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# The Relationship Between Education and Socialization Input and Social and Behavior Outcomes, in a Controlled Group of Educable Mentally Handicapped

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**A B S T R A C T**

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**THE RELATIONSHIP BETWEEN EDUCATION  
AND SOCIALIZATION INPUT AND SOCIAL AND  
BEHAVIOR OUTCOMES, IN A CONTROLLED GROUP  
OF EDUCABLE MENTALLY HANDICAPPED**

by

**Joanne Marie Higgins**

A B S T R A C T

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The purpose of this research project was to study the socio-economics of a controlled group of educable retardates who had completed their formal education.

In 1965 the researcher investigated the mentally retarded students enrolled in the Davenport, Iowa, Taylor and Marquette Schools and compared them to their parents and siblings. The pupils studies comprised three groups: (1) a trainable group represented by pupils from 25 families; (2) a group of educable mentally handicapped students with known organic involvement represented by pupils from 165 families; and (3) a group of educable mentally handicapped pupils with no known organic involvement sufficient to account for retarded condition -- commonly referred to as "familial retardation".

The results of the study supported the views that the background of the trainable and the educable chil-

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dren showing organic involvement was typical of that found in the general population of the United States and that the background of the familial, educable mentally retarded tended to correspond to that of lower class, underprivileged families. The data pertaining to socio-economic status and the educational histories of the siblings supported these conclusions.

For purposes of classification, the group studied in this project falls into the range Christine Ingram describes as "educationally mentally retarded" or "educationally mentally handicapped". This researcher prefers the current term, "educationally mentally handicapped", and refers to them as the "EMH". Their IQ range measured approximately 50-75, the lower 2 percent of the national school population in learning ability. The IQ score alone is insufficient for classification, however, suggesting that improvement can take place, accounted for by other factors.

Many moderately retarded have a few handicaps in addition to their mental deficiency. However, they are capable of expressing themselves adequately through language. Many, in fact, are capable of

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self-care and some of them are even capable of third grade level reading and mathematics skills. Hence, they find productive employment after completing their formal education. The EMH group selected for this project, Group 3 as described on page 1 of this Abstract, is within the range defined above.

The present study (1971-1972) investigated by longitudinal method the group numbered 3, the familial EMH. As the title indicates, the present study concentrated on the outcomes in the social and vocational areas for this group

The method used was questionnaire with door-to-door followup to reach as many of the group as possible. The questionnaire was sent to 327 EMH within the age range of 16 to 24. A 30.5 percent feedback was received from 94 respondents.

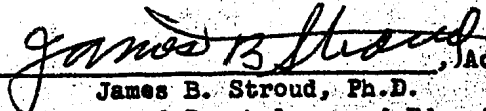
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by

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## INTRODUCTION

It is difficult to give an adequate definition of mental retardation, for it has numerous causes and facets which are not yet precisely understood even by specialists in the field. The problem of definition is complicated further by the tendency of each researcher to define retardation exclusively in terms of his own discipline. In addition, a definition once arrived at is often altered or revised.

Thus, the definitions in the end are quite arbitrary, each specialist forming his own. Trying to define mental retardation is like trying to define normal vs. abnormal. Where does one draw the line? Not only is the condition indefinite; it is also elusive; the closer one gets the farther away he is.

The American Association on Mental Deficiency (AAMD)<sup>1</sup> in May of 1960 attempted a definition. Mental retardation was described as: "The sub-average

general intellectual functioning which originated during the developmental period and is associated with impairment of adaptive behavior". Adaptive behavior encompasses maturation of sensory motor skills, learning of academic skills and social adjustment. This definition is flexible insofar as both impairment of behavior and abnormal functioning of intelligence must exist before classifying a person as retarded. An IQ score alone is insufficient for classification. Another good aspect of the definition is that it does not mention irreversibility in conjunction with retardation, suggesting that improvement can take place.

Christine P. Ingram, defining it from an educational point of view says: "The terms 'mentally retarded or mentally handicapped' are applied to those who measure approximately 50 to 75 in IQ, the lowest 2 per cent of the school population in learning ability".<sup>3</sup> The results of an IQ test alone, however, are inadequate in evaluating an individual's ability.

Edgar A. Doll, who deals with the institutionalized individual, defines him as follows: "The men-

tally deficient person is: 1. Socially incompetent and unable to manage his own affairs; 2. Mentally sub-normal; 3. Retarded intellectually from birth or early age; 4. Retarded at maturity; 5. Mentally deficient of constitutional origin through hereditary causes or disease; 6. Essentially incurable".<sup>3</sup>

Doll's definition would be more valid in the discussion of severely retarded individuals. He does not mention that there are varying degrees of retardation and that improvement can take place with mildly or moderately retarded people, so this researcher would prefer then to refer again to the Ingram theory that irreversibility in conjunction with improvement can take place, and it suggests that improvement can take place.

So there is no universal definition for mental retardation. The above cited definitions which illustrate the variations available are from different individuals who have their own philosophy.

The following illustrate further variety.

The Iowa State Department of Public Instruction:  
"Those children who as a result of sub-average general intellectual functioning which is associated with impairment of maturation, learning, and social adjustment are incapable of being educated profitably and efficiently through ordinary classroom instruction".<sup>3</sup>

J. Higgins (in an unpublished Master's Thesis):  
"A condition characterized by the faulty development of intelligence which impairs an individual's ability to learn and to adapt to the demands of society".<sup>9</sup>

Doll: "Social incompetence due to mental subnormality which has been developmentally arrested which obtained at maturity is of constitutional origin and is essentially incurable".<sup>3</sup>

Clemens Benda: "A mentally defective person is a person who is incapable of managing himself and his affairs or being taught to do so, and who will require supervision, control, and care for his own welfare, and the welfare of the community".<sup>3</sup>

Rick Heber: "Mental retardation refers to sub-

average general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior".<sup>3</sup>

The President's Panel: "The mentally retarded are children and adults who, as a result of inadequately developed intelligence are significantly impaired in their ability to learn to adapt to the demands of society".<sup>13</sup>

<sup>6</sup>  
Bernard Farber goes so far as to describe the mentally retarded as a "surplus population" that, if transported to another planet or the moon, would not be missed by society. The statement is both startling -- but even more important -- frightening. The refrain "surplus population" is too much an echo of Hitler's genocide. Hitler's surplus populations included the Jews and the mentally deficient, both of whom he actually tried to exterminate. Certainly, society would survive sans the "surplus population" -- quite likely the world would go on as before if we were to eliminate any minority or ethnic group. We might even go so far as to say that if all the

"normal" people were transferred to the moon that the world would most likely go on as before -- we probably would not be missed either.

The enormity of Farber's proposal is magnified by the fact that he seems to place too much emphasis on the uniqueness or difference of the mentally retarded. The researcher of the present paper is surprised by the statement because she holds an opinion or philosophy that is completely opposed to such a proposal. She believes that the mentally retarded are much more "normal", or at least could be, if we ourselves would permit it. However, once they have been labeled or stereotyped they have to live their lives under the shadow of that designation. She agrees with J. Bucklew, Jr., that the mentally retarded must be viewed not strictly through the sieve of an IQ test but "beyond the victim's brain or even total organization . . . (and) in the total life circumstances that confront the person".

Edward T. Hall in his book The Silent Language insists that we "see" things because they have been

labeled or given names; the label becomes like a spotlight calling attention to what might otherwise be overlooked. Without that spotlight the performer might be able to blend in more easily with the entire society.

