COUNSELING AND GUIDANCE IN THE
VOCATIONAL ADJUSTMENT AND PLACEMENT
OF MENTALLY RETARDED
INSTITUTIONALIZED GIRLS

By
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CHAPTER I

BACKGROUND FOR AND PURPOSES OF THE STUDY

Historical Background

In recent years, most state institutions for the mentally retarded have subscribed to a philosophy of a community placement program for the educable retarded. An older pattern of operation of these institutions stressed custodial care for the low-grade and non-ambulatory, and training of the high-grade patient as a specialized, life-long institution worker. This was advantageous to the institution, in many ways, and did not invite public criticism, as the patients were not much in view of the public.

A therapeutic approach, despite greater difficulty in its operation, and its more experimental nature, is more in keeping with the objectives of modern mental health. Hence many institutions like the Sunland Training Center, a state school in Gainesville, Florida, have engaged in a program of rehabilitation of the mentally retarded.

Albert J. Shafter, in reviewing the vocational placement of mentally retarded in institutions in the United States, found that of 91 major institutions, only 53 or about 60 per cent reported that there were placement programs in their institutions. Of the 15 which gave starting dates for their vocational placement programs, eight began
after the year 1941. The institutions responding to Shafter's survey indicated that their placement programs were initiated between the years 1914 and 1951, with the modal year as 1949. From the literature it appears that situations arising from World War II stimulated the beginning of placement programs for the retarded to be started.

Harriett M. Dearden indicates that prior to the war boom, 1936-40, only 14 persons were discharged from the Mansfield-Southbury Training School, while from 1946-50, 90 were discharged. Apparently there was an acceleration of placement of the retarded caused by the manpower shortage during the war. However, from Shafter's survey it is not clear that new programs were begun primarily because of the war. It is more likely that the greater public interest in mental health and the activity of retarded children's parent movements at this time were dynamic forces in this acceleration of job training and placement of the retarded.

A basic step in the history of the development of institutional placement programs was the establishment of the colony system. The first colony reported in the literature was at Syracuse State School in New York, in 1882. Most colonies for men were agricultural, while domestic colonies were opened for girls. They were usually located some distance from the parent institution and had resident employees.

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The Concept of a Halfway House

From the accumulated experience of the colony systems, the concept of the Halfway House as it functions today evolved. The emphasis in a Halfway House is on placement, after careful diagnosis of the resident's abilities and limitations, and habilitation. Its organization is such that it can provide experiences in self-determination. The resident is not entirely on his own but has guidance from the counselor, houseparents, and, where required, the institution's professional staff. This semiprotected residential environment acts as a cushion preceding full entrance into life outside the institution. The Halfway House Program represents much of Sunland Training Center's rehabilitation and placement efforts.

In this study, critical factors and problem areas in the vocational adjustment of ten Halfway House girls will be described and analyzed. Effective counseling techniques and procedures for their habilitation will be presented, and the essential qualities of a counselor of the mentally retarded considered.

Need for the Study

In a recent joint study by the U.S. Office of Vocational Rehabilitation and the American Association on Mental Deficiency, Herbert Goldstein and Rick F. Heber point out that the need for knowledge bearing on vocational and social adjustment of the mentally retarded is particularly acute. Their report repeatedly refers to the severe limitations in our knowledge of critical factors in habilitation and of
effective counseling techniques for achieving maximum adjustment for the mentally retarded who are to be placed outside institutions. It is hoped that the proposed study will help to bridge this gap in our knowledge.

Research over the past twenty years has produced no formulas for successful placement of mental retardates in the community. Attempts to determine critical factors in vocational placement by comparing "successful" with "unsuccessful" groups who have been studied have not been profitable. The number of variables involved and the wide range of individual differences in institutional populations who have been studied preclude simple answers.

Masland, Sarason, and Gladwin have been critical of studies in which a specific characteristic of the retardate has been studied in isolation, and mention the risk of overlooking the function and the development of the characteristic in the total personality organization.

In recent years there has been an encouraging degree of interest in the personality of the subnormal individual and we are here expressing the hope that focusing on simple personality characteristics will be followed by attempts to fathom developmental sources and course as well as their functional relationships to other significant personality characteristics.

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Nation-wide interest and concern has been generated regarding the particular needs and problems of the mentally retarded through the efforts of President Kennedy's panel on mental retardation. In order for the productive capacity of the mentally retarded to be realized, the panel's report stresses, it is necessary that adequate counseling and guidance be provided prior to and after termination of formal education.\(^5\) As a result of the recommendations of this panel, legislation has been proposed in the Congress which will provide for research in the questions which must be answered about the employment of the mentally retarded.

While most previous studies have been concerned with the problem of vocational adjustment of retardates in quantitative ways, by comparing successful and unsuccessful groups with regard to specific variables, it is believed that a descriptive and analytical study such as the one proposed would provide new insights into the dynamics involved in the complex process of habilitation and community placement. A search of the literature indicates very few case studies of retardates covering the period of vocational adjustment. There is a need for studies in which the process of adjustment of institutionalized mental retardates is considered from the time of selection for habilitation through critical phases in the process of vocational adjustment in the community.

Purposes and Procedures

The purposes of this study are to analyze all available data regarding selected residents in a Halfway House Program of a state institution for the mentally retarded and to determine: (1) what are the problem areas that impede the vocational and personal adjustment of the girls; and (2) ways in which counseling and guidance can facilitate their habilitation and community adjustment. Characteristics of an effective counselor of the mentally retarded will be considered. Case studies of ten girls who were simultaneously in the Halfway House Program will be presented. Personal and situational variables involved in each of the cases included will be analyzed at critical periods in the program to ascertain their relationship to subsequent phases of adjustment of the subjects. It is hoped that these analyses will permit the development of a framework for the structuring of habilitation programs for the mentally retarded by deepening understandings of the total process of habilitation.

Subjects of the Study

The subjects of this study include ten educable mentally retarded girls, of the total population of 12, in the Halfway House Program during the period August, 1962, to January, 1963, when the writer was the Girls' Habilitation Counselor. Two subjects were excluded from the study; one because she could not be classified as mentally retarded, as she had an I.Q. within the normal range, and the other because data concerning her were not complete and available. The length of time each girl was in the program varied. For a few it
extends over a four-year period; for one girl, it was a year. The chronological ages of the subjects ranged from 19 to 37 years. Their I.Q.'s ranged from 56 to 83.

Data to be used for analysis were gathered from these sources:

1. From Halfway House Program Counseling Files
   a. Reports of individual and group counseling sessions
   b. Reports of interviews with personnel.—Cottage supervisors, medical staff, psychologists, social workers, teachers, employers and community friends of subjects
   c. Reports of Halfway House parents, vocational rehabilitation reports, counselors' summary reports for special meetings, reports of recommendations of professional committees regarding the subjects
   d. Anecdotal records, sociogram forms, notes and letters written by the subjects, miscellaneous communications regarding the subjects

2. From files of other departments
   a. Occupational therapy reports, vocational training progress reports, reports of school progress, reports of social worker visits, psychological evaluations, medical records

3. Personal counseling and interviews
   a. Individual and group counseling conducted by this writer with the subjects
   b. Interviews by this writer with the former Halfway House counselor, with personnel of various departments
at Sunland Training Center; with employers in the community.

4. From a study by a psychologist at Sunland Training Center who had information on nine of the ten subjects. Data gathered from all these sources will be analyzed from the standpoint of the process of vocational adjustment with emphasis upon counseling and guidance at the following critical periods or situations in the Halfway House Program:

1. Selection from cottage for Halfway House
2. Orientation period of adjustment at Halfway House
3. First part-time employment
4. First full-time employment
5. Employment in new job(s)
6. Furlough situation
7. Community orientation and relationship.

These seven periods or stages were derived from the particular habilitation schedule in effect at the Sunland Training Center. In certain cases, based on the needs of the resident or the availability of employment, variations in this sequence take place. However, it is at these critical periods that the resident is evaluated and prognosis for the future is made.

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Individual case summaries on each of the ten subjects is provided in the Appendix. Background case data are also provided for each of the subjects, including: birthdate, age at commitment, basis for commitment, social history, medical history, education, psychological evaluation, vocational training record, and age at Halfway House placement.

**Delimitations of the Study**

This study is limited to a consideration of guidance and counseling practice in a Girls' Halfway House Program of a state institution for the mentally retarded. The subjects of the study are white girls, since there is no Halfway House for Negro girls at present, although Negro girls working in the community are the responsibility of the Girls' Habilitation Counselor.

**Definition of Terms**

The following terms are defined for the purpose of this study:

1. **Mentally retarded.**—Individuals whose retardation is not associated with organic pathology and who are able or could become able to maintain themselves in the community.  

2. **Mentally deficient.**—Individuals who have demonstrable central nervous system pathology of a kind or to a degree which probably rules out normal social and intellectual functioning.  

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8 Ibid.
3. **Educable retarded**.--Individuals with measured I.Q.'s of approximately 50 to 70. Equivalent terms: mildly retarded, high-grade retarded, moron.

4. **Trainable retarded**.--Individuals with measured I.Q.'s of approximately 20 to 50. Equivalent terms: semidependent, imbecile.

5. **Severely retarded**.--Individuals with measured I.Q.'s below 20. Equivalent terms: low-grade retarded, idiot.


7. **Campus**.--In this study, the institution and its grounds.

8. **Cottage**.--A residential unit, housing approximately thirty-six individuals of the institution. Cottages are graded according to the age of the individuals, their intelligence level, and sex.

9. **Habilitation**.--Training and preparation for effective functioning in the community. This term is not synonymous with the term rehabilitation which usually implies a return to a former state of more effective functioning.

10. **Vocational training assignment**.--Job assignment provided on campus, supervised by a trainer and by the Coordinators of Vocational Training, for the most capable residents in the institution, including habilitation prospects.

11. **Work assignment**.--Job assignment on campus predominantly for the less capable residents, for whom permanent institutional employment is envisioned. Prior to 1957 only a work assignment
program was in effect, and hence included residents who later became Halfway House residents.

12. **Halfway House.**—A residential unit organized as part of an institution's habilitation and placement program. Located either on campus or in a nearby city, it provides habilitation opportunities for a group of educable men and women.

13. **Furlough.**—That period in the Halfway House Program when the individual is living in the community. Residents are furloughed to an employer who also provides living accommodations, or to a landlady who provides only living accommodations while the girl works in the community.

14. **Superintendent.**—Administrative head of an institution, with ultimate responsibility for policy and decision-making affecting residents.

15. **Director of Training and Habilitation.**—Administrator responsible for the Habilitation Program, including the Halfway House Programs, Vocational Training, Academic and Special Training Schools, Recreation, and Special Services.

16. **Housemother.**—A full-time resident employee at the Girls' Halfway House, responsible for the House and its residents.

17. **Attendants.**—Employees responsible for the care of residents in a cottage. There are three eight-hour shifts to provide around-the-clock care.
Concluding Statement

This study is an attempt to analyze the processes of vocational adjustment of a group of girls simultaneously residents of a Halfway House of a state institution for the mentally retarded, and to determine significant aspects of the process. Two questions are asked; (1) what are the problems of the retarded which must be taken into account in the habilitation process, and (2) what are the counseling techniques and methods which are useful in helping the mentally retarded to levels of development which will permit them to live productive lives outside of an institution. The data are the records of the girls and the experiences of the counselors who worked with them.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A review of the literature on the habilitation of the mentally retarded revealed a number of studies that were related to the present study. These have been classified under the following headings: (1) Studies of noninstitutionalized mentally retarded, (2) Studies of formerly institutionalized retardates, (3) Studies reflecting the effects of institutionalization on retardates, (4) Studies on counseling with the mentally retarded, and (5) Studies describing habilitation efforts in various states.

Studies of Noninstitutionalized Mentally Retarded

Follow-up Studies

The best means of judging whether mentally retarded persons make good vocational and personal adjustments, is to assess their situations several years after they have been placed on jobs outside their institutions. There are a number of studies of this kind, of which the best known are, perhaps, the Baller and Charles studies. In 1935 Baller investigated the social and occupational status of 206 individuals who had been graduated from Special Classes in the Lincoln,
Nebraska, public schools. The group was compared on social adjustment with normal persons after the groups had reached adulthood. Bailer found that many of the retarded adjusted vocationally even in time of economic depression.¹ A follow-up of Bailer's study was made by Charles 15 years later. He located 150 of the original group and found that 83 per cent were self-supporting. Some had been on the same job as long as 20 years.²

In 1948, Kennedy reviewed the social, economic and community adjustment of several hundred mildly retarded adults who had previously been placed in special classes in Connecticut. As a result of a research project sponsored by the Office of Vocational Rehabilitation, Kennedy revisited the Connecticut city in 1960 to make a follow-up study.³ She found that in many respects, the retarded group was indistinguishable from the normal population. Although the mentally retarded received lower ratings in job performance, they were rated higher on rate of regularity on the job, and on promptness.

