Factors relating to the integration into society for the mentally retarded in the city of Windsor.

Florence Dauphinais

University of Windsor

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UNIVERSITY OF WINDSOR

School of Social Work

FACTORs RELATING
TO THE INTEGRATION INTO SOCIETY
FOR THE MENTALLY RETARDED
IN THE CITY OF WINDSOR

by

Sister Florence Dauphinais

A Thesis
submitted to the Faculty of Graduate Studies
through the School of Social Work
in Partial Fulfillment of the requirements
for the Degree of Master of Social Work
at the University of Windsor.

April, 1979

Windsor, Ontario, Canada
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ACKNOWLEDGEMENTS

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Above all, special thanks to God my Creator, for giving me the strength to accomplish this task. May He continue to use me as His Instrument of Peace in my social work profession.
ABSTRACT

The Ontario Government endorses the internationally supported ideology of the principle of normalization for the mentally retarded. The essence of the concept of normalization is defined as 'letting the mentally retarded obtain an existence as close to the normal as possible'. (Nirje, 1969). Though highly complex in all its implications, the principle of normalization directs society to provide services and facilities that permit the individual to function in a dignified, normalized way of life. With the introduction of these new recommendations, researchers have found it is reasonable to expect that many of the mentally retarded could lead a full and productive life. The extent to which this goal can be realized is dependent on how each individual's education and training program has been shaped throughout the course of his personal experiences.

The aim of this research project is to examine two practical implications which govern 'normalcy' or integration, namely, competitive employment and socialization. This design as a study must, of necessity, be based upon the personality, capabilities and attainments of the mentally handicapped person. Consequently, the presentation of this thesis is organized so that it proceeds from a general description of the lives of the mentally retarded adults in the community to a development of identified needs and the difficulties that the retarded person encounters.

This study was conducted at the Kinsmen A.R.C. Industries in Windsor, Ontario. The research project consisted of a selection of
forty trainees at the workshop who were ready to be immersed into a more challenging pre-vocational training program. The staff members at A.R.C. Industries cooperated in the completion of the study instruments which were contained in four distinctive sections. The first part requested biographical data; the second component included a global question which served to make a prediction of the potential independency of each individual trainee; a third instrument was employed to gather information about the trainees' general acquisition of employment-and social skills; the fourth section contained data from the adaptive behavior scales.

Statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS) sub-program of frequencies and correlations. The findings revealed that some components needed to be reviewed, especially those which related to the development of becoming successfully integrated and independent citizens for the mentally retarded.

Recommendations were suggested for further research and implications for social work and the general public.
FACTEURS EN RAPPORT AVEC L'INTEGRATION SOCIALE DES ARRIERES DANS LA VILLE DE WINDSOR

Le gouvernement de l'Ontario donne son approbation à l'idéologie, soutenue internationalement, du principe de la normalisation des arrières. On peut définir l'essentiel de ce concept de la normalisation de la façon suivante: 'permettre aux arrières de mener une existence aussi normale que possible.' (Nirje, 1969). Bien que très complexe quant à sa portée, le principe de normalisation ordonne à la société de fournir les services et les conditions qui permettent à l'individu de vivre normalement et avec dignité. Par l'introduction de ces nouvelles recommandations, les chercheurs trouvent que c'est raisonnable de s'attendre à ce que bon nombre d'arrières puissent jouir d'une vie complète et profitable. Jusqu'à quel point ce but peut être réalisé dépend de la façon dont l'éducation et le programme d'entraînement de chaque individu ont été dirigés pendant le cours de ses expériences personnelles.

Le but de ce projet de recherches est d'examiner deux données pratiques qui gouvernent la 'normalité' ou l'intégration, c'est-à-dire, la concurrence dans l'emploi et la socialisation. Ce projet ou cette étude doit, nécessairement, être fondée sur la personnalité, les habiletés et les réalisations de l'arrière. Par conséquent, la présentation de cette thèse s'organise de façon à procéder d'une description générale de la vie des arrières adultes dans la communauté à une mise en valeur des besoins constatés et des difficultés que les arrières rencontrent.
Cette étude a été faite aux Industries Kinsmen A.R.C. à Windsor, Ontario. Le projet de recherches a consisté dans une sélection de 40 personnes à l'atelier, lesquelles ont bien voulu prendre part à ce programme d'entraînement professionnel, présentant un plus grand défi. Le Personnel des Industries A.R.C. ont coopéré à l'achèvement des instruments d'études contenus dans quatre sections distinctes. La première section exigeait des données biographiques; la deuxième partie contenait une question générale permettant la prédiction du potentiel pour l'indépendance de chaque volontaire pris individuellement; un troisième instrument a été employé pour recueillir des renseignements sur l'acquisition en général de l'emploi et des habiletés sociales des volontaires; la quatrième section contenait des données de l'échelle de conduite d'adaptation.

L'analyse statistique a été faite en employant le Paquet Statistique pour le sous-programme des Sciences Sociales qui traitent des fréquences et des corrélations. Les découvertes ont révélé que certaines parties avaient besoin d'être revues, particulièrement celles ayant rapport au développement progressif des arriérés en cheminement vers l'intégration et l'indépendance.

Des recommandations ont été faites concernant des recherches supplémentaires et leur implication pour le Travail Social et le grand public.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>FACTEURS EN RAPPORT AVEC L'INTEGRATION SOCIAL DES ARRIERES</td>
<td>viii</td>
</tr>
<tr>
<td>DANS LA VILLE DE WINDSOR</td>
<td></td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>xv</td>
</tr>
<tr>
<td>PREFACE</td>
<td>xvi</td>
</tr>
<tr>
<td>AN UNSOLICITED LETTER FROM A RETARDED ADULT</td>
<td>xix</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I  PROBLEM IDENTIFICATION</td>
<td>1</td>
</tr>
<tr>
<td>Development of the Project</td>
<td>2</td>
</tr>
<tr>
<td>Kinsmen A.R.C. Industries</td>
<td>4</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>5</td>
</tr>
<tr>
<td>Classification of the Mentally Retarded</td>
<td>6</td>
</tr>
<tr>
<td>Meeting the Needs of the Mentally Retarded</td>
<td>7</td>
</tr>
<tr>
<td>The Retarded Adult in the Community</td>
<td>8</td>
</tr>
<tr>
<td>Emotional Needs</td>
<td>10</td>
</tr>
<tr>
<td>The Relationship of Social Adjustment to</td>
<td>14</td>
</tr>
<tr>
<td>Vocational Adjustment</td>
<td></td>
</tr>
<tr>
<td>Relevance to Social Work</td>
<td>15</td>
</tr>
<tr>
<td>The Setting of the Study</td>
<td>18</td>
</tr>
<tr>
<td>Summary</td>
<td>21</td>
</tr>
<tr>
<td>II  REVIEW OF THE LITERATURE</td>
<td>23</td>
</tr>
<tr>
<td>A General Overview of the Literature</td>
<td>23</td>
</tr>
<tr>
<td>Historical Perspective</td>
<td>25</td>
</tr>
<tr>
<td>The Canadian Scene</td>
<td>27</td>
</tr>
<tr>
<td>The Ontario Scene</td>
<td>23</td>
</tr>
<tr>
<td>The Local Scene</td>
<td>30</td>
</tr>
<tr>
<td>Content of the Literature</td>
<td>31</td>
</tr>
<tr>
<td>A Review of the Readings and Studies in</td>
<td>32</td>
</tr>
<tr>
<td>Relation to Competitive Employment for the Mentally Retarded</td>
<td></td>
</tr>
<tr>
<td>A Review of the Readings and Studies in</td>
<td>42</td>
</tr>
<tr>
<td>Relation to Socialization for the Mentally Retarded</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>50</td>
</tr>
</tbody>
</table>
III RESEARCH DESIGN

Classification of the Study ............................. 52
Sub-type: Exploratory-Descriptive Research .... 53
Rationale for Conducting the Exploratory Study ............................................. 53
Research Focus ............................................. 53
Research Questions ........................................... 55
Data Collection Instruments ........................................... 56
Biographical Data ............................................. 56
The Global Question ........................................ 56
The Detailed Questionnaire ................................. 57
The Standardized Test ................................ ........ 57
Assumptions .................................................. 57
Concepts ...................................................... 58
Population Selection ........................................... 58
Sample ......................................................... 59
Data Collection Procedures ................................. 61
Method of Data Analysis ....................................... 64
Limitations of the Research Design .................... 65
Summary ...................................................... 65

IV ANALYSIS OF DATA

SECTION I
Description of the Sample ................................ 69
Age .................................................................. 69
Highest Level of Education .................................. 70
Intelligence Quotient .......................................... 71
Current Program ............................................... 73
Other Training .................................................. 74
Other Handicaps ............................................... 74
Work Experience .............................................. 74
Ambitions for the Future ..................................... 75
Current Living Accommodations ............................ 75
Order in the Family ........................................... 76
Other Retarded Family Members ............................ 76
Father's Occupation .......................................... 77
Mother's Occupation ......................................... 78

SECTION II
Response to the Global Question ......................... 79

SECTION III
The Results of a Detailed Questionnaire ............... 82
Employment ..................................................... 83
Socialization .................................................... 83
Description of Performance in Competitive Employment Skills .......................... 87
Description of Performance in Social Skills .......... 95
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A American Association of Mental Deficiency Classification of IQ Test Scores and Descriptive Retardation Terminology</td>
<td>6</td>
</tr>
<tr>
<td>1 Age</td>
<td>69</td>
</tr>
<tr>
<td>2 Highest Level of Education</td>
<td>70</td>
</tr>
<tr>
<td>3 Intelligence Quotient</td>
<td>71</td>
</tr>
<tr>
<td>4 American Association of Mental Deficiency Classification of IQ Test Scores and Descriptive Retardation Terminology</td>
<td>72</td>
</tr>
<tr>
<td>5 Current Program</td>
<td>73</td>
</tr>
<tr>
<td>6 Current Living Accommodations</td>
<td>75</td>
</tr>
<tr>
<td>7 Order in the Family</td>
<td>76</td>
</tr>
<tr>
<td>8 Father's Occupation</td>
<td>77</td>
</tr>
<tr>
<td>9 Mother's Occupation</td>
<td>78</td>
</tr>
<tr>
<td>10 Ability to Eventually Become An Independent Citizen</td>
<td>80</td>
</tr>
<tr>
<td>11 Performance Rating in Competitive Employment Skills</td>
<td>84</td>
</tr>
<tr>
<td>12 Performance Rating in Social Skills</td>
<td>93</td>
</tr>
<tr>
<td>13 Independent Functioning</td>
<td>103</td>
</tr>
<tr>
<td>14 Physical Development</td>
<td>104</td>
</tr>
<tr>
<td>15 Economic Activity</td>
<td>105</td>
</tr>
<tr>
<td>16 Language Development</td>
<td>106</td>
</tr>
<tr>
<td>17 Numbers and Time</td>
<td>107</td>
</tr>
<tr>
<td>18 Domestic Activity</td>
<td>108</td>
</tr>
<tr>
<td>Page</td>
<td>Section</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>19</td>
<td>Vocational Activity</td>
</tr>
<tr>
<td>20</td>
<td>Self Direction</td>
</tr>
<tr>
<td>21</td>
<td>Responsibility</td>
</tr>
<tr>
<td>22</td>
<td>Socialization</td>
</tr>
<tr>
<td>23</td>
<td>Correlations for Detailed Questionnaire</td>
</tr>
<tr>
<td>24</td>
<td>Correlations for IQ, Length of Time on</td>
</tr>
<tr>
<td></td>
<td>Former Job and Adjustment Scale</td>
</tr>
</tbody>
</table>
ILLUSTRATIONS

1. Histogram.............................................. 81
The changing philosophy in retardation achieved a landmark with the concept of normalization (Nirje, Wolfensberger, 1972) which emphasized the importance of providing in every possible aspect, a normal life pattern. Among the many needs of the mentally retarded, preparation for employment and assistance to become a self-sustaining, integrated and independent member of the community has resulted in a change in outlook.

The present study was designed to elicit a profile model in order to observe some of the vocational and social skills required for a retarded adult to become an integrated citizen in today's society.

The general sequence of events in developing the study follows. During the summer of 1972, the author spent three months living in Jean Vanier's community for the mentally retarded adults at L'Arche, in Trosly-Breuil, France. L'Arche has grown from one small house into an international movement with several houses and workshops throughout France, India, England, Canada, U.S.A., Africa, Belgium and Denmark.

The movement of L'Arche sees its most immediate role in the creation of centres where men and women are limited in their capacity to reason and to function. In these centres the retarded adults may progress to their fullest potential and may become more capable of living in the community and in our society.

Furthermore, within the realm of the researcher's own religious community, the Ursuline Order responded to this particular need in the City of Windsor in 1935 by the foundation of Glengarda School, a
residential setting for the mongoloid child. Since that time the Association for the Mentally Retarded has been successful in carrying out a similar plan of action for the mentally handicapped. Glengarda School continued to adjust its program which resulted in meeting yet another relevant need in the community, namely: that of training and educating the "educable" retarded person or the individual whose I.Q. ranges from approximately 50-80, most often identified as the mildly or the moderately retarded. The boys may remain in the program at Glengarda until they reach the age of 16 while the girls may continue until they are 18 years of age. A question that often surfaces is, after having completed the program at Glengarda School what is available in terms of a continuous education, occupation or employment in the local area for these young adults? How do these retardates suddenly become integrated into the community or fit into the mainstream of today's society?

During the late summer of 1977, the author attended a five day research symposium, "From Research to Practice", directed by renowned researchers in the names of Alan D. B. Clarke and Wolf Wolfensberger. Lectures and presentations were also delivered by other investigators such as: Camille Lambert, Joe Berg and Marc Gold. This influential experience defined the importance of putting research into practice as well as the value of pursuing research studies in the field of mental retardation.

Subsequently, during placement as a graduate student at Vocational Rehabilitation, the author was confronted with the fact that a major problem around placing the moderately and mildly
retarded individuals in the competitive job market is indeed a reality. Thus, interest in studying the existing situation of mentally retarded adults in the City of Windsor motivated the researcher to undertake this major task.
If a mentally retarded person would like to know if there is any other place for not to live then in an institution.

Life there is not all fun and games because they get up at six in the morning and take a bath at 8:30 and eat breakfast at 9:00 and go to work all day and being to them to do only they don't get a lot of money for doing them. Some of them do not have a job at all and they have to sit all day and wait for the phone to ring back for lunch at 12:00 and that is a long wait and after lunch they wash their clothes to wait for the phone again. They come back at 4:00 to 4:30 to get ready for supper and at 7:30 PM bed because they get up very early in the morning. Then they get their mail from home in their letters and letters and letters, do tell them what is going on at home.

If some people do not make a more actual contact in the style of the minutes attended here and will meet some way, new to get a spot is an institutional living and that is not fine because we are human's creature, it's like you and, individuals, we normally,

This is all very real to me and all and friends because they do not know what will become of them after there mother's own future's die
CHAPTER I

PROBLEM IDENTIFICATION

The latter part of the twentieth century is being recorded as an era when society is reflecting an increasing knowledge and concern for the mentally retarded. A combination of new conceptualizations and research have combined to produce the single most significant event of the past decade in the field of mental retardation --- the opening of the door of the community. This new orientation concept has as its basis the vital tenet that the retarded are people who belong in the mainstream of community life. This concept, furthermore, incorporates normative contexts and activities.

The principle of normalization has been documented as having its beginnings in services to the mentally retarded in Scandinavian countries (Wolfensberger, 1972), and has been promoted to a considerable extent by Wolfensberger in the United States and Canada. Though highly complex in all its implications, the principle of normalization directs society to provide services and facilities that permit the individual to function in a manner that is as dignified, and as normative as possible. Integration is one of the most significant aspects of normalization.

The purpose of this study is to examine how the retarded adult becomes an integrated, normalized citizen in today's society. The factors which appear to influence the retardeate's overall performance in terms of skills relevant to socialization and employment will be
highlighted and described. In order to identify these factors, it was necessary to conduct the research study in a sheltered workshop environment, namely: the Kinsmen A.R.C. Industries in Windsor.

The impetus of the study, therefore, will be especially based upon the basic principles or elements of integration in relation to the vocational program which is currently being provided at the A.R.C. Industries Workshop. The approach involves specific focus on a description and analysis of the mentally retarded in terms of a number of variables and concepts that seemed relevant to their present level of functioning. The collection of the data on a sample of 40 trainees at the workshop made it possible to probe individual needs and to examine some of the characteristics required to become independent self-supportive citizens. Analysis of the data indicated that some factors can be considered and explored in an effort to maximize the potential of the retarded permitting some contribution to society and providing a wide array of benefits to the individual, his family, and the community.

DEVELOPMENT OF THE PROJECT

The Principle of Normalization

As I see it, the normalization principle means making available to the mentally retarded patterns and conditions of everyday life which are as close as possible to norms and patterns of the mainstream of society.

(Nirje, 1969, p. 181)

Settings for retarded people are beginning to cast aside their legacy of segregation and neglect. A more hopeful philosophy seeks to
assure retarded people a life "as close as possible" to that of their fellow citizens. Yet these optimistic words mean genuinely opening our communities to persons who are retarded, and when words must become deeds, the record has not been always enviable. In recent years a strong outcry from parents, professionals, and retarded adults themselves, bolstered by significant court action, has led to the exploration of noninstitutional places for retarded individuals to live in a homelike atmosphere. Smaller community-based residences have opened throughout the country as experimental alternatives to the dehumanizing environment of our large provincial institutions.

Because the principle of normalization directs society to provide services and facilities that permit the individual to function in a dignified, normalized way of life, services for the mentally retarded in Ontario have reflected a new policy focus. In 1971, the Ministry of Health commissioned and published the Williston Report, *Present Arrangements for the Care and Supervision of Mentally Retarded Persons in Ontario* - an analysis of services to the mentally retarded which recommended changes and reorganization in the delivery of services.

A Green Paper on Community Living, published in 1973, led to the transfer of these services to the Ministry of Community and Social Services under the Developmental Services Act (1974) which provided a legislative base for modifying the program toward community living for the mentally retarded.

The transfer of responsibility to a socially, rather than medically, oriented Ministry recognized that the 'community living'
concept required a positive social and community oriented approach. As a result of this newly enacted program, the Southwestern Regional Centre, along with other institutions throughout Ontario, discharged some of their residents in an attempt to return them to their own communities where they were expected to return into the mainstream of the society. A staff member from the Southwestern Regional Centre reported that the population at the centre has been reduced by approximately 25%. Because institutional life had emphasized physical care, there had been a tendency to overlook the overall development of social, adaptive behaviors. The change toward the return to the community resulted in an emphasis on vocational training. Subsequently, many retardates who returned to the Windsor area were referred and enrolled into the sheltered workshop at A.R.C. Industries. Now, approximately seven years after leaving the institutional setting, the author is interested in pursuing a study of the intricacies surrounding the integration of the mentally retarded adult within the community and the implications thereof.

Kinsmen A.R.C. Industries

In Windsor, the Kinsmen A.R.C. Industries Workshop operated under the auspices of the local Association for the Mentally Retarded provides a specialized and individualized treatment and training program. The goal of the program at A.R.C. Industries is to assist the mentally retarded adults to become useful and integrated citizens in the community. Each person is assessed to determine the functioning level, and vocational training is provided for preparation for sheltered
or competitive employment opportunities. For the trainable and mildly retarded, work is obtained through subcontracts with community businesses and through programs such as ceramics. Job training is also available in such areas as food handling and janitorial services. In addition, assistance is provided for those that are ready to enter the competitive labour force. Personal care, hygiene, community awareness, the development of motor and socialization skills are important aspects of the program.

