

## Interaction Between Physically Handicapped and Non-Handicapped Persons

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### Problem

Non-disabled people often avoid contact with physically disabled persons due to social anxiety and negative attitudes. As many architectural barriers have been removed in educational institutions, interaction between physically disabled and non-disabled students is expected to increase. In spite of much publicity to the contrary, attitudes toward disabled people are slow to change. Since negative attitudes and avoidance pervade most aspects of contact, it is now timely to study means of removing social barriers as well. To design programs intended to improve the quality of interaction, one must know both the components of effective interpersonal behavior of physically disabled and non-disabled students as well as the nature of cognitive self-statements which facilitate and hamper interaction.

### Objectives

This research examines variables which facilitate and hamper interaction between physically disabled and non-disabled students in educational settings. The behavior and attitudes of physically disabled and non-disabled college and university students are assessed to: 1) understand stereotyping, 2) determine the components of effective interpersonal behaviors between disabled and non-disabled persons, 3) establish the determinants of self-efficacy in relating to disabled persons, 4) develop a measure of self-statements which characterize interaction between physically disabled and non-disabled persons and 5) determine the effects of interaction with disabled persons on attitudes, behaviors, self-statements, social anxiety, self-efficacy and knowledge of effective behaviors.

### Method

Six studies will be carried out. In Study 1, non-disabled college student subjects will be tested to determine stereotypes of physically disabled students. Normative data on these stereotypes will be obtained using additional subjects in Study 2. In Study 3, the compo-

nents of effective interpersonal behaviors will be established using a sample of physically disabled and non-disabled college and university students as subjects. In Study 4, the determinants of self-efficacy in interacting with physically handicapped students will be established. In Study 5, a measure of self-statements which characterize interaction with physically disabled students will be developed. In Study 6, non-disabled college students subjects will be tested in a 2 X 2 X 2 X 2 factorial experiment which explores the cognitive, physiological and behavioral effects of actual and expected interaction with physically disabled students.

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### Le secteur professionnel au secondaire: une étude de valeurs de travail

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### Problématique

Plusieurs recherches québécoises ont porté sur les valeurs de travail d'étudiants des niveaux secondaire, collégial et universitaire. Jamais toutefois n'a-t-on étudié les valeurs de travail des élèves du secteur professionnel au secondaire. Quel est leur profil de valeurs de travail? Comment, comparativement à celles des élèves du secteur général, leurs valeurs de travail sont-elles perçues par leurs professeurs et par un échantillon de conseillers d'orientation?

Compte tenu que ces élèves représentent une large portion des effectifs étudiants du niveau secondaire, il est essentiel, dans le contexte économique actuel, d'étudier leurs valeurs en vue de pouvoir mieux les aider dans leur formation et dans leur processus de choix de carrière.

### Objectifs

1. Etablir le profil de valeurs de travail d'élèves du secondaire (secteur professionnel) en fonction a) de leur classe (3e, 4e, 5e), b) de leur genre (masculin, féminin) et de leur type de personnalité (Réaliste, Investigatif, Artistique, Social, Entreprenant, Conventionnel).