THE GERMAN TEACHERS PERCEPTION OF TURKISH CHILDREN'S PROBLEMS IN THE SCHOOL SETTING

by

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ABSTRACT

THE GERMAN TEACHERS PERCEPTIONS OF TURKISH CHILDREN'S PROBLEMS IN THE SCHOOL SETTING

This is a descriptive and explorative study. When in the 1960's the Turkish people went to Germany to work there, no one thought of the difficulties that could arise through this step. After problems in the school setting, in language learning and in the every-day-life appeared starting from food and eating habits to religion, norm and value differences, people tried to solve these problems. There were a lot of books written on the topic of the Turkish guestworkers in Germany, but little empirical research done. Thus the present investigator decided to get the perceptions of one of the involved groups: The German teachers' perceptions about the behavior of the Turkish children they have in class is explored to find the specific areas of perceived differences.

The teachers who have a certain number of Turkish students in their class in the school area of Kiel formed the subject population.

This research involved two successive studies. On the first one the teachers were asked about their perceptions on Turkish childrens' shortcomings in terms of their

language, individual and social development within the frame determined as the aims of education in Schleswig-Holstein area.

The second study explored the perceived differences in language, physical appereance, personality and social development and adjustment problems.

The data collection was done by two structured questionnaires that were developed. In the first study each school was contacted and the questionnaires were given to the director to be distributed to the teachers, in the second study the process was carried out through the mail. The results are given in percentages and tables of frequency distributions. The main finding was that whereas an overall impairment of the Turkish children was perceived by nearly all of the teachers it was not possible for the teachers to pinpoint this impression down to concrete observable behaviors in most of the areas of perceived shortcomings except for language development.

ÖZET

OKUL ORTAMINDA TÜRK ÇOCUKLARININ PROBLEMLERİNİN ALMAN ÖĞRETMENLER TARAFINDAN ALGILANIŞI

Bu araştırıcı ve betimleyici bir çalışmadır. Bindokuzyüz altmışlarda Türkler çalışmak için Almanya'ya gittiklerinde hiç kimse bu adımın yaratabileceği sorunları düşünmedi. Bu duruma çözüm arayışı ancak her türlü gündelik problemler ve din, gelenek ve değer farklılıklarının yarattığı çeşitli sorunlar ortaya çıktıktan sonra başladı. Almanya'da Türk misafir işçiler üzerine çok kitap yazıldı ama empirik araştırmaların az yapıldığı görülüyor. Bu araştırmacı, ilgili guruplardan birinin, algılarını değerlendirmek istedi. Alman öğretmenlerin sınıflarındaki Türk çocuklarının algılayışlarını değerlendirerek bu çocukların hangi alanlarda farklı algılandıkları tespite çalışıldı.

Denek gurubunu, Kiel bölgesinde sınıflarında belli bir sayının üstünde Türk öğrencisi olan Alman öğretmenler oluşturdu.

Bu araştırma iki çalışmadan oluştu. Birincisinde, öğretmenlere Türk çocuklarının Schleswig-Holstein bölgesi eğitim amaçları çerçevesinde dil, kişilik ve sosyal gelişmelerinde algılanan eksiklikler soruldu.

İkinci çalışmada dil, fiziki görünüm ve gelişim, kişilik ve sosyal gelişim ve uyum safhalarında algılanan farklılıklar araştırıldı.

İki ayrı veri toplama işlemi kapalı uçlu ölçek geliştirilerek yapıldı. Birinci araştırmada, ölçekler okulların müdürleri ile görüşülerek öğretmenlere dağıtılmak üzere verildi. İkinci araştırmada ölçekler posta yolu ile okullara iletildi. Sonuçlar yüzde ve frekans dağılımı tabloları halinde sunulmuştur. Özet olarak bulgular öğretmenlerin çoğunun Türk çocuklarında gerekli eksiklikler olduğunu algıladıklarını söylemelerine karşın dil gelişimi dışındaki safhalarda bu eksiklikleri davranışsal olarak belirtiklerini gösterdi.

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I. INTRODUCTION

1.1. Aim of the Study

Volumes are said and written about migrant workers and their children in Germany. Some of the things that are said have to do with the problems of adjustment of the second generation and their maladjusted behavior. Yet there is very little empirical research that is carried out exploring these areas.

The present study aimed to capture at least one involved party's perceptions specifically the teachers, about the issue of physical, linguistic, social and psychological adjustment and development of Turkish children and youth.

Before the details of this study some background information in the following sections is given. This review will shortly cover the migration of foreign workers to Germany, the arising problems, theoretical approaches about migrant populations and literature specific to the Turkish families and children.

1.2. Recruitment of Foreign Workers

In the 1960s the German economy extended rapidly. Many people were needed for factory work and service jobs. This was a relatively sudden requirement and there was no surplus of German workers to meet this requirement. This shortage of manpower arose out of different factors. Primarily the border between western and eastern Germany was closed, thus

people could no longer come from the eastern part as they did before. Secondly people were needed by the government to build up the army. An attempt at a solution was through the forced mobilization of women. Besides all this the industry was not that much automatized as it is today. So one factory needed - in relation to the present - many workers. In this situation, when whole branches of the industry, especially factory work and services with hard working conditions (e.g. dust collection) were not functioning properly because of lack of workers, the German economy made recruition contracts with the mediterranean countries. The intention was to let people come for five years and then to exchange them in a kind of a cycling system (Hohmann 1977, Mahler 1974, Müller 1974, Schrader et. al. 1976).

1.3. Arrival of Foreign Workers

Most of the foreign workers who came to Germany wanted to flee unemployment or poverty in their home countries. As intended by the German economy they wanted to stay just some years to earn a lot of money and then return to build a safe living in the home country. The governments of the mediterranean countries signed the contracts because they too wanted the workers to come back, to bring the money back and to increase the standard of living and the economical infrastructure with their finance and information (Schrader et. al. 1976).

Initially lots of university graduates from Turkey from the big cities like Ankara, İstanbul and İzmir came to Germany. They thought of doing this work for some years in order to gain the money for an office, a shop or something similar. Then more and more people from the eastern, more agricultural part of Turkey came. They had to support many relatives and a big family. These people as well came with the intention of earning some money in a short time. They wanted to return and better their situation in the home country (Schrader et. al. 1976).

1.4. Problems Arising

In the following years, several events led to the development of a problematic situation. For one thing more workers came than recruited. Many Turkish people, seeing the prosperity of their people who had gone to Germany, came to Germany as tourists and tried to find a job on their own or with the help of their relatives. The Turkish people in the streets or looking for a job increased. Even when the recruition stopped because the German economy fell into recession, the people were still coming. During the recession many people lost their jobs. There was a lot of bankruptcy and automatization in the factories. The unemployment of the German workers led to aggression that found the foreign workers as its target. The unemployed German people started thinking that Turkish workers were stealing their jobs. This thought - although not true because an unemployed German would not take the job that is done by the foreign workers at the present - and due to the wide differences terms of culture, religion

and way of life between Turkish people from more rural Anatolia and German people from the big cities prejudice and hatred towards the Turkish workers, started and escalated in a short time.

The Turkish workers who were not able to earn as much money as they wanted, started bringing their families to Germany. This developed in some kind of a snowball effect like LeCompte described:

"Put simply, when one worker brings his family and another visits him, eating Turkish food and enjoying the comforts of home, it may function as a powerful incentive for the second worker to also consider bringing his family. When these events are multiplied by the number of workers who are eligible to bring their families (i.e. have appropriate housing and a stable job), a sort of 'behavioral contagion' can occur and the spread of the movement can increase very rapidly." 1

Thus the portion of foreign people increased, while the portion of foreign workers decreased. Another point was that the Turkish people living in the big cities were concentrated in some parts of these cities. There, they "rule the life". There are all sorts of Turkish shops and nearly only Turks living around, so that the Germans feel as "outsiders".

This situation of having a ghettolike district in the town where people speak another language and behave differently causes a lot of anxiety among the German people. It also hinders an integration because neither the German people nor the Turkish people - they have their own shops etc. - feel

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[1] Lecompte, W.A. and LeCompte, G.K. Parental Attitudes and Cultural Adaption of Turkish Families in the Netherlands. Istanbul: Bosphorus University Social ScienceInstitute Research Paper No. SBE/Psy 83-01, 1983, p. 5.

the need to communicate and get to know each other better (Boos-Nünning 1976, Renner 1975).

1.5. Present-day Situation

Today, according to a study of the German ministry of social affairs, one and a half million Turkish workers live in Germany. From these workers 64,9 per cent have already overstayed than originally planned and only 59 per cent of the Turks plan to return to Turkey one day, if they put together the amount of money they wanted to save or if they are in the right age to get an annuity. Three thirds of the Turkish workers in Germany are married and 78,5 per cent of these have their families in Germany. The portion of children and adolescents under the age of 16 is about half a million. Besides that here are about 100 000 young Turks between the ages of 16 and 20 (Bundesministerium für Arbeit und Sozialordnung, Bonn 1980).

These numbers show, that a change has taken place from the intention of earning a lot of money in a short time and returning home to staying longer or forever in Germany. Besides that the structure of the group of Turks living in Germany has changed. There are now more children and families and no longer that many workers.

1.6. Psychological Implications of the Migration

Most of the Turkish workers come from the developing eastern agricultural part of Turkey where the partriarchal

large family type with obedience to the parents and elder people is the norm of life. Their migration to Germany - an industrialized society, where "selffulfillment" is a high value - challenges their way of life, their validity in the new field of interaction. This means that the role of women changes from being economically dependent on her husband to earning her own money; respect towards age, government and the parents is no longer a high value; doing shopping is quite different in the big supermarkets and so on (Neumann, 1981).

Thus the foreign workers don't only have to cross a big geographical distance but also a long sociohistorical distance like stepping across decades or even centuries of the industrialization in one step. The explanation patterns and role repertoires which are built in the culture of the home-country and are part of the social and personal identity of the individual and part of his/her ability for interaction become loose. Thus when their reference points break down the foreign people are limited in their ability to interact with others and with the culture. Since they have little contact with German people they don't have much possibility to build a new identity. Thus the foreign workers become "outsiders", a sociological marginal group with high economical and cultural insecurity. As a consequence of this situation aggressiveness or touchiness, anxiety and lack of self-confidence can follow. Most of the behaviors which seem strange, dull helpless or illegal to the German people can be explained visavis this background of such role-insecurity (Cropley 1978, Pienemann 1978).

Besides this the Turkish people in Germany experience that the Turkish culture is perceived to be on a lower standard than the German culture. On one extreme this can lead to the assimilation - meaning ethnic selfalienation - and giving up the cultural norms of the home country or on the other extreme it can lead to dissimilation - the concsious resistance to the foreign culture. It is seen that the Turkish people in Germany cling more to the old traditional and religious values than the Turkish people in Turkey. The examples given in the literature are the utilization of the kerchief by women and girls, the obedience to religious commandments and the separation of boys and girls. This would reflect the dissimilation described above. The resistance against foreign culture and the extremely strict clinging to own norms and values hinders a communication between the two cultures and thus doesn't lead the way towards an integration (Müller 1981).

II. THEORETICAL APPROACHES TO THE SOCIAL AND PSYCHOLOGICAL ASPECT OF THE MIGRATION

2.1. Socialization

In order to understand the implications of the migration in view of the personality development of the Turkish children it is necessary to talk about the process of socialization in general and about the importance of the role concept in social interaction. In the last years different sciences - like psychology, anthropology, sociology, ethnology etc. - were working on the problem of socialization. All these sciences which have tried to record and to design human behavior analyzed culture, society and personality in their interaction upon the development of the children and tried to contribute to the clarification of the process of socialization (Schulz 1971).

2.2. Claessens' Model

In one of the newer sociological works F.NEIDHARDT (1971) describes the term socialization. He understands socialization as a process in which the norms and values of the society are transmitted especially to children and adolescents. The aim of socialization, according to NEIDHARDT is to enable the human being to live and interact within a frame of cultural, social and material conditions.

The main structure of the socialization-process can be developed according to the model of CLAESSENS (1962) who devides the process of socialization into the process of

sociabilization and enculturation. The sociabilization takes place in the first two years of life and in the third and forth year the enculturation of the child happens. Enculturation means the socialization in surroundings other than the family (kindergarden, pre-school, peer group etc.). This devision of CLAESSENS is naturally a theoretical one in order to be able to describe and investigate more about the process of socialization. In reality the transition from sociabilization to enculturation is not fixed and both processes overlap and differ from individual to individual.

2.2.1. Sociabilization

In this phase - covering the first two years of the development of the child - the mother or another person who is taking care of the child has an important function. She does not only care for the biological growth of the child but builds the basis for all coming processes of socialization.

During this period the first relationship of the child towards another object originates, this means that the child wants the person who takes care of him/her to be the object of its activities. This object-relationship enlargens later little by little from the mother or her substitute towards the father and other people. Through these intensive emotional relationships the gifts in the child are opened and furthered. The prerequisite for this is a regular, friendly and strong emotional engagement towards the child, upon which the social optimism or basic trust of the child is based. These terms mean that the child has the potential to become

a social being. Through the emotional engagement of these people, not only the ability to have feelings is displayed, but also an expectation is furthered that is the prerequisite for the ability to - later on - cooperate and communicate as a social being. CLAESSENS calls this phase "primary social fixation" where the basis for later social development is formed (Claessens 1972).

It becomes obvious that CLAESSENS is strongly influenced by the psychoananlysts; FREUD and ERIKSON. This phase is highly comparable to the oral phase of FREUD (1981) or the infancy stage of ERIKSON (1981) where basic trust versus mistrust is the area of conflict.

2.2.2. Enculturation

The enculturation phase starts with toilet training. The total dependance of the baby upon the mother is changed into a limited dependance and the permanent mediation of the norms and values of the society begins. The influence of the first object relationship changes into an influence of the whole family or better into an influence of significant others. The child communicates with different people in its nearer surrounding. These people - the significant others - determine the child's way of acting, thinking, feeling and speaking according to the cultural norms and values. The cultural conscience or the super-ego in the Freudian theory evolves and controls the actions of the child according to the internalized norms and values of the society (Claessens 1972). Thus the control of the parents changes into a control from the

super-ego within the child. This change causes the repression of the id because the maintenance of the parental love is valued higher by the child than his/her own wishes and instincts. If in the phase of the sociabilization (2.2.1.) the basis for the social optimism is formed, the child will develop a primitive self-identity which is the starting point for enculturation, that is for the specific cultural fixation of the way to feel, think, speak and of morality and the worldview as well as the resulting behavior (Callies 1968.)

"The cultural role of the rising generation isdecisively taken over in the small family. The introduction into the social role takes place in only some of the important but not necessarily determinative parts: through the shift from the social external control into the inner part of the individual." [2]

This means that the cultural role of the individual that is once formed can't be changed by the person: he or she is a German, a Turk, an Italian etc. The culture has grown into the soma.

2.2.3. Secondary Fixation

In contrast to the cultural role, the social role is not that much determined by the significant others. The taking-over of the cultural role enables the child to take a social role. Thus the family is no longer determining the social role of the child but the expectancy of the society does. So this third step according to CLAESSENS' model would be the "secondary fixation", where the final take-over of certain social roles prepared by the society takes place. This phase is marked by

[2] Callies, E. Sozialisation und Erziehung. Münsteranische Beiträge zu Pädagogischen Zeitfragen, Heft 7, Münster 1968, page 19, Translated into English by Hella Kohlmeyer

the growing influence of the nonfamiliar instances of socialization.

2.3. Schrader's Model

SCHRADER (1976) specifies the model of CLAESSENS according to migration and the implications migration has upon the children. SCHRADER talks about the whole process of socialization from birth until adulthood. He divides the socialization process in relation to migration into enculturation, acculturation and assimilation.

2.3.1. Enculturation

The phase of enculturation in the model provided by SCHRADER is defined the same way as in the model of CLAESSENS. He perceives the enculturation phase as the specific fixation into one cultural surrounding influencing the overall behavior of that person. This cultural role and way of thinking can not be changed by the person in his/her lifespan.

2.3.2. Acculturation

As SCHRADER developed his model specially for migrants, he was interested in the problems that arise when people from two different cultures meet. Thus he introduced a new term "acculturation".

HERSKOVIĆ (1936) who was the first to study the problem of mutual influence between cultures through contact and overlapping, defines acculturation as follows:

"Acculturation includes all phenomenons which result out of the direct and permanent contact between groups of individuals from different cultures plus the following changes for one of the concerned culture's characteristic way of acting and thinking."3

Thus acculturation takes place when two cultures meet and communicate. Most of the time one culture is the dominant one or the one to provide positions and the people from the other culture are filling in those positions. Acculturation is always based upon a fundation of socialization. The sociabilization and enculturation phase must be passed through by the individual. This means if a person is born into one culture and after the sociabilization and enculturation phase moves into another culture acculturation, meaning a healthy adaptation to the new and different cultural living conditions can take place.

2.3.3. Assimilation

In contrast to this process SCHRADER provides another term "assimilation". Here the phases of sociabilization and enculturation are not passed through before the person contacts a new cultural surrounding. Thus as the basic cultural role is not yet taken over, this person easily gives up the culture where he/she had come from and "assimilates" into the new surrounding. Assimilation is explained by HARTFIEL (1972) in the following way:

"Assimilation means the taking-over of the social standards of values, orientations and activity patterns as well as the essential interests of life and the change of the concsience of membership in one group." 4

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[3] Herskowić, quotet in Schulz, W., "Möglichkeiten der sozialen Bildung durch Rollenspiel in der Vorschulerziehung", Flensburg 1971, p. 5. Translated into English by Hella Kohlmeyer.

[4] Hartfiel, quotet in Schrader, A. "Die zweite Generation Kronsberg 1976, p. 53. Translated into English by Hella Kohlmeyer.

This shows that assimilation is much more complex than acculturation. In the process of assimilation the identification with the contents of the foreign culture takes place. The self identity changes from the old one to a new one largely resulting in ethnical self-alienation.

2.3.4. The Graphical Presentation of SCHRADER's Model

SCHRADER (1976) provided a diagram specifying the process of socialization in view of the age where the contact to a new culture takes place (see table 1, page 15). In the columns 1, 3, and 4 he describes the process of adaptation to a new culture and in the columns 2 and 5 the resulting personality structures. The types of children according to the age of migration are provided in the spaces A, B and C. SCHRADER includes three different socialization agencies in which important experiences in the different phases are made: family, private contacts (peer groups) and institutionalized contacts (kindergarden, school, work).

The main statement of the diagram says that a migration shortly after birth or after six years of age isn't that problematic because in the first case the child will take over (assimilate) the new culture and feel as a "New-German" and in the second case the child will already have his/her basic cultural personality and can adapt in a healthy way (acculturation). The most problematic age for migration is according to SCHRADER during the span of preschool age because here the development of a cultural personality has already started and has to

	1			2	3		4			5
PROCESS OF ADAPTATION / TYPE OF CHILD.	ENCULTURATION TAKES PLACE IN			RESULT (FOR LAYING THE FOUNDATION OF THE BASIC PERSONALITY DEVELOPMENT)	ACCULTURATION TAKES PLACE IN		ASSIMILATION TAKES PLACE IN			RESULT
	FAMILY	EARLY PEER GROUPS	KINDER-GARDEN		FAMILY	LATER PEER GROUPS / SCHOOL (JOB)	FAMILY	LATER PEER GROUPS	SCHOOL (JOB)	
	UNDER THE INFLUENCE OF THE				UNDER THE INFLUENCE OF THE		UNDER THE INFLUENCE OF THE			
A MIGRATION AT 6 - 14 YEARS OF AGE (SCHOOLTIME)	HOME CULTURE			MONOCULTURAL ENCULTURATION IS SETTLED. THE BASIC PERSONALITY IS DEVELOPED IN THE HOME CULTURE. AFTER THE MIGRATION THE ACCULTURATION IS NECESSARY	MINORITY SUBCULTURE	FOREIGN CULTURE	NOT APPLICABLE			IDENTIFICATION WITH THE HOME CULTURE IDENTITY AS A "FOREIGNER"
B MIGRATION AT 1 - 5 YEARS OF AGE PRE-SCHOOLTIME	HOME CULTURE	HOME CULTURE + MINORITY SUBCULTURE	FOREIGN CULTURE	THROUGH THE MIGRATION THE PROCESS OF ENCULTURATION IS INTERRUPTED. A DEFIZIT IN THE ENCULTURATION IS PROBABLE. THE BASIC PERSONALITY IS DIFFUSE. FURTHER ADAPTATION PROCESSES ARE NECESSARY	MINORITY SUBCULTURE	FOREIGN CULTURE	MINORITY SUBCULTURE	FOREIGN CULTURE		IDENTIFICATION AMBIVALENT BICULTURAL IDENTITY AS "STRANGER"
C MIGRATION SHORTLY AFTER BIRTH OR BORN IN GERMANY	HOME CULTURE + MINORITY SUBCULTURE	MINORITY SUBCULTURE	FOREIGN CULTURE	MIXED PROCESS OF ENCULTURATION IS SETTLED. BASIC PERSONALITY IN THE MINORITY SUBCULTURE IS DEVELOPED. ADAPTATION TO THE MAIN CULTURE (= FOREIGN CULTURE H. K.) IS NECESSARY	NOT APPLICABLE		FOREIGN CULTURE			IDENTIFICATION WITH THE FOREIGN CULTURE IDENTITY AS "NEW-GERMAN"

Table I: THE MODEL OF SCHRADER, translated by Hella Kohlmeyer

be finished in the new culture. This leads to cultural insecurity and the children have the feeling of being a stranger in Germany as well as in Turkey. Important is that SCHRADER defined not only two cultures: German culture and Turkish culture, but a third culture as well. He stated that the Turkish people in Germany form a "Minority sub culture" within the new culture. As they don't have any contact with the Turkish culture in Turkey, they build up a culture from their memory as they perceived the Turkish culture to be when they were in Turkey. But they are no longer part of that culture and don't see the changes or developments taking place over there. Thus in this "Minority sub culture" the Turkish people most often cling to their norms and values more rigidly than the people in Turkey (KAĞITÇIBAŞI 1975).

III. THE MIGRATION OF THE TURKISH PEOPLE TO GERMANY AND ITS IMPACT UPON THE CHILDREN

3.1. Changes in the Family

Within this theoretical background the special situation of the Turkish workers and their families has to be stated. There are problems besides the socialization process because of different facts. Initially it was the aim of both the host country as well as the Turkish workers that the migration would be temporary. Thus the workers did not feel any need to change their norms and values since they were going to return to Turkey. Another problem lies in the language. It is much more difficult for the Turkish children to learn German than imagined, and this has implications upon the activity of the children.

The first consequence of migration for the process of socialization of the children is the departure of the father. The father leaves the family to go to Germany. With this departure a highly significant person is missing as a transmittor of norms and values of the society. Besides this the "head of the family" is gone and has to be replaced by someone else. This is most often done by the oldest son or the brother of the father. This is a real disturbance because the father in a rural Turkish family is the one to decide. He has got the power and the authority. The replacement by someone else means for the family something like "getting a new father".
When later, the family comes to Germany they have to get used

to the "old Father" again. In any case this changes the structure of the family (Neumann 1981).

The next difficulty comes when the father - instead of returning - takes the whole family to Germany (compare 1.4. "Problems Arising"). Then the structure is again weakened. Initially the parents feel very uncertain in the new surrounding as described before. Their norms and values are not only invalid but contradicting the values of the society they live in and thus they do not know how to educate their children. Their whole attitude becomes ambivalent (Renner 1978).

Another serious problem for the children is the changing role of the mother in Germany. She becomes a money earning force, not tied to her home and children alone any more. All this brings about the fact that the child - according to his/her age - feels very uncertain about the new situation and will run through a different socialization process than he/she would have done in Turkey. This again leads to a problematic situation between parents and children. They are going through different socialization processes and thus having different norm and value systems. The consequence is alienation within the family (Neumann 1981).

3.2. Changes in the surrounding

Another implication of the migration for the child is that the norms and values they internalized are valid in the family and other unknown values and norms are valid in the German surrounding (school, pre-school, shops etc.) They

have to keep the "old" value system and gain and understand a "new" value system - sometimes contradicting the present one - in order to survive at home and on the street simultaneously. Besides this they have to separate the "new" from the "old" values and become able to decide whether in this or that situation they have to behave according to the "new" or according to the "old" value system (Müller 1974).

HOLLE (1979) who did a study about the way how Turkish parents in Germany can act as models for their children describes the differences like this:

"The socialization conditions provided by Turkish families differ from those in the German families in the following ways:
a) now slowly shown tendency from extended families towards nuclear families.
b) allowance to marry - especially for young women - depends upon the parents.
c) age of marriage start from 'under 14 years of age' on.
d) polygamy: in spite of being forbidden by law, it is found in two per cent of all marriages, especially when one wife is ill or unfertile.
e) gender and age specific hierarchy within the family: the male family members have the preference in relation to the female members, the elder ones in relation to the younger ones.
f) obedience and respect towards age as the main principle in education.
g) national pride.
h) authoritarian style of education of fathers and teachers.
i) Moslem religion.
j) mainly agriculturally oriented organization of life within poor living conditions.
The above stated points are only examples, which can be extended in any direction. But they only fit to the Turkish families from the low socio-economic level because these build up the main part of migrant workers in the Federal Republic of Germany" 5

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5 Holle, Dagmar, "Türkische Gastarbeiterfamilien und deutsche Schule", - Vorbildfunktion der Eltern und ihre Auswirkung auf die emotionelle Anteilnahme der türkischen Kinder am Unterrichtsgeschehen, Lüneburg 1979, p.15. Translated into English by Hella Kohlmeyer.

These examples of differences in the way of life of Turkish and German families show the gap that has to be crosses by Turkish children every day when they leave their home and go to German schools.

To these problems of socialization the big problem of language is added. In order to behave and act within a society it is necessary to communicate, and communication without language is a very poor one. So Turkish parents and children have to learn German.

According to newer studies from the Ministry of Social Affaires, the time to learn a language to the extend needed for the Turkish children is fixed down to seven years. This implies that the Turkish children need help for a long time and are helpless and dependent outsiders during this period. This is a very hard experience. Besides this it is shown that children learn a new language much quicker than adults so they have the role of a translater. This again is contradicting the authoritarian structure of the rural family where the father has the power of decision. It makes him dependent upon his children and again weakens the family structure (Meyer-Ingwersen 1977).

3.3. Discrimination and Stigmatization

All these facts described under the above headings show that the Turkish families in Germany live in a very difficult situation. They have to handle a lot of problems. But all these points could be managed by them - this is the opinion

of quite a few authors writing on this topic (Neumann 1980, Abali 1980, Hohmann 1977) - if they would be helped by German people instead of discriminated. It is seen in different studies that the Turkish people in smaller towns where they are less concentrated are integrated very well. They show a healthy adaptation to the new culture and are content with their life (Abali 1980). ABALI (1980) calls this the "favourable socialization". The Turkish people in the big cities in contrast live more or less in a ghetto. The oppinions about the fact whether this ghetto is wanted by the Turkish people or not differ between the authors (Sandfuchs 1981, Coburn-Staege 1982, Renner 1975). But sure is that there is a discrimination against the Turkish people in these regions. Some of the reasons for this discrimination are described earlier.