In 1958 Bobroff reported a follow-up study on 121 adults who had been given special training in public schools twelve years prior

to this date. He found very few had failed to become self-sufficient, responsible citizens.4

Goldstein, in his doctoral thesis, concluded that the educable group, as adults, lose their identity since they make acceptable adjustments in the community.5

Studies of Mental Retardates in England

Studies made in England are even more hopeful regarding the vocational adjustment of the mental retardate. Hoyle, after describing the program for retardates in Leeds, England, states:

No defective who is at all capable of any effort need be unemployed and is generally found work at the Industry Center and paid a small remuneration. A large percentage have attended Schools for Educationally Subnormal Children and the power of supervision afforded by the Statute by this form of "after-care" and the advantages of the Disabled Persons Act enables visiting officers to advise parents as to proper choice of a vocation.6

Collmann and Newlyn in a study of 200 retarded individuals who had been pupils in an English school, report that the number of vocational failures was small, among those placed.7 Good work habits and


personal traits were primary determinants of the retardates' success on the job, while heading the list of reasons given by employers for failure was character defects.

**Personality in Vocational Adjustment**

Peckham's study also indicated that the retarded do not lose unskilled jobs because of inability to do the tasks required, but because of social or personality factors. This study stressed the need for providing the retardate with social training which Peckham said was critical for successful vocational placement. More retardates left their jobs because of teasing and ridicule by co-workers than any other one reason.

Other studies corroborated the findings which indicated that success or failure on the job is often centered on the "personality" or "character" of the mental retardates. Young found social factors were of much greater importance in the later success of the mentally retarded than academic abilities and achievement. Cowan and Goldman also found vocational success unrelated to I.Q. level, formal education or past work experience. When these variables were controlled, those

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receiving training from Vocational Rehabilitation made better vocational adjustment than those who did not. These researchers concluded that to the retardate, training meant someone was interested in him and encouraged his efforts.

Michal-Smith had 800 personnel directors of leading American corporations and 200 directors of institutions for the mentally retarded fill out rating scales of essential personal characteristics of good workers. Both groups agreed that mentally retarded workers are least able in jobs involving public contact and machine operation, and most successful in service and manual jobs. The relative importance of personal characteristics, it was found, varied according to the type of work involved. For public contact jobs, even temper and physical attractiveness were paramount, while for manual work, lack of fatigue and physical normality and cautiousness were mentioned.\footnote{11Harold Michal-Smith. "A Study of the Personal Characteristics Desirable for the Vocational Success of the Mentally Deficient." \textit{American Journal of Mental Deficiency} 55: 139-43; July 1950.}

\section*{Studies of Formerly Institutionalized Retardates}

\subsection*{Selection for Community Employment}

Basic to a consideration of the vocational adjustment of institutionalized retardates in the community, is the factor of selection for outside placement. What distinguishes the person given the opportunity to work outside as compared with those who remain in the institution? A study by Shafter in which a questionnaire was sent to each institution for mentally retarded in the United States, the majority of
responses indicated the professional staff was responsible for determining which residents should be considered for selection.\(^\text{12}\) The particular staff members varied from one institution to another, but it is apparent that key people, particularly those interested in rehabilitation, are usually consulted. In every case, the superintendent is involved, and is ultimately responsible for each placement.

In response to Shafter's open-ended letter regarding criteria for selection of residents for community placement, 47 institutions responded with a total of 248 criteria.\(^\text{13}\)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>Per cent</th>
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<tbody>
<tr>
<td>I.Q. or M.A.</td>
<td>40</td>
<td>85.10</td>
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<tr>
<td>Good behavior in the institution</td>
<td>24</td>
<td>51.06</td>
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<tr>
<td>Personality</td>
<td>23</td>
<td>48.93</td>
</tr>
<tr>
<td>Age</td>
<td>21</td>
<td>44.68</td>
</tr>
<tr>
<td>Received all institution can give</td>
<td>20</td>
<td>42.55</td>
</tr>
<tr>
<td>Do job (specific)</td>
<td>19</td>
<td>40.42</td>
</tr>
<tr>
<td>Emotionally stable</td>
<td>19</td>
<td>40.42</td>
</tr>
<tr>
<td>Good physical condition</td>
<td>18</td>
<td>38.30</td>
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<tr>
<td>Education</td>
<td>14</td>
<td>29.78</td>
</tr>
<tr>
<td>Proper attitude</td>
<td>10</td>
<td>21.27</td>
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<tr>
<td>Sterilized</td>
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<td>17.02</td>
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<tr>
<td>Proper use of spare time</td>
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<td>14.89</td>
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<td>Past history</td>
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<tr>
<td>Truthfulness</td>
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<td>Personal appearance, cleanliness</td>
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<td>Not sex deviate</td>
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<td>Formerly institutionalized</td>
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<td>2.12</td>
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Total                                           | 248|

Clark, Director of Social Service of a state institution in Wisconsin, states that it is the retardeate who is interested in, or

\(^{12}\text{Shafer, op. cit., pp. 279-307.}\)  \(^{13}\text{Ibid., p. 293.}\)
has the qualifications for an available job, who is selected for community placement.\(^\text{14}\) Adjustment in the institution and length of institutionalization were also considered critical. Temporary residence in a Halfway House is mentioned as being ideal prior to community placement.

**Studies of Critical Factors in Vocational Adjustment**

Over the past 20 years many studies have sought to determine the critical factors involved in successful vocational placement of the mentally retarded in the community. In the course of reviewing these studies, it became evident that the criteria for judging successful or unsuccessful vocational adjustment varied with the institution and reflected the value system of the researcher. A study by the Committee on Research of the American Association on Mental Deficiency in the United States and Canada indicated little agreement as to what constituted vocational failure. Criteria were stated in general terms such as inability to adjust, employability, and misconduct.\(^\text{15}\)

Using the population of the Woodward State Hospital in Iowa, Shafter, in a controlled study, sought to determine if the release of characteristics used in the placement of institutionalized retardates


\(^{15}\) E. J. Humphreys. "Questionnaires of the 1936-1937 Committee on Research of the American Association on Mental Deficiency." *Proceedings of the American Association on Mental Deficiency* 42: 188-222; June 1937.
differentiate successful from unsuccessful placements. There were 111 successful and 94 unsuccessful placements. He found the following release characteristics to significantly differentiate the successful placements:

1. No behavior problems
2. Did not attempt escape
3. Not quarrelsome with employees
4. Not quarrelsome with patients
5. Did not fight with patients
6. Truthful
7. Ambitious
8. Obedient
9. Not careless
10. Fewer had punishment record
11. Did not steal
12. Were regarded as good workers

Shafter developed a Prediction Table in which he gave weights to these 12 behavior characteristics, and then converted the behavior scores into a Predictive Index. His attempts to quantify the factors involved proved rather disappointing. Even a perfect score on his variables predicted success in only 66 cases in 100. Other important variables are evidently not included. In addition, his criterion populations have not been clearly and meaningfully defined. Discharge from

the institution was his criterion for success, and return to the institution within a year, the criterion for failure. Absence of experimental control in placements, moreover, further weakens Shafter's study.

Neff stresses the need for a set of outcome criteria in the field of rehabilitation, sufficiently long-term in character so that the results reported are neither illusory or temporary; sufficiently realistic so that more is not expected of the handicapped worker than is expected of normal workers of comparable socio-economic status and skill. 17 Most retarded workers are marginal under any circumstance. Neff points out the need for standards to make possible a comparison on the labor market of the handicapped person with those of similar employed persons who are not handicapped.

The period of time before a follow-up is made is also likely to be a critical factor in the type of results obtained. Studies by Burr, and Abel and Kinder, indicate that mentally retarded girls take a long time to adjust to community work and living. 18,19 Abel and Kinder found only one-half of the girls succeeded in working steadily for more than a month during their first year, while after three years a marked decrease in number of failures was noted. Fitzpatrick also noted this


pattern of many job changes and failures before job stability and vocational adjustment was attained. While Shafter made a plea for a more objective approach to selection and placement, Walker viewed tests merely as a substitute for a trained person's judgment. He stated that the most fruitful area for research with regard to prediction of vocational adjustment was in refining the skills of the placement officer. Since the retarded as a population present as wide a range of individual differences as do the intellectually normal, Walker states that no test or combination of tests will predict with sufficient accuracy whether or not a given individual will succeed or fail in a given job. Thomas concludes, after an analysis of factors involved in adjustment of institutionalized colony females, that the study of personality and observation of the retardate over a period of time is of more value than any other factor in judging ability to adjust in the community.

Kolstoe reviewed most of the important studies concerned with factors determining success in the employment of mental retardates.


He lists conflicting research on each of the following specific characteristics frequently considered as affecting employability:

(1) home influence, (2) age, (3) I.Q., (4) physical appearance and condition, (5) years of school and academic achievement. He further proposes that those characteristics which make for success in one job, may result in failure in another. One could present very different pictures of the retardates' vocational adjustment based on studies reported in the literature. His explanation of the conflicting picture of this research is that the basic assumption of homogeneity of success-failure populations is faulty. He advances the hypothesis that a differential analysis of vocational and social behavior is required before meaningful comparisons could be drawn between populations.

Windle, who has written a critical examination of the literature related to the prognosis of formerly institutionalized retardates, not only cites positive and negative research, but interprets results of most of the available studies. He concludes that: "The most that can be accepted from the previous literature is a number of suggestions, best estimates, and reasonable hypotheses." He admits that such obviously tentative knowledge is a poor resource for people concerned with applied problems to call upon as support of their actions. The following are some of his tentative conclusions:

1. Generally, the older a resident is at time of release, the more likely he is to succeed on vocational placement in the community.

2. Neither the very young nor those admitted when mature are as likely to be habilitated as those committed between the ages of 10 and 20 years.

3. Intelligence has been found highly related to likelihood of release from the institution, but not for adjustment after release.

4. Physical defects were not found to be related to vocational success.

5. Bad behavior while in the institution was found to be an unfavorable sign for adjustment after release.

6. Length of institutionalization did not appear to have the unfavorable prognosis for adjustment after release as generally assumed.

7. Mental retardates from adverse home environments were more likely to benefit from institutionalization and to succeed in subsequent vocational placement.

8. The more favorable the home, in terms of emotional attitudes, to which the resident is released, the better are his chances of success.

Windle examined the criterion of community adjustment in the studies he reviewed and noted that it is often treated as if it were a static condition, present in varying degrees in different residents. In reality, Windle states, it involves the development of patterns of interpersonal relationships defined by systematic administrative considerations.26

26 Ibid., p. 19.
Windle repeatedly emphasized in his study that an interpretation of results of these studies is made especially tenuous by the fact that residents released from institutions have been originally selected by the staff on the basis of a number of unidentified criteria. Hence, variables such as age, I.Q., and personality, which do not appear to be critical factors after release, may have been important factors in the initial selection.

The most important single theme in his entire review, Windle believes, is that prognostic evaluations should be based upon experimental placements. He also emphasized the need to study homogeneous subgroups within the institution population.

**Follow-up Studies**

Unlike follow-up studies of noninstitutionalized retardates, which indicated a blending into the general population, studies with postinstitutionalized populations indicate at best a precarious social adjustment in the community. Dingman, in a follow-up study of subjects placed from a Pacific State Hospital, found that less than 4 per cent of the patients on work or home leave had to return to the hospital. He attributed this success to the ability of the retardates to find normal persons with whom to form a relationship. Their greatest weakness, he found, was in the social area. However, he considered most of his discharged residents to be teetering on the brink of social

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maladjustment. Batts found lack of social and emotional adjustment was the main reason for failure of the unsuccessful clients of the Caswell Rehabilitation Center. Female clients experienced more difficulty in adjusting to community placement than male clients. Batts concluded that the greatest need in the community vocational placement program was for more emphasis on social and personal adjustment, and that most clients could benefit from an extended period of social training in a Halfway House.

Windle, Stewart, and Brown found these reasons for failure of patients on release: 14 per cent antisocial behavior, 26 per cent inadequate interpersonal relations, 30 per cent inadequate work performance, which included inability to take orders, anxiety, and poor self-evaluation. These writers cited ten studies which generally corroborated their findings. One study cited, by Craft, with 368 English retardates, also found personality factors to be the main reason for failure on the outside.

In a comparison between his successful and unsuccessful groups, Kolstoe found a clear superiority favoring the successfully employed

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group in areas such as background, intellect, personality, social and vocational skills. They were rated by former employers as superior in cheerfulness, cooperation with employer and fellow employees, respect for supervisor and in minding their own business.

O'Brien, from an analysis of the records of 82 mental retardates placed in the State of Illinois from its institutions, lists cheerfulness, willingness to work, and dependability as favorable characteristics. Temper exhibitions, antisocial behavior, excessive worrying, hypersensitivity, and displeasing hygiene habits, were identified as impeding vocational adjustment. Unfortunately no data were presented to substantiate these conclusions.