In sum: Perhaps the definitive definition should be the sum-total of all the definitions that have been given in this Introduction, whichever others may exist, and those the reader himself may choose to add. The definition would be all-encompassing; perhaps it would read something like this: "The 'mentally retarded' are those who are 'thought' to be retarded or those who are so labeled".

This is the premise of this paper: that the mentally retarded can blend in with society. It would be better for all mankind, certainly for those we have chosen to label the mentally retarded.



## Chapter I

### PURPOSE AND METHOD OF STUDY.

The purpose of this research project is to study the socio-economics of a controlled group of educable retardates who have completed their formal education.

In 1965 this researcher investigated the mentally retarded students enrolled in the Taylor and Marquette Schools, Davenport, Iowa, and compared them to their parents and siblings. A summary of the 1965 thesis is as follows:

The mentally handicapped pupils studied in the 1965 work comprised three groups: (1) a trainable group represented by the Marquette School pupils, pupils from twenty-five families; (2) a group of educable mentally handicapped students with known organic involvement thought to be responsible for the retardation, represented by Taylor School, pupils from one hundred and sixty-five families; and (3) a group of educable mentally handicapped pupils with no known or-

ganic involvement sufficient to account for retarded condition -- commonly referred to as "familial" retardation. (In Appendix VI will be found excerpts from the curriculum guide set up for students at the Taylor School in the areas of reading; mathematics; developing personal and social skills; and the preparation for gainful employment).

The results of the study supported the view that the background of the trainable and the educable children showing organic involvement was typical of that found in the general population of the United States and that the background of the familial, educable mentally retarded tended to correspond to that of lower class, underprivileged families. The data pertaining to socio-economic status and the educational histories of the siblings supported these conclusions. (See Appendix, numbers II, III, IV, and V, for charts on occupations, education and housing).

For purposes of classification, the group studied in this project falls into the range Christine Ingram would describe as "educationally mentally retarded" or "educationally mentally handicapped". This re-

searcher prefers the current term, "educationally mentally handicapped", and will refer to them henceforth as the "EMH". Their IQ range measured approximately 50 - 75, the lowest 2 percent of the national school population in learning ability. The IQ score alone is insufficient for classification, however, suggesting that improvement can take place (the environmental factor, for example).

Many moderately retarded have a few handicaps in addition to their mental deficiency. However, they are capable of expressing themselves adequately through language. Many, in fact, are capable of self-care and some of these individuals are even capable of third grade level reading and math skills. Hence, they find productive employment after completing their formal education. The EMH group selected for this project, Group 3 as described on pages 2 and 3, is within the range defined above.

The present study (1971-1972) has investigated, by longitudinal method, the group numbered 3, or the familial EMH. As the title indicates, the present study has concentrated on the outcomes in the social

and vocational areas for this group. The method used was questionnaire with door-to-door follow-up to reach as many of the group as possible. The follow-up was necessary because of the large number of questionnaires returned by the postal authorities. The addressees were listed as "unknown" or "moved - no forwarding address", and "no such address". Many of the addressees were now non-existent because the houses had made way for new construction of one sort or another.

The questionnaire was sent to 327 EMH within the age range of 16 to 24. A 30.5 per cent feedback was received (94 respondents). An informal letter from the researcher explained the purpose of the survey and included instructions for filling out the questionnaire. An addressed envelope was enclosed for convenience and expediency. The findings have been reported in the following chapters, and a copy of the questionnaire has been placed in Appendix I.

Fifty-one males completed the questionnaire either in whole or in part. Four others replied but did not answer the questions. Thirty-seven females

responded with only one refusing to answer the questions on the form. Two additional questionnaires were returned by unknown respondents who lived at the particular address to which it had been sent. All but three respondents filled out their own questionnaires. The parents of three completed the forms, giving the responses of the EMH.

Most of the printing or handwriting was legible. There were numerous spelling errors and a few interesting or humorous remarks.

The following chapters present the findings under the four headings Style of Living; Employment and Money (Vocation); Amusements and Hobbies; Marriage and Church. After the presentation of these four topics in Chapters II through V, the study concludes, in Chapter VI, with a summary, conclusions, and indicated future projects flowing from the present study.

## Chapter II

### STYLE OF LIVING

According to the Warner Scale<sup>16</sup> the majority of EMH in this controlled group lives in the lower-class neighborhoods. This is defined as deteriorating, run-down, and semi-slum. A few reside in average and above-average neighborhoods. (See map, Appendix V).

Since most of the unmarried live at home, their living conditions remain unchanged since the previous study of 1965. Those maintaining their own residences with no outside supervision live in homes of the same calibre as their parents.

It should be pointed out that of the group studied there are one male and one female living at the Pine Knoll Home, which is a half-way house; it is not an institution. It is a home in the locale that serves as a rehabilitation center. The people who live there will remain in that environment until

such time that they demonstrate an ability to handle their expenses or learn a way of life for their own support. At that time, of course, they will be permitted to find their own housing. Here again, they will undoubtedly duplicate the living conditions of their parents.

It should be strongly emphasized that in general the EMH are not relying on any local or national agencies to give them supportive help. The majority lives either with the parents or with some parental aid. They are not, however, posing any burden upon the state in which they reside or on the society as a whole. They are not parasites; they are not liabilities; they are not expenses. While these individuals may not be contributing in any great extent to the family coffers, at least they have not become absolutely financially dependent upon others. They have, in a sense, succeeded in providing for their own needs.

In Figure 1 below will be found examples of the living situations in which members of the EMH group find themselves at the time of this writing.

DWELLING	MALE	FEMALE
Parental Home	43 (Rm & Bd: (\$5-\$20 wk	32 (Rm & Bd: (\$12-20 wk
Apartment	4 (Rent range: (\$80-\$85	1 (\$89.00
Trailer	1 (\$55 mo.	
Half-Way House	1 (Rehab. (Supported	1 (Rehab. (Supported
State Institution	1 (State (Supported	

Figure 1

Many average people in society follow the same environmental influence of their parents except in the extremities at either end of the financial-social spectrum. The same is true of the EMH. By and large their ways of life are mirrors or reflections of those of their parents.



## Chapter III

## EMPLOYMENT AND MONEY (VOCATION)

Considering the instructional level of respondents attending Taylor School for EMH, the occupational and vocational outcome of this group appears to complement the existing levels of curriculum provided in the Taylor program.

The males that responded to the questionnaire completed the following range of formal school attendance after completing the Taylor program:

	<u>Total</u>
Taylor School, EMH Program	
Pre-Vocational (Chron. Age 13-16)	13
Junior High - Terminal (13-16)	11
Senior High - Vocational (16-up)	13
Iowa Community College (Voc.-Tech. Div.)	1
Glenwood State	
Institution Rehabilitation Program	2

Their present jobs vary but for the majority they fall into the unskilled labor range. Among the

respondents, 32 had full-time or part-time jobs, while 16 were unemployed; others gave no indication. Thirteen of the 32 are employed at the Area Development Center Sheltered Workshop. Most of the work at the Center is on contract from surrounding industries and business houses. The tasks performed are as simple as packaging ten screws in a cellophane bag and stapling the bag closed to packing crates of machine parts. The hourly rate is commensurate with the skill and is usually on a piece-work rate. The earnings range at the workshop is from 14 cents per hour to \$1.60.

Among the male employees or "clients", as they are called, all responded that they were very happy with their jobs. Some qualified their responses with a desire for more contracts to insure steady employment.

The remaining 19 who had jobs were employed as follows: maintenance men at a local college, nursing home, and various industrial plants; others worked as cooks, bus boys, while still others stated they were laborers. There were two skilled or semi-skilled workers. One individual reported that he worked in

the capacity of a mechanic's helper as a sheet metal shear operator.

