

programs for the handicapped

Secretary's Committee on Mental Retardation

February 29, 1972

72-2

Social and Rehabilitation Service Mental Retardation Research

The following material is divided into two sections. The first section provides an annotated list of all mental retardation research projects sponsored by Social and Rehabilitation Service (SRS) since the beginning of the program. The second section consists of summaries of completed SRS projects specifically relating to mental retardation.

We would like to thank Mr. George A. Engstrom, Chief, Research Utilization Branch, and Mrs. Dorothy G. Jackson, Editor of Research, for their help in preparing this Programs for the Handicapped.

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Introduction To List of SRS Mental Retardation Research Projects

Since 1954, the Rehabilitation Research and Demonstration program of the Social and Rehabilitation Service has sponsored approximately 2,300 projects, of which 188 have dealt with mental retardation. The program was authorized by Section 4(a)(1) of the 1954 Amendments to the Vocational Rehabilitation Act, and is administered by the Rehabilitation Research Branch of the Division of Research and Demonstrations.

The disability category pertaining to mental retardation reprinted here was excerpted from Research 1971, an annotated list of all research projects sponsored by SRS since the beginning of the program. Research is published annually by the Research Utilization Branch. At the end of the mental retardation category is a list of Selected Demonstrations which conform to prototypes derived from successful demonstrations previously supported by the Social and Rehabilitation Service. After providing a means of putting into operation improved methods in many different parts of the country, these demonstrations were dropped from the Research and Demonstration program, their innovative services having become part of the ongoing State vocational rehabilitation programs.

SRS projects completed before July 1, 1970, retain their original numbers, but those still active on that date or funded later have been assigned new numbers by the Division of Project Grants Administration.

The letters "RD" preceding each old number indicate that the project is part of the Rehabilitation Research and Demonstration program. The number is followed, in parenthesis, by the fiscal year in which the project was activated and the anticipated duration. All old numbers after RD-750 are followed by a letter designating the SRS Study Section that monitored the project--General (G), Medical (M), or Psycho-Social (P).

The new numbering system consists of (1) a two-digit numerical program identifier code; (2) the capital letter "P" as a constant in all cases; (3) a five-digit sequential numerical control to identify each grant; (4) a number corresponding to the SRS Region in which the grantee institution is located; and (5) a number to relate the transaction to a particular year in the project period.

Completed projects are designated by an asterisk after the number, followed by the grantee's name and address and the name of the project director. Key words in the annotation are italicized.

Upon completion of each project, a final report is prepared by the grantee, giving the results of the investigation or demonstration. Copies of recent final reports and other publications produced under projects can often be obtained by writing directly to the grantee. Furthermore, most SRS final reports published from the beginning of the program through 1970 are now available from the National Technical Information Service, Springfield, Virginia 22151. Remittance should accompany orders. Prices currently effective range from \$3

to \$6 for hard copy and \$.95 for microfiche copy. Other possible sources for SRS reports are the Departmental Library, Department of Health, Education, and Welfare, Washington, D.C. 20201, and the San Francisco State College Library, San Francisco, California 94132. Do not write to the Social and Rehabilitation Service for final reports, as it does not stock them.

Detailed information about the Research and Demonstration program can be obtained by writing to the Chief, Division of Research and Demonstrations, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. 20201. Copies of SRS Research can be obtained by writing the editor of Research, Research Utilization Branch, Office of Research and Demonstrations, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. 20201.

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MENTAL RETARDATION

RD-20 (55-5).* WORKING FOR MATURITY: SPECIALIZED REHABILITATION TRAINING FOR MENTALLY RETARDED YOUNG ADULTS. Assn. for the Help of Retarded Children, N.Y.C. Chapter, 380 Second Ave., New York, NY 10010; Max Dubrow, Ph.D.

To demonstrate that special sheltered *workshop training* can rehabilitate mentally retarded *young adults* previously considered unemployable. See also RD-211.

RD-50 (56-3).* HABILITATION OF MENTALLY RETARDED YOUTH. MacDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33607; Robert Ferguson.

To evaluate the potential for vocational rehabilitation of mentally retarded *youths* with muscular, orthopedic, and emotional impairments, through *workshop and other types of training*.

RD-222 (58-1).* DEVELOPMENT OF A SYSTEM OF JOB ACTIVITY ELEMENTS FOR THE MENTALLY RETARDED. American Inst. for Research, 410 Amberson Ave., Pittsburgh, PA 15232; R. O. Peterson, Ph.D.

To develop a system for *analyzing activity elements of jobs* available to the mentally retarded as a basis for their vocational training and rehabilitation.

Spec. rept. *Guide to Jobs for the Mentally Retarded—Handbook and Job Requirements Profile*.

RD-330 (59-3).* ADJUSTMENT OF THE RETARDED. Connecticut Assn. for Retarded Children, 29 Pearl St., Hartford, CT 06457; Ann Switzer.

To investigate certain job factors, personal characteristics, and educational experiences of *adult* retardates discharged from institutional and community facilities in relation to their *vocational and social adjustment*.

Spec. rept. *Operation Connecticut*.

RD-383 (59-4).* EMPLOYER, PARENT AND TRAINEE ATTITUDES TOWARD THE REHABILITATION OF THE MENTALLY RETARDED. The Woods Schools, Langhorne, PA 19047; Mrs. Dorly D. Wang.

To study employer, parent, and trainee *attitudes* affecting the employability of the mentally retarded (IQ 50-69).

RD-404 (59-4).* AN EVALUATION STUDY AND DEMONSTRATION WORK EXPERIENCE FOR THE MENTALLY RETARDED DURING THEIR LAST YEAR IN PUBLIC SCHOOL. Jewish Vocational Service, 207 East Buffalo St., Milwaukee, WI 53202; Michael M. Galazan.

To demonstrate and evaluate a *cooperative* program of *academic school work* and concurrent *work experience* in the vocational rehabilitation of mentally retarded *high school youth* during their senior year.

RD-417 (59-4).* THE VOCATIONAL REHABILITATION OF RETARDED, BRAIN-INJURED YOUTH IN A RURAL REGIONAL CENTER. The George Everett Partridge Memorial Foundation, P.O. Box 67, Springfield, VA 22150; Marvin Patterson, Ph.D.

To demonstrate the feasibility of *on-the-job training* in a *rural residential center* followed by vocational placement and appropriate followup services, contrasting the training methods for brain injured to those used with non-brain injured mentally retarded.

RD-419 (60-3).* PREDICTING VOCATIONAL CAPACITY OF RETARDED YOUNG ADULTS. MacDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33614; C. M. Pinkard, Jr., Ph.D.

To develop, validate, and standardize a *scale* to assess the *training potential* of mentally retarded *youth*.

RD-425 (59-4).* EVALUATING AND DEVELOPING VOCATIONAL POTENTIAL OF INSTITUTIONALIZED RETARDED ADOLESCENTS. Edward R. Johnstone Training and Research Center, Bordentown, NJ 08505; Joseph J. Pamicky, Ph.D.

To develop techniques for *predicting students' performance* at various levels in an evaluation, training, and vocational placement program for mentally retarded *youth* in a *State institution*.

RD-451 (60-3).* STUDY OF THE EFFECTS OF SPECIAL TRAINING PROCEDURES UPON THE EFFICIENCY WITH WHICH MENTALLY RETARDED PEOPLE WILL LEARN VOCATIONAL SKILLS. Univ. of Colorado, Boulder, CO 80304; M. P. Smith, Ph.D.

To study the effects of *special training procedures* upon the efficiency with which mentally retarded *youth* will learn vocational skills.

RD-470 (60-3).* HALFWAY HOUSE FOR MENTALLY RETARDED MEN. Illinois Dept. of Mental Health, 2449 West Washington Blvd., Springfield, IL 62707; Arthur A. Wolonstein, M.D.

To demonstrate the effectiveness of a transitional home *halfway house* providing personal and vocational adjustment training in the vocational rehabilitation of mentally retarded *men*.

RD-517 (60-1).* **PLANNING STUDY FOR VOCATIONAL REHABILITATION OF THE MENTALLY RETARDED IN KANSAS NEUROLOGICAL INSTITUTE.** Kansas Neurological Inst., 3107 West 21st St., Topeka, KS 66614; C. C. Vickery, M.D.

To assess the vocational rehabilitation *services needed in a newly established State facility* for the mentally retarded and to determine the feasibility of a *coordinated statewide program* for the retarded.

RD-537 (60-1).* **DEVELOPMENT OF A STATE-WIDE PROGRAM FOR THE VOCATIONAL REHABILITATION OF THE MENTALLY RETARDED.** Vocational Rehabilitation Division, Information Office, 1427 Lee St. East, Charleston, WV 25301; D. P. Rogers, Ph.D.

To plan an intensive *statewide* vocational rehabilitation program for the mentally retarded based upon a thorough *analysis of needs*, assessment of existing services, and development of new resources.

RD-568 (60-5).* **DEVELOPMENT OF OPTIMUM VOCATIONAL POTENTIAL OF YOUNG MENTALLY RETARDED ADULTS IN A SHELTERED WORKSHOP PROGRAM.** Assn. for the Help of Retarded Children, N.Y.C. Chapter, 380 Second Ave., New York, NY 14301; Max Dubrow, Ph.D.

To develop more effective *techniques for evaluating and training young mentally retarded adults* to attain optimum sheltered or competitive vocational potential.

RD-581 (60-1).* **REHABILITATION AND RESEARCH IN RETARDATION.** Southern Methodist Univ., Dallas, TX 75222; Barry Holton.

To conduct a *conference* of investigators engaged in OVR research and demonstration projects in the field of mental retardation to advance research methods and develop additional research opportunities.

RD-603 (61-3).* **PERSONALITY AND ABILITY IN THE LOWER INTELLECTUAL RANGE: A STUDY OF ASSESSMENT METHODS.** Univ. of Washington, Public Opinion Laboratory, Seattle, WA 98105; J. B. Taylor, Ph.D.

To investigate the influence of a number of social, vocational, familial, and personal variables on the *work adjustment* and rehabilitation potential of the mentally retarded.

RD-655 (61-1).* **A CONNECTICUT COMMUNITY RE-VISITED: A STUDY OF THE SOCIAL ADJUSTMENT OF A GROUP OF MENTALLY DEFICIENT ADULTS IN 1948 and 1960.** Connecticut College, New London, CT 06320; R. J. Kennedy, Ph.D.

To study the personal, social, and economic *adjustment* of selected *noninstitutionalized* mentally retarded adults.

RD-681 (61-3).* **RETARDED YOUTH: THEIR SCHOOL-REHABILITATION NEEDS.** Minneapolis Public Schools, 807 Northeast Broadway, Minneapolis, MN 55413; E. D. Deno, Ph.D.

To develop facilities and techniques for giving *vocational evaluation, training, and on-job experience* to educable mentally retarded youth during the last year of *high school*.

RD-730 (61-1).* **A GUIDE FOR FUNCTIONAL TEACHINGS OF MENTALLY RETARDED CHILDREN.** Univ. of Colorado, Boulder, CO 80304; Maurice P. Smith, Ph.D.

To study, record, analyze, and report methods which have been used successfully in the *vocational training* of lower level mentally retarded people.

RD-836-P (62-3).* **VOCATIONAL REHABILITATION FOR MENTALLY RETARDED PUPIL-CLIENTS.** Georgia Division of Vocational Rehabilitation, 629 State Office Bldg., Atlanta, GA 30334; John S. Prickett, Jr.

A demonstration to assist secondary schools of Georgia in meeting the vocational needs of mentally retarded *adolescents* through *coordination* of rehabilitation, educational, and local *community resources*.

