable to participate. In early November a second contact was made with the 145 special education administrators who did not respond to the first mailing via a double postcard. (Appendix M contains a copy of the first letter and the follow-up double postcard.)

After the second mailing, an additional thirty-one administrators agreed to participate and forty responded that they were unable to participate. All those special education administrators who agreed to participate were divided at random into eight groups (A thru H). Each group was sent a cover letter, a Background Data Sheet, a set of four scenarios, and a Response Form. The first group received Set A, the second group received Set B, and so on. They were asked to respond to their scenario set and return the Background Data Sheet and the Response Form.

Each answer sheet was coded so that follow-up mailings could be sent to nonrespondents. Three weeks following the initial mailing a postcard was sent to everyone to serve as a thank you to those who responded and as a reminder for those who had not. For those who did not respond to the first two mailings, a letter, a replacement instrument, Background Data Sheet, and a Response Form were sent seven weeks later.

After the initial mailing 150 subjects completed the instrument. The second mailing, the thank you/reminder postcard, netted an additional ten responses. The final mailing was sent to 36 subjects who had not responded to the two previous mailings; 14 more subjects then completed the survey. Thus, 175 subjects (of which 174 were usable) completed the survey for a response rate of 88.8% of those who agreed to participate and for a response rate of 50% of the total number of special education administrators in the four states.

DATA ANALYSIS PROCEDURES

The five primary research questions were tested using a three-way Analysis of Variance (ANOVA) procedure. This procedure involved "dummy coding" six of the possible responses to each of the five primary research questions in order to determine the effect the three variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) have on the remaining seventh response. This procedure, in turn, was done for each of the other six responses. Thus, since there are five primary research questions and seven possible responses, this three-way ANOVA procedure was done 35 times.

The secondary research questions were analyzed in order to determine if the personal and educational characteristics of

the special education administrator, and/or the size of the school system are associated with the special education administrtors' use of the seven power bases to resolve conflicts with parents. These questions were tested using a Chi-Square test.

The research hypothesis was tested using a frequency distribution and a proportional T-test.

CHAPTER FOUR ANALYSIS OF THE DATA

This study examined the power base preferences of special education administrators in conflict situations. Five primary research questions, secondary research questions, and a research hypothesis were studied. The data were developed from the responses of 174 special education administrators to scenario questions which concerned four variables: the conflict situation, the socio-economic status of the parents, the race of the parents and the child, and the handicapping condition of the child.

The research questions, the secondary research questions, and the research hypothesis are each examined individually with the data for each presented accordingly. Appendix M contains tables for all the findings.

RESEARCH QUESTIONS

Five primary research questions were tested using a three-way Analysis of Variance (ANOVA) procedure. This procedure involved "dummy coding" six of the possible power base responses to each of the five research questions in order to determine the effect of the three variables (socio-economic status of the parents, the race of the parents and child, and

the handicapping condition of the child) have on the remaining seventh response. This same procedure was then done for each of the other six power bases. Since there were five primary research questions and seven possible responses, this three-way ANOVA procedure was done 35 times.

All of the findings of the 35 ANOVA procedures are summarized in Chart XI at the end of the Research Question Section. Appendix N contains a complete table of the findings for each of the 35 ANOVA procedures. In addition the seven ANOVA procedures in which an interaction occurred have been graphed to show the interaction between the independent variables (See Charts IV thru X).

Research Question I

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a private school placement for their handicapped child?

The seven power base responses (coercive, connection, reward, legitimate, referent, informational, and expert) were each analyzed using a 2x2x2 analysis of variance which assessed the effects of socio-economic status (SES), race, and handicapping condition.

For the coercive power base, a significant interaction of socio-economic status and handicapping condition was obtained ($F=5.32$, $p<.05$). (See Chart IV and Table 1 in Appendix N.) Special eduction administrators used coercive power in private school placement conflicts when dealing with high socio-economic status parents who had a TMR child and with low socio-economic status parents who had an ED child.

For the connection power base, there were no significant interactions. Table 2 contains these data.

For the reward power base, a significant main effect was obtained for socio-economic status ($F=4.011$, $p<.05$) and race ($F=4.147$. $p.<.05$), and the interaction of socio-economic status and race was also significant ($F=4.031$, $p<.05$). The data are reported in Chart V and in Table 3 in Appendix N. and indicate that special education administrators use reward power to influence private school placement conflicts when the parents are non- white and have a low socio-economic status.

A significant main effect was obtained for socio-economic status ($F=5.793$, $p<.05$) for the legitimate power base. Legitimate power was used more with parents of high socio-economic status in private school placement conflicts. (See Table 4.)

CHART IV GRAPH OF THE INTERACTION OF SES AND HANDICAPPING CONDITION FOR THE COERCIVE POWER BASE IN RESEARCH QUESTION I

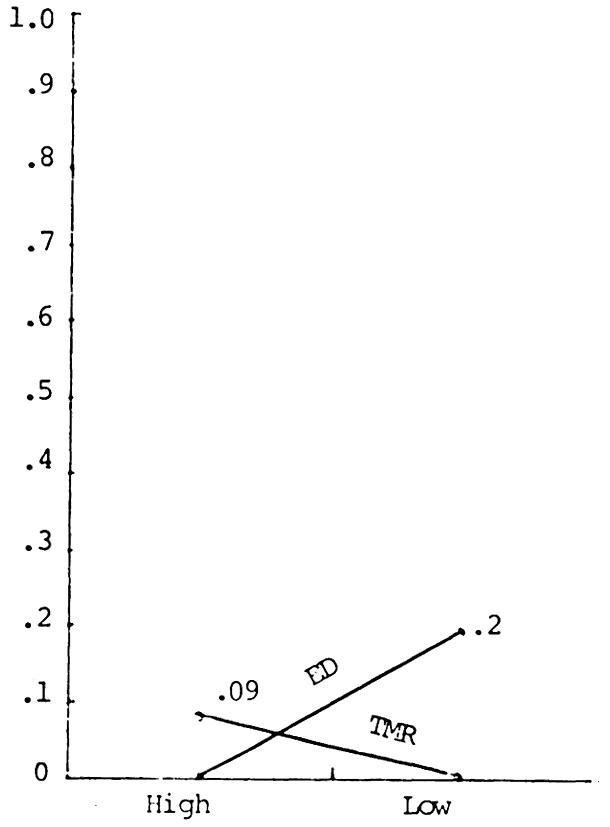
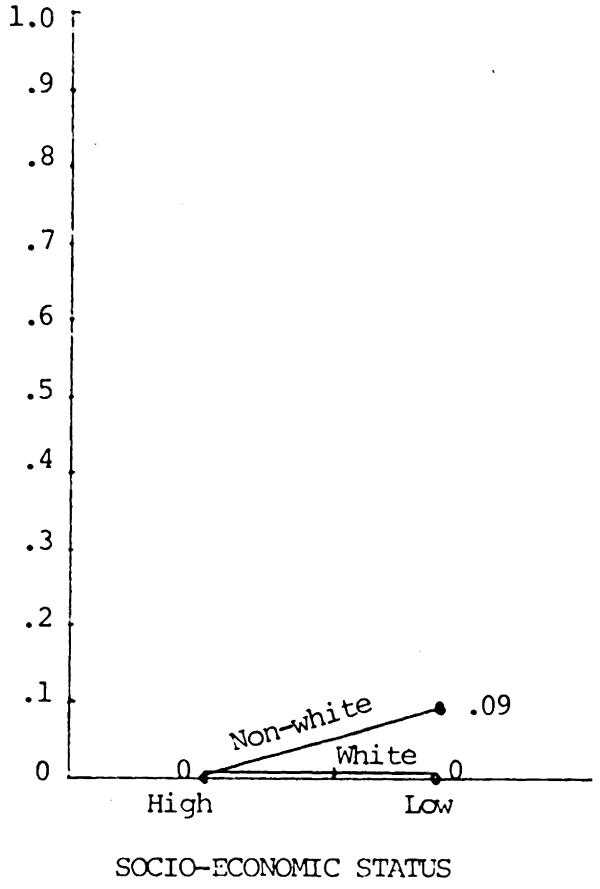


CHART V GRAPH OF THE INTERACTION OF RACE AND SES FOR THE REWARD POWER BASE IN RESEARCH QUESTION I



There were no significant interactions for the referent power base. (See Table 5.)

For the information power base, a significant main effect was obtained for socio-economic status ($F=4.132$, $p<.05$) and the interaction of socio-economic status and handicapping condition was also significant ($F=5.573$, $p<.05$). Thus, special education administrators used information power to influence conflicts with high socio-economic status parents who had an ED child and with low socio-economic status parents who had a TMR child. (See Chart VI and Table 6 in Appendix N.)

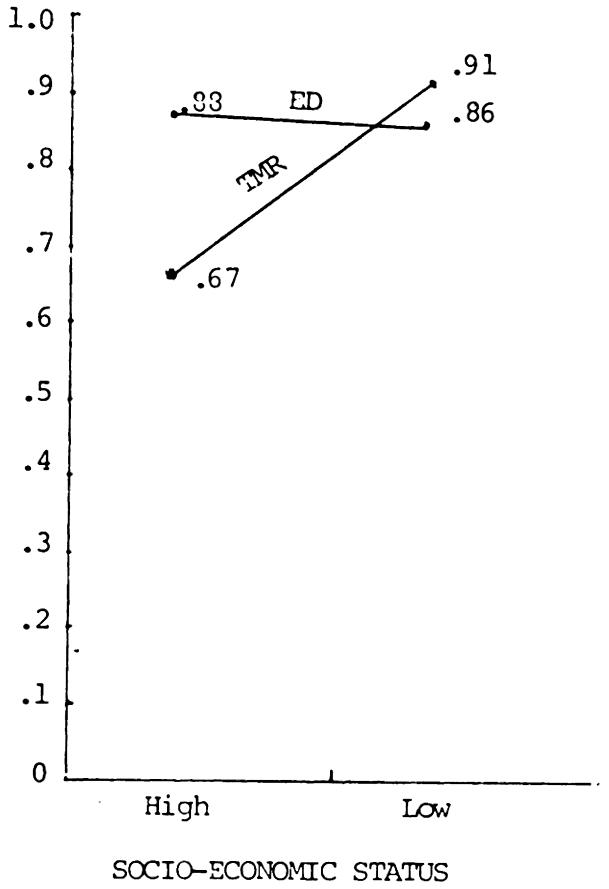
For the expert power base, there were no significant interactions. (See Table 7.)

Research Question II

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a change in their child's transportation arrangements?

The seven power base responses (coercive, connection, reward, legitimate, referent, informational, and expert) were each analyzed using a 2x2x2 analysis of variance which assessed the effects of socio-economic status (SES), race, and handicapping condition.

CHART VI GRAPH OF THE INTERACTION OF SES AND HANDICAPPING CONDITION FOR THE INFORMATION POWER BASE IN RESEARCH QUESTION I



For the coercive power base and the connection power base there were no significant interactions. (See Tables 8 and 9.)

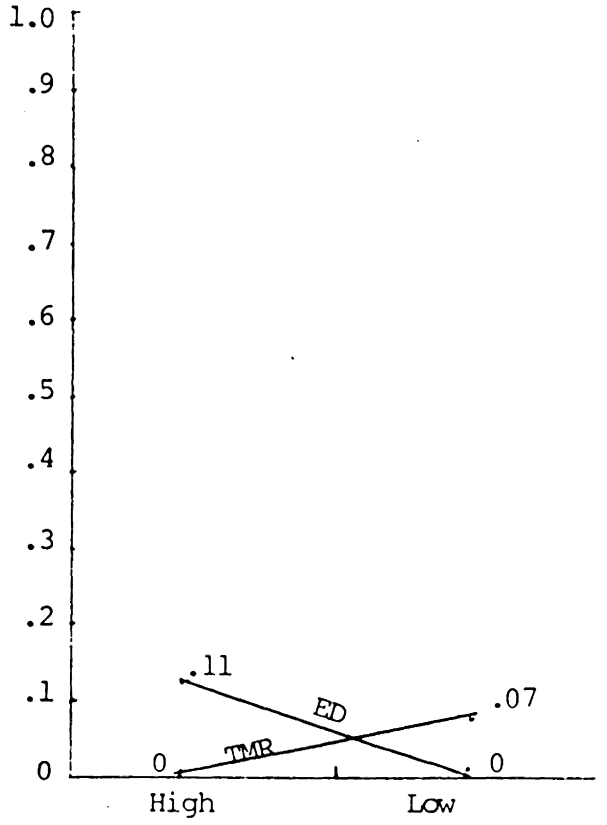
A significant interaction of socio-economic status and handicapping condition was obtained for reward power ($F=8.521$, $p<.05$). Special education administrators used reward power in transportation conflicts when dealing with high socio-economic status parents who had an ED child and with low socio-economic status parents who had a TMR child. (See Chart VII and Table 10 in Appendix N.)

There were no significant interactions for the legitimate power base and the referent power base. (See Tables 11 and 12.)

For the information power base, a significant main effect was obtained for socio-economic status ($F=5.212$, $p<.05$). Special education administrators used information power in attempting to resolve transportation conflicts with high socio-economic status parents (See Table 13.)

A significant main effect was obtained for socio-economic status ($F-6.458$, $p<.05$) for expert power. In transportation conflicts, special education administrators used expert power in attempting to resolve conflicts over transportation with low socio-economic status parents. (See Table 14.)

CHART VII GRAPH OF THE INTERACTION OF SES AND HANDICAPPING CONDITION FOR THE REWARD POWER BASE IN RESEARCH QUESTION II



Research Question III

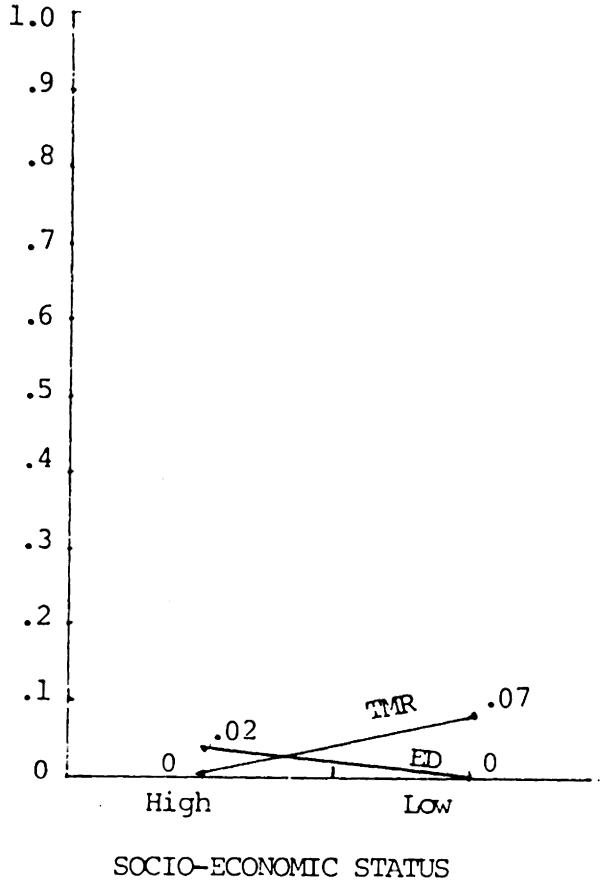
> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for additional related services for their handicapped child?

The seven power base responses (coercive, connection, reward, legitimate, referent, informational, and expert) were each analyzed using a 2x2x2 analysis of variance which assessed the effects of socio-economic status (SES), race, and handicapping condition.

For the coercive power base and the connection power base there were no significant interactions. (See Tables 15 and 16.)

A significant interaction of socio-economic status and handicapping condition was obtained ($F=4.575$, $p<.05$) for the reward power base. (See Chart VIII and Table 17 in Appendix N.) Reward power was used by special education administrators to influence conflicts over related services issues with parents who had high socio-economic status and an ED child and with parents who had low socio-economic status and a TMR child.

CHART VIII GRAPH OF THE INTERACTION OF SES AND HANDICAPPING CONDITION FOR THE REWARD POWER BASE IN RESEARCH QUESTION III



There were no significant interactions for the legitimate power base and the referent power base. (See Tables 18 and 19.)

For the information power base, a significant main effect was obtained for handicapping condition ($F=4.083$, $p<.05$). Thus, information power was used by special education administrators to influence conflicts with parents who had an ED child. (See Table 20.)

For the expert power base a significant main effect was obtained for socio-economic status ($F=5.285$, $p<.05$). Special education administrators used expert power to influence related service conflicts with parents who had a high-socio-economic status. (See Table 21.)

Research Question IV

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a due process hearing to resolve issues related to the evaluation and placement of their child?

The seven power base responses (coercive, connection, reward, legitimate, referent, informational, and expert) were each analyzed using a 2x2x2 analysis of variance which assessed

the effects of socio-economic status (SES), race, and handicapping condition.

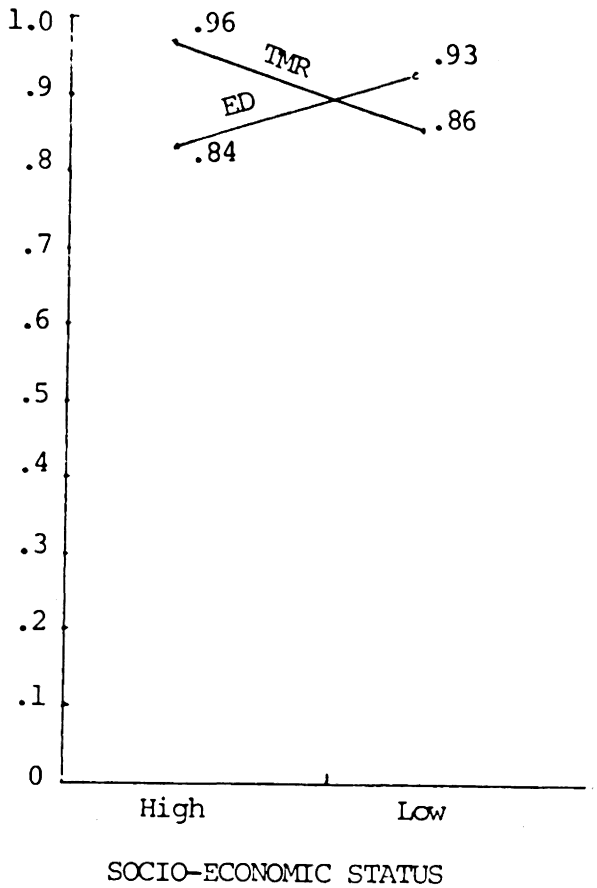
There were no significant interactions for the coercive power base. (See Table 22.)