The group working in the employment field outside the Sheltered Workshop had a wage range of from \$1.60 to \$3.93. Among this group most indicated they were "very happy" but nine listed fair as their rating. Six were "unhappy" and 10 had no comment. Since 29 had no driver's license and only 22 had a driver's permit or license, they were not represented in any occupation in which they were required to operate a motor vehicle. Eight reported having their own automobiles. Six even specified the make and year of their vehicle as listed below:

1958 Volkswagen  
1960 Chevrolet  
1965 Ford  
1966 Pontiac  
1970 Gremlin  
1971 Gremlin

Although the EMH are required to register for the draft at 18 years of age, only two of the male respondents were or had been in any branch of the armed services. One is presently in the Army Reserves; the other one received an honorable discharge after his

educational background was noted. Prior to that time the young man had passed the Air Force Mechanics' School Aptitude Test. With the exception of the two mentioned specifically, none of the others of the group made any attempt to volunteer for military service.

Other financial and economical data are reported on the chart below.

Among the 51 male respondents the following reported having:

	<u>Total</u>
Checking Accounts	7
Savings Accounts	22
Credit or Charge Accounts	0
Loans (Auto Bank Loan)	1
Life Insurance	24
Health Insurance	14
Car	8
Welfare Assistance	6
Parental Aid	29
Rehabilitation (Mental Health Center)	2
Job Rehabilitation	1

The significant number of savings accounts and life insurance can be attributed to two factors: (1) Most respondents live at home with parental supervision; (2) The workshop sets up a savings plan for the clients. The number of those receiving welfare and other state aid is low, as indicated on Page 7.

Parental supervision is probably a main factor.

The interviews with the Workshop director and various employers bear witness to a low rate of absenteeism and an incentive to do assigned work conscientiously. There is no alcoholism reported in the EMH group nor are there any reports of gross personality conflicts on the job. Ironically, those least happy (6) with their working situations also receive the highest salaries. It appears that the EMH workers' primary goal is to perform the assigned task even though there is little or no room for promotion. The diversity of unskilled jobs gives the male a much wider range from which to choose. This will be further developed in the summation in Chapter VI.

The 36 female workers responded similarly to the male population of EMH in regard to their contentment with their present occupations or vocations in life. Their occupations, however, are more diversified by the nature of their sex. There are a total of 48% employed at the Area Development Center Workshop; the others are in service-type employment of one kind or other.

The educational background of the employed EMH females (36) as a preparation for occupation is charted below:

Taylor School for EMH	12
Junior High School Program-Terminal	4
Senior High School	7
Green Acres School (for unwed mothers)	1
Scott Community College (LPN Program)	1
Business College	1

The vocational outcome of the education of this controlled group of EMH females is as follows: Fifteen members of this group are employed either on the packaging line or spray decorating division of the Workshop.

Jobs in the community labor force consist of: dishwashers; kitchen help; laundry; baby sitting; maids at motels and hospitals; nurses aides in convalescent homes for the elderly; and prostitution. As previously mentioned, most of the work available to the female EMH is of a service nature, female oriented and in the typical low-class range in most in-

stances.

The earnings at the workshop are equated with the skill and amount of piecework produced. The range is from 40 cents per hour to \$2 hourly rates, where applicable. The questionnaire reported 22 of the 36 females as happy in their work. One reported being extremely contented, and six fairly happy; six said they were unhappy. Among the group of discontented, the major reason given was not enough work or steady employment.

There were no instances of any female employed in any occupation requiring an ability to drive a car, yet among the 36 there were seven having a driver's license and five even owned their own automobiles.

List of automobiles as reported on the questionnaire:

1962 Chevrolet  
1964 Ford  
1967 Station Wagon (Make not identified)  
1972 Volkswagen  
1972 Station Wagon (Make not identified)

The financial status of the responding female population (36) was as follows: (Main headings are sub-divided as shown by the respondents)

Bank Accounts:

Savings	18
Checking	9
Credit and Charges	6
Finance Company Loans	4

Insurance:

Life Insurance	19
Health Insurance	10
Car Insurance	5

Parental Aid or Welfare:

Parental Aid	24
Mental Health Center	4
Rehabilitation	5
Welfare (ADC)	1

Since 32 of the female population of 36 of respondents live at home, the guidelines of their finances may be under close parental supervision. There is also the incentive profit sharing at the Area Development Center Workshop. Considering the two groups individually, neither the male nor the female group appears as any financial burden on society, i.e., state, federal or local funds. Most of their assistance seems to be either familial and/or self-supportive.



## Chapter IV

## AMUSEMENTS AND HOBBIES (AVOCATIONS)

The EMH group was asked to list preferences in amusements and hobbies. Their tastes have varied little since the 1965 study except for their listing more contemporary names, stars, titles associated with entertainment and other factors associated with growth. In instances of high popularity such as bowling, for example, the activity is organized and planned for group participation. There appears to be no significant deviance from the average type of responses researchers might elicit from members of the so-called "average" range. The preferences of the EMH males and females as indicated by themselves are shown as follows:

<u>FEMALE</u>	
<u>Favorite Sports:</u>	<u>Total</u>
Bowling	9
Baseball	9
Basketball	2

Football	2
Hockey	1
Hunting	0
Pool	0
Fishing	0
Roller Skating	3
Swimming	4
None	10

Favorite Television Program: Total

Mod Squad	3
Detective Shows	1
Medical Center	2
Bewitched	2
Brady Bunch	1
Bonanza	1
Longstreet	2
My Three Sons	2
All in the Family	1
Marcus Welby	3
All	2
Night Gallery	1
Green Acres	1
Sonny and Cher	1
Gunsmoke	1
6 O'Clock News	1
Johnny Cash	1
Bold Ones	1
Brady Bunch	1
Sanford and Son	1
Laugh-In	1
Here's Lucy	3
None	7
Partridge Family	1
Flip Wilson	1

Favorite Music: Total

Any	5
Carpenters	0
Children's	0
Combo	1

Country Western	4
Elvis Presley	0
Good Music	0
Grand Funk	0
Hillbilly	0
Horn	0
Harp	1
Ink Spots	0
Jazz	0
John Denver	0
Monkeys	1
Patriotic	0
Popular	1
Religious	0
Rock	6
Semi-Classical	1
Show Music	0
Sugar Daddy	1
Today's Sound	1
Waltz	1
Christmas Songs	1
Piano	1
Stick-Up	1
None	7

Hobbies:Total

Knitting	5
Horseback Riding	1
Crossword Puzzles	1
Roller Skating	2
Collecting Rings	1
Photography	1
Puzzles	4
Painting	2
Bowling	1
Sewing	1
Cooking	1
Housecleaning	2
Drawing	1
Spoon Collecting	1
Crocheting	1
Reading	3

Watching Television	1
Writing	1
Records	1
Singing	1
Walking	1
Working	1
None	12

MALEFavorite Sports: Total

Bowling	16
Baseball	9
Basketball	8
Football	10
Hockey	2
Hunting	2
Pool	3
Fishing	1
Roller Skating	4
Swimming	4
Wrestling	2
None	3

Favorite Television Program: Total

Wild Kingdom	1
Comedy	2
Westerns	3
Any Good Show	3
Adam 12	5
"Eney" (Any)	1
Saturday Comics	2
Longstreet	7
Movies	2
Nature Shows	1
Night Gallery	3
Courtship of Eddie's Father	2
Love Lucy	1
Bold Ones	2

Mission Impossible	1
None	8
Mod Squad	3
Flip Wilson	1
Mystery	1
Gunsmoke	2
Laugh-In	2
Star Trek	1

Favorite Music: Total

Any	2
Carpenters	1
Children's	1
Combo	1
Country Western	12
Elvis Presley	1
Good Music	3
Grand Funk	2
Hillbilly	1
Horn	1
Ink Spots	1
Jazz	6
John Denver	1
Monkeys	0
Patriotic	1
Popular	3
Religious	1
Rock	5
Semi-Classical	1
Show Music	2
Sugar Daddy	1
Three Dog Night	1
Today's Sound	4
Waltz	0
None	4

Hobbies: Total

None	12
Stamps	2
Bowling	6
"Mole Cars"	1

Rock Polishing	1
Putting Things Together	3
Models	6
Eating and Sleeping	1
Puzzles	1
Music	1
Presidential Facts	1
Reading	1
Sports	8
Swimming	3
Hiking	2
Scouting	1
Number Painting	1
Pool	1
Drag Racing	1
Chess	1

The socio and economical range of availability in the recreation and hobby pursuits of the EMH in this project is realistic. As previously stated, such things as bowling, roller skating, and swimming are planned recreational activities. Fishing and hunting are particularly germane to this locale for both male and female.

