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A FOLLOW-UP STUDY OF THE GRAMBLING
EVALUATION AND TRAINING CENTER

by

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CHAPTER I

INTRODUCTION

The purpose of this study was to conduct a follow-up of the clients of the Grambling Evaluation and Training (GET) Center at Grambling, Louisiana. The investigation grew out of the sentiment expressed by the professional staff of the GET Center for the need of such a follow-up on the clients served since its establishment in 1967.

The Training Center has been in existence for six years, and during this period, no evaluation of the GET Center had been made by way of a follow-up of the clients whom it served.

Statement of Problem

The purpose of the study was to account for the clients served by the Grambling Evaluation and Training Center in terms of a follow-up.

Specifically, the objectives of this study were:

1. To discover the present activities of the clients served by the Grambling Evaluation and Training Center over the past six years.

2. To discover what percentage of the clients served by the Grambling Evaluation and Training Center is gainfully employed.

3. To discover the type of work the clients served by the Grambling Evaluation and Training Center are doing.

Definition of Terms

Admissions Committee - the title given the group organized to carry out the policies, criteria, and procedures established by the Division of Vocational Rehabilitation which pertain to admission of a client to the facility.

Client - a term used in this study to refer to the mentally, physically, and emotionally handicapped individuals.

Staffing - a term used to indicate the presentation of case record material to the Admissions Committee. At the staffing, there is a complete discussion of the case record, viewing it from the medical, social, psychological, vocational, and educational point of view. It is an interdisciplinary approach used so that a better understanding of the applicant can be had by all members of the staff.

Vocational Evaluation - a phrase which refers to a comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration to assist individuals in vocational development. Vocational (work) evaluation incorporates medical, psychological, social, vocational, education, cultural, and economic data to assist in the attainment of the goals of the evaluation process.

Vocational Preparation - a phrase which refers to the educational and technical instruction provided an individual in order to equip him for work.

Work adjustment - a descriptive phrase used to describe the treatment-training process utilizing individual and group work related activities to assist clients to understand the meaning, value, and demands of work; to modify or develop attitudes, personal characteristics, and work behavior and habits; and to develop functional capacities.

Limitations of Study

The study was limited to the 90 information sheets received from the vocational counselors. Only the counselors who responded were used in the study.

Also, examination of the clients' folders revealed that a large percentage of the folders were incomplete. These folders contained only transportation forms and therefore, no record of the clients' history was available for use.

Procedures

A survey of the literature was first made to gain information on previous follow-up studies on the employment of mentally, physically, and emotionally handicapped individuals. After the literature was surveyed, the investigator constructed a letter and information sheet (See Appendixes A and B) to be sent to the Vocational Counselors who represent the clients served by the GET Center. The population of counselors and clients for the study was selected from the Grambling Evaluation and Training Center Control Sheet,

which contained the counselor-client number, client's name, date of staffing, date entered, and date left. Then the letter and information sheet were mailed to the counselors with a request for a response within one month. After the month was up, a follow-up letter (See Appendix C) was sent to all counselors who had not responded. Having received 90 responses, the investigator analyzed the data and the results of the follow-up were presented.

The Grambling Evaluation and Training Center

The historical parentage of the training center is to be found in the work of several pioneers in the area. Pioneers directly related to this development were: President R. W. E. Jones, president of Grambling College; Mayor B. T. Woodard, mayor of Grambling, Louisiana; Vice-President E. L. Cole, vice-president of Grambling College; and, Dr. L. J. Carter, who was chairman of the Department of Special Education at the time of the Grambling Evaluation and Training Center's origin.

As a result of the organizational efforts of the pioneers, the Training Center opened its doors at 110 South Main Street, Grambling, Louisiana on February 1, 1967 with one (1) staff member, Mrs. Hazel Hunter. On April 16, 1967, the lone staff member was joined by J. D. Lewis, present manager of the Training Center, and Otis Moore. After several months of preparation, the first class started July 17, 1967 and consisted of eight (8) clients: five (5)

males and two (2) females. Staff members at the time of the study were: J. D. Lewis, Supervisor-Evaluator; Otis Moore, Men's Training Instructor; Mrs. Hazel Hunter, Women's Training Instructor; and, Mrs. Cheree Woods, Stenographer-Clerk.