For the connection power base, there was a significant main effect for race ($F=3.919$, $p<.05$). Special education administrators used connection power to influence conflicts over requests for a due process hearing to resolve issues related to the evaluation and placement of a child when the parents and the child were white. (See Table 23.)

For the reward power base, the legitimate power base and the referent power base, there were no significant interactions. (See Tables 24, 25, and 26.)

A significant interaction of socio-economic status and handicapping condition was obtained for information power. (See Chart IX and Table 27 in Appendix N.) Special education administrators used information power to influence conflicts over parents' request for a due process hearing to resolve issues related to the evaluation and placement of a child when the parents were of high socio-economic status and had a TMR child and when the parents were of low socio-economic status and had an ED child.

CHART IX GRAPH OF THE INTERACTION OF SES AND HANDICAPPING CONDITION FOR THE INFORMATION POWER BASE IN RESEARCH QUESTION IV



There were no significant interactions for the expert power base. (See Table 28.)

Research Question V

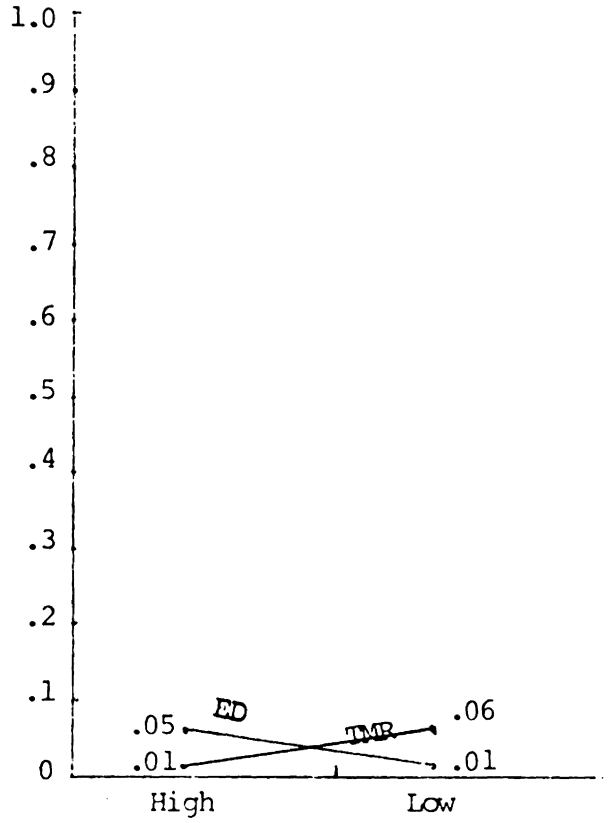
> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents?

The seven power base responses (coercive, connection, reward, legitimate, referent, informational, and expert) were each analyzed using a 2x2x2 analysis of variance which assessed the effects of socio-economic status (SES), race, and handicapping condition.

For the coercive power base and the connection power base, there were no significant interactions. (See Table 29 and 30.)

For the reward power base, a significant main effect was obtained for race ($F=6.084$, $p<.05$) and the interaction of socio-economic status and handicapping condition was also significant ($F=11.651$, $p<.05$). Chart X and Table 31 in Appendix N contains this data. Special education administrators used reward power to influence conflict situations with non-white parents. Also, reward power was used with high

CHART X GRAPH OF THE INTERACTION OF SES AND HANDICAPPING CONDITION FOR THE REWARD POWER BASE IN RESEARCH QUESTION V



socio-economic status parents who had an ED child and with low socio-economic status parents who had a TMR child.

There were no significant interactions for the legitimate power base. (See Table 32.)

For the referent power base, there was a second-order interaction of socio-economic status, race, and handicapping condition ($F=4.155$, $p<.05$). Table 33 contains these data. This second-order interaction was possibly caused by error since no significant main effects or interactions for referent power in the other four conflicts were found, and this conflict combined the responses from those conflicts.

There were no significant interactions for the information power base and for the expert power base. (See Tables 34 and 35.)

SECONDARY RESEARCH QUESTIONS

Secondary research questions were tested to examine whether such variables, as the special education administrator's age, sex, education, certification status, years of experience in administration and in their present position, and years of special education teaching experience, or the size of the school district, are associated with the special education

Chart XI SUMMARY TABLE OF F RATIOS FOR THE FIVE RESEARCH QUESTIONS

ANOVA RUN / DEPENDENT VARIABLE	MAIN EFFECTS			2-WAY INTERACTION			3-WAY INTER-ACTION
	SES	RACE	HC	SES RACE	SES HC	RACE HC	RACE SES HC
	PRIVATE SCHOOL PLACEMENT CONFLICTS						
Coercive	2.105	0.172	1.738	0.324	5.317*	0.344	0.103
Connection	1.098	1.051	1.005	1.263	1.152	1.130	1.182
Reward	4.011*	4.147*	0.804	4.031*	0.934	0.952	0.910
Legitimate	5.793*	0.041	0.025	0.055	1.676	1.255	0.001
Referent							
Information	4.132*	0.908	1.636	2.358	5.573	0.147	0.208
Expert	1.098	1.051	1.005	1.263	1.152	1.130	1.182
	TRANSPORTATION CONFLICTS						
Coercive	2.135	1.954	1.770	2.089	1.852	1.778	1.860
Connection							
Reward	0.429	2.201	0.366	0.540	8.521*	0.623	2.496
Legitimate	0.604	0.000	0.027	0.581	0.465	0.004	0.426
Referent							
Information	5.212*	0.363	0.027	0.266	1.287	0.803	0.354
Expert	6.458*	0.076	1.095	1.693	0.228	0.051	0.116
	RELATED SERVICES CONFLICTS						
Coercive	1.971	1.922	0.024	1.948	0.016	0.016	0.016
Connection	0.000	0.000	0.001	2.120	2.122	2.122	0.005

SUMMARY TABLE (Continued)

ANOVA RUN / DEPENDENT VARIABLE	MAIN EFFECTS			2-WAY INTERACTION			3-WAY INTERACTION
	SES	RACE	HC	SES RACE	SES HC	RACE HC	RACE SES HC
Reward	1.113	0.001	1.069	1.312	4.575*	1.310	0.002
Legitimate	0.319	0.301	3.410	3.587	0.172	0.166	0.351
Referent	0.882	0.881	0.795	0.833	0.814	0.794	0.804
Information	2.861	0.091	4.083*	1.592	0.627	0.400	0.719
Expert	5.285*	2.061	0.125	2.134	0.105	0.247	0.250
	DUE PROCESS HEARING CONFLICTS						
Coercive	1.043	0.868	0.869	0.929	0.884	0.849	0.888
Connection	1.149	3.919*	0.868	1.147	0.001	0.860	1.167
Reward	0.175	1.897	0.338	0.185	0.194	0.082	0.163
Legitimate	2.143	0.009	1.965	0.010	2.059	0.010	0.010
Referent	0.290	0.307	0.249	0.278	0.358	0.477	3.031
Information	0.009	0.001	0.355	0.113	3.924*	0.507	0.258
Expert	3.003	0.214	3.200	0.211	3.039	0.231	0.221
	CONFLICT						
Coercive	0.099	1.008	0.111	1.034	2.827	0.097	1.087
Connection	0.157	3.569	0.132	1.370	0.146	0.168	0.167
Reward	0.057	6.084*	0.388	2.378	11.651*	3.799	1.479
Legitimate	0.930	0.000	0.930	1.769	0.925	0.007	0.010
Referent	0.975	0.000	0.975	1.002	0.000	1.074	4.155*
Information	0.227	0.554	1.216	1.802	0.371	0.146	1.806
Expert	0.050	0.375	0.030	1.072	0.069	0.076	0.014

administrator's use of the seven power bases in influencing conflicts with parents.

Each of the variables (age, sex, education, certification status, years of experience in administration, years of experience in present position, years of special education teaching experience, and the size of the school system) were tested using a chi-square test. None of the obtained chi-square values were significant and only three out of the 32 cases had cells with five or more responses per cell.

Because the data tended to cluster in three of the seven power bases (legitimate, information, and expert power), the responses were then collasped into four response categories--legitimate, information, expert, and other. A chi-square test was again run for each of the previously mentioned variables. No significant chi-sqaure values were obtaind and many cells also contained less than five responses. The researcher then further collasped the variables. For example, the position category previously had four levels (coordinator, supervisor, director, and other). (See the Background Data Sheet in Appendix A.) It was collasped into two levels--director and other. A similar change was made on all the other variables except the variable sex. There were, however, no significant chi-square values obtained and 14 out of the 32 cases had cells with five or less responses.

Thus, the above mentioned variables were not found to be associated with the special education administrator's use of the seven power bases in influencing conflicts with parents.

RESEARCH HYPOTHESIS

One research hypothesis was tested using a frequency distribution and a proportional T-test. This hypothesis was: Special education administrators will use information power to resolve conflict situations with parents who are white and have a high socio-economic status.

Eight of the 32 questions concerned parents who were white and have a high socio-economic status. The responses to these eight questions were used to test the hypothesis. Special education administrators used information power in 83.9% of the responses to influence conflicts with these parents. This value was tested using a proportional T-test ($t=25.04$, $df=174$, $p<.05$) and was found to be significant. Thus, the hypothesis was confirmed.

AFTER-NOTES

Many of the special education administrators who completed the instrument made comments regarding the instrument and its content. It is interesting to note that administrators, who

completed the instrument after it was initially sent, made very positive comments. The following are a few examples:

- This is my type of survey--easy to complete and interesting

- Nice instrument....good luck

- These cases are so very typical.

- Interesting survey instrument--am anxious to see your results!

- Very realistic survey

Whereas, several respondents, who completed the instrument after the reminder postcard or after the third mailing, had very different comments:

- Another example of special education parents getting more than other parents and still wanting more.

- Typical special education cases -- more money for special ed students.

- Again, the school system has to do it the parents' way.

CHAPTER FIVE DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The discussion of findings, conclusions, and recommendations in this chapter are based on the data collected in the study and the review of the literature. As in any study undertaken in a new area of research with a new instrument, broad generalizations are premature. The data collected revealed many interesting findings but also indicated a need for further research in several areas.

This chapter presents a discussion of the findings, identifies the conclusions drawn from the findings, and recommends areas and problems for further study.

DISCUSSION

The purpose of the study was to examine whether the power base used by the special education administrator to influence conflicts with parents is related to the socio-economic status (SES) of the parents, the race of the parents and the child, and/or the handicapping condition of the child.

This study, therefore, examined four variables--the conflict issue, the handicapping condition of the child, the socio-economic status of the parents, and the race of the parents and the child--as they influence the use of the seven power bases by special education administrators to resolve conflicts with parents. Five research questions, secondary research questions, and a research hypothesis were examined. Each of these will be discussed individually.

In the scenario questions the special education administrators had eight possible choices available, information power, as one might have predicted, was selected most often. The other power bases were selected by a small number of administrators in particular conflict situations, but it is these selections that this study seeks to understand. Since the sample size of the study was small and since the study was limited to a small geographic area, all results should be viewed as only a "first cut" at better understanding how special education administrators try to influence white and non-white parents, high and low SES parents, and parents of ED and TMR children.

The results of the five research questions are briefly summarized in Chart XII. The conflicts with empty boxes had neither main effects nor interactions.

Chart XII SUMMARY TABLE OF THE RESULTS OF THE FIVE CONFLICTS

POWER BASES	CONFLICTS: PRIVATE SCHOOL PLACEMENTS	TRANSPORTATION	RELATED SERVICES
EXPERT		MAIN EFFECT -SES Used with low SES parents	MAIN EFFECTS - SES Used with high SES parents
INFORMATION	MAIN EFFECT - SES Used with low SES parents INTERACTION - SES & HC Used with high SES parents who had a ED child & with low SES parents who had an TMR child	MAIN EFFECT - SES Used with high SES parents	MAIN EFFECT - HC Used with parents who had an ED child
REFERENT			
LEGITIMATE	MAIN EFFECT - SES Used with high SES parents		
REWARD	MAIN EFFECT - SES & RACE Used with non-white parents & used with low SES parents INTERACTION - RACE & SES Used with non-white parents of low SES	INTERACTION - SES & HC Used with high SES parents who had an ED child and with low SES parents who had a TMR child	INTERACTION - SES & HC Used with high SES parents who had an ED child and with low SES parents who had a TMR child
CONNECTION			
COERCIVE	INTERACTION - SES & HC Used with high SES parents who had a TMR child and with low SES parents who had an ED child		

Chart XII CONTINUED

POWER BASES	CONFLICTS: DUE PROCESS	CONFLICTS: CONFLICT - Combined
EXPERT		
INFORMATION	INTERACTION - SES & HC Used with high SES parents who had a TMR child & with low SES parents who had an ED child	
REFERENT		
LEGITIMATE		
REWARD		MAIN EFFECT - RACE Used with non-white parents INTERACTION - SES & HC Used with high SES parents who had an ED child and with low SES parents who had a TMR child
CONNECTION	MAIN EFFECT - RACE Used with white parents	
COERCIVE		

Research Question One

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a private school placement for their handicapped child?

Hersey, et al. (1979) recommends that administrators use a power base or a combination of power bases depending on the maturity of the influencee. They rank the seven power bases in the following order from those used with low maturity people to those used with high maturity people: coercive, connection, reward, legitimate, referent, information, and expert. Because of the work of Hersey, et al. (1979) and Benzel (1983) on power base uses and because of the work of Johnson (1974) on how determinants or variables effect the use of power bases, one might expect certain patterns to emerge in the special education administrator's use of the power bases in combination of the variables of race, socio-economic status, and handicapping condition. That is, administrators might use coercive and/or connection power with low socio-economic (SES) parents (low maturity) who were non-white and had a TMR child or information and expert power with high SES parents (high maturity) who were white and had an ED child. This would also support the work of Gusfield and Schartz (1965) and Jones, et al.(1965) on status and

race. No definite patterns, however, emerged in this conflict or in the other four conflicts.

Private school placement conflicts are no doubt the most costly of the four conflicts for the school system. This possible cost to the school system was probably a large factor in the special education administrators' choice of a power base. The potential costs involved in this conflict may have influenced administrators to use primarily information power but also to use coercive, reward, and legitimate power in certain instances.

A significant interaction of SES and handicapping condition was found for coercive and information power. Special education administrators used coercive power in private school placement conflicts when dealing with high SES parents who had a TMR child and with low SES parents who had an ED child. The high SES parents who have a TMR child may request a private school placement 1.) because the child's placement in a TMR class in the public school effects their social status in the community, 2.) because they believe the child can best be served in a private school, and/or 3.) because they do not want to keep the child in the home and the private school placement is a residential school. Low SES parents with an ED child may request a private school placement because the

child is disruptive at home and poses a possible danger to himself and/or the family.

Thus, coercive power, which uses a threat to gain compliance (French and Raven, 1959), was used with both groups of parents but to a greater extent with low SES parents. Administrators may have felt that a coercive action or threat would cause the low SES parent to withdraw the request. And, since the conflict at issue had the potential to cost the school system a great deal of money, they would also use force to try and influence the high SES parent. To fully explain why administrators used coercive power with these two groups of parents will require further research.

Another significant interaction was found for information power. Administrators used information power when dealing with high SES parents who had an ED child and with low SES parents who had a TMR child. High SES parents with an ED child may request a private school placement for the same three reasons (mentioned previously), plus the parents of an ED child often cannot effectively manage or control the child at home.

Administrators used information power with these parents as they did in most cases. The scenario questions indicated

that the administrator had data to support the child's teacher or Placement Advisory Committee. With this type of data and support, administrators could easily rely on information power initially with parents---and, then, use other powers if information power was not successful. This may account for the heavy use of information power in this conflict and the others.

Furthermore, in the researcher's experience, most low SES parents with a TMR child do not request a private school unless the child has additional handicaps or unless a case worker or outside agency encourages them to do so. But since the scenario questions stated that the low SES parents requested the private school placement, the administrators may feel confident that they can use information power to convince these low SES parents who have less education and status that the school system can provide for their child.

In addition, another significant interaction was found for reward power for socio-economic status and race. Administrators used reward power with non-white parents of a low socio-economic status. Reward power is based on providing something material or nonmaterial to get the other person to comply (French and Raven, 1959).

Administrators may have used reward power because they felt that non-white parents of a low SES would be more receptive to these rewards than other groups of parents. Administrators may believe that other parents would only want the private school placement and would not settle for anything else, but non-white, low SES parents would settle for another program or additional services. For in the scenario cases, reward power involved providing the child with less costly additional services (the reward) rather than providing the costly private school placement.

Finally, main effects were obtained 1.) for the reward power base for socio-economic status and race, and 2.) for the legitimate power base and for the information power base for socio-economic status. To influence private school placement conflicts, special education administrators used reward power when the parents were non-white and when the parents were of a low SES. Legitimate power was used with high SES parents and information power was used with low SES parents.

The main effect of SES and race for reward power was additive and led to the first order interaction found for SES and race. This was also true for the main effect of SES for information power.

The main effect obtained for SES for legitimate power is unique. Like coercive power, the use of legitimate power was only found to be significant in private school placement conflicts and in no other conflicts. Legitimate power stems from a person's position in the hierarchy (French and Raven, 1959). Thus, administrators may have used legitimate power with the high SES parents whom they felt would know and respect the administrator's position in the school system. Thus, these high SES parents would be more likely to comply with the administrator and the school system because of the administrator's position or status.

While additional work needs to be done to fully understand the administrators' choice of power bases in private school placement conflicts, it is possible that administrators may have also been influenced by their own school system's ability to appropriately serve TMR and ED students. The scenario questions implied that the school system was able to serve the child, but it is possible that each administrator thought about the availability of these programs in his own school system. This area also needs to be investigated further.

Research Question Two

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education ad-

ministrator to influence conflicts with parents regarding the parents' request for a change in their child's transportation arrangements?

Again, no specific patterns of combinations of variables were found. One first order interaction was obtained for reward power for socio-economic status and handicapping condition. Special education administrators used reward power in transportation conflicts when dealing with high SES parents who had an ED child and with low SES parents who had a TMR child.

It is difficult to determine why this combination of high status parents with an ED child and of low status parents with a TMR child emerged (and was also found in two other conflicts). Transportation conflict issues are usually not as costly as private school placement conflicts and can sometimes be resolved by re-routing the child's bus or by changing the bus the child rides. Thus, administrators may have felt that they could bargain or offer rewards to these parents on this issue rather than see the conflict escalate further

Main effects were found for information power and expert power for socio-economic status. Special education administrators used information power in attempting to resolve

transportation conflicts with high SES parents and used expert power with low SES parents.