In comparison to the 1965 study of the EMH, the potential as seen in 1965 is not correlative to the present participation in active sports. The hobbies or leisure time activities show a distinct regression. In 1965 the respondents were students and were encouraged and supervised in activities of this nature.

which had been initiated as part of the curriculum.

The television viewer EMH is undoubtedly influenced by the contemporary sociological thought in the areas of politics, ethnic groups, humor, family relationships, "stars", and even "super-stars". Significant, however, seems to be the consistency of the EMH to prefer familial situations, though the serials or characters may change, than the mystery, plus the new scene of medics, handicapped, lead roles, that give vent to the viewer's empathizing.

The researcher found the same response correlation equivalent in the area of music preference. The contemporary groups replaced the "rock and roll" of 1965 -- however, the fad or "in-type" sound is the favorite of the EMH. More predominant are the folk and country western performers who leave much to identification.

Interest in classical or semi-classical music remains about the same as it was in 1965, and this again seems to be attributed to the environmental factor. Contemporary music is very much a part of the EMH's world of relaxation, identifying, sharing

with parents, siblings and chronological peers. It is, of course, both therapeutic and cultural.



## Chapter V

## MARITAL AND RELIGIOUS AFFILIATIONS

The number of married persons in the EMH sampling of this project is significantly small. The reversal of the male-female role shows that more EMH females marry than do their male counterparts. In the general population of EMH's the number of marriages or inter-marriages is relatively low. The outcome of their marriages as reported in the findings is not appalling nor disastrous but coincide with national statistics.

The marital status of the 1970-1971 controlled group of EMH:

	<u>MALE</u>	<u>FEMALE</u>
Currently Married	3	7
Divorced	3	2
Separated	1	0
Children	5	8

RELIGIONS

In the 1965 study of this particular group, religion seemed to play a major role in their lives. Today there is a noticeable decrease in affiliation, attendance, and religious/spiritual/theological belief among the EMH -- which is corollary to their measured average and above contemporaries.

Listed below are the male-female church affiliation:

	<u>MALE</u>	<u>FEMALE</u>
Catholic	7	7
Methodist	3	2
Lutheran	3	3
Baptist	3	4
Eckanon	1	0
Gospel Temple	0	0
Presbyterian	4	1
None	33	15

Sex education or birth control brought an unusual type of response. Only two females in the group responded and one married male. The results should indicate more children, or less promiscuity, or even sterility.

Anecdotal responses -- male/married -- were re-

ceived in answer to the question, "Do you use birth control?" There were no responses among the unmarried. Whether this implies impotence, masturbation, or lack of sexual activity is germane to another study. The female response was as barren as that of the male EMH -- therefore, this researcher puts it in anecdotal reference again. The majority reported they did not use or know how to use birth control. The two instances are reported as each one, "I would if I fooled around"; two, "Control means: stop at red; go on green lights".

The researcher submits lack of formal school sex education, lack of sophistication, misconceptions, or naive activity among the EMH are responsible factors. Possibly an unwillingness to respond must also be assumed.

## Chapter VI

## SUMMARY AND CONCLUSIONS

In summation, the EMH controlled group studied in this project comprises 3 per cent of the nation's total population, or 2 per cent of the low educable population in formal education. Since the 1965 study of this group it now appears (in 1971-1972) they have progressed in their own peer group of society. If we were to adopt the opinions of some researchers in the field we would believe that: this group (the EMH nationwide) could be considered a superfluous population and major institutions of society could continue to operate as before if all the mentally retarded individuals in society were removed to another planet.

Interesting enough, the humanistic psychologist would not agree to this assumption according to his definition of average. Today's average individuals seem to be the Archie Bunker type, culturally brain-

washed, ordinary, usual, typical. Humanists like Abraham Maslow, Sydney Jourard and Rollo May describe the "average" identically in this manner. If so, then the findings of this project could support a movement to "un-label" the EMH and to let them melt into the "average" society. They are very "average" in most of the socio-economic findings of this project.

Specifically, the most successful EMH making the most money were also reported to be those most unhappy in their work--just like most average people--making ends meet and wishing they had more money.

The environment of the EMH is practically identical to that of their parents and, like most average people, live in contained neighborhoods. A few do live on farms.

Like the normal or average person (the next-door neighbor of the man-in-the-street) the EMH, too, find status in material possessions: cars, clothing, trinkets and individual objects: animate such as pets and inanimate such as a personal stereo set. Housing, neighborhoods, and furniture are of secondary impor-

tance to their goal for happiness.

The EMH are happy in non-demanding jobs, like the average person in our locale working in industry doing repetitive, non-creative work and settling for the security of a permanent job.

Many "average" people settle for meaningless routine once-a-week church-going. This also satisfies the spiritual needs of the EMH.

The hobbies and amusements and vacations of the EMH are synonymous with the average Television mentality suggesting that their empathizing and enjoyment is totally satisfied with the variety present on today's market. The same applies to taste in music. Those in their teens are in the same preference range as their average peers.

Vacationing is limited and is usually with the family. Extensive travel is rare. The mode of transportation was in the realm of the average camper-traveler of today.

When men like Bernard Farber, a specialist in the socialization of the retarded, find them pathetically cast in a labeled population that finds their

existence meaningless -- unless merged with the average populace -- then it seems fitting to look to May, Jourard and Maslow for definitions of "average". The average are people that comprise a greater per cent of our population. They have limited horizons, settle for less than they could be (and do); they fear the risk of total loving -- they love safety, structures, confining laws, and inhibiting traditions. If then we have such a majority of "average", as the mores of our American society displays, there may be room for 2 per cent educable handicapped that fit neatly into this slot.

The late President John F. Kennedy appointed a commission in 1962 to study the plight of the exceptional population in the United States. The results were great in the advancement of identifying, funding and providing facilities, care and education for this segment of society. Today the labels, the syndromes, and prognoses are too stigmatizing and stymie the fringe average. It appears the need for more research in the correlation of EMH and the average culturally brainwashed may even further their ad-

vancement in their socio-economic living.