The most common complaints of employers of formerly institutionalized females, Dearden found, was untruthfulness, lack of neatness in their rooms, and an aversion to soap and water. Warren found self-confidence, cheerfulness, cooperation with supervisors and peers, sociability, and initiative distinguishing factors between an employed and an unemployed group. Harold concluded that the critical factors in the vocational adjustment of clients who were the subjects in his study

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31 Kolstoe, op. cit., p. 480.


33 Dearden, op. cit.

were: (1) good personality adjustment, (2) adequate guidance, and
(3) carefully selected work assignments.35

**Personality in Vocational Adjustment**

While critical factors vary and even differ in these studies and others, there does appear to be consensus with regard to the importance of the general factor of personality in successful vocational adjustment. However, Windle warns that behavior which cannot be explained on the basis of intelligence, education, and other known variables is often subsumed under the rubric "personality." He states that personality is especially difficult to measure in the retarded who cannot cope with paper and pencil inventories or express their feelings in projective tests. Windle concludes: "It appears that in spite of the large amount of lip service given to personality as an indication of prognosis, there has been extremely little decent research to establish or better define its prognostic utility."36 Shafter, however, found positive clinical judgments of the psychologist, and reports of psychiatric examinations were highly related to success on vocational placement for a number of patients.37

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37Shafter (1937) *op. cit.*, p. 609.
Sex Differential in Vocational Adjustment

Gunzburg noted that emotional instability was greater among the female than the male population in English institutions. He offers as an explanation the more autocratic and repressive control of females in institutions. This was corroborated in Batts' study, already mentioned, in which 64 per cent of an unsuccessfully employed group, because of emotional maladjustments, were females.

Shafter found that the tendency to be successful on placement varied with sex; the longer a male was in residence, the less likely he was to succeed, while the longer a female was in residence, the more likely she was to succeed. Shafter offered no explanation of this aside from the fact that the girl would obtain more social and interpersonal training when she was institutionalized for a longer period. Shafter indicated that one state made sterilization a prerequisite to release while others gave preference to those that have been sterilized. In addition, many institutions forbid dating while on furlough, Shafter mentions, which might make for difficulties in social adjustment.

Role of Employer in Vocational Adjustment

Whereas a resident may do well on a vocational assignment within the institution, he will often fail in competitive employment in the

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39 Shafter (1957) op. cit., p. 609.

community. Frequently job success is related to the retardates' relationship with the employer, and to the extent that the employer is willing and able to facilitate the retardates' vocational adjustment. To date there has been very little research in this area. Abel found that careful job placement, encouragement during initial stage, and luck in securing good first job to be factors that contributed to the vocational success of mentally retarded girls in industry. O'Brien found that some employers had worked out simple but definitely successful techniques, such as humoring or kidding the worker. Dearden, in considering suitable employers of retardates, states that an employer who wants to hire for an emergency, and is impatient about discussing the client or his traits, will probably take little interest in the client. She states that the employer should be helped to understand that he is dealing with a retardate, who is often an emotionally unstable individual. He should be willing to allow for limitations and give praise frequently where merited. Hirsch, of the Menninger Clinic in Topeka, Kansas, cautions that when the retardate finds the demands made upon him confusing or impossible to meet, and when his limited efforts are unappreciated or ridiculed, his symptomatic behavior may become increasingly intensified.


42 O'Brien, op. cit., p. 74.

43 Dearden, op. cit., p. 301.

Studies on Mental Retardates in England

Studies done in England have indicated that the employer is a more critical factor in the process of placement than those made in the United States. Badham states that criteria for the successful employer are that he must be not only sympathetic and fair, but also a good disciplinarian who will not be deceived by the retardate. He should also be a person of integrity whose standards are above reproach and where there is no question of possible exploitation. He should be able to appreciate the retardates' limitations and not expect the behavior and output of a normal person. He should provide good supervision, and keep work from becoming complex by demanding too many different tasks to be undertaken. There should not be "too many bosses" whose orders may vary, thus upsetting the retardate.

British researchers have also given more consideration to multiple factors involved in vocational placement, and have succeeded in rehabilitating much larger numbers of retardates from their institutions. Fitzpatrick concludes from his experience with the Vocational Guidance Service at Botleys Park Hospital that the range of individual differences among the mentally retarded is so wide that no simple, infallible guide to prognosis can be expected.46

From Badham's examination of the records of 108 successfully rehabilitated mental retardates at Botleys Park Hospital, England,

46 Fitzpatrick, op. cit., p. 832.
these factors emerged: (1) the client was carefully selected as regards to aptitude and readiness for employment; employer and type of employment were carefully selected, (2) particular care was taken to provide the client with a satisfactory place of residence, (3) skilled supervision by the hospital staff was provided while the client was on furlough.  

Research by Clarke and Clarke in 1954-57 indicates that between one-quarter and one-third of the mentally retarded from institutions failed on their first job in industry.  

What emerged from a longer term study, however, was that the great majority succeeded in their second, third or fourth job. Stanley and Gunzburg found that of 75 dischargees, 13 succeeded after three or more attempts. The few permanent failures were limited mainly to the "psychopathic" who comprised about 5 per cent of those who required permanent institutional care. The critical factors in successful vocational adjustment, Gunzburg states, are involved in the process of rehabilitation which starts long before the retardate is placed on a job. It depends on the type of person being rehabilitated, the quality of his training, the type of job, the quality of supervision on the job and where he lives, as well as the economic conditions of the times.

Gunzburg concludes that while institutional training can do a good deal toward helping the retardate in his interpersonal

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49Ibid., p. 347.
relationships, careful selective placement outside the institution is of utmost importance. It requires close cooperation between the agencies concerned for the community adjustment of the retarded and depends just as much on the adjustment of the community to the retarded person.

Macmillan, Director of Children's Village, Kew, Australia, in a recent article, not only believes, as does Kolstoe, that groups cannot be dichotomized into successful and unsuccessful mentally retarded employees, but also, that the reason for failure of investigations of this kind is that the search for factors determining successful adjustment of the mentally retarded in the community has been based upon erroneous assumptions. Rather than seeking success in certain specific and relatively fixed characteristics of the mentally retarded individual himself, Macmillan suggests that the process of adjustment be made the focus of attention with community adjustment viewed as the end point of this process.

A survey by Shafter indicated that residents of an institution are selected for habilitation mainly on the basis of measured intelligence, behavior in the institution, personality and age. There have been several descriptive studies over the past twenty years relating to vocational adjustment, but data was not included to substantiate conclusions. In addition, a number of studies sought to determine critical factors in vocational adjustment by comparing specific variables.

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in successful and unsuccessful retardates. Shafter's Prediction Table represented the most methodologically sound attempt to quantify the factors involved, but this instrument has proven of limited value. Kolstoe cited conflicting research on most of the specific characteristics believed to affect the vocational success of retardates, and concluded that groups cannot be dichotomized into successful and unsuccessful employees. As a result of his critical review of studies to date in this area, Windle concludes that they offer little more than suggestions and reasonable hypotheses. He emphasizes the need for more research from institutions for the retarded, and the need to study homogeneous subgroups within the institution population. Macmillan suggests making the process of adjustment the focus of attention rather than specific characteristics of the retardate.

Studies Reflecting the Effects of Institutionalization on Mental Retardates

In addition to the primary handicap of mental retardation, institutionalization is frequently a secondary disability in the vocational adjustment of those who have lived within the institutional walls.

Bowlby's research on the effects of prolonged deprivation on the young child of maternal care and his indictment of institutions because of this deprivation has resulted in improvements in the institutional care of children.\(^51\) He presented evidence that indicated serious personal

disturbances and at times, limitations in cognitive and perceptual functioning resulted from prolonged institutionalization or frequent foster-home placements in early childhood.

Sarason makes the generalization that the longer the period of institutionalization, the more deleterious are the effects on the individual's prospects of vocational adjustment in the community. He considers institutionalization one of the most neglected research areas. The major effects of prolonged institutionalization, stated by Sarason are:

(a) overt conformity to the institutional culture at the expense of personal spontaneity and expression, (b) excessive phantasying, especially about the "outside world," (c) avoidance and fear of new problem-solving situations and (d) excessive dependence on the institutional culture, which becomes most apparent when the possibility of leaving the institution arises.

In a comparison between retarded girls who had been placed in an institution and an equally retarded group of girls able to stay in their own homes, Guthrie, Butler, and Gorlow found that institutionalized girls have a much more negative set of self-attitudes than those who remain home. They see themselves of less value and as more dominated by their own needs. They also admitted to more difficulties in

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53 Masland, Sarason, and Gladwin, op. cit., p. 375.

interpersonal relations and to being more volatile emotionally than non-institutionalized retardates. 55

In recent years the institution has been regarded as a custodial center by some and as a resident training and treatment center by others. Since most state institutions today profess acceptance of a therapeutic point of view, institutions of today are a mixture of rehabilitative and custodial practices. Research relative to the length of institutionalization, hence, may reflect at which end of the continuum a particular institution is located. Some researchers perceive the institution as a positive force and the time in the institution as opportunity for training and rehabilitation, while others saw the institution as a predominantly negative force.

Windle discusses seven studies where long institutionalization has been reported prognostic of success after release from the institution and seven studies in which it was unrelated to outcome after release. 56 As a possible clue to this apparent contradiction, Windle suggests the sex differential found in Shafter's study, i.e., that long institutionalization was prognostically favorable for women, but not for men. Other studies Windle mentions, however, do not confirm Shafter's differential according to sex. Although the picture is far from clear,


56 Windle, op. cit., pp. 107-09.
there is no reason to support Sarason's generalization that long institutionalization is detrimental to later adjustment.

Gunzburg mentions that many retardates come from adverse home situations, and in the institution come in contact with a well-regulated life for the first time. The routine provides them with a measure of certainty and may even counteract a feeling of insecurity which characterized his preinstitution life. However, Gunzburg is aware that institutional rules, regulations and discipline, designed to ease administration, can prevent the individual from acquiring self-confidence and self-reliance, and this sometimes makes the individual less socially competent than he was prior to institutionalization.

A study by Hilliard, mentioned by Clarke and Clarke, noted that a long period of segregation among lower-grade retardates, may produce either a dullness of the intellect and emotions or lead to rebellion with disturbed behavior and emotional instability. The most troublesome patients in the institution, Hilliard notes, are often those who are within the average range of intelligence and do not feel they belong in an institution.

Bowlby's research gives ample evidence of the deleterious effects of institutionalization on personality and intellectual functioning. Sarason's generalization that long institutionalization of retardates is detrimental to later adjustment, however, has not been confirmed in the


58 Clarke and Clarke, op. cit., pp. 43-46.
Studies reviewed by Windle. Gunzburg mentions that since many retardates come from culturally deprived homes, the institution often represents the first stable and secure environment the child has known.

Studies on Counseling with the Mentally Retarded

Studies by Yepsen, Thorne, Thorne and Dolan, and Heiser, appearing in Stacey and De Martino's book attest to the need and desirability of providing the mentally retarded with counseling and psychotherapy.59

(Counseling may be interpreted narrowly, in terms of an interview relationship only, or broadly, in terms of personal relationships between counselee and counselor in many situations. Magary's view is that guidance for the mentally retarded must be an integrated procedure and for that reason, the counselor must have skill in all areas. With the adolescent mentally retarded, he states, the vocational and social skills will require a disproportionate amount of concern. "Certainly, the guidance worker needs many additional knowledges and sensitivities beyond that required for working with normal youth."60

Necessary Characteristics of the Counselor of the Retarded

Describing the qualities of a good counselor in an institutional setting, Dearden states: "She must have an understanding, compassionate


nature with unlimited patience and the physical stamina of a work horse. It takes a great deal of time and ingenuity to satisfy a group of individuals whose average I.Q. falls in the low 60's." 61 The counselor's effectiveness may also depend upon an understanding of the social and cultural ramifications of mental retardation and its impact on personality development. 62 The counselor must be aware of various behaviors which a retardate might exhibit as a reaction to his intellectual deficit. He should also be aware which of his assumptions are based on sound research and which are based on folklore about mental retardation so that he can explore new techniques for training and placement of his clients.

Counseling Procedures and Techniques

Schlatter stresses that work with the mentally retarded must consist of many direct experiences and less verbal experience since they are incapable of a high degree of abstraction and usually meet each new experience as a new problem. 63 In considering steps in the guidance of the mentally retarded youth, Wallin strongly emphasizes the importance of basing all counseling upon a thorough understanding of the needs, potentials and aspirations of the individual. 64

Blatt rejects the assumption that there is a strong correlation between school problem-solving and nonschool problem-solving behavior, and predicting the vocational potential of the individual on the basis of psychological examinations. 65 He warns the counselor against negative counseling, envisioning only gross unskilled employment as the terminal vocational goal for retardates. He believes that mentally retarded individuals are rarely given the benefit of the doubt as far as vocational placement is concerned. "They actually achieve much greater vocational as well as social success than is expected of them." 66 Magary also tells the counselor to be aware of viewing the occupational spectrum too narrowly. He suggests the counselor scrutinize his community for a variety of jobs the retarded might be able to perform.