Although Hersey, et al. (1979) predicts that these two powers would be used with high maturity people, the use of expert power with low SES parents does not support their theory. Administrators may have believed that in transportation conflicts low status parents could be influenced by the superior knowledge that the administrator possesses regarding the transportation of handicapped children. Administrators may also feel that it is easier to convince these parents of their superior expertise on non-educational issues involving buses, routes, and timelines rather than issues involving the instructional program, related services, or the evaluation and placement of the child.

Research Question Three

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for additional related services for their handicapped child?

A first order interaction was obtained for reward power for socio-economic status and handicapping condition. Reward power was used by administrators to influence conflicts over

related service issues with parents who had a high socio-economic status and an ED child and with parents who had a low socio-economic status and a TMR child. This combination of variables is identical to the one found in transportation conflicts.

Administrators may have felt that the high SES parents of an ED child would be willing to bargain or negotiate regarding the amount of speech therapy or other related services. Thus, by giving the parent a little more service the conflict would be resolved. Whereas, the administrator might view the low SES parent of a TMR child as willing to accept a small amount of additional services because the low SES parents might not believe that their TMR child will benefit very much from the originally requested amount.

A main effect was found for information power for handicapping condition and for expert power for high SES.

Information power was used by administrators to influence related service conflicts with parents who had an ED child. Parents of an ED child are often frustrated by their child's behavior and problems and subsequent learning problems. These parents often seek all types of reasons to explain and offer solutions for the child's behavior and problems. Ad-

ministrators often receive requests from parents of ED students for special programs, diets, classroom lightning, etc. which the parents believe will somehow change their child's behavior. Often by sitting down and talking with the parents, the administrator can help the parents understand that their child's needs are far more complex than a "quick-fix" solution. A request for related services may be seen as another "quick-fix" soluton. But by explaining the facts regarding their child's needs, the administrator can frequently convince the parents that additional related services are not what the child needs. And, thus, the conflict can be resolved.

Expert power was used with high SES status parents. This supports the work of Hersey, et al.(1979).

Research Question Four

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents regarding the parents' request for a due process hearing to resolve issues related to the evaluation and placement of their child?

In Research Question One, Private School Placement Conflicts, there was an interaction of socio-economic status and handicapping condition for both coercive and information

power. The same combination of variables found for coercive power is again found with information power. Special education administrators used information power to influence conflicts related to the evaluation and placement of a child when the parents were of high SES and had a TMR child and when the parents were of low SES and had an ED child.

High status parents often question the evaulation and placement of their child if the child is found to be mentally retarded. Administrators probably use information power to try to explain the results of the testing to the parents and to try to convince them that the child's current placement is the appropriate one for him.

Many low status parents question their child being placed in an ED class. While they realize that the child is disruptive or destructive or dangerous to himself and others, it is often difficult to convince them to place their child in a special program. They often blame the regular classroom teacher, the other children, the bus driver, etc. for causing the child's problems. Thus, the special education administrator often uses information regarding the academic and psychological testing and the observations to try to convince the parents that an ED class placement is appropriate for the child.

Also, a main effect for connection power for race was obtained. Connection power was used by only a small number of administrators and the results should be considered with that fact in mind. Administrators used connection power to influence conflicts over requests for a due process hearing to resolve issues related to the evaluation and placement of the child when the parents and the child were white. Only in this conflict was connection power found to be significant. Connection power is based on the influencer's connections with influential or important people. The influencee would want to gain favor or avoid the disfavor of the powerful connection (Hersey, et al. 1979).

Administrators may believe that white parents are concerned about their image and position in the community. Thus, the administrator can use connection power to convince white parents that a due process hearing for their child would not in their best interest in the community.

Research Question Five

> Is there a relationship between the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child and the power base used by the special education administrator to influence conflicts with parents?

Research Question Five combined the responses of the previous four questions into one research question. For the reward power base. a significant interaction was obtained for socio-economic status and handicapping condition and a significant main effect was obtained for race. Administrators used reward power to influence conflict situations with high SES parents who had an ED child and with low SES parents who had a TMR child. This same combination of variables was also found in Research Questions Two and Three.

High SES parents often have the financial means to provide other options for their child, i.e., tutoring, private schools, counseling. Many high SES parents exercise these options and then later ask the school system to pay for them. Being aware of this, administrators may believe it is better to negotiate with these parents rather than have the parents put the child in a private school or get tutoring for the child. Then, later through legal means the parents will try to get the school system to pay for these services. Administrators may be working on the assumption that to give a little now is better than the time and trouble involved in a long protracted conflict with the parents.

A similar view may also hold with low SES parents--it is better to give a little more to their TMR child and resolve

the conflict. While low SES parents may not have the options available to them that the high SES parent has, a conflict with a low SES family can also absorb staff time and effort which is costly to the school system.

Administrators in this study frequently used reward and information power to influence parents. Cope (1970) found that the influencee considers reward power (and coercive power) as "inappropriate and illegitimate bases of influence" (p.7). Similar results were obtained by Cashus (1970), who found that influencees were very dissatisfied when reward and coercive power were used, by Bachman, et al.(1966), and by Hornstein, et al.(1968).

Harbour (1979), however, found that the influencee felt most positive about himself in the exercise of reward power. Thus, while reward power might not be the most satisfying for the parents, the administrator may feel confident and positive about themselves when they use it. This latter point may explain why they rely so heavily on it.

Information power has been only recently proposed and no similar studies have been conducted to access it's effect on the influencee and the influencer. Information power because it relies on information or data that the administrator has

available to them is easy to use. There is little effort (other than time for the conversation) and no cost to the school system. Thus, administrators may rely on it as a first step before taking other more difficult and costly steps.

Secondary Research Questions

> Secondary research questions were tested to examine whether such variables, as the special education administrator's age, sex, education, certification status, years of experience in administration and in their present position, and years of special education teaching experience, or the size of the school district, are associated with the special education administrator's use of the seven power bases in influencing conflicts with parents.

None of the obtained chi-square values were found to be significant. While the previously mentioned variables (age, sex, education, etc.) were not found to be associated with the administrator's use of the seven power bases in influencing conflicts with parents, the background characteristics of the administrators may help understand their use of the power bases.

The vast majority of the administrators were older (over 35), held advanced degrees, had several years experience as a special education administrator, and were certified in several areas of special education. But over one-fourth of the

administrators had less than a year of special education teaching experience.

Since the majority of the administrators had several years experience as a special education administrator, it is likely that their responses to the scenario questions reflect how they have handled similar conflicts in the past or how they would now handle the conflict based on their previous experiences.

Also approximately half of the administrators were certified in mental retardation but only 14.9% were certified in the emotional disturbance area. Thus, in these conflicts many administrators may have responded to the questions involving TMR children based on their previous experience of working with these children and their parents. But since few administrators were certified in ED, it is unlikely that they had taught ED students, and, therefore, they have not had similar experiences with ED students and their parents. Further research on the certification and teaching experience of special education administrators may help explain why they used reward power with high SES parents who had an ED child and with low SES parents who had a TMR child and why they used information and coercive power with high SES parents who had a TMR child and with low SES parents who had an ED child.

This study sought to examine how special education administrators initially attempt to resolve a conflict with parents. There are many other variables which this study did not examine that could also influence an administrator's actions. Three of these other variables are the pressures of the immediate situation, the past experience of the administrator, and the personality of the administrator.

This study was conducted via a survey instrument which the administrators completed at their leisure. They, therefore, had time to read and consider each question before selecting their preferred course of action. In an actual conflict situation with a parent in the office, on the phone, or in a meeting, the administrator may experience more pressure to respond quickly. Thus, in the actual situation the administrator may select a different course of action depending on the pressures of the situation.

Furthermore, each senario question assumed that this was the first time the administrator had been involved in a conflict with these parents. Administrators often find themselves in repeated conflicts with the same family over other children or the same child. The experiences of these previous conflicts can also effect how an administrator responds to subsequent conflicts. For example, an administrator, who has

been involved in conflicts with the same family over transportation issues, may have used information power to influence the parents the first time. In subsequent conflicts with these parents the administrator may rely on coercive or legitimate power to resolve the conflict.

Also, administrators who have been involved in many conflicts on a particular issue may approach conflicts on the same issue in a very different manner than an administrator who faces the conflict for the first time.

Lastly, the majority of the administrators who responded to this study relied on information power as a first step to resolve the conflicts and only a small number used the other power bases. It may be that those administrators who use other power bases, such as coercive or reward, to attempt to resolve that conflict are very different administrators from those administrators who would use information power in the same situation. These administrators may have very different personalities and take different courses of action to resolve conflicts not only with parents but with superiors, subordinates, and laterals.

Also, some of these administrators may be new to their present position and lack experience in dealing with parents of

handicapped children and, thus, they may take actions because they are insecure in their position. But later as they become more secure in their position, they may also rely on information power.

This study did not explore these issues. Further research is needed to determine what effect these variables have on a conflict.

Finally, this study focused on how special education administrators attempt to influence conflicts with parents. The conflict resolution process is usually only a small portion of the total communication process between the school and the parents. In a recent study, Malmberg (1984) developed materials to assist parents in preparing for their child's Placement Committee Meeting. Further work is needed to help parents effectively communicate with the school system at all stages of their child's education and to help special education administrators effectively communicate with parents at all stages of a child's education. Perhaps, by better understanding how special education administrators attempt to initially influence conflict situations, one can gain greater insight into the parent-school communication process at one small portion of the process.

Research Hypothesis

> Special education administrators will use information power to resolve conflict situations with parents who are white and have a high socio-economic status.

The research hypothesis was confirmed; special education administrators used a high maturity power, information power, when dealing with white, high SES parents. Thus, the work of Hersey, et al.(1979) was supported.

In dealing with white, high SES parents, the administrators selected a power which did not involve a confrontation with the parents. Since these parents often held influential positions in the community, the administrators may have indirectly felt that these parents could use their connections and influence to bring pressure on the administrator or to cause additional problems for the special education department. They, thus, avoided the use of power bases which might upset the parents.

The administrators may have been reluctant to use rewards or to negotiate with these parents because the administrator felt that the parents, especially the lawyers and bankers, might be better negotiators than the administrator and might bargain for services beyond that which the administrator was

prepared to give. Thus, they avoided entering into any type of negotiation with this group of parents.

Researchers, such as Gusfield and Schwartz (1965) and Jones, et al. (1965), have found that people view white, high SES people differently than other groups of people. And, subsequently, they often treat these people differently, i.e., they are more courteous, more tolerant, more respectful, etc. The special education administrator may also view white, high SES parents differently than other parents. The administrator may believe that these parents, because of their education and maturity, would understand the data and information about their child that the administrator would share with them. And, thus, these parents could be convinced that the school system's position was the appropriate one for their child. The conflict, therefore, could be easily and simply resolved.

CONCLUSIONS

This study investigated whether the power base used by the special education administrator to influence conflicts with parents is affected by the socio-economic status of the parents, the race of the child and the parents, and/or the handicapping condition of the child. Initially the re-

searcher expected that patterns would emerge in the special education administrator's use of the power bases. No definite patterns did emerge.

In addition, the researcher expected that the majority of the administrators would use information power to influence parents and that a small number of administrators would use the other powers in specific conflict situations. It is the administrators' use of the other six powers under certain conditions that this study seeks to understand.

Three major findings did result from the study: 1.) administrator's decision making appeared to be sensitive to the context in which it was made; 2.) administrators relied heavily on reward power to influence conflicts; and 3.) administrators used information power to resolve conflicts with white, high SES parents.

First, while there was not a pattern or combination of variables present, the administrator's decision making appeared to be sensitive to the context in which it was made. That is, the conflict issue itself was more important in an administrator's use of power bases than the combination of variables present in the scenario. Administrators used various power bases to influence different conflicts and in some

cases these power bases were found to be significant when various variables (SES, race, and HC) and combinations of variables (SES and race, SES and HC, etc.) were present. Cope (1970) also found that power usage is often situationally determined.

The four conflict issues could all prove to be very costly to the school system. But conflicts over private school placement issues are by far the most costly. With these costs in mind, administrators used coercive, reward, legitimate, and information power to attempt to resolve these conflicts.

In the other three conflicts over transportation, related services, and a due process hearing, the administrators relied primarily on reward and information power but also did use connection and expert power to a limited extent.

When the four conflicts were combined reward power was found to be significant. Thus, in conflicts administrators used reward power to influence the situation. Benzel (1983) found that "the tendency toward reliance on reward power is compatible with the predominate reliance upon referent power"(p.107). This view was also supported by Shaw (1981).

French and Raven (1968) also indicate that there is a relationship between reward and referent power. They state "The utilization of actual rewards...by O will tend over time to increase the attraction of P towards O and therefore the referent power of O over P"(p. 263). The special education administrator's preference for reward power (in most of the conflicts) may indicate that reward power can be used to build a transition to referent power. The parent who has received rewards in the past from the administrator may begin to like or begin to admire the administrator. Thus, as French and Raven (1968) state "the strength of referent power is a measure of the the degree of identification of one party with the other"(p. 267). Because the parents now identifies with or likes the special education administrator, the administrator may plan later to rely on referent power to persuade the parent.

The second finding concerns, the administrator's use of reward power. As mentioned previously, administrators frequently used reward power to influence conflicts--especially with high SES parents who had an ED child and with low SES parents who had a TMR child. The frequent use of reward power indicates that administrators are willing to negotiate or bargain with parents. Administrators may believe that it is

better to "give a little" than to risk escalating the conflict.

Most of the administrators in this study had experience as a special education administrator or as a school administrator. It is likely that they responded to the scenario questions based on previous conflicts that they had had with parents. They, therefore, had used reward power to influence conflicts and felt that it is an effective power base.

In this researcher's experience special education administrators often use rewards to resolve a conflict, but the rewards only resolve the conflict temporarily and in a few weeks or months the parents return with new requests or demands. The parents then point to the past rewards and expect greater rewards from the administration. Thus, the conflict continues with the school system making concessions that it does not want to make in order to avoid further conflicts.

In many cases, administrators need to decide what they believe is appropriate for the child and take strong, firm actions to support this position. If the parents continue to request programs or services that are not appropriate for the child, the special education administrator needs to not be afraid to call for a mediation conference or a due process

hearing to resolve the matter. In the long run, the results of the mediation conference or the due process hearing can result in the best program for the child and also can be the least costly course of action for the school system (since continually giving in to parents' demands can prove very costly to the school system).

Lastly, the third finding concerns the administrator's use of information power to resolve conflicts with high SES parents. Social scientists (Goldhammer and Shils, 1939; Gusfield and Schwartz, 1965; and Jones, et al., 1965) have found that a person's status and race can influence how a person is viewed and treated by others. Also, Hersey, et al.(1979) proposed that in order to maximize the probability of succeeding with the influencee administrators should use a high level power base to influence people of a high maturity level.

In this study administrators used information power to influence conflicts with high SES parents, thus supporting the work of the previously mentioned researchers. The special education administrator, thus, believes that he or she can use information power to influence this group of parents. The administrator may believe that these parents have the background, education, and maturity to rationally understand

the data concerning their child and can be persuaded to change their request or position.

RECOMMENDATIONS FOR FURTHER STUDY

This research represents a step in the study of power base preferences as Raven (1974) indicated was needed to understand how people use the power bases. The findings of this study indicate a need for further research in several areas.

1.) This study examined how administrators attempt to resolve conflicts involving elementary age handicapped students. The same issues and variables need to be examined when they involve other ages of handicapped students. Perhaps, administrators use different power bases when pre-school age students, secondary age students, or students in their final year of public school education are involved.

2.) Research also needs to done regarding other conflict issues, such as curriculum content, ability or skills of the child's teacher, the need for vocational training, etc. These and other issues are frequently faced by administrators and need to be explored further.

3.) Most conflicts involve costs in terms of personnel, materials, and/or programs. The effect that these costs have on an administrator's decision making also needs to be studied further.

4.) In this study, the scenario questions were presented as if the school system had the programs, resources, and staff to serve these ED and TMR students. It is likely that many school systems, especially the very small ones, may have some difficulty in providing the appropriate program for an ED or TMR students at various age levels. Further research is needed to understand how administrators handle conflicts over requests for private school placements or related services when the school system can not afford to provide a special program or can not recruit and hire needed staff.

5.) Administrators in this study relied heavily on reward power to influence conflicts with parents. Additional research is needed to fully understand why they rely on reward power and what the long term effects of the use of reward power are. Is the use of reward power the best solution to the conflict? Does it produce temporary or permanent solutions?

6.) Administrators frequently used reward power to influence conflicts with high SES parents who had an ED child and with low SES parents who had a TMR child. Additional research is needed to understand why administrators use reward power with these parents.

7.) Several researchers (French and Raven, 1968, and Benzel, 1983) have theorized that reward power can be used as a transition power to the later use of referent power. This needs to be investigated further.

8.) In this study, administrators could select one of the seven power bases or write how they would handle the conflict. None of the administrators chose the latter option. But the researcher wonders if an open-ended response (not using the power bases at all) would provide further insight into the administrator's attempts to resolve conflicts. Special education administrators are very busy and might not be willing to complete a survey that took time and more effort. Thus, an open-ended study might need to be conducted in person or by telephone. A study of this nature could also explore some of the cost factors mentioned in Recommendation Number Four.

9.) Many administrators in this study were certified in MR and probably had experience as a teacher of the mentally retarded. Few of the the administrators had certification in Ed and, thus, probably had not taught ED students. Perhaps, an administrator's certification and teaching experience in a handicapping area affects how the person handles a conflict involving a student with that handicapping condition. This issue also needs to be explored further.

10.) The scenario questions in this study stated that the child's special education teacher supported the position taken by the special education administrator. Additional research is needed to understand the role the special education teacher plays in the conflict. What if he supports the parents' position, if so, what actions does he take? How does the teacher's position affect the conflict? If the teacher supports the school system's position, does he play a role in helping the parent understand the school system's postion? What if the real reason for the parents' request for private school placement or additional services is based on the fact that the parents lack confidence in the teacher or question his ability? How does this influence the conflict?

11.) In this study many administrators who returned the survey very quickly had very positive comments to make about the study. Whereas, some of the administrators who needed additional reminders before they completed the instrument made negative comments about special education students and their parents. More needs to be known about the attitudes of special education administrators towards handicapped children and their parents.