The Training Center is presently administered by the Vocational Rehabilitation Division of the Louisiana State Department of Education. Vocational rehabilitation services are provided:

1. To place in employment persons who are mentally handicapped; and,
2. To retain persons in suitable employment, who have a disability which is or will be a vocational handicap.

The Vocational Rehabilitation Act requires that, in order to be eligible for vocational rehabilitation a woman or man:

1. Must have a substantial job handicap as a result of a mental or physical disability.
2. Must be of employable age (16 in the State of Louisiana).
3. Must have a reasonably good chance of becoming employable through rehabilitation services.

The purpose of the Grambling Evaluation and Training Center is therefore, to give assistance to the mentally handicapped by functioning as a rehabilitation bridge between inactivity and the last stages of strict vocational

preparation for job placement.

The major goals of the Grambling Evaluation and Training Center may be stated as follows: (Lewis, 1972)

1. To function as a supporting service to the Rehabilitation Counselor for the purpose of assisting in the vocational rehabilitation of mentally handicapped.
2. To assist in the rehabilitation process by providing a composite program of medical, psycho-social, vocational services.
3. To join with other community agencies in striving to help the handicapped in a program dedicated to vocational and educational growth, self-realization-actualization, and personal and social adjustment.
4. To help meet the vocational needs of the mentally retarded in the State of Louisiana.
5. To coordinate services that are offered in the community from a Vocational Rehabilitation concept.
6. To increase the number of mentally retarded persons being prepared for remunerative employment.
7. To provide evaluation and training services and facilities for retardates capable of eventual placement in employment.
8. To verify the personal adjustment training, work habits, occupational virtues that the mentally retarded so often need in order to hold a job.
9. To provide the occupational skills as indicated either in the Center or on-the-job training.

10. To provide additional training for the students that leave the public school system at age 16 and above, who are classified as mentally retarded and who can meet the admission requirements of the facility.

11. To evaluate and study the trainee in a simulated industrial or occupational work situation.

The GET Center can adequately accommodate forty-two (42) clients. To date, the clients served by the GET Center have been mentally retarded male and female adults from the areas of Monroe, Rayville, Ruston, Grambling, Alexandria, Leesville, Shreveport, Minden, Bastrop, Wisner, Gilbert, Simsbore, Dubach, Boyce, Coushatta, Mangham, Colfax, Pleasant Hill, Converse, and Ringgold in the State of Louisiana who were referred by counselors, ministers, school board members, special teachers, parents, political representatives, lay people, penal institutions, juvenile homes, and judges. However, referral of clients can be made by anyone. The clients' ages are from 16 up with an I.Q. range usually between 40 - 80, but the clients' level of functioning is more of a determining factor than their I.Q. Individuals who are referred for training may go to the Vocational Rehabilitation Office, 122 Saint John Street, Monroe, Louisiana; Grambling Evaluation and Training Center; or, to any Vocational Counselor.

Each client that is referred is represented by a counselor, who evaluates his psychological, physical, social, and vocational status before he enters the GET Center.

All clients are staffed by the Admissions Committee, which consists of the Vocational Rehabilitation Counselor, Evaluator, Training Instructor, and Psychologist. In addition, sometimes there are representatives from school boards, nurses, ministers, teachers, lay people, speech therapists, or assistant supervisors on the Admissions Committee. The clients served by the GET Center must be able to profit from the program and training offered. Parents must both understand and cooperate with the goals of the GET Center. Although the clients are staffed, the Admissions Committee has the responsibility for final determination and authority for acceptance of clients or for official termination action.

After the clients are accepted by the Admissions Committee, they are placed in Evaluation. The Evaluation at the GET Center, which lasts for a period of eight (8) weeks, amplifies the evaluation made by the counselor. The Evaluation program is based on practical and direct actions of the client as related to working situations. Covered in this evaluation are the clients' ability to travel alone, work alone, read and write, count and manage money, appearance, relationships with others, social graces, personal adjustment, manual skills, physical tolerance of work, quality and quantity of work, initiative, reliability and learning, and reaction to working. The Evaluation program provides the staff the opportunity to closely observe each client as he functions in a variety of

vocational situations in order to determine his strengths and weaknesses.