RD-842-G (62-3).* **SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS.** Univ. of Alabama, University, AL 35501; Jasper Harvey, Ph.D.

To develop and evaluate, through *followup, vocational training* procedures for mentally retarded *youths* within several rehabilitation facilities in cooperation with local school systems and other educational and rehabilitation resources.

RD-861-P (61-1).* **THE MENTALLY RETARDED AND THEIR VOCATIONAL REHABILITATION: A RESOURCE HANDBOOK.** Nat. Assn. for Retarded Children, 386 Park Ave. South, New York, NY 10016; William A. Fraenkel, Ph.D.

To assist in making available selected technical *material* for use in the *vocational rehabilitation* of the mentally retarded.

RD-902-P (62-3).* **INDEPENDENT LIVING REHABILITATION PROGRAM FOR SERIOUSLY HANDICAPPED MENTALLY RETARDED ADULTS.** Commercial ed. *The Retarded Adult in the Community.* Aid Retarded Children, 1362 9th Ave., San Francisco, CA 94122; Elias Katz, Ph.D.

To demonstrate a program of services to *adult* mentally retarded, necessary to achieve greater competence in *independent living*; work and personal adjustment training are included.

RD-957-P (62-3).* **OUT OF THE SHADOWS: A PROGRAM OF EVALUATION AND PREVOCATIONAL TRAINING FOR MENTALLY RETARDED YOUNG ADULT FEMALES.** West Virginia Division of Vocational Rehabilitation, State Board of Vocational Education, Charleston, WV 25112; William R. Phelps.

A *statewide* demonstration for the vocational rehabilitation of the mentally retarded, consisting of a *residential training* program followed by maximum utilization of *coordinated public and private resources*.

RD-981-P (63-3).* **THE KENT OCCUPATIONAL EDUCATION AND TRAINING CENTER.** Kent Co. Board of Education, 316-318 Ottawa Ave. N.W., Grand Rapids, MI 49502; R. J. Van Hattum, Ph.D.

To demonstrate the feasibility and value of combining many *small school districts* within a community into a

cooperative centralized program to meet the needs of high school educable retardates.

RD-987-P (62-3).* THE OCCUPATIONAL SUCCESS OF THE RETARDED: CRITICAL FACTORS, PREDICTIVE TESTS AND REMEDIAL TECHNIQUES. Laradon Hall Society, East 51st Ave. and Lincoln St., Denver, CO 80216; Lewis E. Kitts.

To analyze mental levels of retarded *young adults* and on this basis construct a *test battery for prediction of employability*; to develop training procedures to remedy vocational defects.

RD-989-P (63-2).* A COMPARISON OF THREE APPROACHES TO GROUP COUNSELING INVOLVING MOTION PICTURES WITH MENTALLY RETARDED YOUNG ADULTS. MacDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33607; C. M. Pinkard, Jr., Ph.D.

To evaluate a *motion picture training technique* for promoting social development in mentally retarded *young adults*.

Film. *Training for Tomorrow*.

RD-991-P (62-1).* MID-LIFE ATTAINMENT OF THE MENTALLY RETARDED: A LONGITUDINAL STUDY. Univ. of Nebraska, Lincoln, NB 68508; Warren R. Baller, Ph.D.

To *followup* retardates tested 25 or more years previously and determine experience associated with good or poor *adjustment in midlife*.

RD-993-P (63-3).* AUTOMATION IN VOCATIONAL TRAINING OF THE MENTALLY RETARDED. The Devereux Foundation, Devon, PA 19333; Henry Platt, Ph.D. and Louis Kukoda.

To develop and evaluate the effectiveness of *automated instruction* as a method of vocational training with *mentally retarded or emotionally disturbed adolescents*.

RD-1036-G (62-3).* EMPLOYMENT OF THE MENTALLY RETARDED IN A COMPETITIVE INDUSTRIAL SETTING. Human Resources Foundation, Albertson, NY 11507; Leonard S. Blackman, Ph.D.

To develop and test methods of *training* the mentally retarded for effective *employment in a competitive industrial setting*. See also RD-2599.

RD-1059-P (62-3).* PERSONALITY MEASUREMENT WITH MENTALLY RETARDED AND OTHER SUBCULTURAL ADULTS: A PERSONALITY TEST FOR PERSONS OF LIMITED READING SKILLS. Alabama Inst. for Deaf and Blind, P.O. Box 268, Talladega, AL 35106; Herbert W. Eber, Ph.D.

To develop a *personality test* for mentally retarded and for normally intelligent but illiterate or poorly educated *adults*.

RD-1067-P (63-3).* INCREASING PARENTAL CONTRIBUTION TO WORK ADJUSTMENT FOR THE RETARDED. United Assn. for Retarded Children, 207 East Buffalo St., Milwaukee, WI 53202; George Prentice.

To develop methods of increasing *parental participation* and effectiveness in *vocational training* of retarded adolescents and *young adults*.

RD-1075-P (63-3).* THE EFFICACY OF A PREVOCATIONAL CURRICULUM AND SERVICES DESIGNED TO REHABILITATE SLOW LEARNERS WHO ARE SCHOOL DROP OUTS, DELINQUENCY, AND UNEMPLOYMENT PRONE. Champaign Community Schools, 703 South New St., Champaign, IL 61822; Merle B. Karnes, Ph.D.

To test the effectiveness of a *prevocational curriculum and progressive work experience for slow learners* (IQ 75-90) in preventing school dropouts, delinquency, and unemployment.

RD-1158-P (63-2).* THE SUCCESSFUL RETARDATE. Dept. of Education, Commonwealth of Puerto Rico, Hato Rey, PR 00919; C. Albizu-Miranda, Ph.D.

To study vocationally successful mentally retarded persons in order to identify various *psychological processes related to success*.

Spec. rept. *List of Occupations Requiring No More Than a Below-Average Intelligence*.

RD-1189-P (63-4).* A COOPERATIVE VOCATIONAL PATTERN FOR IN-SCHOOL MENTALLY RETARDED YOUTH. Occupational Center of Essex Co., 391 Lakeside Ave., Orange, NJ 07050; Arthur Bierman.

To demonstrate the effectiveness of a comprehensive vocational rehabilitation program for mentally retarded *high school youth* in which a *public school*, *State* vocational rehabilitation agency, and *sheltered workshop* provide *coordinated services*.

RD-1200-P (63-1).* PLANNING GRANT FOR DEMONSTRATION PROJECT TO DEMONSTRATE COMPREHENSIVE COMMUNITY-BASED SERVICES FOR THE RETARDED. Parents and Friends of Mentally Retarded Children of Bridgeport, 415 Knowlton St., Bridgeport, CT 06608; Maurice Mezooff.

To plan a demonstration which will utilize *total community resources* in order to provide a program of comprehensive rehabilitation services to all mentally retarded. See also RD-1435.

RD-1221-P (64-3).* STANDARDIZATION OF THE VOCATIONAL INTEREST AND SOPHISTICATION ASSESSMENT (VISA): A READING-FREE TEST FOR RETARDATEES. Edward R. Johnstone Training and Research Center, Bordentown, NJ 08505; Joseph J. Parnicky, Ph.D.

To determine the reliability and validity of a *vocational interest and sophistication assessment scale* (VISA) developed by the Center.

Spec. rept. *Vocational Interest and Sophistication Assessment: Manual*.

RD-1222-P (64-3).* A STUDY OF THE JOHNSTONE COMMUNITY HOUSE FOR EDUCABLE YOUNG MEN. Edward R. Johnstone Training and Research Center, Bordentown, NJ 08505; Joseph J. Parnicky, Ph.D.

To develop a *halfway house* program for the retarded for transition from institutional life to increased independence and responsibility.

RD-1275-P (64-4).* A TRANSITIONAL PROGRAM FOR INSTITUTIONALIZED ADULT RETARDED. Elwyn Inst., Elwyn, PA 19063; Gerald R. Clark, M.D.

A demonstration and evaluation of *comprehensive* diagnostic, training, placement, and adjustment *services*, beginning *within the institution* and continuing *extramurally*, to prepare retardates for *independent community living*.

Spec. rept. *Guide to the Community*. 3 vols.

RD-1290-P (64-2).* MENTAL RETARDATION: A PROGRAMMED MANUAL FOR VOLUNTEER WORKERS. MacDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33607; Alden S. Gilmore and Thomas A. Rich, Ph.D.

To develop and test *programmed training materials* for use in orientation and instruction of *volunteers* working with the retarded.

RD-1319-G (64-1).* THE UTILIZATION AND DESIGN OF PHYSICAL FACILITIES FOR THE REHABILITATION OF MENTALLY RETARDED. Parsons State Hospital and Training Center, 2601 Gabriel St., Parson, KS 67357; Howard V. Bair, M.D.

To determine the most effective use of *staff and facilities* in a *multidisciplinary* rehabilitation center for the retarded.

RD-1331-G (64-5).* A STRUCTURED COMMUNITY APPROACH TO COMPLETE SERVICES FOR THE RETARDED. Jewish Vocational Service, 207 East Buffalo St., Milwaukee, WI 53202; Mrs. Patricia J. Bertrand.

To demonstrate an *organized community approach* to complete rehabilitation services for the mentally retarded.

RD-1385-P (64-3).* SATELLITE WORKSHOPS ON EXTENSIONS OF A CENTRAL VOCATIONAL REHABILITATION PROGRAM. Assn. for the Help of Retarded Children, N.Y.C. Chapter, 320 West 13th St., New York, NY 10014; Max Dubrow, Ph.D.

To demonstrate *satellite sheltered workshops* around an existing facility to provide employment for mentally retarded.

RD-1388-P (64-3).* SOCIAL INFERENCE TRAINING OF RETARDED ADOLESCENTS AT THE PRE-VOCATIONAL LEVEL. Univ. of Kansas Medical Center, 39th and Rainbow, Kansas City, KS 66103; Dr. Ethel Leach and Mrs. Barbara Edmonson.

To develop a method of *testing and training the social insight* of mentally retarded *youth*, increasing their awareness of relevant social cues and appropriate responses, in order to extend their social adjustability in vocational and community living.

Spec. rept. *Social Perceptual Training for Community Living: Pre-Vocational Units for Retarded Youth*.

RD-1391-P (64-1).* THE INFLUENCE OF OCCUPATIONAL INFORMATION COUNSELING ON THE REALISM OF OCCUPATIONAL ASPIRATIONS OF MEN-

TALLY RETARDED HIGH SCHOOL BOYS. College of Education, Univ. of Nevada, Reno, NV 89507; George A. Jeffs, Ed.D.

Effectiveness of *occupational counseling* upon mentally retarded *high school boys'* level of occupational *aspirations* and realism of occupational *goals*.

RD-1394-P (64-3).* AN ASSESSMENT OF VOCATIONAL REALISM OF HIGH SCHOOL AND POST-HIGH SCHOOL EDUCABLE MENTALLY RETARDED ADOLESCENTS. Exceptional Children's Foundation, 2225 West Adams Blvd., Los Angeles, CA 90018; Molly C. Gorelick, Ed.D.

To measure the degree of *realism of vocational plans* of mentally retarded *adolescents* in their last year of *school* and to determine what training and guidance procedures facilitate vocational realism.