12.) This study examined how special education administrators handled conflicts with parents. It is also important to know how parents handle and react in similar conflicts.

13.) This study did not examine the leadership style, the management style or the personality of the special education administrator. Further research is needed to determine how special education administrator's with varying leadership styles or personality characteristics approach conflict issues.

14.) This study as conducted in only four states--Maryland, North Carolina, Virginia, and West Virginia. It is very possible that had it been a national study or had it been conducted in another region, i.e., the southwest, the results may have been very different. Thus, further research is

needed to determine if differences would occur and, if so, why.

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APPENDIX A. BACKGROUND DATA ON RESPONDENTS

N=174

Characteristic	Number of Respondents	Percentage of Respondents
SEX		
Male	74	42.5%
Female	97	55.7%
Missing Data	3	1.7%
AGE		
Under 35	37	21.3%
Between 35 and 50	105	60.3%
Over 50	29	16.7%
Missing Data	3	1.7%
POSITION TITLE		
Coordinator	21	12.1%
Supervisor	31	17.8%
Director	99	56.9%
Other	23	13.2%
SCHOOL DISTRICT SIZE		
Less than 10,000 students	129	74.1%
Between 10,000 and 15,000	22	12.6%
More than 15,000 students	21	12.1%
Missing Data	2	1.1%
TIME IN PRESENT POSITION		
One Year or Less	26	14.9%
One to Five Years	53	30.5%
Five to Ten Years	59	33.9%
Over Ten Years	36	20.7%
AMOUNT OF ADMINISTRATIVE EXPERIENCE		
One Year or Less	10	5.7%
One to Five Years	31	17.8%
Five to Ten Years	63	36.2%
Over Ten Years	70	40.2%

CHARACTERISTICS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
EDUCATION LEVEL		
BA/BS	1	.6%
Masters	20	11.5%
Masters plus 15	38	21.8%
Masters plus 30	87	50.0%
Doctorate	27	15.5%
Missing Data	1	.6%
SPECIAL EDUCATION TEACHING EXPERIENCE		
Less than a Year	47	27.0%
One to Five Years	49	28.2%
Five to Ten Years	41	23.6%
Over Ten Years	37	21.3%

PERCENTAGE OF RESPONDENTS CERTIFIED IN VARIOUS AREAS

Area of Certification	Number of Respondents	Percentage of Respondents
Behavior Disorders/ Emotionally Disturbed	26	14.9%
Hearing Impaired	2	1.1%
Visually Impaired	1	.6%
Speech Pathology	5	2.9%
School Psychology	23	13.2%
Elementary Education	67	38.5%
Learning Disabilities	52	29.9%
Physically Handicapped	3	1.7%
Mental Retardation	85	48.9%
Audiology	1	.6%
Secondary Education	48	27.6%
Biology	7	4.0%
Business	1	.6%
Chemistry	3	1.7%
Economics	1	.6%
English	13	7.5%
French	2	1.2%
General Science	9	5.2%
History	6	3.5%
Home Economics	3	1.7%
Math	5	2.9%
Music	1	.6%
Political Science	1	.6%
Physics	3	1.7%
Physical Education	2	1.1%
Social Studies	16	9.2%
Sociology	1	.6%
Speech	3	1.7%
Vocational	1	.6%
Vocational Disadvantaged	1	.6%
Elementary Principal	54	31.0%
Secondary Principal	38	21.8%
Supervisor of Special Education	69	39.7%
Director of Special Education	66	37.9%
Other Fields/Areas	54	31.0%
Assistant Superintendent	4	2.3%
Director of Instruction	2	1.2%
Drivers Education	2	1.2%

Area of Certification	Number of Respondents	Percentage of Respondents
Elementary Supervisor	2	1.2%
Gifted & Talented	5	2.9%
General Supervisor	12	6.9%
Guidance and Counseling	7	4.0%
Health	2	1.2%
Language Arts Middle Grades	1	.6%
Physical Education	5	2.9%
Pre-school Handicapped	1	.6%
Pupil Services Supervisor	1	.6%
Reading	3	1.8%
School Social Worker	3	1.8%
Secondary Curriculum Specialist	1	.6%
Secondary Supervisor	3	.6%
Special Education K-12	4	2.3%
Superintendent	7	4.0%
Visiting Teacher	4	2.3%
Vocational Director	1	.6%

TIME IN OTHER DEPARTMENTS

PERCENTAGE OF TIME IN SP. ED.	NUMBER OF RESPONDENTS	PERCENTAGE	OTHER DEPARTMENTS RESPONSIBLE FOR
100%	129	74.1%	
99%	1	.6%	-Transition program for refugees
95%	4	2.3%	-Chapter Two -Kdgn. Director -Guidance & Counsel. -Attendance, Testing and Health
90%	9	5.2%	-Migrant Education -Pupil Personnel (2) -Psyche Services (2) -Chapter One & Two -Testing -Public Information and Recruiting -So. Assoc. Coord.
85%	3	1.7%	-Chapter One -Guidance & Testing -Local Coord. Council
80%	3	1.7%	-Psyche Services(2) -County-Wide Stand. Testing
75%	4	2.3%	-Guidance, Gifted/ Talented, Health, Dental, and Testing -Pupil Services -Gifted/Talented, Alt. Ed., Counseling (2)
70%	4	2.3%	-Gifted -Pupil Services (3)
50%	7	4.0%	-Staff Dev., Testing & Evaluation, Arts Curriculum -Instruction -Gifted & Talented, Chapter One -Chapter One and Two, Migrant Ed. -Federal Programs -Chapter One -Psyche Services and Gifted

PERCENTAGE OF TIME IN SP. ED.	NUMBER OF RESPONDENTS	PERCENTAGE	OTHER DEPARTMENTS RESPONSIBLE FOR
40%	2	1.2%	-Chapter One and Two -Personnel, Staff Dev., & Supervision
30%	1	.6%	-Federal Programs, Staff Dev., and K-12 Curriculum
25%	6	3.5%	-Instructional Programming -Instruction, Inservice training, Gifted & Talented -Chapter One and Two, Migrant Ed., Personnel -Testing, Pupil Personnel, & Budgets -Testing, Pupil Personnel Services -Personnel, Curriculum, Testing, Public Relations, Gifted and Talented -Everything else in the division
10%	1	.6%	-Principal K-8, Certification, Chapter One and Two

APPENDIX B. INSTRUMENT SET A

QUESTION NUMBER ONE Variables: High Status, White Race, and T.M.R.

Dr. and Mrs. Philip Butler have requested private school placement for their trainable mentally retarded, white, eight year old child, Fran. Dr. Butler is active in the Rotary and numerous community groups and serves on the board of directors of several local agencies. He is interested in serving on the board of education in the near future. Mrs. Butler is also active in community affairs.

Their child, Fran, is presently enrolled in a self-contained program for trainable students at their local elem. school. Fran's classroom teacher and the school's Placement Committee believe that Fran's needs are being met in this program and that it is the appropriate program for Fran. Their views and supporting data are well documented. Dr. and Mrs. Butler disagree strongly and believe that a private school for emotionally disturbed students can meet their child's needs.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Fran does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Suggest to the parents that if they will withdraw their request for private school placement you will be willing to give their child additional services next year. (reward)

2. Point out to the parents that as head of the Special Education Department you have reviewed all the data concerning their child and that you agree with the Placement Committee's recommendation and expect the parents to withdraw their request. (legitimate)

3. Appeal to the parents on the basis of their respect for your knowledge and expertise regarding the provision of an appropriate education for their child. (expert)

4. Let the parents know that if they do not withdraw their request you will immediately initiate a Due Process Hearing to resolve the matter (coercive)

5. Request the parent withdraw the request because of the personal liking and respect you have for each other. (referent)

6. Provide Dr. and Mrs. Butler with logical and sound reasons why Fran is being served appropriately in the present placement. (informational)

7. Remind the parents of your connections with influential people in the community in your attempt to persuade them to withdraw their request. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: Low Status, Non-White Race, and T.M.R.

Pat Hall is a black, six year old, trainable mentally retarded youngster who attends a self-contained T.M.R. class at Oakton Elem. School which is outside of Pat's home school district. (Pat's home elem. school is very small and does not have an T.M.R. program.) Pat rides the bus for approximately 55 minutes each way. While Pat has been involved in numerous fights in the past, the trained bus aide reports that Pat has had few problems on the bus. In addition, the classroom teacher reports that the T.M.R. program is the appropriate one for Pat at this time and that the child is showing progress.

Mr. and Mrs. Hall have indicated that they are very dissatisfied with Pat's transportation arrangements and want them changed immediately. They object to the fact that their child is transported to Oakton Elem. School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus. Mr. Hall is employed as a janitor at a local factory. Mrs. Hall is not employed and is known to have a drinking problem. On several occasions when she has come to school for programs and for meetings concerning Pat, she has been drunk. When she is drinking, Mrs. Hall is very loud and difficult to deal with.

You as the special education administrator carefully review all the information including the parents' demand for

changes in Pat's transportation. And you agree with the school personnel that Pat's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Pat's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Hall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate for Pat. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Pat. (reward)

4. Base your approach on the fact that Mr. and Mrs. Hall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, they can expect little help from you on other matters in the future. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: High Status, Non-white Race, and E.D.

Jamie Brown is a black, nine year old emotionally disturbed youngster with a mild speech impairment. Jamie is

presently enrolled in the local elementary school in a self-contained E.D. class and receives speech therapy twice a week for 20 minutes each session. Both the classroom teacher and speech pathologist believe that Jamie's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Jamie's parents, Mr. and Mrs. Brown, however, strongly disagree. They believe that because of their child's severe emotional problems and age more intensive and frequent therapy services are needed to correct the speech problems. They want Jamie to receive speech five times a week for 30 minutes each session.

Mr. and Mrs. Brown are both very active in community affairs. Mr. Brown who is vice-president of a local bank is a member of the Lions Club, the Rotary, and the Board of Education's Community Advisory Task Force. He also serves as president of the Chamber of Commerce and as treasurer of the State Association of Bank Executives. Mrs. Brown who had been a high school physics teacher presently is president of the P.T.A. and is active with the Hospital Auxillary Board.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Jamie's teacher, the speech pathologist, and the Placement Committee that Jamie is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people whom the Browns' know and respect. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Jamie with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Brown with the data from Jamie's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: Low Status, White Race, and T.M.R.

Mr. and Mrs. Ron Carter, have requested a Due Process Hearing on behalf of their child, Chris Carter. Chris is a white, seven year old trainable mentally retarded youngster who attends a self-contained T.M.R. Class at the local elementary school.

Mr. and Mrs. Carter are very active with a group of citizens who oppose the Board of Education and the school system. Mr. Carter, who occasionally works as a day laborer, has been an outspoken critic of the school system. Mrs. Carter works as a maid at a local motel. She is also very critical of the school system, especially in regard to her child's education and treatment at school. In the past she has been verbally very abusive to Chris's teachers.

Mr. and Mrs. Carter have initiated this Due Process Hearing because they object to the evaluations done on their child and to the placement of their child in a self-contained class in which they claim Chris is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Chris's placement with the teachers

and the Placement Committee. You believe that the evaluations done on Chris are complete and accurate and that the present placement is meeting Chris's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the parents know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. Carter that if they will withdraw the request for a Due Process Hearing, you will consider changing Chris's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the parents with logical and sound reasons why their child has been diagnosed as T.M.R. and why the present program is the appropriate one . (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX C. INSTRUMENT SET B

QUESTION NUMBER ONE Variables: Low Status, White Race, and T.M.R.

John and Barbara Butler are the parents of Fran Butler, a trainable mentally retarded, white, seven year old youngster. They have requested a private school placement for their child because they believe that Fran's placement in a self-contained T.M.R. class at the local elem. school is not meeting Fran's needs. They believe that a private school can provide the appropriate program to meet their child's needs.

Mr. and Mrs. Butler have been assisted with this request by personnel at the Department of Welfare. Mr. Butler is unemployed and has been for the last few years. Mrs. Butler works occasionally as a maid. Neither Mr. or Mrs. Butler has worked steadily for the past two years. There have been serious problems in the home on several occasions and personnel from the Department of Welfare are working with the family.

According to the T.M.R. teacher, Fran is making satisfactory progress in the present placement. Both the teacher and the school's Placement Committe believe that this self-contained placement is the appropriate placement for Fran.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Fran does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Indicte to Mr. and Mrs. Butler that if they will withdraw their request for a private school placement you will be willing to give Fran additional services next year. (reward)

2. Point out to the parents the justifications for Fran's present placement and your authority as head of the special education department to review and make decisions such as this one. (legitimate)

3. Base your approach with the parents on the fact that you have a great deal of knowledge and expertise in this area. (expert)

4. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process hearing to resolve the matter (coercive)

5. Request that the parents withdraw their request because of the personal liking and respect that they have for you. (referent)

6. Provide the parents with logical and sound reasons why Fran is being served appropriately in the present placement. (informational)

7. Remind Mr. and Mrs. Butler of your connections with influential people in the community, including the Director of the Department of Welfare, to persuade the parents of your position. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: High Status, White Race, and E.D.

Mr. and Mrs. William P. Marshall have indicated that they are very dissatisfied with the transportation arrangements for their child, Dana, and want them changed immediately. Dana who is a very active, and physical, white, six year old youngster, is enrolled in a special class for the emotionally disturbed at Lincoln Elem. School, which is located outside Dana's local elem. school district. The elem. school in the area where Dana lives is small and overcrowded and does not have an E.D. program. Mr. and Mrs. Marshall object to the fact that Dana is transported to Lincoln School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus.

Both Mr. and Mrs. Marshall have been active in numerous community groups and are well known in the community. Mrs. Marshall presently serves on the Special Education Advisory Committee and is very knowledgeable about special education. Mr. Marshall is a well-known attorney who recently argued and won a landmark case before the State Supreme Court. He is a past president of the local bar association.

Dana's teacher at Lincoln School has been very carefully monitoring the youngster's progress both in class and on the bus. The trained bus aide reports that there have been few problems with Dana on the bus. While Dana does spend 55 minutes on the bus, the teacher feels that Dana arrives at Lincoln School ready to work and is making progress.

You as the special education administrator carefully review all the information including the parents' demand for changes in Dana's transportation. And you agree with the school personnel that Dana's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Dana's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Marshall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Dana. (reward)

4. Base your approach on the fact that Mr. and Mrs. Marshall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, they can expect little help from you on other matters in the future. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: Low Status, Non-White Race, and E.D.

Jamie Brown is a black, nine year old emotionally disturbed youngster with a mild speech impairment. Jamie is presently enrolled in the local elementary school in a self-contained E.D. class and receives speech therapy twice a week for 20 minutes each session. Both Jamie's classroom teacher and speech pathologist believe that Jamie's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Jamie's parents, Mr. and Mrs. Brown, however, strongly disagree. They believe that because of Jamie's severe emotional problems and age more intensive and frequent therapy services are needed to correct the speech problems. They want Jamie to receive speech five times a week for 30 minutes each session.

Mr. Brown is employed by the city as a street cleaner. Mrs. Brown is presently unemployed. Both Mr. and Mrs. Brown dropped out of school before the age of 16. Mr. Brown is able to read and write; however, he rarely comes to school to participate in IEP meetings. It is difficult for Mrs. Brown to read or understand information regarding Jamie. School personnel often read and explain at length information to her. Mrs. Brown appears to understand and agree with the recommendations concerning Jamie at the time of the meeting but later cannot recall what was said or decided upon.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Jamie's teacher, the speech pathologist, and the Placement Committee that Jamie is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Jamie with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Brown with the data from Jamie's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: High Status, Non-white Race, and T.M.R.

Mr. and Mrs. David Carter have requested a Due Process Hearing on behalf of their child, Chris Carter. Chris is a black, seven year old trainable mentally retarded youngster who attends a self-contained T.M.R. Class at the local elementary school.

Mr. Carter is president and owner of a large construction company in the county. His firm is currently building several office buildings and residences in the community. Mr. Carter is active in various local groups including the NAACP. Mrs. Carter is also very active in the community. Her picture frequently appears on the society page of the paper in conjunction with her volunteer efforts. Both Mr.

and Mrs. Carter have been strong, active supporters of the school system and are active on the present Bond Referendum Campaign.

The Carters have initiated this Due Process Hearing because they object to the evaluations done on Chris and to the placement of their child in a self-contained class in which they claim Chris is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Chris's placement with the teachers and the Placement Committee. You believe that the evaluations done on Chris are complete and accurate and that the present placement is meeting Chris's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the Carters know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. Carter that if they will withdraw the request for a Due Process Hearing, you will consider changing Chris's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the Carters with logical and sound reasons why their child has been diagnosed as T.M.R. and why the present program is the appropriate one for Chris. (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX D. INSTRUMENT SET C

QUESTION NUMBER ONE Variables: High Status, Non-White Race, and T.M.R.

Dr. and Mrs. Philip Butler have requested private school placement for their trainable mentally retarded, black, eight year old child, Fran. Dr. Butler is active in the Rotary and numerous community groups and serves on the board of directors of several local agencies. He is interested in serving on the board of education in the near future. Mrs. Butler is also active in community affairs.

Their child, Fran, is presently enrolled in a self-contained program for trainable students at their local elementary school. Fran's classroom teacher and the school's Placement Committee believe that Fran's needs are being met in this program and that it is the appropriate program for Fran. Their views and supporting data are well documented. Dr. and Mrs. Butler disagree strongly and believe that a private school for severely retarded students can meet their child's needs.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Fran does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Suggest to the parents that if they will withdraw their request for private school placement you will be willing to give their child additional services next year. (reward)

2. Point out to the parents that as head of the Special Education Department you have reviewed all the data concerning their child and that you agree with the Placement Committee's recommendation and expect the parents to withdraw their request. (legitimate)

3. Appeal to the parents on the basis of their respect for your knowledge and expertise regarding the provision of an appropriate education for their child. (expert)

4. Let the parents know that if they do not withdraw their request you will immediately initiate a Due Process Hearing to resolve the matter (coercive)

5. Request the parent withdraw the request because of the personal liking and respect you have for each other. (referent)

6. Provide Dr. and Mrs. Butler with logical and sound reasons why Fran is being served appropriately in the present placement. (informational)

7. Remind the parents of your connections with influential people in the community in your attempt to persuade them to withdraw their request. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: Low Status, White Race, and E.D.