At the end of the eight week evaluation period, an evaluation committee consisting of the facility staff, and Vocational Rehabilitation Counselors meets to discuss the information gathered about the client during the evaluation period. His readiness for employment, type of employment, vocational strengths and weaknesses, type of training he needs, and type of jobs available in the area are all discussed. The evaluation committee makes recommendations to the client's counselor. The client may be referred to another agency for additional services, accepted for training at the GET Center, referred to Trade School, referred to a Residential Center, re-evaluated, placed in employment, placed in "on-the-job" training, or referred to sheltered workshop.

Housed within the GET Center are the male and female training areas. In male training, the shop program is basically an exploratory one. It is used to develop mental and physical coordination, motor control, and ability to use tools. Sampling in a cross section of occupations develops the basic skills and fundamentals that provide the client with job familiarity and facilitate the training period of the male clients. A great deal of emphasis is placed on personal and social adjustment.

The basic core program of male training consists of:

1. Use of hand tools.
2. Use of power tools.
3. Woodworking and related skills.
4. Painting.
5. Grocery store work.
6. Service station work.
7. Janitorial work.
8. Repair and maintenance of small internal combustion engine.
9. Lawn care and yard work.
10. Garden work.
11. Simple electrical repair.

In female training, emphasis is placed on "independent living." Many of the female clients will be able to take over family responsibilities which will free the parents for employment.

Female training is designed to give basic skills in:

1. Food and nutrition.
2. Sewing, domestic, and commercial.
3. Janitorial work (Home Management).
4. Packing and wrapping.
5. Cafeteria work.
6. Nursing aid
7. Grooming.
8. Craft and art.
9. Laundry.

After the staff and the counselor feel that the client is ready for employment, he may be placed in an "on-the-job" training facility and trained for a specific job; or he may be placed directly on a job that he is immediately capable of performing.

After placement, the counselors and the placement counselor follow-up and help the client with any problem(s) that might affect his adjustment on the job.

The Grambling Evaluation and Training Center has been in existence since 1967. Therefore, it is hoped that through the findings of this follow-up study, the GET Center can view its accomplishments of the past six years.

CHAPTER II

REVIEW OF LITERATURE

Adequate follow-up is often the weakest and most troublesome aspect of rehabilitation programs. Once some measure of rehabilitation effort is concluded and the individual client is made aware that the service he has been receiving is at an end, clients tend to drift out of contact with the service-giving agency (Neff, 1959:2). In a survey of rehabilitation agencies in Europe and America, it was found that no adequate follow-up inquiry had been done by the various centers (Jones, 1952). Although this statement was made by Dr. Jones in 1952, it must be modified in the light of more recent work.

Follow-up studies on the employment of the mentally retarded students have been done by a large number of writers. Some retardates have been found to gain entry into jobs, with or without training. All of these such findings will be reported in the review of literature. This chapter was subdivided into four categories of research: Occupational Success of Mentally Retardates Based on I.Q., Social and Occupational Success of Mentally Retardates in Special Class Programs, Role of the Federal Government in Placement of the Mentally Retardates and Employment and Vocational

Adjustment of Mentally Retardates in Training Centers.

Occupational Success of Mentally Retardates Based on I.Q.

While the vast majority of retardates will be found in unskilled and semi-skilled jobs and earning modest wages, a number of follow-up studies (e.g., Engel, 1950, 1952; Krishef and Hall, 1955) have found that retardates can, on occasion, gain entry into skilled and unusual occupations, and can earn very good salaries. Some retardates find work in occupations that might be unexpected in light of their tested IQs. One study found truck drivers, parachute sewers, and sewing machine operators with IQs between 50 and 69. Bartenders and carpenters were found in the 70 to 79 IQ range (Rynbrandt, 1947), and were also encountered in Bobroff's (1956) follow-up study. Generally, people do not realize how little tested intelligence it takes to perform a large number of jobs. Hegg (1950) and Fraenkel (1961b) agree that retardates can be placed not only in sheltered, but also in open employment.

Davies (1959:212) estimated that half of the restaurant industry jobs in New York City were within the ability scope of the retarded. He also pointed out that textile mills were once operated by children and that similar machine operations should, therefore, be within range of child-like intelligence. Delp (1957) identified a wide range of tasks in which retardates with IQs in the 20s, 30s, and 40s were found to engage, and Wolfensberger and Tizard found

some remarkable accomplishments by low functioning retardates working in a factory in England. Unger and Burr (Engel, 1950) performed a series of job analyses that showed that a wide variety of industrial tasks could be done on a Mental Age level of 9 to 10. Even sales girls could manage with a Mental Age of 9.5. Over 42 years ago, Beckham (1930) found that Mental Ages of 7 to 8 were sufficient for a variety of laundry tasks, and Tizard and O'Conner (1950a) pointed out that persons of even lower mental ages could perform such work. Krishef and Hall (1955) reported that 15 percent of the retardates under county supervision in Hennepin County, Minnesota, were earning \$3,000 or more.