MENTAL RETARDATION

In 1973, the American Association on Mental Deficiency published a Manual on Terminology and Classification in Mental Retardation, in which retardation is defined in the following terms:

Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period. (p. xii)

Mental retardation, therefore, is referred to as a demonstration of some interference of proper function of mental processes. This means deviation of ability to acquire and maintain acquired knowledge, develop intellectual function, achieve ability for judgement, and for transfer of knowledge from one area of learning and training to another related one. It also means lack of ability for social adjustment and social adaptation.

Each person varies in his ability to learn, to adapt, to develop to his maximum capacity, and to live a useful, satisfying life in our society. The mentally retarded are those, who as a result of inadequately developed intelligence, are significantly impaired in
their abilities. Within this definition is found a broad range of persons —— from those with a profound handicap to those with only a slight impairment. The challenging fact is, however, that regardless of the degree of retardation, it is possible to help the retarded develop and live more useful and satisfying lives.

Classification of the Mentally Retarded

Three types of reference to mental retardation are presented in Table A. These references are descriptive terminology, standard deviation range, and intelligence test scores. It is important to understand these various degrees of retardation in order to be able to respond to each individual’s needs.

TABLE A

AMERICAN ASSOCIATION OF MENTAL DEFICIENCY CLASSIFICATION OF IQ TEST SCORES AND DESCRIPTIVE RETARDATION TERMINOLOGY

<table>
<thead>
<tr>
<th>Descriptive Retardation Terminology</th>
<th>Range in Standard Deviation Units</th>
<th>Stanford-Binet and Cattell Scores</th>
<th>Wechsler Scale Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borderline</td>
<td>-1.01 to -2.00</td>
<td>83 - 68</td>
<td>84 - 70</td>
</tr>
<tr>
<td>Mild</td>
<td>-2.01 to -3.00</td>
<td>67 - 52</td>
<td>69 - 55</td>
</tr>
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<td>Moderate</td>
<td>-3.01 to -4.00</td>
<td>51 - 36</td>
<td>54 - 40</td>
</tr>
<tr>
<td>Severe</td>
<td>-4.01 to -5.00</td>
<td>35 - 20</td>
<td>39 - 25</td>
</tr>
<tr>
<td>Profound</td>
<td>-5.01</td>
<td>&lt;20</td>
<td>&lt;25</td>
</tr>
</tbody>
</table>

The following is a list of the current terminology placed on intellectual abilities and the corresponding I.Q.:

- I.Q. 0 to 25 Custodial mentally retarded
- I.Q. 25 to 50 Trainable mentally retarded
- I.Q. 50 to 75 Educable mentally retarded
- I.Q. 75 to 90 Slow learner

**Meeting the Needs of the Mentally Retarded**

With the change of the philosophy of normalization and with this shifted emphasis from control through institutionalization to rehabilitation through a continuum of services designed to maintain the retarded in the community, the importance of the retardate's interaction with his community and his needs and rights as a member of that community become increasingly evident.

Public awareness and concern has led to enabling legislation and has placed some responsibilities related to mental retardation with government departments and agencies at all levels: national, provincial and local. However, in almost all of these programs the major responsibility for analyzing local needs and planning and implementing programs to meet these needs rests with the local people.
The decision-makers, therefore, set the limits of the retardates' activities and experiences. Many different forces shape programs and the community policy decisions that bring them about. This research project may be viewed as one force which may contribute towards shaping new policies and programs.

The Retarded Adult in the Community

The retarded adult often exists as a paradox. He has achieved the status of adulthood because he has lived long enough to deserve the distinction. Yet he is seldom able to attain a level of total independence, lacks the intellectual skills to meet typical high school graduation requirements, and may lack many behavioral characteristics considered by some as essential for adequate adult functioning.

Many educable and some trainable retarded individuals endure the frustrations of a mentally retarded's childhood and adolescence with the hope and expectation that adulthood will bring an emancipation from the many problems associated with school, failure, and rejection. While academic pressures and certain intellectual demands tend to subside upon the completion of school, other demands find their way into the life of a retarded adult. What are the expectations for an adult in our society? An adult works, earns money, and buys the necessities of life and as many of the pleasures as can be afforded. An adult socializes, often marries, has children, and tries to live as productively and as happily as possible. The retarded adult often is unable to find or hold a job. If he is able to find a job, the wages may be so low that even the necessities of life are out of his grasp. What if the retarded adult has no one to socialize with, no
one to love or to be loved by? What if the retarded adult must become dependent on his parents for mere existence and the parents become too old to help or they die? There are many "what if's" for the retarded adult; the ego-damaging frustrations of his earlier life are exchanged for newer and sometimes harsher ones.

In our business-oriented and business-dominated society committed to "success", everyone is expected to work, unless too young, too old, too sick, or too handicapped. Consequently, most Canadians seek work.

Along with the money they earn, most workers seek and need the feeling of independence, competence, and self-respect which work provides. To function as an acceptable adult one needs to be employed.

For the mentally retarded work provides the same values, but in addition it provides the means of shedding their stigmatization as a consequence of being labeled mentally retarded. If they are to acquire an identity as normal persons, they must enter the labor market and join the millions of adults in the labor force. In school they often view themselves as they are viewed by others, as members of the "dumb class." Now, upon liberation from school, they can become enfranchised as normal human beings.

Another compelling force pushing them into the labor market is the fact that many mentally retarded would be faced by the spectre of boredom. How could they spend the many hours of each day without work? The sad truth is that few normal persons can manage their free time creatively; for many of the mentally retarded, days without work could become a nightmare for themselves and their families and for
their neighbors.

For many mentally retarded who have difficulty in joining groups, work might provide some linkages they could not otherwise forge. Work gives some the confidence and self-respect they require to feel acceptable to others.

Despite the vocational adjustment, research and expert opinion indicate that most mentally retarded persons can reach a highly satisfactory vocational level; further research indicates a great number are having significant problems assimilating satisfactorily into the world of work and community living. (Edgerton, 1967, Lambert, 1974). Unemployment and underemployment are constant problems to many retarded because of underestimations of their potentials.

**Emotional Needs**

Being retarded in intelligence does not mean the person is also retarded in psychological characteristics. As Philips (1966) has pointed out, individuals are products of all the experiences that occur in their lives. The retarded can develop personality disorders not only because of limited constitutional endowment but through an overwhelming interpersonal environment. If this occurs, they may become victimized by their emotional reactions and prefer to live in solitude, despair, self-deprecation, inhibition, and withdrawal -- or they may react in retaliation with explosive, aggressive behavior that demands control and custody.
To be a success a person needs love and a feeling of self-worth and dignity; these are the basic psychological needs of mankind. Metaphorically, each of us has a "fly wheel" inside. The more feelings of love and worth we get the faster the fly wheel spins. It can carry us over the setbacks we experience each day. If you have love and worth you see yourself as a successful person. You act responsibly and are involved with people.

When you do not get enough love and worth your fly wheel slows down. It can no longer carry you through difficult times and you begin to see yourself as a failure. Subsequently, it seems that it becomes necessary to discover what, in the mass of these experiential negatives and positives, is the central and consistent element in the life activities of the mentally retarded person. This commonality, in the efforts of these people to envelop themselves in a "cloak of competence", in their need to deny to themselves the reality of their condition, and in closely related requisite that they hide --- or convince themselves that they have hidden --- the fact that they have been adjudged deficient. This is their inner commonality: it reflects the dual commonality of their external experience: inadequate mental competence and the fact of their past institutionalization. The matter is of great theoretical importance, and since a practical program requires adequate theoretical understanding as well as accurate factual appraisal, it becomes necessary to give attention to these theoretical matters.

Psychologists and social scientists recognize, implicitly at least, that a positive self-evaluation is a requisite for the mental
health of any individual. It is not quite as frequently recognized that such a positive self-evaluation can come only through social interaction, through the responses of others to one's own action and behavior. It is this, which I have mentioned previously, "the need for love and a feeling of self-worth and dignity" for positive affect, which I believe is a central and essential dynamic in the human motivation system. It is this hunger that binds each of us to his fellow man. But what is important to us here is that this matter has both a public and a private aspect; that is, there is the matter of our privately held self-image and its adequacy in relation to the generally held standards of our society, and there is also the public presentation of the self, our management of interpersonal relationships so as to obtain a satisfactory appraisal from the outside world. These two aspects are intimately related: the private image is created and reinforced through the responses received from this public response; this self-image is built out of the public reactions to behavior.

None of us is perfectly adequate in terms of our culturally established expectations, and all of us manage our affairs so as to hide from others those imperfections we know to exist. Anna Freud's conclusions described how we all develop psychological mechanisms to hide imperfection from ourselves --- by suppression or repression or by diverting our attention to new strengths. It may be said, that we in varying degrees manage fictional lives through a fictional world. In a measure, we are all passing, and we are all denying.
But among the mentally retarded this problem is doubly exacerbated. First and foremost, their problem lies in the fact that their stigma --- of all possible stigmata --- is closest to what we may call the soul. Of all the attributes of man, mind is the quintessence. To be found wanting in mental capacity --- is the most devastating stigma. The totality of this impact is entirely too destructive to the ego of the mentally retarded.

For this reason, these individuals must deny the implication of their public defamation. The mechanisms are diverse. They were placed in the institutions by persons of evil intent or through misdiagnosis. They engage in a kind of psychological metonymy, letting a particular attribute such as nervousness or illness stand in substitution for the whole, because to recognize the totality of their incapacity would deny the self-image completely.

These difficulties are compounded by the fact that their incompetence itself hampers their ability to manage their public life so as not only to hide from others the reality of their stigma but, even more important, to receive confirmation of their own competence. It is this inadequacy and the valiant subterfuges by which they endeavor to overcome it that give pathos to the story of their behavior.

These efforts by the retardates in face of their inadequacy have significance for a theory of human behavior, as well. The very defenselessness, the naivete of these individuals, makes this matter of self-evaluation so clear, that one cannot fail to see the importance it has in the management of human lives. These mental
retardates have, one might say, less societal clothing to hide the
naked drives which motivate their actions; they are less capable of
dismantling the actual in their desires, thus giving clearer
expression to the generic orientation in man, the need for positive
affect.

Finally, too often the world has not been very tolerant of
those persons we have officially classified as handicapped. In fact,
the marked disabilities that might be noticed when a handicapped
person attempts a job are more often a result of limited learning
opportunities rather than his handicap. For example, the early
development of self identity and an awareness of vocational options
are not inborn. We learn who we are and what work opportunities
are available through experience. Too often parents or educators
impose restrictions on the learning experiences given handicapped
persons and so restrict their career opportunities.

In light of these above mentioned considerations, therefore,
the author remains confident that this study will be of some value
in directing professionals, educators and parents to become more
sensitive to influential factors which may hamper or enhance the
retardate's overall performance particularly as these influential
elements relate to social and vocational skills.

The Relationship of Social Adjustment to Vocational Adjustment

Although work is the major focus of the vocational rehabili-
tation process, recreation and social adaptation are extremely
important aspects of adjustment for the retarded. Many retarded who
have achieved a level of skill that makes it possible for them to find employment often fail because they are unable to make a social adjustment. Along with the vocational training, the retardate must learn the skill of how to relate to others in a continuing and meaningful way. Emphasis in social adjustment programs must, therefore, be placed on the development of interpersonal relationships, starting with an individual relationship and expanding to include relationships in a group setting. There should be opportunities not only to make such relationships but encouragement to continue them, so that the retarded do not live as isolates in the community.

Furthermore, the retarded also must be taught to use community resources and facilities at their own levels of understanding and participation.

Relevance to Social Work

In the light of the magnitude of mental retardation as a social problem and its predicted increase as the population grows, it has become a realization that social workers have a responsibility to take some positive and vigorous action towards its amelioration, treatment, and prevention. It has become increasingly necessary to define and redefine the role and function of social work and to direct more of its efforts to this important sphere of human welfare.

Generically, social work is concerned with the social and emotional adjustment of the individual and of groups. It concerns itself with helping to create a climate that makes such adjustment possible and minimizes situational problems with which a given
individual or group cannot cope. Social services assist in providing the soil in which healthy physical and emotional growth can be fostered.

The social worker as a representative of the community, holds up for the mentally retarded the mores and standards of that community. The retardate is assisted in finding his own solutions, makes corrections in his adjustment, or works out compromises that fit his needs without running too seriously afoul of acceptable behavior and standards.

Teen-agers and young adults who are capable enough to achieve some independence may go through some of the same turmoil that besets teen-agers anywhere. Their situation is aggravated by their condition, which makes them more vulnerable and often less approachable to reasoning. Their families may find it difficult, for realistic reasons, to permit them the independence they long for. They may need considerable expert help in sorting out how much independence they can manage and guidance in how to manage this independence.

Some quite specific direction may be needed by those retardates who are aware of their shortcomings without quite understanding them, and who need guidance in adjusting to their handicaps in order to be able to adjust to social restrictions within their own environments, and to accept specialized vocational plans.

In vocational guidance and placement there is always need for social work counseling. Counseling is indicated to help the retarded client with a vocational choice, training for work, and
job placement. But he also requires help with stabilizing himself during the stresses of moving out of his family and into direct contact with the community at large. There is need to assist him with realistic goals for himself, to rehearse him in his behavior toward employer and fellow employees, and to make sure he has adequate protection against exploitation by either.

There is a tremendous need for follow-up social services to retarded members of the community who have already made an attempt to integrate. They may be employed or unemployed, heads of their own households, and parents of normal or handicapped children. Their needs are in many ways the same as those of other members of the community. Above and beyond this, they may need guidance in their everyday living, assistance in finding and holding jobs, aid in budgeting, help in being homemakers, and support in being parents. Agency awareness that a client is retarded should not lead to termination of contact, but to the employment of special techniques for reaching such a client.

Beyond affirming the rights and dignity of every man, social work in the field of mental retardation affirms the human being's right to be different; it affords the same consideration of need to the socially dependent as to the socially productive; it honors the value of sustaining people even if minimal social functioning represents maximal achievement; and it accepts and promotes the belief that service must be adapted to people, not people to service. The reformulation of programs necessary in aiding these patients and their families, and in improving society, will come from new approaches
based on altered attitudes and more precise information.

Administratively, the pressing need to realign educational and rehabilitation programs, develop more appropriate techniques, train personnel better, educate the general public, and establish a massive interdisciplinary cooperation among education, rehabilitation, parent, and community will be no easy task, but it is essential if the retarded are to be prepared to earn a respectable livelihood and lead satisfying lives.

In realistic planning for the mentally retarded, social workers have a special responsibility to maintain focus on the human aspects and needs of the mentally handicapped and in providing adequate services in the areas of their special skill and knowledge. May this new interest in the social work profession bring new hope for the mentally retarded.

The Setting of the Study

The setting for the study reported here is a city with a population of approximately 203,000 and a metropolitan population of 265,000. All of the trainees at the Kinsmen A.R.C. Industries come from the City of Windsor and environs. Windsor is Canada's largest and most southerly city on the U.S. - Canada border. Located on the Detroit River opposite Detroit, Michigan, Windsor is one of Canada's busiest ports of entry. As part of the St. Lawrence Seaway System the Detroit River bustles with ships bearing the flags of virtually every sea-going nation in the world.
Detroit has always favoured Windsor with an impressive skyline. The recent completion of the five, mirrored-glass towers of the Renaissance Centre presents a magnificent view. The new development has brought many visitors to both Windsor as well as Detroit.

Windsor is connected with the United States by the Ambassador Bridge, the Detroit–Windsor International Tunnel, as well as a railway tunnel, railway car ferries and barge services. With all these connections, Windsor is one of Canada's busiest tourist areas.

Moreover, the city is one of Canada's largest and fastest growing manufacturing centres. The three leading industries are motor vehicles and parts, foods and beverages and metal working and machinery. The expanding automotive production capacity is the dominant industry. Chrysler, Ford and General-Motors continue to launch expansion programs at their already substantial Windsor operations. Most of the foods and beverages plants process locally grown farm products. Metal fabricating and machinery building are substantial and of particular significance. In addition, Bendix, Champion Spark Plug and Kelsey-Hayes have factories located in the city.

Windsor's industry is well balanced with a prosperous agricultural community. Essex County is probably the most intensive and diversified cash crop farming area in Canada. With its southerly location, this County has the largest growing season in Eastern Canada. The annual farm value of field, fruit, vegetable, and greenhouse crops represents more than 10% of the total farm value of
all crops produced in the Province of Ontario. In addition to crops, there is a sizeable livestock and poultry market in Essex County.

Windsor has developed an educational system of a high degree. The city has a variety of educational institutions including the University of Windsor and St. Clair College. These educational systems shape the community culturally with imaginative programs in music, drama and art. Other cultural arts include the symphony orchestra, a light opera company and a community theatre. In addition, Windsor has an art gallery, a museum, an excellent library system and one of the best designed and equipped auditoriums and convention halls in the country.

A population of various ethnic groups imparts a cosmopolitan flavour to the city. Approximately 161 churches and synagogues serve a wide variety of religious denominations.

Windsor boasts of health, vocational training, sheltered workshops, disability pensions and resources of all kinds available to the mentally retarded. The Ontario government maintains that there are no gaps in the various kinds of services provided for the retarded person in this city. Whether the normalization principle has been accepted fully in the local community, in Ontario and throughout the country remains to be seen, though its influence has already been felt.

In light of the extent of services being provided, it appears that a study around the principle of integration for the mentally retarded within the city of Windsor is a feasible project to undertake at this time. Community awareness and insights can be gained into this important facet of the social sciences — thus, making a
worthwhile contribution to future knowledge.

Summary

This chapter described the process of identifying a problem for research in the field of mental retardation. Based upon the principle of normalization, integration of the mentally retarded into the mainstream of the society was specifically defined as the nature of the issue. The impetus of the study was spelled out and the purpose of the Vocational Program at Kinsmen A.R.C. Industries was explained. A definition of mental retardation based upon the publication of the American Association on Mental Deficiency was defined. This was followed by a classification illustrated by a table that has also been published by the American Association of Mental Deficiency. The major responsibility for analyzing needs and implementing programs at the local level was discussed.

A description of the retarded adult in the community was outlined, whereby the hopes and the aspirations of the retarded person were reflected upon and considered. An account of both the environment as well as meeting the emotional needs of a person were described in an effort to point out the psychological effects in the development of one's personality. Successes and failures, positive and negative feed-back were emphasized in order to illustrate these personal experiences.

Factors that are in relationship to the retardate's vocational and social adjustment were outlined in a realistic perspective.
The complexities of social issues that surround mental retardation in today's world and their relevance to the social work profession were highlighted.

An account of the setting of the study was given in light of the services provided by both the city of Windsor and the Ontario government.
CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to discuss the readings and the studies pertinent to the research project. These works suggest some of the basic elements required for the mentally retarded adults to become independent and integrated citizens in the community.

The nature of the literature may be classified as both philosophical as well as descriptive. The evolution of the concept of normalization (Nirje 1969) clearly expressed the implications of this theory at the international, national and local levels. The literature generally entertained two basic factors required for integration, namely, competitive employment and socialization. In order to familiarize the reader with sources of information relevant to the study, reference was made to a number of books, journals and periodicals.