According to Kirk, the effective counselor needs to supplement individual counseling with the adult retardate by manipulating the environment in a concrete manner. 67 He suggests it is often necessary to aid others in understanding the client. Di Michael mentions that the counselor should play a prominent role in implanting a philosophy of positive action for the mentally retarded in the community. 68 In

66 Ibid., p. 10.
counseling the mentally retarded, he indicates that since the retardate does not have the full capacity to plan ahead and to see in full perspective the outcome of his action, the counselor must deal with problems that come up in a concrete and patient manner.

De Prospero lists the following needs of the mentally retarded client:

1. Needs someone who understands his unique problem thoroughly and will approach his problems from his point of view.
2. Needs a service that will spearhead his initial job placement through the obstacles of competition from the normal.
3. Needs someone who will give him job supervision in all phases of employer-employee relationships.
4. Needs someone who can render social supervision as long and as often as the need arises.
5. Needs someone who can direct him towards retraining for whatever the reason whenever necessary.69

Di Michael and Terwilliger, in a study involving 97 clients of eleven state rehabilitation agencies, found the mentally retarded client to require and receive more counselor interviews, and more interviews with parents and employers than other clients.70 The retarded clients required extra assistance in learning aspects of a job, in learning regulations and safety rules, in interpersonal relationships, and in


self-management. In some cases guidance was also required in provid-
ing living arrangements and in utilizing leisure time.

Warren mentions that the counselor must help the mentally re-
tarded in acquiring good grooming and courtesy, and to generally equip
him with those elementary proficiencies which are taken for granted
among the intellectually normal.71

Barker suggests the counselor can help his client with co-
workers by confiding in them so they will assume a "big-sister" role
and help the client in transition.72 Since the counselor's attitude
towards work is a central focus, Barker believes the counselor should
contribute to the client's self-concept as a good worker. Davis found
the self a useful integrative concept which helped to explain the re-
tardate's behaviors.73 He indicated the counselor with an understanding
of self-concept, and the ability to alter it through re-education had
a valuable tool.

Thorne described a comprehensive guidance program at Brandon
State School in Vermont in which he used not only counseling, but psy-
chotherapy and a change in administrative philosophy, to obtain results.74

72 B. W. Barker. "Preparation of Retarded Clients and Employees
for On-the-Job Training and Placement." American Journal of Mental
Deficiency 57: 580-86; April 1952.
73 Donald A. David. "Counseling the Mentally Retarded." The
Vocational Guidance Quarterly 7, no. 3: 184-89; Spring 1959.
74 Frederick C. Thorne. "Counseling and Psychotherapy with
Mental Defectives." American Journal of Mental Deficiency 52: 263-71;
January 1948.
He reports that counseling and psychotherapy are both possible and profitable. After a two-year period 66 per cent of the retarded residents were improved in adjustment, 23 per cent were unchanged and 10 per cent were worse.

**Studies Describing Habilitation Efforts in Some States**

Institutional rehabilitation programs are on the increase. These programs usually evaluate, train and place residents in either the institutional work program or prepare residents for future employment in the open labor market. Halfway Houses have been defined by Prentice as "A mid-way or part-way station providing some or all various needed services to handicapped persons who are attempting to move from a position of relative dependence to one of greater self-sufficiency, independence and productive living in his or her community, within our society and culture." 75

Peck states that the worth of Halfway Houses is generally unrecognized even by specialists in the field. 76 There is little in the literature describing Halfway House Programs. There are no available statistics as to the number of institutions maintaining such programs or their equivalents. The high initial outlay prevents many institutions

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from contemplating the building of Halfway Houses on their institution campuses.

New York State still maintains colonies, separate from the main institution, but away from the community, also. Since 1935, the number of institution colonies has been steadily decreasing.77 The trend also appears for institutions to buy or rent large homes in the community itself and to maintain them as off-campus Halfway Houses. The Caswell Rehabilitation Center, part of the Caswell School in Kinston, North Carolina, maintains and supports, with Vocational Rehabilitation funds, Halfway Houses in Kinston. The Brandon Training School in Vermont is conducting a vocational placement program jointly with the Vocational Rehabilitation Administration.78 The Brandon Training School places clients on a visit status and assumes legal responsibility besides providing personnel.

New York State has purchased a home in White Plains to serve as a Halfway House for Wassaic State School male residents while they are securing training. At Syracuse State School, New York, a new residence has been opened for a small group of women who spend half of each day in an educational setting and the other half in selected employment.

New York State and Connecticut have active family care and foster home programs so that retarded persons can be placed while attending sheltered workshops or receiving special training, and who eventually


78 Ibid., p. 120.
move on to employment in the community. In states where institutions are geared toward a therapeutic or rehabilitation effort, movement out of the central institution is a constant process. Residents are moved out "either to their own homes, to foster homes, into work placements, or into nursery or 'convalescent' facilities in or near their home communities." Of the 3,336 retarded admitted to Southbury Training School between the years 1940 and 1960, 1,028 were released to one of these type environments by October, 1960. Connecticut's plan is to accelerate this movement as the development of community programs are able to absorb more persons.

Niehm and Kradel describe the habilitation program at The Training School at Vineland, New Jersey "designed to meet the needs of the habilitation group in the relaxed atmosphere of cottage living and with a plan of training and care that is geared toward meeting every developmental need." Lewis and Jeffrey describe the daily routine of Halfway Houses for retarded girls maintained in Toronto. The loneliness of the girls in the community is described, their inability to participate in daily activities and social events.

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80 Ibid., p. 1.
in any but ready-made recreation, and the tangles in which they become involved in their desire for friends and companionship.

The Vocational Rehabilitation and Training Program for handicapped youth at the Devereux Schools in Devon, Pennsylvania, consists of a five-step program culminating in transitional employment and living accommodations in the community. A representative program extends over a four-year period, with each succeeding year containing fewer academic classes and more vocational training. Counseling and related therapies are provided during the entire training sequence.  

Peck describes Marbridge Ranch, a privately-financed, nonprofit residential home for retarded boys in Texas "where character training is a round-the-clock possibility and where rigid work habits can be combined with improved living habits." Marbridge Ranch's most valuable function was to teach the 26 boys who were residents the importance of work. Referrals to this facility came from state schools for the retarded, state rehabilitation services, public school administrators and parents. Boys remain one or two years and obtain training in both rural and urban occupations. Peck also describes two Halfway Houses located in Austin and operated by volunteer groups. These houses resemble a YMCA or YWCA in that they are homes away from home, but are

84 The Vocational Rehabilitation and Training Program. Devon, Pa.: The Devereux Foundation, 1960, 14 pp.


86 Peck (1963) op. cit., pp. 48-52.
operated for mentally retarded persons. The director is a trained counselor familiar with the needs of the retarded. He also helps residents find jobs and maintains liaison with employers who hire the boys. More careful supervision of the girls' Halfway House is maintained and girls are not permitted the degree of freedom that the men enjoy.

The Texas Cooperative Plan is described by Peck, in which 56 communities cooperate to provide a continuous, uninterrupted channel for the retarded child from age six until he is on the job. The services of Special Education and Vocational Rehabilitation are dovetailed to make the transition from school to work more effective. Other states are planning, or participating already in similar cooperative efforts.

In 1955, the State Home and Training School at Wheatridge, Colorado, reported on a three-year program for residents with personality and behavior problems. The objective of the plan was to prepare the residents for a happy life within the institution and for future community adjustment. Substantial gains were reported in self-control, contentment, responsibility, confidence and emotional stability.

The Laconia State School in New Hampshire developed another kind of program to encourage maturity in its residents, which involved a plan of self-government for a limited group.

As institutions for the mentally retarded have committed themselves to a therapeutic point of view, the number of habilitation programs

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87 Ibid., p. 37.
88 Davies and Ecob, op. cit., p. 116.
89 Ibid., p. 116.
have increased. However, Peck's recent book represents the only effort in the literature to describe a Halfway House Program.

The trend in state institutions appear to be a decrease in the number of colonies and an increase in the number of Halfway Houses, particularly in the form of large rented or purchased homes in the community itself. The trend in community provisions for the mentally retarded includes cooperation between special education in the public schools and Vocational Rehabilitation to provide continuous, uninterrupted training and counseling.

**Concluding Statement**

Follow-up studies have shown with what success mental retardates have been able to make vocational and personal adjustments in the community. In addition to mental deficiency, the effects of institutionalization and of early cultural deprivation often constitute a secondary disability. Aside from indications that social skills and "personality" seem to be important variables in vocational adjustment, the results of studies in this area are far from clear. The lack of research data forces institutions to proceed on a subjective basis and consequently there is no way to be sure that current training techniques or the contents of present programs are the best means of preparing retardates for employment and community living. Increased knowledge of the factors important in vocational adjustment will ultimately result in better training and vocational adjustment for the mentally retarded.
CHAPTER III

HISTORY OF SUNLAND TRAINING CENTER'S TRAINING DEPARTMENT

Introduction

The Florida Farm Colony, a state residential institution for the mentally retarded, was opened in 1921. The Center is located on a tract of about 4,000 acres of land in Gainesville, Alachua County, Florida. It served basically as a custodial institution. In October, 1944, the resident population of the institution was 511, the total number of staff members, professional and nonprofessional was 68, and the annual budget was approximately $247,000. As of 1963, Sunland Training Center, the name adopted in 1957, has approximately 2,000 residents, has 1,142 employees, professional and nonprofessional, and the annual budget is approximately $4,500,000. These statistics reflect the growth and development of the institution, but give no indication of the change in philosophy and the growing interest in training and habilitation during these years.

Administrative Authority

The Center is under the control of the Board of Commissioners of State Institutions in Tallahassee, Florida. Since 1960, three additional Sunlands, two training centers and one hospital, have opened
in different parts of the state, and a fourth has been projected. The 1961 Session of the Legislature provided for a Division of Sunland Training Centers to be effective January 1, 1962.

Admission Procedures

Admission to the Center is gained by securing an application from the County Judge and filing such at the office of the County Judge in which county the applicant resides. A board, composed of two physicians and a layman, make a recommendation as to the advisability of institutional placement. Applications for admission to Sunland Training Center are carefully evaluated and preadmission information secured from all doctors, clinics, and others having knowledge of the individual's problems to determine if he should be eligible. There is usually a waiting period of from one to two years before an applicant can be admitted because the institution is usually filled to capacity.

Department of Training and Habilitation

History

The Department of Training and Rehabilitation was first organized in August, 1953, with a director and six other members, including a psychologist, a social worker, a recreation director, an occupational therapist, and two teachers. Since that time, the department has rapidly expanded as needed facilities became available, to develop an extensive and comprehensive program. The name of the department has
been changed to the Department of Training and Habilitation, since the term habilitation more accurately describes the work of the department. At the present time there are 61 employees in the department.

Purpose

The purpose of this department is to provide:
1. Appropriate education and training programs for educable and trainable residents
2. Vocational training for these residents
3. Habilitation services for the development of capabilities of the residents for return to community living
4. Special services that are not provided by relatives or other departments
5. Suitable recreation activities for residents.

Objectives

These programs and services are provided to assist in accomplishing two main objectives. The first of these objectives is to provide the necessary learning experiences and guidance for the residents in the institution, through specific training and meaningful enrichment of their daily lives, to enable them to become happier contributing members of the sheltered community in which they live at the institution. The second objective is to assist each of the more capable residents in their preparation for the time that they may be given an opportunity to be useful citizens in a community outside an institution, and to expedite successful vocational placement of such individuals.
Organization

The department is presently organized into five divisions to provide the specialized programs in its total program that are essential for the different types, or levels, of residents and to provide a variety of services which implement or supplement services provided by other departments to meet individual needs. The major organized programs are those provided in the Special Training School, two Academic Schools, Vocational Training, two Halfway Houses, one for boys and one for girls, Recreation, and Special Services. The services provided or arranged by personnel of the department may be classified as the following: Sponsorship, Donorship, Music Therapy, Speech Therapy, Counseling and Habilitation Services.

Academic School

The Academic School for white children has 9 teachers, under the supervision of the school principal. Approximately 180 children are enrolled. Classes are provided for the following levels: Pre-Academic I (Nursery), Pre-Adademic II (Kindergarten), and First Grade through Sixth Grade. Appropriate physical education, music, and arts activities are included for all grade levels. The upper levels, from Grade Three and up, have a departmentalized type of program, which includes homemaking and industrial arts, in addition to science, written and oral communication, physical education, music, and other arts. Residents are provided with academic instruction to the maximum extent consonant with their learning potential. Since the major objective of education for the educable mental retardate is to aid them in becoming
self-supporting, or at least partially self-supporting, the dominant emphasis is on practical utility of the subject matter taught.

**Vocational Training**

Development of an organized and adequately supervised vocational training program was begun late in 1957. This program was instituted because it was recognized that residents who were capable of living and working in outside communities needed some occupational preparation of a prevocational and vocational nature. Major responsibility for planning and supervising this program is carried by a vocational coordinator, who concentrates upon vocational training for boys, and an assistant coordinator, whose major responsibility is the vocational training for girls. Employees serve as part-time vocational trainers in various occupational areas, using the apprentice trainee method. Occupational areas included in this type of training are: janitorial, office-messenger, kitchen and food service helpers, warehousing (stock boy), painter's helper, beautician's helpers, teacher's helpers, nurse's aides, dental assistants, office assistants, occupational therapy assistants, sales clerks, housekeeping trainees, and librarian's helpers.