RD-1435-G (64-5).* ON THE PURSUIT OF CHANGE: EXPERIENCES OF A PARENTS' ASSOCIATION DURING A FIVE YEAR DEVELOPMENT PERIOD. Monographs 1-6. 1. Day Camping and Leisure Time Recreation Activities for the Mentally Retarded. 2. Experiences of Former Special Class Students and an Educational Work/Experience Program for Secondary School Educable Mentally Retarded Students. 3. Residential Programming and Residential Centers for the Mentally Retarded: The Experience in Bridgeport. 4. The Evolution of a Sheltered Workshop for the Retarded. 5. Administrative and Sociological Factors in Organizing Change: Toward New Services for the Retarded. 6. Process of Change: Goals, Obstacles, and Results in Generating New Services for the Retarded. Parents and Friends of Mentally Retarded Children of Bridgeport, 4695 Main St., Bridgeport, CT 06606; Louis H. Orzack.

To demonstrate the development of *comprehensive community services* to provide a spectrum of opportunity for the retarded. See also RD-1200.

Spec. rept. *Follow-up Study on Clients Seen by the Kennedy Center Diagnostic Clinic*.

RD-1465-P (64-5).* TRAINING MENTAL RETARDATES WITH SEVERE DEFECTS FOR A PRODUCTIVE OCCUPATION. Laradon Hall Society, East 51st Ave. and Lincoln St., Denver, CO 80216; F. William Happ, Ph.D.

An investigation of *prevocational* and vocational methods of rehabilitating individuals with severe mental retardation for eventual *employment* in the *community* or in a *sheltered workshop*.

RD-1500-G (64-1).* A STUDY OF THE RELATION OF PARENTAL ATTITUDES TO THE PROGRESS OF RETARDED CHILDREN IN A REGIONAL CENTER. Univ. of Hartford, P.O. Box 1948, Hartford, CT 06117; David D. Komisar, Ph.D.

To plan a study of the relation of *parental attitudes* to *progress of retarded children* in a regional center. See also RD-1816.

RD-1535-G (64-1).* SERVICE NEEDS OF THE MENTALLY RETARDED IN SAN FRANCISCO. San Francisco Coordinating Council on Mental Retardation, 1600 Scott St., San Francisco, CA 94115; Mary Duran.

To plan a *comprehensive community organizational approach* to providing a continuum of care for the mentally retarded. See also 12-55260-5.

RD-1550-G (65-2).* **PLANNING WORKSHOPS FOR THE RETARDED IN OHIO.** Ohio Assn. for Retarded Children, 131 East State St., Columbus, OH 43215; Bernard F. Niehm.

To prepare guidelines for *statewide and local workshop services* for retarded youth and adults in Ohio.

Spec. rept. *Ohio Workshop Planning Institute on Sheltered Workshops Under the Fair Labor Standards Act.*

RD-1556-G (65-3).* **THE RELATIONSHIP BETWEEN ORGANIZATIONAL FACTORS AND THE ACCEPTANCE OF NEW REHABILITATION PROGRAMS IN MENTAL RETARDATION.** Univ. of Wisconsin, Madison, WI 53706; Michael T. Aiken.

To study the *relationship and process* in welfare agencies between *organizational factors* and acceptance of new *programs* on mental retardation.

RD-1561-G (65-3).* **COORDINATION OF WORKSHOPS FOR THE MENTALLY RETARDED IN A METROPOLITAN AND SUBURBAN AREA.** Exceptional Children's Foundation, 2225 West Adams Blvd., Los Angeles, CA 90018; Robert D. Shushan.

To demonstrate the role of a system of *coordinated (satellite) workshops* for the mentally retarded in a *metropolitan and suburban area*.

RD-1588-P (65-1).* **TO DEVELOP WORK EVALUATION AND WORK TRAINING TECHNIQUES DESIGNED TO FACILITATE THE ENTRY OF MILDLY MENTALLY RETARDED INTO SERVICE OCCUPATIONS.** Inst. for Crippled and Disabled, 400 First Ave., New York, NY 10010; Salvatore G. DiMichael.

To plan a *training program* to facilitate the entry of the mildly *mentally retarded* into *service occupations*.

RD-1589-P (65-3).* **DEPERSONALIZATION STOPS HERE! A PLACEMENT-ORIENTED SPECIAL WORK ADJUSTMENT PROGRAM FOR MENTALLY RETARDED ADOLESCENTS AND YOUNG ADULTS WITH A HISTORY OF SCHOOL DROP-OUT.** Federation of the Handicapped, 211 West 14th St. New York, NY 10011; Milton Cohen.

To demonstrate the effectiveness of a *placement oriented work adjustment* program for *adolescents* with a history of *school dropout*.

RD-1602-P (65-1).* **VOCATIONAL REHABILITATION OF PHYSICALLY HANDICAPPED AND/OR MENTALLY HANDICAPPED YOUTH BEING SERVED BY A SPECIAL YOUTH OPPORTUNITY CENTER.** Lane Co. Youth Study Board, 1901 Garden Ave., Eugene, OR 97403; Edgar W. Brewer.

To provide comprehensive vocational rehabilitation services to *physically or mentally handicapped youths*.

RD-1604-G (65-3).* **OUT-PLANT SUPERVISED JANITORIAL SERVICE EMPLOYING THE MENTALLY RE-**

TARDED. Services, Inc., 10241 Main St., Bellevue, WA 98004; Albert Jacobson.

To demonstrate the feasibility of *supervised janitorial work* for the mentally retarded.

RD-1606-P (64-4).* **FACTORS CONTRIBUTING TO SUCCESSFUL AND NON-SUCCESSFUL COMMUNITY ADJUSTMENT OF DISCHARGED RETARDATE.** Pineland Hospital and Training Center, Box C, Pownal, ME 04069; Peter W. Bowman, M.D.

An analytical and descriptive study of discharged *mental retardates* to determine the *predictive elements* in their lives most closely associated with their *success or failure in community adjustment*.

RD-1607-P (65-1).* **PERSONALITY AND LEARNING IN THE RETARDATE.** Dept. of Institutions and Agencies, Division of Mental Retardation, State Colony at Woodbine, Woodbine, NJ 08270; J.C. Brengelmann, M.D. and H. F. Schultz, Ed.M.

To demonstrate that significant *relationships* exist between *personality* and learning in the retardate.

RD-1635-G (64-1).* **STUDY OF THE FEASIBILITY OF AN INTER-DISTRICT PROGRAM FOR TRAINABLE RETARDED ADOLESCENTS.** Educational Research and Development Council of Twin Cities Metropolitan Area, Univ. of Minnesota, Minneapolis, MN 55455; Donald E. Davis, Ph.D.

To plan an *interdistrict* program of *educational and community services* to *adolescent trainable retardates*. See also RD-1810.

RD-1637-G (64-1).* **A PLANNING GRANT TO DEVELOP METHODS IN IMPLEMENTING THE ROLE OF A DVR IN FEDERAL EMPLOYMENT OF THE MENTALLY RETARDED UNDER CIVIL SERVICE REGULATIONS.** D.C. Dept. of Vocational Rehabilitation, 1331 H St. N.W., Washington, DC 20005; Leslie B. Cole.

A planning grant to develop methods and techniques in implementing the *role of the DVR* in the *Federal employment* of the mentally retarded under Civil Service Regulations. See also RD-1799.

RD-1660-G (65-2).* **COORDINATION OF A UNIVERSITY PROGRAM IN THE REHABILITATION OF THE MENTALLY RETARDED.** Medical College of Alabama, 1919 Seventh Ave South, Birmingham, AL 35233; H. P. Bentley, Jr., M.D.

To determine the role of the *university* in rehabilitation of *mentally retarded* individuals.

RD-1689-G (65-1).* **A NEW YORK WORLD'S FAIR MENTAL RETARDATION WORKSHOP EXHIBIT.** Joseph P. Kennedy, Jr. Foundation, 1411 K St. N.W., Washington, DC 20005; John M. Throne, Ph.D.

To plan a *Mental Retardation Workshop Exhibit* for the New York World's Fair.

RD-1699-G (65-3).* **A PROGRAM FOR INSTITUTIONALIZED MENTALLY RETARDED ADULTS.** Arkansas Rehabilitation Service, 211 Broadway, Little Rock, AR 72201; Robert L. Parson.

To develop effective *methods and techniques* for rehabilitating *older institutionalized mentally retarded adults*.

RD-1769-G (65-1).* MENTAL RETARDATION—BLUEPRINT FOR ACTION. Welfare Federation of Cleveland, 1001 Huron Road, Cleveland, OH 44155; Rilma Buckman, Ph.D.

A planning project to develop a "blueprint for action" in the field of *mental retardation* for Cuyahoga, Geauga, and Lake Counties. See also 12-55200-5.

RD-1799-G (65-2).* STATE DVR ROLE IN IMPLEMENTING THE FEDERAL PROGRAM FOR EMPLOYMENT OF MENTAL RETARDATEES. Dept. of Vocational Rehabilitation, 1331 H St. N.W., Washington, DC 20005; Leslie B. Cole.

To demonstrate the role of a vocational rehabilitation agency in developing and implementing a program for *employment of the mentally retarded in Federal agencies*. See also RD-1637.

Film. *Jobs Well Done*.

RD-1810-G (66-5).* COOPERATIVE SCHOOL-REHABILITATION CENTERS. Educational Research and Development Council of Twin Cities Metropolitan Area, Univ. of Minnesota, Minneapolis, MN 55455; Donald E. Davis, Ed.D.

To demonstrate the effectiveness of a comprehensive *interdistrict, school-based, vocational rehabilitation program* for trainable *mentally retarded requiring intensive services*. See also RD-1635.

RD-1816-P (65-3).* RETARDATEES IN RESIDENCE: A STUDY OF INSTITUTIONS. Univ. of Hartford, P.O. Box 1948, Hartford, CT 06101; David D. Komisar, Ph.D.

To determine the effects of differential *daily living experiences* on retarded persons living in residential centers. See also RD-1500.

RD-1853-G (66-3).* THE PLANNING AND IMPLEMENTATION OF COMPREHENSIVE SERVICES FOR THE MENTALLY RETARDED IN LOS ANGELES COUNTY. Mental Retardation Service Board of Los Angeles Co., 1313 West Eighth St., Los Angeles, CA 90017; M. M. Mooring.

To demonstrate techniques of *coordinating rehabilitation services for the retarded* in a large metropolitan area through a legally constituted joint public authority.

RD-1919-P (66-3).* INFLUENCE OF LOW SOCIO-ECONOMIC CLASS AND PARENT PARTICIPATION ON THE ADAPTATION OF RETARDED ADULTS TO A VOCATIONAL REHABILITATION PROGRAM. Assn. for Help of Retarded Children, New York City Chapter, 200 Park Ave. South, New York, NY 10003; Max Dubrow, Ph.D.

To study various *differences between low socio-economic and middle-class retardates*; develop training and treatment programs to meet needs of *low socio-economic group*; study various aspects of *parent involvement* in rehabilitation of young adult retardates.

RD-1928-G (65-1).* THIS ISN'T KINDNESS. Nat. Assn. for Retarded Children, 2709 Avenue E East, Arlington, TX 76010; John Becker.

To produce a film depicting the capabilities of rehabilitated mentally retarded persons in industry to *increase employment opportunities*.

Film. *Selling a Guy Named Larry*.

12-55260-5.* COMMUNITY ORGANIZATION ACTION PLAN FOR THE MENTALLY RETARDED. San Francisco Coordinating Council on Mental Retardation, 948 Market St., San Francisco, CA 94102; Lillian Creisler.

To demonstrate, through the *community organization process*, ways of (1) developing and expanding new services *needed by the mentally retarded and their families*, (2) coordinated expansion of existing services, and (3) changing attitudes and values which negate maximum use of available services. See also RD-1535.

RD-1930-G (65-1).* THE HOPE AND THE PROMISE. Film. Nat. Rehabilitation Assn., 1522 K St. N.W., Washington, DC 20005; E. B. Whitten.

To produce a film on the techniques of *selective placement* of the handicapped.