## APPENDIX I - THE QUESTIONNAIRE

Name \_\_\_\_\_ Phone \_\_\_\_\_  
 Address \_\_\_\_\_  
 Job? \_\_\_\_\_ Salary \_\_\_\_\_

Driver's License? Yes \_\_\_\_\_ No \_\_\_\_\_  
 Do you have a car? \_\_\_\_\_ What make? \_\_\_\_\_ Year \_\_\_\_\_

Are you married? \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_  
 Do you have children? \_\_\_\_\_ How many? \_\_\_\_\_

Do you go to church? \_\_\_\_\_ Where? \_\_\_\_\_

## Military Service:

Army? \_\_\_\_\_ Navy? \_\_\_\_\_ Air Force? \_\_\_\_\_ Marines? \_\_\_\_\_ Reserves? \_\_\_\_\_  
 None? \_\_\_\_\_

Do you live in a house? \_\_\_\_\_ An apartment? \_\_\_\_\_ A trailer? \_\_\_\_\_

Do you rent it? \_\_\_\_\_ Own it? \_\_\_\_\_ How much monthly? \_\_\_\_\_

The school you last attended was \_\_\_\_\_

Your wife \_\_\_\_\_ Your children \_\_\_\_\_

Do you receive help? \_\_\_\_\_ Welfare? \_\_\_\_\_ Parents? \_\_\_\_\_

Mental Health Center? \_\_\_\_\_ Rehabilitation? \_\_\_\_\_ VNA? \_\_\_\_\_

## What is your favorite:

sport? \_\_\_\_\_

TV show? \_\_\_\_\_

music? \_\_\_\_\_

What are your hobbies? \_\_\_\_\_

Do you go on vacations? \_\_\_\_\_ Where? \_\_\_\_\_

Do you or your husband have: a checking account? \_\_\_\_\_ Savings? \_\_\_\_\_

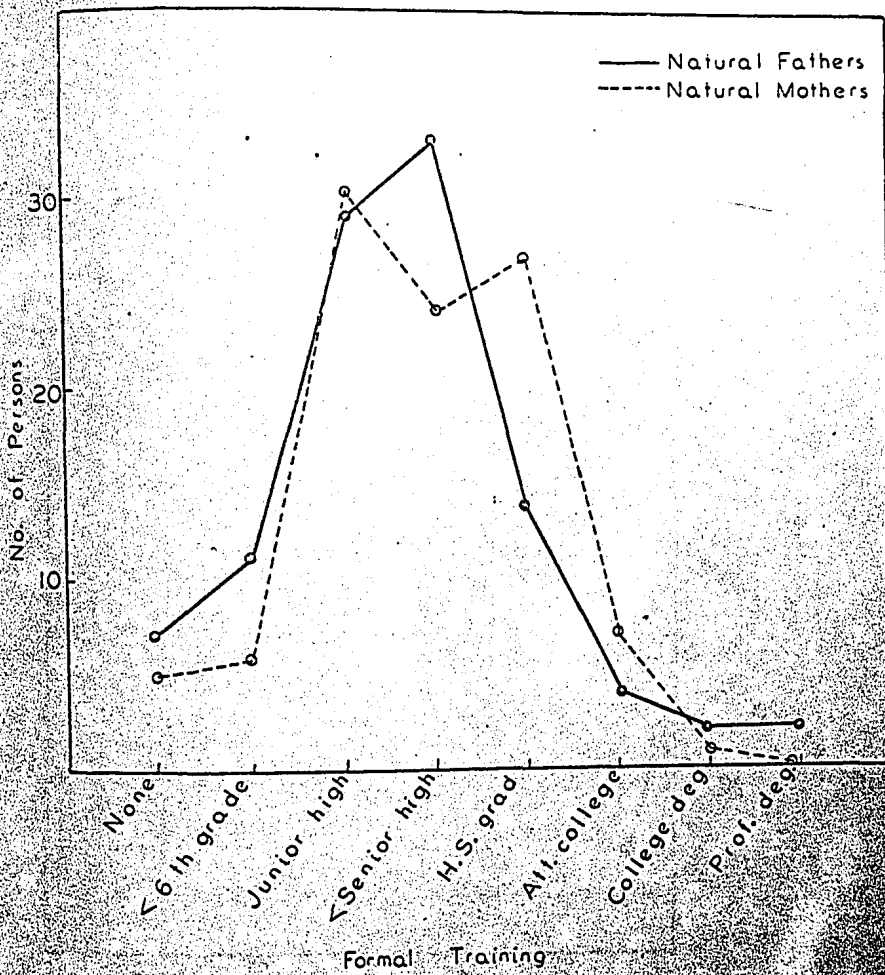
credit cards? \_\_\_\_\_ Loans? \_\_\_\_\_ Where? \_\_\_\_\_

Do you have insurance? \_\_\_\_\_ (Life, health)