Vocational training does not have as its goal the eventual habilitation of every trainee. Each person put into a training situation, however, is considered capable of making a worthwhile contribution either to the community or to the institution by utilizing his individual talents and abilities. The goal of vocational training is to develop trainees' abilities and to guide them in their adjustments to the job situation. The General Staff, composed of representatives
of professional departments in the institution, recommends residents for training. All available information regarding a particular person is taken into consideration when a vocational assignment is being considered. The purpose of the vocational training program is not only to provide training in specific areas, but to teach the trainee to develop desirable attitudes toward work, good work habits, to get along with his fellow workers, to take pride in his work, to be responsible, dependable, and punctual.

**Vocational Counseling Service**

A vocational counseling service was also established late in 1957. The personnel in this service included a girls' vocational counselor and a boys' vocational counselor. These counselors provided necessary personal-social adjustment counseling for some of their trainees, as well as appropriate vocational counseling. They also assisted in identifying and, to the extent possible, provided special learning experiences that educable and more trainable individuals in the institution need, in order to facilitate the habilitation of these individuals.

The major task of the vocational counselors was that of expediting the return of individuals from the sheltered environment to a community outside the institution. They followed certain procedures in the selection and preparation of cases for referral to the State Vocational Rehabilitation Service. These procedures included: preliminary screening in order to identify the better rehabilitation prospects, obtaining and evaluating all available information about prospects, presenting case summaries at a case conference staffed by members of
Center staff, preparing the necessary referral forms, and obtaining special departmental reports which accompanied referrals to the State Vocational Rehabilitation Service.

**Halfway House Program**

**Introduction**

The Halfway House Program at Sunland Training Center was inaugurated in July, 1959. The function of the Halfway House Program is to take selected individuals from a state of dependency to a point at which they can be self-directing and self-sufficient individuals. It prepares and equips them for life outside the institution. This process is called habilitation. Most of Sunland's residents, having known only a very sheltered life, have seldom found it necessary to make their own decisions, to use initiative, to be willing to try new things, to pay for services rendered, to stick to a distasteful job, to improve work habits, or to control emotions. The Halfway House Program, hence, is one of deinstitutionalization. Perhaps a major handicap of institutionalized residents is a lack of opportunity to see some of the consequences of their inadequate behavior. If one of the residents breaks a rule of society, he does not lose his job, go hungry, nor is he abused or locked up. At Halfway House, where a privilege is given, a responsibility goes with it. The resident has freedom of choice, but is allowed to see what some of the consequences of his choice may be. If the resident flagrantly disobeys any of the house rules, he may have some of his privileges removed, he may pay a fine,
or do extra work around the house. Freedom is bought by assuming responsibility.

The Halfway House organization, showing the persons involved in policy making and implementation, and decision making at several levels, is shown in Figure 1. An explanation of committees working in the program is given.

Physical Plant of Halfway House

The Halfway Houses for boys and for girls are identical in structure, and are adjacent to one another in a campus location that is within convenient walking distance from the Administration Building, hospital and counselors' offices. The buildings are brick, and contemporary in design. There are seven bedrooms in each house. Since one bedroom is set aside for the relief housemother, there is a total capacity for twelve, two to a room. There is a modern kitchen, pantry, dining room, spacious living room, and a television room. The furnishings are functional and contemporary in design. There is a separate one-bedroom apartment in each Halfway House for houseparents.

Purpose and Principles

The Halfway House activities at Sunland Training Center are an integral part of its vocational training and habilitation program. They are designed to aid in the final preparation, particularly in socializing experiences and introduction to community life, of individuals from the institution who have been selected as candidates for vocational placement in the community. The basic purpose of the Halfway
The Steering Committee is the policy-making committee for the Halfway House Program. It is made up of: The Superintendent, the Director of Social Service, Director of Cottage Life, Director of Psychology, Medical Director, Vocational Coordinator, and the Director of Training and Habilitation. The counselors serve as resource persons.

These Advisory Committees advise counselors on problems concerning the residents. The committees are composed of members from Social Service, Psychology, Cottage Life, the Vocational Coordinator, and the Director of Training and Habilitation.

Figure 1.—Halfway House Organizational Chart.
House is to afford the residents those experiences which are needed to help them in their orientation and adjustment to the role they will assume as citizens.

The Halfway Houses are characterized by an atmosphere of greater personal freedom and more opportunity for self-determination and self-development than the regular institutional program can provide. At the same time there is more assistance, guidance, and protection to the residents than would be available in actual community living. Finally, they make possible the testing out of the training that has been given by planned participation in related community experiences. Through this process, those personality difficulties, social inadequacies, and limitations of training experiences which might jeopardize successful vocational placement, are highlighted in this setting where they may still receive the attention that is indicated in the case of each resident.

In recognition of the fundamental principle that learning is accomplished mainly through experience, and because even the most capable individuals in the institution still need to learn many very practical and important things, the program for the Halfway Houses provides a wide variety of experiences which have not been possible to provide in the institutional setting. Such a program encourages the use of initiative. For the first time, girls are responsible for the care of their own clothes, their room, specific chores in the house, for getting to work on time, and for making provisions for their leisure time. In the democratic, family-life situation, girls
learn to share and to assume responsibility. Halfway House residents are provided full opportunity to have the privileges and responsibilities of citizens in any democratic community. All aspects of everyday living are considered—social, emotional, personal, economic, and religious. Freedom to make choices and decisions is an essential part of the program of the Halfway Houses.

**Girls' Habilitation Counselor**

With the advent of the Halfway House Program the term Girls' Habilitation Counselor has been used in place of Girls' Vocational Counselor. This is a professional position involving counseling, training, education, and some administrative responsibilities in carrying on the program of habilitation of the female residents selected for Halfway House placement.

The Girls' Habilitation Counselor recommends to the staff the more promising residents for Halfway House with eventual habilitation as the goal. She counsels with residents of Halfway House, furloughees, and potential candidates for the program, and counsels and works with Halfway Houseparents and persons responsible for furloughees. She coordinates socialization, educational and leisure activities for habilitation clients, helps write policies, proposals and procedures for the habilitation program, and interprets the Halfway House Program to the institution and the community.

The required knowledge, skills, and abilities of the Girls' Habilitation Counselor include:

1. Salesmanship
2. Resourcefulness
3. Ability to get along with people
4. Ability to talk to groups
5. Ability to write reports
6. Ability to counsel effectively
7. Ability to develop and install effective procedures
8. Knowledge of the community and its resources
9. Automobile and driver's license

The minimum recommended experience and education for the Girls' Habilitation Counselor include varied work experience with a minimum of two years' experience in the field of social work, rehabilitation, or psychology, and a Masters' Degree in Rehabilitation Counseling.

Housemother at Girls' Halfway House

The housemother cooperates with the Habilitation Counselor, fellow houseparents, and other Sunland personnel in carrying out a consistent program of habilitation of Halfway House residents, including:

1. Reporting any observations as to health of residents
2. Keeping counselor informed of activities and attitudes of residents
3. Reporting any disciplinary action taken
4. Reporting any unusual reactions to uncensored mail residents receive
5. Seeing that residents keep appointments, carry out doctor's orders, and to homework assignments.
The housemother affords constant care and supervision of Halfway House residents, such as:

1. Reporting illness and injuries to the hospital, and carrying out doctors' orders.
2. Encouraging residents to maintain an adequate diet and enough rest.
3. Helping each resident to become more safety conscious.
5. Acting as chaperone to evening religious, cultural and recreational events in the community.
6. Being on hand to transport residents to or from jobs, appointments in town, and other emergencies.
7. Supervising use of telephone.

The Halfway Housemother plays a role in teaching residents skills, attitudes, and social graces, including:

1. Housekeeping and maintenance of the Halfway House.
2. Planning menus, shopping, cooking, serving.
3. Table and living room etiquette.

Experiences Provided in the Halfway House Program

1. Family living and common courtesies.--The golden rule is the determining factor in developing a program of family living at Halfway House. The importance of doing one's share in the home is stressed. Girls are taught household skills by the housemother, including proper use and cleaning of household appliances and furniture.
Housecleaning, food preparation and servicing are performed by the residents on a rotating basis under the supervision of the housemother. She is also responsible for teaching proper table etiquette and good manners in everyday living. Residents are provided with instructions and practice in the use of the telephone, salutations for specific situations, public courtesies, and courtesies in conversation. The counselor holds a regularly scheduled weekly evening group counseling session where girls are free to share information and discuss problems of general interest.

2. Grooming and personal hygiene.—Girls are provided with information and demonstrations related to personal cleanliness, hair care, and use of cosmetics. Volunteers from the community have conducted charm classes and commercial firms have sent demonstrators of cosmetics. The counselor and housemother assist girls in their purchases of clothing. For most girls, provided with clothing by the state all their lives, learning to shop for garments that are in style and in good taste, requires years of guidance. Group meetings on personal hygiene and sex conducted by a nurse are provided. Individual counseling with regard to heterosexual problems is frequently required.

3. Community orientation.—Trips to grocery stores, clothing stores, laundry and dry cleaners, beauty parlors and restaurants are planned by the counselor or housemother. Residents are acquainted with local and long-distance bus stations, railroad depot and airport. Visits to the post office, police station, fire station, banks and public agencies, including the Vocational Rehabilitation Office, United
States Employment Service, Social Security Office, Court House and City Hall are scheduled. Girls are helped in obtaining transportation to a church of their choice in the community.

4. Prevocational and vocational experiences.—In group counseling sessions and in individual counseling, the following important questions regarding desirable work habits are considered: (1) What does an employer expect of an employee? (2) What are the characteristics of the good worker? (3) What are the important interpersonal relationships with the employer and fellow employees? (4) What are undesirable work habits? The traits of the good worker and bad worker can be dramatically pointed up through role playing. The girls are given practice in filling out job applications. The group discusses the importance of personal appearance and confidence. Role playing is again effective in developing understandings and skills in these areas.

After years of experience in various vocational training assignments on campus, the Halfway House resident is usually placed, first in a part-time job in the community, and later in full-time employment. Practice in handling money is provided in group sessions in which residents learn to recognize various denominations and to make change. Budgeting of income is discussed, and the importance of saving money. All girls are required to keep a record book in which to note expenditures and income. This record is checked by the counselor throughout habilitation. Girls are acquainted with local banks, the purpose of checking and savings accounts, and learn to fill out deposit and withdrawal slips.
Use of Leisure Time

Halfway House residents are encouraged to participate in community activities rather than in programs planned within the institution for residents of the cottages. The counselor and houseparents help acquaint the residents with the public library, the community recreation center, movies, bowling lanes, skating rinks, and concerts and programs provided by the University of Florida. These and other experiences are an extension of training previously received in homemaking, physical education classes, and elsewhere in the training program prior to placement in Halfway House.

Privileges and Responsibilities of Halfway House Residents

Certain risks are involved in placing disturbing stimuli in the paths of Halfway House residents. It is expected that residents will make mistakes, but this is often how they learn most readily. The Halfway House Program is committed to training and not taming. The privileges listed below are departures from the usual institutional pattern and for this reason the privileges and rules and responsibilities surrounding them must be within the limits of the institution. These privileges are given gradually and to individuals.

1. Halfway House residents may walk about the campus unattended during the day. However, they are asked to sign out from Halfway House, giving destination and expected time of return. If the residents find they will be delayed, they are asked to call the houseparents. Residents are asked to limit walks to those required for business purposes.
2. Halfway House residents have the opportunity to go to town. They are required to sign out and are responsible for carrying in their possession, their identification cards, money for transportation and for phone calls to houseparents. Residents, unless properly chaperoned, must return from town before dark. They are asked to conduct themselves as ladies and to dress neatly and appropriately.

3. Halfway House residents have an opportunity to visit in local homes. When friends of the residents in the community, employers, fellow employees, and others, wish to invite Halfway House residents to their homes, the counselor must be informed. The counselor then investigates the suitability of the particular individual and home for visitation by the resident.

4. Halfway House residents have an opportunity to date. Residents are required to confine their boy-girl relationships to the residents and former residents of the Halfway Houses. Week-end evenings at the Halfway Houses are called date nights. It is during this time that residents can get together to dance, sing, and watch television. The houseparents chaperone these date nights.

5. Halfway House residents have the privilege of staying up as late as they wish, providing they do not disturb the rest of others. By 10 o'clock each week day evening, television, radios, and record players are required to be
turned down so as not to disturb residents who wish to rest. Each resident is responsible for getting up in the morning, dressing, completing his chores around the House, packing lunch, eating breakfast, and getting to work on time. If a resident finds he will be late to work, he is responsible for calling his employer.