A General Overview of the Literature

There is a considerable body of literature on the mentally retarded because it has been a subject of interest to physicians, educators, psychologists, sociologists and social workers for more than a century. There are books, pamphlets and journals written both for the scholar and the general reader. While the bulk of the reading material is focused on children and is encouraged by organizations and agencies concerned with children, these same organizations and

In the United Kingdom, N. O'Connor and J. Tizard working in cooperation with the Medical Research Council, have published a considerable body of work on mental retardation (1960). Working under regional hospital boards, in London, England, people such as Ann M. Clarke and A.D.B. Clarke have written much that is significant.

In France, Jean Vanier has inspired many people in his work and in his writings about the rejected, the downtrodden, and those devalued by society — especially among the mentally retarded. The movement that has been given rise by Vanier has injected new elements onto the mental retardation scene in Canada.

The United States has produced a substantial amount of reading material relating to the mentally retarded. An outstanding publication is the *American Journal of Mental Deficiency*. The Office of Health, Education and Welfare has provided literature addressed both to
professional people and to the parents of the mentally retarded. Amongst these is a popular publication, *Vocational Rehabilitation of the Mentally Retarded*, which lists research projects under subheadings such as special education, vocational training and employment. The American Association on Mental Deficiency publishes *Mental Retardation*, a bi-monthly journal which promotes human progress and the general welfare of the mentally retarded by encouraging the highest standards of treatment.

**Historical Perspective**

It was only after centuries of civilization that it was realized in various parts of the world that society had a responsibility to take care of the mentally retarded. Initially, only children with slight degrees of retardation were given such care by being looked after in children's homes, schools and other training centres. Later, this care was extended to include "ineducable" children and mentally retarded adults. Nordstrom's well-documented historical account (1968, pp. 219-310) makes it quite clear that such events took place in the above particular order in Sweden. It is only in modern times that we have begun to realize that the attainment of adulthood, as a matter of fact, marks an intensification of the problems of adjustment for the mentally retarded. At this particular time, retardates have an especially great need of society's support. It will probably be a long time before people are more generally prepared to draw the consequences of this realization by making sufficiently comprehensive, varied and individually oriented efforts at practical habilitation.
However, the beginnings of integration can be discerned in different parts of the world.

Since the emphasis has been placed upon each local community to take care of its mentally retarded adults, questions concerning vocational guidance, vocational training and adjustment have naturally been in the focus of attention. The most important aim of any action must be to guide each individual to develop his aptitudes to become an independent citizen. The mentally retarded person who can earn his livelihood gains respect in his own eyes and in the eyes of others. He also relieves society of material expenses. This double and incontrovertible observation has been used to justify the argument that society ought to make resources available for the judicious habilitation of the mentally retarded.

Although the normalization principle had not yet been systematically presented in the Scandinavian literature until 1970, its significance had been widely recognized before that. In 1967, a new far-reaching Swedish law developed from the concept of normalization and became effective in 1968 (Swedish Code of Statutes, 1967(4), dated December 15, 1967. Parts of this Swedish law were presented and discussed by Nijje (1969b).

Wolfensberger (1972) who pursued the concept of normalization, discovered that it was first promulgated by Bank-Mikkelsen, (1969) head of the Danish Mental Retardation Service. He was instrumental in having this principle written into the 1959 Danish law governing services to the mentally retarded. It was not until 1969 that the principle was systematically stated and elaborated in the literature.
by Nirje (1969b). He phrased it as follows:

... making available to the mentally retarded, patterns and conditions of every day life which are as close as possible to the norms and patterns of the mainstream of society. (p. 181)

This elaboration was contained in a chapter of the monograph, Changing Patterns in Residential Services for the Mentally Retarded, (Kugel and Wolfensberger, 1969), published by the President's Committee on Mental Retardation, in the United States.

Subsequently, the first major statement of the normalization principle in the British literature was contained in a three-article symposium in the December 1970 issue of the Journal of Mental Subnormality (Gunzburg, 1970; Nirje, 1970; Zarfas, 1970).

In this most recent era of the implementation of normalization, society is directed to render assistance and facilities that permit the individual to function in a manner that is as culturally normative as possible. This implies both physical and social integration resulting in an awareness of a new philosophy. This new insight is now being widely adopted in the planning of the provision of services for the mentally retarded.

The Canadian Scene

As in so many other countries throughout the world, the various provinces throughout Canada have been and are presently revising their programs in an attempt to integrate fully the mentally retarded. Pamphlets and reports about these are made available through the Association for the Mentally Retarded in each province. A monthly periodical of the Canadian Association for the Mentally Retarded,
Deficiency Mentale/Mental Retardation, describes innovative developments in programs and services, the changing outlooks of the citizen movement in mental retardation, ethical concerns and important policy changes.

The National Institute for the Mentally Retarded in Toronto serves the public with their National Reference Service Library. Available at the centre are current research projects, project reports, a wide selection of books, articles and films. The centre also organizes various workshops for the helping professions such as physicians, psychologists, social workers, nurses, teachers, speech therapists, parents and others.

The concept that the mentally retarded should be enabled to live as much as possible as other citizens do was developed in such works as Apartment Living Plan to Promote Integration and Normalization of the Mentally Retarded Adults, by Margaret Fritz, Wolf Wolfensberger and Mel Knowlton (1971). In response to this theory, the periodical, Deficienece Mentale Deficiency (April 1977) made available an extra brochure containing a series of collected reprints about developing residential services for the mentally retarded.

The Ontario Scene

Notable among studies made in Ontario have been the Williston Report and The Government Green Paper - "Community Living for the Mentally Retarded - A New Policy Focus", (1971). The essence of the new approach called for in these reports was the integration of all programs for the mentally retarded in Ontario under the Ministry of Community and Social Services with relevant care systems primarily
provided in a community setting rather than in remote institutions. It has been clearly stated in the Williston Report:

Report:

I recommend that the large hospital institutions for the mentally retarded be phased down as quickly as is feasible. (p.65)

The report, furthermore, clearly states its objectives:

If a mentally retarded child is to be provided with the assistance he needs to face the problems of adult life and is to be given the opportunity to develop to his ultimate potential, he must at all times be given the greatest possible degree of participation in life. Society must maintain for him the maximum degree of normalcy in all of his experiences to allow him a healthy and happy development as a total person. (p.5.)

It follows that, wherever feasible, services should be provided in a community setting as an alternative to institutionalization.

The Williston Report, furthermore, describes the mentally retarded as "persons who are seriously lacking in intelligence and who, because of their subnormal functioning, require special training, education and social services". (p.5)

Subsequently, the Government of Ontario made the Ministry of Community and Social Services the coordinating Ministry for services to the mentally retarded. This Ministry prepared a Discussion Paper on a New Mental Retardation Program for Ontario (May 1974). The basic purpose of this Discussion Paper was to implement some of the recommendations and suggestions of both the Williston Report and the Government's Green Paper -- Community Living for the Mentally Retarded in Ontario -- A New Policy Focus, (March 1973). From this discussion
paper, the range of services needed by the mentally retarded was broken down into nine categories; preventative services, pre-natal care and diagnosis; case finding, diagnosis, and counselling; developmental care and special education for school-aged children and adults; vocational training; recreational programs; financial assistance; medical, dental and legal services; and residential and treatment facilities. (p.4.)

The Local Scene

As a result of this changing philosophy toward the care of the mentally retarded in Ontario, a large institution in the locality, the Southwestern Regional Centre, responded to the recommendations suggested by Williston, and placed approximately 30% of its residents in community living situations. The objectives of providing a network of community services was directed towards the reintegration of the residents into their own communities where they are now expected to become integrated citizens.

Since the mentally retarded returned in the Windsor area, follow-up studies and research about their adjustment and integration into the community are minimal. In 1976, Robert Orr, Professor of Psychology from the University of Windsor wrote three reports, Interviews with A.R.C. Industries Employees. The purpose of the interviews was to provide the Philosophy Committee of the Windsor Association for the Mentally Retarded with a relatively objective report on the viewpoints of the mentally retarded with respect to the Association's programs. Professor Orr maintained that those being
served by the Association should be encouraged to express their opinions about the service provided.

Because the new emphasis on a return to the community seemed to disregard the reality that residents had been returning regularly to the community from the Southwestern Regional Centre, a study, From Institution to Community -- A New Process? (de Silva and Faflak, 1976), examined the demissions from the Centre to the community that had been taking place from 1961 to 1974. The results indicate that substantial movement of residents from the facility to the community has been taking place for many years prior to a community placement concept becoming popular. Residents have been demitted since the facility opened in 1961 and at a progressively increasing rate. The findings have implications for exploring the need for additional community resources to meet the demission demands of large facilities for the retarded.

Content of the Literature

The impetus of the literature reviewed for this specific research study was generally more concerned with the identified topics of integrated citizens by way of competitive employment and socialization. While a fair amount of literature relating to employment can be obtained, I have found that studies and reviews pertaining to the personal-social dimension of the mentally retarded are somewhat-scarce. Many of these stress our social system with sociological aspects of mental retardation rather than the integration of some of the personal social skills required for these
mentally retarded to become successful independent citizens within our present social system. Studies, furthermore, consisting of a combination of both dimensions, namely the socialization aspect along with the competitive employment factor are not common.

A Review of the Readings and Studies in Relation to Competitive Employment for the Mentally Retarded

Community provisions for those retarded adults who are potentially able to make a vocational adjustment under competitive conditions have been expanding in recent years. The initial orientation appears to be satisfactorily recognized in the form of sheltered workshops as being the optimal training device. These facilities attempt to provide a "controlled working environment and individualized vocational goals, which utilize work experience and related services for assisting the handicapped person to progress toward normal living and a productive vocational status". (National Institute on Workshop Standards, 1960).

In a study conducted by Daniels (1972) an investigation was made of the relationship between intelligence and vocational adjustment.

Intelligence was found to be significantly associated with total vocational adjustment rating scale scores but not with scores on the separate subtests. Nevertheless, the results lend further support to the findings of Appell et al. (1962), Elkin (1968), McKintosh (1949), and Gage and Wilson (1963), all of whom found intelligence meaningfully related to on-the-job performance and
actually being employed as well as vocational and social adjustment.

Edmund C. Neuhaus (1965) relates the findings of his study entitled *Training the Mentally-Retarded for Competitive Employment*. The training time and work performance of a retarded group were compared with the performance of non-retarded employees at Abilities, Incorporated, New York. In a three year research and demonstration project the feasibility of employing the educable (IQ score between 60 and 80), retarded adult in a competitive work setting after appropriate vocational training was determined.

Qualitative evaluations were made of the work adjustments of the mentally retarded, including such factors as co-operation, adjustment to co-workers and supervisory personnel, and job interest.

The research group consisted of twenty-nine retarded individuals, eighteen men and eleven women, who were trained and employed at Abilities. They all worked forty hours per week, were fully integrated with the normal workers, and earned comparable wages. Moreover, the retarded shared and participated in the recreational facilities open to all workers; gym, bowling alley, and swimming pool.

Anecdotal records and supervisory ratings revealed that in personal social adjustment, the retarded improved in various ways during their training and work experience at Abilities, Incorporated. Those who were withdrawn and unsure of themselves made friends and engaged actively in recreational activities. Several maintained small bank accounts in the company credit union. Some enrolled in driver training education; 57% of the retardates obtained learner's permits after passing the driver's test given orally. Nearly all
participated in the Abilities' bowling league. In summary, the
retarded worker was integrated into the social and recreational
activities.

Parents who reported their reactions in questionnaire surveys
unanimously stated that their son or daughter had displayed signs of
increased maturity since working at Abilities. They singled out such
changes in adjustment as; easier to live with at home; acts in a more
spontaneous and natural manner; communicates more freely with others;
shows a greater interest in personal appearance and grooming; behaves
with more self confidence; handles personal finances independently.

Results indicated that the retarded worker was able to learn
the typical industrial and commercial skills needed at Abilities,
Incorporated. The crucial matter in success was not in learning job
skills per se, but in aiding the workers to develop adequate and
mature personal social skills. Problems were overcome by the project
staff functioning as liaisons or buffers between the retarded and
the normal workers. Once the normal work force saw that the retarded
could function without extra considerations, the worker gradually
became accepted by co-workers.

Harold A. Delp (1957), instigated a study Criteria for
Vocational Training of the Mentally Retarded. Historically, much
emphasis in the guidance of the mentally retarded has suggested that
each type of occupational activity has a minimum mental level necessary
for success. Some studies have attempted to define for different
areas of work the success of "mentally retarded" individuals. Some
of these have merely catalogued the retarded as a group and then
described and listed job areas in which some have been successful. Other research has attempted to describe the levels of those individuals who are considered to be successful.

Because of this confusion of ideas and apparent facts about necessary mental level for vocational or occupational training and placement, a study was planned to analyze subjective and objective data on the relationships of mental level and its components to the various vocational training areas for mentally retarded individuals.

The actual subjects of the tabulation were approximately 200 students from the Training School at Vineland, New Jersey. These students were assigned to any of the various vocational training areas. These were all over sixteen years of age. The school had a vocational training program where many occupational areas have been added. The Menantico Colony, was developed to give work opportunities to older boys and men who could not return to the community. At the Colony as well as at the main campus farming in all of its aspects, including dairy and pasteurization, poultry, orchards, small crops as well as field crops under mechanized cultivation, make up a large share of occupational activities.

In the summary data, it was obvious, from the beginning, that many persons who were successful on certain jobs were at or above the mental ability level described elsewhere as being the minimum for that type of job. There was no apparent significant change in terms of verifying or denying the basic premise of minimum level necessary.

In the hopes that added counselling in institutions and in
communities will result in more and better specific evidence as to true minimum mental levels and other related factors, Delp summarized his study by making some fundamental conclusions:

First, the fact that some individuals do not stay on a job, probably has little relationship to job success in terms of ability. It seems that the failure of perseverance at work is related to personality factors which could have been improved by better habit training earlier, as well as to such factors as motivation, interest, community acceptance, and the like.

Second, while obvious after consideration, the mentally retarded fail on a job for the same basic reasons that so-called normals fail, aside from inadequate fundamental ability. Poor habits, lack of physical attributes, adjustment problems, lack of interest and motivation are some of those which affect all persons and their success on a job. In addition to these, the mentally retarded are more seriously affected in their lack of judgment, comprehension, and the like which cause failure. Besides, the general factor of organic brain damage, while usually apparent in perception, coordination, etc., often does not show itself directly. It seems nevertheless to be the only explanation for many job failures on the part of individuals who score on mental tests much higher than others who are successful.

A study by Camille Lambert, Program Planning for Retarded Adults, (1976), discovers the current living conditions, the problems being encountered, the needs and how these are being met, of the partially, self-sufficient retarded adults already living in the
various community settings.

A sample of 373 retarded adults were personally interviewed and given an oral questionnaire, which contained two measures of capacity: a Social Knowledge Scale or SKS and a Health Knowledge Scale or HKS. The findings were that loneliness, isolation, dependency were but a few of the characteristics of the retarded adults studies. Many were leading unhappy lives, as were the people with whom they were living. Most retardates had been set apart and forgotten by society since they had been unable to measure up to the stringent standards society imposed upon them. Yet over one half of those studied were no more than mildly retarded. Fifty percent were aged 30 or younger. Three-fourths were living with one or both of their parents.

While three quarters of the adults studied rated high in appearance and cleanliness, on all other measures of adaptive behavior they displayed a tremendous need for assistance, love, understanding and knowledge. Almost three fourths of these adults were totally dependent on others to transport them beyond their home. One-quarter to one-third were dependent on others for their shopping and activities of daily living. Only half of the sample satisfied the definition of being integrated into their home. Less than one-third participated in social activities or interacted at an adequate level with other people. Only one quarter of the sample members were working either full or part-time.

It was further found that there were very few accommodation options for retarded adults within communities, other than living
with relatives. Living in a group or boarding home, in a nursing home, or alone were generally unsatisfactory alternatives.

Employment opportunities for the retarded were limited. Almost one-half of the study indicated that the members had never been employed and another quarter had worked only in the past. This latter group indicated that the level of expectations in sheltered workshops was too low for their aspirations, while competitive employment required too much of them.

In general, it was found that retarded women and older persons had to have a higher intellectual level if they were to stay in their communities and if they were to work, even in sheltered workshops.

In a more recent study, (1977) Lambert and Bowman helped the Ontario Association for the Mentally Retarded and the local associations to identify work and training directions for those persons who do not participate in the Association for the Mentally Retarded sponsored adult work and training programs. The study was later modified to include 233 Users as well as Nonusers of workshops.

It was found that men and women up to the age of 30 who had left schools for trainable retarded had many similarities to other people in their age group. Most of them were working. Many of them preferred jobs other than those now in, upgrading of skills, and employment in the open community. The majority of persons not working wanted to work, or to enroll in a class for training purposes.

There was an obvious preference for more occupational opportunities and training programs in the open community rather than in a sheltered environment. Parents, of the mentally retarded, too,
expressed desires for work training programs, remedial educational programs, recreational programs, and advanced life experience training programs.

It was clear, furthermore, that more work training, remedial education, and recreational programs were desired by most retardates and their parents, and these activities were preferred to take place in the open community.

It was found that an extremely small number of mentally retarded could be characterized as successfully integrated. Most of those people who left the workshops were isolated, dissatisfied persons. It was found that many whose jobs in the community had terminated, would not return to the workshops because of low wages and their high aspirations.

John Durand and Aldred Neufeldt (1975), prepared a monograph in an attempt to outline the kinds of vocational service systems which are generally needed in order to give mentally and physically handicapped persons an opportunity for growth experiences which could lead to competitive employment in the same way as 'normal' people.

A number of major ideas are discussed. First, some thought is given to the way in which an individual develops in a world of work. Second, the importance of what is called a "comprehensive vocational service system" and its relationship to other services is examined. A third consideration involves a detailed review of what the authors feel to be the major parts of a vocational service system. Fourth, a section is devoted to the range of options that should be developed in the work world so that the handicapped persons can have the
opportunity to choose places of work that will guide them to develop their own needs and talents. Finally, a number of principles as they apply to all phases of a Vocational Service System are considered.

Because of difficulties in obtaining a single source of a systematic view of the developments at L'Arche in France, the National Institute for the Mentally Retarded has encouraged Wolf Wolfensberger to prepare a monograph of Jean Vanier's philosophy and thinking of his community for the mentally retarded adults (1973). Wolfensberger engages in describing his observations of the movement at L'Arche and makes some attempts at interpretation thereof. Wolfensberger agrees that L'Arche can serve as a training, recruitment, and ideologizing ground for a generation of workers of the future, even though some of the norms at L'Arche are not in keeping with his principles of 'normalization'. (p.15)

The following study by Joseph Schreiner, Prediction of Retarded Adults' Work Performance Through Components of General Ability, (1978), was designed to elicit a model to facilitate prediction of work production of retarded adults in a sheltered workshop setting at the Lombard Training Center of Chicago. By resolving the ubiquitous general ability factor into smaller, more specific components, the author maintained that it was possible to examine their differential relations to work performance.

The 127 mentally retarded adults ranged in age from 16 to 45 years, with a mean of 23. Their IQ scores (WAIS) varied from 20 to 86, with a mean of 60. Subjects entered a four week evaluation program before being placed on the work floor. During this time, the
vocational evaluator collected the data on each subject.

