

LASTING INFLUENCES OF TOREY HAYDEN'S TEACHER LORE  
ON TEACHERS' ATTITUDES AND PRACTICES TOWARD  
CHILDREN WITH DISABILITIES:  
A FOLLOW-UP STUDY

A Dissertation

by

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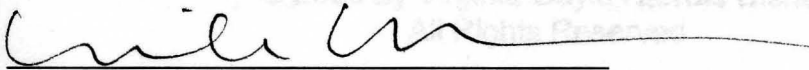
Doctoral Program in Educational Leadership  
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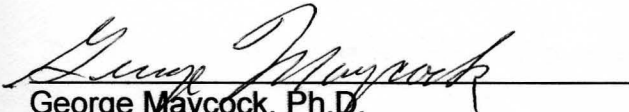
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## ABSTRACT

LASTING INFLUENCES OF TOREY HAYDEN'S TEACHER LORE  
ON TEACHERS' ATTITUDES AND PRACTICES TOWARD  
CHILDREN WITH DISABILITIES:  
A FOLLOW-UP STUDY (August, 2003)

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This study examined the long-term influences of reading Torey Hayden's teacher lore in preservice teacher education on inservice teachers' attitudes and practices toward children with disabilities. Previous research has shown that reading Hayden resulted in short-term positive changes in preservice teachers' beliefs and behaviors. Participants (N = 132) had enrolled in a university course, Introduction to Emotional Disturbance, over a ten-year period (1992 – 2002), where course texts were five books by Hayden, autobiographical accounts of teaching and building relationships with students with disabilities. Hayden's texts had served as the primary source for class lectures, discussion, and journaling. Participants completed a survey containing both closed-ended and open-ended questions. Closed-ended questions

assessed Hayden's influence on 20 teacher competencies in the areas of relationship building, consultation and advocacy, classroom management, and curriculum. Open-ended questions assessed Hayden's influence on teachers' preparation to teach, attitudes and beliefs, and identity as a teacher. The majority of participants either strongly agreed or agreed that Hayden was influential in shaping 11 of the 20 competencies and tended to agree that Hayden was influential in shaping the other nine.

Phenomenological analysis of the open-ended question responses revealed that 83% of the participants reported a strong tie between Hayden's influence and their own teaching attitudes and practices.

Participants portrayed Hayden as a role model for teaching and building relationships with children with disabilities. Overall, the structure of the experience of reading Hayden was one of identification with the protagonist leading to affective and cognitive outcomes. Affective outcomes included increased hope, inspiration, compassion, validation, catharsis, and comfort. Cognitive outcomes included self-understanding, understanding and acceptance of others, gaining didactic information, clarifying and crystallizing ideas, incorporation of new values, and insight.

Reasons why reading Hayden's teacher lore had a lasting influence on teachers are discussed and suggestions for future research and implications for teacher education are offered.