Dana Marshall is a white, seven year old, emotionally disturbed youngster who attends a self-contained E.D. class at Oakton Elem. School which is outside of Dana's home elem. school district. (Dana's home elem. school is very small and does not have an E.D. program.) Dana rides the bus for approximately 55 minutes each way. While Dana has been involved in numerous fights in the past, the trained bus aide reports that Dana has had few problems on the bus. In addition, the classroom teacher reports that the E.D. program is the appropriate one for Dana at this time and that the child is showing progress.

Mr. and Mrs. Marshall have indicated that they are very dissatisfied with Dana's transportation arrangements and want them changed immediately. They object to the fact that their child is transported to Oakton Elem. School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus. Mr. Marshall is employed as a janitor at a local factory. Mrs. Marshall is not employed and is known to have a drinking problem. On several occasions when she has come to school for programs and for meetings concerning Dana, she has been drunk. When she is drinking, Mrs. Marshall is very loud and difficult to deal with.

You as the special education administrator carefully review all the information including the parents' demand for changes in Dana's transportation. And you agree with the school personnel that Dana's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Dana's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Marshall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate for Dana. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Dana. (reward)

4. Base your approach on the fact that Mr. and Mrs. Marshall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, you will initiate a due process hearing to resolve the matter. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: High Status, White Race, and T.M.R.

Sidney Hale is a white, ten year old trainable mentally retarded youngster with a mild speech impairment. Sidney is presently enrolled in the local elementary school in a self-contained T.M.R. class and receives speech therapy twice a week for 20 minutes each session. Both the classroom teacher and speech pathologist believe that Sidney's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Sidney's parents, Mr. and Mrs. Hale, however, strongly disagree. They believe that because of their child's severe retardation and age more intensive and frequent therapy services are needed to correct the speech problems. They want Sidney to receive speech five times a week for 30 minutes each session.

Mr. and Mrs. Hale are both very active in community affairs. Mr. Hale who is vice-president of a local bank is a member of the Lions Club, the Rotary, and the Board of Education's Community Advisory Task Force. He also serves as president of the Chamber of Commerce and as treasurer of the State Association of Bank Executives. Mrs. Hale who had been a high school physics teacher presently is president of the P.T.A. and is active with the Hospital Auxillary Board.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Sidney's teacher, the speech pathologist, and the Placement Committee that Sidney is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people whom the Hales' know and respect. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Sidney with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Hale with the data from Sidney's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: Low Status, Non-white Race, and T.M.R.

Mr. and Mrs. Ron Carter, have requested a Due Process Hearing on behalf of their child, Chris Carter. Chris is a black, seven year old trainable mentally retarded youngster who attends a self-contained T.M.R. Class at the local elementary school.

Mr. and Mrs. Carter are very active with the local chapter of the NAACP. Mr. Carter, who occasionally works as a day loborer, has been an outspoken critic of the school system. Mrs. Carter works as a maid at a local motel. She is also very critical of the school system, especially in regard to her child's education and treatment at school. In the past she has been verbally very abusive to Chris's teachers.

Mr. and Mrs. Carter have initiated this Due Process Hearing because they object to the evaluations done on their child and to the placement of their child in a self-contained class in which they claim Chris is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Chris's placement with the teachers and the Placement Committee. You believe that the evaluations done on Chris are complete and accurate and that the present placement is meeting Chris's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the parents know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. Carter that if they will withdraw the request for a Due Process Hearing, you will consider changing Chris's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the parents with logical and sound reasons why their child has been diagnosed as T.M.R. and why the present program is the appropriate one . (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX E. INSTRUMENT SET D

QUESTION NUMBER ONE Variables: Low Status, Non-White Race, and T.M.R.

John and Barbara Butler are the parents of Fran Butler, an trainable mentally retarded, black, eight year old youngster. They have requested a private school placement for their child because they believe that Fran's placement in a self-contained T.M.R. class at the local elementary school is not meeting Fran's needs. They believe that a private school can provide the appropriate program to meet their child's needs.

Mr. and Mrs. Butler have been assisted with this request by personnel at the Department of Welfare. Mr. Butler is unemployed and has been for the last few years. Mrs. Butler works occasionally as a maid. Neither Mr. or Mrs. Butler has worked steadily for the past two years. There have been serious problems in the home on several occasions and personnel from the Department of Welfare are working with the family.

According to the T.M.R. teacher, Fran is making satisfactory progress in the present placement. Both the teacher and the school's Placement Committe believe that this self-contained placement is the appropriate placement for Fran.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Fran does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Indicte to Mr. and Mrs. Butler that if they will withdraw their request for a private school placement you will be willing to give Fran additional services next year. (reward)

2. Point out to the parents the justifications for Fran's present placement and your authority as head of the special education department to review and make decisions such as this one. (legitimate)

3. Base your approach with the parents on the fact that you have a great deal of knowledge and expertise in this area. (expert)

4. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process hearing to resolve the matter (coercive)

5. Request that the parents withdraw their request because of the personal liking and respect that they have for you. (referent)

6. Provide the parents with logical and sound reasons why Fran is being served appropriately in the present placement. (informational)

7. Remind Mr. and Mrs. Butler of your connections with influential people in the community, including the Director of the Department of Welfare, to persuade the parents of your position. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: High Status, Non-White Race, and E.D.

Mr. and Mrs. William P. Marshall have indicated that they are very dissatisfied with the transportation arrangements for their child, Dana, and want them changed immediately. Dana who is a very active, and physical, black, six year old youngster, is enrolled in a special class for the emotionally disturbed at Lincoln Elem. School, which is located outside Dana's local elem. school district. The school in the area where Dana lives is small and overcrowded and does not have an E.D. program. Mr. and Mrs. Marshall object to the fact that Dana is transported to Lincoln School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus.

Both Mr. and Mrs. Marshall have been active in numerous community groups and are well known in the community. Mrs. Marshall presently serves on the Special Education Advisory Committee and is very knowledgeable about special education. Mr. Marshall is a well-known attorney who recently argued and won a landmark case before the State Supreme Court. He is a past president of the local bar association.

Dana's teacher at Lincoln School has been very carefully monitoring the youngster's progress both in class and on the bus. The trained bus aide reports that there have been few problems with Dana on the bus. While Dana does spend 55 minutes on the bus, the teacher feels that Dana arrives at Lincoln School ready to work and is making progress.

You as the special education administrator carefully review all the information including the parents' demand for changes in Dana's transportation. And you agree with the school personnel that Dana's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Dana's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Marshall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Dana. (reward)

4. Base your approach on the fact that Mr. and Mrs. Marshall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, they can expect little help from you on other matters in the future. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: Low Status, White Race, and T.M.R.

Sidney Hale is a white, nine year old trainable mentally retarded youngster with a mild speech impairment. Sidney is presently enrolled in the local elementary school in a self-contained T.M.R. class and receives speech therapy twice a week for 20 minutes each session. Both Sidney's classroom teacher and speech pathologist believe that Sidney's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Sidney's parents, Mr. and Mrs. Hale, however, strongly disagree. They believe that because of Sidney's severe retardation and age more intensive and frequent therapy services are needed to correct the speech problems. They want Sidney to receive speech five times a week for 30 minutes each session.

Mr. Hale is employed by the city as a street cleaner. Mrs. Hale is presently unemployed. Both Mr. and Mrs. Hale dropped out of school before the age of 16. Mr. Hale is able to read and write; however, he rarely comes to school to participate in IEP meetings. It is difficult for Mrs. Hale to read or understand information regarding Sidney. School personnel often read and explain at length information to her. Mrs. Hale appears to understand and agree with the recommendations concerning Sidney at the time of the meeting but later cannot recall what was said or decided upon.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Sidney's teacher, the speech pathologist, and the Placement Committee that Sidney is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Sidney with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Hale with the data from Sidney's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: High Status, White Race, and E.D.

Mr. and Mrs. David West have requested a Due Process Hearing on behalf of their child, Ronnie West. Ronnie is a white, seven year old emotionally disturbed youngster who attends a self-contained E.D. Class at the local elementary school.

Mr. West is president and owner of a large construction company in the county. His firm is currently building several office buildings and residences in the community. Mr. West is active in various local business groups . Mrs. West is also very active in the community. Her picture frequently appears on the society page of the paper in conjunction with her volunteer efforts. Both Mr. and

Mrs. West have been strong, active supporters of the school system and are active on the present Bond Referendum Campaign.

The Wests have initiated this Due Process Hearing because they object to the evaluations done on Ronnie and to the placement of their child in a self-contained class in which they claim Ronnie is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Ronnie's placement with the teachers and the Placement Committee. You believe that the evaluations done on Ronnie are complete and accurate and that the present placement is meeting Ronnie's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the Wests know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. West that if they will withdraw the request for a Due Process Hearing, you will consider changing Ronnie's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the Wests with logical and sound reasons why their child has been diagnosed as E.D. and why the present program is the appropriate one for Ronnie. (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX F. INSTRUMENT SET E

QUESTION NUMBER ONE Variables: High Status, White Race, and E.D.

Dr. and Mrs. Philip Johnson have requested private school placement for their emotionally disturbed, white, eight year old child, Lee. Dr. Johnson is active in the Rotary and numerous community groups and serves on the board of directors of several local agencies. He is interested in serving on the board of education in the near future. Mrs. Johnson is also active in community affairs.

Their child, Lee, is presently enrolled in a self-contained program for the emotionally disturbed at their local elem. school. Lee's classroom teacher and the school's Placement Committee believe that Lee's needs are being met in this program and that it is the appropriate program for Lee. Their views and supporting data are well documented. Dr. and Mrs. Johnson disagree strongly and believe that a private school for emotionally disturbed students can meet their child's needs.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Lee does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Suggest to the parents that if they will withdraw their request for private school placement you will be willing to give their child additional services next year. (reward)

2. Point out to the parents that as head of the Special Education Department you have reviewed all the data concerning their child and that you agree with the Placement Committee's recommendation and expect the parents to withdraw their request. (legitimate)

3. Appeal to the parents on the basis of their respect for your knowledge and expertise regarding the provision of an appropriate education for their child. (expert)

4. Let the parents know that if they do not withdraw their request you will immediately initiate a Due Process Hearing to resolve the matter (coercive)

5. Request the parent withdraw the request because of the personal liking and respect you have for each other. (referent)

6. Provide Dr. and Mrs. Johnson with logical and sound reasons why Lee is being served appropriately in the present placement. (informational)

7. Remind the parents of your connections with influential people in the community in your attempt to persuade them to withdraw their request. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: Low Status, Non-White Race, and E.D.

Dana Marshall is a black, eight year old, emotionally disturbed youngster who attends a self-contained E.D. class at Oakton Elem. School which is outside of Dana's home school district. (Dana's home elem. school is very small and does not have an E.D. program.) Dana rides the bus for approximately 55 minutes each way. While Dana has been involved in numerous fights in the past, the trained bus aide reports that Dana has had few problems on the bus. In addition, the classroom teacher reports that the E.D. program is the appropriate one for Dana at this time and that the child is showing progress.

Mr. and Mrs. Marshall have indicated that they are very dissatisfied with Dana's transportation arrangements and want them changed immediately. They object to the fact that their child is transported to Oakton Elem. School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus. Mr. Marshall is employed as a janitor at a local factory. Mrs. Marshall is not employed and is known to have a drinking problem. On several occasions when she has come to school for programs and for meetings concerning Dana, she has been drunk. When she is drinking, Mrs. Marshall is very loud and difficult to deal with.

You as the special education administrator carefully review all the information including the parents' demand for changes in Dana's transportation. And you agree with the school personnel that Dana's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Dana's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Marshall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate for Dana. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Dana. (reward)

4. Base your approach on the fact that Mr. and Mrs. Marshall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, they can expect little help from you on other matters in the future. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: High Status, Non-white Race, and T.M.R.

Sidney Hale is a black, seven year old trainable mentally retarded youngster with a mild speech impairment. Sidney is presently enrolled in the local elementary school in a self-contained T.M.R. class and receives speech therapy twice a week for 20 minutes each session. Both the classroom teacher and speech pathologist believe that Sidney's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Sidney's parents, Mr. and Mrs. Hale, however, strongly disagree. They believe that because of their child's severe retardation and age more intensive and frequent therapy services are needed to correct the speech problems. They want Sidney to receive speech five times a week for 30 minutes each session.

Mr. and Mrs. Hale are both very active in community affairs. Mr. Hale who is vice-president of a local bank is a member of the Lions Club, the Rotary, and the Board of Education's Community Advisory Task Force. He also serves as president of the Chamber of Commerce and as treasurer of the State Association of Bank Executives. Mrs. Hale who had been a high school physics teacher presently is president of the P.T.A. and is active with the Hospital Auxillary Board.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Sidney's teacher, the speech pathologist, and the Placement Committee that Sidney is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people whom the Hales' know and respect. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Sidney with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Hale with the data from Sidney's teacher and speech patholgist which indicate the progress Sidney is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: Low Status, White Race, and E.D.

Mr. and Mrs. Sam West, have requested a Due Process Hearing on behalf of their child, Ronnie West. Ronnie is a white, seven year old emotionally disturbed youngster who attends a self-contained E.D. Class at the local elementary school.

Mr. and Mrs. West are very active with a group of citizens who oppose the Board of Education and the school system. Mr. West, who occasionally works as a day laborer, has been an outspoken critic of the school system. Mrs. West works as a maid at a local motel. She is also very critical of the school system, especially in regard to her child's education and treatment at school. In the past she has been verbally very abusive to Ronnie's teachers.

Mr. and Mrs. West have initiated this Due Process Hearing because they object to the evaluations done on their child and to the placement of their child in a self-contained class in which they claim Ronnie is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Ronnie's placement with the teachers and the Placement Committee. You believe that the evaluations done on Ronnie are complete and accurate and that the present placement is meeting Ronnie's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the parents know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. West that if they will withdraw the request for a Due Process Hearing, you will consider changing Ronnie's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the parents with logical and sound reasons why their child has been diagnosed as E.D. and why the present program is the appropriate one . (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX G. INSTRUMENT SET F

QUESTION NUMBER ONE Variables: Low Status, White Race, and E.D.

John and Barbara Johnson are the parents of Lee Johnson, an emotionally disturbed, white, seven year old youngster. They have requested a private school placement for their child because they believe that Lee's placement in a self-contained E.D. class at the local elem. school is not meeting Lee's needs. They believe that a private school can provide the appropriate program to meet their child's needs.

Mr. and Mrs. Johnson have been assisted with this request by personnel at the Department of Welfare. Mr. Johnson is unemployed and has been for the last few years. Mrs. Johnson works occasionally as a maid. Neither Mr. or Mrs. Johnson has worked steadily for the past two years. There have been serious problems in the home on several occasions and personnel from the Department of Welfare are working with the family.

According to the E.D. teacher, Lee is making satisfactory progress in the present placement. Both the teacher and the school's Placement Committe believe that this self-contained placement is the appropriate placement for Lee.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Lee does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Indicte to Mr. and Mrs. Johnson that if they will withdraw their request for a private school placement you will be willing to give Lee additional services next year. (reward)

2. Point out to the parents the justifications for Lee's present placement and your authority as head of the special education department to review and make decisions such as this one. (legitimate)

3. Base your approach with the parents on the fact that you have a great deal of knowledge and expertise in this area. (expert)

4. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process hearing to resolve the matter (coercive)

5. Request that the parents withdraw their request because of the personal liking and respect that they have for you. (referent)

6. Provide the parents with logical and sound reasons why Lee is being served appropriately in the present placement. (informational)

7. Remind Mr. and Mrs. Johnson of your connections with influential people in the community, including the Director of the Department of Welfare, to persuade the parents of your position. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: High Status, White Race, and T.M.R.

Mr. and Mrs. William P. Hall have indicated that they are very dissatisfied with the transportation arrangements for their child, Pat, and want them changed immediately. Pat who is a very active, and physical, white, six year old youngster, is enrolled in a special class for the trainable mentally retarded at Lincoln Elem. School, which is located outside Pat's local elem. school district. The elem. school in the area where Pat lives is small and overcrowded and does not have an T.M.R. program. Mr. and Mrs. Hall object to the fact that Pat is transported to Lincoln School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus.

Both Mr. and Mrs. Hall have been active in numerous community groups and are well known in the community. Mrs. Hall presently serves on the Special Education Advisory Committee and is very knowledgeable about special education. Mr. Hall is a well-known attorney who recently argued and won a landmark case before the State Supreme Court. He is a past president of the local bar association.

Pat's teacher at Lincoln School has been very carefully monitoring the youngster's progress both in class and on the bus. The trained bus aide reports that there have been few problems with Pat on the bus. While Pat does spend 55 minutes on the bus, the teacher feels that Pat arrives at Lincoln School ready to work and is making progress.

You as the special education administrator carefully review all the information including the parents' demand for changes in Pat's transportation. And you agree with the school personnel that Pat's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Pat's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Hall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Pat. (reward)

4. Base your approach on the fact that Mr. and Mrs. Hall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, they can expect little help from you on other matters in the future. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: Low Status, Non-White Race, and T.M.R.

Sidney Hale is a black, nine year old, trainable mentally retarded youngster with a mild speech impairment. Sidney is presently enrolled in the local elem. school in a self-contained T.M.R. class and receives speech therapy twice a week for 20 minutes each session. Both Sidney's classroom teacher and speech pathologist believe that Sidney's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Sidney's parents, Mr. and Mrs. Hale, however, strongly disagree. They believe that because of Sidney's severe retardation and age more intensive and frequent therapy services are needed to correct the speech problems. They want Sidney to receive speech five times a week for 30 minutes each session.

Mr. Hale is employed by the city as a street cleaner. Mrs. Hale is presently unemployed. Both Mr. and Mrs. Hale dropped out of school before the age of 16. Mr. Hale is able to read and write; however, he rarely comes to school to participate in IEP meetings. It is difficult for Mrs. Hale to read or understand information regarding Sidney. School personnel often read and explain at length information to her. Mrs. Hale appears to understand and agree with the recommendations concerning Sidney at the time of the meeting but later cannot recall what was said or decided upon.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Sidney's teacher, the speech pathologist, and the Placement Committee that Sidney is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Sidney with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Hale with the data from Sidney's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: High Status, Non-white Race, and E.D.

Mr. and Mrs. David West have requested a Due Process Hearing on behalf of their child, Ronnie West. Ronnie is a black, seven year old emotionally disturbed youngster who attends a self-contained E.D. Class at the local elementary school.

Mr. West is president and owner of a large construction company in the county. His firm is currently building several office buildings and residences in the community. Mr. West is active in various local groups including the NAACP. Mrs. West is also very active in the community. Her picture frequently appears on the society page of the paper in conjunction with her volunteer efforts. Both Mr.

and Mrs. West have been strong, active supporters of the school system and are active on the present Bond Referendum Campaign.