The results indicated that there is a general ability factor that can be partitioned into three components: cognitive, visual-motor, and work sample/sorting abilities. The latter two components were more closely related to industrial rate than was the former. Variables included subject characteristics, standardized tests, ratings, and work samples. As a group, the work samples were the best predictors of industrial rate; the subject characteristics were the poorest.

Palmer, (1974), focuses his study on vocational guidance, vocational training and adjustment to work for the mentally retarded person with a goal of someone who can eventually earn his own livelihood. This study of Palmer's was in direct response to Sweden's concerns about the adjustment of the mentally retarded in the community upon their release from institutions.

Brolin's book (1976), *Vocational Preparation of Retarded Citizens*, intends to conceptualize and delineate practices which can effectively prepare moderately and mildly mentally retarded individuals vocationally. The material is written in a nontechnical manner by presenting salient information, concepts, and technologies in a "how-to-do-it" approach, whenever possible.

Behavior modification has without doubt become one of the most extensively employed techniques in the education, rehabilitation and training of the mentally retarded. In his monograph, Day, (1975), *Teaching Appropriate Work Behavior*, exemplifies the system by depicting the principles of direct observation, continuous measurement, and systematic manipulation of the motor and vocational behaviors. Other
authors have placed emphasis on the academic and the social philosophy. The increased stress placed upon the role of learning behaviors with the focus on motivation, response, stimuli, and rewards is certainly one of the benefits of the behavior modification movement in the education of all the mentally retarded.

A Review of the Readings and Studies in Relation to Socialization for the Mentally Retarded

The major difference between the mentally retarded person and any other person is that the former, when left to his own devices, is unable to utilize the cues and stimuli from his surroundings as appropriate guides to behavior (Leland, 1964). The retardates' visibility based on his inability to know that cues are present and that this is often the signal for making decisions in life situations. The lack of cue identification as a guide to social and personal behavior is caused by something labeled "retardation". The retarded person's inability to enter a situation, draw appropriate social inferences from it, and establish a behavior course based on these inferences, is characteristic of the retarded person (see Test of Social Inference (TSI) Edmonson, deJung, Leland, & Leach, 1974; Edmonson, Leland; deJung, and Leach, 1967).

As the retardate will respond to cues in a different manner, his reception of messages, his perception, his knowledge storage, and his information available for retrieval will be different from those of a normal person. Accordingly, his overall pattern of
cognition is distinct (Cock, 1966). Thus, although cognitive abilities are present and can be expanded upon, and although through proper clinical intrusion the person can literally be "forced to think" (Elend & Smith, 1965), yet when he is left to his own devices, the processes do not go forward at the same pace and in the same manner as with a normal person. These are but a few of the many important components which must be seriously considered when we talk about the 'normalization' principles or the total integration of the mentally retarded into our society.

It appears that the most widely used objective measure of social development is the Vineland Social Maturity (VSM) developed by Dr. Edgar a Doll. The scale consists of 117 items which measure such qualities as: social responsibility; personal independence; initial responses. The scale reflects stages of social development from birth to maturity. The VSM can be used as a guide for problem areas needing special help. A more recently developed measure is the American Association on Mental Deficiency's Adaptive Behavior Scale. The AAMD Adaptive Behavior Scale provide scores that measure a number of separate aspects of adaptive and maladaptive behavior. The assessment of performance in specific domains of behavior can be very useful in identifying deficits and training needs.

Farber (1968) has recommended the following changes if retarded persons are to assimilate into society sufficiently: first, better use of techniques for training the mentally retarded to adapt; second, changes in the values by which society functions. According to Gold (1973), Farber is pessimistic about the vocational and social future
of the retarded unless society changes. Edgerton (1967), in following up on a number of mildly retarded persons released from an institution, found that, despite a fairly successful level of personal and vocational functioning, these people had low self-esteem and felt worthless because the label of 'mental retardation' had been such a humiliating, frustrating, and discrediting stigma in their lives.

Similar to Lambert's study (1976), Edgerton found some of the most hopeful cases who had been discharged from Pacific State Hospital, living in slum neighborhoods. The retardates had few marketable skills, many were heavily in debt, and much of their time and energy went into elaborating subterfuges to deny and conceal their spoiled identities. They were also highly dependent on benefactors to help them meet the very ordinary demands of everyday living.

Dr. Elias Katz in his book The Retarded Adult in the Community (1972), covers every conceivable facet of a complex subject and represents a virtual encyclopedia of pertinent information. His basic premise is that the mentally retarded adult can become a valuable and productive member of society. He accurately describes the potential of the retardate while establishing realistic limits for the expectations of employers and the public in general. In this book, the author concisely describes the various methods used in the rehabilitation of retarded persons.

Finally, Dr. Katz emphasizes the importance of meeting all physiological and psychosocial needs of the retarded individual, so that the individual will be able to get along in the community and will be able to remain outside of an institution. (p. 82)
Arnold Birenbaum and Samuel Seiffer conducted an interesting study, *Resettling Retarded Adults in a Managed Community* (1976), when they examined what happened to a total of 63 men and women who left three large and isolated state schools for the mentally retarded to live at a community residence called Gatewood. While an original cohort of 63 persons were resettled, 48 residents who stayed at Gatewood were interviewed three times: first, during their initial week of living at Gatewood to obtain a picture of past activities at state schools; second, seven to ten months later, to determine the extent to which their lives had changed; and third, seven to ten months later, to gain further data on their lives. Among the fifteen who left, four residents had gone to live with their families, one person moved into the community and one had voluntarily returned to a state school; nine were transferred back to the original state school because of behavior unacceptable to the staff. One person was struck by a car and killed.

The people who went to live at Gatewood were mostly adults with a mean age of 33 years. There were twice as many men as women; many have lived in state schools for most of their adolescent and adult lives. The mean age at the time of admission to the state schools was 15.7 years, and the mean number of years in residence was 17.7.

There were major reasons provided for making the transfer to Gatewood. First, it was a better place to live; second, it was closer to home. Respondents remained very consistent during the first and second interviews in suggesting that these were the advantages found both in anticipating relocation and after living for seven to ten
months at Gatewood. The third major reason for wanting to be relocated
was the desire to go to work. Almost 20% of the respondents suggested
this was their prime motivation for coming to live at the new facility.
In all cases, placement in vocational sheltered workshops occurred after
a six-month-period of inactivity at Gatewood.

The lack of providing opportunities for learning how to work
was not only disappointing to Gatewood residents but may have encouraged
them to lose interest in working. The aspirations of residents shifted
to accommodate the lack of work in vocational rehabilitation settings.
Respondents showed an increased interest in engaging in self-initiated
activities such as traveling on their own, and going to local stores,
parks, and other locations. When asked what they would like to do
while living at Gatewood, 41% mentioned these activities the second
time as compared with 20% the first time. This trend may have resulted
both from an increased ability to travel to various outside activities
on their own as well as from an adaptation to the lack of work or
sponsored activities similar to those found in state schools. Fewer
residents mentioned work as their desired activity in the second
interview, as compared to the first.

Many of the residents had acquired a great deal of prestige from
successfully performing as helpsters in various service shops at the large
institutions. Those persons who had been used to supervised jobs while
they had been living at the state school were extremely unhappy by the
long periods of inactivity which they experienced at Gatewood prior to
receiving vocational training. In other words, life at the state school
had not prepared some of the residents for keeping busy when few activities
were available.
During the first few months of unemployment, many persons were at a loss to know what to do.

Each resident at Gatewood received a monthly allowance in the form of Social Security disability payments for incidentals and clothing which could be spent as they saw fit. It was found, however, that these funds were quickly exhausted, mainly by the misuse of toiletries and by frequent attendance at movies.

The change toward self-initiated behavior and toward the lessening of interest in work may have resulted from changing expectations for Gatewood residents. Most respondents simply do not wish to be inactive.

Many of these relocated mentally retarded adults expressed the sad recognition that they had been kept away from society for many years. As a result there were experiences in the "outside" world for which they did not have access.

Finally, a few of the more able residents saw living at a community residence as only a step in the direction of further independence -- "to get out on my own for good".

To summarize, at Gatewood, some residents had a difficult time adjusting to their new social environment, particularly during the first six months when six residents went back to state schools. The mentally retarded adults who leave a state school must be prepared for the new social situations with which he will be faced once relocated in the managed community. Not only must he be told that he will go to live in the community and learn how to work, but he must learn the range of behaviors that are expected in the new.
residence and in public places. There is a need for a period of intensive training in situations which approximate those found in the new social situation. The establishment of such a program may increase the initial costs of resettlement, but may have long-run advantages in preventing transfers back to state schools.

The content of the program should include knowledge in the following areas: to get along with room-mates, since room-mates have a social relationship rarely found in state schools; to learn how to present oneself in public places in an unobtrusive manner; to learn how to ask for help when it is necessary; to learn the skills required to resolve interpersonal conflict without involving staff or physical force. A need is required for the further study of the skills relating to life experiences at a community residence.

Another interesting study by Schalock and Harper (1977), Placement from Community-Based Mental Retardation Programs: How Well Do Clients Do?, draws attention to a concerted effort for the mainstream and for the integration of the mentally retarded beyond the present community-based model. An ongoing evaluation to assess the successes and failures of such integration are essential. The nature of the study examined mentally retarded clients (N = 131) who were placed during a 2-year period from either an independent living or competitive employment training program and who were evaluated as to placement success. Thirteen percent returned to the training program. Successful independent living placement was related to intelligence and demonstrated skills in symbolic operations, personal maintenance, clothing care and use, socially appropriate behavior, and functional
academics. Successful employment was related to sensorimotor, visual-auditory processing, language, and symbolic-operations skills. Major reasons for returning to the workshops was to obtain more training. A return from community living placement was related to money management, apartment cleanliness, social behavior, and meal preparation.

The findings indicated that the skills required for successful independent living are quite different than those for competitive employment; therefore, these skills should be taught separately. Schiffman and Harper felt that the greatest error of omission in community-based programs has been the lack of systematic, sequenced training in independent living. The authors experienced that such training was more interesting to clients than is vocational training, but harder to teach because of the external, noncontrollable influences on community living.

Kolstoe and Shafter (1967) pointed out that social skills are often overlooked in assessing success and failure. Rosen (1967a) also suggested that social skills can be reasonably used as a criterion of adjustment, and that there is a definite need for a test of practical social skills and information. Edgerton (1967), Rosen (1967b), Eagle (1967) and Goroff (1967) all have voiced similar sentiments.

In at least four studies, objective data indicate that social skills are related to success in the community. Krishef et al. (1959) compared successful and unsuccessful subjects with regard to their social relationships and found that 81% of the former were rated as being adequate in this area as compared to only 31% of the latter.
Subjects receiving a poor social skills rating included 19% of the successes and 69% of the failures. Charles and McGrath (1962) compared both staff and peer ratings of the social competence of successful, borderline, and unsuccessful community placements. The ratings given by both groups were significantly correlated with level of adjustment. Of all the predictor variables examined in the Gibson and Fields (1970) study, expert prediction was the most potent. However, two other variables taken together (IQ and social skill level) were just as powerful. Finally, in a Norwegian study, Skaarbrevik (1971) reported a significant negative correlation between the presence of social handicaps and success in the community.

However, the fact that the exact relationship between social skills and community adjustment is not fully understood is underscored by non-significant findings obtained in two other studies. G. R. Clark et al. (1968) reported no significant correlations between ratings on an Interpersonal Relations Scale and any of the 22 criteria of adjustment, and Elkin (1968) found that performance on a Social Knowledge Scale was not a significant predictor variable for job performance in the community, although it was significant in a sheltered workshop setting.

Summary

This chapter discussed a selection of literature which particularly highlight de-institutionalization of the mentally retarded adults. The origin of the concept of normalization and its adaptation
to the North American Continent was reviewed. As a result of the implications of the principle of normalization, a reference was made to the evolutionary process which took place in Ontario through the Williston Study and Report. From this new concept of integration, emerged a broad range of human management disciplines to the social system. The literature depicts how it becomes necessary to guide the mentally retarded person to untap potentials for achieving higher levels of personal, social and vocational functioning.

The impetus of the review of literature, therefore, has been based upon the mentally retarded adults who are encouraged to achieve their goal of a more nearly normal and productive life as possible. This objective was especially highlighted through the achievement of the skills for competitive or gainful employment and for the acquisition of the meaningful norms of socialization in order to become totally integrated, independent citizens in today's society.
CHAPTER III
RESEARCH DESIGN

Classification of the Study

The choice of an appropriate design has been supported by writers in the field of social work research.

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Selltiz et al... 1976, p.90).

Because the exploratory study deals primarily with areas which have not been the subject of extensive research this type of research design seemed to be the most appropriate for this particular project.

Exploratory studies have the primary goal of developing, clarifying and modifying concepts and ideas in order to provide researchable hypotheses for further study (Tripodi et al... p.47).

Tripodi, Fellin and Meyer offer the following definition of exploratory studies:

Exploratory studies are empirical research investigations which have as their purpose the formulation of a problem or questions, developing hypotheses, or increasing an investigator's familiarity of a phenomenon or setting for more precise future research. The intent to clarify or modify concepts may also be predominant. Relatively systematic procedures for obtaining empirical observations and/or for the analyses of data may be used. Both quantitative - and qualitative - descriptions of the phenomenon are often provided, and the investigator typically conceptualizes the interrelations among properties of the phenomenon being observed. A variety of data collection procedures may be employed in the relatively intensive study of a small number of...
behavioral units. Methods which are employed include such procedures as interviewing, participant observation, and content analysis. Representative sampling procedures are typically not used. In some studies, there is a manipulation of an independent variable in order to locate its potential effects. (pp. 48-49).

**Sub-type: Exploratory-Descriptive Research**

Because this particular study will be combining quantitative descriptions with qualitative descriptions in seeking to describe the phenomena of 'integration' for the mentally retarded, the sub-type will, therefore, be an exploratory-descriptive study. Tripodi et al... explain this combined study in the following manner:

The sub-type of combined exploratory-descriptive studies is intended to serve as a transition between quantitative-descriptive and exploratory studies. The primary purpose of these studies is to refine and develop concepts and hypotheses. (p. 25).

**Rationale for Conducting the Exploratory Study**

The selection of an appropriate design was based upon the fact that no research has ever been done at the Kinsmen A.R.C. Industries workshop. It was felt that a profile study of the trainees who are preparing to move into a more advanced training centre would be of some immediate interest and of value.

**Research Focus**

The fundamental processes of this research project has been based upon the 'normalization principle', (Nirje 1969, Wolfensberger 1972, The Williston Report 1971). This principle which has been emphasized in the more recent literature has raised a number of
questions in many of the local communities throughout the country. Is it realistic to expect the mentally retarded to become totally integrated citizens?

The aim of this study is, therefore, to examine some of the needs that would assist the mentally retarded adults to become totally independent citizens. The results of such consideration will no doubt lead to some basic awareness, as well as detect implications which may serve of some interest to those in the community who are currently attempting to respond to this principle. Subsequently, forty trainees at Kinsmen A.R.C. Industries in Windsor who are functioning at an intellectual level between 51 to 85 (WAIS) were chosen in order to investigate their needs. The trainees were assessed around their present performance and their potential abilities in competitive employment and socialization. The study, therefore, reflects some of the effects of the vocational program as it currently exists at A.R.C. Industries and places impetus upon the identification of individual needs for the trainees to become successfully integrated citizens.

The procedure undertaken to investigate these aims, made it necessary for the researcher to explore some of the factors required for competitive employment and socialization. This course of action included the following:

1) to outline a profile of the group
2) to present the global assessment ratings that were given by the staff workers at A.R.C. Industries
3) to report the individual worker's responses to thirty-
Eight questions related to employment and socialization

4) to describe the scores of the adaptive behavior scale

5) to record the frequencies of identified factors which occurred and to determine the associations or correlations thereof

6) to acquire a sense of perspective as to where these people are currently functioning in relation to employment potential and social skills with a view to identify specific needs.

In order to ensure confidentiality, all the information collected by the researcher was anonymous and only totals were considered in the analysis of data.

Research Questions

Since the basis of this study is to investigate the feasibility of competitive employment and integration for the mentally retarded, it appears that contingent with this concept surfaces two basic research questions:

1) Are these trainees ready for competitive employment?

2) Are these trainees ready for independent living?

Sub-questions to be considered are the following:

1) Is it realistic to expect each 40 individuals who were assessed to become a totally integrated citizen?

2) What are some factors that may hinder one's performance?
Data Collection Instruments

The data collection method employed for this study consisted of four different instruments:

1) the biographical data
2) a global question
3) a detailed questionnaire
4) a standardized test

These various procedures of collecting data allowed for verification of the information received thereby resulting in a higher degree of validity.

Biographical Data

The biographical data included the following variables: age, sex, highest level of education, IQ, length of time in current program, other training, presence of a secondary handicap, jobs held, length of time of jobs held, ambitions for the future, current source of income, living with, number of children in the family, order in the family, other retarded family members, father's occupation and mother's occupation.

The Global Question

The first test administered, the global question, was developed as an instrument to measure the probability of integration of each individual trainee chosen for the sample. The system of rating used was a Likert-type scale which is most commonly utilized
in social work research.

The Detailed Questionnaire

In the development of the detailed questionnaire careful attention was given to the question content. The statements were formulated around the assessment and evaluation tests which are currently being used by the staff members at A.R.C. Industries. The Likert-type scale was used as a measure of assessment. The rating obtained for the statements was based upon the vocational evaluator's assessment of ability of each trainee being rated. The detailed questionnaire was administered approximately one week after the assessment of the global question.

The Standardized Test

The standardized test variables was the information obtained from the adaptive behavior scale profiles which contributed to the understanding and interpretation of the person's adaptive behavior and environment.

Assumptions

In limiting the research task to manageable proportions, the researcher was guided by specific interests and assumptions. It was generally believed that over a certain reasonable span of time, vocational skills administered by skilled staff does instigate encouragement to join the competitive job market and motivate one to become totally independent. Furthermore, it was assumed that,
while many influences contribute to learning the required skills, one important class of "change agents" was the personal assessment of each trainee given by the staff members.

Concepts

At the present time, no system of concepts exists which permits systematic testing of hypotheses that are germane to the workshop setting. Investigators in this field must either seek patterns within the raw data of personal functioning on the basis of their own personal contacts with the mentally retarded or utilize a fairly abstract frame of reference obtained from the staff members based on global personality constructs.

It was felt that there was a need for concepts that would be less abstract than general theory and a level familiar to the staff members. The latter, therefore, were engaged to take an active part in the evaluations in order to provide them with some insights about which transactions work under what conditions when guiding or instructing the mentally retarded to become eventually integrated citizens. This system of choosing practical and realistic concepts served to define a range of problems for subsequent research. These concepts were later found to be related to one another in specific ways as this study progressed.

Population Selection

The population consisted of forty mentally retarded adults who were functioning intellectually between an I.Q. range of 51 to 86
(WAIS) and who are currently participating in the workshop at the Kinsmen A.R.C. Industries. In October, 1978 these 40 trainees were expected to move out to a more advanced training centre. Immersion into this intensive pre-vocational training program was to be aimed specifically at challenging each individual to acquire the specific work skills that each one requires for competitive employment. However, due to a lack of funding, this new program was not realized. The group, therefore, was tested in their familiar setting at the Kinsmen A.R.C. Industries workshop.