RD-1944-P (66-3).* THE FAIRFAX PLAN: A WORK-STUDY PROGRAM FOR THE MILDLY RETARDED. Fairfax Co. School Board, 10700 Page Ave., Fairfax, VA 22030; Bernard J. Cameron.

To establish, evaluate, and maintain an intensive program of *educational and vocational training* geared specifically to the habilitation of *mildly mentally retarded youth*.

RD-2031-G (65-2).* NEW WORK OPPORTUNITIES FOR THE MENTALLY RETARDED. Nat. Assn. of Sheltered Workshops and Homebound Programs, 1029 Vermont Ave. N.W., Washington, DC 20005; Antonio C. Suazo.

To demonstrate the feasibility of training the *mentally retarded* in workshops for *new work opportunities in candle making* and related industries.

RD-2039-P (66-1).* YOU'RE IT. Film. MacDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33614; Alden S. Gilmore and Thomas A. Rich.

To produce a film to illustrate effective techniques of *recreational leadership* with the *mentally retarded* for use with *volunteer workers* and others.

12-55200-5. GREATER CLEVELAND MENTAL RETARDATION DEVELOPMENT PROJECT. Welfare Federation of Cleveland, 1001 Huron Road, Cleveland, OH 44115; Rilma O. Buckman, Ph.D.

To demonstrate ways of providing a *continuum of vocational rehabilitation services* for the *mentally retarded*, drawing on all resources of the community. See also RD-1769.

RD-2057-G (66-3).* SOCIAL ADJUSTMENT CENTER FOR MENTALLY RETARDED ADULTS. South Carolina Habilitation Center, Ladson, SC 29456; Erbert F. Cienia, Ed.D.

To demonstrate the efficacy of a *social adjustment residential center* in preventing institutionalization of *mentally retarded adults* who require security, supervision, guidance, and training not presently available in the community.

RD-2125-P (66-1).* TASK TRAINING METHODS FOR THE SEVERELY MENTALLY RETARDED. Springfield Goodwill Industries, 285 Dorset St., Springfield, MA 01008; Alvin J. Gagnon.

A project to demonstrate the efficacy of preparing the severely retarded for *vocational adjustment* by applying techniques derived from *learning theory*.

12-55244-4. INDUSTRIAL TRAINING RESOURCES IN REHABILITATION PROGRAMS FOR RETARDATEES. Work Experience Center, 8200 Exchange Way, St. Louis, MO 63144; Patricia B. Lacks, Ph.D.

To explore various methods for utilizing *industrial training resources* in the rehabilitation of mentally retarded individuals.

RD-2209-G (67-3).* DEMONSTRATION PROJECT TO DETERMINE THE FEASIBILITY OF PRODUCING AND DISTRIBUTING DIGESTS OF WRITTEN MATERIALS ON RECREATION FOR THE HANDICAPPED. Southern Illinois Univ., Carbondale, IL 62901; William H. Freeberg, D. Rec.

To establish a series of critical *digests of existing programs and written materials* devoted to recreation for the handicapped.

RD-2245-P (67-1).* FILMS FOR VOCATIONAL REHABILITATION COUNSELORS. MacDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33614; L. H. Ricker, Ph.D.

To produce a series of six *films* for training rehabilitation counselors and others working with the mentally retarded.

RD-2286-P (67-2).* TECHNIQUES FACILITATING DISCRIMINATION LEARNING. Catholic Univ., Psychology Dept., Washington, DC 20017; R. A. Wunderlich, Ph.D.

To investigate and develop techniques to facilitate learning by normal and retarded children *under adverse conditions* of contiguity.

RD-2294-P (66-1).* PEER KNOWLEDGE AND SUBSEQUENT ADJUSTMENT OF MENTALLY RETARDED YOUTH. Univ. of Oregon, College of Education, Eugene, OR 97403; John E. deJung, Ed.D.

To investigate the relationship of *inter-person awareness* by institutionalized higher level retardates upon their subsequent *social and vocational adjustment*.

RD-2304-P (66-1).* A PRELIMINARY INVESTIGATION OF PERSONAL-SOCIAL INTERACTION IN JOB OPPORTUNITIES AVAILABLE TO THE RETARDED. Univ. of Georgia, Athens, GA 30601; A. L. Shotick, Ph.D.

A pilot investigation of the *personal-social interactions* in various job opportunities available to mentally retarded youth.

RD-2346-P (67-3).* INTER-GENERATIONAL RELATIONSHIP IN THE VOCATIONAL REHABILITATION OF MENTALLY RETARDED. Federation Employment and Guidance Service, 215 Park Ave. South, New York, NY 10003; Roland Baxt.

To establish a demonstration *multidimensional vocational rehabilitation program* for mentally retarded adults with opportunities for *inter-generational relationships* with older disabled persons and to assess the impact of the program on their rehabilitation.

RD-2382-P (67-1).* THE DEVELOPMENT OF REASONING, MORAL JUDGEMENT, AND MORAL CONDUCT IN RETARDATEES AND NORMALS. Temple Univ., Philadelphia, PA 19122; Will Beth Stephens, Ph.D.

A project to study *reasoning, moral judgement, and moral conduct* in retardates and to compare retardates' performance with that of normal individuals. See also 15-55121-2.

RD-2425-G (67-1).* A NATIONAL FOLLOW-UP OF MENTAL RETARDATEES EMPLOYED BY THE FEDERAL GOVERNMENT. Dept. of Vocational Rehabilitation, 1331 H St. N.W., Washington, DC 20005; Leslie B. Cole.

To conduct a *followup study* of the initial 2,000 *mental retardates* employed by the Federal Government.

RD-2471-G (68-1).* TRAINING OF PROGRAM SUPERVISORS OF MENTALLY RETARDED WORKERS. Rhode Island Assn. for Retarded Children, 333 Grotto Ave., Providence, RI 02906; George J. Hickey.

To demonstrate *increased work opportunities* for the mentally retarded by training industrial work supervisors to work with them.

RD-2568-P (68-3).* ASSESSING THE WORK PERSONALITIES OF MENTALLY RETARDED ADULTS. Univ. of Minnesota, Minneapolis, MN 55455; Lloyd H. Lofquist, Ph.D.

To investigate the *work personality of mentally retarded* individuals in terms of vocational abilities and vocational needs.

15-55114-3.* COGNITIVE AND ATTITUDINAL-MOTIVATIONAL FACTORS IN PERFORMANCE OF RETARDED. The Catholic Univ. of America, Washington, DC 20017; Norman A. Milgram, Ph.D.

A research-demonstration of *cognitive and attitudinal factors* which directly contribute to the response of *mentally retarded adolescents and adults* to rehabilitation and training efforts.

RD-2599-P (68-2).* SKILL ANALYSIS AS A TECHNIQUE FOR PREDICTING VOCATIONAL SUCCESS OF THE MENTALLY RETARDED. Human Resources Center, Albertson, NY 11507; Henry Viscardi, Jr., LL.D.

To develop and validate instruments *predictive of training success and employment* of retardates in specific *clerical and industrial occupations*. See also RD-1036.

RD-2625-P (68-1).* DECISION CRITERIA IN ENDOGENOUS MENTALLY RETARDED ADULTS. The Regents of the Univ. of Michigan, 2008 Administration Bldg., Ann Arbor, MI 48104; Wilson P. Tanner, Jr.

To develop *techniques* for studying the limits of *decision criteria* of retardates and the nature of their *response criteria*.

12-55008-3.* NEW APPROACHES TO COMPETITIVE EMPLOYMENT FOR THE MENTALLY RETARDED. Flame of Hope, Inc., 592-A Washington St., Wellesley, MA 02181; Stephen E. Blum.

To assist *sheltered workshops* for the *mentally retarded* in development, design, production, promotion, and marketing of salable items that can be produced in quantity and sold nationally.

RD-2690-G (68-1).* EMPLOYMENT OF MENTALLY RETARDED IN COMPETITIVE INDUSTRY. Human Resources Center, Albertson, NY 11507; Henry Viscardi, Jr., LL.D.

To produce a *film* showing progress in rehabilitating the *educable mentally retarded* at Human Resources Center.

RD-2753-P (68-1).* A COMPARISON OF THE DOMAN-DELCATO METHOD AND BEHAVIOR MODIFICATION METHOD UPON THE COORDINATION OF MONGOLOIDS. Teaching Research Division, Oregon State System of Higher Education, Monmouth, OR 97361; Gerald E. Gage, Ed.D.

A pilot project to apply the *Doman-Delacato method* of patterned therapeutic exercises to *mongoloids* to determine if it improves their *motor coordination*.

15-55273-2. RETURN TO THE COMMUNITY OF THE MENTALLY ILL. San Mateo Co. Hall of Justice and Records, Redwood City, CA 94063; H. Richard Lamb, M.D.

To determine the extent to which an *alternative program* can be developed in a community to *supplant long-term hospitalization* of the *chronic and severely mentally ill* in the State hospital. See also RD-2054.

RD-2878-P (68-1).* CONFERENCE ON RESIDENTIAL CARE. Univ. of Hartford, 200 Bloomfield Ave., West Hartford, CT 04117; Dr. Michael Klaber.

A conference on residential services and programs for the *retarded* to *disseminate* pertinent research *findings* among an assembled group of experts in the field of mental retardation.

12-55178-2. IMPROVING STANDARDS FOR SERVICES TO THE RETARDED IN RESIDENTIAL CENTERS. Joint Commission on Accreditation of Hospitals, 645 North Michigan Ave., Chicago, IL 60611; John D. Porterfield, M.D.

The further development and implementation of standards of service to the *retarded* in public and private residential centers and the formation of a categorical council under the Joint Commission on Accreditation of Hospitals for *accreditation of residential centers for the retarded*.

15-55212-2. PROBLEM SOLVING AND DEVELOPMENT OF SOCIAL AND WORK SKILLS IN THE MENTALLY RETARDED. Univ. of Wisconsin, 750 University Ave., Madison, WI 53706; Alfred J. Butler, Ph.D.

To develop and refine a *theory of problem-solving* which will focus on factors *contributing to the development of work and social skills* in *retarded persons*.

12-55213-2. COMPARATIVE EFFORTS IN COMMUNITY ORGANIZATION: A STUDY OF FIVE INTERORGANIZATIONAL COMPARATIVE PROJECTS. Univ. of Wisconsin, Madison, WI 53706; Jerald Hage, Ph.D.

A comparative study of five large *community organization* projects serving the *retarded*.

15-55298-2. MEASUREMENT AND REMEDIATION OF SOCIAL COMPETENCY DEFICITS. Univ. of Oregon, Eugene, OR 97403; John E. de Jung, Ed.D.

To study requisites of adequate *social behavior* within populations of *retarded* and low income *adolescents*; to develop an experimental social competency curriculum for junior high school students; and to modify and *validate the Test of Social Inference* on these populations.

15-55121-2. THE REASONING, MORAL JUDGEMENT, AND MORAL CONDUCT OF RETARDATEES—PHASE TWO. Temple Univ., Broad and Montgomery Sts., Philadelphia, PA 19122; Will Beth Stephens, Ph.D.

To assess the development of *moral reasoning, moral judgement, and moral conduct* among *mental retardates*. See also RD-2382.

RD-3705-P (69-1).* RESTRUCTURING THE ROLE OF THE CONSUMER REPRESENTATIVE IN THE CHANGE PROCESS TO IMPROVE SERVICES FOR THE MENTALLY RETARDED. California Council for Retarded Children, 1107 Ninth St., Room 1020, Sacramento, CA 95814; H. David Sokoloff.

A pilot study to analyze and structure a *change process* that will lead to improvement in the *services available to the retarded*.