This discrimination and stigmatization can lead to two different reactions of the Turkish children. Whereas some tend to deny their family, their parents and their roots in the Turkish culture, i. e. they give themselves German names and don't tell anyone about their nationality, others resist against any contact to the German culture and cling rigidly to their Turkish norm and value system.

3.4. Review of Literatur on Empirical Studies

The theoretical frame is one developed after the fact and the empirical work in the area of "migration of Turkish guest workers and the implications" is not very extensive. This insufficient theoretical framework and empirical works can be explained by the fact that no one thought of developing

a theory when the so-called "guestworkers" came. Everyone believed that they would only stay for some years and then leave again. Then when Turkish people started to bring their families to Germany and their children entered German schools, still people thought that would be a passing difficulty.

Initially and foremost the lack of communication language-wise and the gap created thereof was the most striking difficulty.

The general studies about bilingualism did lead to the optimistic view that children would learn German quite fast and thus the problem would disappear. The starting point of worry about this topic came when the generation of children born in Germany who still did not know very much German started school. At this moment a real boom of books were published. Many teachers, social workers and kindergarden teachers tried to offer help based on their experiences, for working with foreign children. So the books were all practical guides for work in schools or kindergardens basicly having to do with language problems (Müller 1977, Hohmann 1976, Franger 1980).

BAYER, GÄRTNER-HARNACH and others (1975) studied the relationship between language learning and success in school. They found that problems in learning of German language lead directly to low achievement and low success in school as well as stagnation of the proficiency of the mother language. Another finding of this study was that the Turkish children in the "ghettos" of the big cities live relatively isolated and do not have contact with the German children. According to

the opinion of the German teachers the Turkish children in German classes are hardworking and less egoistic than the German children. The German teachers in general have a positive attitude towards the Turkish children, but in spite of this positive attitude the grading of the Turkish children does not match with the hard work they do in order to achieve. The authors GÄRTNER-HARNACH et. al. (1975) state that as a result the children of the migrants start showing symptoms of mental disturbances.

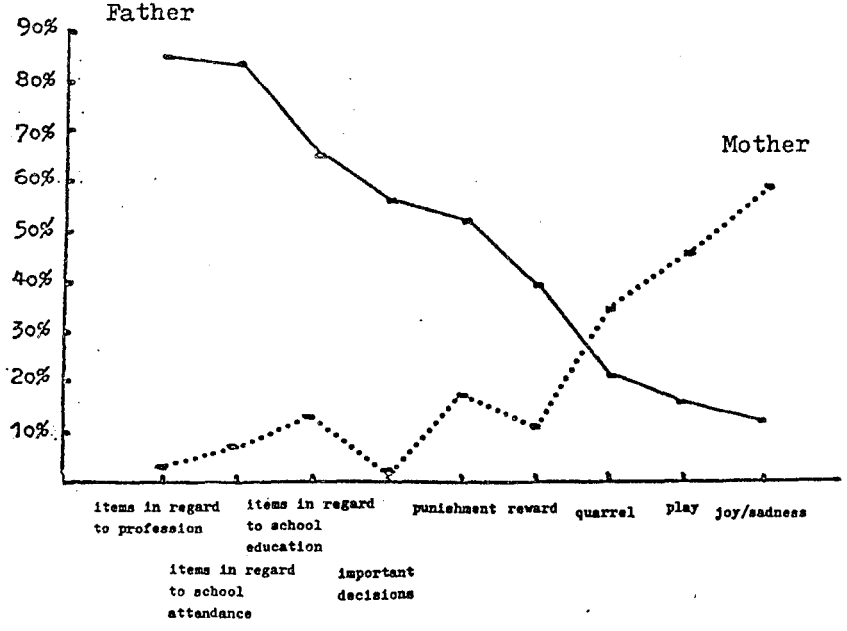
MEYER-INGWERSEN et. al. (1977) tried to systematize the process of language learning for this group of children. They compared the German and the Turkish language and found typical forms of mistakes which arise through the interference of both languages. Furthermore they described the process of learning the German language for the Turkish children within their process of socialization. ABALI et. al. (1980) had the same topic for their research and extended the findings of MEYER-INGWERSEN by proposing and testing a way to teach the Turkish children German. According to their findings this should be done through communicative and linguistic part of the lessons because it is necessary for these children to get help for their communication straight away. Then these concrete situations like "asking a classmate for a pencil" can be put into a more linguistic context as teaching the different ways to state a question etc. But this is only possible if - according to the authors - the children did really act and communicate within the situation before, for example by role-play.

Other than the studies on language differences and resulting problems the differences of role structure in the two cultures, German and Turkish, were explored by HOLTBRÜGGE (1975). HOLTBRÜGGE compared the role structure of the Turkish and the German families. His main finding is shown in two diagrams - one providing the role structures within a Turkish family and the other presenting those within the German family (see Table 2, page 25). The areas "item in regard to school attendance" and "important decisions" have different positions within the diagrams. That was necessary to make clear that there is a straight line from the areas where the father dominates down to the areas where the mother dominates in the Turkish family. The two charts show the authority and importance of the father in the Turkish family in comparison to the German family, where the mother is more in care of a lot of areas.

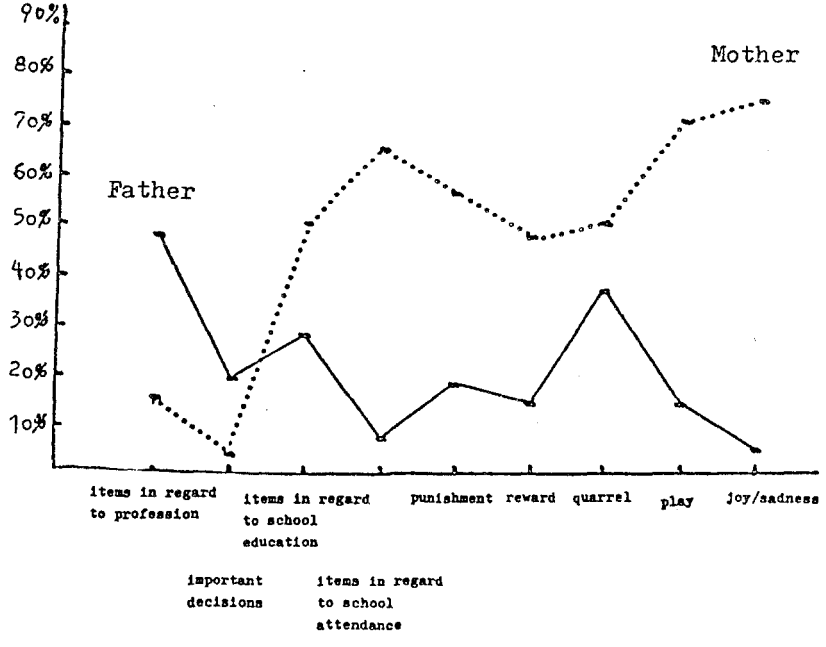
HOLLE (1979) started with the statement that models as transmittors of ways to act are necessary for children. Then in her study she compared the conditions of socialization for the Turkish children in Germany and the German children. She found that the Turkish parents can not act as good models in regard to the development of self-identity of the Turkish children within the German culture. This weakens - according to HOLLE - the position of the Turkish children in the process of socialization and they are not at the same place with their German peers when they start school. Differences in values of families in the area of reasons for having children, in terms of the value of children is most strikingly seen in

Table II: Comparison of the Role Structure within Turkish and German Families

Role Structure Within the Turkish Family



Role Structure Within the German Family



a cross cultural study on value of children. While 77 per cent of Turkish women stated having someone to depend on in old age as a very important reason for having a child only eight per cent of German women found this to be of great importance (KAĞITÇIBAŞI 1985; personal communication).

ALBRECHT and PFEIFFER (1979) were interested in the amount of deli nquency among the Turkish children and the reasons for this. They found that the percentage of delinquent behavior among the German children and the Turkish children is differing in some age groups, especially in puberty but in later age as well. The reasons for this tendency of delinquency are seen in the unstable situation of the Turkish people in terms of residence permit and other consequences of migration discussed earlier (compare 1.6.).
It is also reported that the lawyers know about the difficult situation and they perceive the delinquent behaviors within the whole context, thus give flexible and unusual punishments sometimes; punishments which can help the Turkish adolscents to some extent.

Other studies took parents as not only targets of investigation but also for intervention to help the integration process of Turkish children. WÜLFING (1978) studied the attitude of the Turkish parents in Köln (a big city in Germany) towards preschool education. She made a questionnaire and developed a program to get the Turkish parents interested in the area of preschool education of their children. This study is done based on the background of other studies which

show the importance of kindergarden attendance for the Turkish children in view of social skill and language learning. In her study WÜLFING tried to get at the possibilities and the limitations of preschool education as a help to integrate the Turkish children.

NEUMANN (1981) studied the aims the Turkish parents have in the education of their children and about the thoughts they have about their choice of profession. This was a very extensive study, initially exploring the process of the socialization of Turkish children and concluding with a proposal of characteristics which are needed by the Turkish children to have a chance to integrate themselves. The findings are that the process of socialization of the Turkish children in Germany does not imply an integration per se. The provided help should be given on different levels. Primarily the insecurity of parents should be changed into more trust towards German culture. Secondly the discrimination has to be diminished and the contact between the Turkish and the German families should be strengthened. Thirdly guidance should be provided to the parents in terms of education of their children because the study showed that they are ready and willing to take help in these areas. The last point was that the Turkish children need to be provided with the possibility to develop role-distance towards the Turkish and the German norms and tolerance of ambiguity. This means that materials and curricula have to be developed which take this situation into account.

IV. PROBLEM

4.1. Statement of the Problem

We find literature and people in different fields writing about the differences, mental and behavioral disturbances of the Turkish children and youth. Yet as discussed previously, empirical data are insufficient. These empirical studies available suggest that the Turkish children have to fight a lot of problems. Their socialization process is a very difficult one because they have to act in two different, contradicting cultures silmultaneously. A lot of reasons for possible problems are stated in the former pages. It can be stated that the Turkish children are a "High-Risk-Group", meaning that they have to face so many dificulties that they are in danger of disturbances in behavioral terms. According to ZAX and Spector (1974) a "High-Risk-Group" is defined as a group of people who are highly susceptable to mental illnesses because of their status or place in society or for other reasons arising from their surrounding.

More and more, people are emphasizing the importance of getting comparative information (ABADAN-UNAT 1979) about the Turkish youth in foreign countries as well as the returners in Turkey. The present investigator attempted to explore the area of perceived differences and impairment, if it does exist, from the viewpoint of German teachers, teaching Turkish children.

In light of the literature it can be said that the Turkish children are perceived as different from their German peers in the areas of lin uistics, personality and social development. It can also be stated that these differences are mostly viewed as negative that is as a shortcoming, even an impairment.

4.2. Questions

The following questions posed in this study based on the implications of the literatur:

Question 1a: Will the German teachers find the personality development of the Turkish children as lacking as assessed by the "Questionnaire about the influence of migration upon the psychological, social and language development of Turkish children" (QMD), questions B 1 and B 2?

Question 1b: Will the Turkish children be perceived as impaired in their personality development in behavioral terms as assessed by QMD, question B 3 and by the "Checklist of Children Behavior State to be Filled by Teachers"(CCBST), section B VI?

Question 2a: Will the social competences of the Turkish children be evaluated as in need of improvement by their German teachers as assessed by QMD, question B 7 and B 8?

Question 2b: Will the Turkish children be perceived as impaired in their social development in behavioral terms as assessed by QMD, question B 9 and by CCBST section B 3 and B 5?

Question 3: Will the language proficiency of the Turkish children be perceived as less than that of their German peers by the German teachers as assessed by QMD, questions B 12, B 13, B 14, B 15 and CCBST, sections B 4 and B 5?

Question 4: Will the physical development and appearance of the Turkish children be perceived as lacking as assessed by CCBST, sections B 1 and B 2?

Question 5: Will the German teachers perceive the Turkish girls and the Turkish boys differentally in relation to social, personal and language development as assessed by QMD, questions B 4, B 5, B 10, B 11 and B 16?

Question 6: Will the German teachers educating the Turkish children feel the necessity of additional training to be able to understand the children with the perspective of their cultural background as assessed by QMD question B 18?

Question 7: Will the German teachers perceive the opportunities for the Turkish students as more limited compared to their German peers as assessed by CCBST, part A?

V. METHOD

5.1. Survey

This section covers the sampling procedure of the schools and the teachers and the development of the instruments for teachers in assessing their perceptions about Turkish children. Then the exact steps of data collection process is presented. The present study was conducted in two phases, the sample instrument and procedure are presented separately for each phase. The first phase and the second phase will be called study I and study II respectively.

5.2. Study I

5.2.1. Sample I

The sample was chosen from among the primary and secondary school teachers in Kiel. Kiel is the capital of Schleswig-Holstein and has 249 786 inhabitants. There are 38 700 Turks living in Kiel and in the school year 81/82 there were 9 523 Turkish children going to schools in Kiel.[6] This means, that 5 907 Turkish children went to primary school (Grundschule) and 3 616 Turkish children went to one part of the secondary school (Hauptschule)[7].

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6 Statistisches Taschenbuch Schleswig-Holstein 1982

7 In the German school system the students are routed into three types of schools. Gymnasium which leads to the certificate enabling them to go to university, Realschule which still is the prerequisite for a lot of jobs and Hauptschule which gives the basic education to the students.

The schools where the questionnaire was distributed were chosen from a list of all schools in Kiel, provided by the Office of Education. Eight schools in three districts were chosen, according to the criteria of having more than 70 Turkish pupils. Four schools are in a district where most of the people residing in the area work on the docks. Three schools are in a district with factories of heavy industry and one school is in a suburb district with cheap flats.

The sample population consists of 64 German teachers in Kiel. The classes with about 33 per cent Turkish children were identified and the names of their teachers were provided by the directors of the schools. So from a total population of 270 teachers 130 satisfied the above criteria. From 130 teachers 64 questionnaires were returned in a one week period. This sample consisted of 48 male and 16 female teachers.

5.2.2. Instrument I: Questionnaire About the Influence of Migration Upon the Psychological, Social and Language Development of Turkish Children (QMD)

The teachers' questionnaire was constructed by Hella Kohlmeyer, the present investigator. The survey covered five classes of data (see Appendix D)

(1) Demographic Data. The teacher's age, gender and experience in teaching, the teachers' perception of their need of additional help in teaching Turkish children and their perception about the socio-economic level of the Turkish children's families are the areas of interest here.

(2) Data about the Teachers Perceived Needs for Special Training The questions c o v er ing these data aim at the teachers themselves and their qualification for teaching Turkish children. The teachers teaching classes with a high percentage of Turkish students are asked to state if; and in what areas an additional training is necessary for them in order to be well prepared for their Turkish students.

(3) Data about the Individual Personality Development of the Turkish Children. The questions in this section aim to get at the perception of possible impairment in the individual personality development, its reasons and at the differences of impairment for different sexes if it exists.

(4) Data about the Social Personality Development of the Turkish Children. This group of questions tried to find the perception of possible difficulties in the development of social competencies which build up the social personality of a person. Again the special problems of the different sexes are taken into account.

(5) Data about Language Acquisition. Here the questions inquire about the need of special language training, the kind of language training and the deficiencies in special areas.

The questionnaire was in a "yes-no" and a multiple choice format. There were 18 questions altogether and it took about a quarter of an hour to complete it. The questionnaire was constructed in the following way:

Before the construction of the final questionnaire two steps were undertaken. The areas of investigation were formulated from the inspection of the literature, from the areas concerned in the general curriculum and from personal experiences of the investigator.

The inspection of the literature brought about what kind of problems might arise according to different theoretical frames. The general curriculum stated the aims of education in the county of the Schleswig-Holstein area. This document gave the basic idea about what the children are asked to learn, to know and to acquire in school. The development of the child was divided into three areas in the general curriculum in order to be able to systematize the stated demands and goals of education. The three areas were individual personality, social personality and cultural personality. In the first area - individual personality - the goals were stated to be to help the child to become an independent person, handle his/her emotions, be assertive and have a meaningful life. The second area - social personality - pointed to the relationship between the child and the society. Here the school was to help the child to develop the ability to live in a society constructively, to express him/herself, to interact with others with patience and friendliness, to trust others and to try to understand other people from their point of reference, what is have empathy, without having prejudices. The area "cultural personality", which was the third area, was not taken into account in the questionnaire because it was dealing with the culture. There were demands like trying to understand other races, religions, cultures and languages, but there were as well demands as

studying the traditions and the history of Germany and taking responsibility in the German political and social arenas. Thus the investigator thought that it would not be good to "measure" the Turkish children against these standards by German teachers at the present time.

The personal experiences of the present investigator threw light from the more practical point onto the problem. The investigator herself is a teacher in the subject "German for foreigners". She lived in both the German and the Turkish culture and she participated as a co-teacher in a preparation class for Turkish children for five months two days a week in Flensburg in the "Waldschule" in a district where most of the Turkish people live in Flensburg.

Based on these informations a prelimenary questionnaire was administered to a sample of seven subjects at the university of Flensburg (Pädagogische Hochschule Flensburg), the university of Kiel (Pädagogische Hochschule Kiel) and at a school in Flensburg, where many Turkish children are taught (Waldschule). The seven included two professors of the subject "German for foreigners", two teachers at the university in the subject "German for foreigners", two teachers teaching at a school with a high percentage of Turkish students and a student from Flensburg who studied the subject "German for foreigners". Five of the seven questionnaires were either filled when the investigator was present or the answers were discussed later. Only two had to be sent back by mail, so there was no communication possible.

The responses to these questions and facts from review of the literature were taken as response alternatives for the final multiple choice form of the survey.

Part A of the questionnaire covered the data aimed at in section (1) described above. The teachers were asked to give informations about themselves in terms of their age, their years of experience in school and with Turkish children and in terms of the type of school that they are mainly teaching in. Furthermore their perception of the socio-economic status of the children and their families were asked. Their oppinion about whether or not they think that they would need additional training in order to be prepared for the teaching of classes with a high percentage of Turkish children were inquired.

In Part B questions 1 - 6 covered the area "individual personality development" - data class (3). Questions 1 and 2 were introductory questions, asking whether or not in the teachers' view migration has an influence upon the development of the child's personality and if so, what reasons this can have. The multiple choice answers in question 2 were derived from the answers to a similar open ended question of the prelimenary questionnaire. In question 3 the teachers were asked if in their opinion the Turkish children had difficulties in acquiring competences which were asked in the general curriculum. Here the multiple choice answers came from the curriculum and from the NEUMANN study (1980). The point - often stated in literature - that there are most probably big differences between boys and girls and the possible reasons for this were taken

into account in question 4 and 5. The multiple choice answers in question 5 again stemmed from the answers of the prelimenary questionnaire. Question 6 was based on literature where different authors try to identify different age levels at which they think migration is most problematic for the children (Ünal 1980, Schrader 1978, Sandfuchs 1981). So this question was asking if such an age level can be determined.

The area "social personality development" provided the content of the questions 7 to 11. Similar to questions 1 and 2, here, questions 7 and 8 checked the problem as to whether the migration had an impact upon the development of the social personality and, if the answer is yes, which reasons could be found for it. The multiple choice answers in question 8 originated from the answers to a similar openended question in the prelimenary questionnaire. Question 9 was aimed at getting to the point at whether or not the Turkish children have difficulties in acquiring the compentencies demanded in the general curriculum. In questions 10 and 11, similar to questions 4 and 5 the goal was getting at perceived differences in the development between boys and girls and what possible reasons there might be.

Questions 12 to 16 tried to get at the possible problems arising in language acquisition. Like question 6, question 12 inquired about whether or not the migration age put the children into a different position in relation to language acquisition. Question 13 was based on the discussion in literatur as to how the teaching of German to the Turkish children should be organized. The different ideas on teaching German were presented

as multiple choice alternatives. The curriculum for the subject "German for foreigners" was the source of the multiple choice answers in question 15. It was asked in question 14, if the language deficiencies of the Turkish children can be attached to special points of the communicative competence and in question 15 the points were given as multiple choice answers. Question 16 inquired about the differences between boys and girls again but there were no possible reasons given as alternatives because there were no reasons to be found in literature nor from the prelimenary questionnaire. It was just stated in literature that there is a difference between men and women, so this question was aimed to the point whether this difference exists for boys and girls as well.

The last two questions (17 and 18) belong to data class (2): The teachers perceived needs of additional training for themselves. What the teachers thought about a special training in general in order to teach Turkish children and if such need is perceived, what areas were investigated. The areas were derived from answers to the prelimenary questionnaire.

5.2.3. Procedure I

The permission for the collection of the data by the prepared structured questionnaire was taken from the Ministry of Social Affaires. Then the eight schools which were chosen as explained in the sample section were contacted. The permission of the directors was asked and a date was made. After this the questionnaires were taken to each school by the

investigator. The director or the school secretary distributed the questionnaires to the teachers fulfilling the criteria of teaching in classes with about one third of Turkish children or in preparation classes. A period of 7 to 10 days was given to the teachers to fill the questionnaires. After that the investigator went back and collected the completed questionnaires. The return rate was about 50 per cent.

5.3. Study II

In study I an overall impairment of the Turkish children (personally, socially and language wise)was perceived by most of the teachers and possible reasons were given. But it was not possible for the teachers to pinpoint the perceived impairment down to concrete consequences in the behavior of the Turkish children within the structure of the items of the questionnaire.

The investigator had the opinion that the questions aiming at the concrete behavioral consequences were perhaps not stated in such a way that the behaviors shown by the Turkish children would come to the surface. That is they might not have had those behaviors as choices that were lacking or that they might not have been concrete enough. For these reasons study II was conducted.

5.3.1. Sample II

The same schools - as in study I - from the same areas in Kiel were chosen. The criteria of having more than 33 per cent Turkish children in class was changed into the criteria

of having five or more Turkish children in class. The reason for this change primarily was that in study I the directors stated that they try to distribute the Turkish children such that every class has some and secondly that right now a lot of Turkish families leave to go to Turkey.

As thissample was chosen four months after the first sample, there were slight differences in the numbers. At this time 106 teachers at seven schools fulfilled the criteria stated above. The eighth school did not have any class with more than four Turkish children any more. From these 106 teachers 55 sent the questionnaire back, but only 37 filled it properly. The other 18 teachers started filling it but did not complete it or sent it back unfilled. Some stated as reason for not completing that in their opinion this questionnaire would deepen the present prejudice towards the Turkish children. Thus the second sample contained 37 teachers, of whom 21 were female and 16 were males.

5.3.2. Instrument II: The Checklist of Children's Behavior State

The Checklist of Children's Behavior State to be filled by teachers (CCBST) was constructed by Hella Kohlmeyer, the present investigator. The questionnaire contained three different classes of data(see Appendix F)

(1) Demographic Data. Information is asked from the teachers about the grade level, the age of the Turkish children and their percentage in the teacher's class.

(2) Items about the Chances and Opportunities that Exist for the Turkish Children for Personal, Social and Academic Behavior According to the Oppinion of the German Teachers. The items in this class try to get at the possibilities that the Turkish children have to unfold their personality within a psychologically healthy surrounding. This means that questions about whether or not they have the possibility to do things they like, they are good at and whether or not they can get help when problems arise etc. are of interest here.

(3) Items about the Observable Points of the Physical, Psychological and Social Development of the Turkish Children. This group of items is divided into six sections:

- Outside Appearance. The investigator wanted to know whether the Turkish children differ from their German peers in their appearance. Thus are different at the first glance.
- Physical Development. The questions of this group of items aim to find out if there is a difference in the physical development between the Turkish children and their German peers.
- Social Development. Here the communicative activities of the Turkish children are the area of interest, not language wise but from the skills of interpersonal interaction.
- Language and Concept Development. The questions in this category ask for the extend to which the Turkish children are familiar with the German language.
- Social Language Development. In this group of items it is again, not the language proficiency which is investigated, but the knowledge of the social rules that are included in the German language system like politeness and others.

- Adjustment and Problems in Adjustment. Here the questions try to get at the appropriate and unappropriate behaviors shown by the Turkish children.

The questionnaire was in a one to five rating scale format. The Turkish children were compared to their German peers. Similarity meant "three", more meant "four", less meant "two", "one" expressed much less and "five" much more than their German peers. There were 104 questions in the questionnaire and it took about half an hour to complete it.

Initially an existing instrument was searched for to get at the concrete differences in behavior in terms of Turkish and German children. The American Association on Mental deficiency (AAMD) Adaptive Behavior Scale was a clear cut concrete instrument. The goal of this checklist was to find unappropriate behaviors as a signal for possible mental disturbances or illnesses (see Appendix G).

The AAMD scale was developed in America and contains very concrete items. It was aiming at very concrete observable behavior like "the child takes good care for its hair" or "talks loud in class" etc. The scale was standardized for Turkish population by EPIR (1976). Thus it seemed even more reasonable to use in evaluating Turkish children. From this scale the investigator selected all the items that where appropriate to ask to teachers about the behavior of Turkish children. This means the behavior states had to be priorarity observable in the school setting and secondly had to

be relevant for Turkish children. According to these criteria the following questions were chosen from the AAMD checklist:

Part One, I , D, 13, Clothing

Part One, II , A, 22, Vision

Part One, II , A, 23, Hearing

Part One, IV , C, 39, Conversation

Part One, VIII, A, 53, Iniative

Part One, VIII, A, 54, Passivity

Part One, VIII, B, 54, Passivity

Part One, VIII, B, 56, Persistence

Part One, IX , 58, Personal Belongings

Part One, X , 60, Cooperation

Part One, X , 61, Consideration for Others

Part One, X , 63, Interaction with Others

Part One, X , 64, Participation in Group Activities

Part Two, II , 6, Teases and Gossips About Others

Part Two, II , 8, Disrupts Others' Activities

Part Two, II , 11, Uses Angry Language

Part Two, III , 12, Ignores Regulations or Regular Routines

Part Two, III , 13, Resists Following Instructions, Requests or Orders

Part Two, III , 14, Has Impudent or Rebellious Attitude Toward Authority

Part Two, IV , 19, Lies or Cheets

Part Two, X , 31, Does Physical Violence to Self

Part Two, XI , 32, Has Hyperactive Tendencies

Part Two, XIII, 37, Tends to Overestimate Own Abilities

Part Two, XIII,	38,	Reacts Poorly to Criticism
Part Two, XIII,	40,	Demands Excessive Attention or Praise
Part Two, XIII,	41,	Seems to Feel Persecuted
Part Two, XIII,	43,	Has Other Signs of Emotional Instabilities

In addition to these items, questions were chosen from a questionnaire that was constructed by ÇULHA (1974) (see Appendix H). ÇULHA has a model talking about satisfaction level in a culture. She determines several areas of importance for personal satisfaction. ÇULHA assumes that satisfaction in these areas leads to a more constructive and healthy level of adjustment. These Areas are:

- Ability Utilization (six items)
- Achievement (five items)
- Social Activity (six items)
- Creativity (five items)
- Living Conditions (seven items)
- Social Status (eight items)
- Basic Values (five items)
- Friends (five items)
- University Rules and Procedures (six items)
- Instructors (ten items)
- Curriculum (nine items)
- Counseling-Advising (seven items)
- Opportunities to Become Familiar with the American Culture (five items)
- Emotional Security (five items)
- Financial Security (five items)
- Overall Satisfaction (seven items)

ÇULHA devides a self-rating questionnaire to assess the level of satisfaction of the students (1974). For the purposes of this present study the relevant items were selected from this questionnaire. The wording of the items was transformed so that htey would assess the perception of the teachers. The selection of the items was conducted by Hella Kohlmeyer, Fatoş Erkman and Meral Çulha herself. Part A of CCBST is the product of the above process. The only areas not at all included from the original questionnaire were Living Conditions, University Rules and Procedures. As a result following items were selected:

- The chance to do things I am best at.
- Being able to enjoy the results of my studying.
- Being able to be proud when I get good grades.
- Being able to spend time in social activities.
- The social events provided for students here.
- The chance to experiment with some of my own ideas.
- The chance to originate things on my own.
- The chance to experiment with something different.
- The chance to use my own creative thinking.
- The chance to express my originality in my studies.
- The opportunity to occupy a visible place in the community at large.
- Status in the eyes of faculty.
- Status in the eyes of fellow students.
- The respect that is shown for the ideas of students.
- The chance for me to feel worthwhile as an individual.
- Being able to do things that do not go against my principles.