Sample

The sample consisted of the total population of the forty trainees identified and selected by the staff members as those who were ready to move into a more challenging program. Experts on surveys (Ackoff 1953, Selitiz et al... 1976) generally agree that there are limitations in using a non-random sample or any type of a cluster sample, when little information is available about the total population and when pertinent differences are known or even suspected. Furthermore, there are cultural, economic, political and perhaps even geographical differences which may be influential. The reader is cautioned that the results of the study may limit its generalizations to Windsor or perhaps to the South Western Region. The population was confined to this specific geographic area due to restrictions of time and resources. Ideally, it would have been beneficial for the researcher to explore other similar workshop settings across the province.
A search for variable relationships was made from which inferences about determinants have been drawn. These inferences were based upon the variables from the identifying information such as age, sex, highest level of education, I.Q., etc., etc..

Diligent planning took place around the administration of both the global question as well as the detailed questionnaire.

If the questionnaire was to be administered initially and then again during the various stages of vocational development, the resulting data could have raised certain questions about the influence of the program content and the staff members along with the retarded individual's interaction or motivation in response. On the other hand, if the two questionnaires were administered once and during the course of the current program (as the case was here), the above mentioned influences perhaps would not be present.

A concerted effort was made to design the questions and to give instructions to the staff members in such a way as to minimize any bias or hesitation that might ultimately affect the responses.

Six staff members who were directly involved in the training program at the workshop provided the required data for the research study. Five training counsellors, represented a diverse number of years of working experience at A.R.C. Industries. One of the evaluators had been employed for a period of three months, two other staff members had been working at the workshop for three years, one person had been on staff for eight years while one of the counsellors had fourteen years of working experience at the workshop. A sixth staff member who provided the biographical information as well as
the adaptive behavior scores had been an employee for a period of five months. It appears logical to conclude, therefore, that the staff members who had been employed at the workshop for a longer period of time were at an advantage to assess the trainees' functioning level and working performances.

**Data Collection Procedures**

To gather the required data, a method which was developed by Flanagan (1954, p. 32), the "critical incident technique" was adopted. To quote from an initial formulation:

> By incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose and intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effects.

The method, however, is applicable to a wide range of situations. Flanagan says,

> The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in ... developing broad psychological principles. (p.287).

Accordingly, this method was applied to explore some specific 'incidents' or aspects of competitive employment and socialization which would eventually lead to total integration.

In an effort to meet the standards of gathering quantitative and qualitative data, (Tripodi et al... 1969, pp. 45-54) the author did not rely totally on census data (Campbell and Fiske 1959). A
carefully structured, detailed questionnaire as well as a global question served to obtain specific information on skills required for competitive employment and socialization. These skills are considered to be essential elements required for total integration. Furthermore, data obtained from the adaptive behavior scale was included in the findings. These various means of gathering data resulted in amassing a great volume of information. It then became necessary to follow the suggested procedures for classification, for the formulation of the concepts and for the relating of categories (Tripodi et al., p.47).

The data that was gathered suggested many alternatives and equally useful approaches to procuring relevant information. In light of the fact that rehabilitation is a rather gradual and complex developmental process for the mentally retarded, this exploratory design sought to elicit the unconscious and preconscious determinants of needs required for the mentally retarded to integrate into today's society. However, this design was limited to the conscious level of information made available by the staff members.

The project was facilitated by formulating the detailed questionnaire around the assessment and the evaluation design currently being used by the staff members at A.R.C. Industries. The responses would then be analyzed and categorized. The researcher reasoned that in using this approach, staff would easily identify with the factors sought. During the administration of the questionnaire, furthermore, the staff members became more keenly aware of individual differences and needs for each person who was
assessed.

There were some concerns as to the reliability of the data received since the author had to rely totally upon the staff members to collect all of the information. Would there have been a difference if the researcher could have had direct access to the files in order to collect the identifying information, or had each of the forty individuals been personally interviewed? These limitations necessitated pursuing the course of action that was taken as the most effective procedure to obtain the information that was required for this particular research project.

Consideration about the validity of the project was under heavy scrutiny when the population had to be assessed within the context of the traditional program being offered at A.R.C. Industries rather than at a new advanced training centre as had been the initial plan. However, the researcher was reassured by staff personnel that a revision to adjust the study to the present program at the workshop could still be of considerable value.

A further concern was the fact that the staff members at A.R.C. Industries might view their active participation in rating the trainees as a means of evaluating themselves. After having undergone two training sessions, the evaluators understood the researcher's intentions as well as their role in obtaining the required information with accuracy.

Sample copies used to collect the data can be found in the Appendices. The relationship between each one of the administered tests served as a reliability and validity check to the responses
that were given by each staff member. The subjective approach
employed to evaluate each individual may have caused a certain
amount of bias in the study.

Method of Data Analysis

Analysis was undertaken with respect to each variable and to
the information gathered from the global question as well as from
the detailed questionnaire. The data analysis consisted of two
steps. The first procedure entailed the tabulation of frequency
distributions of the responses. These distributions served to
illustrate a general profile of the sample. Furthermore, their
results reflected general attitudes and led to some conclusions.
The second step involved seeking descriptions among variables.
There were a number of variables and many of their associations
which presented relevant information for investigation. Due to the
nature of the study, the researcher chose to deal with those
considered to be of significant value. An attempt to illustrate
specific relationships between these significant variables was
illustrated by the application of the analysis of co-variance.

During the initial stages of the analysis, the information
received was carefully checked and coded. The data was then
transcribed from the data collection guidelines to I.B.M. data
cards in preparation for computer analysis. The Statistical
Package for the Social Sciences (SPSS) was used. The CODEBOOK
sub-program provided measures of central tendency, measures of
variance and frequency distributions for each variable.
Limitations of the Research Design

There were limitations of the research design that required some consideration.

Ideally, perhaps it would have been more appropriate to have evaluated or tested the trainees in an advanced work program. However, advantages and disadvantages exist for testing at both points in time. By testing each person in a more challenging setting, the question arises as to the influence that the program and the staff members would have based upon the objectives of a more specific goal oriented type of a setting.

Another possible bias in the design was the fact that the trainees were not personally contacted in order to find out whether each one would like to find permanent employment aimed at each one becoming a totally independent citizen.

Summary

This chapter presented the research methodology used in the study. An exploratory research design of the combined exploration and description sub-type was chosen and described. The rationale for the selection of an exploratory-descriptive study was presented. The focus of the research project was outlined followed by a description of the specific research questions to be investigated. An explanation was given around the procedures that were employed to collect the required data. The assumptions which originated from the research study and the system of choosing the significant
concepts were reviewed. The population and the sample were described followed by an explanation of the method employed to collect the data. Methods of data analysis were presented, concluded by a notation of the limitations of the study.
CHAPTER IV
ANALYSIS OF DATA

The purpose of this chapter is to present the data collected during the course of the research study. The description of the findings will consist of four major categories, namely: an outline of the population; the response to the global question; the results of the detailed questionnaire; and a profile of the adaptive behavior scale. (See Appendix B, C, D and E).

The first section of the chapter will give a description of the profile of the sample. Findings relating to such variables as age, sex, I.Q., highest level of education, length of time in the current program, source of income, ambitions for the future; living accommodations, birth order in the family, other retarded family members, father's occupation and mother's occupation will also be reported.

Section II will present the data obtained from a global question that was administered at the onset of the research study. The evaluation of this question served to illustrate the trainee's realistic potentialities of successfully achieving total independence.

Section III will include the results of a detailed questionnaire which defines some essential characteristics for competitive employment and socialization. Frequency and percentage tables will be included in order to illustrate better some of the findings. A number of variables and many of their associations will be presented.
Section IV will be a description of the adaptive behavior profile of the trainees who were chosen for the sample. This standardized test defines the effectiveness or degree with which the trainees meet the standards of personal independence and social responsibility expected from them according to their chronological age. Percentages and frequencies will be used in describing the findings.

Section V will include the statistical analysis of the assessment instruments. Associations between variables in relation to the information gathered will be presented.
SECTION I

Description of the Sample

Age. The age range in the sample was 18 years to 42 years. Both males and females spaned the entire age range as seen in Table 1.

<table>
<thead>
<tr>
<th>AGE</th>
<th>MALE (N=22)</th>
<th>%</th>
<th>FEMALE (N=18)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>2</td>
<td>9.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>35 - 39</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>28.0</td>
</tr>
<tr>
<td>30 - 34</td>
<td>4</td>
<td>18.0</td>
<td>2</td>
<td>11.0</td>
</tr>
<tr>
<td>25 - 29</td>
<td>7</td>
<td>32.0</td>
<td>2</td>
<td>11.0</td>
</tr>
<tr>
<td>20 - 24</td>
<td>7</td>
<td>32.0</td>
<td>8</td>
<td>44.0</td>
</tr>
<tr>
<td>15 - 19</td>
<td>2</td>
<td>9.0</td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

The highest percent was in the 20 - 24 years age group.
The average age for both males and females was 27 years and 5 months.
Highest Level of Education. As shown in Table 2, there were 28 individuals (70.0%) who had always attended either a school for the mentally retarded, or an opportunity class. These represented the largest segment of the sample. Eleven of the persons (27.5%) attended a vocational high school and one individual (2.5%) pursued his education at the Ontario School for the Deaf because of the nature of his handicap.

**Table 2**

**Highest Level of Education**

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Ontario School for the Deaf</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>School for the Mentally Retarded or Opportunity Classes</td>
<td>28</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

**Total** 40 100.0%
Intelligence Quotient. The IQ of the represented sample ranged from 51 to 86 on the Wechsler Adult Intelligence Scale (WAIS). Table 3 highlights the fact that 2 persons (5.0%) were in the normal range, ten were borderline, seventeen were mildly retarded (42.5%) while no assessment was given for nine others (22.5%). Statistical tabulation indicates a mean WAIS of 66.6 and a standard deviation of 9.4 for the total sample.

**TABLE 3**

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>2</td>
<td>7.5%</td>
</tr>
<tr>
<td>Borderline</td>
<td>10</td>
<td>25.0%</td>
</tr>
<tr>
<td>Mild</td>
<td>17</td>
<td>42.5%</td>
</tr>
<tr>
<td>Moderate</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>No Assessment</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

For the purposes of classifying intelligence, there are five levels of mental retardation under the American Association of Mental Deficiency (AAMD): borderline, mild, moderate, severe and profound. Translated into IQ scores, the ranges for each of these levels are described in Table 4.
TABLE 4

AMERICAN ASSOCIATION OF MENTAL DEFICIENCY
CLASSIFICATION OF IQ TEST SCORES
AND DESCRIPTIVE RETARDATION TERMINOLOGY

<table>
<thead>
<tr>
<th>DESCRIPTIVE RETARDATION TERMINOLOGY</th>
<th>WECHSLER SCALE SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borderline</td>
<td>84 - 70</td>
</tr>
<tr>
<td>Mild</td>
<td>69 - 55</td>
</tr>
<tr>
<td>Moderate</td>
<td>54 - 40</td>
</tr>
<tr>
<td>Severe</td>
<td>39 - 25</td>
</tr>
<tr>
<td>Profound</td>
<td>&lt; 25</td>
</tr>
</tbody>
</table>
Current Program. Table 5 illustrates how long each individual has been placed in the current program at Kinsmen ARC Industries.

**TABLE 5**

**CURRENT PROGRAM**

<table>
<thead>
<tr>
<th>LENGTH OF TIME IN PROGRAMME</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>1 year</td>
<td>8</td>
<td>22.5%</td>
</tr>
<tr>
<td>2 years</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>3 years</td>
<td>4</td>
<td>10.0%</td>
</tr>
<tr>
<td>4 years</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>6 years</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>7 years</td>
<td>4</td>
<td>10.0%</td>
</tr>
<tr>
<td>8 years</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>9 years</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>13 years</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>17 years</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>18 years</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

**TOTAL** 40 100.0%

Hence, 13 individuals (35.0%) have been in the program at the workshop for one year or less, 22 (55.0%) during a period of two to
eight years while 4 (10.0%) have been there for nine to eighteen years consecutively. It was not known how long one of the retardates (2.5%) had been there. However, indications led staff to believe that it had only been a few months.

Other Training. Most of the retardates involved in this study have never received any other formal training beyond their respective school level. Two individuals had been at Goodwill Industries for a period of one year while a third person spent two years in the program. Four people underwent a brief 6 weeks or 3 months assessment period at Vocational Rehabilitation before being referred to the present program at ARC Industries.

Other Handicaps. There were only 6 persons (15.0%) who had additional handicaps other than mental retardation. Of these 6, 2 were deaf, 2 had cerebral palsy and 2 others were epileptic. The other 34 retardates (85.0%) were not handicapped in any other way.

Work Experience. Twenty-eight individuals (70.0%) never had any kind of work experience. This number comprises the largest segment of the sample. Twelve persons (30.0%) have had some work experience even though they may have had as little as three weeks. Four persons (10.0%) worked for two and three weeks. One person (2.5%) had work experience for the indicated length of time in each one of the following time periods: 2 months, 3 months, 4 months, 5 months, 6 months, 12 months, 2 years, and 16 years. A staff member indicated that a trainee who had been a paper boy for a good length of time, was contemplating terminating his job in order to be free to socialize after working hours at the workshop.
Ambitions for the Future. Twenty-five individuals (62.5%) were interested in competitive employment. Fourteen persons (35.0%) were identified as being contented at ARC Industries, and had no motivation to move on to a different work environment. The ambitions of one of the persons (2.5%) was not known.

Current Living Accommodations. Table 6 signifies that the largest segment, thirteen of the sample (32.5%) were living with both parents. In the next largest group, seven (27.5%) were living totally on their own. Five persons (12.5%) were living in a training or group home setting while the same number lived with their mother. Five trainees (12.5%) lived with their spouse. Finally, one individual (2.5%) lived with the father.

<table>
<thead>
<tr>
<th>LIVING WITH</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Father</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Both Parents</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Independently</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Training Home</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Spouse</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Order in the Family. Twelve persons (30.0%) were an only child in the family while seven individuals (17.5%) were the youngest. Nine were the oldest born in their family (22.5%) and eleven were a middle child (22.5%).

TABLE 7
ORDER IN THE FAMILY

<table>
<thead>
<tr>
<th>ORDER IN THE FAMILY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only child</td>
<td>12</td>
<td>30.0%</td>
</tr>
<tr>
<td>Middle child</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Oldest child</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Youngest child</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Other Retarded Family Members. Thirty-two persons (80.0%) came from families where there were no other retarded members. Of the seven (17.5%) who have other retarded family members (17.5%), five of these (12.5%) are living with a mentally retarded spouse. The other two persons came from families where everyone, including the parents were mentally retarded. The family background of one individual was not known.
Father's Occupation. A high percentage of the sample comes from family situations where either the father was deceased or his whereabouts were not known. Table 8 indicates that four of the fathers (10.0%) were deceased and that the whereabouts of eleven fathers (27.5%) were not known. The next largest group of ten fathers (25.0%) were unskilled workers, while four (10.0%) were skilled labourers. Five fathers (12.5%) were unemployed and four (10.0%) others were retired. One person (2.5%) was a professional while another one (2.5%) was in the business field.

**TABLE 8**

**FATHER'S OCCUPATION**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Skilled</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Unskilled</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Retired</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Whereabouts Unknown</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Deceased</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Mother's Occupation. You will note on Table 9 that the majority, or twenty-six of the mothers (65.0%) were not working in the labor force; it was assumed that they were housewives. Six mothers (15.0%) were employed. Information for eight of the mothers (20.0%) was not obtainable, either because these persons were deceased or were not actively involved and their whereabouts were not known.

**TABLE 9**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>Unskilled</td>
<td>4</td>
<td>10.0%</td>
</tr>
<tr>
<td>Not working in the labor force</td>
<td>26</td>
<td>65.0%</td>
</tr>
<tr>
<td>Deceased or Whereabouts</td>
<td>8</td>
<td>20.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
SECTION II

Response to the Global Question

Keeping in mind the process that has been described as 'normalization' (Nirje, 1969), as well as the community's concern for the rights of the retarded persons to become contributing members of society, the following global question was used in order to give a general rating score for each person in the given sample:

Using the rating scale from 0 to 10, evaluate each individual in relation to his/her ability to become eventually an independent citizen able to live and work in the community.

Five staff members at the workshop, who were in daily contact with the population in question, and who were directly involved with this group were asked to give a rating score for each individual.

Due to the fact that the retardates were divided into groups at the workshop, some of the staff members felt that they did not know those individuals from some of the other groups well enough to give them a rating. As a result, therefore, some of the trainees received solely one rating score from merely one staff member. In several instances, this rating score served as the composite score as well.

The global question was rated according to a ten-point scale from "most likely to succeed" to "least likely to succeed." A favourable assessment was given the highest score. The ratings given for the global question were generally high as seen in Table 10.

79
TABLE 10

ABILITY TO BECOME EVENTUALLY AN INDEPENDENT CITIZEN

<table>
<thead>
<tr>
<th>HIGHEST SCORE OBTAINED</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>15.0%</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>10.0%</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 10 indicates that seven persons (17.5%) received a perfect score of 10 while another nine (22.5%) were given a rating of 9. Other scores were as follows: five persons (12.5%) received a total score of 8, six (15.0%) were rated as 7, four (10.0%) received a score of 6, three (7.5%) obtained 5 points and six (15.0%) were rated at the level of 4 on the scale. It may be of interest to note that more than half of the sample (52.5%) received one of the top three scores. No one was assessed in the bottom three levels of the rating scale. This distribution is portrayed in Figure 1.
Figure 1, plotted in the form of a histogram, demonstrate pictorially the results of Table 10. You will note that the scores on the scale are clustered towards the higher ranges.

Figure 1. Histogram illustrating the data of TABLE 10.
The potential of becoming totally independent citizens.
SECTION III

The Results of a Detailed Questionnaire

The process for determining whether a person is ready for competitive employment and may become an independent citizen stems from his aptitudes and general progression or regression at the workshop.

This section of the chapter will be devoted to reporting the findings of an assessment of thirty-eight statements which disclose some general characteristics required for integration. For this purpose, the skills to be evaluated will be based upon each individual's expression of the necessary deftness for competitive employment and socialization. Though the evaluations have been rated in a subjective manner, we will find that the results indicate that this is not an unusual group peculiar to the Windsor area. The same five staff members who did the assessment for the global question also completed this detailed questionnaire for each one of the forty individuals chosen for the sample. A rating scale from one (1) to four (4) was used in an attempt to avoid having anyone receive a neutral score. The data for the set of statements designating employment skills will be presented first followed by the questionnaire that was given on socialization. Table II illustrates the percentage number of individuals who scored in each range of the rating scale in response to employment skills. You will note that the majority of the population clustered at the mid-range level.

Subsequently, it will be necessary to examine each statement
which was used to assess each individual as a basis to identify fundamental characteristics required to be successful in competitive employment as well as some of the needs relating to these.

A total of thirty-eight items comprised the questionnaire used, each item calling for a choice of one of four responses. In items 1 to 19 the degrees of the ratings were expressed by the following responses: never, rarely, often, always. Similarly, items 20 to 38 were expressed by the following levels of rating: not at all, with concentrated effort, with assistance, independent.

The items were divided so that they fell into one of two broad categories, namely: employment, and socialization.

**Employment.** The detailed questionnaire statements in relation to competitive employment based upon a rating scale of 1 to 4 are seen in Table II. Subsequently, each statement of the detailed questionnaire in relation to employment skills will be described succeeded by a presentation of the data obtained for each item.