RC-11-P (62-1).* THESE ARE NOT CHILDREN: A PLAY ABOUT OPPORTUNITIES FOR THE MENTALLY RETARDED. Plays for the Living, Family Services Assn. of America, 44 East 23rd St., New York, NY 10010; Clare M. Tousley.

To develop an educational and informative *theatrical production* demonstrating the effectiveness of the rehabilitation process in the vocational rehabilitation of the *mentally retarded*. See also RD-2309.

22-55092-1. CONFERENCE ON VOCATIONAL REHABILITATION OF THE RETARDED. American Assn. on Mental Deficiency, 5201 Connecticut Ave. N.W., Washington, DC 20015; George Soloyanis, Ph.D.

To provide a forum for the *international exchange* of current research results bearing on the vocational rehabilitation of the *retarded*.

22-55100-1.* CONFERENCE ON THE MENTALLY RETARDED IN THE CARIBBEAN AREA: NEEDS, RESOURCES, AND APPROACHES. Jamaica Assn. For Mentally Handicapped Children, 6 Norman Road, Kingston 10, Jamaica; Marigold J. Thorburn, M.B.

To arrange and conduct a Caribbean area conference on *mental retardation*.

15-55215-1. A PROGRAMMED WORK ENVIRONMENT FOR THE RETARDED AND EMOTIONALLY DISTURBED ADULTS FOR TRAINING AND MAINTAINING PRODUCTIVE WORK ACTIVITY. Jewish Vocational Service of Milwaukee, 207 E. Buffalo St., Milwaukee, WI 53202; Chandler C. Screven, Ph.D.

To demonstrate specific applications of *operant conditioning* techniques and *programmed instruction* methods in meeting the needs of a work training and rehabilitation facility.

SELECTED DEMONSTRATIONS

Occupational Training Centers for the Mentally Retarded

RD-202 (58-4).* C-BARC OCCUPATIONAL CENTER. Caddo-Bossier Assn. for Mentally Retarded Children, 351 Jordan St., Shreveport, LA 71101; Fortson Almand, Sr.

RD-204 (58-3).* VOCATIONAL TRAINING OF MENTALLY HANDICAPPED ADOLESCENTS. Southern Illinois Univ., Carbondale, IL 62901; O. P. Kolstoe, Ph.D.

RD-205 (58-4).* WORK-TRAINING CENTER. Aid Retarded Children, 1362 Ninth Ave., San Francisco, CA 94103; Elias Katz, Ph.D.

RD-211 (58-5).* A DEMONSTRATION PROJECT TO ESTABLISH A SHELTERED WORKSHOP FOR SEVERELY RETARDED ADULTS TO DUPLICATE O.V.R. SPECIAL PROJECT NUMBER 11. Philadelphia Assn. for Retarded Children, 1440 North Broad St., Philadelphia, PA 19121; Edward R. Goldman. See also RD-20.

RD-232 (58-3).* OCCUPATIONAL TRAINING CENTER. Aid for Retarded Children Assn. of Jefferson Co., Occupational Training Center, 4244 Third Ave. South, Birmingham, AL 35222; Carl Monroe, Jr.

RD-237 (58-3).* OCCUPATIONAL TRAINING CENTER AND SHELTERED WORKSHOP. Orange Grove School, 1002 East Main St., Chattanooga, TN 37408; N. R. Hafemeister, Ed.D.

RD-254 (58-4).* DEVELOPING EMPLOYABILITY IN MENTALLY RETARDED ADULTS. The Sheltered Workshop Foundation of Lucas Co., 1155 Larc Lane, Toledo, OH 43614; Mrs. Josina Lott.

RD-258 (58-4).* THE SOUTH TEXAS REHABILITATION CENTER. The Rio Grande Assn. for the Mentally Retarded, P.O. Box 533, Edinburg, TX 78539; Arthur E. Brown.

RD-268 (58-3).* GEORGE MASON OCCUPATIONAL CENTER. Arlington Co. School Board, 1426 North Quincy St., Arlington, VA 22207; Edward F. Rose.

RD-274 (58-3).* REHABILITATION TRAINING CENTER AND SHELTERED WORKSHOP FOR MENTALLY RETARDED YOUNG ADULTS. Project, Inc., 401 South Edwin St., St. Louis, MO 63103; Thomas W. Phillips.

RD-278 (59-4).* WORK-CITIZENSHIP PREPARATION OF MENTALLY RETARDED ADULTS. Goodwill Industries of Greater Kansas City, 1817 Campbell St., Kansas City, MO 64108; Herbert T. Gragert.

RD-308 (58-5).* DEVELOPMENT OF OCCUPATIONAL EVALUATION AND TRAINING CENTER FOR THE MENTALLY RETARDED. Goodwill Industries of Tacoma, 2356 Tacoma Ave. South, Tacoma, WA 98402; James E. Gentry.

RD-357 (59-3).* LARADON HALL OCCUPATIONAL CENTER. Laradon Hall Society, East 51st Ave. and Lincoln St., Denver, CO 80216; Alfred H. Gallagher.

RD-373 (59-3).* BRIDGE BUILDING: OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Maryland Assn. for Retarded Children, Baltimore Chapter, 2538 Greenmount Ave., Baltimore, MD 21218; Mrs. Helen Nussear.

RD-436 (60-4).* DELAWARE COUNTY OCCUPATIONAL CENTER. Delaware Co. Council for Retarded Children, 2000 West 7th St., Muncie, IN 47302; Mrs. Mary Alice Cooper.

RD-444 (60-5).* OCCUPATIONAL TRAINING CENTER FOR MENTALLY RETARDED ADULTS. Rhode Island Assn. for Retarded Children, Greater Providence, RI 02909; Otis Clay Oliver, Jr.

RD-461 (60-3).* OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Chatham Assn. for Retarded Children, P.O. Box 3911, Savannah, GA 31404; Julius Hornstein.

RD-480 (60-4).* OCCUPATIONAL TRAINING CENTER FOR MENTALLY RETARDED. Occupational Training Center for the Mentally Retarded, 84th and Adams, Lincoln, NB 68507; Delwyn C. Lindholm.

RD-484 (60-3).* THE VOCATIONAL ADJUSTMENT CENTER. Vocational Adjustment Center, 27 Damrell St., Boston, MA 02127; Diwakar S. Salvi.

RD-489 (60-5).* CONCEPTS FOR WORKING: SPECIALIZED TRAINING FOR MENTALLY RETARDED YOUNG ADULTS. San Antonio Council for Retarded Children, P.O. Box 10210, 227 West Drexel St., San Antonio, TX 78210; R. L. Merz, Jr.

RD-531 (60-4).* THE ATLANTA OCCUPATIONAL CENTER FOR MENTALLY RETARDED. Atlanta Chapter for Retarded Children, 1100 Sylvan Road S.W., Atlanta, GA 30310; Norman L. Meyers.

RD-606 (61-3).* VOCATIONAL UNIT OF GOOD SAMARITAN TRAINING CENTER. Harrison Co. Assn. for Retarded Children, P.O. Box 597, Gulfport, MS 39502; Novella Tandy.

RD-621 (61-4).* OCCUPATIONAL TRAINING CENTER AND SHELTERED WORKSHOP FOR MENTALLY RETARDED. Hinds Co. Assn. for Retarded Children, 1044 Voorhees St., Jackson, MS 39209; Henry Eaton.

RD-663 (61-2).* HAWAII WORK TRAINING PROGRAM FOR THE ADULT MENTALLY RETARDED. Hawaii Vocational Rehabilitation Division, P.O. Box 339, Honolulu, HI 96809; Harold Ajirogi.

RD-678 (61-4).* OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Richmond Goodwill Industries, 9 South 14th St., Richmond, VA 23219; Mrs. Jean P. Seward.

RD-698 (62-3).* DEVELOPMENT OF A PROGRAM OF REHABILITATION FOR MENTALLY RETARDED YOUNG ADULTS IN A RURAL SETTING. Morrilton Public Schools Training Center for the Mentally Retarded, Morrilton, AR 72110; Terry A. Humble.

RD-719 (61-4).* AN OCCUPATIONAL CENTER FOR RETARDED CHILDREN. South Dakota Assn. for Retarded Children, James Valley Chapter, 620 North Kittridge St., Mitchell, SD 57301; Charles F. Pagel.

RD-735 (61-4).* LAKE REGION SHELTERED WORKSHOP. Lake Region Sheltered Workshop, 201 North Whitford, Fergus Falls, MN 56537; Norman Doeden.

RD-743 (61-2).* AN ANALYSIS OF THE OCCUPATIONAL TRAINING PROJECT FOR THE RETARDED. Whitten Village, Clinton, SC 29325; B. O. Whitten.

RD-773-G (61-4).* SHELTERED WORKSHOP AND TRAINING PROGRAM FOR THE MENTALLY RETARDED. Cabell Co. Sheltered Workshop, 701 Jackson Ave., Huntington, WV 25704; Alex Darbes, Ph.D.

RD-854-G (62-3).* SIOUX CITY WORK EVALUATION AND TRAINING PROJECT FOR THE MENTALLY RETARDED. Wall Street Mission, 312 South Wall St., Sioux City, IA 51104; John P. Hantla, Jr.

RD-875-G (62-3).* OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Palm Beach Co. Assn. for Retarded Children, P.O. Box 1148, Lake Worth, FL 33461; Mrs. Delores S. Benedict.

RD-956-G (62-3).* VOLUNTEER STATE VOCATIONAL CENTERS. Tennessee Assn. for Retarded Children, 210 Whitley Bldg., 1701 21st Ave. South, Nashville, TN 37212; Hale C. Donaldson, M.A.

RD-977-G (62-3).* WORCESTER AREA OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Worcester Area Assn. for Retarded Children, 162 Chandler St., Worcester, MA 01609; Edwin A. Hastbacka.

RD-980-G (63-3).* OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Hope for Retarded

Children, Inc., 888 Delmas Ave., San Jose, CA 95125; Mrs. Patricia Hobbs.

RD-1122-G (63-3).* .AND..SOMEDAY, PERHAPS, MY CHANCE WILL COME. Vocational Training Center, 1044 Tenth St. North, Fargo, ND 58102; Warren M. Abbott.

RD-1203-G (63-3).* OPPORTUNITY TRAINING CENTER, INC. Opportunity Training Center, 101 Chestnut St., Grand Forks, ND 58201; Roy E. Kimbrell.

RD-1204-G (64-3).* OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Lee Co. Assn. for Retarded Children, 2570 Hanson St., Fort Myers, FL 33901; Kenneth Sanne.

RD-1207-G (63-3).* AN OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY HANDICAPPED. Lt. Joseph P. Kennedy, Jr. School, 123rd and Wolf Road, Palos Park, IL 60464; Melvin Greenstein.

RD-1257-G (64-3).* VERMONT OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. The Vermont Nat. and Savings Bank Bldg., 381 Main St., Bennington, VT 05201; Milton G. Moore.

RD-1345-G (64-3).* PROGRAM OUTLINE: LEWISTON-AUBURN OCCUPATIONAL TRAINING CENTER. Committee for the Intellectually Handicapped, Central School-Special Education Dept., Academy St., Auburn, ME 04210; Arthur Bennett.

RD-1546-G (65-3).* OCCUPATIONAL TRAINING AND EVALUATION CENTER FOR THE MENTALLY RETARDED. Benevolent and Protective Order of Elks, Lodge #242, Lockwood Blvd., Charleston, SC 29401; John F. Nimmich.

RD-1547-G (65-3).* THE SHELTERED WORKSHOP AND OCCUPATIONAL TRAINING CENTER. Council for Retarded Children of Jefferson Co., 809 East Washington St., Louisville, KY 40202; Jesse T. Richardson, Jr.