The Wests have initiated this Due Process Hearing because they object to the evaluations done on Ronnie and to the placement of their child in a self-contained class in which they claim Ronnie is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Ronnie's placement with the teachers and the Placement Committee. You believe that the evaluations done on Ronnie are complete and accurate and that the present placement is meeting Ronnie's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the Wests know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. West that if they will withdraw the request for a Due Process Hearing, you will consider changing Ronnie's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the Wests with logical and sound reasons why their child has been diagnosed as E.D. and why the present program is the appropriate one for Ronnie. (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX H. INSTRUMENT SET G

QUESTION NUMBER ONE Variables: High Status, Non-White Race, and E.D.

Dr. and Mrs. Philip Johnson have requested private school placement for their emotionally disturbed, black, eight year old child, Lee. Dr. Johnson is active in the Rotary and numerous community groups and serves on the board of directors of several local agencies. He is interested in serving on the board of education in the near future. Mrs. Johnson is also active in community affairs.

Their child, Lee, is presently enrolled in a self-contained program for the emotionally disturbed at their local elementary school. Lee's classroom teacher and the school's Placement Committee believe that Lee's needs are being met in this program and that it is the appropriate program for Lee. Their views and supporting data are well documented. Dr. and Mrs. Johnson disagree strongly and believe that a private school for emotionally disturbed students can meet their child's needs.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Lee does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Suggest to the parents that if they will withdraw their request for private school placement you will be willing to give their child additional services next year. (reward)

2. Point out to the parents that as head of the Special Education Department you have reviewed all the data concerning their child and that you agree with the Placement Committee's recommendation and expect the parents to withdraw their request. (legitimate)

3. Appeal to the parents on the basis of their respect for your knowledge and expertise regarding the provision of an appropriate education for their child. (expert)

4. Let the parents know that if they do not withdraw their request you will immediately initiate a Due Process Hearing to resolve the matter (coercive)

5. Request the parent withdraw the request because of the personal liking and respect you have for each other. (referent)

6. Provide Dr. and Mrs. Johnson with logical and sound reasons why Lee is being served appropriately in the present placement. (informational)

7. Remind the parents of your connections with influential people in the community in your attempt to persuade them to withdraw their request. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: Low Status, White Race, and T.M.R.

Pat Hall is a white, seven year old, trainable mentally retarded youngster who attends a self-contained T.M.R. class at Oakton Elem. School which is outside of Pat's home elem. school district. (Pat's home elem. school is very small and does not have an T.M.R. program.) Pat rides the bus for approximately 55 minutes each way. While Pat has been involved in numerous fights in the past, the trained bus aide reports that Pat has had few problems on the bus. In addition, the classroom teacher reports that the T.M.R. program is the appropriate one for Pat at this time and that the child is showing progress.

Mr. and Mrs. Hall have indicated that they are very dissatisfied with Pat's transportation arrangements and want them changed immediately. They object to the fact that their child is transported to Oakton Elem. School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus. Mr. Hall is employed as a janitor at a local factory. Mrs. Hall is not employed and is known to have a drinking problem. On several occasions when she has come to school for programs and for meetings concerning Pat, she has been drunk. When she is drinking, Mrs. Hall is very loud and difficult to deal with.

You as the special education administrator carefully review all the information including the parents' demand for

changes in Pat's transportation. And you agree with the school personnel that Pat's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Pat's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Hall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate for Pat. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Pat. (reward)

4. Base your approach on the fact that Mr. and Mrs. Hall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, you will initiate a due process hearing to resolve the matter. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: High Status, White Race, and E.D.

Jamie Brown is a white, nine year old emotionally disturbed youngster with a mild speech impairment. Jamie is

presently enrolled in the local elementary school in a self-contained E.D. class and receives speech therapy twice a week for 20 minutes each session. Both the classroom teacher and speech pathologist believe that Jamie's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Jamie's parents, Mr. and Mrs. Brown, however, strongly disagree. They believe that because of their child's severe emotional problems and age more intensive and frequent therapy services are needed to correct the speech problems. They want Jamie to receive speech five times a week for 30 minutes each session.

Mr. and Mrs. Brown are both very active in community affairs. Mr. Brown who is vice-president of a local bank is a member of the Lions Club, the Rotary, and the Board of Education's Community Advisory Task Force. He also serves as president of the Chamber of Commerce and as treasurer of the State Association of Bank Executives. Mrs. Brown who had been a high school physics teacher presently is president of the P.T.A. and is active with the Hospital Auxillary Board.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Jamie's teacher, the speech pathologist, and the Placement Committee that Jamie is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people whom the Browns' know and respect. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Jamie with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Brown with the data from Jamie's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: Low Status, Non-white Race, and E.D.

Mr. and Mrs. Sam West, have requested a Due Process Hearing on behalf of their child, Ronnie West. Ronnie is a black, seven year old emotionally disturbed youngster who attends a self-contained E.D. Class at the local elementary school.

Mr. and Mrs. West are very active with the local chapter of the NAACP. Mr. West, who occasionally works as a day loborer, has been an outspoken critic of the school system. Mrs. West works as a maid at a local motel. She is also very critical of the school system, especially in regard to her child's education and treatment at school. In the past she has been verbally very abusive to Ronnie's teachers.

Mr. and Mrs. West have initiated this Due Process Hearing because they object to the evaluations done on their child and to the placement of their child in a self-contained class in which they claim Ronnie is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Ronnie's placement with the teachers and the Placement Committee. You believe that the evaluations done on Ronnie are complete and accurate and

that the present placement is meeting Ronnie's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the one response that comes closest to describing how you would choose to handle this situation.

1. Let the parents know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. West that if they will withdraw the request for a Due Process Hearing, you will consider changing Ronnie's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the parents with logical and sound reasons why their child has been diagnosed as E.D. and why the present program is the appropriate one . (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX I. INSTRUMENT SET H

QUESTION NUMBER ONE Variables: Low Status, Non-White Race, and E.D.

John and Barbara Johnson are the parents of Lee Johnson, an emotionally disturbed, black, eight year old youngster. They have requested a private school placement for their child because they believe that Lee's placement in a self-contained E.D. class at the local elementary school is not meeting Lee's needs. They believe that a private school can provide the appropriate program to meet their child's needs.

Mr. and Mrs. Johnson have been assisted with this request by personnel at the Department of Welfare. Mr. Johnson is unemployed and has been for the last few years. Mrs. Johnson works occasionally as a maid. Neither Mr. or Mrs. Johnson has worked steadily for the past two years. There have been serious problems in the home on several occasions and personnel from the Department of Welfare are working with the family.

According to the E.D. teacher, Lee is making satisfactory progress in the present placement. Both the teacher and the school's Placement Committe believe that this self-contained placement is the appropriate placement for Lee.

You, as the special education administrator, carefully review all the data including the parents' request for a private school placement and you agree with the Placement Committee that Lee does not need a private school placement.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Indicte to Mr. and Mrs. Johnson that if they will withdraw their request for a private school placement you will be willing to give Lee additional services next year. (reward)

2. Point out to the parents the justifications for Lee's present placement and your authority as head of the special education department to review and make decisions such as this one. (legitimate)

3. Base your approach with the parents on the fact that you have a great deal of knowledge and expertise in this area. (expert)

4. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process hearing to resolve the matter (coercive)

5. Request that the parents withdraw their request because of the personal liking and respect that they have for you. (referent)

6. Provide the parents with logical and sound reasons why Lee is being served appropriately in the present placement. (informational)

7. Remind Mr. and Mrs. Johnson of your connections with influential people in the community, including the Director of the Department of Welfare, to persuade the parents of your position. (connection)

8. Other response:

QUESTION NUMBER TWO Variables: High Status, Non-White Race, and T.M.R.

Mr. and Mrs. William P. Hall have indicated that they are very dissatisfied with the transportation arrangements for their child, Pat, and want them changed immediately. Pat who is a very active, and physical, black, six year old youngster, is enrolled in a special class for the trainable mentally retarded at Lincoln Elem. School, which is located outside Pat's local elem. school district. The school in the area where Pat lives is small and overcrowded and does not have an T.M.R. program. Mr. and Mrs. Hall object to the fact that Pat is transported to Lincoln School out of their home district, that the bus trip takes approximately 55 minutes each way, and that there is not adequate supervision on the bus.

Both Mr. and Mrs. Hall have been active in numerous community groups and are well known in the community. Mrs. Hall presently serves on the Special Education Advisory Committee and is very knowledgeable about special education. Mr. Hall is a well-known attorney who recently argued and won a landmark case before the State Supreme Court. He is a past president of the local bar association.

Pat's teacher at Lincoln School has been very carefully monitoring the youngster's progress both in class and on the bus. The trained bus aide reports that there have been few problems with Pat on the bus. While Pat does spend 55 minutes on the bus, the teacher feels that Pat arrives at Lincoln School ready to work and is making progress.

You as the special education administrator carefully review all the information including the parents' demand for changes in Pat's transportation. And you agree with the school personnel that Pat's transportation arrangements are adequate.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Provide the parents with the information from both the teacher and the aide indicating that Pat's transportation arrangements appear to be adequate and satisfactory. (information)

2. Appeal to Mr. and Mrs. Hall's respect for your expertise in these matters, knowing that you would not support transportation arrangements for their child unless they were appropriate. (expert)

3. Suggest to the parents that perhaps next semester a better, more direct transportation route can be set-up for Pat. (reward)

4. Base your approach on the fact that Mr. and Mrs. Hall like and admire you and will support what you propose. (referent)

5. Point out to the parents the justifications for this decision and your authority as head of the special education program to review and make decisions such as these. (legitimate)

6. Use your connections with important and influential people in the community to persuade the parents of your position. (connection)

7. Tell the parents that if they insist on pursuing this matter, they can expect little help from you on other matters in the future. (coercive)

8. Other response:

QUESTION NUMBER THREE Variables: Low Status, White Race, and E.D.

Jamie Brown is a white, nine year old emotionally disturbed youngster with a mild speech impairment. Jamie is presently enrolled in the local elementary school in a self-contained E.D. class and receives speech therapy twice a week for 20 minutes each session. Both Jamie's classroom teacher and speech pathologist believe that Jamie's speech is steadily improving and that the child is receiving the appropriate amount of speech therapy services. The local Placement Committee also supports this view.

Jamie's parents, Mr. and Mrs. Brown, however, strongly disagree. They believe that because of Jamie's severe emotional problems and age more intensive and frequent therapy services are needed to correct the speech problems. They want Jamie to receive speech five times a week for 30 minutes each session.

Mr. Brown is employed by the city as a street cleaner. Mrs. Brown is presently unemployed. Both Mr. and Mrs. Brown dropped out of school before the age of 16. Mr. Brown is able to read and write; however, he rarely comes to school to participate in IEP meetings. It is difficult for Mrs. Brown to read or understand information regarding Jamie. School personnel often read and explain at length information to her. Mrs. Brown appears to understand and agree with the recommendations concerning Jamie at the time of the meeting but later cannot recall what was said or decided upon.

You as the special education administrator carefully review all the data including the parents' request for additional speech services. You agree with Jamie's teacher, the speech pathologist, and the Placement Committee that Jamie is receiving the appropriate amount of speech therapy services.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Request that the parents withdraw their request for additional speech services because of the personal liking and respect you have for each other. (referent)

2. Suggest to the parents that unless they withdraw their request, you will initiate a Due Process Hearing to resolve the matter. (coercive)

3. Appeal to the parents on the basis of your friendship and connections with influential community people. (connection)

4. Base your approach on the fact that you have a great deal of knowledge and expertise in this area and the parents acknowledge it. (expert)

5. Offer to provide Jamie with speech therapy services next semester three times a week for 30 minutes each session, if the parents will withdraw their present request. (reward)

6. Point out to the parents the justification for this decision and your authority as head of the Special Education Department to make decisions such as this. (legitimate)

7. Provide Mr. and Mrs. Brown with the data from Jamie's teacher and speech patholgist which indicate the progress the child is making. (informational)

8. Other response:

QUESTION NUMBER FOUR Variables: High Status, White Race, and T.M.R.

Mr. and Mrs. David Carter have requested a Due Process Hearing on behalf of their child, Chris Carter. Chris is a white, seven year old trainable mentally retarded youngster who attends a self-contained T.M.R. Class at the local elementary school.

Mr. Carter is president and owner of a large construction company in the county. His firm is currently building several office buildings and residences in the community. Mr. Carter is active in various local business groups . Mrs. Carter is also very active in the community. Her picture frequently appears on the society page of the paper in conjunction with her volunteer efforts. Both Mr.

and Mrs. Carter have been strong, active supporters of the school system and are active on the present Bond Referendum Campaign.

The Carters have initiated this Due Process Hearing because they object to the evaluations done on Chris and to the placement of their child in a self-contained class in which they claim Chris is making no progress.

You as the special education administrator carefully review all the evaluation data with the diagnostic staff and all the data regarding Chris's placement with the teachers and the Placement Committee. You believe that the evaluations done on Chris are complete and accurate and that the present placement is meeting Chris's needs as indicated on the IEP.

The following are examples of responses to this situation by a special education administrator such as yourself to the parents. Please select the <u>one</u> response that comes <u>closest</u> to describing how you would choose to handle this situation.

1. Let the Carters know that you have connections with influential people in the community and that their lack of cooperation with the school system will get back to these people. (connection)

2. Indicate to Mr. and Mrs. Carter that if they will withdraw the request for a Due Process Hearing, you will consider changing Chris's placement next semester and providing additional supportive services. (reward)

3. Let the parents know that if they do not withdraw their request for a Due Process Hearing, they can expect little assistance from you in the future on matters of concern to them. (coercive)

4. Provide the Carters with logical and sound reasons why their child has been diagnosed as T.M.R. and why the present program is the appropriate one for Chris. (informational)

5. Base your approach on the fact that the parents respect your knowledge and expertise in professional matters. (expert)

6. Use your position and authority as head of the Special Education Department to get the parents to withdraw their request. (legitimate)

7. Base your approach on the fact that the parents feel comfortable with you and like you as a person. (referent)

8. Other response:

APPENDIX J. VALIDATION MATERIAL

BACKGROUND INFORMATION

In the past, most educational administrators including special education administrators relied primarily on their position in and the authority of the organization to influence parents. Today, administrators are finding that parents of handicapped children no longer accept totally the authority of the school system. In addition, P.L. 94-142 has given parents legal avenues, such as procedural safeguards and the due process hearing, to resolve conflicts with the school system.

A special education administrator, therefore, can no longer rely simply on the methods he has used in the past to influence parents of handicapped children. A special education administrator must now (1) deal with the new expectations and demands of parents of handicapped children and (2) resolve conflicts with these parents without merely relying on his positional power and hierarchical authority. Thus, it is becoming increasingly important for special education administrators to understand and to be capable of using different types of social power.

SOCIAL POWER

Social power is a complex concept. For this study, social power will be thought of in terms of French and Raven's (1959) work, which concentrates on how Person O influences Person P by using various bases of social power. The original five power bases developed by French and Raven, plus two newer bases will be used. The seven bases of power are:

(1) Coercive Power is based on the influencer's use of a threat to gain compliance. The threat can be direct or implied. (French and Raven, 1959)

(2) Reward Power is based on the ability of the influencer to provide rewards to those he wishes to influence. The inducements include both material and nonmaterial rewards and can be concrete or implied. (French and Raven, 1959)

(3) Expert Power is based on the influencer's proficiency, skill, knowledge, and or expertise. (French and Raven, 1959)

(4) Legitimate Power is based on the influencer's position, title, or rank in the organizational hierarchy. The influencer induces compliance or influences the influencee because the influencee feels that the influencer has the right by virtue of his position in the organization to expect compliance. (French and Raven, 1959)

(5) Referent Power is based on the influencer's personal traits. The influencer because he is liked and admired attempts to have the influencee consciously or unconsciously identify with the influencer. (French and Raven, 1959)

(6) Information Power is based on the influencer's ability to provide logical and rational arguments and/or explanations that are important or valuable to the influencee. (Raven and Kruglanski, 1970)

(7) Connection Power is based on the influencer's connections with influential or important people. The influencer induces compliance from others because they try to gain favor or avoid disfavor of the powerful connection. (Hersey, et al. 1979)

CONFLICT

Researchers on social power have recognized that resistance or conflict is inherent in the application of power in social organizations. For the purpose of this study, conflict is defined as a situation where two or more parties are aware of incompatible positions, objectives, or goals and where each party wants to occupy a position not compatible with the others. (Boulding, 1962)

In recent years special education administrators have frequently found themselves in conflict with parents over such issues as: (1.) private school placement of handicapped children (Hockstader, 1984); (2.) the transportation of handicapped children (Kammerlohr, et al. 1983); (3.) the provision of related services for handicapped children (Kammerlohr, et al. 1983); and (4.) due process hearings related to placement and evaluation of handicapped children (Smith, 1981; Turnbull, et al. 1981; and Kammerlohr, et al. 1983).

VARIABLES

In attempting to resolve these conflicts the special education administrator should first consider the individual child who is the focus of each conflict. Since special education is provided to children with various handicapping conditions, the special education administrator should consider the handicapping condition of the child in selecting the course of action to take with the parents to resolve the conflict.

Moreover, studies have shown that educational administrators use different bases of power to resolve conflicts with people depending on whom they are in conflict with (Benzel, Less and Shaw, 1981). That is, the type of social power

used by the administrator varied depending on the position or status that the administrator believed the person, whom they were in conflict with, had. Special education administrators in dealing with parents are also dealing with people who have different positions and status in society and with people who are of different races. Thus, it is possible that the socio-economic status of the parents and the race of the parents and the child can affect the power base used by the special education administrator.

Therefore, three variables--the handicapping condition of the child, the socio-economic status of the parents, and the race of the parents and the child--may influence the power base used by the special education administrator to resolve different conflict issues with parents.

PURPOSE OF THE STUDY

The purpose of the study is to examine whether the power base used by the special education administrator to influence conflicts with parents is affected by the socio-economic status of the parents, the race of the parents and the child, and/or the handicapping condition of the child.

VALIDATION PANEL'S TASK

Please read the enclosed four scenario questions and complete the Feedback Form. Your responses will be analyzed and revisions to the instrument will be made based on your responses. Thank you for your assistance.

REFERENCES

Boulding, K.E. Conflict and defense: A general theory. New York: Harper and Brotners, 1962.