**Socialization.** The same kind of a procedure that was used above to illustrate and describe the employment skills will be applied to examine and report the findings for the statements that relate to social skills.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enjoys his/her work.</td>
<td>1</td>
<td>2.5</td>
<td>5</td>
<td>12.5</td>
<td>22</td>
<td>55.0</td>
<td>12</td>
<td>30.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2. Applies self with interest.</td>
<td>1</td>
<td>2.5</td>
<td>6</td>
<td>15.0</td>
<td>25</td>
<td>62.5</td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3. Does not absent himself/herself from the workshop.</td>
<td>9</td>
<td>22.5</td>
<td>19</td>
<td>47.5</td>
<td>12</td>
<td>30.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>4. Is punctual.</td>
<td>1</td>
<td>2.5</td>
<td>6</td>
<td>15.0</td>
<td>21</td>
<td>52.5</td>
<td>12</td>
<td>30.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>5. Shows initiative by beginning tasks on his own.</td>
<td>2</td>
<td>5.0</td>
<td>13</td>
<td>32.5</td>
<td>17</td>
<td>42.5</td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>6. Demonstrates confidence in his ability to work.</td>
<td>2</td>
<td>5.0</td>
<td>12</td>
<td>30.0</td>
<td>18</td>
<td>45.0</td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>7. Responds to direction in supervision.</td>
<td>1</td>
<td>2.5</td>
<td>2</td>
<td>5.0</td>
<td>27</td>
<td>67.5</td>
<td>10</td>
<td>25.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>8. Responds to constructive criticism.</td>
<td>1</td>
<td>2.5</td>
<td>6</td>
<td>15.0</td>
<td>25</td>
<td>62.5</td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>9. Works at a steady consistent speed.</td>
<td>1</td>
<td>2.5</td>
<td>9</td>
<td>22.5</td>
<td>25</td>
<td>62.5</td>
<td>5</td>
<td>12.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>10. Performs acceptable quality of work.</td>
<td>2</td>
<td>5.0</td>
<td>3</td>
<td>7.5</td>
<td>27</td>
<td>67.5</td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>11. Works well on his own.</td>
<td>1</td>
<td>2.5</td>
<td>9</td>
<td>22.5</td>
<td>20</td>
<td>50.0</td>
<td>10</td>
<td>25.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>/questionnaire statement</td>
<td>never</td>
<td>rarely</td>
<td>often</td>
<td>always</td>
<td></td>
<td>no rating</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>------------------------------</td>
<td>-------</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>fre.</td>
<td>per.</td>
<td>fre.</td>
<td>per.</td>
<td>fre.</td>
<td>per.</td>
<td>fre.</td>
<td>per.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Attempts to help others.</td>
<td>2</td>
<td>5.0</td>
<td>8</td>
<td>20.0</td>
<td>23</td>
<td>57.5</td>
<td>7</td>
<td>17.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>13. Works well with fellow workers.</td>
<td>1</td>
<td>2.5</td>
<td>2</td>
<td>5.0</td>
<td>29</td>
<td>72.5</td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* The phraseology of the statement number 3 required that the rating scale be reversed for statistical purposes, i.e. never, represented a score of 4; rarely, 3; often, 2; always, 1.
<table>
<thead>
<tr>
<th>QUESTIONNAIRE STATEMENT</th>
<th>Not at All</th>
<th>With Concentrated Effort</th>
<th>With Assistance</th>
<th>Independent</th>
<th>No Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Is able to learn.</td>
<td>1</td>
<td>2.5</td>
<td>8</td>
<td>20.0</td>
<td>30</td>
</tr>
<tr>
<td>21. Can understand complicated tasks.</td>
<td>2</td>
<td>5.0</td>
<td>15</td>
<td>37.5</td>
<td>22</td>
</tr>
<tr>
<td>22. Can utilize or follow detailed written instructions.</td>
<td>7</td>
<td>17.5</td>
<td>15</td>
<td>37.5</td>
<td>11</td>
</tr>
<tr>
<td>23. Can utilize or follow detailed verbal instructions.</td>
<td>1</td>
<td>2.5</td>
<td>8</td>
<td>20.0</td>
<td>27</td>
</tr>
<tr>
<td>24. Is able to perform beyond the expected level.</td>
<td>0</td>
<td>0.0</td>
<td>20</td>
<td>50.0</td>
<td>18</td>
</tr>
<tr>
<td>25. Adapts to job changes.</td>
<td>3</td>
<td>7.5</td>
<td>13</td>
<td>32.5</td>
<td>20</td>
</tr>
<tr>
<td>26. Accepts job responsibilities.</td>
<td>2</td>
<td>5.0</td>
<td>10</td>
<td>25.0</td>
<td>22</td>
</tr>
<tr>
<td>27. Moves independently from task to task.</td>
<td>0</td>
<td>0.0</td>
<td>16</td>
<td>40.0</td>
<td>22</td>
</tr>
<tr>
<td>28. Is able to carry through work assignment.</td>
<td>1</td>
<td>2.5</td>
<td>6</td>
<td>15.0</td>
<td>29</td>
</tr>
<tr>
<td>29. Desires to leave the workshop for permanent employment.</td>
<td>14</td>
<td>35.0</td>
<td>6</td>
<td>15.0</td>
<td>7</td>
</tr>
</tbody>
</table>
Description of Performance in Competitive Employment Skills

1. **Enjoys his/her work.**

   According to the frequency Table 11, a high percentage of the mentally retarded were enjoying their work. One person (2.5%) rated at a score of 1, five (12.5%) received a rating of 2 while twenty-two (55.0%) obtained a score of 3. Twelve individuals (30.0%) received the highest possible score of 4.

2. **Applies self with interest.**

   It is interesting to note that at least three quarters of the population rated highly around interest at work. One person (2.5%) was given the lowest rating of 1, six (15.0%) were rated at 2, twenty-five (62.5%) obtained a rating of 3, and eight (20.0%) received a score of 4. Hence, the results of the above two ratings indicate that the mentally retarded seemed to experience a high level of satisfaction and happiness with the present work situation.

3. **Does not absent himself/herself from the workshop.**

   Table 11 indicates that nine trainees (22.5%) never absent themselves from the workshop, nineteen (47.5%) were rarely absent and twelve (30.0%) were often absent. No one rated at the lowest level on the scale to indicate that they were always absent from work. From this information, therefore, one would conclude that the population was attending work on a regular basis.
4. **Is punctual.**

Again, it is noted that a high rating was obtained for punctuality. One individual (12.5%) rated at a score of 1, while six (15.0%) received a score of 2. Twenty-one (52.5%) obtained a rating of 3, and twelve (30.0%) received the highest possible score of 4.

5. **Shows initiative by beginning tasks on his own.**

More than half the population scored at the two higher levels. Two (5.0%) received the lowest rating of 1, thirteen (32.5%) scored at 2, seventeen (42.5%) obtained a score of 3, and eight (20.0%) were given a rating of 4.

6. **Demonstrates confidence in his ability to work.**

A high percentage indicated that the trainees showed confidence in their work. Two (50.0%) were rated at the lowest possible score of 1, twelve (30.0%) received a rating of 2, eighteen (45.0%) obtained a score of 3, eight (20.0%) obtained a rating of 4.

7. **Responds to direction in supervision.**

According to Table 11, this group responds well to directions. One individual (2.5%) received a score of 2, twenty-seven (67.5%) obtained a rating of 1, two (5.0%) received a score of 2, twenty-seven (67.5%) obtained a rating of 3, and ten (25.0%) received a perfect score of 4.
8. **Responds to constructive criticism.**

Very few have been rated as not responding well to constructive criticism. One individual (2.5%) rated at 1, six (15.0%) received a score of 2, twenty-five (62.5%) were given a rating of 3, eight (20.0%) obtained a score of 4.

9. **Works at a steady consistent speed.**

A mid-range level was obtained for this statement. One person (2.5%) acquired 1 on the rating scale, nine (22.5%) received a score of 2, twenty-five (62.5%) scored at level 3, and five (12.5%) received the highest score of 4.

10. **Performs acceptable quality of work.**

A high percentage of the trainees were accomplishing acceptable work. Two (5.0%) received a low score of 1, and three (7.5%) were rated as 2, while twenty-seven (67.5%) reached a score of 3. Eight (20.0%) obtained a perfect score of 4.

11. **Works well on his own.**

Approximately three quarters of the group have been rated as working well on their own. One individual (2.5%) received a rating of 1, nine (22.5%) were rated at 2, twenty (50.0%) were given a rating of 3, and ten (25.0%) obtained a total score of 4.

12. **Attempts to help others.**

In respect to helping others, a good number of trainees scored fairly high. Two (5.0%) received a rating of 1, eight (20.0%) obtained a score of 2, twenty-three (57.5%) were given 3, seven
(17.5%) received a score of 4.

13. Works well with fellow-workers.

There appears to be a positive working relationship among the trainees in the workshop. One person (2.5%) received a rating of 1, two (5.0%) were given 2, twenty-nine (72.5%) obtained 3 and eight (20.0%) received a total score of 4.

20. Is able to learn.

According to the ratings, most trainees indicate some ability to learn. One (2.5%) received a low score of 1, eight (20.0%) obtained 2, thirty (75.0%) were given 3, and one person (2.5%) received a perfect score of 4.


The ratings were lower in the category of understanding more difficult jobs. Two persons (5.0%) received a score of 1, fifteen (37.5%) reached a score of 2, twenty-two (55.0%) scored at 3, and one (2.5%) attained a perfect score of 4.

22. Can utilize or follow detailed written instructions.

A lower percentage was able to perform this task. Seven (17.5%), received a score of 1, fifteen (37.5%) scored at 2, eleven (27.5%) were given a score of 3, five (12.5%) received a perfect score of 4, and two (5.0%) could not be evaluated on this performance.

23. Can utilize or follow detailed verbal instructions.

More of the population appear to be able to utilize and to follow detailed verbal instructions as opposed to the above
task of detailed written instructions. It would appear that these performances would be of main concern as to the types of jobs that this population may be best suited for and should be guided to pursue. One person (2.5%) received a score of 1, eight (20.0%) scored at 2, twenty-seven (67.5%) obtained 3, and four (10.0%) were given a perfect score of 4.

24. Is able to perform beyond the expected level.

The group scored heavily at the mid-range level for this performance. Twenty (50.0%) were rated at 2, eighteen (45.0%) obtained a score of 3, one individual (2.5%) received a perfect score, and one person (2.5%) did not receive a rating.

25. Adapts to job changes.

Though the scores depict a fragmented distribution, the majority of the sample achieved a mid-range level. Three (7.5%) attained a score of 1, thirteen (32.5%) were rated at 2, twenty (50.0%) acquired a score of 3, three (7.5%) received a perfect score while one individual (2.5%) was not evaluated.


Table 11 indicates another scattered distribution in this category. Two persons (5.0%) received a rating of 1, ten (25.0%) were given 2, twenty-two (55.0%) obtained a score of 3, six (15.0%) received a perfect score of 4.
27. **Moves independently from task to task.**

The trainees rated at the mid-range level for this particular performance. Sixteen persons (40.0%) received a rating of 2, twenty-two (55.0%) were given a score of 3, and two (5.0%) received a perfect score of 4.

28. **Is able to carry through work assignment.**

Most of these individuals seemed able to carry through with the work that was assigned to them. One individual (2.5%) received a score of 1, six (15.0%) were rated at 2, twenty-nine (72.5%) attained a score of 3, and four (10.0%) received a total score of 4.

29. **Desires to leave the workshop for permanent employment.**

According to Table 11, a relatively high percentage appear to want to remain in the sheltered workshop. Fourteen (35.0%) persons were rated at 1, six (15.0%) obtained a score of 2, seven (17.5%) received a score of 3, seven (17.5%) attained a perfect score of 4, and six individuals (15.0%) did not receive a rating. These findings appear to be significant of the uncertainty of leaving the security of the sheltered setting. It is strongly suspected that this would be a matter for concern upon releasing the trainees from the workshop program into the field of competitive employment. (See page 96, number 30).
<table>
<thead>
<tr>
<th>QUESTIONNAIRE STATEMENT</th>
<th>RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Demonstrates signs of liking himself/herself.</td>
<td>0 0.0</td>
</tr>
<tr>
<td>15. Responds and interacts pleasantly when approached.</td>
<td>0 0.0</td>
</tr>
<tr>
<td>16. Clean, tidy, meets the standards of personal hygiene.</td>
<td>1 2.5</td>
</tr>
<tr>
<td>17. Appropriately dressed.</td>
<td>2 5.0</td>
</tr>
<tr>
<td>18. Emotionally dependent upon parents.</td>
<td>10 25.0</td>
</tr>
<tr>
<td>19. Enjoys to talk about his/her family.</td>
<td>2 5.0</td>
</tr>
<tr>
<td>QUESTIONNAIRE STATEMENT</td>
<td>1</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
</tr>
<tr>
<td>30. Demonstrates realistic future plans.</td>
<td>16</td>
</tr>
<tr>
<td>31. Is taking specific action to achieve independent living.</td>
<td>17</td>
</tr>
<tr>
<td>32. Is comfortable with the use of public transportation for only one route.</td>
<td>2</td>
</tr>
<tr>
<td>33. Is comfortable with the use of public transportation for two or more routes.</td>
<td>4</td>
</tr>
<tr>
<td>34. Initiates interaction with people.</td>
<td>1</td>
</tr>
<tr>
<td>35. Participates in social activities.</td>
<td>1</td>
</tr>
<tr>
<td>36. Interacts comfortably with the opposite sex.</td>
<td>1</td>
</tr>
<tr>
<td>37. Demonstrates sexual adjustment.</td>
<td>1</td>
</tr>
<tr>
<td>38. Handles personal finances.</td>
<td>10</td>
</tr>
</tbody>
</table>
Description of Performance In Social Skills

Table 12 illustrates how the sample in question scored in respect to skills in socialization. Following is a description of each statement of the detailed questionnaire revealing the level of achievement of some of the social skills required to become independent citizens. The scores will be ensued by a presentation of the data obtained for each item.

14. Demonstrates signs of liking himself/herself.

The trainees at the workshop are demonstrating signs of liking themselves as seen in Table 12. No one rated at the lowest level while four persons (10.0%) obtained a score of 2. Fifteen (37.5%) received a rating of 3, and twenty-one (52.5%) attained a perfect score of 4.

15. Responds and interacts pleasantly when approached.

Each individual received a rating in this category. Two persons (5.0%) were rated at 2, twenty-three (57.5%) attained a score of 3, while fifteen (37.5%) received a perfect score of 4.

16. Clean, tidy, meets the standards of personal hygiene.

A number of trainees obtained fairly high scores for standards of personal upkeep. One individual (2.5%) received a rating of 1, two (5.0%) rated at level 2, twenty-two (55.0%) attained a score of 3, fourteen (35.0%) were given a perfect score of 4, while one person (2.5%) did not receive an evaluation.
17. ** Appropriately dressed.**

Everyone except two persons received a high rating in this category. Two (5.0%) received the lowest rating of 1, while twenty-two (55.0%) were given a score of 3, and sixteen (40.0%) received a perfect score.

18. ** Emotionally dependent upon parents.**

A very fragmented distribution resulted in the findings of this statement. Ten (25.0%) received a score of 1, eight (20.0%) obtained 2, four (10.0%) were given a score of 3, thirteen (32.5%) attained a perfect score of 4, and five persons (12.5%) were not given a rating score.

19. ** Enjoys to talk about his/her family.**

It appears that conversations around one's own personal family are casual and somewhat limited. Two trainees (5.0%) never talk about their families, eight (20.0%) rarely do, twenty (50.0%) often converse on the topic, eight (20.0%) always volunteer family discussions, while two (5.0%) were not given a score.

30. ** Demonstrates realistic future plans.**

An extremely low rating was obtained for this performance. This statement relates to question number 29 which also was rated at a low level. Sixteen trainees (40.0%) obtained the lowest possible score of 1, eight (20.0%) were rated at 2, five (12.5%) received a score of 3, three (7.5%) obtained a perfect score of 4, while eight (20.0%) did not receive an evaluation for this particular
question. Both results from the questions, numbers 29 and 30 do not reflect a high percentage who would feel prepared, ready, or confident to leave the sheltered workshop for competitive employment.

31. **Is taking specific action to achieve independent living.**

Half of the population was rating in the higher categories for this statement. Seventeen (42.5%) indicate that they are not taking any action at all, two (5.0%) showed signs of taking action with concentrated effort, fourteen (35.0%) were taking action with assistance, six (15.0%) were acting independently while one person (2.5%) did not receive a rating.

32. **Is comfortable with the use of public transportation for only one route.**

A high percentage indicate that the population in question was generally getting along well with the use of public transportation for not only one route but for more than one route as indicated in the next statement. Two (5.0%) were rated as not being able to accomplish this task, one (2.5%) did so with concentrated effort while five (12.5%) required assistance. Thirty-one (77.5%) were assessed as being independent and one (2.5%) was not evaluated.

33. **Is comfortable with the use of public transportation for two or more routes.**

Similarly, four trainees (10.0%) were rated as being unable to use the public transportation for two or more routes, one (2.5%) did so with concentrated effort, three (7.5%) required assistance,
twenty-eight (70.0%) were assessed as being independent, and four (10.0%) did not receive a rating score.

34. **Initiates interaction with people.**

High scores were obtained in this area. One individual (2.5%) was rated at the lowest level of the scale as not interacting at all with others, while sixteen (40.0%) rated at level 3. Twenty-three (57.5%) attained the highest possible score of 4.

35. **Participates in social activities.**

Table 12 indicates that a high percentage enjoys social participation. One (2.5%) was rated as a non-participant, one (2.5%) participated with concentrated effort, thirteen (32.5%) participated with assistance, twenty-four (60.0%) participated independently, and one (2.5%) did not receive a rating.

36. **Interacts comfortably with the opposite sex.**

Another high rating was obtained in this category. One individual (2.5%) received the lowest possible score of 1, thirteen (32.5%) had a rating of 3, and twenty-six (65.0%) received a perfect score of 4.

37. **Demonstrates sexual adjustment.**

Many of the trainees received a high rating in this area. One person (2.5%) received a score of 1, one (2.5%) was given a score of 2, twelve (30.0%) were rated at level 3, and twenty-six (65.0%) obtained a perfect score of 4.
38. **Handles personal finances.**

A fragmented rating was given for the handling of personal finances. Ten (25.0%) were rated as not handling any finances, ten (25.0%) handled finances with concentrated effort, thirteen (32.5%) handled finances with assistance, five (12.5%) handled finances independently, and two (5.0%) did not receive a rating.
SECTION IV

Adaptive Behavior Profiles

Section IV is a representation of the adaptive behavior profile of each person in the sample. The adaptive behavior scale was developed as a means of measuring social norms among the mentally retarded.

The adaptive behavior concept which receives major discussion in both the 1959 and the 1973 Manuals, refers to maturation, learning, and social adjustment. (Heber 1959, Grossman 1973). Maturation alludes to "... the rate of sequential development of self-help skills of infancy and early childhood such as sitting, crawling, standing, walking, talking, habit training, and interaction with age peers, (Heber 1959, p.3). Learning refers to "... the facility with which knowledge is acquired as a function of experience" (Heber 1959, p.3.). Social adjustment is a term used in reference to "... the degree to which the individual is able to maintain himself independently in the community and in gainful employment as well as by his ability to meet and conform to other personal and social responsibilities and standards set by the community. (Heber 1959, p.4.).