6. Halfway House residents have the privilege of earning and spending their own money. They are responsible, however, for keeping records as to how they spend their money so that the resident and the counselor can see how wisely the money is being used. Residents are aware that a substantial bank account is the first step to furlough. Residents are permitted to give gifts on special occasions, providing the gifts are not expensive or inappropriate. Under no circumstances are residents permitted to open charge accounts.

7. Halfway House residents have the opportunity to arrange for their own medical services. They are responsible for taking their own medications. Residents who stay home from work because of illness are expected to stay in bed.

Concluding Statement

Within twenty years, Sunland Training Center at Gainesville has developed from a custodial institution to one which today maintains a comprehensive Department of Training and Habilitation. An Academic School and a Vocational Training Department provide the resident with
important learnings which are reinforced and extended in the Halfway House Program. Guidance and counseling is provided the resident of the Girls' Halfway House Program as her social skills are developed, and as she learns to become an independent worker in the community.
CHAPTER IV

ANALYSIS OF THE DATA

The data in this study are the information contained in the case studies of the ten residents of the Girls' Halfway House at The Sunland Training Center at Gainesville, Florida. The case studies are included as Appendix A. These written reports are summaries of the information gathered by the writer, who was the girls' habilitation counselor for a period of six months, from the files of the Psychology, Social Service, Medical, Vocational Training, Recreation, and Special Services Departments, the Academic School, the Halfway House, and from contacts with another girls' habilitation counselor, houseparents in the Halfway House, and other personnel in the Center.

The data are analyzed in this chapter under headings indicative of the problem areas in the lives of the retarded. The statement of these problem areas was derived from information on the organization of human personality and are intended only as a framework for the classification of the information on the subjects of the study.¹

The case studies of the ten residents of the Girls' Halfway House were analyzed and the problems of each subject were classified in the seven areas of the system and in the appropriate subareas.

¹The writer is indebted to Dr. Douglas Scates for his direction and assistance in the development of the framework for the analysis of the data in the study.
A frequency table, showing the incidence of each problem in the population of the study, was constructed and is presented in this chapter.

The types of problems are then discussed, with illustrations of each, from the information on each of the subjects. The inferences from the data presented in this chapter are the basis for the conclusions and recommendations in the following chapters.

**Problem Areas in the Process of Vocational Adjustment**

I. Appearance and physical health
   1. Unattractive face or figure
   2. Careless grooming
   3. Physical disabilities or handicaps

II. Effects of cultural deprivation
   1. Restricted opportunities for experiences; low socio-economic backgrounds
   2. Cultural and social lacks; manners, speech, understanding
   3. Gaps in academic knowledge and skills
   4. Lack of realism in institutional regime; little understanding of the role of work and of need for earning money
   5. Inadequate personality development; lack of spontaneity, flat, shallow relationships

III. Emotional health
   1. Neurotic or psychotic symptoms
   2. Somatic complaints or hypochondria
   3. Chronic lying; fantastic stories; stealing
4. Sexual promiscuity
5. Parental rejection and neglect
6. Poor motivational for habilitation

IV. Interpersonal relationships
1. Undesirable interpersonal traits
2. Unsatisfactory relationships with peers
3. Inadequate heterosexual social adjustment
4. Difficulties in relating to authority figures; disrespectful or hostile; resentful, rebellious
5. Desire or demand for excessive love or attention; overly dependent
6. Inability to express feelings or thoughts to others
7. Continuing disturbing family relationships

V. Adaptability; dynamic adjustment; readiness to learn
1. Unwillingness or inability to do necessary things; to admit ignorance; defensive
2. Apprehension regarding new experiences
3. Specific fears
4. Problems relating to integration into community; lack of feeling of kinship with humanity; detachment and distance from others; egocentricity

VI. Management of practical problems when in the community
1. Inability to save or spend personal money wisely
2. Difficulties in transportation; confusion, uncertainty
3. Problems with time; lack of punctuality, poor sense of time

VII. Work habits and attitudes
1. Poor concentration; accident proneness; inattention to details of work; leaves things in unsatisfactory condition
2. Lack of initiative; does not see things to be done; does only what specifically told

3. Slow or lazy; daydreams; shirks, dawdles; does not work toward a goal

4. Complains of overwork; difficulties in meeting demands of outside world

5. Requires constant supervision; has boy friends visit on the job; cannot follow directions, orders; is not responsible.

The seven main areas are those which embrace the problems of all people. The factors subsumed under the problem areas probably occur with more frequency in the lives of the mentally retarded than in the lives of normal persons.

Tabulation of the Problems

Treatment of Data

The criterion for noting the factors was whether or not the particular factor impeded the girl in her vocational or personal adjustment at some time in her employment or in her living situation. Since the guidance and counseling of these girls was concentrated on developing the positive aspects of personality and minimizing the negative, many of the problems of the girls were either eliminated or ameliorated in the course of habilitation. Both the original Halfway House Counselor and this writer, who was interim counselor from August 1962 to January 1963, rated each subject on the factors which were found to be of importance in the habilitation process. Where there was a difference in the ratings, the counselors discussed the item and agreed upon a rating. Differences in ratings between the counselors were usually
caused by the varying experiences each counselor had with the girls. A frequency table was set up to check the number of subjects who were impeded by each of the 33 critical factors.

### Table 1

**TYPES OF PROBLEMS THAT IMPeded VOCATIONAL ADJUSTMENT**

<table>
<thead>
<tr>
<th>Problem Areas and Factors</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance and physical health</strong></td>
<td></td>
</tr>
<tr>
<td>Unattractive face or figure</td>
<td>5</td>
</tr>
<tr>
<td>Careless grooming</td>
<td>8</td>
</tr>
<tr>
<td>Physical disabilities, handicaps</td>
<td>7</td>
</tr>
<tr>
<td><strong>Effects of cultural deprivation</strong></td>
<td></td>
</tr>
<tr>
<td>Restricted opportunities for experience</td>
<td>9</td>
</tr>
<tr>
<td>Cultural and social lacks</td>
<td>7</td>
</tr>
<tr>
<td>Gaps in academic knowledge, skills</td>
<td>5</td>
</tr>
<tr>
<td>Lack of realism in institution</td>
<td>8</td>
</tr>
<tr>
<td>Inadequate personality development</td>
<td>5</td>
</tr>
<tr>
<td><strong>Emotional health</strong></td>
<td></td>
</tr>
<tr>
<td>Neurotic or psychotic symptoms</td>
<td>7</td>
</tr>
<tr>
<td>Somatic complaints or hypochondria</td>
<td>8</td>
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<tr>
<td>Chronic lying</td>
<td>7</td>
</tr>
<tr>
<td>Sexual promiscuity</td>
<td>5</td>
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<tr>
<td>Parental rejection and neglect</td>
<td>9</td>
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<tr>
<td>Poor motivation for habilitation</td>
<td>5</td>
</tr>
<tr>
<td><strong>Interpersonal relationships</strong></td>
<td></td>
</tr>
<tr>
<td>Undesirable interpersonal traits</td>
<td>8</td>
</tr>
<tr>
<td>Unsatisfactory interpersonal relationships with peers</td>
<td>4</td>
</tr>
<tr>
<td>Inadequate heterosexual social adjustment</td>
<td>5</td>
</tr>
<tr>
<td>Difficulties in relating to authority figures</td>
<td>8</td>
</tr>
<tr>
<td>Desire or demand for excessive love, attention</td>
<td>4</td>
</tr>
<tr>
<td>Inability to express feelings</td>
<td>6</td>
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<tr>
<td>Continuing disturbing family relationships</td>
<td>7</td>
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</tbody>
</table>
### Table 1 (Continued)

<table>
<thead>
<tr>
<th>Problem Areas and Factors</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptability</strong></td>
<td></td>
</tr>
<tr>
<td>Unwillingness to admit ignorance</td>
<td>8</td>
</tr>
<tr>
<td>Apprehension regarding new experiences</td>
<td>5</td>
</tr>
<tr>
<td>Specific fears</td>
<td>4</td>
</tr>
<tr>
<td>Problems relating to integration into community</td>
<td>5</td>
</tr>
<tr>
<td><strong>Management of practical problems when in the community</strong></td>
<td></td>
</tr>
<tr>
<td>Inability to save or spend money wisely</td>
<td>8</td>
</tr>
<tr>
<td>Difficulties in transportation</td>
<td>4</td>
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<tr>
<td>Problems with time</td>
<td>3</td>
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<tr>
<td><strong>Work habits and attitudes</strong></td>
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<tr>
<td>Poor concentration</td>
<td>5</td>
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<tr>
<td>Lack of initiative</td>
<td>5</td>
</tr>
<tr>
<td>Slow or lazy; daydreams</td>
<td>7</td>
</tr>
<tr>
<td>Complains of overwork</td>
<td>6</td>
</tr>
<tr>
<td>Requires constant supervision</td>
<td>8</td>
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</tbody>
</table>

An examination of Table 1 indicates that at least half of the subjects were troubled by the critical factors in each of the problem areas at some time during their habilitation. More girls were impeded in their vocational adjustment by factors in the areas of cultural deprivation and emotional health. Fewest problems emerged in the areas related to adaptability and to the management of practical problems in the community.

A determination, from the data, of the total number of problems for each subject is indicated in Table 2.
Table 2

TOTAL NUMBER OF FACTORS IMPEDING HABILITATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Lee</td>
<td>22</td>
</tr>
<tr>
<td>Celia Arline</td>
<td>23</td>
</tr>
<tr>
<td>Lena</td>
<td>17</td>
</tr>
<tr>
<td>Mildred</td>
<td>29</td>
</tr>
<tr>
<td>Hedda</td>
<td>20</td>
</tr>
<tr>
<td>Babette</td>
<td>21</td>
</tr>
<tr>
<td>Helga</td>
<td>18</td>
</tr>
<tr>
<td>Benedicta</td>
<td>16</td>
</tr>
<tr>
<td>Myra S.</td>
<td>24</td>
</tr>
<tr>
<td>Betty Lee</td>
<td>15</td>
</tr>
</tbody>
</table>

Betty Lee, whose habilitation has been least successful, had the lowest total number of problems. Emotional instability and sexual delinquency were directly related to her failure in making a successful vocational and personal adjustment in the community. Benedicta had a total of 16, was once returned to a cottage from Halfway House, but today is successfully working and living in a furlough situation. Lena and Helga, with totals of 17 and 18, have been successful and are discharged from the institution. Mildred, who had a total of 29 out of 33, is scheduled for discharge in December, 1963. It appears from these data that the total number of problems that the mentally
retarded girl encountered in the process of habilitation was not particularly significant as far as her success in habilitation was concerned. As has already been mentioned, many of the problems of the residents have been resolved or ameliorated, as a result of the counseling and guidance provided by the Halfway House Program.

A few representative incidents will be described in each of the problem areas. The remainder can be extracted from the Individual Case Summaries in the Appendix.

Appearance and Physical Health

Unattractive Face or Figure

An unattractive physical appearance impeded the vocational adjustment of five of the girls in this study. After a personal interview, a family that had been interested in providing a furlough situation for Helga decided against it. The teen-aged daughter of the family told her parents that it would be too embarrassing to have Helga in the house because of her appearance. Helga's teeth protruded, her eyes rolled and her face twitched. People found it peculiar that she could not look them in the eye. It was not so much fear of people, but her habit of resting her chin on her chest that created this undesirable picture. She also walked around dragging her feet and with her shoulders hunched like so many of the other residents of Sunland that her posture might be called an institutional slouch. Orthodonture, provided during habilitation, improved her appearance somewhat.
Mildred's appearance was so unattractive as to be distracting to people around her. She had a weakness of the eye muscles which caused one pupil to roll to the corner of the eye. Her hair, which was naturally curly, was dressed in an unbecoming style. She had facial mannerisms and made peculiar clucking noises with her tongue. Mildred's appearance improved considerably over the years. Through Vocational Rehabilitation Service funds, corrective eye surgery was performed. With the counselor's assistance she learned to control some of her facial mannerisms.

Careless Grooming

Almost every girl had problems in grooming at one time or another. Although usually neat and clean, Helga had no sense of appropriate or of becoming clothes. She steadfastly ignored fashion aspects of clothing. She wore dresses longer than anyone else, which made her look conspicuous. She had to be reminded about wearing sneakers with feminine dresses. She loved dangling earrings and other ostentatious jewelry. Even when she worked in the institution's beauty parlor she was careless about her hair. She would go to work with her hair frizzy and unset, claiming she didn't have time. Helga's hair was a barometer to her mood and attitude. When she was feeling well she was motivated to look presentable.

On her first furlough assignment to a private family, the employer's continual complaint was that Lena would not brush her teeth for days in a row, that she had to be prodded to take a bath, and that she was slovenly in appearance. On her next furlough job, her employer
was a young, glamorous woman, and Lena's poise and grooming underwent a visible change. Whereas the continual reminders of previous employers fell on deaf ears, her second furlough employer, simply by being a beauty queen, as Lena described her, encouraged improvements in Lena's appearance.