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Hersey, P., Blanchard, K.H., and Natemeyer, W.E. Situational leadership, perception and the impact of power. Group and Organizational Studies, 1979, 4:4, 418-427.

Kammerlohr, B., Henderson, R.A., and Rock, S. Special education due process hearings in Illinois. Exceptional Children, 1983, 49(6), 417-422.

Raven, B. and Kruglanski, A.W. Conflict and power. In P Swingle, (Ed.), The structure of conflict. New York, Academic Press, 1970.

Smith, T.E.C. Status of due process hearings. Exceptional Children, 1981, 47, 232-236.

Turnbull, A.P., Strickland, B., and Turnbull, H.R. Due process hearing officers: Chacteristics, needs, and appointment criteria. Exceptional Children, 1981, 48(10), 48-54.

December 13, 1984

Dear

Thank you very much for agreeing to serve on the panel of experts to validate an instrument for my dissertation research. The enclosed material is designed to assist you in the task. Enclosed are: 1.) Background Information which briefly explains the study; 2.) the Instrument Set of four scenario questions to be examined; and 3.) the Feedback Form.

I would appreciate it if you would analyze the scenario questions and return the Feedback Form to me by December 24th. Will you also please include a brief resume or vita?

Thank you again for assisting with this research study. Should you have any questions, please do not hesitate to call me

Sincerely,

Diane R. Szakonyi

F E E D B A C K F O R M

After reviewing each scenario question, please respond to the following questions for each scenario. In addition, please feel free to include any comments or suggestions.

SCENARIO QUESTION # 1

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? ___YES ___NO
   Comments: _____

   _____

2. Are the variables (socio-economic status of the parents, race of the parents and the child, and handicapping condition of the child) present in each scenario as indicated? ___YES ___NO Comments: _____

   _____

3. Each of the seven responses to the scenario question represents one of the power bases as stated in the definition list on pages 1 and 2. Will you please check the power base you believe each response represents:

Response	Coercive	Reward	Expert	Legiti-mate	Referent	Informa-tion	Connec-tion	Other?
1								
2								
3								
4								
5								
6								
7								

Comments: _____

_____

SCENARIO QUESTION # 2

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? ___YES ___NO
   Comments: _____

   _____

2. Are the variables (socio-economic status of the parents, race of the parents and the child, and handicapping condition of the child) present in each scenario as indicated? ___YES ___NO Comments: _____

   _____

3. Each of the seven responses to the scenario question represents one of the power bases as stated in the definition list on pages 1 and 2. Will you please check the power base you believe each response represents:

Response	Coercive	Reward	Expert	Legiti-mate	Referent	Informa-tion	Connec-tion	Other?
1								
2								
3								
4								
5								
6								
7								

Comments: _____

_____

SCENARIO QUESTION # 3

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? ___YES ___NO
   Comments: _____

   _____

2. Are the variables (socio-economic status of the parents, race of the parents and the child, and handicapping condition of the child) present in each scenario as indicated? ___YES ___NO Comments: _____

_____

3. Each of the seven responses to the scenario question represents one of the power bases as stated in the definition list on pages 1 and 2. Will you please check the power base you believe each response represents:

Response	Coercive	Reward	Expert	Legiti-mate	Referent	Informa-tion	Connec-tion	Other?
1								
2								
3								
4								
5								
6								
7								

Comments: _____

_____

SCENARIO QUESTION # 4

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? ___YES ___NO

Comments: _____

_____

2. Are the variables (socio-economic status of the parents, race of the parents and the child, and handicapping condition of the child) present in each scenario as indicated? ___YES ___NO Comments: _____

_____

3. Each of the seven responses to the scenario question represents one of the power bases as stated in the definition list on pages 1 and 2. Will you please check the power base you believe each response represents:

Response	Coercive	Reward	Expert	Legiti-mate	Referent	Informa-tion	Connec-tion	Other
1								
2								
3								
4								
5								
6								
7								

Comments: _____

_____

Please return the Feedback Form and a brief resume or vita in the enclosed envelope by Dec. 24th.

Thank you.

VALIDATION PANEL MEMBERS

BRIEF BACKGROUND DATA

- Father of a mentally retarded girl
- Member of the Mercer County (W.V.) Council for the Education of Exceptional Children since 1980
- Chairman of the Council for 1981-82, 1982-83, and 1983-84
- Active in state and local groups working on behalf of the handicapped
- City Manager of Bluefield, W.V.

- Instructor of Special Education at Radford University, Radford, VA
- Coordinator of Project TAP (Technical Assistance to Parents of Children of Learning Disabilities) and Coordinator of Project VISTA
- Active in numerous state and local groups
- Doctoral student at VPI & SU in Special Education Administration and Supervision

Dr. A. Bernard Hatch

- Former superintendent of schools

Dr. Carl L. Holland

- Superintendent of Schools, Pocahontas County Public Schools, Marlinton, W.V.
- Organized and implemented special education programs in several school systems
- Selected by the W.V. Dept of Education to serve as a monitor in the area of special education

Dr. Mary Hopkins-Best

- Director of Special Education, UW-Stout Menomonie, WI.
- Previously Project Coordinator and teacher of mentally retarded students in vocational setting, and work-study coordinator
- Author of several publication related to the vocational needs of special education students

Dr. William F. Keough

- Administrator of Office of Education for Overseas Dependents
- Previously Superintendent-Director, Tehran (Iran) American School
- Superintendent of Schools in Bedford, Mass, Huntington, NY,

- Parent of an emotionally disturbed boy and a learning disabled girl
- Served an a parent advocate in Illinois, Mass., and Virginia
- Has made numerous presentation to educators and parents on the Rights of Parents of Exceptional Children
- Nurse, Fairfax Hospital, Falls Church, Va.

Dr. William Malloy

- Assistant Superintendent, Division of Exceptional Education and Supportive Services, Milwaukee Public Schools, Milwaukee, WI.
- Previously, adjunct instructor, Marquette Unvi., Director of Exceptional Child Education, Dade County, FA, and numerous other positions related to the education of exceptional children

Dr. Peter Malmberg

- Director of a regional special education program, Annandale, Minn.
- Previously director of special education in Creston, IA and director of education, Institute of Logopedics, Wichita, KS.
- Served as a consultant in the areas of mental retardation and emotional disturbance

Dr. Michael Valentine

- Director of Student Support Services, Texas School for the Deaf, Austin, Texas
- Previously, Unit Coordinator, Compliance Management, W,V, Dept. of Education, Charleston, WV duties included: operation of a Parent Action Line which provided assistance to any parent of an exceptional child in the state of West Virginia

APPENDIX K. VALIDATION PANEL RESULTS

RESULTS FROM VALIDATION PANEL A

Scenario Question #1

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Reward	100%	0
2	Legitimate	100%	0
3	Expert	100%	0
4	Coercive	100%	0
5	Referent	100%	0
6	Information	100%	0
7	Connection	100%	0

Scenario Question #2

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Information	100%	0
2	Expert	100%	0
3	Reward	100%	0
4	Referent	100%	0
5	Legitimate	100%	0
6	Connection	100%	0
7	Coercive	100%	0

RESULTS FROM VALIDATION PANEL A (Continued)

Scenario Question #3

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Referent	100%	0
2	Coercive	100%	0
3	Connection	100%	0
4	Expert	100%	0
5	Reward	100%	0
6	Legitimate	100%	0
7	Information	100%	0

Scenario Question #4

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Connection	100%	0
2	Reward	100%	0
3	Coercive	100%	0
4	Information	100%	0
5	Expert	100%	0
6	Legitimate	100%	0
7	Referent	100%	0

RESULTS FROM VALIDATION PANEL E

Scenario Question #1

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Reward	100%	0
2	Legitimate	80%	20%
3	Expert	100%	0
4	Coercive	80%	20%
5	Referent	100%	0
6	Information	100%	0
7	Connection	100%	0

Scenario Question #2

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Information	100%	0
2	Expert	80%	20%
3	Reward	100%	0
4	Referent	100%	0
5	Legitimate	80%	20%
6	Connection	100%	0
7	Coercive	100%	0

RESULTS FROM VALIDATION PANEL E (Continued)

Scenario Question #3

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Referent	100%	0
2	Coercive	80%	20%
3	Connection	100%	0
4	Expert	80%	20%
5	Reward	100%	0
6	Legitimate	80%	20%
7	Information	100%	0

Scenario Question #4

1. Does this scenario represent a typical conflict situation that special education administrators are involved in with parents? YES 100% NO 0

2. Are the variables (socio-economic status of the parents, race of the parents and child, and handicapping condition of the child) present in each scenario as indicated? YES 100% NO 0

3. Each of the seven responses to the scenario question represents one of the power bases.

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Connection	100%	0
2	Reward	100%	0
3	Coercive	100%	0
4	Information	100%	0
5	Expert	80%	20%
6	Legitimate	80%	20%
7	Referent	100%	0

COMBINED RESULTS FROM VALIDATION PANELS A AND E

Scenario Question #1

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Reward	100%	0
2	Legitimate	90%	10%
3	Expert	100%	0
4	Coercive	90%	10%
5	Referent	100%	0
6	Information	100%	0
7	Connection	100%	0

Scenario Question #2

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Information	100%	0
2	Expert	90%	10%
3	Reward	100%	0
4	Referent	100%	0
5	Legitimate	90%	10%
6	Connection	100%	0
7	Coercive	100%	0

Scenario Question #3

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Referent	100%	0
2	Coercive	90%	10%
3	Connection	100%	0
4	Expert	90%	10%
5	Reward	100%	0
6	Legitimate	90%	10%
7	Information	100%	0

COMBINED RESULTS FROM VALIDATION PANELS A AND E

(Continued)

Scenario Question #4

Identification of the Power Bases

RESPONSE	CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONSES	PERCENTAGE OF INCORRECT RESPONSES
1	Connection	100%	0
2	Reward	100%	0
3	Coercive	100%	0
4	Information	100%	0
5	Expert	90%	10%
6	Legitimate	90%	10%
7	Referent	100%	0

APPENDIX L. RELIABILITY MATERIALS

R E S P O N S E F O R M

Social Security Number: _____

Please circle the number of the response you would make for each scenario question or write in the response you would make after number 8. Please keep in mind federal, state and local laws and regulations as you respond to each question.

SET A

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET B

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET C

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET D

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

R E S P O N S E F O R M

Social Security Number: _____

Please circle the number of the response you would make for each scenario question or write in the response you would make after number 8. Please keep in mind federal, state and local laws and regulations as you respond to each question.

SET E

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET F

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET G

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET H

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

Thank you for completing this survey.

R E S P O N S E F O R M

Social Security Number: _____

Assuming you are a director of special education, please circle the number of the response you would make to each scenario question or write the response you would make after number 8.

SET E

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET F

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET G

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET H

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

Thank you for completing this survey.

RESPONSE FORM

Social Security Number: _____

Assuming you are a director of special education, please circle the number of the response you would make to each scenario question or write the response you would make after number 8.

SET A

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET B

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET C

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

SET D

Question #1 1 2 3 4 5 6 7 8: _____

Question #2 1 2 3 4 5 6 7 8: _____

Question #3 1 2 3 4 5 6 7 8: _____

Question #4 1 2 3 4 5 6 7 8: _____

Thank you for completing this survey.

APPENDIX M. DATA COLLECTION MATERIALS

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Oct. 5, 1984

Dear Colleague,

As a special education administrator, you surely must be involved in conflicts with parents regarding issues such as requests for placements in private school, problems concerning transportation, etc. Do you often wonder how other special education administrators handle these conflicts? Would you be interested in comparing your methods in handling these conflicts with the methods that other special education administrators use?

I am a former special education administrator who is presently a doctoral candidate in the Special Education Administration and Supervision Program at Virginia Tech. As a special education administrator, I often wondered how other special education administrators would have handled the conflicts with parents that I had to handle.

As a doctoral condidate, I now have the opportunity to analyze how special education administrators do handle conflicts with parents. In order to do this, I need many special education administrators like yourself to answer questions related to four conflicts that occur frequently with parents. I would like to send you these questions within the next couple months. If you are interested, I will first send you a few questions and then a month later a few more questions. These few questions should not take you more than 10-15 minutes to answer.

Please take a minute, enjoy the enclosed stick of gum, and complete the stamped postcard addressed to me. You will then receive the questions. In several months, you will also receive a summary of my research and additional material to use in analyzing how you handle conflicts with parents. If you have questions about this study, please call me at or write them on the enclosed postcard.

Please return the postcard immediately. Thank you.

Sincerely,

Diane Szakonyi
Doctoral Candidate

November 4, 1984

Dear Colleague,

Several weeks ago I wrote to you regarding my research project concerning how special education administrators attempt to resolve conflicts with parents. Over 160 of your colleagues have agreed to participate. If you agree to participate, you will also receive a summary of my research and additional material.

Please consider participating in the study and return the attached postcard to me.

Sincerely,

Diane Szakonyi

Diane Szakonyi

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

February 11, 1985

Dear Colleague,

Thank you for agreeing to participate in my study to examine how special education administrators handle conflicts with parents. Since I wrote to you there has been a change in the format of the study. Rather than answering four questions on two occasions, I would like you to answer only four questions one time. These four multiple choice questions should take you less than 10-15 minutes to answer.

Several of you have asked for additional information about the study. This study is being conducted with special education administrators in Maryland, North Carolina, Virginia, and West Virginia. I define a special education administrator as the person who is primarily responsible for the delivery of special education and related services in the school system. Districts range in size from less than 1,000 students to over 100,000 students. All responses will be held in confidence. No districts will be identified in any way. If there are significant differences in the responses based on the size of the district, or on other variables, this will be reported in the research results, which will be sent to you in several months. In addition to receiving a summary of the research, you will also receive material to use in analyzing how you handle conflicts with parents.

Please take a few minutes, enjoy the enclosed stick of gum, read the questions, and complete the Background Data Sheet and the Response Form. Please return only the Background Data Sheet and the Response Form in the enclosed envelope by March 4th. If you have any questions, please call me at

Thank you for participating in the study.

Sincerely,

Diane Szakonyi
Doctoral Candidate.

RESPONSE FORM

Please read each scenario question, then circle the one response that comes closest to describing how you would choose to handle the situation. If none of the responses are ones you would choose, write your response after number 8.

QUESTION NUMBER ONE

Response 1 2 3 4 5 6 7 8: _____

QUESTION NUMBER TWO

Response 1 2 3 4 5 6 7 8: _____

QUESTION NUMBER THREE

Response 1 2 3 4 5 6 7 8: _____

QUESTION NUMBER FOUR

Response 1 2 3 4 5 6 7 8: _____

Please return this form and the Background Data Sheet in the enclosed envelope by May 13.

Thank you for your assistance.

BACKGROUND DATA

SEX: ___Male
___Female

AGE: ___Under 35
___Between 35 and 50
___Over 50

POSITION TITLE: ___Coordinator ___Supervisor ___Director ___Other:_____

If you are responsible for a dept. or depts. in addition to your sp. ed. responsibilities, please indicate: 1.) the percent of time you spend on sp. ed. matters ____% and 2.) the names of the other department(s) ____

_____

SIZE OF SCHOOL DISTRICT: ___Less than 10,000 students
___Between 10,000 and 15,000 students
___More than 15,000 students

TIME IN PRESENT POSITION: ___One year or less ___5 to 10 years
___1 to 5 years ___Over 10 years

TOTAL ADMINISTRATIVE EXPERIENCE: ___One year or less
___1 to 5 years
___5 to 10 years
___Over 10 years

HIGHEST LEVEL OF EDUCATION: ___B.A. or B.S. ___Master's plus 30
___Master's ___Doctorate
___Master's plus 15

PLEASE CHECK THE AREAS/FIELDS IN WHICH YOU ARE CERTIFIED:

___B.D. or E.D. ___Learning Disabilities ___Elem. Principal
___Hearing Impaired ___Physically Handicapped ___Sec. Principal
___Visually Impaired ___Mental Retardation ___Supervisor of Special Ed.
___Speech Pathology ___Auxiliology ___Director of Special Ed.
___School Psychology ___Sec. Education (Fields:_____)
___Elem. Education ___Other:_____

TOTAL SPECIAL EDUCATION TEACHING EXPERIENCE: ___Less than a year
___1 to 5 years
___5 to 10 years
___Over 10 years

March 11, 1985

Dear Colleague:

Several weeks ago I sent you a questionnaire and other material regarding my study that examines how special education administrators handle conflicts with parents.

Thank you to those of you who have returned the Background Data and Response Form sheets. I appreciate your participation in the study. I will send you the results in several months.

If you have not returned the Background Data and Response Form sheets, will you please do so as quickly as possible. Your participation in the study is important.

Again thank you for assisting with this study.

Sincerely,

Diane Szakonyi

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

April 30, 1985

Dear Colleague:

Several weeks ago, I sent you information regarding my study which examines how special education administrators handle conflicts with parents. As of today your completed Background Data Sheet and Response Form have not been received.

This study is being conducted with special education administrators in Maryland, North Carolina, Virginia, and West Virginia. As the person who is primarily responsible for the delivery of special education and related services in your school system, your responses to the questions are important. In several months I will be sending all participants in the study a copy of the research results and material to use in analyzing how you handle conflicts with parents.

In the event your material has been misplaced, another set is included. Please take a few minutes, enjoy the enclosed stick of gum, read the questions, and complete the Background Data Sheet and the Response Form. Then please return only the Background Data Sheet and the Response Form in the enclosed envelope by May 13. If you have any questions, call me at .

Thank you for participating in the study.

Sincerely,

Diane Szakonyi
Doctoral Candidate

RESPONSE FORM

Please read each scenario question, then circle the one response that comes closest to describing how you would choose to handle the situation. If none of the responses are ones you would choose, write your response after number 8.

QUESTION NUMBER ONE

Response 1 2 3 4 5 6 7 8: _____

_____

QUESTION NUMBER TWO

Response 1 2 3 4 5 6 7 8: _____

_____

QUESTION NUMBER THREE

Response 1 2 3 4 5 6 7 8: _____

_____

QUESTION NUMBER FOUR

Response 1 2 3 4 5 6 7 8: _____

_____

Please return this form and the Background Data Sheet in the enclosed envelope by May 13.

Thank you for your assistance.