In the 1973 Manual (Grossman 1973), adaptive behavior is tied to the individual's chronological age by associating the skills of adaptation to specific age periods. In this manner, deficits are age category-specific.

In 1969 the American Association on Mental Deficiency published a new series of adaptive behavior scales designed to assess a person's level of behavior in areas considered important
to personal independence in daily living, and which identify maladaptive behavior (Nihira et al. 1969); this scale was revised in 1974 (Fogelman 1974). An examination of the types of dimensions covered in the scale reveals that it consists of two basic parts: one measures the extent to which the individual has adapted to social norms of personal functioning in daily living, and the other focuses on the extent to which the individual exhibits social behavior consistent with residential institution and community expectations.

While the scale was originally developed for use within residential institutions, it has been designed in such a manner that a variety of individuals in the community, including teachers, social workers, day-care center instructors, and even ward attendants in institutions may administer it. Whenever the scale is applied, it is important for the administrator to have personal knowledge of the daily behavior of the person being rated. The AAMD Adaptive Behavior Scales have been designed for use even by individuals with comparatively little professional training in testing procedures. Changes in adaptive behavior level can occur with training and environmental manipulation or improvement. Thus, frequent reassessment of individuals diagnosed mentally retarded is desirable.

Since the sample in question has received scores for the first part of the Adaptive Behavior Scales and because of the nature of this study, the profile of the trainees will, therefore, be based upon social adjustment.

Tables 17 and 19 (Appendix E), highlight the fact that the
age of each individual is an important factor when measuring the adaptive behavior score. Because the sample in question ranged in age from 18 to 42, it was necessary to follow the two above mentioned Tables to arrive at the final score for each individual.

Tables 13 to 22 represent the range of social maturity measurement according to each classification on the adaptive behavior scale. The frequencies and percentages are indicated in each decile category. In addition to the Tables, a description will be given of the current level of personal independence and social responsibility of the sample in each given category.

Description of Social Maturity Measures

Independent Functioning. Table 13 signifies that the largest segment, fourteen (35.0%) of the sample were rated between the 90th and the 100th decile category. The next largest group, nine (22.5%) were between the 90th and the 90th decile. Six (15.0%) received a rating between the 70th and the 80th decile. Five (12.5%) were between the 60th and the 70th decile. Four (10.0%) were between the 50th and the 60th decile, while one (2.5%) was rated in between the 40th and the 50th, and another person (2.5%) received a rating between the 30th and the 40th decile.
### TABLE 13

**INDEPENDENT FUNCTIONING**

<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>14</td>
<td>35.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
### Table 14

**Physical Development**

<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>27.</td>
<td>67.5%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>0.</td>
<td>0.0</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>4.</td>
<td>10.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>0.</td>
<td>0.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>4.</td>
<td>10.0</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>0.</td>
<td>0.0</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>2.</td>
<td>5.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>2.</td>
<td>5.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>1.</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40.</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Physical Development.** Table 14 discloses the fact that more than half of the population, twenty-seven (67.5%) were rated in the highest possible category, between the 90th and the 100th decile. Four (10.0%) were rated between the 70th and the 80th; four (10.0%) more rated between the 50th and the 60th; two (5.0%) received a rating between 30 and 40; two (5.0%) more rated between 20 and 30, and one (2.5%) ranged between the 10th and the 20th decile.
### TABLE 15

**ECONOMIC ACTIVITY**

<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>16</td>
<td>40.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Economic Activity.** It is noted in Table 15 that two thirds of the group was rated in the higher categories. Sixteen (40.0%) attained a score between the 90th and 100th decile while fourteen (35.0%) others were placed between the 80th and the 90th decile. Five (12.5%) rated between the 70th and the 80th decile, while one (2.5%) scored between the 40th and the 50th decile. Two (5.0%) rated between the 30th and the 40th decile.
<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>20</td>
<td>50.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Language Development.** Table 16 indicates that twenty (50.0%) were rated between the 90th and the 100th decile. Nine (22.5%) attained a rating between the 80th and the 90th decile. Three (7.5%) were placed in each of the following three categories respectively, 70th and 80th decile, 60th and 70th decile, 50th and 60th decile. One (2.5%) scored between the 40th and the 50th decile, and one (2.5%) scored between the 40th and the 50th decile. One (2.5%) received a rating between the 20th and the 30th decile.
<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Numbers and Time. Table 17 illustrates once again that more than half the population scored in the highest category. Twenty-three (57.5%) attained a rating between the 80th and the 90th decile; two (5.0%) between the 70th and the 80th decile; four (10.0%) between the 60th and the 70th decile. Five (12.5%) received a rating between the 50th and the 60th decile, while one (2.5%) was placed between the 40th and the 50th decile.
### TABLE 18  
**DOMESTIC ACTIVITY**

<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>24.</td>
<td>60.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>7.</td>
<td>17.5</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>6.</td>
<td>15.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>0.</td>
<td>0.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>0.</td>
<td>0.0</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>1.</td>
<td>2.5</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>0.</td>
<td>0.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>1.</td>
<td>2.5</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>1.</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40.</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Domestic Activity.** Table 18 reveals that the majority of the population received a relatively high rating for this classification. Twenty-four (60.0%) received a rating between the 90th and the 100th decile. Seven (17.5%) received a score between the 80th and the 90th decile, and six (15.0%) attained a score between the 70th and the 80th decile. One (2.5%) was between the 40th and the 50th decile; one (2.5%) between the 20th and the 30th decile, and one (2.5%) between the 10th and the 20th decile.
TABLE 19

VOCATIONAL ACTIVITY

<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>(90)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D8</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>(80)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D7</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>(70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D6</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>(60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>(50)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>(40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>(30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>(20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>(10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Vocational Activity. Table 19 indicates a fragmented distribution in this category. Thirteen (32.5%) attained a score between the 90th and the 100th decile, two (5.0%) were between the 80th and the 90th decile; nine (22.5%) received a rating between the 50th and the 60th decile, eight (20.0%) were between the 40th and the 50th decile, while one (2.5%) was between the 30th and the 40th decile.
<table>
<thead>
<tr>
<th>DECILES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>6</td>
<td>15.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Self-DIRECTION.** In relation to integration, note that Table 20 illustrates another fragmented distribution, possibly the most dispersed of all the categories. Six (15.0%) were placed between the 90th and the 100th decile. Eight (20.0%) were rated between the 70th and the 80th decile, ten (25.0%) attained a score between the 50th and the 60th decile. Five (12.5%) were between the 40th and the 50th decile. One (2.5%) was between the 30th and the 40th decile; two (5.0%) were between the 20th and the 30th decile, and one (2.5%) was between the 10th and the 20th decile.
<table>
<thead>
<tr>
<th>Deciles</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>24</td>
<td>60.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Responsibility.** This is another very interesting distribution. Table 21 indicates that everyone received a relatively high rating for this category. Twenty-four (60.0%) were rated between the 90th and the 100th decile. Four (10.0%) scored in between the 80th and the 90th decile, while twelve (30.0%) attained a rating between the 70th and the 80th decile.
### Table 22

<table>
<thead>
<tr>
<th>Deciles</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D9 (90)</td>
<td>30</td>
<td>75.0%</td>
</tr>
<tr>
<td>D8 (80)</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>D7 (70)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D6 (60)</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>D5 (50)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D4 (40)</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>D3 (30)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D2 (20)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D1 (10)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Socialization.** Again in reference to the nature of the study, Table 22 highlights the fact that thirty (75.0%) were placed in between the highest category, the 90th and the 100th decile. Four (10.0%) were rated between the 80th and the 90th decile. Four (10.0%) between the 60th and the 70th, and two (5.0%) received a rating between the 40th and the 50th decile.
SECTION V

Statistical Analysis of Assessment Instruments

The Detailed Questionnaire was the first instrument to be considered. The major analysis consisted of the inter correlations between the two subsections of the test and the total score for the measure. Subsection 1 was a measure of social skills and subsection 2 estimated the trainees work adjustment habits. The total score represented the combination of the scores from both areas. Each of the 40 trainees had scores from one to four raters on this instrument.

TABLE 23

CORRELATIONS FOR DETAILED QUESTIONNAIRE

<table>
<thead>
<tr>
<th></th>
<th>Subsection 1</th>
<th>Subsection 2</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsection 1</td>
<td>1.00</td>
<td>.75</td>
<td>.78</td>
</tr>
<tr>
<td>Subsection 2</td>
<td></td>
<td>1.00</td>
<td>.39</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>

Table 23 presents the correlation oratrix. The results indicate that while the test presumably tests two different areas, i.e. social skills and work skills they are in reality quite similar. The correlation of .75 between the two subsections indicates that the raters tended to rate the trainees with good work skills as having effective social skills. In other words there was a halo effect;
the correlations of .89 and .78 with the total score is another way of saying the same thing. A suggestion being made is that a new rating scale be developed which would test independent dimensions of work habits and social skills. Unless this is done in the future, one can not dependably measure these traits in the trainees with the present instrument.

The next instrument to be evaluated was the Adaptive Behavior Scale. This is a standardized measure which assesses the behavior of the trainees along dimensions of personal independence and social responsibility. The purpose of the analysis was to estimate how the trainees' I.Q. ratings and the length of time on former job related to the staff's assessment of the trainees.

<table>
<thead>
<tr>
<th>TABLE 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORRELATIONS FOR IQ, LENGTH OF TIME ON FORMER JOB AND ADJUSTMENT SCALE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I.Q.</th>
<th>TIME ON JOB</th>
<th>TOTAL ADJ. SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.Q.</td>
<td>1.00</td>
<td>-.26</td>
<td>.93</td>
</tr>
<tr>
<td>Time on Job</td>
<td>1.00</td>
<td>- .18</td>
<td></td>
</tr>
<tr>
<td>TOTAL ADJUSTMENT SCORE</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The correlation of .93 between IQ and Total Adjustment Score is a very substantial but expected result in this population of trainees. The interpretation is that the raters in estimating the
adjustment of the trainees were substantially influenced by the IQ. The higher the IQ the higher the adjustment rating. There is almost a perfect correlation between the two. A trainee who has a higher IQ is more adjusted in the staff's perception. While this finding seems logical it does raise some concerns. Once again while the instrument is labelled an adjustment measure it seems to be measuring the same thing as IQ. It is not providing the counsel or staff with any independent estimate of adjustment which would be utilized for counselling or placement purposes. The IQ test would be just as effective in such matters.

The length of time on former job data correlated -.26 with IQ and -.18 with the total adjustment score. In other words the amount of time a trainee had accrued on former jobs related negatively to their IQ and adjustment score. This was probably due to the fact that most trainees had no previous work experience and those that did had minimal job experience. This type of data would not be expected to be related in a reasonable manner to continuously distributed variables such as IQ or the standardized adjustment scores. Therefore it is not a valid index predicting adjustment in this sample.

In summary, it is suggested that a more selective battery of instruments be selected in the future for placement, counselling and job-evaluation purposes. Statistical analyses such as the above should periodically be employed to measure the trainees' predictive validity.
Summary

This chapter presented the data that was collected for this project. The first step involved a breakdown of the population relative to its composition of selected variables. Secondly, through a global questionnaire, information was gathered around the realities of each individual becoming totally an independent and integrated citizen able to live and to work within the community. The third process included the observations that were made from the ratings that were given for the detailed questionnaire based upon the concepts of competitive employment and socialization. A fourth aspect of the analysis comprised of a profile of the adaptive behavior scale that was used to measure personal independence and social responsibility.

The fifth and final section of the chapter included the statistical analysis of the assessment instruments. Frequency and percentage tables were drawn up to summarize the significant findings.
CHAPTER V

SUMMARY AND CONCLUSION

Those who were involved in the conception of this research project agreed from the onset that the purpose of this study was to identify some of the needs required for the mentally retarded to become successfully integrated citizens into the society. It was further agreed upon that this objective could be achieved by conducting an exploratory study directed at gathering specific information which related to competitive employment and social skills. The first and very practical benefit which resulted from this type of research was obviously the large amount of factual information that was collected.

From the summaries of the findings mentioned in Chapter IV, you will note that the prognostic value of a number of factors relevant to socialization and employment have been determined. These factors were contained in four different data collection instruments namely: the biographical information, the global question, the detailed questionnaire and the adaptive behavior scale. It was found that it was possible to demonstrate reliable and unequivocal correlations between some of the factors and the criteria required for successful vocational and social adjustment. These findings give cause to examine thoroughly the question of what variables— to use Wolfensberger's terminology—deserve to be called "hard predictors" and can consequently be adjudged to be worth further investigation. However, the very multiplicity of the conceivable
variables makes it necessary to impose a certain limitation on oneself from the beginning. In the present study, the author worked from the starting-points that related to gainful employment and socialization for the mentally retarded. These two areas were described in Chapter III with respect to the research design and the research questions.

A Summary of Findings in Relation to Competitive Employment

Characteristics which predict job performance and adjustment to work were recognized as realistic aims to develop the trainee's potential working capacity. In this study, a correlation score of .89 indicated a measurement of the trainees estimated work adjustment. This high score and positive attitude towards work performance is supported by the findings of Palmer (1974) who makes references to motivation and adjustment in work situations. Table 11 in the study, indicates that a high percentage of the trainees enjoy their present work and demonstrate the acquisition of a number of skills. Consequently, in order to identify independent dimensions of each individual's work habits, a new rating scale would have to be devised.

Though 70.0% of the trainees never had any work experience, 62.5% were estimated as being interested in competitive employment. Table 24 illustrates a correlation of -.26 with IQ and -.18 with the adaptive behavior score. The amount of time a trainee had accrued on former jobs related negatively to the IQ and the adaptive behavior score. This seemed due to the fact that the total work experience
of each trainee was very minimal. Lambert (1976) found that employment opportunities for the retarded were limited. Almost one half of the trainees involved in this study indicated that they had never worked and another quarter had worked only in the past. These latter individuals indicated that the level of expectations in sheltered workshops was too low for their aspirations, while competitive employment required too much of them.

Only two trainees obtained a perfect score in the area of moving independently from task to task. These results may be presenting a realistic difficulty and specific work adjustment training may have to be undertaken. Sternlicht and Deutsch (1972) point out the fact that trainees are not sufficiently prepared for competitive employment when they have difficulties moving independently from one task to another. According to the authors, a closely related problem is that of thoughtless quitting of the job without regard for the immediate consequences of unemployment.

The findings that relate to a desire to leave the workshop for permanent employment seem to be suggesting an area to review. These results are contrary to what might have been expected on the basis of cognitive integrative factors which would seem to be necessary in order to achieve the objectives of the program at the workshop.

The degree to which the variables were affected by chronological age has not been determined. However, those trainees who had been in the current program for a number of years tended to be older.
There were 11 trainees who had the opportunity to attend a vocational high school. Their IQ's ranged from 51 to 86. The data indicates that two of the six trainees who reached Grade XI possess an IQ of 51 and 86 respectively.

It was found that the trainees were more impaired in the area of detailed written instructions as opposed to the variables relating to motor performance. From the general level of the intellectual tasks and from the relation found for the various intellectual measures, the conclusion reached was that the integrative mechanism of complex mental functioning is a primary manifestation of retardation and that the composite intelligence measures remain among the most significant diagnostic procedures for the retarded segment of the population. These results lend support to Daniels (1972) whose investigation presents evidence that level of intelligence is still an important variable to consider when preparing the mentally retarded adult for training and eventual employment.

A Summary of Findings in Relation to Socialization

A good part of the social incompetence of the mentally handicapped is due to his inadequate learning of social behavior. The sample chosen for this study achieved a correlation score of .78 in terms of social skills. Hence, the social variables were found to be somewhat lower than those found for the work variables. These results lend support to a
study led by Neuhauus (1965). He found that during training and work experience at Abilities Incorporation, the crucial matter in success was not in learning job skills per se, but in aiding the workers to develop adequate and mature personal social skills.

Similarly, Edgerton (1967) produced very relevant evidence regarding the social competence of people. He stated that on the whole, the IQ of any given individual is no indicator of success. Though 40.0% were on their own and living by themselves, it was not possible to determine whether a follow-up service delivery would be required. If one can draw conclusions from Lambert's study (1976) he found that there was reason to believe that a good proportion of the mentally handicapped could make a reasonable adjustment to ordinary living and working conditions provided they were given a good start and some assistance later.

The results attained for each social variable may be interpreted as a general assessment which may not stand up under closer scrutiny. For an accurate analysis, the social adjustment of each individual would have to be assessed with the use of a selective battery of instruments.

Similar to Lambert (1976), while 90.0% of the adults studied were rated within the two highest categories in appearance and cleanliness, the adaptive behavior measures (Independent Functioning) indicated that only 57.5% rated within the two highest categories. In measures of adaptive behavior, therefore, 42.5% display a need for assistance.
The findings in relation to a desire to leave the workshop for permanent employment, a low rating was obtained for this performance. While 7.5% of the trainees obtained a perfect score, these results appear to be an extreme contrast of the high scores obtained on the global question which was related to potential independency. (See Table 10). Directly related to the above components is the fact that some are taking specific action to achieve independence. Seventeen (42.5%) indicate that they are not taking any action at all. In accordance with the objectives at the workshop, one might conclude that specific assistance would be required in that direction.

In summary, the process of analysis was addressed to two basic questions:

1) Are the trainees from this particular sample ready for competitive employment?

2) Are these trainees ready for independent living?

This sample of 40 trainees ranged in age from 18 to 42 years, with a mean of 27.8. Their IQ scores (WAIS) varied from 51 to 86 with a mean of 66.1.

The rating variables were the vocational evaluator's ratings of ability, work habits, attainment of basic social skills with a criterion that these could be realized towards independent living and integration into the society. The trainees from this sample had been identified as those who were ready to move into a more advanced training centre. However, this project was not realized because of lack of funding. It is assumed, therefore, that this
sample of trainees are achieving at a higher level of independency
than the other trainees in the workshop.

The results of this study suggest that difficulties may be
encountered should some of the older people who have been at the
workshop for a number of years be expected to eventually leave.
Though, some of these trainees may show the potential for competitive
employment and independent living, the traditional setting of a
sheltered workshop may present a sense of security for them that
may be reasonable to respect.

An overall assessment of the employment skills defined in
this study, indicates that the trainees have generally acquired the
work performance skills that they are presently being taught at
A.R.C. Industries. Table 23 signifies that the trainees at A.R.C.
Industries would need assistance in developing personal social
skills.

Finally, while this research project highlights a particular
situation in one community, and is concerned with a specific sub-
group in the total population, the implications of this study may
have broader ramifications. The issues identified are unquestionably
similar to questions raised by the policy makers and planners in the
microcosm, and are not unique to this particular region. As with
any research study, the findings made and resultant action should
be dispassionately evaluated but the success of the program at the
workshop can best be judged by the impact it produces on those who
participate in it.
CONCLUSIONS

Based upon the data derived in this research project, as well as information obtained in the analysis of the research questions of the study, the author has identified issues in the following areas of concentration: the vocational training program at A.R.C. Industries, the follow-up services system, an evaluation of the program at A.R.C. Industries, cooperative relationships with the community and implications for social work intervention. The questions raised and the tentative conclusions stated need further exploration. All of the main issues have been identified in studies referred to in Chapter II, The Review of Literature.