RD-1695-G (65-3).* NORTHERN KENTUCKY GOODWILL INDUSTRIES OCCUPATIONAL TRAINING CENTER FOR THE MENTALLY RETARDED. Northern Kentucky Goodwill Industries, 228 Court St., Covington, KY 41011; John C. Wilson, Ph.D.

RD-1824-G (65-3).* A DEMONSTRATION OF EVALUATION, TRAINING, PERSONAL ADJUSTMENT AND VOCATIONAL PLACEMENT OF ADOLESCENT MENTALLY RETARDED. Christ Child Extension Sch. for Retarded Youth, 2064 Summit Ave., St. Paul, MN 55105; Sister Anna Marie.

RD-2101-G (66-3).* WORK ADJUSTMENT TRAINING FOR MENTALLY RETARDED YOUNG PEOPLE IN A COMMUNITY SETTING. Caruth Memorial Rehabilitation Center, 7850 Brook Hollow Road, Dallas, TX 75235; Raymond L. Dabney.

SELECTED DEMONSTRATIONS

Coordinated Program of Vocational Rehabilitation and Special Education Services for the Mentally Retarded

RD-1285-P (64-3).* COOPERATIVE EFFORTS OF SCHOOLS AND REHABILITATION SERVICES FOR THE MENTALLY RETARDED. Bourbon Co. Schools, Administration Office, Paris, KY 40361; George W. Stewart.

RD-1498-P (64-3).* REHABILITATION SERVICES FOR EDUCABLE RETARDED STUDENTS. Eugene School District # 4, 275 East Seventh Ave., Eugene, OR 97401; Lloyd H. Gillett, Ph.D.

RD-1509-P (64-3).* DEMONSTRATION PROJECT CONCERNING TRAINING AND VOCATIONAL PLACEMENT FOR EDUCABLE MENTALLY RETARDED PUPILS. Vigo Co. School Corp., 1101 South 13th St., Terre Haute, IN 47802; William J. Hamrick.

RD-1522-P (64-3).* VOCATIONAL REHABILITATION AND SPECIAL EDUCATION FOR THE MENTALLY RETARDED IN HARLAN CO., KENTUCKY. Bureau of Rehabilitation Services, Box 879, Harlan, KY 40831; John M. Burkhardt.

RD-1523-P (64-3).* VOCATIONAL REHABILITATION AND SPECIAL EDUCATION FOR THE MENTALLY RETARDED IN ROCKCASTLE CO., KENTUCKY. Bureau of Rehabilitation Services, Box 879, Harlan, KY 40831; John M. Burkhardt.

RD-1524-P (64-3).* AN ORGANIZED COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION FOR THE MENTALLY RETARDED. Bureau of Rehabilitation Services, Mayo State Vocational Sch., Paintsville, KY 41240; Basil T. Mullins.

RD-1548-P (64-3).* A SELECTED DEMONSTRATION FOR THE VOCATIONAL TRAINING OF MENTALLY RETARDED YOUTH. Univ. of Kansas Medical Center, 39th and Rainbow, Kansas City, KS 66103; Norris G. Haring, Ed.D.

RD-1628-P (64-3).* A COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SERVICES FOR THE MENTALLY RETARDED. Massachusetts Rehabilitation Commission, 296 Boylston St., Boston, MA 02116; Dorothy M. Singer, Ed.D.

RD-1631-P (65-3).* COORDINATED PROGRAM OF SPECIAL EDUCATION AND VOCATIONAL REHABILITATION SERVICES FOR THE MENTALLY RETARDED. Division of Vocational Rehabilitation, Dept. of Public Instruction, State Capitol Bldg., Pierre, SD 57501; R. Chadwick Hoffbeck.

RD-1640-P (64-3).* COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SERVICES FOR THE MENTALLY RETARDED. State Board of Vocational Education, Vocational Rehabil-

tation Division, State Capitol Bldg., Charleston, WV 25305; Cornelius L. Williams.

RD-1649-P (65-3).* COORDINATED PROGRAM OF SPECIAL EDUCATION AND VOCATIONAL REHABILITATION SERVICES FOR THE MENTALLY RETARDED. Richland Co. School District No. 1, 1331 Marion St., Columbia, SC 29201; Mrs. Sarah Trusdale.

RD-1656-P (64-3).* A HANDOUT OF SILENCE. State Board of Vocational Education, Vocational Rehabilitation Division, State Capitol Bldg., Charleston, WV 25305; Carl G. Anderson.

RD-1665-P (64-3).* HELP ALONG THE WAY: COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SERVICES FOR THE MENTALLY RETARDED. State Board of Vocational Education, Vocational Rehabilitation Division, State Capitol Bldg., Charleston, WV 25305; Thorold S. Funk.

RD-1668-P (65-3).* A REVIEW OF THE EDUCABLE MENTALLY RETARDED WORK-STUDY PROGRAM IN THE CHATTANOOGA PUBLIC SCHOOLS, 1964-67. Chattanooga Public Schools, 1161 West 40th St., Chattanooga, TN 37407; Oscar Allen.

RD-1674-P (65-3).* A COORDINATED PROGRAM OF SPECIAL EDUCATION AND VOCATIONAL REHABILITATION SERVICES FOR THE MENTALLY RETARDED. Connecticut State Dept. of Education, Box 2219, Hartford, CT 06115; Kenneth Jacobs.

RD-1676-P (65-3).* EDUCATION AND HABILITATION FOR THE ADOLESCENT MENTALLY RETARDED: A TEAM APPROACH. Services for Exceptional Children, Division of Instruction, State Dept. of Education, 118 State Office Bldg., Atlanta, GA 30334; Richard M. Bartlett.

RD-1681-P (65-3).* A COORDINATED PROGRAM FOR VOCATIONAL REHABILITATION SERVICES FOR THE MENTALLY RETARDED. School District No. 1, Child Service Center, 220 N.E. Beech St., Portland, OR 97212; Edgar A. Taylor, Jr.

RD-1682-P (65-3).* COORDINATED PROGRAM FOR VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SERVICES FOR THE MENTALLY RETARDED. Board of Education, Memphis City Schools, 2597 Avery, Memphis, TN 38112; Harold W. Perry.

RD-1743-P (65-3).* A COOPERATIVE EDUCATION/REHABILITATION WORK-STUDY PROGRAM FOR EDUCABLE MENTALLY RETARDED: THE ESSEX PLAN. Board of Education, 21 Winans St., East Orange, NJ 07050; Patricia F. Lewis.

RD-1744-P (65-3).* A COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SERVICES FOR THE MENTALLY RETARDED. Southern Gloucester Co. Regional High, Blackwoodtown Road, Franklinville, NJ 08322; Pierre S. Heimrath.

RD-1749-P (65-3).* A COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SERVICES FOR THE MENTALLY RETARDED. Office of Rehabilitation Services, 1200 University Club Bldg., 136 East South Temple, Salt Lake City, UT 84111; Vaughn L. Hall.

RD-1761-P (65-3).* ON-THE-JOB TRAINING PROGRAM: EDUCABLE MENTALLY RETARDED. Pocatello School District No. 25, 3115 Pole Line Road, Pocatello, ID 83201; Charles Sanford.

RD-1917-P (65-3).* COOPERATIVE PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION IN THE WINSTON-SALEM/FORSYTH COUNTY PUBLIC SCHOOL SYSTEM. Division of Vocational Rehabilitation, Dept. of Public Instruction, Raleigh, NC 27603; Harold J. Pope.

RD-1931-P (66-3).* A HUMAN DEVELOPMENT PROGRAM FOR EDUCABLE RETARDED YOUTH. West Springfield Public Schools, 130 Park St., West Springfield, MA 01105; Chris Grammaticas.

RD-2068-P (66-3).* A COORDINATED PROGRAM OF THE DEPARTMENT OF VOCATIONAL REHABILITATION AND PUBLIC SCHOOLS FOR MENTALLY RETARDED STUDENTS IN BASIC ACADEMIC TRACK. Dept. of Vocational Rehabilitation, 1331 H St. N.W., Washington, DC 20005; David O. Songer.

RD-2097-P (66-1).* SPECIAL EDUCATION OF MENTALLY RETARDED YOUTH. Idaho State Dept. of Education, State House, Boise, ID 83702; Reid Bishop.

SELECTED DEMONSTRATIONS

A Work Experience Program for the Mentally Retarded in Their Last Year in School

RD-1525-G (64-3).* WORK EXPERIENCE CENTER: HABILITATION OF THE RETARDED. Jewish Employ-

ment and Vocational Service, 1727 Locust St., St. Louis, MO 63103; Samuel Bernstein.

RD-1528-G (64-3).* COORDINATED PROGRAM FOR MENTALLY RETARDED IN THE DENVER PUBLIC SCHOOLS AND THE COLORADO DEPARTMENT OF REHABILITATION. Denver Public Schools and Colorado Dept. of Rehabilitation, 705 State Services Bldg., 1525 Sherman St., Denver, CO 80203; Richard Heherlein.

RD-1675-G (65-3).* A WORK EXPERIENCE PROGRAM FOR THE MENTALLY RETARDED IN THEIR LAST YEAR IN SCHOOL. Opportunity Center, P.O. Box 254, 3030 Bowers St., Wilmington, DE 19899; John D. Zimmerman.

RD-1736-G (65-3).* A WORK EXPERIENCE PROGRAM FOR THE MENTALLY RETARDED IN THEIR LAST YEAR IN SCHOOL. Goodwill Industries of Oregon, 512 S.E. Mill St., Portland, OR 97214; William Wieggers.

RD-1759-G (65-3).* WORK ADJUSTMENT CENTER: A BRIDGE BETWEEN SCHOOL AND WORK. Greater Portland Assn. for Retarded Children, 1777 West Broadway, South Portland, ME 04106; J. Philip Chandler.

RD-1762-G (65-3).* WORK EXPERIENCE PROGRAM. Omaha Public Schools, 3902 Davenport St., Omaha, NB 68131; Don Warner.

RD-1830-G (66-3).* A COOPERATIVE WORK EXPERIENCE PROGRAM FOR MENTALLY RETARDED ADOLESCENTS. Crossroads Rehabilitation Center, 3242 Sutherland Ave., Indianapolis, IN 46205; Shelley C. Stone, Ph.D.

RD-2058-G (66-3).* A WORK EXPERIENCE PROGRAM FOR THE MENTALLY RETARDED IN THEIR LAST YEAR IN SCHOOL. Vocational Guidance and Rehabilitation Service, 2239 East 55th St., Cleveland, OH 44103; John L. Campbell.

Research and Demonstration Briefs on Mental Retardation

The three Research and Demonstration Briefs reprinted here are part of a series published by the Social and Rehabilitation Service Research Utilization Branch. The purpose of the series is to present to practitioners in the field significant findings of SRS-sponsored research projects. Each issue summarizes in concise, readable form the Final Report of a particular project and highlights the implications for action.

The Briefs are distributed to approximately 35,000 individuals and agencies throughout the country and abroad.

Since the beginning of the series in 1967, they have dealt with a diversified list of subjects. The following three issues pertain to mental retardation, and describe research conducted during the past few years in the areas of adjustment, vocational training, and employment. To be placed on the mailing list to receive Research and Demonstration Briefs, write to Research Utilization Branch, Office of Research and Demonstrations, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. 20201. If more than one copy is desired, please state quantity.