APPENDIX N. ANOVA DATA

TABLE 1 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACEMENT CONFLICTS

Dependent Variable: Coercive Power

SOURCE OF VARIANCE	DF	MEAN SQUARE	F RATIO
MAIN EFFECTS			
SES	1	0.058	2.105
RACE	1	0.005	0.172
HC	1	0.048	1.738
2-WAY INTERACTIONS			
SES RACE	1	0.009	0.324
SES HC	1	0.147	5.317 *
RACE HC	1	0.009	0.344
3-WAY INTERACTIONS			
SES RACE HC	1	0.003	0.103
EXPLAINED	7	0.039	1.427
RESIDUAL	166	0.028	
TOTAL	173	0.028	

(* $p < .05$)

CELL MEANS

		HANDICAPPING CONDITION	
		TMR	ED
SES	High	0.09 (43)	0.0 (42)
	Low	0.0 (47)	0.2 (42)

TABLE 2 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACEMENT CONFLICTS

Dependent Variable: Connection Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.006	1.098
RACE			1	0.006	1.051
HC			1	0.006	1.005
2-WAY INTERACTIONS					
SES	RACE		1	0.007	1.263
SES	HC		1	0.007	1.152
RACE	HC		1	0.006	1.130
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.007	1.182
EXPLAINED			7	0.006	1.105
RESIDUAL			166	0.006	
TOTAL			173	0.006	

(* $p < .05$)

TABLE 3 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACEMENT CONFLICTS

Dependent Variable: Reward Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.086	4.011 *
RACE			1	0.089	4.147 *
HC			1	0.017	0.804
2-WAY INTERACTIONS					
SES	RACE		1	0.087	4.031 *
SES	HC		1	0.020	0.934
RACE	HC		1	0.020	0.952
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.020	0.910
EXPLAINED			7	0.049	2.295
RESIDUAL			166	0.021	
TOTAL			173	0.023	

(* $p < .05$)

CELL MEANS

SOCIO-ECONOMIC STATUS

High	Low
0.0 (85)	0.04 (89)

CELL MEANS

RACE

White	Non-white
0.0 (86)	0.05 (88)

CELL MEANS

SES	RACE: White	RACE: Non-white
High	0.0 (42)	0.0 (43)
Low	0.0 (44)	0.09 (45)

TABLE 4 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACEMENT CONFLICTS

Dependent Variable: Legitimate Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.508	5.793 *
RACE			1	0.004	0.041
HC			1	0.002	0.025
2-WAY INTERACTIONS					
SES	RACE		1	0.005	0.055
SES	HC		1	0.147	1.676
RACE	HC		1	0.110	1.255
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.000	0.001
EXPLAINED			7	0.111	1.260
RESIDUAL			166	0.088	
TOTAL			173	0.089	

(* $p < .05$)

CELL MEANS

SOCIO-ECONOMIC STATUS

High	Low
0.15 (85)	0.04 (89)

TABLE 5 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACEMENT CONFLICTS

Dependent Variable: Referent Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.0	
RACE			1	0.0	
HC			1	0.0	
2-WAY INTERACTIONS					
SES	RACE		1	0.0	
SES	HC		1	0.0	
RACE	HC		1	0.0	
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.0	
EXPLAINED			7	0.0	
RESIDUAL			166	0.0	
TOTAL			173	0.0	

(* $p < .05$)

TABLE 6 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACEMENT CONFLICTS

Dependent Variable: Information Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.552	4.132*
RACE			1	0.121	0.908
HC			1	0.219	1.636
2-WAY INTERACTIONS					
SES	RACE		1	0.315	2.358
SES	HC		1	0.745	5.573*
RACE	HC		1	0.020	0.147
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.028	0.208
EXPLAINED			7	0.283	2.115
RESIDUAL			166	0.134	
TOTAL			173	0.140	

(* $p < .05$)

CELL MEANS

SOCIO-ECONOMIC STATUS

High	Low
0.78 (85)	0.89 (89)

CELL MEANS

HANDICAPPING CONDITION

SES	TMR	ED
High	0.67 (43)	0.88 (42)
Low	0.91 (47)	0.86 (42)

TABLE 7 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR PRIVATE SCHOOL PLACMENT CONFLICTS

Dependent Variable: Expert Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.006	1.098
RACE			1	0.006	1.051
HC			1	0.006	1.005
2-WAY INTERACTIONS					
SES	RACE		1	0.007	1.263
SES	HC		1	0.007	1.152
RACE	HC		1	0.006	1.130
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.007	1.182
EXPLAINED			7	0.006	1.105
RESIDUAL			166	0.006	
TOTAL			173	0.006	

(* $p < .05$)

TABLE 8 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Coercive Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.023	2.135
RACE			1	0.021	1.954
HC			1	0.019	1.770
2-WAY INTERACTIONS					
SES	RACE		1	0.023	2.089
SES	HC		1	0.020	1.852
RACE	HC		1	0.020	1.778
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.020	1.860
EXPLAINED			7	0.022	1.960
RESIDUAL			166	0.011	
TOTAL			173	0.011	

(* $p < .05$)

TABLE 9 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Connection Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.0	
RACE			1	0.0	
HC			1	0.0	
2-WAY INTERACTIONS					
SES	RACE		1	0.0	
SES	HC		1	0.0	
RACE	HC		1	0.0	
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.0	
EXPLAINED			7	0.0	
RESIDUAL			166	0.0	
TOTAL			173	0.0	

(* $p < .05$)

TABLE 10 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Reward Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.018	0.429
RACE			1	0.093	2.201
HC			1	0.015	0.366
2-WAY INTERACTIONS					
SES	RACE		1	0.023	0.540
SES	HC		1	0.359	8.521*
RACE	HC		1	0.026	0.623
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.105	2.496
EXPLAINED			7	0.091	2.171
RESIDUAL			166	0.042	
TOTAL			173	0.044	

(* $p < .05$)

CELL MEANS

SES	HANDICAPPING CONDITION: TMR	HANDICAPPING CONDITION: ED
High	0.0 (42)	0.11 (47)
Low	0.07 (40)	0.0 (45)

TABLE 11 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Legitimate Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.027	0.604
RACE			1	0.000	0.000
HC			1	0.001	0.027
2-WAY INTERACTIONS					
SES	RACE		1	0.026	0.581
SES	HC		1	0.021	0.465
RACE	HC		1	0.000	0.004
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.019	0.426
EXPLAINED			7	0.014	0.298
RESIDUAL			166	0.045	
TOTAL			173	0.044	

(* $p < .05$)

TABLE 12 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Referent Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.0	
RACE			1	0.0	
HC			1	0.0	
2-WAY INTERACTIONS					
SES	RACE		1	0.0	
SES	HC		1	0.0	
RACE	HC		1	0.0	
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.0	
EXPLAINED			7	0.0	
RESIDUAL			166	0.0	
TOTAL			173	0.0	

(* $p < .05$)

TABLE 13 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Information Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.800	5.212*
RACE			1	0.056	0.363
HC			1	0.004	0.027
2-WAY INTERACTIONS					
SES	RACE		1	0.041	0.266
SES	HC		1	0.197	1.287
RACE	HC		1	0.123	0.803
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.054	0.354
EXPLAINED			7	0.181	1.176
RESIDUAL			166	0.153	
TOTAL			173	0.155	

(* $p < .05$)

CELL MEANS

SOCIO-ECONOMIC STATUS	
High	Low
0.88 (89)	0.74 (85)

TABLE 14 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR TRANSPORTATION CONFLICTS

Dependent Variable: Expert Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.504	6.458*
RACE			1	0.006	0.076
HC			1	0.085	1.095
2-WAY INTERACTIONS					
SES	RACE		1	0.132	1.693
SES	HC		1	0.018	0.228
RACE	HC		1	0.004	0.051
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.009	0.116
EXPLAINED			7	0.108	1.383
RESIDUAL			166	0.078	
TOTAL			173	0.079	

(* $p < .05$)

CELL MEANS

SOCIO-ECONOMIC STATUS	
High	Low
0.03 (89)	0.14 (85)

TABLE 15 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Coercive Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.023	1.971
RACE			1	0.022	1.922
HC			1	0.000	0.024
2-WAY INTERACTIONS					
SES	RACE		1	0.023	1.948
SES	HC		1	0.000	0.016
RACE	HC		1	0.000	0.016
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.000	0.016
EXPLAINED			7	0.010	0.847
RESIDUAL			166	0.012	
TOTAL			173	0.011	

(* $p < .05$)

TABLE 16 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Connection Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.000	0.000
RACE			1	0.000	0.000
HC			1	0.000	0.001
2-WAY INTERACTIONS					
SES	RACE		1	0.024	2.120
SES	HC		1	0.024	2.122
RACE	HC		1	0.024	2.122
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.000	0.005
EXPLAINED			7	0.010	0.895
RESIDUAL			166	0.012	
TOTAL			173	0.011	

(* $p < .05$)

TABLE 17 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Reward Power

SOURCE OF VARIANCE	DF	MEAN SQUARE	F RATIO
MAIN EFFECTS			
SES	1	0.025	1.113
RACE	1	0.000	0.001
HC	1	0.024	1.069
2-WAY INTERACTIONS			
SES RACE	1	0.029	1.312
SES HC	1	0.103	4.575*
RACE HC	1	0.029	1.310
3-WAY INTERACTIONS			
SES RACE HC	1	0.000	0.002
EXPLAINED	7	0.029	1.291
RESIDUAL	166	0.022	
TOTAL	173	0.023	

(* $p < .05$)

CELL MEANS

HANDICAPPING CONDITION

SES	TMR	ED
High	0.0 (46)	0.02 (40)
Low	0.07 (42)	0.0 (45)

TABLE 18 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Legitimate Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.017	0.319
RACE			1	0.016	0.301
HC			1	0.185	3.410
2-WAY INTERACTIONS					
SES	RACE		1	0.195	3.587
SES	HC		1	0.009	0.172
RACE	HC		1	0.009	0.166
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.019	0.351
EXPLAINED			7	0.067	1.241
RESIDUAL			166	0.054	
TOTAL			173	0.055	

(* $p < .05$)

TABLE 19 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Referent Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.005	0.882
RACE			1	0.005	0.881
HC			1	0.005	0.795
2-WAY INTERACTIONS					
SES	RACE		1	0.005	0.833
SES	HC		1	0.005	0.814
RACE	HC		1	0.005	0.794
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.005	0.804
EXPLAINED			7	0.005	0.883
RESIDUAL			166	0.006	
TOTAL			173	0.006	

(* $p < .05$)

TABLE 20 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Information Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.336	2.861
RACE			1	0.011	0.091
HC			1	0.480	4.083*
2-WAY INTERACTIONS					
SES	RACE		1	0.187	1.592
SES	HC		1	0.074	0.627
RACE	HC		1	0.047	0.400
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.085	0.719
EXPLAINED			7	0.182	1.546
RESIDUAL			166	0.118	
TOTAL			173	0.120	

(* $p < .05$)

CELL MEANS

HANDICAPPING CONDITION	
TMR	ED
0.81 (88)	0.92 (85)

TABLE 21 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR RELATED SERVICES CONFLICTS

Dependent Variable: Expert Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.147	5.285*
RACE			1	0.057	2.061
HC			1	0.003	0.125
2-WAY INTERACTIONS					
SES	RACE		1	0.059	2.134
SES	HC		1	0.003	0.105
RACE	HC		1	0.007	0.247
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.007	0.250
EXPLAINED			7	0.040	1.437
RESIDUAL			166	0.028	
TOTAL			173	0.028	

(* $p < .05$)

CELL MEANS

SOCIO-ECONOMIC STATUS	
High	Low
0.06 (86)	0.0 (87)

TABLE 22 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Coercive Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.006	1.043
RACE			1	0.005	0.868
HC			1	0.005	0.869
2-WAY INTERACTIONS					
SES	RACE		1	0.005	0.929
SES	HC		1	0.005	0.884
RACE	HC		1	0.005	0.849
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.005	0.888
EXPLAINED			7	0.005	0.935
RESIDUAL			166	0.006	
TOTAL			173	0.006	

(* $p < .05$)

TABLE 23 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Connection Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.026	1.148
RACE			1	0.088	3.919*
HC			1	0.019	0.868
2-WAY INTERACTIONS					
SES	RACE		1	0.026	1.147
SES	HC		1	0.000	0.001
RACE	HC		1	0.019	0.860
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.000	0.001
EXPLAINED			7	0.026	1.167
RESIDUAL			166	0.022	
TOTAL			173	0.023	

(* $p < .05$)

CELL MEANS

	RACE	
	White	Non-White
	0.05 (87)	0.0 (87)

TABLE 24 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Reward Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.005	0.175
RACE			1	0.055	1.897
HC			1	0.010	0.338
2-WAY INTERACTIONS					
SES	RACE		1	0.005	0.185
SES	HC		1	0.006	0.194
RACE	HC		1	0.002	0.082
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.005	0.163
EXPLAINED			7	0.012	0.422
RESIDUAL			166	0.029	
TOTAL			173	0.028	

(* $p < .05$)

TABLE 25 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Legitimate Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.025	2.143
RACE			1	0.000	0.009
HC			1	0.023	1.965
2-WAY INTERACTIONS					
SES	RACE		1	0.000	0.010
SES	HC		1	0.024	2.059
RACE	HC		1	0.000	0.010
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.000	0.010
EXPLAINED			7	0.010	0.877
RESIDUAL			166	0.011	
TOTAL			173	0.011	

(* $p < .05$)

TABLE 26 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Referent Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.005	0.290
RACE			1	0.005	0.307
HC			1	0.004	0.249
2-WAY INTERACTIONS					
SES	RACE		1	0.005	0.278
SES	HC		1	0.006	0.358
RACE	HC		1	0.008	0.477
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.052	3.031
EXPLAINED			7	0.012	0.723
RESIDUAL			166	0.017	
TOTAL			173	0.017	

(* $p < .05$)

TABLE 27 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Information Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.001	0.009
RACE			1	0.000	0.001
HC			1	0.033	0.355
2-WAY INTERACTIONS					
SES	RACE		1	0.011	0.113
SES	HC		1	0.370	3.924*
RACE	HC		1	0.048	0.507
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.024	0.258
EXPLAINED			7	0.071	0.755
RESIDUAL			166	0.094	
TOTAL			173	0.093	

(* $p < .05$)

CELL MEANS

HANDICAPPING CONDITION

SES	TMR	ED
High	0.96 (46)	0.84 (43)
Low	0.86 (43)	0.93 (42)

TABLE 28 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR DUE PROCESS HEARING CONFLICTS

Dependent Variable: Expert Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.050	3.003
RACE			1	0.004	0.214
HC			1	0.054	3.200
2-WAY INTERACTIONS					
SES	RACE		1	0.004	0.211
SES	HC		1	0.051	3.039
RACE	HC		1	0.004	0.231
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.004	0.221
EXPLAINED			7	0.025	1.471
RESIDUAL			166	0.017	
TOTAL			173	0.017	

(* $p < .05$)

TABLE 29 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Coercive Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.001	0.099
RACE			1	0.013	1.008
HC			1	0.001	0.111
2-WAY INTERACTIONS					
SES	RACE		1	0.013	1.034
SES	HC		1	0.036	2.827
RACE	HC		1	0.001	0.097
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.014	1.087
EXPLAINED			7	0.011	0.886
RESIDUAL			166	0.013	
TOTAL			173	0.013	

(* $p < .05$)

TABLE 30 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Connection Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.002	0.157
RACE			1	0.036	3.569
HC			1	0.001	0.132
2-WAY INTERACTIONS					
SES	RACE		1	0.014	1.370
SES	HC		1	0.001	0.146
RACE	HC		1	0.002	0.168
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.002	0.167
EXPLAINED			7	0.008	0.815
RESIDUAL			166	0.010	
TOTAL			173	0.010	

(* $p < .05$)

TABLE 31 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Reward Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.002	0.057
RACE			1	0.174	6.084*
HC			1	0.011	0.388
2-WAY INTERACTIONS					
SES	RACE		1	0.068	2.378
SES	HC		1	0.334	11.651*
RACE	HC		1	0.109	3.799
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.042	1.479
EXPLAINED			7	0.107	3.719
RESIDUAL			166	0.029	
TOTAL			173	0.029	

(* $p < .05$)

CELL MEANS

	RACE	
	White	Non-white
	0.01 (347)	0.05 (346)

CELL MEANS

	HANDICAPPING CONDITION	
	TIR	ED
SES High	0.01 (176)	0.05 (172)
SES Low	0.06 (172)	0.01 (173)

TABLE 32 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Legitimate Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.048	0.930
RACE			1	0.000	0.000
HC			1	0.048	0.930
2-WAY INTERACTIONS					
SES	RACE		1	0.092	1.769
SES	HC		1	0.048	0.925
RACE	HC		1	0.000	0.007
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.001	0.010
EXPLAINED			7	0.034	0.651
RESIDUAL			166	0.052	
TOTAL			173	0.052	

(* $p < .05$)

TABLE 33 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Referent Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.006	0.975
RACE			1	0.000	0.000
HC			1	0.006	0.975
2-WAY INTERACTIONS					
SES	RACE		1	0.006	1.002
SES	HC		1	0.000	0.000
RACE	HC		1	0.006	1.074
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.024	4.155*
EXPLAINED			7	0.007	1.173
RESIDUAL			166	0.006	
TOTAL			173	0.006	

(* $p < .05$)

CELL MEANS

HANDICAPPING CONDITION

	TMR		ED	
	White	Non-white	White	Non-white
SES				
High	0.02 (86)	0.0 (90)	0.0 (89)	0.01 (83)
Low	0.0 (86)	0.01 (86)	0.0 (86)	0.0 (87)

TABLE 34 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Information Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.029	0.227
RACE			1	0.071	0.554
HC			1	0.157	1.216
2-WAY INTERACTIONS					
SES	RACE		1	0.232	1.802
SES	HC		1	0.048	0.371
RACE	HC		1	0.019	0.146
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.233	1.806
EXPLAINED			7	0.114	0.881
RESIDUAL			166	0.129	
TOTAL			173	0.129	

(* $p < .05$)

TABLE 35 SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE FOR CONFLICT

Dependent Variable: Expert Power

SOURCE OF VARIANCE			DF	MEAN SQUARE	F RATIO
MAIN EFFECTS					
SES			1	0.002	0.050
RACE			1	0.013	0.375
HC			1	0.001	0.030
2-WAY INTERACTIONS					
SES	RACE		1	0.038	1.072
SES	HC		1	0.002	0.069
RACE	HC		1	0.003	0.076
3-WAY INTERACTIONS					
SES	RACE	HC	1	0.000	0.014
EXPLAINED			7	0.008	0.240
RESIDUAL			166	0.035	
TOTAL			173	0.035	

(* $p < .05$)

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