Do you use birth control? \_\_\_\_\_

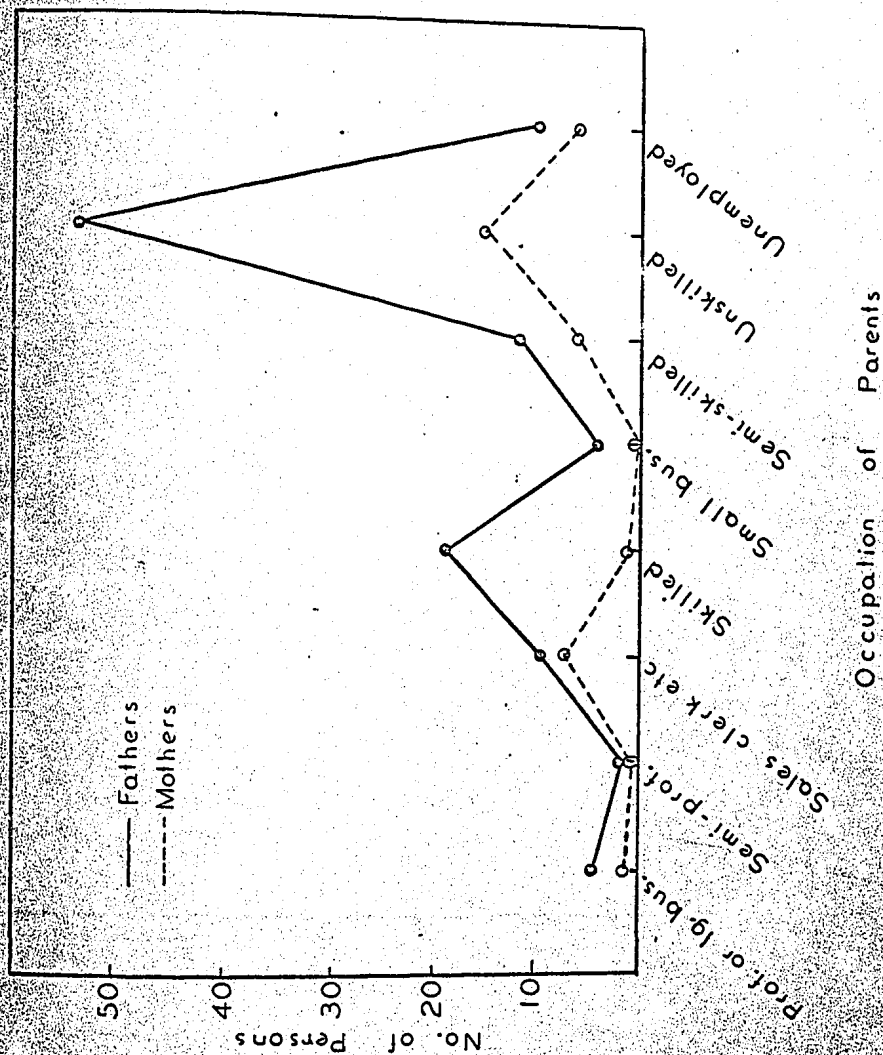
Are you happy in your job? \_\_\_\_\_

very \_\_\_\_\_ fair \_\_\_\_\_ no \_\_\_\_\_



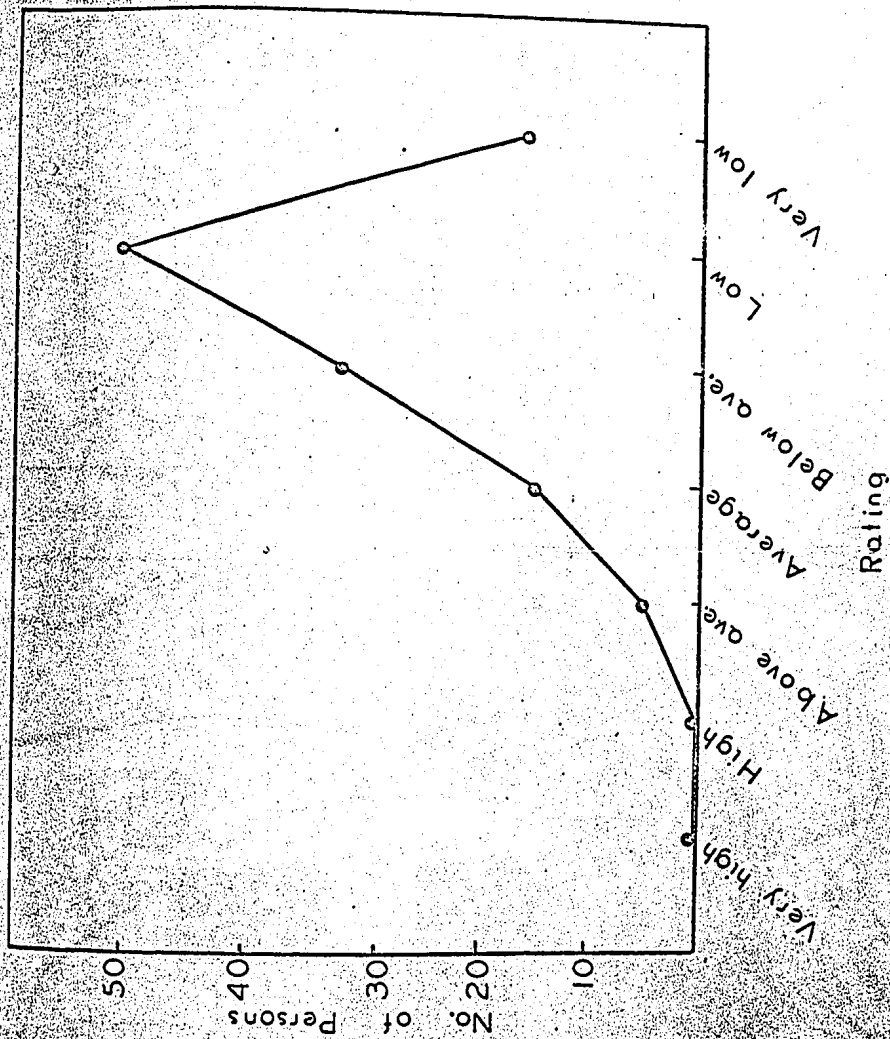
APPENDIX II

The Educational Background of Mothers and Fathers (Taylor School)



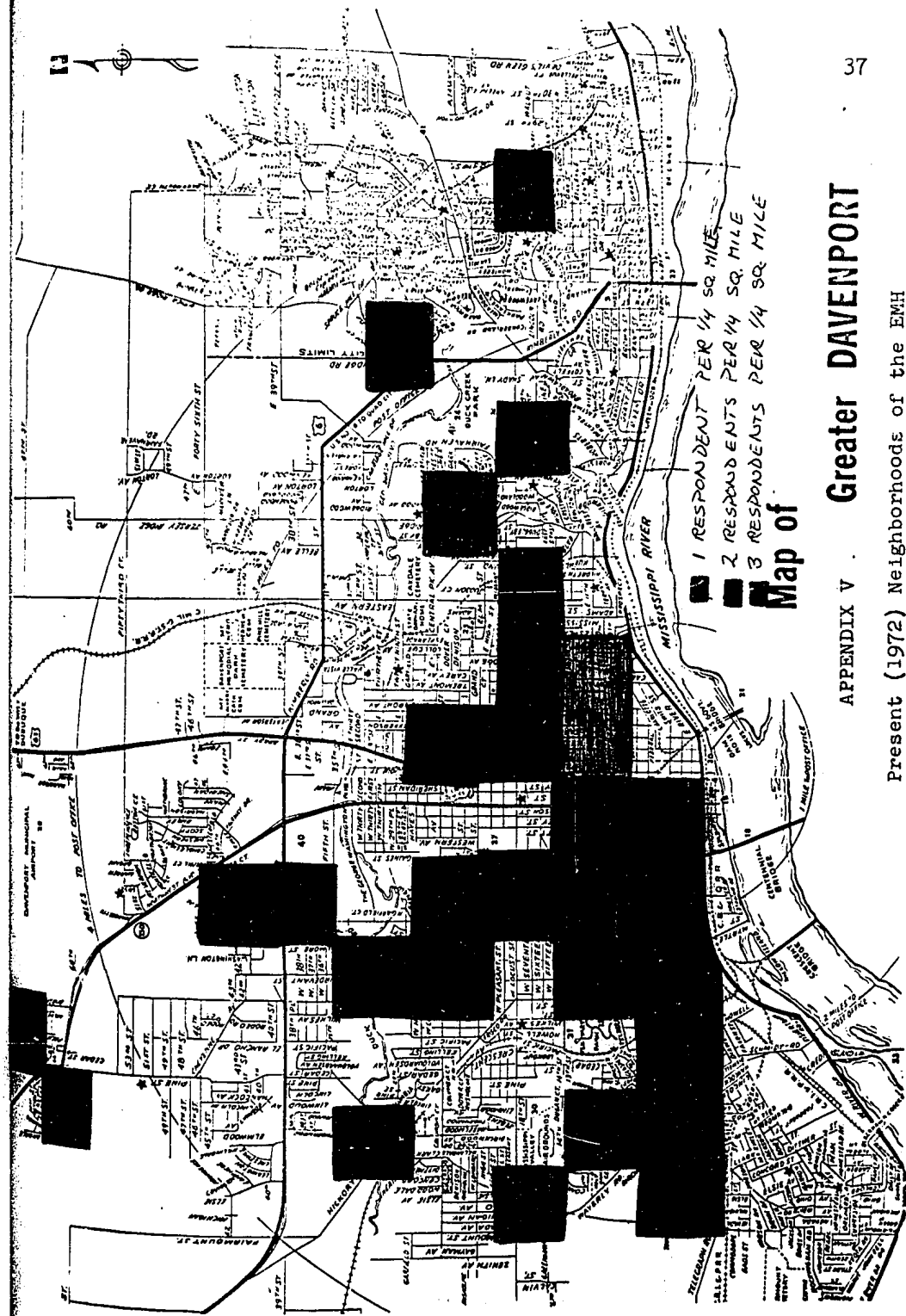
## APPENDIX III

The Occupations of Mothers and Fathers (Taylor School)



APPENDIX IV

The Neighborhood Ratings of the Taylor School Parents



APPENDIX V Greater DAVENPORT

Present (1972) Neighborhoods of the EMH

## APPENDIX VI - TAYLOR SCHOOL CURRICULUM EXCERPT

The following is an excerpt from the curriculum guide set up for students at the Taylor School in the areas of reading; mathematics; developing personal and social skills; and the preparation for gainful employment:

Procedure for reading instruction:

There is no special method for teaching reading to retarded children.

Readiness Instruction:Visual Discrimination:

Distinguishing among letters, and eventually between words, is important in the reading-readiness program. In order for children to develop this visual skill, the teacher must appropriately sequence activities so that skills learned earlier can be employed in subsequent activities.