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Retarded Students Can Be Helped To Cope With Adult Life

This special study in conjunction with Project RD-1435-G sought to determine the nature and extent of problems facing retarded adults who had been in special education classes and had also had the advantage of a work-study program in the Public Schools of Norwalk, Connecticut. The larger purpose of the project itself was to demonstrate the utility of "comprehensive, community-based services for the retarded." The project assumed that every child is worth educating and has the right to be educated, and that all educational programs should meet the needs of individual students so that they may later contribute their best to adult life.

The project defined the educable retarded as those young persons who, at maturity, can be expected to function at an intellectual level no higher than a child of 12 nor lower than one of 7. Their IQs range from 50 to 75. Generally, they cannot handle symbolic materials nor use past experiences well to solve problems; are easily distracted and often confused by frequent changes; cannot plan well, foresee outcomes, nor carry projects through to completion; and have poor language ability. However, their physical appearance is usually normal and they are motivated to succeed. With proper guidance, they are able to cope with everyday situations.

The author followed up 129 of these educable retarded students who had attended special classes at the secondary level in the Norwalk Public Schools between 1955 and 1965, to determine how well they

were adjusting in the community. During this period, many educational innovations such as team teaching, small classes, work-study and placement programs, and a written curriculum tailored to fit their needs, had been utilized. These in turn were based on a prior follow-up study of such students in the 1950-1955 period. Direct interviews were held with 107 of the former students, and information was compiled on such matters as wages, exact nature of work, and social adjustment. This was supplemented by data from school records, parents, and employers.

IMPLICATIONS FOR ACTION

The educable mentally retarded can make a good general adjustment to the community and are showing they have what it takes to survive, despite their many real problems. Counselors and others working with them need to bear these capabilities firmly in mind.

The good work of special education teachers needs to be reinforced by school counselors who will (1) do job analyses and find ways in which the retarded can perform on specific jobs; and (2) work closely with teachers, and interpret the retarded to community and employer.

Counselors of these students also need to convince their clients that the special education program carries no stigma. Having done this, they can then proceed to offer them effective vocational guidance.

Retarded persons can be retained in

school longer when given meaningful experiences, and at the same time gain a better preparation for life.

While there are jobs for most of them who are over 16 and reasonably stable, their chances for job survival are better if they remain in school longer and acquire good social skills.

Their weakest areas are the social and civic. Since improvement here may be slow and difficult, counselors will want to use every resource to strengthen their functioning in these areas.

Retarded persons must learn respect for authority, acquire interpersonal skills, do their work satisfactorily, develop self-esteem based on reality, and take pride in work they can do well.

A school work-study program can play a very effective placement role with these students. However, the State Employment Offices and Divisions of Vocational Rehabilitation themselves could do more toward placement.

Since retarded persons will continue to have at least their share of problems as adults, they must know where to find available help and where to contact those they can trust. The school which motivated and gave them meaningful work must stand ready to help whenever possible. Continuing medical and dental care is most important. Many need a half-way house where meals are provided, where there is a responsible person to whom they can turn for advice and help with the elementary problems of daily life--such as money management and proper diet--yet at the same time enjoy a sense of independence.*

The community must be willing to pay for the special education of these handicapped youngsters and must also offer them ongoing help as adults. This favorable civic spirit is essential if retarded persons are to succeed in life and in the community.

SUPPORTING FINDINGS

Educational

19% had graduated from high school, 56% had had some high school, and 44%

only junior high training.

Early identification and modified curriculum raised the time spent in special education classes from 3.6 years in 1955 to 5.7 in 1965 for the total group; and to 7.5 years after the 1960 initiation of a senior high program.

Expressed another way, in 1955 only 6% remained in school until age 19-21; by 1965 this had increased to 36%, largely in response to a good secondary school program for them. Further, in 1955 the majority (69%) had left school by age 16; now, 63% stay until age 17 or older.

Vocational guidance contributed very little, even though each student was assigned to a counselor for the last four years of his schooling. Counselors, overburdened with college-bound students, were reluctant to help, believing that a special education background is needed for work with the retarded. They were also aware that most students came to them to find out how to get out of the special education program because they felt stigmatized, were disappointed when they could not get out, and so resented the counselors.

90% felt that school experiences had helped them prepare for, obtain, and hold jobs.

Vocational

85% were found to be employed, mostly as laborers, helpers, and service workers. A few were in semiskilled work, but only one on a sales job. Service, transportation, and manufacturing industries were heavily represented.

About 73% had obtained their jobs through school work-study placement, 18% through friends and relatives, 8% from State Employment Service, and only 1% from the Division of Vocational Rehabilitation.

Average work week was 42 hours, about equal to the National average, but their weekly pay was only \$76.59, compared to a Connecticut average of \$110.

More than half were still on their first job, only four had had more than five jobs, and group members had averaged but two job changes since leaving school.

Demographic

Two-thirds had been born in Norwalk or some other city in Connecticut, and one-third in another State.

*Most of the material in this paragraph was drawn from the Final Report on Project RD-1257-G, "Vermont Occupational Training Center."

75% were living in Norwalk or another Connecticut city, with the data on Norwalk suggesting an in-migration, since only 52% had been born there vs. 71% now residing there.

Two-thirds were living with parents or relatives, and 23% had their own apartment. About 60% were single, 30% married.

Although none owned homes, about one-third owned furniture, 36% a car, and 77% a savings account.

These retarded persons were still

rather isolated socially, seeming to prefer the security of their own friends to the main social stream. As a group, they were not joiners. Very few had been in special clubs, choirs, or school athletics. About 50% were church members, three-fourths of them attending regularly.

19% had been in trouble with the law over the 10-year period, mostly for car theft and accidents, fighting, drinking, and speeding. This percentage was larger than expected, and did not include juvenile detention.

Only 12% were registered voters.

This Brief is based on a special survey "A Progress Study--Vocational and Social Adjustment of Post-Special Class Pupils, 1955-1965, in Norwalk, Connecticut," done in conjunction with the "Project to Demonstrate Comprehensive Community-Based Services for the Retarded" (RD-1435-G); Stanley Meyers, Project Director. The Project is being conducted by Parents and Friends of the Mentally Retarded Children of Bridgeport, 1135 William Street, Bridgeport, Connecticut 06606, and will be completed October 31, 1968.

* * * * *

Employer Job-Sites

A Key Resource in Habilitating the Mentally Retarded

Actual work experience is increasingly recognized as a desirable part of school curriculum planning for adolescent retardates. With this in mind, the St. Louis Jewish Employment and Vocational Service (JEVS) established in 1964 a Work Experience Center for moderately retarded adolescents in their last year of school. These young people range in age from 16 to 21 and have IQ's of 40 to 65. The Center's program is a cooperative effort of the Special School District of St. Louis County, the Missouri State Division of Vocational Rehabilitation, and the JEVS. It was initiated through a 3-year SRS demonstration grant (RD-1525-G), and has since become a permanent community service through a cooperative arrangement worked out by the three agencies involved.

During the term of the project, the staff of the Work Experience Center developed and used a Training Guide for Vocational Habilitation. Its five phases were: (1) general evaluation and vocational adjustment in workshop; (2) job-site evaluation and vocational adjustment in community; (3) specific job preparation or occupational training, or both; (4) job placement and tryout; (5) employment and followup. This working guide for coun-

selors of habilitation clients--those with little, if any, vocational experience--is designed to move the client gradually and naturally into regular employment in the community. Each client progresses through the phases at his own rate, dependent on his capability and needs. Although no time schedule for the program is set, total time for those completing services has averaged about 11 months, with a range of 3 to 20 months. The program is unique in using actual job-sites in various ways as the client moves through the five phases.

One hundred and thirty-two students who were referred to the Division of Vocational Rehabilitation from the Special School District were served by the program during the 3-year project. Of these, 86 completed program services as of the termination of the project; 48 were community employed, 20 were sheltered employed, 11 were unemployed, and the status of seven was unknown. Twenty-three others had been returned to school full-time for further education, and the remaining 23 were still being served by the program. The fact that half of those served were already employed at the end of 3 years, and the prospect of later success for many of the 46 "still

in school" or "being served" is an impressive record with such clients. It strongly suggests that the Training Guide has real merit.

IMPLICATIONS FOR ACTION

Employer job-sites have many uses in habilitating the mentally retarded. They provide concrete experiences which permit both employer and counselor to appraise client behavior on the job. The client's response to various jobs gives immediate clues to his likes and dislikes, capacities and limitations. The job-sites also offer specific training, and the client's longer-term vocational stability can be enhanced by verifying job satisfaction and performance.

These employer job-sites, so useful for practical evaluation and training, may also have a wider applicability. For example, they might be used to show that many welfare clients actually have substantial vocational assets which this type of dignified vocational evaluation could uncover.

To be an effective habilitation tool, a production shop must be reality-oriented, for retarded trainees who have not worked before need to be exposed to actual working conditions.

Accordingly, services should be extended into the community, adding realism by enabling the trainee to experience job changes, production demands, and different supervisory styles within regular employment.

Total vocational preparation implies training for a specific job, not just a given occupation. With counselor supervision, such definite training can upgrade the employment potential of many retardates after they have demonstrated that they are "work ready."

Since industry and service enterprises are good training resources for retardates, counselors need to seek their cooperation in providing specific job-site evaluations for clients.

Continuous vocational evaluation, using a wide range of resources, is desirable in habilitation programming. Examination of the client's vocational experiences, each more realistic than the last, enables the client and his counselor to plan effectively for subsequent needs.

Individualized case management--one

counselor to coordinate team efforts and carry through each case--is the most effective approach to total vocational programming for these clients. It enables the counselor to become better acquainted with the trainee, reduces the need for coordination and communication among staff, yet permits full use of all available resources.

Programming for habilitation trainees requires broad qualifications and skills on the part of the counselor. He must be a capable coordinator, an effective counselor, a skilled evaluator who is knowledgeable about working environments and business conditions, and above all, an educator.

While retardates can benefit vocationally from habilitation programming, many of them may require more time for job preparation and community adjustment because of their inexperience and lack of social sophistication. Counselors who bear this in mind will give the extra time and attention required without being discouraged by the slow progress.

Transportation training is necessary when preparing moderately dependent retardates for employment, and should be included in habilitation programming. Adequate housing is also essential to longer-term community and vocational adjustment.

Development of a realistic self-concept is important to successful job placement for the habilitation candidate.

A work-study schedule must be flexible because a fixed formula does not always meet the needs of individual trainees. It should be based on their requirements as well as on the organization of participating community services.

It is desirable to bring habilitation programming into the school curriculum early to bridge the gap between classroom and work conditioning.

THE TRAINING GUIDE

Phase One

This is primarily a period of general evaluation of employment potential and vocational adjustment. Each client is given appropriate experiences to orient him realistically to employment and give the counselor a sound basis for evaluation of his work potential.

Resources used by the counselor for evaluation and adjustment training include appropriate standardized tests, counsel-

ing, classroom instruction to improve personal and vocational attitudes and habits, samples of work, assignments in the habilitation workshop, field tours to job-sites, and practice in the use of public transportation.

The client usually stays in phase one until he attains a level of adjustment good enough to qualify him to work at an outside employer job-site.

Phase Two

Here the adjustment and evaluation services of phase one continue, with the addition of another major resource: the use of employers who provide actual job-sites for short work assignments.

This gives the counselor an opportunity to observe clients under community job conditions. It tests the client's ability to adjust to new jobs and to different employers, supervisors, and responsibilities--all of which helps him to develop realistic vocational goals. It also permits both counselor and employer to appraise the development of behavioral and social dynamics on the job.

When the client has shown he is capable of working in an outside job setting, and reveals an interest in and qualifications for a definite occupational area, he is considered ready for phase three.