- Being able to be accepted in this academic community with my beliefs.
- Being comfortable with the moral values of people around me in this academic community.
- The opportunity to make close friends here.
- The friendliness of people around me.
- The way students in my program get along with each other.
- The amount of personal attention I get from teachers.
- Teachers' concern for students' needs and interests.
- The qualitiy of educations students get here.
- The chance to participate in class discussions about course material.
- The chance of finding someone to help me when I have a problem.
- Being able to interact with American people in the community at large.
- My financial situation.

Thus the final questionnaire contained questions from these two sources, the AAMD Adaptive Behavior Scale and the questionnaire used by Meral Çulha. In order to avoid biases that arise through rating tendencies of the teachers towards "less" or "more", the items were stated in different ways. Some were stated in a negative format whereas others were stated in a positive way, favouring the abilities of the Turkish children.

5.3.3. Procedure II

The same sample of eight schools in Kiel was chosen. After taking the permission from the Ministry of Social Affaires to distribute the questionnaires, the investigator contacted the schools. One school from the eight of the sample described above did not have any classes that fulfilled the new criteria that is having five Turkish students or more. The other seven schools stated the number of teachers in their setting who have five or more Turkish children in their classes. Altogether there were 106 teachers in the selected schools fulfilling the criteria. Every school got one questionnaire in spare and one for the director. So 120 questionnaires were given out and 106 were supposed to be filled. The schools were asked to send all the questionnaires back by mail. One school sent all the questionnaires back unfilled because the teachers were not willing to fill it. They stated that the questions were such that present prejudice would be deepened. Another school didn't send back any questionnaire and when asked, the same reason was given.

From the other five schools 55 questionnaires came back and among these 18 teachers sent the questionnaires back partially filled or unfilled and gave reasons for not having filling it (see Appendix K). So overall 37 valid questionnaires were sent back.

VI RESULTS

6.1. Results of Study I

The results of study I are presented in this section. All the questionnaires were collected and the data were punched into the computer. The results will be presented in graphs of frequency distributions and described. As the sample appeared to be representative of the population of teachers in Schleswig-Holstein according to age, gender and experience in teaching, data can be generalized for this population.

6.1.1. Demographic Data

Part A of the questionnaire contained information about the sample. All the other classes of data made up Part B. The questionnaires were answered by 16 men (25 per cent) and 48 women (75 per cent). The age distribution of the sample is presented in Chart I. It shows that most of the teachers, namely 55 (86 per cent) were between the ages of 25 - 45 years. Half of this 86 per cent were between the ages of 25 - 35 years (42 per cent) and the other half were between 35 - 45 years old (44 per cent).

The next question - about the years of experience in teaching - showed that most of the teachers taught between 10 - 20 years (42 per cent) or more than that (13 per cent). Among the other 45 per cent the distribution is such that 33 per cent have taught 5 - 10 years, 9 per cent taught 1 - 5

years and 3 per cent taught less than one year. The years of experience in teaching Turkish children are plottet in Chart II.

Chart I:

Percentage Distribution of the Age of the Teachers

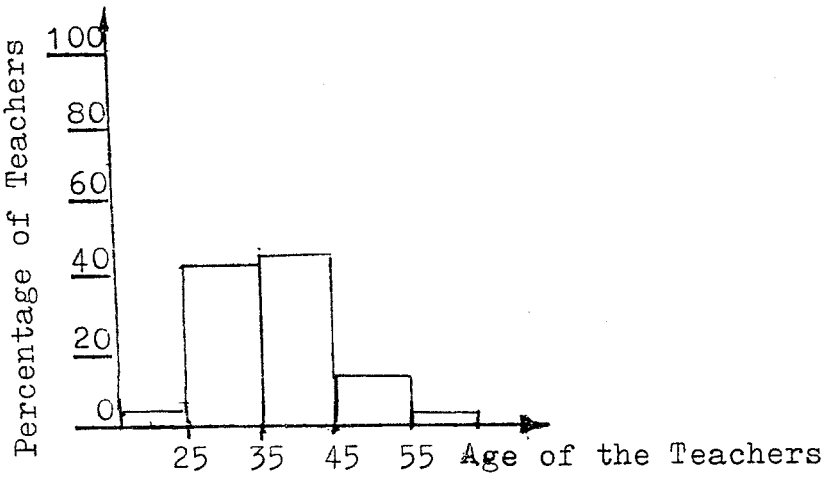
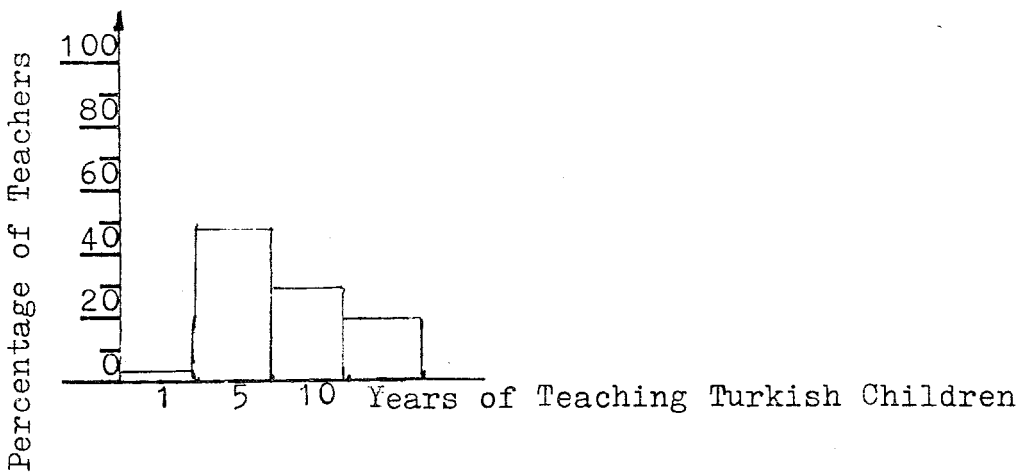


Chart II:

The Distribution of Sample Subjects According to Years of Teaching Turkish Children



Among the subject population the teachers teaching Turkish children predominantly in primary schools made up 39 per cent and 33 per cent of the teachers taught the Turkish children predominantly in secondary schools. This adds up to 72 per cent. The rest of the sample subjects, 28 per cent did not mark

anyone of the two answers. As to the socio-economic level of the Turkish children they are teaching and their families the teachers marked mostly low (84 per cent) socio-economic status and middle socio-economic status was checked by 16 per cent. There were no checks of high socio-economic level. The question to whether or not they think that they need additional help and training for teaching Turkish children was answered by 70 per cent of the teachers affirmatively and 30 per cent did not think that they needed help. About 10 per cent of the teachers who had indicated no need for help added that they already had got additional knowledge and skills which they held to be necessary. When we add this 10 per cent seeing additional training to be needed in teaching Turkish children, than the percentage of the teachers expressing need for help is raised to 80 per cent. The areas of aid were identified to be: pedagogical training, language teaching training, background information, basic language competence in the foreign language. Furthermore a need for help in communicating and interacting successfully with the Turkish parents and a need for materials in language teaching for the specific group were stated.

6.1.2. Data about the Individual Personality Development

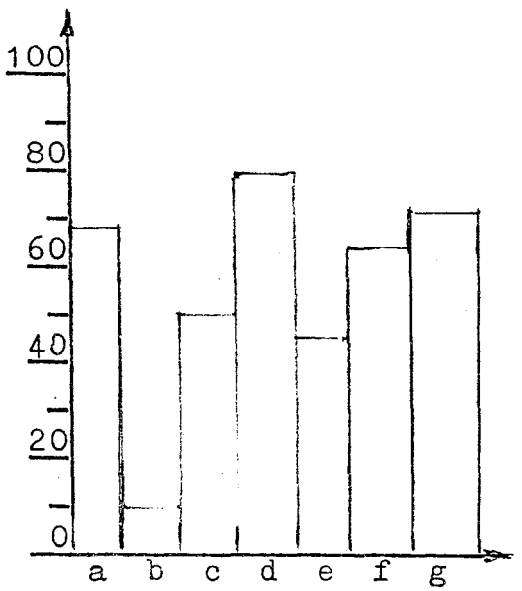
Nearly all of the teachers, namely 92 per cent stated that they perceive migration has an unfavourable impact upon the individual personality development of the Turkish children. The perceived main reasons for this were stated as the differences in the style of education and the different expectations between the Turkish parents and the German

society (78 per cent), the experience of living with the insecurity of either staying in Germany or going back to Turkey (69 per cent), the detachment from the home culture (67 per cent) and language and communication problems (63 per cent).

Chart III:

Percentage Distribution of Question B 2

(perceived reasons for migration causing problems.)



a) The children are detached from their home culture.

b) The backup through religion is taken from the children.

c) The parents hinder an integration and therefore impair the personality development of their children.

d) The style of education and the expectation of the Turkish parents and the German society are so different that the children experience insecurity.

e) The Turkish children live as a social minority in Germany.

f) The Turkish children have language and communication problems.

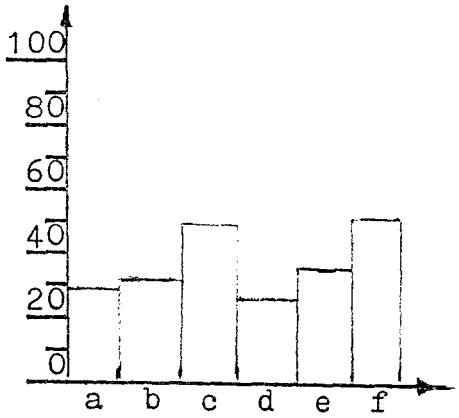
g) The Turkish children live with the insecurity of staying or going back.

Question B 3 explores the perceived difficulties in the development of specific competences. The competences "ability to critisize" and "self-confidence" were checked as being the most problematic here. They were marked by 45 per cent and by 42 per cent of the teachers respectively. All the other competences: trust, independance, spontaneity and tolerance for ambiguity were checked by less than 25 per cent of the teachers as observed in Chart IV.

Chart IV:

Percentage Distribution of Question B 3

(The specification of the perceived difficulties in the individual personality development into different competences)



a) trust

b) independance

c) self-confidence

d) spontaneity

e) tolerance for ambiguity

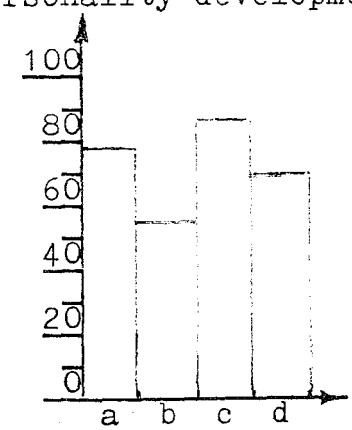
f) ability to critisize

Differences in the individual personality development between boys and girls were perceived by 94 per cent of the teachers. Only four teachers did not see any difference. The reasons for these differences - stated as multiple choice answers in question 5 - all seem to be relevant because they were all marked by at least 50 per cent of the teachers (see chart V).

Chart V:

Percentage Distribution of Question B 5

(Possible perceived reasons for differences in the individual personality development between boys and girls.)



a) difference in education

b) more damand is put and more support is given to the Turkish boys by the family with regard to their personality development.

c) the role expectations of men and women in the home culture is replicated in Germany.

d) the role expectations from Turkish and German women are more different than the role expectations of Turkish and German men.

The question to whether or not the migration age is connected to an impairment in the individual personality development was content of question 6. Here 83 per cent of the teachers marked that there is a connection of migration age and the impairment and 73 per cent of the teachers marked that the children who come after primary school age have the most problems. The impairment of the personality development of the children who come during primary school was perceived ot exist by 30 per cent of the teachers. Only one teacher (2 per cent) stated that the children also have problems when they come at age one to three and two teachers (3 per cent) marked the choice that children coming at age three to six have problems.

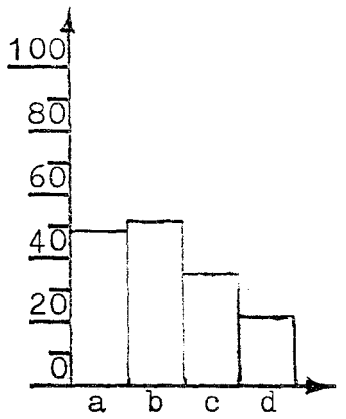
6.1.3. Data about the Social Personality Development

An impairment in the development of the social personality was perceived by 75 per cent of the teachers. Wheras 25 per cent of the teachers responded negatively, that is they did not perceive problems in this respect. The main reasons for impairment in this area were stated as "membership in a social minority group" and "discrimination and stigmatization" by 47 per cent and by 52 per cent of the teachers respectively (see Chart VI).

Chart VI:

Percentage Distribution of Question B 8

(The perceived reasons for a possible impairment of the social personality development of the Turkish children)



a) Being a member of a social minority group

b) discrimination and stigmatization

c) disorientation because of differing social expectations

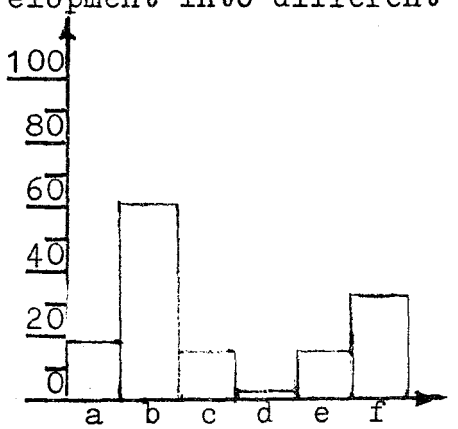
d) lack of self-confidence

Question 9 explored the specific competences that the children have difficulties with. Here it was seen that except the "ability to express themselves" which is checked by 39 teachers (61 per cent) the different competences were not perceived as areas of difficulty for the Turkish children by the teachers. They were all checked by less than one third of all teachers (see Chart VII).

Chart VII:

Percentage Distribution of Question B 9

(Specification of the difficulties in the social personality development into different competences)



a) tolerance

b) ability to express themselves

c) tidiness

d) readiness to help

e) cooperative behavior

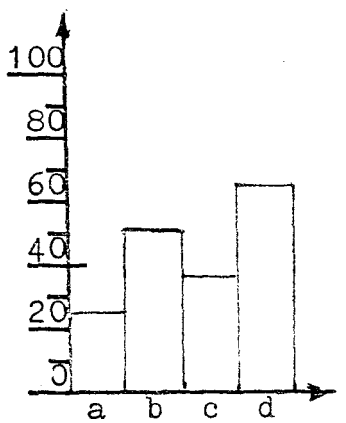
f) behaving in a socially adjusted manner

A difference between boys and girls in terms of social personality development was perceived by 53 teachers (83 per cent) and negated by 11 teachers (17 per cent). The main reasons for the perceived differences were stated to be that "the girls are - according to their education - more ready to help and cooperate" (52 per cent) and "the boys have a strong need to show their independence" (63 per cent) (see Chart VIII).

Chart VIII:

Percentage Distribution of Question B 11

(Possible perceived reasons for differences in the social personality development between boys and girls.)



a) the girls are - according to their education more flexible

b) the girls are - according to their education - more ready to help and to cooperate

c) the girls have - according to their education more difficulties

d) the boys have a strong need to show their independence

6.1.4. Data about the Language acquisition

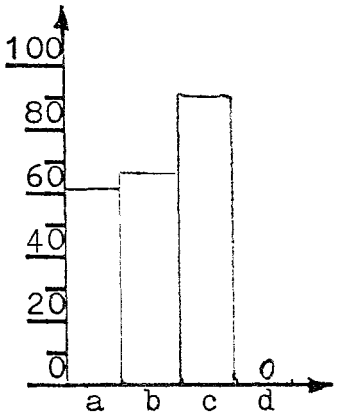
According to the opinion of the teachers a special language training program is necessary for the Turkish children. This need is perceived to be most pronounced if they come at the ages three to six. Nineteen per cent think that Turkish children need additional language training if they

come at the ages one to three or even if they were born in Germany. As for the kind of additional language training more than 60 per cent of the teachers checked all three alternative additional language programs. Specificly: language training at preschool age - one or two years in preparation classes, as long as they have deficiencies - additional trainning besides teaching in a normal German class were all seen as necessary (see Chart IX).

Chart IX:

Percentage Distribution of Question B 13

(Different kinds of language programs for Turkish children)



a) language training at preschool age

b) one or two years in preparation classes

c) as long as they have deficiencies additional training

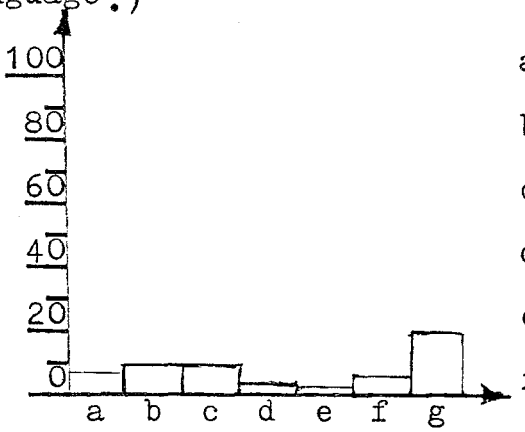
d) there is no additional language training necessary

The teachers did not think that it is possible to attach the language deficiencies to competencies in the specified communicative functions. This question was answered negatively by 73 per cent of the teachers. Those teachers who responded affirmatively most often stated that the specific deficiencies differ from child to child (see Chart X).

Chart X:

Percentage Distribution of Question B 15

(The specification of the deficiencies in the acquisition of language.)



a) to order
b) to ask
c) to refuse
d) to dispute
e) to thank
f) to excuse themselves
g) it differs from child to child

A difference in language acquisition between boys and girls was not seen by the teachers (97 per cent). Only two teachers (three per cent) checked the "yes" alternative indicating that there is a difference.

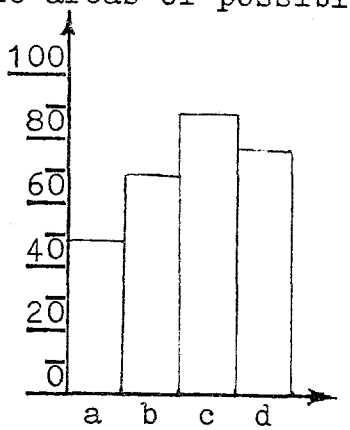
6.1.5. Data about the Additional Training for the Teachers

Additional qualifications for the teachers teaching Turkish children were stated to be necessary by 88 per cent of the teachers and all four areas stated in the multiple choice questions were seen as relevant by about 50 per cent of the teachers. Pedagogical training, language teaching training, background information about the Turkish culture and basic language competence in the foreign language were seen as necessary (see Chart XI).

Chart XI:

Percentage Distribution of Question B 18

(The areas of possible additional training for the teachers.)



a) pedagogical training

b) language teaching training

c) background information about the Turkish culture

d) basic language competence in the foreign language

6.2. Results of Study II

The results of study II are given in this section. In analysis of the responses, "much less" and "less" alternatives of the responses, "much less" and "less" altematives presented as "less", "similar" and "more".

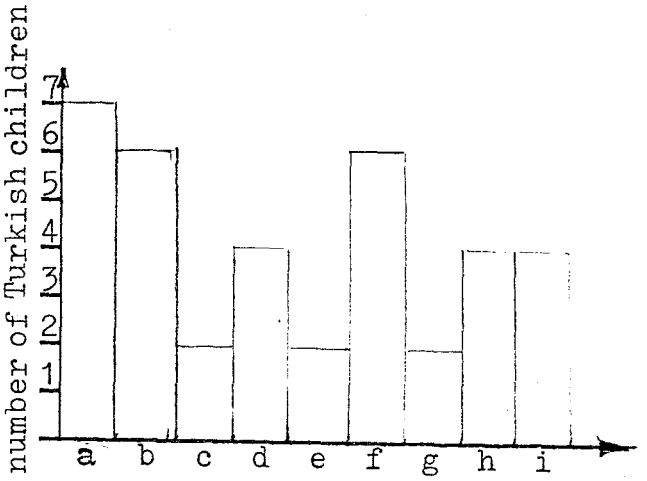
6.2.1. Demographic Data

In data class I, where the sample was described in relation to the grade level the teachers were teaching at the time of the investigation and in relation to the number of Turkish children they have in class, it appeared that in 26 classes five Turkish children were attending, in five classes six Turkish children, in four classes seven Turkish children and in two classes eight Turkish children were present. In terms of the total the Turkish children make up to about 25 per cent to 33 per cent of the class population. The distribution of the grade level (and age level accordingly)

the teachers are teaching at the present time is presented in Chart XII.

Chart XII:

Distribution of Grade Levels the Teachers Were



a) 1. grade - age 6 to 7
b) 2. grade - age 7 to 8
c) 3. grade - age 8 to 9
d) 4. grade - age 9 to 10
e) 5. grade - age 10 to 11
f) 6. grade - age 11 to 13
g) 7. grade - age 12 to 14
h) 8. grade - age 13 to 15
i) 9. grade - age 14 to 16

6.2.2. Results of Part A of the CCBST

Part A of the CCBST contained questions about the opportunities the Turkish children have to interact and to develop healthy personality. The raw data and percentages are presented in length in Appendix J. In this section the perception of highest similarity between Turkish children and their German peers were on the items of Creativity (items 4, 10, 13), Instruction (items 21, 22), Financial Security (item 29), Ability Utilization (item 1) and on some aspects of Curriculum (item 23), Social Activity (items 5 and 12), Social Status (items 5, 14, 16) and Basic Values (items 6, 18). Similarity between the Turkish and German children in the above areas as reflected by the specified items by a minimum of 73 per cent and a maximum of 100 per cent of the German teachers.

Among the Social Activity items, item 3, inquiring ability to spend time in social activities, and items 15 and 17 in the Social Status area, stating acceptance in the eyes of fellow students and feeling worthwhile as an individual were perceived to be dissimilar for Turkish children compared to their German peers by about 40 per cent of the German teachers. For item 3, the teachers perceived the dissimilarity in different ways: that is 32 per cent thought that Turkish children were able to spend less time in social activities compared to their German peers wheras 8 per cent perceived them as having more possibilities. While in terms of social status (item 15, 17) Turkish children were perceived as having less opportunity.

Item 19 in the Basic Values area, inquiring about the perceived state of comfort of the Turkish children with the moral values around them in the school setting were perceived as an area of discomfort for the Turkish children by 42 per cent of the teachers. On question 24 of the Curriculum area, where participation in class discussions about course material is explored, the perception of dissimilarity in the direction of less involvement of Turkish children was stated by over 50 per cent of the teachers. In the areas of Achievement (items 2, 9 and 11) and Friends (item 20) a consistent response of perception of mild similary between Turkish and German was stated by the teachers (between 60 to 73 per cent).

In terms of Emotional Security (item 7) and Opportunities to become familiar with the German Culture (items 8, 26, 27)

perception of dissimilarity by more than 40 per cent of the teachers was attained consistently over the items.

6.2.3. Results of Part B of CCBST

On part B section one which covers the physical appearance of the Turkish children, on all six items similarity was perceived at most by 78 per cent of the teachers. That is at most 23 teachers stated that there is no difference in appearance. Among the teachers 32 per cent perceived the Turkish children to wear clothes that do not fit properly (question 1) or are not appropriate for time, place and weather (question 3) more often than their German peers do.

In question 2, i. e. wearing torn or soiled clothes and in question 4, i. e. taking poor care of hair, the findings were spread again. 22 per cent of the teachers stated that Turkish children take better care of their hair and wear less torn or soiled clothes and nearly the same amount of teachers (in question 2, 19 per cent; in question 4, 11 per cent) stated the opposite to be the case.

In section two named "The Physical Development" perception of similarity was predominant. Question 1, i. e. having appropriate height and question 2, i. e. having appropriate weight were answered reflecting a perception of similarity by 100 per cent (37) of the teachers and dissimilarity on the other items was stated by at most 13 per cent of the teachers.

The content of section three is the Social Development. Similarity was perceived by at least 86 per cent of the teachers between Turkish and German children on participation in play activities (item 3), communication with adults (item 5), persistence in the things they do (item 6), having negative attitude toward friends (item 3), teasing and gossipping (item 17) and disrupting other's activities (item 18). Perception of dissimilarity was 20 to 27 per cent on poor attention span (item 7), showing sense of responsibility (item 8), regularity and continuity in class activities (item 9), showing respect to rules (item 11) and willingness to help others (item 14). This perception of dissimilarity was in the direction of more of these behaviors on items 11 and 14 and less of these behaviors on items 7,8 and 9 among the Turkish children.

On the items 4, 10, 12 and 15 there was a difference perceived by 32 to 35 per cent of the teachers. Except for question 4, i. e. having good communication with friends, where 32 per cent stated a better communication and only 3 per cent stated less communication to be perceived among the Turkish children than among the German children and their friends, the direction of dissimilarity was not clear. Nearly as many teachers perceived the Turkish children to have more positive attitude towards rules and regulations (item 10, 16 per cent) as those who perceived more negative (less positive) attitude in this respect (19 per cent). For having a positive attitude towards teachers (item 12) it was a similar situation: 11 per cent of the teachers stated that the Turkish children have more positive attitude towards teachers than their German

peers and 22 per cent perceived it to be the opposite. In question 15 (being interested in the affairs of others) the teachers' perception between the Turkish and the German children are split up into two (16 per cent each) in both directions, that is being more or less interested in the affairs of others than their German peers. Question 1 (show cooperative behavior) reached the highest percentage of a perceived dissimilarity in this section (43 per cent). Again there was discrepancy in the perception of the teachers, such that 27 per cent stated the Turkish children to be less cooperative while 16 per cent thought they were more cooperative than their German peers.

The section "German Language and Concept Development" which is section 4 of part B showed the highest percentages of perceived differences between the Turkish and the German children. In questions 5, 9, 10, and part of question 12 the teachers who perceived a difference were in the minority, thus at least 81 per cent perceived the Turkish children to be similar in terms of the utilization of gestures and mimics and spelling skills and in terms of concept development was perceived by 87 per cent as similar to their German peers whereas abstract concept was seen as dissimilar by 35 per cent of the teachers in the direction of development. A dissimilarity was perceived by 62 to 73 per cent on items 1, 2, 3, 4, 6, 7, 8,and 11. That is the Turkish children were stated to be more deficient in pronounciation, fluency of speech, age and class level appropriate development of German language, sentence structure, amount of vocabulary, written expression

and comprehension of materials learned through listening. All these questions cover the development of the language acquisition.