Saenger (1957) in his classic study of the adjustment of severely retarded adults in New York City, found that 27 percent of his community sample was employed, and a total of 36 percent had been employed at some time. Even among the mongoloids, 6 percent were employed at the time of the study.

Reviews of follow-up and community adjustment studies have been published by Engel (1950, 1952), Goldstein (1964), O'Conner (1957), Reynolds and Stunkard (1960), and Tizard (1958).

Social and Occupational Success of Mentally Retardates in Special Class Programs

Follow-up studies of the social and occupational success of former educable mentally retarded students in special class programs began to appear in the literature

by the early 1920s.

Bobroff (1955:525-535) provided data on a sample of 121 students in Detroit's Public School System who at the time they were enrolled in classes were placed in two levels of special education, i.e. . . . , the Special B classes which were self-contained in elementary schools and special centers and the Special Preparatory which featured academic training in special curriculum and vocational training in other areas of the high school program. The students were out of school 12 years after the follow-up was made, allowing them enough time to adapt to increased personal and social responsibilities. It was found that only 8 percent of the males were unemployed. The other findings were: 16.3 percent skilled ; 36.4 percent semi-skilled and 29.5 percent unskilled. The strength of the study lies in the fact that Bobroff gathered an extensive amount of information on students who had left a large city school system during a period of a manpower shortage and a high rate of economic and industrial activity due to the war effort. Under these employment conditions and bolstered by the special training with which they were provided, the mentally retarded had one of their best opportunities in the history of modern special educative methods to make maximum use of their preparation. Bobroff also provided information to the effect that 20 percent of the males in the study had been offered promotions to such positions as foreman and supervisor during the survey period.

Carriker (1957) compared an experimental group of retarded who were enrolled in special classes with a control group of retarded who remained in the regular school curriculum in Lincoln and Omaha, Nebraska. The 49 students had been out of the school from 6 - 10 years after the study was conducted. The findings revealed that only 14.3 percent of the male students were unemployed.

Cassidy and Philps (1955) provided the only information of a follow-up of 19 special education programs with the entire state of Ohio. The survey was conducted on 163 students only a few years after the respondents had left school. Only 13.4 percent of the students were unemployed with 30.0 percent in skilled and 34.0 percent in semi-skilled occupations. Only 2.3 percent of the students were in skilled occupations.

Dinger (1958) completed a study of 100 former special class members of the Altoona, Pennsylvania, Public Schools. He drew an original sample of 614 former special class pupils of which 333 (208 males and 125 females) returned a mailed personal data questionnaire. Only 12.8 percent of the pupils were unemployed. The majority of pupils were found in semi-skilled and unskilled occupations.

Keeler's (1963) doctoral dissertation on the adjustment of 115 graduates from secondary special classes in San Francisco, California represents one of the few studies of its kind of former special class members residing in large urban areas during the 1960s. It was revealed

that 46 of the 115 students were employed. She made special efforts to separate and compare the survey information according to ethnic differences which had been largely avoided in previous studies.

Among the many follow-up studies in mental retardation, the two Kennedy (1962) surveys of 1948 and 1960 stand out for their extensiveness. The studies were conducted in Millport, Connecticut. In the 1948 study, 256 students were used and only 179 students in the 1960 study. Kennedy did lose approximately 30 percent of the mentally retarded population between the two reported survey years. Only 9.7 percent of the 1948 and 1960 surveyed students were unemployed. The majority of the students in the 1948 and 1960 survey were employed in semi-skilled occupations.

Mullen (1952) offered some information on 208 students from one of the school systems in Chicago, but failed to provide enumerative data concerning the classification of jobs.

Peters and Rohde (1964:15) published a study of 91 students that graduated from a cooperative program between the New Haven, Connecticut School System and other agencies. The school provided the basic academic training, but cooperated with State and Federal rehabilitation agencies in the areas of vocational training and placement. This is one of many such programs that had been developed during