Sequence for Teaching Letter Discrimination:

Level 1 - At this level, activities should be designed to enable the child to distinguish the elementary features of shapes of letters, such as in

breaks and closes, corners and curves, and lines and curves.

Level 2 - By the time the child has reached the second level, he should have developed stable associational patterns related to certain unique characteristics of letters and be ready to increase his present discrimination capabilities related to shape to include percepts of size and orientation.

Level 3 - At this level, the tasks are designed to give the child experiences which will help to develop visual discrimination among complex written letters.

#### Auditory Discrimination:

Auditory discrimination is more than just the fact that a sound is audible to a listener; indeed, auditory discrimination requires that individual sounds and their components be accurately recognized.

#### Developing a Sight Vocabulary and Word-Attack

#### Skills:

Of central importance is that these children be successful in their early experiences in reading.

Establishing a consistent and effective method

for attacking words is equally important.

Developing a sight vocabulary and skill in word attack are interdependent on each other.

Approaches to Beginning Reading Instruction:

Making use of a printed primer series is one approach for introducing reading.

A spelling or alphabet approach illustrates another technique for introducing reading.

Using the cooperative story and experience chart at the outset will enable the retarded child to gain a clear picture of the reason for reading. Reading should become a basic part of communication.

Stages in Teaching Reading:

The teacher of the mentally retarded can present material in a progressively differentiated manner by using the experience approach. Three levels, or stages, of instruction characterize this technique. The mass stage is exemplified by the child reacting to the whole story, the differentiation level is characterized by emphasis on learning details, and the integration stage is typified by the child's being able to read without awareness of details.



### Analysis of Words:

Systematically attacking words constitutes a vital component of reading instruction for the retarded. The teacher should be concerned about minimizing random behavior and guessing. In no other area will such behavior be manifested as extensively as when a child has not developed skill in the analysis of words.

There is not any best single approach for instructing the retarded in word attack.

The special-class teacher of the retarded will probably find greatest success in using an eclectic approach which combines the phonics, visualization, context, and kinesthetic methods.

### Developing Skill in Comprehension of What is

#### Read:

Reading is essentially a useless exercise if the reader does not understand the meaning of the words he calls.

Comprehension can be encouraged by the teacher's closely relating other activities to the material being read. Activities that are of high interest will

often provide the impetus for children focusing on the meaning of what is being read.

#### Instructing in Mathematics

The literature agrees that the retarded tend to achieve at a level consistent with their mental age in mathematics computation but often significantly below that level in mathematics reasoning.

The basic objectives of the arithmetic program for educable retarded children differ significantly from those for intellectually normal children in terms of breadth and depth of treatment. The techniques used in evaluating are similar to those discussed in the preceding section on reading.

The suggestions given earlier for formally and informally assessing an individual's predicted capacity for reading are equally appropriate in mathematics.

A good teacher must be able to diagnose specific arithmetic deficits in children. The teacher looks over the entire instructional program being offered and evaluates them as a whole.

Procedure for mathematics instruction should be practical, and should facilitate the development of a conceptual understanding rather than rote manipulation.

Instruction in mathematics should follow the same basic pattern or method used in normal classrooms but at a much slower pace. The course should include the following units: Teaching number concepts; classification; correspondence; conservation and reversibility; ordering; associating numbers with numerals; teaching simple addition; teaching simple subtraction; teaching carrying and borrowing through place value; multiplication and division; fractions; measurement; money; time; distance; weight; volume.

#### Developing Personal and Social Skills

It is the unanimous opinion of the professional community and, indeed, of society that the educable mentally retarded should take their places as members of the community and contribute to its stability and enhancement. It is necessary, therefore, that a great deal of attention be given to developing and

directing the behavior of the educable child early and continuously during the course of the school program.

Dimensions of Personal, Emotional, and Social

Growth:

Physical health and personal attractiveness.

This includes exercise, diet and personal health and cleanliness.

Emotional growth and mental health. Heber (1964) has summarized the results of a number of the investigations in which some control has been exercised. His summary suggests that (1) the retarded are poorly motivated after having once acquired a generalized expectancy of failure; (2) being located in a regular class is associated with more personality maladjustment than placement in a special one; (3) educable individuals located in the community show susceptibility for personal maladjustment; (4) the retarded tend to have a more unrealistic picture of their own abilities; and (5) the retarded seem to respond well to social reinforcement.

Needs and Goals:

They are basically no different from those of the

intellectually normal. Attention, affection, activity, acceptance, and success illustrate only some of the needs characteristic of all populations of children.

Barriers:

The retarded seem to have a lower tolerance for frustration and tension. The reason for this can be related directly to their frequent history of failure in all areas.

Many forms of adverse behavior patterns can result for these reasons. The teacher, therefore, will need to provide the children with experience which will help them to understand their other possible socially appropriate behaviors.

Many of the educable mentally retarded children in the public schools come from lower socioeconomic situations in which standards of acceptance in a social interaction are often at variance with the general mores and folkways of society. The first responsibility of the schools is to the children. Nevertheless, it is entire proper to use each child's developing skills as a wedge into the family in an effort to begin the arduous process of altering family

patterns of behavior.

Methods for Teaching Social, Personal, and Emotional Skills:

Reinforcement and reward are methodological components required to modify social, personal, and emotional behavior.

Caution should be exercised so that undesirable behavior is not rewarded.

Acceptable patterns of behavior will be most rapidly and effectively acquired by using the dual influence of models and differential reinforcement. Some methods are: Sociodrama -- Identifying the problem and delineating the roles; dramatization -- post-dramatization discussion, diagnostic value, will help the retarded see the social world. The special teacher has a responsibility to encourage other teachers to include educable reared children in their programs as much as realistically possible.

Counseling in the classroom. In one sense it is reasonable that the special education teacher work with the retarded in responding to their counseling and guidance needs; the special education teachers

all likelihood know the children best.

Preparation for Gainful Employment:

Throughout the child's special-class experience the subtle flavor of occupational skill development required for mastery of appropriate work situations should permeate this program's activities.

Society expects educable mentally retarded children to interact effectively within the community. This requirement will not be met if the youngsters are not given frequent opportunities to associate with others around them. For this reason most schools include a good work-study program.

The degree of student success in the work-study program is related to the degree to which they become actively involved in all aspects of the program.

Showing and telling these high school youngsters what and when to act will be ineffective. They must be given a chance to try out their responses in a realistic setting.

Suitable placement and success on the job demands a certain level of academic skill as well as

common sense understanding of practical matters.

Preliminary to actual job placement, the work-study students should have some experience finding jobs which are consistent with their own capabilities, interviewing for occupational placement, and in making application for a position.

Concerning the students, evaluation is necessary to identify significant weaknesses in those areas which require a certain level of achievement for successful employment; it is also necessary that each student's performance be measured against the specific goals of each stage of the work-study program.



## APPENDIX VII - ANALYSIS OF RESPONSES TO QUESTIONNAIRE

MALE

4 Did not complete questionnaire

Jobs:

Yes: 32

No: 16

Sheltered Workshop 12

Types of Work: On Line, Kitchen at Workshop,  
St. Ambrose, Strieter's Kahl  
Home, McDonald's, Janitor,  
Maintenance, Sear's, French &  
Hecht, Grass & Snow, Welding,  
Labor, Tray Washer, Shear Oper.

Wages (per hour): \$.80, 3, ? it varies, \$1.75, \$3.45,  
\$3.93, \$1.50, \$2.96, \$1.60, \$2.45,  
\$1.66, \$1.70, \$1.75, \$1.80, .80,  
.40, .28.