In the section covering Social Language Development the items about utilization of words of politeness and talking in general was not seen as being developed very differently among the German and the Turkish children. Specificly in question 1, 2 and 5, 78 to 89 per cent of the teachers did not perceive any difference. Whereas item 3, i. e. talking with others about sports, familiy etc. and item 4 about effective communication in a conversation were perceived very differently. From the 40 to 41 per cent of the teachers who stated to perceive a difference in this respect, on item 3, 38 per cent and on item 4, 24 per cent perceived the Turkish children as being more deficient than their German peers; while 3 per cent (item 3) and 16 per cent (item 4) stated that they are less deficient.

In the last section (section 6) the question with adaptation and problems of adaptation. Here in question 8 (cheat in examinations), 14 (don't engage in self-abusing behavior) and 20 (seem to feel persecuted) the Turkish children were perceived to be similar by 100 per cent of the teachers that is by all 37 of them. In terms of passivity (item 1), hypochondical tendencies (item 19) and emotional lability (item 22) 95 per cent of the teachers perceived a similarity between the Turkish children and their German peers. Among the teachers 84 to 89 per cent perceived the Turkish children

to be similar to the German children on the items 2, 4, 5, 6, 7, 12, 13, 17 and 23 covering behavior as causing harm to objects, throwing tantrums, lieing and cheating, stealing, spitting, nail biting, being withdrawn, showing stereotypic behavior, getting upset when critisized and having addictions like cigarete smoking alcohol and drugs. The perception of the Turkish children making fun of friends and teachers (question 15) was very heterogenous. Similarity on these items was perceived by 74 to 78 per cent of the teachers. Among those who stated a dissimilarity, some teachers (question 10, 11 per cent and question 15, 19 per cent). The questions where 30 to 33 per cent of the teachers perceived a dissimilarity contained items such as being physically aggressive (question 3), swearing and using bad words (question 9), becoming easily discouraged (question 16), demanding excessive attention and love (question 21) and tending to overestimate their abilities (question 18). On all of these items except question 21. 22 to 27 per cent of the teachers perceived that the Turkish children show more of these unwanted behaviors and 5 to 11 per cent stated that these behaviors are shown less by the Turkish children than by their German peers.

On question 21 (demanding excessive attention and love) the perception was more homogeneous, the 32 per cent stating a dissimilarity consistently perceived the Turkish children to demand more excessive attention and love. In terms of showing inconsiderate behavior (item 11) the Turkish children were perceived differently among the teachers. Only 59 per cent perceived no difference, while 11 per cent stated the

Turkish children show less inconsiderate behavior than their German peers. 30 per cent perceived the Turkish children to exhibit this behavior more than the German children.

VII. SUMMARY AND DISCUSSION

7.1. Summary of Results

The German teachers who have Turkish students in their classes in general perceive these children as impaired in their German language development, both written and oral expression and as lacking in their personal as well as social development. Yet when they were asked to specify the behaviors of the Turkish children relating to these areas the perceived difference of the Turkish children from their German peers were on very few dimensions. Specificly, the Turkish children are perceived in the eyes of more than 90 per cent of the German teachers as being similar to their German peers in the following dimensions:

- having opportunity to occupy a visible place in the school community.
- having the chance to originate things on their own.
- being respected with their ideas.
- having age appropriate height.
- having age appropriate weight.
- having problems with sight.
- having problems with hearing.
- kind of communication with adults.
- persistence in anything they do.
- teasing and gossipping about others.
- having appropriate spelling skills.
- being passive or active.
- cheating in examinations.

- engaging in self-abusing behavior.
- showing hypochondrical tendencies.
- feeling persecuted.
- showing emotional lability.

The percentage of teachers perceiving differences between the German and the Turkish children did not reach a very high level on most of the items. The highest percentages, what is 73 per cent of the teachers stated that the Turkish children are different from their German peers in three Questions, namely:

- The Turkish children are differing in terms of fluency of speech in German.
- The Turkish children are differing in terms of appropriate style of speech in German.
- The Turkish children are differing in terms of sentence structure and expression in German.

7.2. Discussion of Results in Relation to the stated Questions

The results of the present study will be discusses here as they specificly relate to each of the following questions.

Question 1a: Will the German teachers find the personality development of the Turkish children as being different from that of the German children as assessed by QMD questions B 1 and B 2?

This question was affined since 93 per cent of the teachers stated that they perceive the Turkish children as being personally impaired (QMD, question B 1). The reasons that were stated by more than 60 per cent of the teachers included detachement from home culture, difference between the styles of education, expectations of the Turkish parents, and the German society causing them to experience insecurity, language and communication problems and also having to live with the insecurity of not knowing for sure whether they will stay in Germany or go back to Turkey.

Question 1b: Will the Turkish children be perceived as differing in their personality development in behavioral terms as assessed by QMD, question B 3 and by CCBST section B VI?

Question 1b was partially affirmatively answered since on question B 3 of the QMD no items were checked by more than 50 per cent of the teachers and only two items, namely self-confidence (42 per cent) and ability to critisize (45 per cent) were checked by more than 30 per cent of the teachers. In section B, VI of the CCBST out of 23 items six were perceived as showing a difference between the German and the Turkish children by at least 30 per cent of the teachers. These items were connected to physical aggressiveness, swearing, showing inconsiderate behaviors, becoming easily discouraged, tending to overestimate their abilities and demanding excessive attention and love. Whereas on items like being passive, cheating in examination, engaging in

self-abusing behaviors, showing hypochondriacal tendencies, seeming to feel persecuted and showing emotional lability which were all seen as possible indicators of weakness in personality development, at least 90 per cent of the teachers did not perceive any difference between the Turkish and the German children. These results show that the teachers' perception of behaviors do not indicate big impairment in the personality development of the Turkish children in Germany.

Question 2a: Will the social competencies of the Turkish children be evaluated as differing by their German teachers as assessed by QMD questions B 7 and B 8?

This question was affirmed since 75 per cent of the teachers perceived the Turkish children to be impaired in their social personality development. The main perceived reasons were to have membership in a social minority group, discrimination and stigmatization. They were stated by about 50 per cent of the teachers.

Question 2b: Will the Turkish children be perceived as being different in their social development in behavioral terms as assessed by QMD, question B 9 and by CCBST section B 3 and B 5?

In question B 9 of the QMD only the ability to express themselves was perceived as lacking by 61 per cent of the teachers. All the other items were at most checked by 30 per cent

of the teachers. This result was in line with the finding on the items in section B 3 and B 5 of the CCBST. Here only in three questions a difference in the behavior between the Turkish children and the German children was perceived such that the Turkish children seem to have a lack in those behaviors. The items: showing cooperative behavior, effectively communicating in a conversation and talking with others about sports, family etc. were perceived to be deficient for the Turkish children by about 30 per cent of the teachers. Wheras behaviors like having good communication with adults, showing persistance in anything done and teasing and gossiping about others were perceived as not being different between the Turkish and the German children by about 90 per cent of the teachers. The answers to the other items range between the two extremes stated above so that this question is not confirmed very much by the given results.

Question 3: Will the language proficiency of the Turkish children be perceived as less than that of their German peers by the German teachers as assessed by QMD, question B 12, B 13, B 14 and B 15 and by CCBST section B 4 and B 5?

This question is strongly backed up by the results that are given. Among the questioned teachers 94 per cent stated that a specific language program is necessary for the Turkish children who come at primary school age. A specific language training at preschool age, a one or two year preparation class and additional training besides the teaching in a normal German class as long as they have deficiencies

were proposed by more than 60 per cent of the teachers. Deficiencies were perceived in many respects. The pronounciation, fluency of speech, style of speech, sentence structure and expression, amount of vocabulary and written expression in German were perceived to be deficient for the Turkish children by 60 to 70 per cent of the teachers. This has consequences on the comprehension of material that is learned through listening in the opinion of 68 per cent of the teachers and 24 per cent see a consequence on the understanding of abstract concepts.

Question 4: Will the physical development and appearance of the Turkish children be perceived as being different as assessed ab CCBST section B 1 and B 2?

This question was some what affirmatively answered. The physical development was not perceived to be different by 80 to 100 per cent of the teachers. The physical appearance in terms of wearing clothes that fit properly and are appropriate for time, weather and place and taking care of hair was perceived to be lacking among the Turkish children by about one third of the teachers.

Question 5: Will the German teachers perceive the Turkish girls and the Turkish boys differentially in relation to social, personal and language development as assessed by QMD, question B 4, B 5, B 10, B 11 and B 16?

The findings in relation to this question were very interesting. Whereas for language development no differene was found by nearly all of the teachers, the personal and social development was perceived to be dissimilar by 80 to 90 per cent between Turkish boys and Turkish girls. In the personal development the boys were perceived to have less problems because the role expectations and ways of educating back up the German norms much more than the girls. In the development of a social personality trend was reversed. Here the girls were perceived to be more fortunate, because of their socialization which emphasize their readiness to help and cooperate. The boys have a high need to show their independance according to the opinion of the teachers.

Question 6: Will the German teachers educating the Turkish children feel the necessity of additional training to be able to understand the children with the perspective of their cultural background, to compare the cultures, to have basic competence in the foreign language and also training in language teaching?

The results provide affirmative response for this question such that a necessity of training in all four areas was perceived by about 50 per cent of the teachers. Background information about the Turkish culture was stated to be necessary by more than 80 per cent and basic language proficiency in Turkish by more than 70 per cent.

Question 7: Will the German teachers perceive the opportunity structure for the Turkish students to be more limited as compared to their German peers as assessed by CCBST Part A?

This question was not strongly backed up. The highest expression of perceived differences by the teachers were in item 8 (being able to interact with the German people in the community at large) and in item 26 (being able to become involved with social issues in the German culture). Here more than 50 per cent of the teachers perceived a difference between Turkish and German children. Whereas on items like occupying a visible place in the school community, having the chance to originate things on their own and being respected with their ideas, no difference was perceived by more than 90 per cent of the German teachers.

VIII. CONCLUSIONS

The return rate of the second questionnaire was very low. A relatively high amount of the teachers refused to fill the questionnaire because they thought that it was biased and would give way to deepen the present prejudice. This should be taken as a reason not to go into too much interpretation of the results, because it can be thought that only those teachers who did not see a bias answered the questionnaire. On the other hand some teachers expressed their doubts and yet did fill the questionnaire. Hence not only the opinion of one sort of teachers was taken into account. The point that many teachers perceived the questionnaire in such a way must be taken into account and the specific reasons for this perception should be explored among the teachers.

In addition to this problem technically there was a weakness. It seems that rating tendencies of the teachers were mixed up on some items because some questions seemed to have lost their clarity by being negatively stated. The teachers did not think about the negation and rated the questions as if they were stated in a positive way, whereas others understood the negative sense and rated accordingly. One example is section IV, question 6 in CCBST "The Turkish children have poor sentence structure and expression." Here 38 per cent of the teachers stated "more" than their German peers and 35 per cent "less" than their German peers, obviously meaning otherwise.

In spite of these problems the findings of the study were interesting and thought providing. According to the results the teachers, on the one hand perceived the Turkish children to be impaired in their personal and social development as well as in language acquisition, on the other hand they were not able to pinpoint these perceptions down to concrete behaviors. Based on this data the present author proposes the following hypothesis: The perception of the Turkish children by their German teachers might be coloured by the fact that the teachers see a lot of discrimination and stigmatization towards the Turkish children most possible due to different physical appearance and language defiency, thus they perceive them to be impaired in their overall development but as this was only the expression of a feeling, they could not state the maladjusted behaviors that follow this impairmant.

This statement is of course in need of back up by further research. Initially the teachers should be questioned again and secondly all the other groups which are involved with the Turkish children should be asked about their opinions. A selfrating questionnaire should be developed which contains similar items as the CCBST to be filled by the Turkish children themselves. A next step would be to get at the perceptions of the Turkish parents, the German people in communities with high percentage of Turkish families and the experts, namely university professors in subjects touching the problems of the Turkish people in Germany.

In case that these studies should show similar results, two things could be done to help the Turkish children in Germany in their overall development. On the first hand the Turkish children need a program to improve in the areas that were perceived as lacking by the teachers. For example these are stated as language acquisition as the most important are and dressing habits as the second field where an intervention could be helpful. On the other hand interventions are necessary to get the German and the Turkish people involved with each other so that prejudice and discrimination will be changed into acquaintance and acceptance.

These interventions should not be planned before the opinion and thoughts of the other groups stated above are gathered, because the results of this study are not profound enough to be the basis for an program planning effort but a basis for raising certain questions. The value of this study is seen in the exploration of the whole field of possible problems and description of the areas of deficiencies or their non existence among the Turkish children.

The present researcher strongly urges those in the field to further carryout studies like this one getting at perceptions of involved groups since so much of what is called "reality" lies in the eyes of the beholder.

APPENDIX A

Prelimenary Questionnaire

German Form

(2 pages)

Ich bin daran interessiert, einen Fragebogen für Lehrer zu entwerfen, die türkische Kinder unterrichten. Der Fragebogen soll ermitteln, welche besonderen Fähigkeiten sowohl die Kinder als auch die Lehrer dieser Kinder brauchen. Dies ist ein Vorlauf und Test des Fragebogens, antworten Sie bitte gemäß Ihrer Erfahrungen und Ihres Wissens.

1. Sind die türkischen Kinder in Deutschland in der Entwicklung ihrer Persönlichkeit beeinträchtigt?

☐ Ja ☐ Nein

Falls ja, versuchen Sie bitte zu erklären wie und in welcher Hinsicht: _____

_____

_____

2. Meinen Sie, daß die türkischen Kinder Schwierigkeiten haben, die folgenden Fähigkeiten zu entwickeln? (Kreuzen Sie bitte alle Fähigkeiten an, die Sie für problematisch halten.)

- ○ Vertrauensfähigkeit
- ○ Selbständigkeit
- ○ Selbstvertrauen
- ○ Spontaneität
- ○ Aushalten von Unsicherheiten
- ○ Kritikfähigkeit
- ○ Sonstiges (bitte ausführen): _____

_____

3. Gibt es einen Unterschied in der Entwicklung der Persönlichkeit zwischen den türkischen Mädchen und Jungen?

☐ Ja ☐ Nein

Falls ja, versuchen Sie bitte zu erklären, wie und in welcher Hinsicht: _____

_____

_____

4. Meinen Sie, daß die Probleme in der Persönlichkeitsentwicklung mit dem Einreisealter zusammenhängen?

☐ Ja ☐ Nein

Falls ja, wann ist die Entwicklung am problematischsten? Wenn die Kinder: (Bitte kreuzen Sie ein Alter an.)

- ○ im Alter von 1 - 3 Jahren einreisen.
- ○ im Alter von 3 - 6 Jahren einreisen (vor der Grundschulzeit).
- ○ während der Grundschulzeit einreisen.
- ○ nach der Grundschulzeit einreisen.

5. Sind die türkischen Kinder in Deutschland im Hinblick auf ihr Sozialverhalten beeinträchtigt?

☐ Ja ☐ Nein

Falls ja, versuchen Sie bitte zu erklären, wie und in welcher Hinsicht: _____

_____

6. Meinen Sie, daß den türkischen Kindern die folgenden Fähigkeiten fehlen oder daß sie in diesen Bereichen große Defizite haben? (Kreuzen Sie die Bereiche an, die Sie für wichtig halten.)

- ○ Toleranz
- ○ Hilfsbereitschaft
- ○ Kooperatives Verhalten
- ○ Ausdrucksfähigkeit
- ○ adäquates, den Normen angepaßtes Rollenverhalten
- ○ Sonstiges (bitte ausführen): _____

_____

_____

7. Besteht ein Unterschied in der Entwicklung des Sozialverhaltens zwischen den türkischen Mädchen und den Jungen?

☐ Ja ☐ Nein

Falls ja, versuchen Sie bitte zu erklären, wie und in welcher Hinsicht: _____

_____

_____

8. Die türkischen Kinder brauchen ein spezielles Sprachtraining, wenn sie: (Kreuzen Sie bitte alles an, was Sie für richtig halten.)

☐ im Alter von 1 - 3 Jahren einreisen.
☐ im Alter von 3 - 6 Jahren einreisen (vor der Grundschulzeit).
☐ während der Grundschulzeit einreisen.
☐ nach der Grundschulzeit einreisen.

Bei einem "ja" zu einer dieser Antworten, sollten sie dann Deutsch

☐ in einer einjährigen Vorbereitungsklasse lernen.
☐ durch zusätzlichen Unterricht neben dem Unterricht in einer deutschen Regelklasse lernen.
☐ Sonstiges (bitte ausführen): _____

_____

9. Welcher Teil der Kommunikationsfähigkeit fehlt den türkischen Kindern am meisten?

☐ fordern können
☐ fragen können
☐ ablehnen können
☐ sich entschuldigen können
☐ sich streiten können
☐ sich bedanken können
☐ Sonstiges: _____
☐ Das ist bei jedem Kind verschieden.

10. Brauchen die türkischen Mädchen mehr zusätzliche Hilfe beim Sprache lernen als die Jungen?

☐ Ja ☐ Nein

Falls ja, versuchen Sie bitte zu erklären, wie und in welcher Hinsicht: _____

_____

_____

11. Brauchen die Lehrer, die türkische Kinder in Deutsch als Fremdsprache unterrichten, zusätzliche Ausbildung oder Training?

☐ Ja ☐ Nein

Falls ja, versuchen Sie bitte zu erklären, wie und in welcher Hinsicht: _____

_____

_____

_____

Vielen Dank für Ihre Mühe

Hella Kohlmeyer
Ringweg 47
2330 Windeby-
Friedland

APPENDIX B

Prelimenary Questionnaire

English Form

(2 pages)

I am interested in designing a needs assessment questionnaire for the teachers teaching Turkish children in regard to the needs of the children and the teachers. Please answer the following based on your expertise and experiences.

1. Are the Turkish children in Germany hindered in their personality development?

☐ Yes ☐ No

If yes, please explain in what ways and how:

_____

_____

_____

2. Do you think that the Turkish children have difficulty in developing the following capacities? (Check as many as you think to be relevant.)

- O trust
- O independence
- O self-confidence
- O spontaneity
- O bearing uncertainties
- O ableness to criticize
- O other (please specify): _____

_____

3. Is there a difference in the personality development between the Turkish girls and boys?

☐ Yes ☐ No

If yes in what ways and how, please explain: _____

_____

_____

_____

4. Do you think that the problems in the personality development of the Turkish children in Germany connected with the age at which the children came to Germany?

☐ Yes ☐ No

If yes when do the children develop most problematically; when they came at (check one):

- O age 1 - 3
- O age 3 - 6 (before primary school)
- O during primary school age
- O after primary school age

5. Are the Turkish children in Germany hindered in their social competence, in their social skills?

☐ Yes ☐ No

If yes, in what ways and how, please explain: _____

_____

_____

6. Do you think that the Turkish children lack in the following capacities? (Check as many as you think to be relavant.)

- O tolerance
- O readiness to help
- O cooperative behavior
- O ableness to express themselves appropriately
- O ableness to behave according to the norms
- O other (please explain): _____

_____

_____

7. Is there a difference in the development of social competences and social skills between the Turkish girls and boys?

☐ Yes ☐ No

If yes in what ways and how, please explain:_____

_____

_____

8. Do the Turkish children in Germany need a special language training, if they have come between the

O ages 1 - 3
O ages 3 - 6 (before primary school age)
O during primary school age
O after primary school age

If yes to any one of the above, then should they learn German

O in a one year preparation class
O by getting additional language training besides the teaching in a normal German class
O other (please specify):_____

_____

9. Which language skills do the Turkish children lack most?

O tc order
O to ask
O to refuse
O that differs from child to child
O to dispute
O to thank
O to excuse themselves
O other:_____

_____

10. Do the Turkish girls need more additional help in language learning then the boys?

☐ yes ☐ no

If yes, in what ways and how, please explain:_____

_____

11. Do the teachers teaching Turkish children in Germany need additional skills and training?

☐ Yes ☐ No

If yes, in what way and how, please explain:_____

_____

_____

_____

Thank for your answering.

Hella Kohlmeyer
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Friedland

APPENDIX C

Fragebogen über den Einfluß der Migration auf die psychische, soziale und sprachliche Entwicklung türkischer Kinder

(QMD German Form, 4 pages)

Hella Kohlmeyer
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2330 Windeby-Friedland

Mai 1984

Fragebogen über den Einfluß der Migration auf die psychische, soziale und sprachliche Entwicklung türkischer Kinder

Dieser Fragebogen ist Teil einer Arbeit im Rahmen meines Studiums an der Bosporus-Universität in Istanbul. Das Studium schließt mit dem akademischen Grad "master of education" ab. Ich bitte Sie, die Fragen aufgrund Ihrer Erfahrungen und Ihres Wissens zu beantworten. Es ist mir bewußt, daß die Antworten keine allgemeingültigen Aussagen sein können, sondern nur subjektive Eindrücke.

Vielen Dank für Ihre Mühe.

Friedland im Mai 1984

A Demographische Daten über den Beantworter des Fragebogens:

Geschlecht: ☐ männlich ☐ weiblich

Alter: ☐ jünger als 25
☐ zwischen 25 und 35
☐ zwischen 35 und 45
☐ zwischen 45 und 55
☐ älter als 55

Ich bin im Schuldienst tätig: ☐ weniger als ein Jahr
☐ zwischen 1 und fünf Jahre
☐ zwischen 5 und 10 Jahre
☐ zwischen 10 und 20 Jahre
☐ länger als 20 Jahre

Ich unterrichte türkische Kinder: ☐ seit weniger als einem Jahr
☐ zwischen 1 und 5 Jahre
☐ zwischen 5 und 10 Jahre
☐ länger als 10 Jahre

☐ vorwiegend im Grundschulbereich
☐ vorwiegend im Hauptschulbereich

Die meisten türkischen Kinder in meinem Erfahrungsbereich gehören: ☐ der unteren sozio-ökonomischen Schicht an
☐ der mittleren sozio-ökonomischen Schicht an
☐ der oberen sozio-ökonomischen Schicht an

Meinen Sie, daß Sie zusätzliche Qualifikationen für den Unterricht mit den türkischen Kindern brauchen?

☐ ja ☐ nein

Falls "ja", beschreiben Sie bitte diese Qualifikationen:

_____

_____

_____

_____

_____

_____

B 1. Sind die türkischen Kinder in Deutschland in der Entwicklung ihrer Persönlichkeit beeinträchtigt?

☐ ja ☐ nein (weiter zu Frage 3)

2. Welche Gründe für eine Beeinträchtigung gibt es? (Kreuzen Sie bitte die Gründe an, die Sie für wesentlich halten.)

☐ Die Kinder sind aus ihrem Kulturkreis herausgelöst.

☐ Der Rückhalt der Religion ist den Kindern genommen.

☐ Die Eltern verhindern eine Integration und beeinträchtigen dadurch die Persönlichkeitsentwicklung ihrer Kinder.

☐ Die Erziehungsstile und Erwartungen der Eltern und der deutschen Umwelt sind so unterschiedlich, daß die Kinder in eine Unsicherheit gestürzt werden.

☐ Die türkischen Kinder leben in einer sozialen Minderheit in Deutschland.

☐ Die türkischen Kinder haben Sprach- und Verständigungsschwierigkeiten.

☐ Die Kinder leben in der Ungewißheit zwischen Bleiben und Rückkehr.

3. Meinen Sie, daß die türkischen Kinder Schwierigkeiten haben, die folgenden Fähigkeiten zu entwickeln? (Kreuzen Sie bitte alle Fähigkeiten an, die Sie für problematisch halten.)

☐ Vertrauensfähigkeit ☐ Spontaneität

☐ Selbständigkeit ☐ Aushalten von Unsicherheiten

☐ Selbstvertrauen ☐ Kritikfähigkeit

4. Gibt es einen Unterschied in der Entwicklung der Persönlichkeit zwischen den türkischen Mädchen und Jungen?

☐ ja ☐ nein (weiter zu Frage 6)

5. Welche Gründe für einen Unterscheid gibt es? (Kreuzen Sie bitte alle Gründe an, die Sie für wesentlich halten)

☐ Die Erziehung ist unterscheidlich.

☐ Die Jungen haben mehr Rückhalt in der Familie in bezug auf die Entwicklung ihrer Persönlichkeit.

☐ Das Rollenverhalten im Herkunftsland von Mann und Frau setzt sich in Deutschland fort.

☐ Das Rollenverständnis zwischen deutschen und türkischen Frauen ist unterschiedlicher als das der Männer.

6. Meinen Sie, daß die Probleme in der Persönlichkeitsentwicklung mit dem Einreisealter zusammenhängen?

☐ ja ☐ nein

Falls ja, wann ist die Entwicklung am problematischsten? Wenn die Kinder:

☐ im Alter von 1 - 3 Jahren einreisen

☐ im Alter von 3 - 6 Jahren einreisen (vor der Grundschulzeit)

☐ während der Grundschulzeit einreisen

☐ nach der Grundschulzeit einreisen

7. Sind die türkischen Kinder in Deutschland im Hinblick auf die Entwicklung eines angemessenen Sozialverhaltens beeinträchtigt?

☐ ja ☐ nein (weiter zu Frage 9)

8. Welche Gründe für eine Beeinträchtigung gibt es? (Kreuzen Sie bitte alle Gründe an, die Sie für wesentlich halten)

☐ Die Zugehörigkeit zu einer sozialen Minderheit

☐ Stigmatisierung und Diskriminierung

☐ Desorientierung durch differierende Sozialpartner

☐ Fehlendes Selbstvertrauen

9. Meinen Sie, daß den türkischen Kindern die folgenden Fähigkeiten fehlen, oder daß sie in diesen Bereichen große Defizite haben? (Kreuzen Sie die Bereiche an, die Sie für wichtig halten.)

☐ Toleranz ☐ Hilfsbereitschaft

☐ Ausdrucksfähigkeit ☐ Kooperatives Verhalten

☐ Ordnungssinn ☐ adäquates, den Normen angepaßtes Rollenverhalten

10. Besteht ein Unterschied in der Entwicklung eines angemessenen Sozialverhaltens zwischen den türkischen Mädchen und den Jungen?

☐ ja ☐ nein (weiter zu Frage 12)

11. Wie äußert sich der Unterschied in der Entwicklung eines angemessenen Sozialverhaltens?

☐ Die Mädchen sind aufgrund ihrer Erziehung flexibler.

☐ Die Mädchen sind aufgrund ihrer Erziehung hilfsbereiter und stärker zu Kooperation bereit.

☐ Die Mädchen haben aufgrund ihrer Erziehung größere Schwierigkeiten als die Jungen.

☐ Die Jungen haben ein starkes Bedürfnis, ihre Selbständigkeit zu beweisen.

12. Die türkischen Kinder brauchen ein spezielles Sprachtraining, wenn sie: (Kreuzen Sie bitte alles an, was Sie für richtig halten)

☐ im Alter von 1 - 3 Jahren einreisen

☐ im Alter von 3 - 6 Jahren einreisen (vor der Grundschulzeit)

☐ während der Grundschulzeit einreisen

13. Das zusätzliche Sprachtraining sollte folgendermaßen gestaltet sein (Kreuzen Sie bitte die Maßnahmen an, die Sie für wesentlich halten.)