The Vocational Training at A.R.C. Industries

From the findings of this project the results indicated that a system could be established whereby the staff members at A.R.C. Industries could identify and record the specific needs of each individual. A consensus could be reached as to whether the facility would be appropriate for meeting these needs, or whether the trainee could be linked to other appropriate treatment resources. Closely related to identification of individual needs would be the fact that program goals would need to be devised and clearly delineated for each individual. Decisions regarding the trainee's vocational potential could take into consideration daily living and personal-social skills as well as the occupational aspects. Care would be exercised that the individual would have been given enough time,
experience, learning trials, and the necessary psychological climate to demonstrate what he could learn and potentially do.

In view of the research findings, a vocational evaluation plan would have to be developed in order to assess, on a regular basis (every three months) the vocational potential for each individual. Each one's record of progression of additional challenging experiences could be added as the trainees would be ready for new learning experiences.

The Follow-Up Services System

The results of the research appear to point strongly to a need to implement an extensive follow-up service delivery system. Concurrent with the findings in the study, conversations with counsellors indicate that there is a dire need in this area. This program would be required to assure direct assistance for the mentally retarded who have chosen to live on their own. Furthermore, many who leave the workshop would require regular intervention for an extended period of time. It will be remembered that in the literature survey, Lambert (1976) signaled the fact that tremendous needs had been identified as presently existing amongst the mentally retarded and that a number of these retardates are being deprived of any form of delivery system. The sample chosen for this study indicates that there are 40.0% who are presently living on their own. It is being speculated that a number of those living on their own are being deprived of some form of assistance in making a successful transition
into the society.

Evaluation of the Program at A.R.C. Industries

The findings indicate that the trainees from this sample have generally acquired the skills in the present work performance setting but on the other hand it is noted that a number of individual needs especially in the social area have not yet been met through the program at A.R.C. Industries. A conclusion resulting from these findings leads the author to suggest that an evaluation of the workshop setting at A.R.C. Industries would be beneficial at this time. An evaluation of the program would serve to review, revise and to redefine the goals at the workshop so that the needs identified could be met for the trainees. Subsequent implementation of the results of the evaluation efforts would strongly be advisable. In Chapter II of this study, (Neuhaus 1965) refers to the qualitative evaluations that were made at Abilities Incorporated in New York.

Cooperative Relationships with the Community

In response to the literature (Nirje 1969, Wolfensberger 1972, The Williston Report 1971) and findings from this research study, one is left with the impression that there is a need to initiate co-operative relationships with community group service agencies and with the general public. The development of these co-operative programs would emphasize a system that would not segregate the retarded from the mainstream of society. Community attitudes as a conditioning factor in creating opportunities for
social functioning and competitive employment for the mentally retarded should be made clear. In our society, where great emphasis is placed on mental ability and mental achievement, education of the community is a priority as a means of reducing prejudice and misinformation concerning the mentally retarded person. The fact that 32.5% of the trainees from the sample have been in the workshop for more than five years leads one to speculate whether this has perhaps happened through a lack of community response. Results of the findings indicate that the impact of the Williston Report have not yet been fully realized within this community.

Finally, a question that often surfaces is whether the general public in this community will fully accept the implications of the normalization principle, especially those implications that have to do with integration.

**Implications for Social Work Intervention**

Based upon the contents of this study, the social work profession recognizes the impact of mental retardation upon the individual, his family and the community. In response to the individual needs of the mentally retarded casework intervention is an important treatment tool because of the social implications of retardation. Social workers can provide assistance with social adjustment, with the individual's coping ability and with the use of social resources in the community. The social worker has the skills to provide the retarded individual with an increased awareness of his own assets and shortcomings and to improve the use of one's
self in daily living situations. Hence, the retardate who can receive efficient services is more likely to achieve some measure of independence.

A further observation made in this study was the fact that the social worker could play a vital role in responding not only to the individual needs of the mentally retarded, but also to provide assistance to his family. Counselling could be provided for leading the family to plan realistically and to become aware of the social implications of retardation as they affect the family and the environment.

Another meritorious social work contribution would be the group treatment intervention with retarded clients. In this therapeutic mediation, a social worker could be involved in providing situations for the learning of social skills in a climate that could allow opportunity for achievement and the development of a better ego image.

Administratively, a social worker could become involved in program planning and heighten the value of overseeing the establishment of appropriate training, treatment and care facilities within the community.

Limitations of the Study

Recommendations must always be understood within the limitations of the study in which they are made. In this study of integration for the mentally retarded, a number of limitations existed.
Research had to be altered to suit the traditional A.R.C. Industries Workshop setting. The reason for this modification was the fact that this sample of 40 trainees were not able to move into a more advanced training centre as had been anticipated at the onset of the research project.

This study dealt with only one of several aspects of integration. Thus, conclusions and recommendations were made without full knowledge or complete appreciation of other important aspects relating to normalcy for the mentally retarded.

Actual behavior changes were not observed by the researcher regarding progression or regression in work performance. Observance of the social interaction also limited the scope of the research study.

In as much as the sample used in the project was not a random sample, and the fact that the author was not able to obtain responses to the assessment questionnaire from all the members of the staff, it is entirely possible that some degree of bias was introduced in the assessments of those trainees who had been at the workshop for a longer length of time and vice versa. It follows that the evaluators who had been employed at the workshop for a number of years were at an advantage to know and assess the trainees.

Finally, the non-randomized procedure of sampling in this study tends to limit any generalization of the findings to the Windsor area.
Unanswered Questions and Suggestions
for Further Research

With the aim of helping those interested in assessing the effectiveness of existing services and in making realistic plans to meet future needs for the mentally retarded, the reader will need to identify with the findings of this study and to act upon the questions and issues that have been raised. At this juncture the theoretically based research study should be used as a basis for concrete action to deal with the practical problems the study has brought to light. When this particular aspect of this research project has been completed, then follow-up investigations should be conducted in relation to the following concerns and unanswered questions discovered by the researcher.

As a result of having conducted this study, a concern experienced by the researcher is the fact that there seems to be a number of mentally retarded persons who are not involved in any sort of regular activity or occupation; nor do we hear of them or know if they are working in the field of gainful employment. It is being suggested, therefore, that a follow-up study be conducted with the objective of locating all the trainees, who have, sometime in the past, left A.R.C. Industries. This type of a study would result in discovering whether these people have integrated successfully into the society or whether these retardates would be currently in need of further assistance.
It may be of interest to conduct a research study around the cases of the mentally retarded who have at some point in their lives been referred to Vocational Rehabilitation. This survey would serve to discover whether these clients continue to be successful cases or whether they are in further need of assistance. It does not seem reasonable to expect that the same amount of time of three months of follow-up services is all that is required after rehabilitation for both the normal person as well as for the retardate. Would it not seem logical to conclude that because the retardate functions at a lower level, that it takes the retarded trainee much longer to rehabilitate? Would it not follow that a retarded person would require a much longer period than three months of adjustment on the job placement before the case could be terminated and considered a successful closure?

In both of the above surveys, the vocational and social adjustment of the trainees would indicate a level of success in independency and integration.

A question which often arises is the fact that there are a number of mentally retarded in the City of Windsor who are presently living in lodging homes and in rest homes. It is assumed that, like a normal person, a mentally retarded individual should not be expected to have to live at a senior citizen's home until he has reached the age of retirement. A study in order to explore the reasons and the factors that have led to this tragedy would be of interest to the community. Why do the mentally retarded have to be segregated from society? Why must the mentally retarded have to
adjust to a style of life which is so drastically opposed to the
principle of normalization which is being encouraged by the Ontario
Government?

*Summary*

In this chapter conclusions drawn from the findings relating
to competitive employment and socialization were presented and
discussed. The basis for recommendations was spelled out in four
areas of concentration. The implications of the findings in relation
to social work intervention were defined. The limitations of the
study were stated and suggestions for further research were made.
APPENDIX A

LETTERS OF AUTHORIZATION
Sr. Florence Dauphinais  
1346 Benjamin Avenue  
WINDSOR, Ontario  
N8X 4M9

November 30th, 1977

Mr. Gordon Smith  
Executive Director  
Windsor Association for the Mentally Retarded  
961 Ouellette Avenue  
WINDSOR, Ontario  
N9A 4J5

Dear Mr. Smith:

As a post-graduate student at the School of Social Work at the University of Windsor, I am presently in the process of writing a thesis which will require a fair amount of research.

Since my field placement is with Vocational Rehabilitation at the Ministry of Community & Social Services, I would like to pursue the seemingly existing problems surrounding the finding of employment or the emotional supports required to encourage independent living for the person who is labelled as 'slow' or 'slightly retarded,' (the 50 to 75 or 80 I.Q. range).

In order to accomplish this task accurately, however, I may require access to some of your agency records.

In view of obtaining this information, therefore, I would appreciate to receive your written consent that will permit me to continue to find these objectives with exactness and precision.

Thank you very much for your co-operation.

Sincerely yours

Sr. Florence Dauphinais
Dr. Kumar Chatterjee  
School of Social Work  
University of Windsor  
WINDSOR, Ontario

December 8, 1977

Mr. Gordon Smith  
Executive Director  
Windsor Association for  
the Mentally Retarded  
961 Ouellette Avenue  
WINDSOR, Ontario

Re: Sr. Florence Dauphinais

Dear Mr. Smith:

This is to confirm the fact that the above named student is presently  
in the Masters Program at the School of Social Work at the University  
of Windsor. I will be directing the research study that this student  
has undertaken to pursue.

Since she is especially interested in looking at some of the problems  
around employment and independent living especially for the person  
who has a 50 - 60 I.Q. range, Sr. Dauphinais may require information  
from you as well as access to your agency records particularly of  
those individuals who may be involved in the study.

Sr. Dauphinais understands the confidentiality and the security  
status of the records. She is prepared, however, to accept any  
process you feel is necessary to clear her for the security level  
required.

Should you require more information, please feel free to contact me  
at the School of Social Work at the University of Windsor.

Thank you very much for your co-operation.

Sincerely yours

Dr. Kumar Chatterjee
December 15, 1977

Sr. Florence Dauphinais
1346 Benjamin Avenue
Windsor, Ontario

Dear Sister Dauphinais:

I am in receipt of your letter of November 30 and a letter from Dr. Chatterjee regarding your intended thesis.

We are pleased to indicate to you our consent for you to have access to our records in order to assist you with your research.

As you are specifically interested in the problems of mildly and moderately retarded persons who experience difficulties in obtaining employment and independent living, I am going to suggest that you contact members of the staff in our Vocational and Residential Services. However, I would like you to initially contact Mr. Wayne Skydulk, Family Guidance Counsellor, at 252-6549, and arrange to discuss your research with him.

Following your discussion with Mr. Skydulk you may wish to contact the following persons:

Mr. William (Bill) Barczewski, Director, Vocational Services - 252-3513;

Mr. James (Jim) Lott, Manager, Kinmen A.R.C. Industries - 252-3510;

Mr. Richard (Rick) Keloche, Manager, Community Living Support Program - 252-6549.
Sr. Florence Dauphinais  
1346 Benjamin Avenue  
WINDSOR, Ontario  
N8X 4M9

November 30th, 1977

Mr. Brian Blonde, Supervisor  
Vocational Rehabilitation Services  
250 Windsor Avenue, 1st Floor  
WINDSOR, Ontario  
N9A 6V9

Dear Mr. Blonde:

As a post-graduate student at the School of Social Work at the University of Windsor, I am presently in the process of writing a thesis which will require a fair amount of research.

Since my field placement is with Vocational Rehabilitation at the Ministry of Community & Social Services, I would like to pursue the seemingly existing problems surrounding the finding of employment or the emotional supports required to encourage independent living for the person who is labelled as 'slow' or 'slightly retarded', (the 50 to 75 or 80 I.Q. range).

In order to accomplish this task accurately, however, I may require access to some of your agency records.

In view of obtaining this information, therefore, I would appreciate to receive your written consent that will permit me to continue to find these objectives with exactness and precision.

Thank you very much for your co-operation.

Sincerely yours

Sr. Florence Dauphinais
University of Windsor
School of Social Work

October 24, 1978

Mr. Jim Lott
Kinsmen ARC Industries
870 Ottawa Street
WINDSOR, Ontario

Dear Mr. Lott:

This is to confirm the fact that during a staff training session held at ARC Industries on Tuesday, October 24, 1978, an agreement was reached with yourself as well as with six (6) staff members to complete the evaluation assessment questionnaire that was distributed during the meeting. It is understood that the information obtained will be of confidential matter and that it will be necessary for me to acquire the results in order that I may be able to pursue my studies as well as the research that I have undertaken to complete for the Association for the Mentally Retarded. The forty (40) individuals who are considered to be a part of the higher functioning group at ARC Industries will be subjects chosen for the assessment of the research project.

This information will be gathered on Friday, October 27, 1978 at which time a subsequent staff meeting will be scheduled in order to explain the second part of the research questionnaire.

Thank you very much for your co-operation.

Yours sincerely

Sr. Florence Dauphinais
APPENDIX B

IDENTIFYING INFORMATION
IDENTIFYING INFORMATION

Identifying Number:

Date of birth:

Sex:

Highest level of education:

I.Q.:

Length of time in current program:

Other training:

Disability(ies) - Handicaps:

Jobs held:

Length of time:

Work aspiration: Ambitions for the future

Current source of income:

Living with Mother

Father

Both parents

Sibling(s)

Other

Number of children in the family:

Order in the family: only___ youngest___ middle___ oldest___

Other retarded family members:

Father's Occupation: Professional

Business

Skilled and semi-skilled

Unskilled

140
Unemployed
Retired

Mother's Occupation:
Professional
Business
Skilled and semi-skilled
Unskilled
Unemployed
Retired
APPENDIX C

THE GLOBAL QUESTION
APPENDIX C

THE GLOBAL QUESTION

Name of staff doing the assessing: ________________________________

Using the following rating scale, evaluate each individual in relation
to his/her ability to become eventually an independent citizen able to
live and work in the community.

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<td>Least likely to succeed</td>
<td>Most likely to succeed</td>
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IDENTIFYING NUMBER

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142
APPENDIX D

DETAILED QUESTIONNAIRE
APPENDIX D

DETAILED QUESTIONNAIRE

To the Staff Members:

This questionnaire is part of a Master's thesis. It has been designed to gather information about the vocational as well as the social skills of some of the trainees at the Kinsmen ARC Industries workshop.

Read each statement carefully and circle from one (1) through four (4) to show the degree of your rating. If you feel that you are not able to rate an individual according to the above suggested scale, please do NOT put a circle and add a comment, giving your reason(s).

Thank you for your co-operation.

Florence Dauphinais
DETAILED QUESTIONNAIRE

Name of the staff doing the assessing _______________________________________

Identifying number of the individual being assessed _________________________

CIRCLE ONE OF THE FOLLOWING TO SHOW THE DEGREE OF YOUR RATING:

1. never 2. rarely 3. often 4. always

N.B.: If you feel that you are not able to rate an individual
according to the above suggested scale, please do NOT put
a circle and add a comment, giving your reason.

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<tr>
<td>1. Enjoys his/her work.</td>
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<td>2. Applies self with interest.</td>
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<td>3. Does not absent himself/herself from the workshop.</td>
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<td>4. Is punctual.</td>
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<td>5. Shows initiative by beginning tasks on his own.</td>
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<td>6. Demonstrates confidence in his ability to work.</td>
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<td>7. Responds to direction in supervision.</td>
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<td>8. Responds to constructive criticism.</td>
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<td>9. Works at a steady consistent speed.</td>
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<td>10. Performs acceptable quality of work.</td>
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<td>11. Works well on his own.</td>
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<td>12. Attempts to help others.</td>
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<td>13. Works well with fellow-workers.</td>
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<td>14. Demonstrates signs of liking himself/herself.</td>
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<td>15. Responds and interacts pleasantly when approached.</td>
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<td>16. Clean, tidy, meets the standards of personal hygiene.</td>
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<td>17. Appropriately dressed.</td>
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<td>18. Emotionally dependent upon parents.</td>
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<td>19. Enjoys to talk about his/her family.</td>
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CIRCLE ONE OF THE FOLLOWING TO SHOW THE DEGREE OF YOUR RATING:

1. not at all  2. with concentrated effort  3. with assistance  4. independent

20. Is able to learn.  
22. Can utilize or follow detailed written instructions.  
23. Can utilize or follow detailed verbal instructions.  
24. Is able to perform beyond the expected level.  
25. Adapts to job changes.  
27. Moves independently from task to task.  
28. Is able to carry through work assignment.  
29. Desires to leave the workshop for permanent employment.  
30. Demonstrates realistic future plans.  
31. Is taking specific action to achieve independent living.  
32. Is comfortable with the use of public transportation for only one route.  
33. Is comfortable with the use of public transportation for two or more routes.  
34. Initiates interaction with people.  
35. Participates in social activities.  
36. Interacts comfortably with the opposite sex.  
37. Demonstrates sexual adjustment.  
38. Handles personal finances.
APPENDIX E

THE ADAPTIVE BEHAVIOR SCALE
# PROFILE SUMMARY
## AAMD ADAPTIVE BEHAVIOR SCALE PART ONE

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# Table 17

## Percentile Ranks

**AAMD Adaptive Behavior Scale Part One**

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<tr>
<th>Decile</th>
<th>I Independent Functioning</th>
<th>II Physical Development</th>
<th>III Economic Activity</th>
<th>IV Language Development</th>
<th>V Numbers &amp; Time</th>
<th>VI Domestic Activity</th>
<th>VII Vocational Activity</th>
<th>VIII Self-DIRECTION</th>
<th>IX Responsibility</th>
<th>X Socialization</th>
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<td>17</td>
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<td>11</td>
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*Based on 450 persons in residential institutions
Age 19–24
IQ: Mild, Moderate, Severe, Profound (mean = 44.0, SD = 20.8)
Sex: Male and Female*
### TABLE 19

<table>
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<th>Percentile Ranks</th>
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<td>Maximum Scores</td>
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Based on 158 persons in residential institutions

Age: 39-49
IQ: Mild, Moderate, Severe, Profound (mean = 43.6, SD = 21.9)
Sex: Male and Female
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Interviews


VITÆ AUCTORIS

Sister Florence Dauphinais was born on April 13, 1935, in St. Joachim, Ontario. She received her elementary school education at St. Joseph's Separate School. The first four years of her secondary education were acquired at Belle River High School, Belle River and continued at the Ursuline College in Chatham.

Upon the completion of a Special Business Course, the author obtained employment as a secretary in a small business firm. During the winter of 1955, Sister Dauphinais entered the Ursuline Religious Community and in August of 1957, she became a professed member of this community.

The author attended the University of Ottawa Teacher's College for the academic year of 1960-61. Upon graduation, Sister Dauphinais was employed as an elementary school teacher, seven years in bilingual schools and four years in English schools.

After pursuing undergraduate studies in social work, Sister Dauphinais obtained a Bachelor of Social Work Degree from the University of Windsor in May, 1972. Her field placement was with the Windsor Board of Education. In 1974, Sister Dauphinais accepted a social worker's position at the Roman Catholic Children's Aid Society of Essex County until the summer of 1977 at which time she enrolled in the Master of Social Work Program at the University of Windsor.

For her field practicum, Sister Dauphinais was placed at the Ministry of Community and Social Services, the Vocational Rehabilitation Department.
Sister Dauphinais will graduate and receive her Master of Social Work Degree with a speciality in administration, at the Spring Convocation of 1979.