Driver's License:

Yes: 15

No: 29

Permits: 7

Automobile:

Yes: 8

No: 43

Make of Automobile & Year:

1966 Pontiac

1970 Gremlin

1960 Chevrolet

1971 Gremlin

1965 Ford

1958 Volkswagen

Married:

Yes: 3

No: 48

Divorced:

Yes: 3

No: 48

Separated:

Yes: 1

No: 30

Children:

Yes: 5 (How many? 4, 1, 1, 1, 1)

No: 29

Church:

Yes: 19

No: 33

Where: Lutheran: 3; Catholic: 7; Baptist: 3

Methodist: 3; Presbyterian: 4; Roman: 1.

Military Service:

Army: 2  
 Navy: 0  
 Air Force: 1  
 Marines: 0  
 National Guard: 1  
 None: 47

Living Quarters:

House (with Parents): 43

Pine Knoll Home: 2

Institution: 1

Apartment: 4

Trailer: 0

Rent: 5

Own: 5

Monthly: \$85.00, \$80.00, \$85, \$150, \$5 week

School Last Attended:

Area Development Center: 3

Taylor: 8

Iowa Community College: 1

Oral Deaf: 1

West High: 3

Hawk Eye: 1

Central High School: 7

J. B. Young: 2

Frank L. Smart: 5

Annie Wittenmeyer: 2

Glenwood: 2

5th Grade:

Marshfield High School: 1  
 Sudlow Jr. High School: 2  
 Maquoketa High School: 1  
 St. Martin's College, Wash.: 1

Receive Help:

Yes: 29

No: 23

Welfare: 6

Parents: 29

Mental Health: 3

Rehabilitation: 2

VNA: 1

FEMALE

Jobs: Asst. Supervisor, Piece Work, Nurses Aide,  
 Dishwashing, Kitchen Help, Prostitution, Laun-  
 dry, Baby Sitting.

Sheltered Workshop: 15

Yes: 22

No: 13

Wages Per Hour: \$1.60, 85¢, 80¢, 90¢, 80¢,

\$1.65, 1.00, 1.75, 80¢, 1.30,

\$1.41, 40¢, 1.25, 1.00, 1.00,

\$.50, .80, 1.50, 2.00, .40.

Driver's License:

Yes: 7

No: 29

Automobile:

Yes: 5

No: 31

Make of Car:

1967 Station Wagon  
1972 Volkswagen  
1972 Station Wagon

1962 Chevrolet  
1964 Ford

Married:

Yes: 7

No: 29

Divorced:

Yes: 2

No: 34

Separated:

Yes: 0

No: 36

Children:

Yes: 8 (How many: 1, 5, 2, 2, 2, 1/2, 2)

No: 27

Church:

Yes: 22

No: 15

Where: Lutheran: 3  
 Catholic: 7  
 Baptist: 4  
 Methodist: 2  
 Presbyterian: 1  
 Gosple Temple: 6

Military Service:

Army: 0

Navy: 0

Air Force: 0

Marines: 1

None: 35

House with Parents:

32

Other Accommodations:

Pine Knoll Home: 1

Apartment: 1

Trailer: Rent: 8

Own: 3

Monthly: \$39.00, \$32.00, \$12.00, \$10.00

\$1.00, \$90.00, \$200.00

School Last Attended:

Central High School: 4

Assumption High School: 1

Green Acres: 1  
Rock Island High School: 1  
Taylor: 12  
Frank L. Smart: 1  
West High School: 1  
Sudlow Junior High School: 2  
Area Development Center: 7  
Brown's Business College: 1  
Scott Community College: 1  
Marquette: 2  
J. B. Young: 1

Receive Help:

Yes: 27

No: 6

Types of Help:

Welfare: 1

Parents: 24

Mental Health: 4

Rehabilitation: 4

VNA:

## APPENDIX VIII - RELATED RESEARCH

A serious problem in public education today is how a school system can best prepare educable mentally retarded students to become productive adult citizens of the community. At the secondary level, there is a current upsurge of interest in developing programs combining classroom work and part-time placement in actual work situations. This educational plan is referred to by various names such as "work-study", "work-experience" or "school-work" programs. Very little research, particularly of a longitudinal nature, has been conducted to evaluate the effects of this approach in educating the mentally retarded of high school age. The assumption made is that combining practical on-the-job training with related and reinforcing curricula in the classroom will result in a graduate better prepared to enter the work world and to succeed. Presumably, the person with such training and experience will make a better community adjustment as an adult.

Early Studies and Longitudinal Investigations

A number of follow-up studies of the community



adjustment of the mentally retarded have been conducted. Studies done through the middle 1950's were reported by Tizard (1958). More recently, Charles (1966) summarized longitudinal follow-up studies of community adjustment. The report of these studies indicate a fairly good adult adjustment for most mentally retarded students throughout their lives. The majority are employed, few are institutionalized, and although many are involved in law violations, the offenses tend to be a less serious variety.

Success in adult employment appears to be tied rather directly to the conditions of the nation's economy. Since the majority of retarded adults hold unskilled and semi-skilled jobs, they are often the first to be laid off during a recession period. However, the general tenor of these studies is optimistic. Tizard (1958), in fact, raises questions as to whether or not there is a need for additional longitudinal research of this nature.

Several studies have been reported since the Tizard (1958) and Charles (1966) reviews were written. Kidd, Cross and Higginbotham (1967) followed

up educable retarded adults who had graduated between 1961 and 1966 from the Special School District of St. Louis County, Missouri. Their results were similar to the results of earlier studies. They reported that the majority of educable retarded adults were employed (81 per cent) and that there was little correlation between their IQ scores and their employment success within this restricted intellectual range.

Those with IQ's above 65 were able to move directly into the competitive world of work at age 17 or 18. Those with IQ's below 65 frequently needed additional school and vocational training for an additional two or three years.

Neuhaus (1967) reported the results of a three-year training program which compared the performance of a group of educable retarded adults with the performance of nonretarded physically disabled workers. Retarded persons who had a marked dependence and those who had additional multiple handicaps were excluded from the sample. A report of the results suggested that most of the retarded were able to perform successfully on jobs such as electrical assembly

work, and a few women were employed in a number of clerical tasks in a commercial bank setting. The most important aspect of their ability to succeed related to the social skills needed to adjust successfully with their co-workers and supervisory personnel.

A slightly different approach to evaluating post-school success was reported by Peck and Stephens (1964). They used the factor analysis as a technique to analyze a battery of tests and information obtained from five groups of retardates who were 18 - 26 years old. The analysis included the test results of 78 predictor variables and 80 criterion variables which analyzed items of general social history. All of the test results and information which constituted a total of 158 variables were gathered on one control group which had not received any special schooling and on four other groups which had had various kinds of special school experience. Four hypotheses were investigated. First, since the 80 criterion variables were factored to a cluster of 17 variables, success was concluded to be multidimensional. Second, since the 78 predictor items reduced to a cluster of 21, the authors suggested that

work success for retardates could be predicted from a battery of tests. Third, the control group tended to be the least successful, indicating that a special program is beneficial. Finally, the four experimental groups tended to differ in success, suggesting that the kind of school experience may have a differential effect.

#### Summary of Previous Research

Previous research has established that most educable mentally retarded youths make a reasonably good adult adjustment in the community. The reasons why they succeed or fail are not nearly as clear. Most authors assume that special class programs contribute to better adult adjustment. Yet, with the exception of the work done by Peck and associates (1964), success has not been related to differential training programs.

The major purpose of this study was to investigate (by longitudinal means) the post-school adjustment of the educable mentally retarded in the Bavenport (Iowa) public schools.

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