☐ Ein Sprachprogramm im Kindergartenalter

☐ Eine ein- oder zweijährige Vorbereitungsklasse

☐ Zusätzlicher Unterricht neben dem Unterricht in einer deutschen Regelklasse, solange Defizite bestehen.

☐ Es ist kein spezielles Sprachtraining notwendig.

14. Ist es möglich, die sprachlichen Defizite der türkischen Kinder auf bestimmte Teile der Kommunikationsfähigkeit festzulegen?

☐ ja ☐ nein (weiter zu Frage 16)

15. Welcher Teil der Kommunikationsfähigkeit fehlt den türkischen Kindern am meisten?

☐ fordern können
☐ fragen können
☐ ablehnen können
☐ sich streiten können
☐ sich bedanken können
☐ sich entschuldigen können
☐ Das ist bei jedem Kind verschieden.

16. Brauchen die türkischen Mädchen mehr zusätzliche Hilfe beim Sprache lernen als die Jungen?

☐ ja ☐ nein

17. Brauchen die Lehrer, die türkische Kinder in Deutsch als Fremdsprache unterrichten, zusätzliche Ausbildung oder Training?

☐ ja ☐ nein

18. Die Lehrer brauchen eine zusätzliche Ausbildung im Hinblick auf: (Kreuzen Sie bitte alle Maßnahmen an, die Sie für wesentlich halten.)

☐ pädagogische Ausbildung (Verstehensansatz von den Kindern her)
☐ sprachdidaktische Ausbildung (Sprachvergleich)
☐ Hintergrundinformation (Kulturvergleich)
☐ Basiswortschatz in der fremden Sprache

APPENDIX D

Questionnaire about the influence of migration upon the psychological, social and language development of Turkish children (QMD)

English form

(4 pages)

Hella Kohlmeyer
Ringweg 47
2330 Windeby-Friedland

May 1984

90

Questionnaire about the influence of migration upon the psychological, social and languagedevelopment of Turkish children (QMD)

This questionnaire is part of my studies embedded in my training at Bosphorus-University in Istanbul ending with the academical degree "master of education". I kindly ask you to answer the questions according to your experiences and your knowledge. It is evident that the answers are not general or universal but subjective impressions.

Thank you for answering.

Friedland, in May 1984 Hella Kohlmeyer

A Demographical data about the person answering the questionnaire.

Gender: ☐ male ☐ female

Age: ☐ less than 25 ☐ between 25 and 35 ☐ between 35 and 45 ☐ between 45 and 55 ☐ more than 55

I have been a teacher for: ☐ less than 1 year ☐ 1 to 5 years ☐ 5 to 10 years ☐ 10 to 20 years ☐ more than 20 years

I have been working with Turkish children: ☐ for less than 1 year ☐ between 1 to 5 years ☐ between 5 to 10 years ☐ more than 10 years

☐ more in primary schools
☐ more in secondary schools

Most of the Turkish children I am working with belong to the
☐ lower socio economic class
☐ middle socio economic class
☐ higher socio economic class

Do you think that you need additional help and training for teaching Turkish children?

☐ yes ☐ no

If yes, please explain what kind of training or help:

_____

_____

_____

_____

B 1. Are the Turkish children in Germany - according to your oppinion - impaired in their individual personality development?

☐ yes ☐ no (go on to question 3)

2. Which are the reasons for this impairment? (Please mark those reasons that you think are important.)

☐ The children are detached from the home-culture.

☐ The back up through religion is taken away from the children.

☐ The parents hinder an integration and therefore impair the personality development of their children.

☐ The style of education and the expectation of the Turkish parents and the German society are so different that the children experience insecurity.

☐ The Turkish children live as a social miniority in Germany.

☐ The Turkish children have language and communication problems.

☐ The Turkish children live with the insecuritiy of staying or going back.

3. Do you think that the Turkish children have difficulties to develop the following competences? (Please mark all the competences, which you hold for problematic.)

☐ trust ☐ spontaneity

☐ independance ☐ tolerance of ambiguity

☐ self-confidence ☐ ability to criticize

4. Is there a difference in the development of the individual personality between boys and girls?

☐ yes ☐ no (go on to question 6)

5. Which are the reasons for a difference? (Please mark all the reasons you think are important.)

☐ The differnce in education.

☐ The Turkish boys more demand is put and support is given to by the family with regard to their individual personality development.

☐ The role expectations of men and women in the home-culture is replicated in Germany.

☐ The role expectations of Turkish and German women are more different than the role expectations of Turkish and German men.

6. Do you think that the problems in the individual personality development are connected with the migration-age?

☐ yes ☐ no

If yes, when is the development most problematic?
If the children

☐ come at age 1 - 3

☐ come at age 3 - 6 (before school age)

☐ come during primary school age

☐ come after primary school age

7. Are the Turkish children in Germany handicapped in their social personality development?

☐ yes ☐ no (go on to question 9)

8. Which are the reasons for a handicap? (Please mark all the reasons you hold for important.)

☐ Being a member of a social minoritygroup.

☐ Discrimination and stigmatization.

☐ Disorientation because of differing social expectations.

☐ Lack of self-confidence.

9. Do you think that the Turkish children have problems to develop following competences? (Please mark al the competences you hold for important.)

☐ tolerance

☐ ability to express thems.

☐ tidiness

☐ readiness to help

☐ cooperative behavior

☐ behaving in a socially adjusted manner

10. Is there a difference in the social personality development in Turkish girls and boys?

☐ yes ☐ no (go on to question 12)

11. What kind of difference in the development of social competences is there?

☐ The girls are - according to their education - more flexible.

☐ The girls are - according to their education - more ready to help and cooperate.

☐ The girls have - according to their education - more difficulties.

☐ The boys have a strong need to show their independance.

12. The Turkish children need a special language-training, if they (Please mark all you hold for important.)

☐ come at age 1 - 3

☐ come at age 3 - 6 (before school age)

☐ come during primary school time

13. The additional language program should be organized in a (Please mark all the arrangements you hold for important.)

☐ language training in preschool age

☐ 1 or 2 year preparation class

☐ additional training besides the teaching in a normal German class as long as they have deficiencies.

☐ There is no additional language training necessary.

14. Is it possible to attach the language deficiencies of Turkish children to competencies in specified communicative functions?

☐ yes ☐ no (go on to question 16)

15. In which specific functions are the most deficiencies?

☐ to order
☐ to ask
☐ to refuse
☐ to dispute
☐ to thank
☐ to excuse themselves
☐ It differs from child to child.

16. Do the Turkish girls need more additional help in language learning than the boys?

☐ yes ☐ no

17. Do the German teachers who teach Turkish children in "German as a foreign language" need additional training or education?

☐ yes ☐ no

18. The teachers need additional training in the areas: (Please mark all parts you hold for important.)

☐ pedagogical training (understanding the children from their cultural background)
☐ language teaching training (comparative)
☐ backgroundinformation (comparision of the cultures)
☐ basical language competence in the foreign language

APPENDIX E

Fragebogen für Lehrer über die Verhaltensweisen von türkischen Kindern

(CCBST German Form)

(7 pages)

Hella Kohlmeyer
Kremper Straße 26
2430 Neustadt in Holstein

November 1984

Sehr geehrter Lehrer!
Sehr geehrte Lehrerin!

Der beiliegende Fragebogen ist als Vertiefung des allgemeinen Fragebogens gedacht, den ich im Juni dieses Jahres verteilt habe. Die Ergebnisse der beiden Fragebögen fließen in eine "master"-Arbeit ein, die ich an der Bosporus-Universität in Istanbul schreibe. Die Fragen sind für die Gesamtheit der türkischen Kinder konzipiert. Daher kann es passieren, daß einige Fragen auf die Kinder in ihrem Wirkungsbereich nicht zutreffen oder Sie sich nicht imstande sehen, diese Frage zu beantworten. Kennzeichnen Sie diese Fragen bitte mit einem Kreis um die jeweilige Nummer am Anfang der Frage.
Die sprachlichen Formulierungen der Fragen sind manchmal etwas ungeschickt und plump. Dies ist darauf zurückzuführen, daß es sich um Übersetzungen handelt, bei denen der Sinn möglichst genau getroffen werden sollte.

Ich danke Ihnen für Ihre Mühe.

Mit freundlichem Gruß
Hella Kohlmeyer

November 1984

Fragebogen für Lehrer über die Verhaltensweisen von türkischen Kindern

Bitte beantworten Sie die unten gestellten Fragen für die türkischen Kinder in Ihrer Klasse im Vergleich zu den deutschen Kindern, die Sie unterrichten.

Dieser Fragebogen besteht aus zwei Teilen. Die Auswertung der Fragen aus Teil A und Teil B wird getrennt voneinander vorgenommen.

Klassenstufe: _____

Altersstufe der Kinder: _____

Klassengröße: _____

Anzahl der türkischen Kinder in der Klasse: _____

Datum: _____

Teil A: Die Möglichkeiten für ein soziales, persönliches und akademisches Verhalten, die sich den türkischen Kindern bieten.

Bitte beantworten Sie jede Frage anhand der unten erklärten Abstufungen (1 - 5). Kreisen Sie bitte jeweils die Zahl ein, die Ihnen am ehesten zutreffend erscheint.

5 = sehr viel mehr/sehr viel öfter als die deutschen Kinder in meiner Klasse

4 = mehr/öfter als die deutschen Kinder in meiner Klasse

3 = genausoviel/genausooft wie die deutschen Kinder in meiner Klasse

2 = weniger/seltener als die deutschen Kinder in meiner Klasse

1 = sehr viel weniger/sehr viel seltener als die deutschen Kinder in meiner Klasse

Die türkischen Kinder

- 1. haben nicht die Möglichkeit, Dinge zu tun, die sie gut können. 1 2 3 4 5
- 2. können sich über die Ergebnisse ihres Lernens freuen. 1 2 3 4 5
- 3. haben die Möglichkeit, sich an sozialen Aktivitäten zu beteiligen. 1 2 3 4 5
- 4. haben nicht die Möglichkeit, ihre eigenen Ideen auszuprobieren. 1 2 3 4 5

- 5. haben nicht die Möglichkeit, Ämter in der Schule zu bekleiden. 1 2 3 4 5
- 6. können Dinge tun, die nicht gegen ihre Werte und Prinzipien verstoßen. 1 2 3 4 5
- 7. haben die Möglichkeit, sich mit deutschen Kindern eng zu befreunden. 1 2 3 4 5
- 8. können zu den Leuten in ihrem Wohngebiet Beziehungen anknüpfen. 1 2 3 4 5
- 9. sind in der Lage, stolz zu sein, wenn sie gute Zensuren bekommen. 1 2 3 4 5
- 10. haben nicht die Möglichkeit zum kreativen Handeln. 1 2 3 4 5
- 11. haben die Möglichkeit, zu jeder Zeit ihr Bestes zu geben. 1 2 3 4 5
- 12. haben nicht die Möglichkeit, bei sozialen Aktivitäten in der Schule mitzumachen. 1 2 3 4 5
- 13. haben die Möglichkeit, eigene Gedanken und Ideen in ihren Arbeiten auszuprobieren. 1 2 3 4 5
- 14. sind im allgemeinen in den Augen der Lehrer akzeptiert. 1 2 3 4 5
- 15. sind in den Augen ihrer Mitschüler anerkannt. 1 2 3 4 5
- 16. finden keine Anerkennung für ihre Ideen. 1 2 3 4 5
- 17. fühlen sich als vollwertiges Mitglied der Gesellschaft. 1 2 3 4 5
- 18. sind mit ihren Einstellungen in der Schule anerkannt. 1 2 3 4 5
- 19. fühlen sich nicht wohl mit den moralischen Wertvorstellungen in dieser Schule. 1 2 3 4 5
- 20. sind freundlich zu den deutschen Lehrern und Schülern der Schule. 1 2 3 4 5
- 21. erhalten persönliche Zuwendung des Lehrers. 1 2 3 4 5
- 22. werden mit ihren Bedürfnissen und Interessen von den Lehrern ernst genommen. 1 2 3 4 5
- 23. erhalten eine Erziehung mit einem Wert 1 2 3 4 5
- 24. beteiligen sich nicht an Diskussionen innerhalb des Unterrichts. 1 2 3 4 5
- 25. haben die Möglichkeit, jemanden zu finden, der ihnen hilft, wenn sie Probleme in der Schule haben. 1 2 3 4 5
- 26. sind fähig, sich an Freizeitaktivitäten in der deutschen Umgebung zu beteiligen. 1 2 3 4 5
- 27. haben nicht die Möglichkeit, mit der deutschen Kultur bekannt zu werden. 1 2 3 4 5
- 28. und ihre Familien haben finanziell gesehen 1 2 3 4 5
- 29. zeigen eine allgemeine Zufriedenheit. 1 2 3 4 5

Teil B: Die körperliche, psychologische und soziale Entwicklung der türkischen Kinder

Bitte beantworten Sie die folgenden Fragen anhand der unten erklärten Abstufungen (1-5). Kreisen Sie bitte jeweils die Zahl ein, die Ihnen am ehesten zutreffend erscheint.

5 = sehr viel mehr/sehr viel öfter als die deutschen Kinder in meiner Klasse

4 = mehr/öfter als die deutschen Kinder in meiner Klasse

3 = genausoviel/genausooft wie die deutschen Kinder in meiner Klasse

2 = weniger/seltener als die deutschen Kinder in meiner Klasse

1 = sehr viel weniger/sehr viel seltener als die deutschen Kinder in meiner Klasse

I Äußeres Auftreten

Die türkischen Kinder

- 1. tragen Kleidung, die genau paßt. 1 2 3 4 5
- 2. tragen Kleidung, die kaputt oder schmutzig ist. 1 2 3 4 5
- 3. tragen Kleidung, die angemessen ist für die Jahreszeit, den Ort und das Wetter. 1 2 3 4 5
- 4. pflegen die Haare nicht oder selten. 1 2 3 4 5
- 5. pflegen die Zähne nicht oder selten. 1 2 3 4 5
- 6. waschen sich und betreiben Körperpflege. 1 2 3 4 5
- 7. Sonstiges 1 2 3 4 5
(bitte ausführen)

II Körperliche Entwicklung

Die türkischen Kinder

- 1. haben eine normale Größe 1 2 3 4 5
- 2. haben kein normales Gewicht. 1 2 3 4 5
- 3. haben Augenfehler. 1 2 3 4 5
- 4. haben keine Hörschwierigkeiten. 1 2 3 4 5
- 5. haben eine angemessen entwickelte Motorik 1 2 3 4 5
- 6. Sonstiges 1 2 3 4 5
(bitte ausführen)

III Soziale Entwicklung

Die türkischen Kinder

- 1. zeigen kooperatives Verhalten. 1 2 3 4 5
- 2. fügen sich nicht in die Klassengemeinschaft ein. 1 2 3 4 5
- 3. beteiligen sich an Spielen. 1 2 3 4 5
- 4. unterhalten sich viel mit Freunden. 1 2 3 4 5
- 5. unterhalten sich selten mit Erwachsenen. 1 2 3 4 5
- 6. haben eine Abneigung gegen alles, was sie tun. 1 2 3 4 5
- 7. können sich im Unterricht (lesen, schreiben, spielen etc.) nur kurze Zeit konzentrieren. 1 2 3 4 5
- 8. zeigen Verantwortungsbewußtsein und Arbeitswilligkeit. 1 2 3 4 5
- 9. sind unbeständig und nicht ausdauernd bei Lernaktivitäten. 1 2 3 4 5
- 10. haben eine positive Einstellung zu Regeln und Vorschriften. 1 2 3 4 5
- 11. verhalten sich respektlos und ungehorsam gegenüber sozialen Regeln und Schulordnungen. 1 2 3 4 5
- 12. haben eine positive Einstellung zu Lehrern. 1 2 3 4 5
- 13. haben eine negative Einstellung zu Freunden. 1 2 3 4 5
- 14. sind bereit, anderen zu helfen. 1 2 3 4 5
- 15. sind an den Angelegenheiten anderer interessiert. 1 2 3 4 5
- 16. passen auf ihren persönlichen Besitz auf. 1 2 3 4 5
- 17. hänseln und ärgern andere. 1 2 3 4 5
- 18. unterbrechen andere bei ihrem Tun. 1 2 3 4 5
- 19. Sonstiges . . . . . .
  . . . . . .
  . . . . . 1 2 3 4 5
  (bitte ausführen)

IV Entwicklung der deutschen Sprache

Die türkischen Kinder

- 1. haben ein für ihr Alter angemessenes deutsches Sprachverhalten. 1 2 3 4 5
- 2. haben eine schlechte Aussprache. 1 2 3 4 5
- 3. sprechend fließend. 1 2 3 4 5
- 4. haben einen angemessenen Sprachstil. 1 2 3 4 5
- 5. benutzen angemessene Gesten und Gesichtsausdrücke. 1 2 3 4 5
- 6. drücken sich mit einem schlechten Satzbau und unangemessenen Ausdruck aus. 1 2 3 4 5

- 7. haben einen dem Alter angemessenen Wortschatz. 1 2 3 4 5
- 8. haben im Schriftlichen eine eingeschränkte Ausdrucksweise. 1 2 3 4 5
- 9. können nicht buchstabieren. 1 2 3 4 5
- 10. können gut buchstabieren. 1 2 3 4 5
- 11. verstehen Lernstoff gut, wenn er mündlich präsentiert wird. 1 2 3 4 5
- 12. haben Schwierigkeiten, logische Zusammenhänge im allgemeinen zu begreifen. 1 2 3 4 5
  ... konkrete logische Zusammenhänge 1 2 3 4 5
  ...abstrakte logische Zusammenhänge 1 2 3 4 5
- 13. Sonstiges . . . . . .
  . . . . . .
  . . . . . 1 2 3 4 5
  (bitte ausführen)

V Kommunikationsfähigkeit

Die türkischen Kinder

- 1. benutzen Ausdrücke wie "bitte", "danke" ect... 1 2 3 4 5
- 2. sind in angemessener Weise mitteilsam. 1 2 3 4 5
- 3. sprechen mit anderen über ihre Familien, Sport etc. 1 2 3 4 5
- 4. können an einer Unterhaltung nicht erfolgreich teilnehmen. 1 2 3 4 5
- 5. halten sich nicht an die Regeln der Höflichkeit in Unterhaltungen mit anderen. 1 2 3 4 5
- 6. Sonstiges . . . . . .
  . . . . . .
  . . . . . 1 2 3 4 5
  (bitte ausführen)

VI Anpassung und Anpassungsprobleme

Die türkischen Kinder

- 1. sind passiv 1 2 3 4 5
- 2. beschädigen keine Sachen. 1 2 3 4 5
- 3. sind aggresiv. 1 2 3 4 5
- 4. haben keine Anfälle wie häufiges Weinen, Schreien ect. 1 2 3 4 5
- 5. lügen und mogeln nicht. 1 2 3 4 5
- 6. stehlen bzw. nehmen Sachen von anderen Kindern weg, ohne zu fragen. 1 2 3 4 5
- 7. zeigen auffällige Verhaltensweisen wie Spucken, Nägelbeißen etc. 1 2 3 4 5
- 8. mogeln bei Prüfungen. 1 2 3 4 5

- 9. fluchen und schimpfen nicht. 1 2 3 4 5
- 10. machen Freunde und Lehrer lächerlich. 1 2 3 4 5
- 11. zeigen unangemessene Verhaltensweisen wie lautes Lärmen und Sprechen. 1 2 3 4 5
- 12. sind nicht ausgeschlossen, d. h. stehen nicht für sich allein und beobachten andere beim Spielen. 1 2 3 4 5
- 13. zeigen stereotype Verhaltensweisen. 1 2 3 4 5
- 14. neigen nicht zu Selbstbestrafung und Selbstverstümmelung. 1 2 3 4 5
- 15. sind überaktiv, d. h. reden ständig, können nicht stillsitzen etc. 1 2 3 4 5
- 16. sind leicht entmutigt. 1 2 3 4 5
- 17. sind nicht verletzt, wenn sie kritisiert werden. 1 2 3 4 5
- 18. neigen dazu, ihre eigenen Fähigkeiten überzubewerten. 1 2 3 4 5
- 19. haben keine Neigung zu Hypochondrie (vorgetäuschte Krankheiten). 1 2 3 4 5
- 20. scheinen sich verfolgt zu fühlen. 1 2 3 4 5
- 21. benötigen sehr viel Liebe und Zuwendung. 1 2 3 4 5
- 22. zeigen keine emotionelle Labilität. 1 2 3 4 5
- 23. zeigen kein Suchtverhalten wie Zigarettenrauchen, Alkohol trinken, Drogen nehmen. 1 2 3 4 5
- 24. Sonstiges 1 2 3 4 5

DANKE FÜR DIE BEANTWORTUNG DES FRAGEBOGENS!

APPENDIX F

Checklist of children behavior state

to be filled by teachers

(CCBST English Form)

(7 pages)

Hella Kohlmeyer
Kremper Straße 26
2430 Neustadt in Holstein

November 1984

Dear teacher!

This questionnaire is developed in order to deepen and extend the results of the first questionnaire which you got in July of this year. The results of both questionnaires are embedded in a master thesis which I write at Bosporus university in Istanbul. The questions are stated for the population of all the Turkish children in Germany. Therefore it can happen that some questions don't fit the setting you are teaching in or that you don't feel able to answer these questions. Please mark these questions with a circle around their number.

The wording of the questions sometimes seems unsuitable and unusual. The reason for this lies in the fact that the questions are translated and the sense of the questions should be given in the most exact way possible.

Thank you for your help.

Sincerely
Hella Kohlmeyer

A CHECKLIST OF CHILDREN BEHAVIOR STATE TO BE FILLED BY TEACHERS (CCBST)

Please consider the Turkish children in your class and respond to the below items thinking of this group of students in comparison to their German peers.

This form has two parts and the directions for evaluation of each item is provided separately for each part.

Class level: _____

Approximate age of the children: _____

Number of all the students in class: _____

Number of Turkish children in class: _____

Date: _____

Part A: The chances/opportunities that exist for personal/social/ accademic behavior.

Please check each item according to the below 1 to 5 scale.

5 = Much more than their German peers

4 = More than their German peers

3 = Similar to their German peers

2 = Less than their German peers

1 = Much less than their German peers

The Turkish children

- 1. do not have the chance to do things they are best at. 1 2 3 4 5
- 2. are able to enjoy the results of their studying. 1 2 3 4 5
- 3. are able to spend time in social activities. 1 2 3 4 5
- 4. do not have the chance to experiment with some of their ideas. 1 2 3 4 5
- 5. do not have the opportunity to occupy a visible place in the school community. 1 2 3 4 5
- 6. are able to do things that do not go against their principles. 1 2 3 4 5
- 7. have the opportunity to make close German friends here. 1 2 3 4 5
- 8. are able to interact with German people in the community at large. 1 2 3 4 5
- 9. are able to be proud when they get good grades. 1 2 3 4 5

- 10. do not have the chance to originate things on their own. 1 2 3 4 5
- 11. have the opportunity to accomplish their best at all times. 1 2 3 4 5
- 12. do not have the chance to get involved in social activities at school. 1 2 3 4 5
- 13. have the chance to experiment with original thinking in their studies. 1 2 3 4 5
- 14. are accepted in the eyes of teachers in general. 1 2 3 4 5
- 15. are accepted in the eyes of fellow students/peers. 1 2 3 4 5
- 16. are not respected with their ideas. 1 2 3 4 5
- 17. feel worthwhile as an individual. 1 2 3 4 5
- 18. are accepted in this school setting with their beliefs. 1 2 3 4 5
- 19. do not feel comfortable with the moral values of people around them in this school setting. 1 2 3 4 5
- 20. are friendly to German people (students and teachers around them). 1 2 3 4 5
- 21. get personal attention from teachers. 1 2 3 4 5
- 22. are shown concern for needs and interests by teachers. 1 2 3 4 5
- 23. get an education with a quality 1 2 3 4 5
- 24. do not participate in class discussions about the course material. 1 2 3 4 5
- 25. have the chance to find someone to help them when they have a problem in the school setting. 1 2 3 4 5
- 26. are able to become involved with social issues in this culture. 1 2 3 4 5
- 27. do not have opportunities to become sensitive to German culture. 1 2 3 4 5
- 28. and their families have moneywise 1 2 3 4 5
- 29. show satisfaction overall. 1 2 3 4 5

Part B: Physical, psychological and social development

Please check the following items according to the below 1 to 5 scale. Considering the Turkish students circle the most appropriate number.

5 = much more than German peers

4 = more than German peers

3 = similar to German peers

2 = less than German peers

1 = much less than German peers

I. Outside appearance

The Turkish children

- 1. wear clothes that fit properly. 1 2 3 4 5
- 2. wear torn or soiled clothes. 1 2 3 4 5
- 3. wear clothes that are appropriate for time, place and weather. 1 2 3 4 5
- 4. take poor care of hair. 1 2 3 4 5
- 5. take poor care of teeth. 1 2 3 4 5
- 6. in general take care about cleanliness. 1 2 3 4 5
- 7. other (specify) . . . . . .
. . . . . .
. . . . . .

II. Physical development

The Turkish children

- 1. have age appropriate height. 1 2 3 4 5
- 2. do not have age appropriate weight. 1 2 3 4 5
- 3. have poor sight. 1 2 3 4 5
- 4. have no hearing problems. 1 2 3 4 5
- 5. have good locomotor development. 1 2 3 4 5
- 6. other (specify) . . . . . .
. . . . . .
. . . . . .

III. Social development

The Turkish children

- 1. show cooperative behavior. 1 2 3 4 5
- 2. do not participate in class. 1 2 3 4 5

- 3. participate in playactivities. 1 2 3 4 5
- 4. have good communication with friends. 1 2 3 4 5
- 5. have poor communication with adults. 1 2 3 4 5
- 6. show persistence in anything they do. 1 2 3 4 5
- 7. have poor attentionspan: in class, in reading, in play etc. 1 2 3 4 5
- 8. show sense of responsibility and sense of work. 1 2 3 4 5
- 9. are irregular and discontinuous in classroom activities. 1 2 3 4 5
- 10. have positive attitudes towards rules and regulations. 1 2 3 4 5
- 11. show disrespect and disobedience towards social rules and school rules. 1 2 3 4 5
- 12. have positive attitudes toward teachers. 1 2 3 4 5
- 13. have negative attitude toward friends. 1 2 3 4 5
- 14. are willing to help others. 1 2 3 4 5
- 15. are interested in the affairs of other. 1 2 3 4 5
- 16. take care of personal belongings. 1 2 3 4 5
- 17. tease and gossip about others. 1 2 3 4 5
- 18. disrupt others activities. 1 2 3 4 5
- 19. other (specify) . . . . . .

. . . . . .

. . . . . .

IV. German language and concept development

The Turkish children

- 1. have age and class appropriate level of development of German language. 1 2 3 4 5
- 2. have poor pronounciation of German language. 1 2 3 4 5
- 3. have fluency of speech. 1 2 3 4 5
- 4. have appropriate style of speech. 1 2 3 4 5
- 5. utilize gestures and mimicks. 1 2 3 4 5
- 6. have poor sentence structure and expression. 1 2 3 4 5
- 7. have appropriate amount of vocabulary. 1 2 3 4 5
- 8. have poor written expression. 1 2 3 4 5
- 9. have poor spelling. 1 2 3 4 5
- 10. have good spelling skills. 1 2 3 4 5
- 11. have good comprehension of material that is learned through listening. 1 2 3 4 5
- 12. have poor general concept development. 1 2 3 4 5
  ... concrete concepts. 1 2 3 4 5
  ... abstract concepts. 1 2 3 4 5
- 13. other (specify) . . . . . .