Grooming has been a persistent problem for Celia Arline. Since she was first placed at Halfway House she had had to be reminded by the housemother and counselor to bathe, to shampoo her hair, and to use a deodorant. Actually she had little incentive to these things. She was such an attractive girl that with a minimum of effort she looked presentable and she always had more than her share of boy friends. She had a beautiful smile and the quality of being able to get along with everyone. She liked people, and people were fascinated by this girl who didn't look as if she came from Sunland. She was a good advertisement for the Halfway House. As the darling of Sunland, it was quite a shock to her to learn that her favorite boy friend had complained to her counselor about her appearance. It was the first time she had ever been criticized in this way. He then started to criticize her in public and refused to go places with her. She tried to reach the level he was expecting of her for some time and then just gave up. Grooming has continued to be a problem for Celia Arline.

Benedicta's slovenly appearance was of considerable concern to her employer at the nursing home. Since she weighed well over 200 pounds, the seams of her uniforms frequently came apart. Instead of sewing up the seams, Benedicta would go work with her uniform pinned
together. She would also neglect to comb her hair, which tended to be stiff and to stand straight out. When not on duty she would go around the nursing home without her shoes.

**Physical Disabilities**

Seven of the girls had physical disabilities or handicaps in addition to their primary handicap of retardation. Celia Arline, Helga, and Janet Lee had back conditions which limited the amount of lifting they could do. Helga lost one job when her employer noticed her difficulty in turning an invalid in bed. Janet Lee was hard of hearing, which contributed to her difficulties in dealing with the public on her job in a photography studio. Myra S. also had a hearing difficulty and in addition had an unpleasant-sounding voice that people found irritating. Lena and Myra had epileptic-like seizures on the job which resulted in job transfers.

Obesity has been a persistent problem for five of the girls. It affected their appearance and energy level. Lena's weight was a barometer of her emotional state. When she was depressed she would overindulge in all kinds of sweets, but as her mood improved she would again cut down her intake and take pride in losing weight. Overeating is, of course, one way an institutionalized person can indulge himself. Myra S.'s employer at her summer camp job reported that at one cook-out she ate seven frankfurters and buns, in addition to all the other foods being served. Once a weight-control program was inaugurated, Benedicta and Babette would go on eating binges in town and then boast about it as a way of defying authority. The housemother was on the
alert for bags of doughnuts and cakes going into the girls' rooms.

In an attempt to control obesity, the counselor embarked on what was later known as "The fight on fat campaign." With the assistance of the houseparents and Medical Director, low calorie meals were planned in which the girls who did not have a weight problem were given supplementary foods. Medication was prescribed to curb appetites. Soft drinks were eliminated. Overweight girls were given snacks of raw vegetables or fruit.

The counselor arranged to have the gym opened on Thursday nights for the residents of the Girls' and Boys' Halfway Houses. In addition to the counselor and the Recreation Director at the institution, University of Florida seniors came as volunteers to develop a program of exercise, games and dancing. A net was set up across the road from the Halfway Houses for volley ball and badminton. Physical disabilities and an unattractive face or figure did not prevent the girls from making a successful vocational adjustment eventually, especially since most girls learned to be well-groomed in the course of their habilitation.

Physical Health

There is little incentive for the girls to seriously think about, or take responsibility for their own bodies and physical health in the institution. Furlough signers for the girls constantly worry about the girls' lack of concern about diet and health. In the institution when they are ill, attendants take them to the clinic where they obtain necessary treatment or medication. The clinic physicians, nurses and attendants follow up on the health needs of the girl. Cost of
treatment and medication is something they have never needed to concern themselves with. A policy instituted at Halfway House was that once a Halfway House girl was employed in the community, she was no longer eligible for free medical care from the institution, except in case of emergency or a long-term illness. The counselors have found that the girls now look at health from a different angle, and begin to take responsibility when they have to pay for medical services and drugs.

Effects of Cultural Deprivation

Restricted Opportunities for Experience

In addition to their primary handicap of mental retardation, the girls who are the subjects of this study had secondary handicaps due to the restrictions of long institutionalization, and to early cultural deprivation. Deprivation has been defined as a separation of an individual either from people or things that he needs in order to round out his life satisfaction, or to round out unfulfilled desires. The culturally deprived person is handicapped in many ways; in his social competency, in his inadequately developed concepts, and in his cultural functioning in today's complex society.

Nine of the subjects in this study are products of low socio-economic backgrounds and adverse home situations, as an inspection of the individual case summaries will indicate. Records of most subjects indicate antisocial conduct prior to institutionalization, which largely disappeared soon after they were committed and removed from conditions that incited the faulty behavior. Their lack of social skills in their
early days at Halfway House was often a reflection of adverse early environment. Davies notes that since mental retardates are impressionable and easily influenced, they often fail in a poor environment and cause little or no trouble in a good environment. Had the home background of these girls been adequate, they would have been residing outside the institution and attending special education classes. The institution provided these girls with a stable environment in which compliance with standards of behavior and work were required. Since the routine was adjusted to their capabilities, they were provided with a measure of certainty and reliability absent in their preinstitutional lives. Institution personnel frequently provided the first positive effective ties the girls had experienced.

Windle, after examining studies of the early backgrounds of retardates, hypothesized that those from culturally adverse home environments responded positively to institutionalization, and their prognosis for eventual community adjustment was good. The results of the present study support this hypothesis. All of the girls with adverse preinstitutional backgrounds are making good community adjustments. The one girl who had a relatively favorable home situation was Betty Lee, who has failed. She was originally institutionalized because of promiscuity.

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2 Davies and Ecob, op. cit., p. 222.

Cultural and Social Lacks

A function of the Halfway House Program and of Counseling for the girls has been to deinstitutionalize the residents. The longer the period of institutionalization, the more work for the counselor in bridging the gap to community adjustment. Although the girls were in their twenties and thirties at time of placement at Halfway House, they were socially and vocationally adolescent.

The counselor considered Helga's 28 years of institutionalization to be her greatest problem. Since her experience and knowledge of the outside world were so restricted, and she lacked so many social skills, the counselor decided it was most important to provide her with many personal and vocational experiences as soon as feasible.

For Helga, Mildred, Lena, Janet Lee, and Betty Lee, original residents of Halfway House, the counselor found it necessary to provide a program of basic training every afternoon. There were demonstrations of how to walk, how to stand, how to sit properly, how to introduce, how to look people in the eye. Time was set aside to reinforce skills learned in the academic school such as telling time, making change, filling out forms and applications. There were practice sessions on how to apply for a job, and actually going on job interviews. The counselor found that nothing could be taken for granted insofar as the learnings and background knowledge of the residents were concerned. Information and skills most youngsters learn at home in the process of growing up had to be taught, and repeatedly reinforced.
On Saturday and Sunday nights at Halfway House, the girls, lacking in social skills, would at first just sit and stare at each other. They had no idea of how to start a conversation, or of how to behave with a member of the opposite sex. Two volunteers from the community gave a charm class. A gym teacher taught the girls social and square dancing. Date nights were instituted so Boys' Halfway House residents could socialize with the girls, under supervision.

Most of the girls, when they first came to Halfway House, had poor manners and completely lacked social grace. Within a year, most girls had improved a great deal. Proper use of the telephone, and telephone etiquette required initial reinforcing, but eventually was mastered. Celia Arline had trouble answering the phone properly in the florist shop where she worked. When Mildred went to work in the Medical Center she was afraid to use the telephones there.

Part of the institutional syndrome seemed to be an unnaturally loud voice that community residents found disturbing. Benedicta, Hedda, and Babette, reflecting their home background, had to be continually checked on their coarse speech, vulgar motions, raucous laughter, and adolescent-like punching and poking. Babette's employer at the school cafeteria considered her unlady-like behavior with the students to be her greatest handicap. Babette talked and laughed with the boys as though she were a contemporary of theirs. When boys accidentally caused food to spill on her uniform, she lost her temper.

Most girls, and in particular those who had been institutionalized the longest, showed a strong interest, or preoccupation, with
buying and collecting possessions. As soon as they came to Halfway House they were eager to buy their own record players, radios, cameras, electric irons, tables, dressers, linens, and clothes. Mildred bought so many things that it took several days to move her from Halfway House to her rented room in the community. This room is already filled with objects in their original cartons, and she began thinking in terms of renting a larger room. Mildred expressed to the counselor how good it made her feel to own all these lovely things. Collecting possessions seems to satisfy a real need in these institutionalized girls. They had very little in their own homes, and in the cottages lack of space made only a minimum of personal possessions possible.

Most of the girls, chronologically in their twenties and thirties, still had a real attachment for dolls. Several moved into Halfway House with large doll collections. This preoccupation with dolls has been noticed in other institutions. With maturation, and satisfaction of personal needs in the community, most girls gradually turn to other things. Celia Arline gave some of her dolls to the daughter of her co-worker who came to visit at Halfway House, and explained to them that she was getting too big for dolls. When Helga left Halfway House to be furloughed to the nursing home, she gave away all her dolls and bought a puppy. She was 36 years of age. Mildred, living and working in the community, confided to the counselor that she could not resist buying herself a large walking doll for Christmas, even though she knew people would find this peculiar.
**Gaps in Academic Knowledge, Skills**

Half of the girls who were the subjects of this study were found to have gaps in their academic knowledge and skills which affected their vocational adjustment, even though all attended either the Academic School at Sunland or public schools in their home communities. Janet Lee had been weak in arithmetic in school. On her first job in an interior decorator's shop, it was found that she was unable to use a tape measure to make a three-inch hem. Because of her need for remedial help in her weak academic areas, Janet Lee voluntarily paid for a tutor out of her salary. Other girls had trouble telling time or counting change. Many could not fill out applications for employment, although presumably they could read and write. Sales Taxes, income taxes and insurance were mysteries to them.

Various specific lacks in skills were noted. Myra S., responsible for dinner one evening, was bogged down for hours making the potato salad because she did not know how to dice onions and was laboriously doing it in strips. When Hedda's employer requested that she take up the hem of her dark red skirt, she did so, but with white thread and in large stitches.

**Lack of Realism in Institutions**

Although all of the girls had several years of work experience in the institution, and some, like Helga and Mildred had as many as 15 years, this experience was unrealistic in many respects as a preparation for community employment. The pressure, the demand for thorough and fast work performance, the employer's objectivity, was
lacking. Concessions were made and the girls' performance was compared with that of other retarded individuals rather than with that of intellectually normal persons. Every effort was made to understand the girls and to provide for their shortcomings. Their failures were made the starting points for more training or counseling.

Hence, in the community, the girls started out with an unrealistic attitude of what the employer expected of them. There was little understanding of their basic difficulties, there was no one to tell them what to do and no one to pat them on the back for a job well done. The girls were in competition with co-workers intellectually more able than they, and with more social know-how.

Work experience within the institution, moreover, did not help residents to understand the role of work in society. In the institution they were either given all necessities without work, or worked without pay. In their early family backgrounds there was rarely a pattern of a parent who went off to work each day to support his family. Hence the girls could see no concrete need for work, or the relationship between work, getting paid, and supporting one's self. The counselor, in a variety of ways, and over a period of years, helped the girls to develop a concept of work, its importance and its dignity.

Inadequate Personality Development

Positive aspects of institutionalization, for individuals with adverse home backgrounds, has already been mentioned. Once institutionalized, however, the mentally retarded girl is deprived of much freedom of action and decision. There is no doubt that the ordering of the
entire life of the mentally retarded person can considerably impede future habilitation. Shy girls like Janet Lee and Helga, who had little confidence in their own abilities, eagerly accepted the support of rules and regulations. They were obedient, gave no trouble, and were the delight of the employees. They easily adjusted to the institution, but found adjustment to the outside world difficult. Few of the girls seemed to overestimate their abilities, and when they did, it appeared to be more of a defensive measure. All of the girls at one time have had feelings of inadequacy, lack of self-confidence and have distrusted their own abilities. This frequently contributed to their apparent inability to tackle successfully even very simple jobs on the outside. The girls who were institutionalized the longest, like Helga, Janet Lee, Benedicta, and Mildred, appeared to be totally lacking in humor and spontaneity. They seldom smiled or laughed spontaneously, and could not see the light side of life. New girls coming into Halfway House today are livelier and have more sparkle. Inadequate personality development manifested itself in a lack of emotional affect, and a shallowness in relationships, particularly in evidence in Hedda.

Emotional Health

Neurotic or Psychotic Symptoms

Emotional instability was a most prevalent and serious problem area for the Halfway House girls in this study. Neurotic or psychotic symptoms were manifest in the personalities of seven of the ten girls. Elizabeth showed paranoid symptoms when she told of men following her
everywhere and that "They" were always calling her "street walker."

Her vocational adjustment while working in the institution and on her first few jobs in the community were seriously affected by her lack of emotional health. Janet Lee, in her early months at Halfway House, suffered periods of deep depression and moodiness and could not verbalize the basis of her feelings. In the past two years she has found it easier to verbalize to the counselor her feelings of hostility toward her rejecting mother and her younger brother living at home. Her depression and moodiness are much less pronounced than at her placement at Halfway House.

