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Name: _____

1. Citation (use APA - ^{6th} 4th edition style):

2. Research Question:

Are there differences in the home environments for categories of "mildly handicapped" and "nonhandicapped" students?

-OR-

Is there an effect of category on home environment?

3. Sample and sampling method:

Convenience Sample:

- 68 students in grades 2-5 (20 LD, 17 EBD, 17 EMR, 14 NH)
- "randomly selected" from 11 schools in one urban and one suburban school district
- that participated in a larger study examining alternative explanations of student academic performance

no power analysis reported

4. Independent Variable (s):

Disability Category

5. Dependent Variable:

Home Environment

6. Measurement of variables:

IV determined by special education placement
(Categorical with 4 levels: LD, EBD, EMR, NH)

DV measured by the Home Rating Scale Score (Continuous)

Reliability:

- Internal Consistency (Coefficient Alpha = .85)
- Inter-rater reliability (exact agreement was 70.6%)
- No other reliability evidence reported

Validity:

- No evidence reported.

7. Procedure:

Permission was obtained by written consent and follow-up phone calls
Four advanced graduate students conducted interviews (using the HRS) in the
participants' homes. The interviewers rated the participants on nine HRS
factors following the interview, using a four-point rating scale. The score was
the average score across the nine factors.

8. Design:

Causal Comparative

9. Statistical Analysis:

ANCOVA

- Covariate: SES

Followed by planned comparisons (t tests) with "Bonferroni
adjustments," but actually used directional .01 for all significance tests.

10. Results:

ANCOVA: There was a significant effect for Category.

t tests:

- EBD had a lower mean than LD
- EBD had a lower mean than NH

11. Conclusion:

There were differences between EBD and LD/NH children's home environments when controlling for SES.

12. Limitations/Threats (Internal and External Validity):

- interpretations of causality & potential rival hypotheses

"Potential misuse and abuse of the findings warrants examination"
(Christenson, 1990, p. 514).

- psychometric properties of the Home Rating Scale are not reported ✓
- inadequate power
- potential lack of representativeness of the sample

13. Contribution to the Literature:

- The researchers encourage school personnel to work with families to create "supportive" home environments. School psychologists are encouraged to work with families in a consultative role.



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