. . . . . .

V. Social language development

The Turkish children

- 1. utilize expressions like "please", "thank you" etc. 1 2 3 4 5
- 2. are appropriately talkative. 1 2 3 4 5
- 3. talk with others about sports, family etc. 1 2 3 4 5
- 4. cannot effectively communicate in a conversation. 1 2 3 4 5
- 5. do not abide by rules of politeness in talking with others. 1 2 3 4 5

VI. Adjustment and problems in adjustment

The Turkish children

- 1. are passive. 1 2 3 4 5
- 2. do not cause harm to objects. 1 2 3 4 5
- 3. are physically aggressive. 1 2 3 4 5
- 4. do not throw tantrums (often crying, screaming etc.) 1 2 3 4 5
- 5. do not lie and cheat. 1 2 3 4 5
- 6. steal - take others' property without permission. 1 2 3 4 5
- 7. show unwanted behavior such as spitting, nail biting etc. 1 2 3 4 5
- 8. cheat in examinations. 1 2 3 4 5
- 9. do not swear, and use other bad words. 1 2 3 4 5
- 10. make fun of friends and teachers. 1 2 3 4 5
- 11. show inconsiderate behavior such as making a lot of noise, talking very loud etc. 1 2 3 4 5
- 12. are not withdrawn; that is watch others without interacting, stay isolated etc. 1 2 3 4 5
- 13. show stereotypic behavior. 1 2 3 4 5
- 14. do not engage in self-abusing behavior. 1 2 3 4 5
- 15. show hyperactivity; talking too much, not being able to sit still in class etc. 1 2 3 4 5
- 16. become easily discouraged. 1 2 3 4 5
- 17. do not get upset and hurt when critisized. 1 2 3 4 5
- 18. tend to overestimate their abilities. 1 2 3 4 5
- 19. do not have hypochondrical tendencies (complaints of health when the person is not ill). 1 2 3 4 5
- 20. seem to feel persecuted. 1 2 3 4 5
- 21. demand excessive attention and love. 1 2 3 4 5

- 22. do not show emotional lability (get nervous without reason, become happy for no reason). 1 2 3 4 5
- 23. do not have addictions like cigarette smoking, alcohol, drugs. 1 2 3 4 5
- 24. others (specify) . . . . . .

. . . . . .

. . . . . .

Thank you for filling out this questionnaire.

APPENDIX G

AAMD Adaptive Behavior Scale

(25 pages)

A A M D
ADAPTIVE BEHAVIOR SCALE
For Children and Adults
1974 Revision

ame _____ Special Identification _____
(last) (first)

ate _____ Sex: M F Date of Birth _____
(mo) (day) (year) (mo) (day) (year)

lame of person filling out Scale _____

ource of information and relationship to person being evaluated (such as "John Doe - Parent," or "Self - hysician") _____

Additional Information: _____

_____

This Scale consists of a number of statements which describe some of the ways people act in different situations. There are several ways of administering the Scale; these, and detailed scoring instructions, appear in the accompanying *Manual.*

Instructions for the second part of the Scale immediately precede the second half of this booklet.

INSTRUCTIONS FOR PART ONE

There are two kinds of items in the first part of the Scale. The first requires that you select only ONE of the several possible responses. For example:

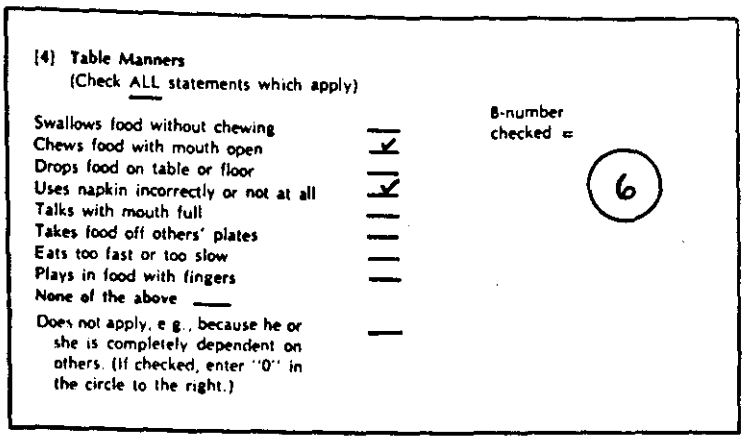
[2] Eating in Public (Circle only ONE)

Orders complete meals in restuarants	3
Orders simple meals like hamburgers or hot dogs	(2)
Orders soft drinks at soda fountain or canteen	1
Does not order at public eating places	0

(2)

Notice that the statements are arranged in order of difficulty: 3,2,1,0. Circle the one statement which best describes the *most difficult* task the person can usually manage. In this example, the individual being observed can order simple meals like hamburgers or hot dogs (2), but cannot order a complete dinner (3). Therefore, (2) is circled in the example above. In scoring, 2 is entered in the circle to the right.

The second type of item asks you to check ALL statements which apply to the person. For example:



In the example above, the second and fourth items are checked to indicate that the person "chews food with mouth open" and "uses napkin incorrectly." In scoring, the number of items checked, 2, is subtracted from 8, and the item score, 6, is entered in the circle to the right. Most items do not, however, require this subtraction; instead, the number checked can be directly entered as the score. The statement "None of the above," which is included for administrative purposes only, is not to be counted in scoring here.

Some items may deal with behaviors that are clearly against local regulations, (e.g., use of the telephone), or behaviors that are not possible for a person to perform because the opportunity does not exist, (e.g., eating in restaurants is not possible for someone who is bedridden). In these instances, you must still complete your rating. Give the person credit for the item if you feel absolutely certain that he or she can and would perform the behavior without additional training had he or she the opportunity to do so. Write "AR" for "Against Regulations" or "HNO" for "Has No Opportunity" next to the rating made in these cases. These notations will not affect the eventual scoring of that item, but will contribute to the understanding and interpretation of the person's adaptive behavior and environment.

Please observe the following general rules in completing the Scale:

1. In items which specify "with help" or "with assistance" for completion of task, these mean with *direct physical assistance.*

2. Give the person credit for an item even if he or she needs verbal prompting or reminding to complete the task unless the item definitely states *"without prompting"* or *"without reminder."*

This Scale is prepared for general use. Therefore, some of the items may not be appropriate for your specific setting, but please do try to complete all of them.

A. Eating

[1] Use of Table Utensils (Circle only ONE)

Uses knife and fork correctly and neatly	6
Uses table knife for cutting or spreading	5
Feeds self with spoon and fork - neatly	4
Feeds self with spoon and fork - considerable spilling	3
Feeds self with spoon - neatly	2
Feeds self with spoon - considerable spilling	1
Feeds self with fingers or must be fed	0

[2] Eating in Public (Circle only ONE)

Orders complete meals in restaurants	3
Orders simple meals like hamburgers or hot dogs	2
Orders soft drinks at soda fountain or canteen	1
Does not order at public eating places	0

[3] Drinking (Circle only ONE)

Drinks without spilling, holding glass in one hand	3
Drinks from cup or glass unassisted - neatly	2
Drinks from cup or glass unassisted considerable spilling	1
Does not drink from cup or glass unassisted	0

[4] Table Manners (Check ALL statements which apply)

Swallows food without chewing	___
Chews food with mouth open	___
Drops food on table or floor	___
Uses napkin incorrectly or not at all	___
Talks with mouth full	___
Takes food off others' plates	___
Eats too fast or too slow	___
Plays in food with fingers	___
None of the above	___
Does not apply, e.g., because he or she is bedfast, and/or has liquid food only (If checked, enter "0" in the circle to the right.)	___

8-number checked =

A. Eating → ADD 1-4

B. Toilet Use

[5] Toilet Training (Circle only ONE)

Never has toilet accidents	4
Never has toilet accidents during the day	3
Occasionally has toilet accidents during the day	2
Frequently has toilet accidents during the day	1
Is not toilet trained at all	0

[6] Self-Care at Toilet
(Check ALL statements which apply.)

Lowers pants at the toilet without help	___
Sits on toilet seat without help	___
Uses toilet tissue appropriately	___
Flushes toilet after use	___
Puts on clothes without help	___
Washes hands without help	___
None of the above	___

B. Toilet Use → ADD 5-6

C. Cleanliness

[7] Washing Hands and Face
(Check ALL statements which apply.)

Washes hands with soap	___
Washes face with soap	___
Washes hands and face with water	___
Dries hands and face	___
None of the above	___

[8] Bathing (Circle only ONE.)

Prepares and completes bathing unaided	6
Washes and dries self completely without prompting or helping	5
Washes and dries self reasonably well with prompting	4
Washes and dries self with help	3
Attempts to soap and wash self	2
Cooperates when being washed and dried by others	1
Makes no attempt to wash or dry self	0

[9] Personal Hygiene
(Check ALL statements which apply.)

Has strong underarm odor	___
Does not change underwear regularly by self	___
Skin is often dirty if not assisted	___
Does not keep nails clean by self	___
None of the above	___
Does not apply, e.g., because he or she is completely dependent on others (If checked, enter "0" in the circle to the right.)	___

4-number checked =

[10] Tooth Brushing (Circle only ONE.)

Applies toothpaste and brushes teeth with up and down motion	5
Applies toothpaste and brushes teeth	4
Brushes teeth without help, but cannot apply toothpaste	3
Brushes teeth with supervision	2
Cooperates in having teeth brushed	1
Makes no attempt to brush teeth	0

[11] Menstruation (Circle only ONE)
(For males, Circle "no menstruation")

No menstruation	5
Cares for self completely for menstruation without assistance or reminder	5
Cares for self reasonably well during menstruation	4
Helps in changing pads during menstruation	3
Indicates pad needs changing during menstruation	2
Indicates that menstruation had begun	1
Will not care for self or seek help during menstruation	0

C. Cleanliness → ADD → 7-11

D. Appearance

[12] Posture (Check ALL statements which apply)

- Mouth hangs open
- Head hangs down
- Stomach sticks out because of posture
- Shoulders slumped forward and back bent
- Walks with toes out or toes in
- Walks with feet far apart
- Shuffles, drags, or stamps feet when walking
- Walks on tiptoes
- None of the above
- Does not apply, e.g., because he or she is bedfast or non-ambulatory. (If checked, enter "0" in the circle to the right.)

8-number checked =

[13] Clothing (Check ALL statements which apply)

- Clothes do not fit properly if not assisted
- Wears torn or unpressed clothing if not prompted
- Rewears dirty or soiled clothing if not prompted
- Wears clashing color combinations if not prompted
- Does not know the difference between work shoes and dress shoes
- Does not choose different clothing for formal and informal occasions
- Does not wear special clothing for different weather conditions (raincoat, overshoes, etc.)
- None of the above
- Does not apply, e.g., because he or she is completely dependent on others. (If checked, enter "0" in the circle to the right.)

7-number checked =

D. Appearance → ADD → 12-13

E. Care of Clothing

[14] Care of Clothing
(Check ALL statements which apply)

- Wipes and polishes shoes when needed
- Puts clothes in drawer or chest neatly
- Sends clothes to laundry without being reminded
- Hangs up clothes without being reminded
- None of the above

E. Care of Clothing → ENTER → 14

F. Dressing and Undressing

[15] Dressing (Circle only ONE)

Completely dresses self	5
Completely dresses self with verbal prompting only	4
Dresses self by pulling or putting on all clothes with verbal prompting and by fastening (zipping, buttoning, snapping) them with help	3
Dresses self with help in pulling or putting on most clothes and fastening them	2
Cooperates when dressed by extending arms or legs	1
Must be dressed completely	0

[16] Undressing at Appropriate Times
(Circle only ONE)

Completely undresses self	5
Completely undresses self with verbal prompting only	4
Undresses self by unfastening (unzipping, unbuttoning, unsnapping) clothes with help and pulling or taking them off with verbal prompting	3
Undresses self with help in unfastening and pulling or taking off most clothes	2
Cooperates when undressed by extending arms or legs	1
Must be completely undressed	0

[17] Shoes (Check ALL statements with apply)

- Puts on shoes correctly without assistance
- Ties shoe laces without assistance
- Unties shoe laces without assistance
- Removes shoes without assistance
- None of the above

F. Dressing and Undressing → ADD → 15-17

C. Travel

[18] Sense of Direction (Circle only ONE)

Goes a few blocks from hospital or school ground, or several blocks from home without getting lost	3
Goes around hospital ground or a few blocks from home without getting lost	2
Goes around cottage, ward, or home alone	1
Gets lost whenever leaving own living area	0

[19] Public Transportation
(Check ALL statements which apply)

Rides on train, long-distance bus or plane independently ___
Rides in taxi independently ___
Rides subway or city bus for unfamiliar journeys independently ___
Rides subway or city bus for familiar journeys independently ___
None of the above ___

C. Travel → ADD 18-19

H. Other Independent Functioning

[20] Telephone (Check ALL statements which apply)

Uses telephone directory ___
Uses pay telephone ___
Makes telephone calls from private telephone ___
Answers telephone appropriately ___
Takes telephone messages ___
None of the above ___

[21] Miscellaneous Independent Functioning
(Check ALL statements which apply)

Prepares own bed at night ___
Goes to bed unassisted, e.g., getting in bed, covering with blanket, etc. ___
Has ordinary control of appetite, eats moderately ___
Knows postage rates, buys stamps from Post Office ___
Looks after personal health, e.g., changes wet clothing ___
Deals with simple injuries, e.g., cuts, burns ___
Knows how and where to obtain a doctor's or dentist's help ___
Knows about welfare facilities in the community ___
None of the above ___

H. Other Independent Functioning → ADD 20-21

I. INDEPENDENT FUNCTIONING → ADD TRIANGLES A-H

II. PHYSICAL DEVELOPMENT

A. Sensory Development
(Observable functioning ability)

[22] Vision (With glasses, if used)
(Circle only ONE)

No difficulty in seeing 3
Some difficulty in seeing 2
Great difficulty in seeing 1
No vision at all 0

[23] Hearing (With hearing aid, if used)
(Circle only ONE)

No difficulty in hearing 3
Some difficulty in hearing 2
Great difficulty in hearing 1
No hearing at all 0

A. Sensory Development → ADD 22-23

B. Motor Development

[24] Body Balance (Circle only ONE)

Stands on "tiptoe" for ten seconds if asked 5
Stands on one foot for two seconds if asked 4
Stands without support 3
Stands with support 2
Sits without support 1
Can do none of the above 0

[25] Walking and Running
(Check ALL statements which apply)

Walks alone ___
Walks up and down stairs alone ___
Walks down stairs by alternating feet ___
Runs without falling often ___
Hops, skips or jumps ___
None of the above ___

[26] Control of Hands
(Check ALL statements which apply)

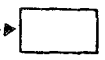
Catches a ball ___
Throws a ball overhand ___
Lifts cup or glass ___
Grasps with thumb and finger ___
None of the above ___

[27] **Limb Function**
(Check ALL statements which apply)

Has effective use of right arm ___
Has effective use of left arm ___
Has effective use of right leg ___
Has effective use of left leg ___
None of the above ___

B. Motor Development → ADD 24-27

II. PHYSICAL DEVELOPMENT → ADD TRIANGLES A-B



[31] **Purchasing** (Circle only ONE)

Buys all own clothing	5
Buys own clothing accessories	4
Makes minor purchases without help (candy, soft drinks, etc.)	3
Does shopping with slight supervision	2
Does shopping with close supervision	1
Does no shopping	0

B. Shopping Skills → ADD 30-31

III. ECONOMIC ACTIVITY → ADD TRIANGLES A-B

III. ECONOMIC ACTIVITY

A. Money Handling and Budgeting

[28] **Money Handling** (Circle only ONE)

Uses banking facilities independently	4
Makes change correctly but does not use banking facilities	3
Adds coins of various denominations, up to one dollar	2
Uses money, but does not make change correctly	1
Does not use money	0

[29] **Budgeting**
(Check ALL statements which apply)

Saves money or tokens for a particular purpose ___
Budgets fares, meals, etc. ___
Spends money with some planning ___
Controls own major expenditures ___
None of the above ___

A. Money Handling and Budgeting → ADD 28-29

B. Shopping Skills

[30] **Errands** (Circle only ONE)

Goes to several shops and specifies different items	4
Goes to one shop and specifies one item	3
Goes on errands for simple purchasing without a note	2
Goes on errands for simple purchasing with a note	1
Cannot be sent on errands	0

IV. LANGUAGE DEVELOPMENT

A. Expression

[32] **Writing** (Circle only ONE)

Writes sensible and understandable letters	5
Writes short notes and memos	4
Writes or prints forty words	3
Writes or prints ten words	2
Writes or prints own name	1
Cannot write or print any words	0

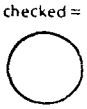
[33] **Preverbal Expression**
(Check ALL statements which apply)

Nods head or smiles to express happiness ___
Indicates hunger ___
Indicates wants by pointing or vocal noises ___
Chuckles or laughs when happy ___
Expresses pleasure or anger by vocal noises ___
Is able to say at least a few words (Enter "6" if checked, regardless of other items.) ___
None of the above ___

[34] **Articulation** (Check ALL statements which apply--if no speech, check "None" and enter "0" in the circle)

4-number checked =

Speech is low, weak, whispered or difficult to hear ___
Speech is slowed, deliberate, or labored ___
Speech is hurried, accelerated, or pushed ___
Speaks with blocking, halting, or other irregular interruptions ___
None of the above ___



[35] **Sentences** (Circle only ONE)

Sometimes uses complex sentences containing "because," "but," etc	3
Asks questions using words such as "why," "how," "what," etc	2
Speaks in simple sentences	1
Speaks in primitive phrases only, or is non-verbal	0

[36] **Word Usage** (Circle only ONE)

Talks about action when describing pictures	4
Names people or objects when describing pictures	3
Names familiar objects	2
Asks for things by their appropriate names	1
Is non-verbal or nearly non-verbal	0

A. Expression → ADD 32-36

B. Comprehension

[37] **Reading** (Circle only ONE)

Reads books suitable for children nine years or older	5
Reads books suitable for children seven years old	4
Reads simple stories or comics	3
Reads various signs, e.g., "NO PARKING," "ONE WAY," "MEN," WOMEN," etc	2
Recognizes ten or more words by sight	1
Recognizes fewer than ten words or none at all	0

[38] **Complex Instructions**
(Check ALL statements which apply)

- Understands instructions containing prepositions, e.g., "on," "in," "behind," "under," etc. ___
- Understands instructions referring to the order in which things must be done, e.g., "first do- then do-" ___
- Understands instructions requiring a decision: "If –, do this, but if not, do –" ___

None of the above ___

B. Comprehension → ADD 37-38

C. Social Language Development

[39] **Conversation**
(Check ALL statements which apply)

- Uses phrases such as "please" and "thank you" ___
- Is sociable and talks during meals ___
- Talks to others about sports, family, group activities, etc ___

None of the above ___

[40] **Miscellaneous Language Development**
(Check ALL statements which apply)

- Can be reasoned with ___
- Obviously responds when talked to ___
- Talks sensibly ___
- Reads books, newspapers, magazines for enjoyment ___
- Repeats a story with little or no difficulty ___
- Fills in the main items on application form reasonably well ___

None of the above ___

C. Social Language Development → ADD 39-40

IV. LANGUAGE DEVELOPMENT → ADD TRIANGLES A-C

V. NUMBERS AND TIME

[41] **Numbers** (Circle only ONE)

Does simple addition and subtraction	5
Counts ten or more objects	4
Mechanically counts to ten	3
Counts two objects by saying "one, two"	2
Discriminates between "one" and "many" or "a lot"	1
Has no understanding of numbers	0

[42] Time (Check ALL statements which apply)

Tells time by clock or watch correctly to the minute ___
Understands time intervals, e.g., between "3:30" and "4:30" ___
Understands time equivalents, e.g., "9:15" is the same as "quarter past nine" ___
Associates time on clock with various actions and events ___
None of the above ___

[43] Time Concept
(Check ALL statements which apply)

Names the days of the week ___
Refers correctly to "morning" and "afternoon" ___
Understands difference between day-week, minute-hour, month-year, etc. ___
None of the above ___

V. NUMBERS AND TIME → ADD 41-43

VI. DOMESTIC ACTIVITY

A. Cleaning

[44] Room Cleaning (Circle only ONE)

Cleans room well, e.g., sweeping, dusting and tidying 2
Cleans room but not thoroughly 1
Does not clean room at all 0

[45] Laundry (Check ALL statements which apply)

Washes clothing ___
Dries clothing ___
Folds clothing ___
Irons clothing when appropriate ___
None of the above ___

A. Cleaning → ADD 44-45

B. Kitchen

[46] Table Setting (Circle only ONE)

Places all eating utensils, as well as napkins, salt, pepper, sugar, etc., in positions learned 3
Places plates, glasses, and utensils in positions learned 2
Places silver, plates, cups, etc., on the table 1
Does not set table at all 0

[47] Food Preparation (Circle only ONE)

Prepares an adequate complete meal (may use canned or frozen food) 3
Mixes and cooks simple food, e.g., fries eggs, makes pancakes, cooks TV dinners, etc 2
Prepares simple foods requiring no mixing or cooking, e.g., sandwiches, cold cereal, etc 1
Does not prepare food at all 0

[48] Table Clearing (Circle only ONE)

Clears table of breakable dishes and glassware 2
Clears table of unbreakable dishes and silverware 1
Does not clear table at all 0

B. Kitchen → ADD 46-48

C. Other Domestic Activities

[49] General Domestic Activity
(Check ALL statements which apply)

Washes dishes well ___
Makes bed neatly ___
Helps with household chores when asked ___
Does household tasks routinely ___
None of the above ___

C. Other Domestic Activities → ENTER 49

VI. DOMESTIC ACTIVITY → ADD TRIANGLES A-C

VII. VOCATIONAL ACTIVITY

[50] Job Complexity (Circle only ONE)

Performs a job requiring use of tools or machinery, e.g., shop work, sewing, etc 2
Performs simple work, e.g., simple gardening, mopping floors, emptying trash, etc 1
Performs no work at all 0

[51] **Job Performance**
(Check ALL statements which apply)
(If "0" is circled in item 50, check "None of the above" and enter "0" in the circle)

4-number checked =

Endangers others because of carelessness ___
Does not take care of tools ___
Is a very slow worker ___
Does sloppy, inaccurate work ___
None of the above ___

[52] **Work Habits**
(Check ALL statements which apply)
(If "0" is circled in item 50, check "None of the above" and enter "0" in the circle.)

5-number checked =

Is late from work without good reason ___
Is often absent from work ___
Does not complete jobs without constant encouragement ___
Leaves work station without permission ___
Grumbles or gripes about work ___
None of the above ___

VII. VOCATIONAL ACTIVITY → ADD 50-52

VIII. SELF-DIRECTION

A. Initiative

[53] **Initiative** (Circle only ONE)

Initiates most of own activities, e.g., tasks, games, etc 3
Asks if there is something to do, or explores surroundings, e.g., home, yard, etc. 2
Will engage in activities only if assigned or directed 1
Will not engage in assigned activities, e.g., putting away toys, etc 0

[54] **Passivity**
(Check ALL statements which apply)

6-number checked =

Has to be made to do things ___
Has no ambition ___
Seems to have no interest in things ___
Finishes task last because of wasted time ___
Is unnecessarily dependent on others for help ___
Movement is slow and sluggish ___
None of the above ___
Does not apply, e.g., because he or she is totally dependent on others (If checked, enter "0" in the circle to the right) ___

A. Initiative → ADD 53-54

B. Perseverance

[55] **Attention** (Circle only ONE)

Will pay attention to purposeful activities for more than fifteen minutes, e.g., playing games, reading, cleaning up 4
Will pay attention to purposeful activities for at least fifteen minutes 3
Will pay attention to purposeful activities for at least ten minutes 2
Will pay attention to purposeful activities for at least five minutes 1
Will not pay attention to purposeful activities for as long as five minutes 0

[56] **Persistence**
(Check ALL statements which apply)

4-number checked =

Becomes easily discouraged ___
Fails to carry out tasks ___
Jumps from one activity to another ___
Needs constant encouragement to complete task ___
None of the above ___
Does not apply, e.g., because he or she is totally incapable of any organized activities (If checked, enter "0" in the circle to the right) ___

B. Perseverance → ADD 55-56

C. Leisure Time

[57] **Leisure Time Activity**
(Check ALL statements which apply)

Organizes leisure time on a fairly complex level, e.g., plays billiards, fishes, etc ___
Has hobby, e.g., painting, embroidery, collecting stamps or coins ___
Organizes leisure time adequately on a simple level, e.g., watching television, listening to phonograph, radio, etc ___
None of the above ___

C. Leisure Time → ENTER 57

VIII. SELF-DIRECTION → ADD TRIANGLES A-C

IX. RESPONSIBILITY

[58] **Personal Belongings** (Circle only ONE)

Very dependable--always takes care of personal belongings 3
Usually dependable--usually takes care of personal belongings 2
Unreliable--seldom takes care of personal belongings 1
Not responsible at all--does not take care of personal belongings 0

[59] General Responsibility (Circle only ONE)

Very conscientious and assumes much responsibility--makes a special effort; the assigned activities are always performed 3
Usually dependable--makes an effort to carry out responsibility; one can be reasonably certain that the assigned activity will be performed 2
Unreliable--makes little effort to carry out responsibility; one is uncertain that the assigned activity will be performed 1
Not given responsibility; is unable to carry out responsibility at all 0

IX. RESPONSIBILITY ADD 58-59 ☐

X. SOCIALIZATION

[60] Cooperation (Circle only ONE)

Offers assistance to others 2
Is willing to help if asked 1
Never helps others 0

[61] Consideration for Others
(Check ALL statements which apply)

Shows interest in the affairs of others ___
Takes care of others' belongings ___
Directs or manages the affairs of others when needed ___
Shows consideration for others' feelings ___
None of the above ___

[62] Awareness of Others
(Check ALL statements which apply)

Recognizes own family ___
Recognizes people other than family ___
Has information about others, e.g., job, address, relation to self ___
Knows the names of people close to him, e.g., classmates, neighbors ___
Knows the names of people not regularly encountered ___
None of the above ___

[63] Interaction With Others (Circle only ONE)

Interacts with others in group games or activity 3
Interacts with others for at least a short period of time, e.g., showing or offering toys, clothing or objects 2
Interacts with others imitatively with little interaction 1
Does not respond to others in a socially acceptable manner 0

[64] Participation in Group Activities
(Circle only ONE)

Initiates group activities (leader and organizer) 3
Participates in group activities spontaneously and eagerly (active participant) 2
Participates in group activities if encouraged to do so (passive participant) 1
Does not participate in group activities 0

[65] Selfishness
(Check ALL statements which apply)

4-number checked =

Refuses to take turns ___
Does not share with others ___
Gets mad if he does not get his way ___
Interrupts aide or teacher who is helping another person ___
None of the above ___
Does not apply, e.g., because he or she has no social interaction or is profoundly withdrawn (If checked, enter "0" in the circle to the right) ___

[66] Social Maturity
(Check ALL statements which apply)

5-number checked =

Is too familiar with strangers ___
Is afraid of strangers ___
Does anything to make friends ___
Likes to hold hands with everyone ___
Is at someone's elbow constantly ___
None of the above ___
Does not apply, e.g., because he or she has no social interaction or is profoundly withdrawn. (If checked, enter "0" in the circle to the right.) ___

X. SOCIALIZATION ADD 60-66 ☐

INSTRUCTIONS FOR PART TWO

Part Two contains only one type of item. The following is an example.