Phase Three

Now the client is given training which emphasizes vocational adjustment on a specific job, for which phase two has prepared the way. By this time he has been oriented to various job areas and, with counseling assistance, is capable of selecting one in which he desires training. The primary resources include

on-the-job training, trade schools, special skill training programs, and the workshop. At the same time, evaluation of job skills, work habits, and attitudes continues.

When the client displays an acceptable level of job knowledge, positive work attitudes, and an adequate recognition of his strengths and weaknesses, he is ready to make the transition to community employment.

Phase Four

The client enters this phase when he has been prepared for a specific occupation and has developed sufficient independence and vocational adjustment to merit a full- or part-time job tryout with an employer. Help in making a satisfactory adjustment to the total job situation is emphasized through employer supervision and continued counseling. Ultimate employment in these assignments is contingent upon his performance.

Phase Five

This is a continuation of phase four. The client is now officially employed and earning an employee wage. Job satisfaction as well as competence is stressed. Followup counseling is continued with the employee, employer, and parents until a satisfactory adjustment and an acceptable level of job stability are in view.

After approximately 6 months of continuous employment with the same employer, the employee is awarded a "Certification of Employment Qualification" attesting to his capability. It signifies a high level of job success and habilitation, and can be used by the employee as a reference in seeking future jobs.

This Research Brief is based on the Final Report, "Work Experience Center: Habilitation of the Retarded" (RD-1525-G, 1966, Dr. D.J. Bolanovich, Project Director) and the "Training Guide for Vocational Habilitation," prepared by Mr. James A. Bitter.

* * * * *

A Special Program to Place Mentally Retarded Persons in Federal Employment

Under the leadership of President John F. Kennedy, a highly successful program to employ mentally retarded persons in the Federal Government was initiated in late 1963. The Civil Service Commission, with the advice and cooperation of the Vocational Rehabilitation Administration, established a special hiring authority for

mentally retarded persons. This was to be in effect until 1968 and was recently extended to September 30, 1969, with a possibility of further extension based on the good results being achieved.

The program is unusual in several respects. Federal agencies enter into

written agreements with the Civil Service Commission, designed to protect the interests of both retarded persons and employing agencies. The agencies agree to use the services of State Vocational Rehabilitation Departments in carrying out the hiring authority. They are also asked to identify, with the help of rehabilitation officials, tasks suitable for retarded persons. The judgment of rehabilitation counselors is substituted for the usual testing procedures to determine employability. The counselor certifies in writing that the retarded individual has the ability to perform a given job, is physically qualified to handle it without hazard, and is socially competent to function in that particular work environment and during after-work hours.

The hiring agency is also required to consult the counselor before separating an employee. This means the employer need not keep an unsatisfactory employee. It also assures the retarded client that continued rehabilitation services will be available.

Thus, a team effort in selective placement and followup of retarded persons are achieved. It permitted client evaluation, review and analysis of job tasks and work environments before placement, and continued contacts between employer and counselor afterwards to assure work adjustment.

As a result of this teamwork, over 2,800 placements were made throughout the Nation during the first 3 years of the program (1964-66), and 5,210 by October 1968. In 1967, the District of Columbia Department of Vocational Rehabilitation conducted a followup study (RD-2425-G) of the initial 2,800 placements. Data were gathered from unsigned questionnaires completed by the VR counselors, personnel officers, job supervisors, and retarded employees involved. The four questionnaires included 257 items. Overall rate of return was about 78%. All this raw data has been put on IBM cards and computer tape and is available for further studies by approved researchers.

IMPLICATIONS FOR ACTION

The success of this program to hire retarded persons in Federal Government is sufficient to warrant its continuance on an indefinite or permanent basis. This should encourage State and local government agencies and private industry to follow suit, for the program is also suitable for them.

In particular, the concept of having rehabilitation counselors certify employability of retarded persons for specific jobs seems to have real merit, and may be applicable to other groups and settings.

Prospective employers might note the double advantage of restructuring their simpler jobs for retarded persons: more opportunities for the retarded and better utilization of present manpower. Since such restructuring occurred in only about 15% of these placements, more of it may be possible.

If counselors and others can improve client's home environment, help him toward more realistic aspirations, provide better employment training, and mobilize community services to deal effectively with off-the-job problems, even greater success can be attained.

Absenteeism and unacceptable habits and behavior may cause failure on the part of some clients unless counselors intervene. Followup with client and employer until job adjustment seems assured is needed if these main sources of failure are to be remedied. Counselors and their supervisors, even though already heavily burdened, need to bear this in mind.

It is important that rehabilitation counselors review suggested job changes at the job site to assure that clients are certified to tasks within their capabilities and that suggested promotions are consistent with mental retardation.

Counselors need to remember that IQ, grade level completed, and reading achievement may have little relation to job success; and their good job performance does not guarantee social adequacy.

Rehabilitation personnel will want to take the initiative in developing better understanding between themselves and employers as to the potential of retarded persons and how to set about evaluating, training, and placing them.

In planning for placement, counselors need to recall that a given retarded person may be able to hold a job requiring some independent judgments, since almost 40% of the jobs held by this group did require such judgments.

Fortunately, the factors related to

success with these clients, such as ability to take directions and to concentrate, can be readily evaluated on the job or in a workshop. The same is true of those related to failure: unacceptable social behavior, absenteeism and tardiness, and inability to perform job tasks.

SUPPORTING FINDINGS

Over 100 different jobs in about 40 Federal agencies are being performed by these retarded persons. 31% are white collar, 69% blue collar.

Typically, they are young--about two-thirds were 20 to 24, and some were teenagers. However, a few were 60 or over. Nine out of 10 were single when employed, and three-fourths lived with parents or guardians.

The ratio of men to women was four to one.

Mean IQ was 73, with one-third below 70 and one-fifth above 79.

One-fourth were non-White and one-half from disadvantaged backgrounds. Their parents' occupations were mainly unskilled and semiskilled.

32% completed the 12th grade, 37% went no farther than the 9th. There was evidence that over one-half had been in special education programs.

45% had previous employment, and many others had workshop training or prevocational evaluations.

62% of those employed between 1964 and 1966 were still on the job in 1968. This turnover rate of only 38% during a 4-year period is considerably lower than for others in comparable Civil Service jobs, where the separation rate in fiscal year 1967 was 33% for those in the lower GS grades and over 50% in the Wage Board Classification jobs.

Promotions or job reclassifications were made in 40% of the cases, chiefly to higher grade levels, indicating greater job mobility for the retarded than originally thought possible.

Some trends indicate there is little relationship between job performance and such factors as IQ, grade level completed in school, or reading skills.

The two major causes of failure were absenteeism and unacceptable social behavior. In addition, inability to perform job tasks was a common reason for involuntary separation.

The three main services given clients by counselors were counseling and training in proper work habits, help with personal grooming, and counseling with parents or guardians.

Supervisor's evaluation of client's ability to take directions, to follow through on tasks without becoming distracted, and to pace his work, was highly related to job success.

Major unmet needs which, if satisfied, might have prevented failures: more helpful home environments, more realistic level of aspiration, more appropriate pre-employment training, and more community services to help the employees with off-the-job problems.

Two-thirds of the counselors, personnel officers, and supervisors felt the concept of substituting counselor's judgment of the retarded person's employability for a qualifying exam should be extended to other handicapped groups.

Secondary disabilities for this group were more frequently emotional than physical.

While 42% of the jobs being performed did not require "use of own judgement" in performing tasks, 31% did require such judgments occasionally and 7% frequently.

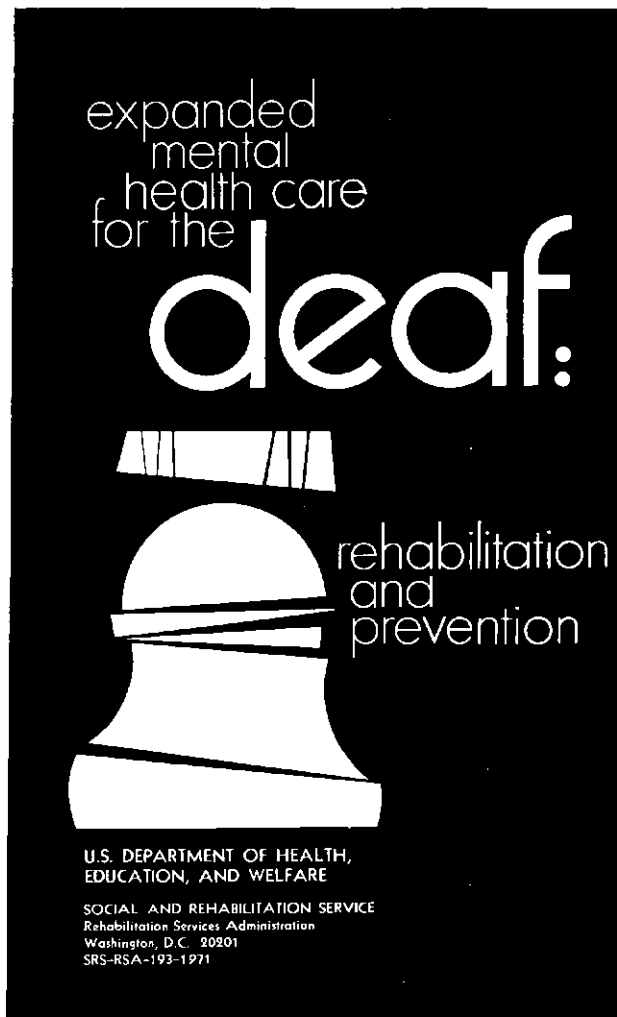
55% of the supervisors reported these employees doing "very well" or satisfactorily" during the first 30 days of work. This rose to 63% during the next 60 days and to 73% thereafter.

69% of these retarded workers said their parents, relatives, or spouses helped them out with off-the-job problems.

Counselors, supervisors, and personnel officers agreed that over half of these employees were working at capacity; that three-fourths did not ask for promotions beyond their ability; but that 15% asked "once in a while" and 6% "often" for such promotions.

Expanded Mental Health Care for the Deaf: Rehabilitation and Prevention

Psychiatric services for deaf persons in New York State began in 1955 with an investigation and definition of mental health problems of the deaf and an effort to bring modern psychiatric techniques to bear in their treatment. From 1966 to 1969, under a grant from the Social and Rehabilitation Service (RD-2128-S), the New York Department of Mental Hygiene demonstrated the feasibility of adding preventive and rehabilitative services to its established mental health program to increase the effectiveness of the entire program.



With the expanded organization, rehabilitative services for the deaf inpatient began when he entered the hospital. Concomitantly, a social worker and a rehabilitation counselor worked with family and community agencies to pave the way for his social and vocational acceptance. Halfway house facilities were explored while he was still in the hospital and were used after discharge as a bridge to the community. Close liaison with State vocational rehabilitation counselors helped to insure his smooth transfer to employment status. Similar facilities were available to clinic patients.

The program yielded demonstrable results and has been made a permanent part of the mental hygiene system of the State of New York. In addition to the many personal benefits derived by the deaf ex-psychiatric patient when, upon leaving the hospital, he is able to contribute to his own support and fulfillment, there is also a significant financial yield. For example, during the project, 72 of the 96 patients served were discharged, and only 10 of them were returned to other hospitals. Current cost estimates for New York are \$11 to \$13 per patient per day in a State hospital; and each patient year averted saves a minimum of \$4,000.

The Final Report of Project RD-2128-S was prepared by the Principal Investigators, John D. Rainer, M.D., and Kenneth Z. Altshuler, M.D. Copies can be obtained from the Publications Distribution Section, Division of General Services, Social and Rehabilitation Service, Room G-115 B, South HEW Building, 330 C Street, S. W., Washington, D. C. 20201.