(2) Damages Personal Property	Occasionally	Frequently	
Rips, tears, or chews own clothing	(1)	2	
Soils own property	1	(2)	(5)
Tears up own magazines, books, or other possessions	1	(2)	
Other (specify: _____)	1	2	
_____ None of the above	Total 1	4	

Select those of the statements which are true of the individual being evaluated, and circle (1) if the behavior occurs occasionally, or (2) if it occurs frequently. Check "None of the Above" where appropriate. In scoring, total each column on the bottom (Total) line, and enter the sum of these totals in the circle to the right. When "None of the above" is checked, enter 0 in the circle to the right. In the above example, the first statement is true occasionally, and the last two statements are true frequently; therefore, a score of 5 has been entered.

"Occasionally" signifies that the behavior occurs once in a while, or now and then, and "Frequently" signifies that the behavior occurs quite often, or habitually.

Use the space for "Other" when:

1. The person has related behavior problems *in addition* to those circled.
2. The person has behavior problems that are *not covered* by any of the examples listed.

The behavior listed under "Other" must be a specific example of the behavior problem stated in the item.

Some of the items in Part Two describe behaviors which need not be considered maladaptive for very young children (for example, pushing others). The question of whether a given behavior is adaptive or maladaptive depends on the way that particular behavior is viewed by people in our society. Nonetheless, in completing this Scale you are asked to record a person's behavior as accurately as possible, ignoring, for the moment, your personal biases; then, when you later interpret the impact of the reported behaviors, you should take into consideration societal attitudes.

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

[1] Threatens or Does Physical Violence

	Occasionally	Frequently
Uses threatening gestures	1	2
Indirectly causes injury to others	1	2
Spits on others	1	2
Pushes, scratches or pinches others	1	2
Pulls others' hair, ears, etc.	1	2
Bites others	1	2
Kicks, strikes or slaps others	1	2
Throws objects at others	1	2
Chokes others	1	2
Uses objects as weapons against others	1	2
Hurts animals	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

[2] Damages Personal Property

Rips, tears or chews own clothing	1	2
Soils own property	1	2
Tears up own magazines, books, or other possessions	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

[3] Damages Others' Property

Rips, tears, or chews others' clothing	1	2
Soils others' property	1	2
Tears up others' magazines, books, or personal possessions	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

[4] Damages Public Property

Tears up magazines, books or other public property	1	2
Is overly rough with furniture (kicks, mutilates, knocks it down)	1	2
Breaks windows	1	2
Stuffs toilet with paper, towels or other solid objects that cause an overflow	1	2
Attempts to set fires	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

[5] Has Violent Temper, or Temper Tantrums

	Occasionally	Frequently
Cries and screams	1	2
Stamps feet while banging objects or slamming doors, etc	1	2
Stamps feet, screaming and yelling	1	2
Throws self on floor, screaming and yelling	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

I. VIOLENT AND DESTRUCTIVE BEHAVIOR ADD 1-5 →

II. ANTISOCIAL BEHAVIOR

[6] Teases or Gossips About Others

Gossips about others	1	2
Tells untrue or exaggerated stories about others	1	2
Teases others	1	2
Picks on others	1	2
Makes fun of others	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

[7] Bosses and Manipulates Others

Tries to tell others what to do	1	2
Demands services from others	1	2
Pushes others around	1	2
Causes fights among other people	1	2
Manipulates others to get them in trouble	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

[8] Disrupts Others' Activities

Is always in the way	1	2
Interferes with others' activities, e.g., by blocking passage, upsetting wheelchairs, etc	1	2
Upsets others' work	1	2
Knocks around articles that others are working with, e.g., puzzles, card games, etc.	1	2
Snatches things out of others' hands	1	2
Other (specify:_____)	1	2
——— None of the above	Total	

	Occasionally	Frequently

[9] Is Inconsiderate of Others

Keeps temperature in public areas uncomfortable for others, e.g., opens or closes window, changes thermostat	1	2
Turns TV, radio or phonograph on too loudly	1	2
Makes loud noises while others are reading	1	2
Talks too loudly	1	2
Sprawls over furniture or space needed by others	1	2
Other (specify:_____)	1	2
None of the above	Total	

[10] Shows Disrespect for Others' Property

Does not return things that were borrowed	1	2
Uses others' property without permission	1	2
Loses others' belongings	1	2
Damages others' property	1	2
Does not recognize the difference between own and others' property	1	2
Other (specify:_____)	1	2
None of the above	Total	

[11] Uses Angry Language

Uses hostile language, e.g., "stupid jerk," "dirty pig," etc.	1	2
Swears, curses, or uses obscene language	1	2
Yells or screams threats of violence	1	2
Verbally threatens others, suggesting physical violence	1	2
Other (specify:_____)	1	2
None of the above	Total	

II. ANTISOCIAL BEHAVIOR — ADD 6-11 → ☐

III. REBELLIOUS BEHAVIOR

	Occasionally	Frequently

[12] Ignores Regulations or Regular Routines

Has negative attitude toward rules but usually conforms	1	2
Has to be forced to go through waiting lines, e.g., lunch lines, ticket lines, etc.	1	2
Violates rules or regulations, e.g., eats in restricted areas, disobeys traffic signals, etc.	1	2
Refuses to participate in required activities, e.g., work, school, etc.	1	2
Other (specify:_____)	1	2
None of the above	Total	

[13] Resists Following Instructions, Requests or Orders

Gets upset if given a direct order	1	2
Plays deaf and does not follow instructions	1	2
Does not pay attention to instructions	1	2
Refuses to work on assigned subject	1	2
Hesitates for long periods before doing assigned tasks	1	2
Does the opposite of what was requested	1	2
Other (specify:_____)	1	2
None of the above	Total	

[14] Has Impudent or Rebellious Attitude Toward Authority

Resents persons in authority, e.g., teachers, group leaders, ward personnel, etc.	1	2
Is hostile toward people in authority	1	2
Mocks people in authority	1	2
Says that he can fire people in authority	1	2
Says relative will come to kill or harm persons in authority	1	2
Other (specify:_____)	1	2
None of the above	Total	

[15] Is Absent From, or Late For, the Proper Assignments or Places

Is late to required places or activities	1	2
Fails to return to places where he is supposed to be after leaving, e.g., going to toilet, running an errand, etc.	1	2
Leaves place of required activity without permission, e.g., work, class, etc.	1	2
Is absent from routine activities, e.g., work, class, etc.	1	2
Stays out late at night from home, hospital ward, dormitory, etc.	1	2
Other (specify:_____)	1	2
None of the above	Total	

Occasionally Frequently

[16] Runs Away or Attempts to Run Away

Attempts to run away from hospital, home, or school ground	1	2
Runs away from group activities, e g , picnics, school buses, etc	1	2
Runs away from hospital, home, or school ground	1	2
Other (specify _____)	1	2
None of the above		
Total		

[17] Misbehaves in Group Settings

Interrupts group discussion by talking about unrelated topics	1	2
Disrupts games by refusing to follow rules	1	2
Disrupts group activities by making loud noises or by acting up	1	2
Does not stay in seat during lesson period, lunch period, or other group sessions	1	2
Other (specify _____)	1	2
None of the above		
Total		

III. REBELLIOUS BEHAVIOR → ADD 12-17 [ ]

IV. UNTRUSTWORTHY BEHAVIOR

[18] Takes Others' Property Without Permission

Has been suspected of stealing	1	2
Takes others' belongings if not kept in place or locked	1	2
Takes others' belongings from pockets, purses, drawers, etc	1	2
Takes others' belongings by opening or breaking locks	1	2
Other (specify _____)	1	2
None of the above		
Total		

[19] Lies or Cheats

Twists the truth to own advantage	1	2
Cheats in games, tests, assignments, etc	1	2
Lies about situations	1	2
Lies about self	1	2
Lies about others	1	2
Other (specify: _____)	1	2
None of the above		
Total		

IV. UNTRUSTWORTHY BEHAVIOR → ADD 18-19 [ ]

V. WITHDRAWAL

[20] Is Inactive

Occasionally Frequently

Sits or stands in one position for a long period of time	1	2
Does nothing but sit and watch others	1	2
Falls asleep in a chair	1	2
Lies on the floor all day	1	2
Does not seem to react to anything	1	2
Other (specify _____)	1	2
None of the above		
Total		

[21] Is Withdrawn

Seems unaware of surroundings	1	2
Is difficult to reach or contact	1	2
Is apathetic and unresponsive in feeling	1	2
Has a blank stare	1	2
Has a fixed expression	1	2
Other (specify _____)	1	2
None of the above		
Total		

[22] Is Shy

Is timid and shy in social situations	1	2
Hides face in group situations, e g , parties, informal gatherings, etc	1	2
Does not mix well with others	1	2
Prefers to be alone	1	2
Other (specify _____)	1	2
None of the above		
Total		

V. WITHDRAWAL → ADD 20-22 [ ]

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS

[23] Has Stereotyped Behaviors

Drums fingers	1	2
Taps feet continually	1	2
Has hands constantly in motion	1	2
Slaps, scratches, or rubs self continually	1	2
Waves or shakes parts of the body repeatedly	1	2
Moves or rolls head back and forth	1	2
Rocks body back and forth	1	2
Paces the floor	1	2
Other (specify _____)	1	2
None of the above		
Total		

Occasionally Frequently

[24] Has Peculiar Posture or Odd Mannerisms

Holds head tilted	1	2
Sits with knees under chin	1	2
Walks on tiptoes	1	2
Lies on floor with feet up in the air	1	2
Walks with fingers in ears or with hands on head	1	2
Other (specify: _____)	1	2
None of the above	Total	

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS

ADD 23-24 →

VII. INAPPROPRIATE INTERPERSONAL MANNERS

[25] Has Inappropriate Interpersonal Manners

Talks too close to others' faces	1	2
Blows on others' faces	1	2
Burps at others	1	2
Kisses or licks others	1	2
Hugs or squeezes others	1	2
Touches others inappropriately	1	2
Hangs on to others and does not let go	1	2
Other (specify: _____)	1	2
None of the above	Total	

VII. INAPPROPRIATE INTERPERSONAL MANNERS

ENTER 25 →

VIII. UNACCEPTABLE VOCAL HABITS

[26] Has Disturbing Vocal or Speech Habits

Giggles hysterically	1	2
Talks loudly or yells at others	1	2
Talks to self loudly	1	2
Laughs inappropriately	1	2
Makes growling, humming, or other unpleasant noises	1	2
Repeats a word or phrase over and over	1	2
Mimics others' speech	1	2
Other (specify: _____)	1	2
None of the above	Total	

VIII. UNACCEPTABLE VOCAL HABITS

ENTER 26 →

IX. UNACCEPTABLE OR ECCENTRIC HABITS

Occasionally Frequently

[27] Has Strange And Unacceptable Habits

Smells everything	1	2
Inappropriately stuffs things in pockets shirts, dresses or shoes	1	2
Pulls threads out of own clothing	1	2
Plays with things he is wearing, e.g., shoe string, buttons, etc	1	2
Saves and wears unusual articles, e.g., safety pins, bottle caps, etc	1	2
Hoards things, including foods	1	2
Plays with spit	1	2
Plays with feces or urine	1	2
Other (specify _____)	1	2
None of the above	Total	

[28] Has Unacceptable Oral Habits

Drools	1	2
Grinds teeth audibly	1	2
Spits on the floor	1	2
Bites fingernails	1	2
Chews or sucks fingers or other parts of the body	1	2
Chews or sucks clothing or other inedibles	1	2
Eats inedibles	1	2
Drinks from toilet stool	1	2
Puts everything in mouth	1	2
Other (specify _____)	1	2
None of the above	Total	

[29] Removes or Tears Off Own Clothing

Tears off buttons or zippers	1	2
Inappropriately removes shoes or socks	1	2
Undresses at the wrong times	1	2
Takes off all clothing while on the toilet	1	2
Tears off own clothing	1	2
Refuses to wear clothing	1	2
Other (specify _____)	1	2
None of the above		
	Total	

[30] Has Other Eccentric Habits and Tendencies

	Occasionally	Frequently
Is overly particular about places to sit or sleep	1	2
Stands in a favorite spot, e.g., by window, by door, etc	1	2
Sits by anything that vibrates	1	2
Is afraid to climb stairs or to go down stairs	1	2
Does not want to be touched	1	2
Screams if touched	1	2
Other (specify _____)	1	2
_____ None of the above		
Total		

IX. UNACCEPTABLE OR ECCENTRIC HABITS — ADD 27-30 → ☐

X. SELF-ABUSIVE BEHAVIOR

[31] Does Physical Violence to Self

Bites or cuts self	1	2
Slaps or strikes self	1	2
Bangs head or other parts of the body against objects	1	2
Pulls own hair, ears, etc.	1	2
Scratches or picks self causing injury	1	2
Soils and smears self	1	2
Purposely provokes abuse from others	1	2
Picks at any sores he might have	1	2
Pokes objects in own ears, eyes, nose, or mouth	1	2
Other (specify: _____)	1	2
_____ None of the above		
Total		

X. SELF-ABUSIVE BEHAVIOR — ENTER 31 → ☐

XI. HYPERACTIVE TENDENCIES

[32] Has Hyperactive Tendencies

Talks excessively	1	2
Will not sit still for any length of time	1	2
Constantly runs or jumps around the room or hall	1	2
Moves or fidgets constantly	1	2
Other (specify: _____)	1	2
_____ None of the above		
Total		

XI. HYPERACTIVE TENDENCIES — ENTER 32 → ☐

[33] Engages in Inappropriate Masturbation

	Occasionally	Frequently
Has attempted to masturbate openly	1	2
Masturbates in front of others	1	2
Masturbates in group	1	2
Other (specify _____)	1	2
_____ None of the above		
Total		

[34] Exposes Body Improperly

Exposes body unnecessarily after using toilet	1	2
Stands in public places with pants down or with dress up	1	2
Exposes body excessively during activities, e.g., playing, dancing, sitting, etc.	1	2
Undresses in public places, or in front of lighted windows	1	2
Other (specify _____)	1	2
_____ None of the above		
Total		

[35] Has Homosexual Tendencies

Is sexually attracted to members of the same sex	1	2
Has approached others and attempted homosexual acts	1	2
Has engaged in homosexual activity	1	2
Other (specify _____)	1	2
_____ None of the above		
Total		

[36] Sexual Behavior That Is Socially Unacceptable

Is overly seductive in appearance or actions	1	2
Hugs or caresses too intensely in public	1	2
Needs watching with regard to sexual behavior	1	2
Lifts or unbuttons others' clothing to touch intimately	1	2
Has sexual relations in public places	1	2
Is overly aggressive sexually	1	2
Has raped others	1	2
Is easily taken advantage of sexually	1	2
Other (specify: _____)	1	2
_____ None of the above		
Total		

XII. SEXUALLY ABERRANT BEHAVIOR — ADD 33-36 → ☐

XIII. PSYCHOLOGICAL DISTURBANCES

[37] Tends to Overestimate Own Abilities

	Occasionally	Frequently
Does not recognize own limitations	1	2
Has too high an opinion of self	1	2
Talks about future plans that are unrealistic	1	2
Other (specify _____)	1	2
None of the above	Total	

[38] Reacts Poorly to Criticism

Does not talk when corrected	1	2
Withdraws or pouts when criticized	1	2
Becomes upset when criticized	1	2
Screams and cries when corrected	1	2
Other (specify: _____)	1	2
None of the above	Total	

[39] Reacts Poorly to Frustration

Blames own mistakes on others	1	2
Withdraws or pouts when thwarted	1	2
Becomes upset when thwarted	1	2
Throws temper tantrums when does not get own way	1	2
Other (specify: _____)	1	2
None of the above	Total	

[40] Demands Excessive Attention or Praise

Wants excessive praise	1	2
Is jealous of attention given to others	1	2
Demands excessive reassurance	1	2
Acts silly to gain attention	1	2
Other (specify _____)	1	2
None of the above	Total	

[41] Seems To Feel Persecuted

Complains of unfairness, even when equal shares or privileges have been given	1	2
Complains, "Nobody loves me"	1	2
Says, "Everybody picks on me"	1	2
Says, "People talk about me"	1	2
Says, "People are against me"	1	2
Acts suspicious of people	1	2
Other (specify: _____)	1	2
None of the above	Total	

[42] Has Hypochondriacal Tendencies

	Occasionally	Frequently
Complains about imaginary physical ailments	1	2
Pretends to be ill	1	2
Acts sick after illness is over	1	2
Other (specify _____)	1	2
None of the above	Total	

[43] Has Other Signs of Emotional Instabilities

Changes mood without apparent reason	1	2
Complains of bad dreams	1	2
Cries out while asleep	1	2
Cries for no apparent reason	1	2
Seems to have no emotional control	1	2
Vomits when upset	1	2
Appears insecure or frightened in daily activities	1	2
Talks about people or things that cause unrealistic fears	1	2
Talks about suicide	1	2
Has made an attempt at suicide	1	2
Other (specify _____)	1	2
None of the above	Total	

XIII. PSYCHOLOGICAL DISTURBANCES → ADD 37-43 [ ]

XIV. USE OF MEDICATIONS

[44] Use of Prescribed Medication

Uses tranquilizers	1	2
Uses sedatives	1	2
Uses anticonvulsant drugs	1	2
Uses stimulants	1	2
Other (specify _____)	1	2
None of the above	Total	

XIV. USE OF MEDICATIONS → ENTER 44 [ ]

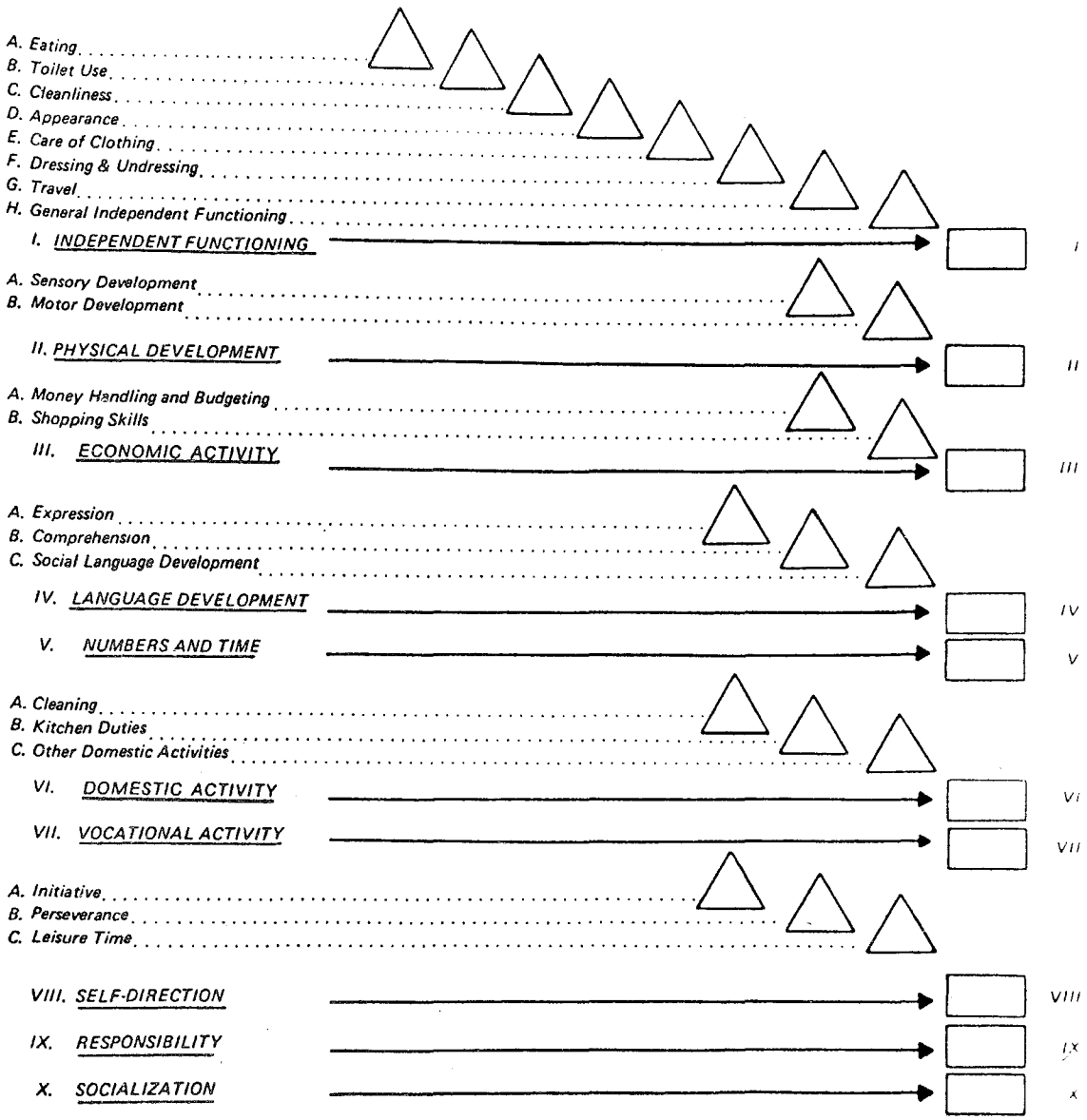
Identification _____

Age _____

Sex _____

Date of Administration _____

DATA SUMMARY SHEET - AAMD ADAPTIVE BEHAVIOR SCALE
PART ONE



DATA SUMMARY SHEET

PART TWO

I. VIOLENT AND DESTRUCTIVE BEHAVIOR	☐	I
II. ANTISOCIAL BEHAVIOR	☐	II
III. REBELLIOUS BEHAVIOR	☐	III
IV. UNTRUSTWORTHY BEHAVIOR	☐	IV
V. WITHDRAWAL	☐	V
VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS	☐	VI
VII. INAPPROPRIATE INTERPERSONAL MANNERS	☐	VII
VIII. UNACCEPTABLE VOCAL HABITS	☐	VIII
IX. UNACCEPTABLE OR ECCENTRIC HABITS	☐	IX
X. SELF-ABUSIVE BEHAVIOR	☐	X
XI. HYPERACTIVE TENDENCIES	☐	XI
XII. SEXUALLY ABERRANT BEHAVIOR	☐	XII
XIII. PSYCHOLOGICAL DISTURBANCES	☐	XIII
XIV. USE OF MEDICATIONS	☐	XIV

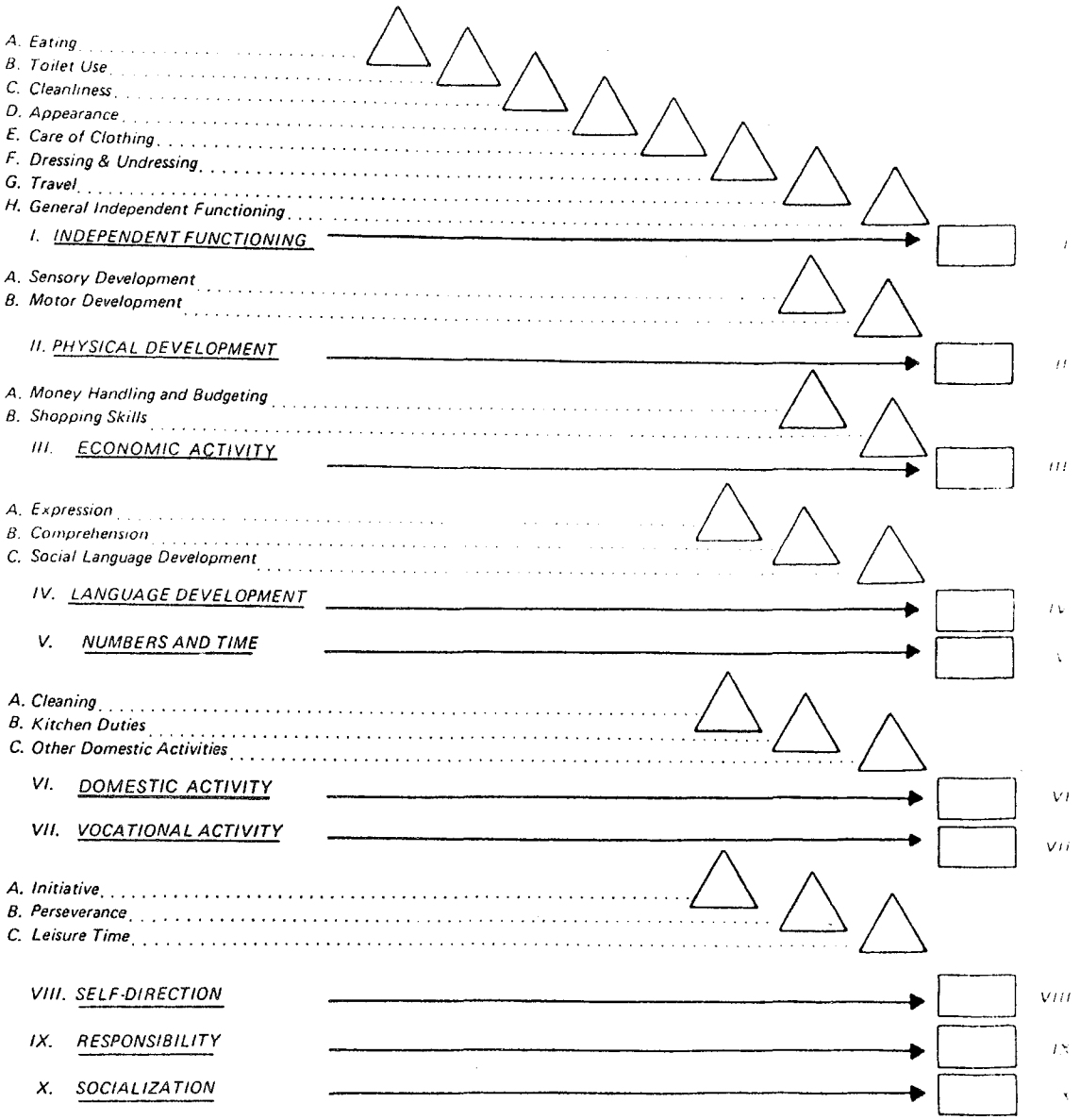
Identification _____

Age _____

Sex _____

Date of Administration _____

DATA SUMMARY SHEET - AAMD ADAPTIVE BEHAVIOR SCALE
PART ONE



DATA SUMMARY SHEET

PART TWO

I. VIOLENT AND DESTRUCTIVE BEHAVIOR	☐	*I*
II. ANTISOCIAL BEHAVIOR	☐	*II*
III. REBELLIOUS BEHAVIOR	☐	*III*
IV. UNTRUSTWORTHY BEHAVIOR	☐	*IV*
V. WITHDRAWAL	☐	*V*
VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS	☐	*Vi*
VII. INAPPROPRIATE INTERPERSONAL MANNERS	☐	*VII*
VIII. UNACCEPTABLE VOCAL HABITS	☐	*VIII*
IX. UNACCEPTABLE OR ECCENTRIC HABITS	☐	*IX*
X. SELF-ABUSIVE BEHAVIOR	☐	*X*
XI. HYPERACTIVE TENDENCIES	☐	*XI*
XII. SEXUALLY ABERRANT BEHAVIOR	☐	*XII*
XIII. PSYCHOLOGICAL DISTURBANCES	☐	*XIII*
XIV. USE OF MEDICATIONS	☐	*XIV*

Identification _____

Age _____

Sex _____

Date of Administration _____

PROFILE SUMMARY
AAMD ADAPTIVE BEHAVIOR SCALE PART TWO

Deciles	I Violent & Destructive Behavior	II Antisocial Behavior	III Rebellious Behavior	IV Untrustworthy Behavior	V Withdrawal	VI Stereotyped Behavior and Odd Mannerisms	VII Inappropriate Interpersonal Manners	VIII Unacceptable Vocal Habits	IX Unacceptable or Eccentric Habits	X Self-Abusive Behavior	XI Hyperactive Tendencies	XII Sexually Aberrant Behavior	XIII Psychological Disturbances	XIV Use of Medications
D9 (90)														
D8 (80)														
D7 (70)														
D6 (60)														
D5 (50)														
D4 (40)														
D3 (30)														
D2 (20)														
D1 (10)														
Attained Scores														

Identification _____

Age _____

Sex _____

Date of Administration _____

PROFILE SUMMARY
AAMD ADAPTIVE BEHAVIOR SCALE PART ONE

Deciles	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Numbers & Time	VI Domestic Activity	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization
D9 (90)										
D8 (80)										
D7 (70)										
D6 (60)										
D5 (50)										
D4 (40)										
D3 (30)										
D2 (20)										
D1 (10)										
Attained Scores										

Identification _____

Age

Sex

Date of Administration

PROFILE SUMMARY
AAMD ADAPTIVE BEHAVIOR SCALE PART TWO

Deciles	I Violent & Destructive Behavior	II Antisocial Behavior	III Rebellious Behavior	IV Untrustworthy Behavior	V Withdrawal	VI Stereotyped Behavior and Odd Mannerisms	VII Inappropriate Interpersonal Manners	VIII Unacceptable Vocal Habits	IX Unacceptable or Eccentric Habits	X Self-Abusive Behavior	XI Hyperactive Tendencies	XII Sexually Aberrant Behavior	XIII Psychological Disturbances	XIV Use of Medications
D9 (90)														
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D6 (60)														
D5 (50)														
D4 (40)														
D3 (30)														
D2 (20)														
D1 (10)														
Attained Scores														

AAMD ADAPTIVE BEHAVIOR SCALE

KAZUO NIHIRA
RAY FOSTER
MAX SHELLHAAS
HENRY LELAND

1974 Revision

AAMD *ad hoc* Committee on
the Adaptive Behavior Scale

Chairman, Arnold A. Madow
Henry Leland
Bruce C. Libby
Kazuo Nihira

Albert J. Berkowitz, *Executive Director*

American Association on Mental Deficiency
1719 Kalorama Rd. N.W.
Washington, D.C. 20009

APPENDIX H

Foreign Student Importance Questionnaire
used in the study of Meral Çulha (1974)
(6 pages)

7 - means I am completely satisfied.
6 - means I am very satisfied.
5 - means I am satisfied.
4 - means I can't decide whether I am satisfied or not.
3 - means I am dissatisfied.
2 - means I am very dissatisfied.
1 - means I am completely dissatisfied.

Ask yourself: How satisfied am I with...

1.	The chance to do things I am best at.	1	2	3	4	5	6	7
2.	Being able to enjoy the results of my studying.	1	2	3	4	5	6	7
3.	Being able to spend time in social activities.	1	2	3	4	5	6	7
4.	The chance to experiment with some of my own ideas.	1	2	3	4	5	6	7
5.	The chance to live where I want to.	1	2	3	4	5	6	7
6.	The opportunity to occupy a visible place in the community at large.	1	2	3	4	5	6	7
7.	Being able to do things that do not go against my principles.	1	2	3	4	5	6	7
8.	The opportunity to make close friends here.	1	2	3	4	5	6	7
9.	The way university procedures are administered to students.	1	2	3	4	5	6	7
10.	The way my instructors organize and present the lectures.	1	2	3	4	5	6	7
11.	The quality of the education students get here.	1	2	3	4	5	6	7
12.	Facilities offered by the university for counseling.	1	2	3	4	5	6	7
13.	Being able to interact with American people in the community at large.	1	2	3	4	5	6	7
14.	The extent to which I have been able to adjust to living here without being badly affected by homesickness.	1	2	3	4	5	6	7
15.	Opportunities to get a job.	1	2	3	4	5	6	7
16.	My overall situation.	1	2	3	4	5	6	7
17.	The chance to study subjects which are well-suited to my abilities.	1	2	3	4	5	6	7
18.	Being able to be proud when I get good grades.	1	2	3	4	5	6	7
19.	The social events provided for students here.	1	2	3	4	5	6	7
20.	The chance to originate things on my own.	1	2	3	4	5	6	7

Ask yourself: How satisfied am I with...

21. The availability of good places to live near the campus.	1	2	3	4	5	6	7
22. The social position in the community at large, that goes with being a "foreign student."	1	2	3	4	5	6	7
23. Being able to do things that do not go against my conscience.	1	2	3	4	5	6	7
24. The friendliness of people about me.	1	2	3	4	5	6	7
25. The way students are informed about university procedures.	1	2	3	4	5	6	7
26. The way my instructors treat me.	1	2	3	4	5	6	7
27. Flexibility of my program.	1	2	3	4	5	6	7
28. The way counselors and foreign student advisors treat students.	1	2	3	4	5	6	7
29. Being able to become involved with social issues in this culture.	1	2	3	4	5	6	7
30. The extent to which I have been able to establish deep and meaningful friendships.	1	2	3	4	5	6	7
31. Enough money to live comfortably.	1	2	3	4	5	6	7
32. My everyday life.	1	2	3	4	5	6	7
33. The chance to apply my best abilities.	1	2	3	4	5	6	7
34. Being able to do something worthwhile.	1	2	3	4	5	6	7
35. The things I can do to have fun here.	1	2	3	4	5	6	7
36. The chance to experiment with something different.	1	2	3	4	5	6	7
37. The cleanliness of the housing that is available for students here.	1	2	3	4	5	6	7
38. Status in the eyes of faculty.	1	2	3	4	5	6	7
39. Being able to be accepted in this academic community with my beliefs.	1	2	3	4	5	6	7
40. The ease of making friendships in my program.	1	2	3	4	5	6	7
41. The attitude of the university administration toward foreign students.	1	2	3	4	5	6	7
42. The friendliness of most faculty members.	1	2	3	4	5	6	7
43. The availability of courses that will prepare me for my future.	1	2	3	4	5	6	7

Ask yourself: How satisfied am I with...

44.	The way counselors and foreign student advisors understand my cultural background.	1	2	3	4	5	6	7
45.	Being able to become involved with political issues in this culture.	1	2	3	4	5	6	7
46.	A relationship of deep emotional attachment which I have established here.	1	2	3	4	5	6	7
47.	Health insurance.	1	2	3	4	5	6	7
48.	Things in general.	1	2	3	4	5	6	7
49.	The extent that student opinions influence important decisions about the school.	1	2	3	4	5	6	7
50.	The amount of personal attention I get from teachers.	1	2	3	4	5	6	7
51.	The practice I get in thinking and reasoning.	1	2	3	4	5	6	7
52.	The chance of finding someone to help me when I have a problem.	1	2	3	4	5	6	7
53.	The availability of housing with reasonable prices.	1	2	3	4	5	6	7
54.	Status in the eyes of fellow students.	1	2	3	4	5	6	7
55.	The respect that is shown for the ideas of students.	1	2	3	4	5	6	7
56.	The interest that advisors take in the progress of their students.	1	2	3	4	5	6	7
57.	The appropriateness of the requirements for my major.	1	2	3	4	5	6	7
58.	The way I was informed about available counseling services.	1	2	3	4	5	6	7
59.	The chance to do something that makes use of my abilities.	1	2	3	4	5	6	7
60.	The opportunity to accomplish my best at all times.	1	2	3	4	5	6	7
61.	The chances to go out and have a great time.	1	2	3	4	5	6	7
62.	The chance to use my own creative thinking.	1	2	3	4	5	6	7
63.	The noise level at home when I am trying to study.	1	2	3	4	5	6	7
64.	Status in the eyes of foreign students.	1	2	3	4	5	6	7
65.	Being comfortable with the moral values of people around me in this academic community.	1	2	3	4	5	6	7
66.	The way students in my program get along with each other.	1	2	3	4	5	6	7

Ask yourself: How satisfied am I with...

89.	Having opportunities to become sensitive to American culture.	1	2	3	4	5	6	7
90.	My financial situation.	1	2	3	4	5	6	7
91.	The opportunity here to determine my own pattern of intellectual development.	1	2	3	4	5	6	7
92.	The chances for men and women to get acquainted.	1	2	3	4	5	6	7
93.	The chance to express originality in my studies.	1	2	3	4	5	6	7
94.	My neighborhood.	1	2	3	4	5	6	7
95.	The respect that is shown for the ideas of students.	1	2	3	4	5	6	7
96.	The way my instructors evaluate my work.	1	2	3	4	5	6	7
97.	The way I usually am.	1	2	3	4	5	6	7
98.	Considering everything, the way I usually feel.	1	2	3	4	5	6	7
99.	Being a student, in general.	1	2	3	4	5	6	7
100.	Life, in general.	1	2	3	4	5	6	7

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1. What are the things which satisfy you most?

2. What are the things which dissatisfy you most?

3. What can be done about them?

FOREIGN STUDENT IMPORTANCE QUESTIONNAIRE

The purpose of this questionnaire is to find out what you consider important or unimportant to have here in the U.S.A. while you are staying at this university. In other words, it is designed to give you a chance to express what is ideal for you in terms of academic life and life in general.

Please be frank and honest in your answers. Your answers to the questions and all other information you give us will be held in the strictest confidence. They will be used for research purposes and your individual answers will never be released for any purpose.

APPENDIX I

List of Results of QMD

(2 pages)

Translation of the German words on the checklist:

Frage ... wurde ...mal angekreuzt =
question... was checked ...times

Explanation:

The data were punched a second time in order to control punching mistakes. These results are given handwritten next to the computerlist.

Frage A01	wurde 16mal	angekreuzt. 16	25	% 23,8806
Frage A02	wurde 48mal	angekreuzt. 50	75	% 34.6265
Frage A03	wurde 01mal	angekreuzt. 2	1.5625	% 2.98507
Frage A04	wurde 27mal	angekreuzt. 30	42.1875	% 44.7761
Frage A05	wurde 28mal	angekreuzt. 29	43.75	% 40.2985
Frage A06	wurde 06mal	angekreuzt. 6	9.375	% 8.95522
Frage A07	wurde 02mal	angekreuzt. 2	3.125	% 2.98507
Frage A08	wurde 02mal	angekreuzt. 2	3.125	% 2.98507
Frage A09	wurde 06mal	angekreuzt. 6	9.375	% 8.95522
Frage A10	wurde 21mal	angekreuzt. 21	32.8125	% 31.3433
Frage A11	wurde 27mal	angekreuzt. 28	42.1875	% 41.791
Frage A12	wurde 08mal	angekreuzt. 8	12.5	% 11.9403
Frage A13	wurde 03mal	angekreuzt. 3	4.6875	% 4.47761
Frage A14	wurde 30mal	angekreuzt. 30	46.875	% 44.7761
Frage A15	wurde 18mal	angekreuzt. 20	28.125	% 25.8507
Frage A16	wurde 12mal	angekreuzt. 12	18.75	% 17.9404
Frage A17	wurde 25mal	angekreuzt. 25	39.0625	% 37.3134
Frage A18	wurde 21mal	angekreuzt. 21	32.8125	% 31.3433
Frage A19	wurde 54mal	angekreuzt. 54	84.375	% 80.597
Frage A20	wurde 10mal	angekreuzt. 11	15.625	% 16.4179
Frage A21	wurde 00mal	angekreuzt. 0	0	% 0
Frage A22	wurde 45mal	angekreuzt. 46	70.3125	% 68.6567
Frage A23	wurde 19mal	angekreuzt. 19	29.6875	% 28.3582
Frage B01	wurde 59mal	angekreuzt. 60	92.1875	% 88.5522
Frage B02	wurde 01mal	angekreuzt. 1	1.5625	% 1.49254
Frage B03	wurde 43mal	angekreuzt. 44	67.1875	% 65.6716
Frage B04	wurde 06mal	angekreuzt. 6	9.375	% 8.95522
Frage B05	wurde 31mal	angekreuzt. 31	48.4375	% 46.2687
Frage B06	wurde 50mal	angekreuzt. 50	78.125	% 74.6269
Frage B07	wurde 28mal	angekreuzt. 29	43.75	% 43.2836
Frage B08	wurde 40mal	angekreuzt. 42	62.5	% 62.6866
Frage B09	wurde 44mal	angekreuzt. 45	68.75	% 67.1642
Frage B10	wurde 17mal	angekreuzt. 18	26.5625	% 26.8657
Frage B11	wurde 19mal	angekreuzt. 19	29.6875	% 28.3582
Frage B12	wurde 27mal	angekreuzt. 27	42.1875	% 40.2985
Frage B13	wurde 16mal	angekreuzt. 16	25	% 23.8806
Frage B14	wurde 18mal	angekreuzt. 18	28.125	% 26.8657
Frage B15	wurde 29mal	angekreuzt. 29	45.3125	% 43.2836
Frage B16	wurde 60mal	angekreuzt. 63	93.75	% 94.0449
Frage B17	wurde 00mal	angekreuzt. 01	0	% 1.49254
Frage B18	wurde 50mal	angekreuzt. 50	78.125	% 74.6269
Frage B19	wurde 34mal	angekreuzt. 34	53.125	% 50.7463
Frage B20	wurde 54mal	angekreuzt. 54	84.375	% 80.597
Frage B21	wurde 41mal	angekreuzt. 41	64.0625	% 61.194
Frage B22	wurde 53mal	angekreuzt. 53	82.8125	% 79.1045
Frage B23	wurde 00mal	angekreuzt. 0	0	% 0
Frage B24	wurde 01mal	angekreuzt. 1	1.5625	% 1.49254
Frage B25	wurde 02mal	angekreuzt. 2	3.125	% 2.98507
Frage B26	wurde 19mal	angekreuzt. 19	29.6875	% 28.3582
Frage B27	wurde 47mal	angekreuzt. 47	73.4375	% 70.1493
Frage C01	wurde 48mal	angekreuzt. 48	75	% 71.6419
Frage C02	wurde 00mal	angekreuzt. 0	0	% 0
Frage C03	wurde 30mal	angekreuzt. 30	46.875	% 44.7761
Frage C04	wurde 33mal	angekreuzt. 33	51.5625	% 49.2537
Frage C05	wurde 21mal	angekreuzt. 21	32.8125	% 31.3433
Frage C06	wurde 14mal	angekreuzt. 14	21.875	% 20.8955
Frage C07	wurde 11mal	angekreuzt. 13	17.1875	% 19.403
Frage C08	wurde 39mal	angekreuzt. 38	60.9375	% 56.7164
Frage C09	wurde 08mal	angekreuzt. 8	12.5	% 11.9403
Frage C10	wurde 02mal	angekreuzt. 3	3.125	% 4.47761
Frage C11	wurde 08mal	angekreuzt. 8	12.5	% 11.9403
Frage C12	wurde 17mal	angekreuzt. 17	26.5625	% 25.3731
Frage C13	wurde 53mal	angekreuzt. 52	82.8125	% 77.6119
Frage C14	wurde 00mal	angekreuzt. 0	0	% 0
Frage C15	wurde 14mal	angekreuzt. 16	21.875	% 19.403
Frage C16	wurde 33mal	angekreuzt. 31	51.5625	% 46.2687
Frage C17	wurde 24mal	angekreuzt. 24	37.5	% 35.8209
Frage C18	wurde 40mal	angekreuzt. 39	62.5	% 58.209
Frage C19	wurde 12mal	angekreuzt. 13	18.75	% 19.403
Frage C20	wurde 41mal	angekreuzt. 42	64.0625	% 62.6866
Frage C21	wurde 60mal	angekreuzt. 60	93.75	% 89.5522
Frage C22	wurde 40mal	angekreuzt. 40	62.5	% 59.7015
Frage C23	wurde 44mal	angekreuzt. 45	68.75	% 67.1642
Frage C24	wurde 56mal	angekreuzt. 58	87.5	% 83.5821
Frage C25	wurde 00mal	angekreuzt. 0	0	% 0
Frage D01	wurde 17mal	angekreuzt. 17	26.5625	% 25.3731
Frage D02	wurde 00mal	angekreuzt. 0	0	% 0
Frage D03	wurde 04mal	angekreuzt. 4	6.25	% 5.97016
Frage D04	wurde 05mal	angekreuzt. 5	7.8125	% 7.4628
Frage D05	wurde 05mal	angekreuzt. 5	7.8125	% 7.46269
Frage D06	wurde 02mal	angekreuzt. 2	3.125	% 2.98507
Frage D07	wurde 01mal	angekreuzt. 1	1.5625	% 1.49254
Frage D08	wurde 03mal	angekreuzt. 4	4.6875	% 5.97016
Frage D09	wurde 13mal	angekreuzt. 12	20.3125	% 17.9104
Frage D10	wurde 02mal	angekreuzt. 3	3.125	% 13.4328
Frage D11	wurde 62mal	angekreuzt. 64	96.875	% 91.0449
Frage D12	wurde 56mal	angekreuzt. 56	87.5	% 83.5821
Frage D13	wurde 08mal	angekreuzt. 8	12.5	% 11.9403
Frage D14	wurde 31mal	angekreuzt. 31	48.4375	% 46.2687
Frage D15	wurde 41mal	angekreuzt. 41	64.0625	% 61.194
Frage D16	wurde 55mal	angekreuzt. 55	85.9375	% 82.0896
Frage D17	wurde 48mal	angekreuzt. 48	75	% 71.6418

APPENDIX J

List of Results of CCBST

(2 pages)

Explanation:

"Frage" = question

Under the five categories 1 (much less), 2 (less), 3 (similar), 4 (more) and 5 (much more) - than their German peers - two numbers appear. The left one represents the number of teachers who had checked this choice and the right one the amount of Turkish children these teachers teach at the present.

	1		2		3		4		5	
Frage A 0 . 1	0	0	4	30	29	164	2	10	2	10
Frage A 0 . 2	0	0	0	0	26	150	10	58	1	6
Frage A 0 . 3	2	10	10	64	22	124	3	16	0	0
Frage A 0 . 4	0	0	8	52	29	162	0	0	0	0
Frage A 0 . 5	0	0	2	10	33	194	2	10	0	0
Frage A 0 . 6	0	0	8	48	29	166	0	0	0	0
Frage A 0 . 7	2	20	10	50	22	128	3	16	0	0
Frage A 0 . 8	0	0	22	124	15	90	0	0	0	0
Frage A 0 . 9	0	0	0	0	26	150	10	58	1	6
Frage A 0 . 10	0	0	0	0	37	214	0	0	0	0
Frage A 0 . 11	0	0	8	40	29	174	0	0	0	0
Frage A 0 . 12	0	0	6	44	29	160	2	10	0	0
Frage A 0 . 13	0	0	8	54	29	160	0	0	0	0
Frage A 0 . 14	0	0	4	30	33	184	0	0	0	0
Frage A 0 . 15	0	0	14	84	23	130	0	0	0	0
Frage A 0 . 16	0	0	0	0	35	204	2	10	0	0
Frage A 0 . 17	0	0	14	78	23	136	0	0	0	0
Frage A 0 . 18	2	20	4	20	29	164	2	10	0	0
Frage A 0 . 19	0	0	12	76	21	118	4	20	0	0
Frage A 0 . 20	0	0	4	28	25	146	8	40	0	0
Frage A 0 . 21	0	0	0	0	33	194	4	20	0	0
Frage A 0 . 22	0	0	2	10	31	184	4	20	0	0
Frage A 0 . 23	1	6	4	20	30	178	2	10	0	0
Frage A 0 . 24	0	0	18	100	19	114	0	0	0	0
Frage A 0 . 25	2	10	12	74	21	120	2	10	0	0
Frage A 0 . 26	4	38	16	80	17	96	0	0	0	0
Frage A 0 . 27	0	0	15	86	22	128	0	0	0	0
Frage A 0 . 28	0	0	10	56	27	158	0	0	0	0
Frage A 0 . 29	0	0	8	44	27	160	2	10	0	0
Frage B 1 . 1	4	30	8	40	25	144	0	0	0	0
Frage B 1 . 2	0	0	8	40	22	128	7	46	0	0
Frage B 1 . 3	2	20	10	50	24	138	1	6	0	0
Frage B 1 . 4	0	0	4	30	25	136	8	48	0	0
Frage B 1 . 5	2	20	6	30	29	164	0	0	0	0
Frage B 1 . 6	0	0	6	40	29	164	2	10	0	0
Frage B 2 . 1	0	0	3	16	34	198	0	0	0	0
Frage B 2 . 2	0	0	0	0	37	214	0	0	0	0
Frage B 2 . 3	0	0	2	10	33	194	2	10	0	0
Frage B 2 . 4	0	0	0	0	37	214	0	0	0	0
Frage B 2 . 5	0	0	3	16	32	188	2	10	0	0
Frage B 3 . 1	0	0	10	72	21	112	6	30	0	0
Frage B 3 . 2	0	0	6	48	31	166	0	0	0	0
Frage B 3 . 3	0	0	4	20	33	194	0	0	0	0
Frage B 3 . 4	0	0	1	6	24	136	10	54	2	18
Frage B 3 . 5	0	0	3	16	34	198	0	0	0	0
Frage B 3 . 6	0	0	1	6	36	208	0	0	0	0
Frage B 3 . 7	0	0	4	20	27	164	6	30	0	0
Frage B 3 . 8	0	0	4	20	28	168	5	26	0	0
Frage B 3 . 9	0	0	2	10	29	166	6	38	0	0
Frage B 3 . 10	0	0	6	44	24	134	7	36	0	0
Frage B 3 . 11	0	0	6	40	29	156	0	0	2	18
Frage B 3 . 12	0	0	4	30	25	136	8	48	0	0
Frage B 3 . 13	0	0	4	30	32	178	1	6	0	0
Frage B 3 . 14	0	0	2	10	27	154	8	50	0	0
Frage B 3 . 15	0	0	6	42	25	132	6	40	0	0
Frage B 3 . 16	0	0	2	20	31	170	4	24	0	0
Frage B 3 . 17	0	0	0	0	35	196	0	0	2	18
Frage B 3 . 18	0	0	0	0	32	176	2	20	2	18
Frage B 4 . 1	5	36	18	104	14	74	0	0	0	0
Frage B 4 . 2	0	0	11	68	14	76	12	70	0	0
Frage B 4 . 3	4	30	23	130	10	54	0	0	0	0
Frage B 4 . 4	2	20	25	140	10	54	0	0	0	0
Frage B 4 . 5	2	20	3	16	30	160	2	18	0	0
Frage B 4 . 6	3	26	10	54	10	54	12	70	2	10
Frage B 4 . 7	4	30	21	120	12	64	0	0	0	0
Frage B 4 . 8	2	12	12	64	13	70	10	68	0	0
Frage B 4 . 9	0	0	0	0	35	194	2	20	0	0
Frage B 4 . 10	0	0	2	20	35	194	0	0	0	0
Frage B 4 . 11	0	0	25	150	12	64	0	0	0	0
Frage B 4 . 12	0	0	3	16	32	188	2	10	0	0
Frage B 4 . 13	0	0	3	16	32	188	2	10	0	0
Frage B 4 . 14	2	10	7	50	24	134	4	20	0	0
Frage B 5 . 1	0	0	4	30	29	164	4	20	0	0
Frage B 5 . 2	0	0	4	30	33	184	0	0	0	0
Frage B 5 . 3	0	0	14	82	22	126	1	6	0	0
Frage B 5 . 4	0	0	9	46	22	128	6	40	0	0
Frage B 5 . 5	0	0	4	30	33	184	0	0	0	0
Frage B 6 . 1	0	0	0	0	35	204	2	10	0	0
Frage B 6 . 2	0	0	0	0	33	184	4	30	0	0
Frage B 6 . 3	0	0	2	10	26	136	7	50	2	18
Frage B 6 . 4	0	0	0	0	32	174	5	40	0	0
Frage B 6 . 5	0	0	0	0	32	176	5	38	0	0
Frage B 6 . 6	0	0	4	28	33	186	0	0	0	0
Frage B 6 . 7	0	0	2	10	32	184	3	20	0	0
Frage B 6 . 8	0	0	0	0	37	214	0	0	0	0
Frage B 6 . 9	0	0	2	10	26	136	9	68	0	0
Frage B 6 . 10	0	0	4	20	29	162	2	18	2	14
Frage B 6 . 11	0	0	4	20	22	116	11	78	0	0
Frage B 6 . 12	0	0	0	0	31	174	6	40	0	0
Frage B 6 . 13	0	0	0	0	31	180	6	34	0	0
Frage B 6 . 14	0	0	0	0	37	214	0	0	0	0
Frage B 6 . 15	0	0	2	10	28	154	7	50	0	0
Frage B 6 . 16	0	0	4	20	25	132	8	62	0	0
Frage B 6 . 17	0	0	0	0	33	190	2	10	2	14
Frage B 6 . 18	0	0	2	10	25	132	8	54	2	18
Frage B 6 . 19	0	0	1	6	34	198	2	10	0	0
Frage B 6 . 20	0	0	0	0	37	214	0	0	0	0
Frage B 6 . 21	0	0	0	0	25	154	12	60	0	0
Frage B 6 . 22	0	0	1	6	34	190	2	18	0	0
Frage B 6 . 23	0	0	0	0	31	172	6	42	0	0

APPENDIX K

Example for Criticism of Teachers

(German/English)

(1 page)

Criticizm of a Teacher who Filled the CCBST

"Erlauben Sie mir eine Kritik an den Fragen! Man kann meiner Meinung nach überhaupt nicht die Gesamtheit der türkischen Schüler auf Grund von Fragebogenerhebungen beurteilen, ebenso wenig, wie man es bei deutschen oder Schülern anderer Nationen könnte. Es ergeben sich derartige individuelle Unterschiede, daß Verallgemeinerungen nicht zulässig wären, ja geradezu bestehende Vorurteile vertiefen würden. Nach meiner Beobachtung zeigen die türk. Schüler bei einigermaßen normal verlaufender Entwicklung (längere Anpassungszeit an deutsche Verhältnisse, Verständnis des Lehrers und der Mitschüler, Aufklärungsarbeit etc.) keine nennenswerte Unterschiede zu ihren Mitschülern."

Unterschrift

"Please allow me to criticize the questions! To my oppinion it is not possible to label all the Turkish children on the basic of a questionnaire as well as this is not possible for German children or children of other nationalities. There are so many individual differences that generalizations are not legitim. They would deepen the present prejudices. According to my observation the Turkish children show - if they pass a somehow normal development (long time of adaptation to German conditions, help of teachers and students, information services etc.) - no important differences to their German peers."

Signature

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