Somatic Complaints and Hypochondria

The girls frequently had somatic complaints or showed symptoms of hypochondria. Celia Arline, in addition to periods of deep depression and frequent crying, was plagued by hypochondriacal symptoms. She was preoccupied with her pulse and heart beat. She said she had appendicitis, was not going to live long, and was thinking of making a will. From the time Babette was placed at Halfway House, she complained of backaches, trouble with her feet, fatigue and recurring boils. She averaged one or two visits per week to the clinic. During her first two years of employment in the community, Janet Lee was so disabled by stomach pains that she was periodically off from work for days at a time. Extensive observation and testing in the Sunland hospital indicated no organic factors for her complaints. A physician reported that her symptoms were psychosomatic in origin. The counselor and employer eventually noticed a cycle in which Janet Lee would worry
about not receiving a letter from home and would become increasingly agitated. Physical symptoms would be mentioned by Janet Lee who would look increasingly more ill each day, until she could not go to work. After hearing from home, or after a pleasant experience with friends, she would improve and her symptoms would disappear. At group meetings when Janet Lee was not receiving much attention she would blurt out that her stomach ached or that she could not hold her food. In the process of habilitation, with frequent counseling and support from the counselor, houseparents, and employer, complaints of physical illnesses have ceased, and in the past two years Janet Lee has had fewer visits to the clinic than the other girls.

Chronic Lying

Dearden, in her study, found the most common complaint of employers to be that of untruthfulness on the part of the mentally retarded girls. An examination of the case studies of the Halfway House girls in the Appendix reveals that for seven of them chronic lying was a serious problem. Babette regaled co-workers with wild tales of her preinstitutional sex life, which was a cause of concern to her employer. Lying appeared to be a form of wishful thinking for her and other of the girls. Lena needed frequent counseling about her lies and exaggerations about the institutions. Seeking sympathy and attention, she would tell outrageous stories of deprivation, which would so disturb her employers that they would phone the counselor. Fights would start at Halfway House

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4Dearden, op. cit., p. 303.
because Lena would insist that Elvis Presley was her boy friend. She later modified her story so that Elvis was her cousin and for that reason could not marry her. These tales ceased when she was furloughed into the community. Hedda was rebuked on several occasions by her employer at the laundry for outright lying. The employer and the counselor both found that even when confronted with proof, Hedda would persist in a lie. The main reason why Hedda was eventually fired from the laundry was because she lied about burning a hole in a shirt and then implicated other employees. When the housemother heard Hedda lying over the phone to a relative, and asked why she did this, Hedda explained, "I wasn't about to tell her the truth and get bawled out." Mildred would habitually lie to put herself in a favorable light. When the employer complained to the counselor about Mildred's slowness, Mildred said it was because there were so few shirts to iron, while in reality she was holding up the assembly process. The incidence of lying among this population can perhaps be attributed to the years of institutionalization with its rigid rules, fear of punishment, and lack of esteem from employees upon whom they are dependent for affection. At one time, Hedda and Mildred were known to steal personal items from other girls at Halfway House. It is probably that others more successfully hid their stealing since lost and misplaced personal items were a frequent occurrence. It was later learned that Celia Arline, in an attempt to buy friendship, had been taking boxes of cookies from Halfway House to share with co-workers at the florist shop.
Sexual Promiscuity

An excessive interest in men and sexual promiscuity has seriously affected the vocational adjustment of several girls. Each of these girls was committed to the institution in adolescence. One reason for commitment in the cases of Celia Arline, Betty Lee, and Babette, was promiscuity and predelinquent sexual aggressiveness. Three years prior to Halfway House placement, Hedda became pregnant while on a visit to her mother's home. She was removed from her first furlough work assignment at a nursing home primarily because she seemed to be heading toward trouble where men were concerned, and the counselor felt she required stronger off-hours supervision. The counselor learned that Hedda had been going with a taxi driver who had an unsavory reputation, and that she also had her former Sunland boy friend constantly visiting her at the nursing home.

Babette met a relative of a co-worker and had several clandestine meetings with him before the counselor became aware of the situation. The man was middle-aged and described as retarded and alcoholic. A short time later, the admonitions of the counselor and staff notwithstanding, Babette was seen hugging a man she had met in the movies. Her freedom in the community was restricted.

Betty Lee's sexual promiscuity was a serious problem prior to her commitment. She came from a relatively good home and her family was interested in her welfare. When she had been in the institution for eight years, her mother took her home for a trial visit. In less than three months Betty Lee was returned because of her continual
pursuit of men. She lost her first part-time job in the community because she became involved with a man on the job and then accused him of rape. The counselor felt that forbidding her to have men friends would work against her habilitation. A promise was extracted from her to talk over any potential dates with the counselor. She complied to a certain extent. However, when she became pregnant, while on furlough, she admitted to a series of sexual experiences over the years. A need for attention, impulsiveness, and lack of judgment seem to have been involved in the cases of sexual promiscuity.

Parental Rejection and Neglect

It is well known that the educable retarded tend to be drawn from the lowest socio-economic groups and that their case histories reveal a background of social degradation which would inevitably affect their emotional health. All but one girl in this study had a background of severe parental rejection and neglect. Gunzburg indicates that emotional instability is very common among residents of English institutions for the mentally retarded, but that, surprisingly, it is seldom really severe in degree. Five of the girls in this study have been seen by members of the Psychology Department of the institution because of emotional disturbances. Probably others could have benefited from psychotherapy at some time. However, since the incidence of emotional instability in an institution is great, and the number of professional persons limited, referrals were made when the need was greatest.

Gunzburg, op. cit.
Nine of the subjects were also considered in Morris' study, in which Rorschach protocols were analyzed of 40 boys and girls at Sunland Training Center who were prospects for Halfway House placement. Based on her protocols, and corroborated by medical records, and the opinion of a physician in the institution acquainted with the subjects, all residents were judged to be either mildly or severely emotionally disturbed.

Poor Motivation for Habilitation

Celia Arline had little motivation for habilitation while her boy friend was in the institution. She often said she wanted to be the last girl to leave Halfway House. With the advent of a new boy friend, recently discharged, however, she has shown a real interest in eventual separation from the institution. Hedda and Betty Lee have shown more concern with attracting men on the job, and making social contacts than in seriously working their way to discharge.

For dependent girls, institutionalized since childhood, lack of motivation was related to fears and to lack of community ties. Not until the particular houseparents on whom Helga was so dependent had left the institution, was there very much indication of a desire for separation from Sunland.

Interpersonal Relationships

Undesirable Personal Traits

The most prevalent negative personality trait noted in the subjects was that of moodiness. Stubbornness, sarcasm, gossiping,
tattling, complaining, eavesdropping and minding others' business were frequently noted, and impeded good interpersonal relationships. It is the writer's belief that the prevalence of these traits is a reflection of the poor emotional health of the girls, and that these traits are related, in part, to the rigidity and lack of basic need satisfactions found in an institutional regime. The writer has observed that girls recently placed in Halfway House have benefited from the increasingly more liberal policies in the institution, and show fewer evidences of the undesirable personal traits mentioned. In the present study, impulsiveness, undue suggestibility, and rigidity, traits often ascribed to the retarded, were considerably less pronounced than those relating to their temperamental instability.

Unsatisfactory Relationships with Peers

Personal relationships of the mentally retarded are developed with more direction from authority figures than are those of the so-called normal because of the lack of insight of the retarded. The patterns of social and in interpersonal relationships of the subjects of this study are illustrated by two sociograms made in the Halfway House during the time that the writer was Girls' Habilitation Counselor. The sociograms are graphic summaries of the girls' answers to the questions of whom the subjects liked best, whom they liked to work with, whom they liked as a roommate, and whom they liked least. The following are the forms in which the questions are asked.
1. Which one of the residents (patients) in the program do you like best?

2. Which one of the residents in the program do you like least?

3. If you had a choice, which resident would you pick to go to town with?

4. If you had a choice, which resident would you pick to help you with your chores around the House?

5. If you had your say, whom would you choose as a roommate?

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Figure 2.--Questions asked of the residents of Halfway House to indicate social and interpersonal relationships.
Figure 3.—Sociogram illustrating the "like best" relationship.
Legend:

- Like
- Least

Figure 4.—Sociogram illustrating the "like least" relationship.
The sociograms direct attention to the group structure of the girls in this study and indicate interpersonal relationships at the time the sociogram form was filled out. The sociograms direct attention to certain aspects of the group structure of the nine girls who were simultaneously at Halfway House. The tenth girl, Myra S. was not placed at Halfway House until the following year.

In Figure 3, there were mutual choices for roommate between Lena and Hedda, and between Celia Arline and Helga. There was a mutual choice between Helga and Mildred. Helga appeared, overwhelmingly, as the best-liked girl, yet Celia Arline was more the leader and initiator of activities. She received less than half as many positive tallies. Babette and Benedicta were the isolates. Betty Lee and Lena, both, were only chosen once, by one person.

Figure 4 indicates that Babette received considerably more negative tallies than any other resident. Benedicta, the second isolate in Figure 3, did not receive one negative tally.

Five of the girls have had sustained poor interpersonal relationships with their peers at Halfway House. Lena, who always disliked institutional living, was overbearing and unpleasant with some girls. She would frequently make an insulting comment, knowing full well that it would evoke a strong reaction from others. She was careful in selecting her adversary, though, and avoided verbal conflict with the more aggressive girls. The housemothers described her as forever crying and arguing with the girls. When she was furloughed in the community, and came back for week-end visits, she would bring all her newly-acquired finery with which to impress the others. As her community adjustment
improved, but she was still not above flaunting each new boy friend at Halfway House. Her relationship with her co-workers has been satisfactory. Of course, in some ways, Halfway House resembles a home and the girls interact as do members of a family. When Lena came to the institution, she had experienced years of poor interpersonal relations with her siblings. She smarted under the realization that she alone of her family had been sent to an institution.

From the time Babette was moved to Halfway House she was the acknowledged trouble-maker and became the least popular girl. The housemother’s progress report stated that Babette was boisterous, loud, and had trouble controlling her emotions. She could not mind her own business, had difficulty keeping confidences and constantly interrupted others. She did not have a real friend among the girls, but allied herself with Benedicta and together they defied authority and bullied and teased the other girls. Both were greatly overweight and they took pleasure in smuggling large quantities of sweets into their rooms to enjoy in defiance of the housemother. They supported each other in circumventing rules of Halfway House and eventually were both placed on restrictions for serious infractions.

Attitude of Co-Workers

Contrary to Peckham’s findings, previously cited, a lack of acceptance from co-workers was not the most common job adjustment problem of retarded workers.\(^6\) Only two isolated instances were found where

\(^6\) Peckham, *op. cit.*
girls were teased or ridiculed by co-workers. In each case the girl was poorly motivated on the job and made no effort to be friendly. In almost all other instances, co-workers protected the girls from the employer's criticisms, helped the retarded girl so that her shortcomings would not be noticed, and frequently invited the girls into their homes. The picture of a dependent and deprived girl from an institution invariably evoked the sympathy and motherly feelings of female co-workers. O'Brien's study, already mentioned, corroborated these findings.  

**Inadequate Heterosexual Adjustment**

Some of the residents, like Janet Lee and Myra S., who had been institutionalized for a large part of their lives, showed little interest in the opposite sex. It is the writer's assumption that a long period of institutionalization in which few opportunities for socialization with the opposite sex are provided, and there is consistent negative reinforcement, that the normal sex drive is all but extinguished. Within the past few years, a more liberal policy toward heterosexual contacts has been effected. Perhaps this change has resulted in the gayer, more spontaneous individuals now being placed in Halfway House. Helga, aged 38 years, has had a steady boy friend for about ten years and even has an engagement ring. However, their relationship appears to be platonic, and although both have been discharged, there is no thought of marriage.

For other of the girls, with strong but suppressed sexual drives, heterosexual adjustment has been a serious problem in the institutional

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7 O'Brien, *op. cit.*, p. 76.
setting. Celia Arline was so emotionally disturbed as a result of one romance that her health and work suffered. She was consumed with guilt and fears after having sexual relations. Although she and the others were given a course in sex and personal hygiene by a nurse, it became apparent to the counselor that this area was shrouded in misunderstandings. Celia Arline was still consumed with fears of becoming pregnant seven months later. Perhaps the content of the course needed to be reinforced more frequently, or perhaps retarded girls simply do not have the same confidence regarding scientific facts that others do.

Mildred, while living at the cottage had been criticized for forming too personal an attachment with other female residents and employees. The counselor felt that Mildred merely had a rather strong sex drive, which in another setting would express itself in a more normal way. At the time of her selection for Halfway House, she had recently discovered boys, and in a belated adolescence, at age 34, was characterized by personnel as boy crazy.

Lena has made a satisfactory heterosexual adjustment in the community, but has had serious problems to resolve on several occasions. She was heartbroken when her first boy friend ceased to date her after she told him about her Sunland background. When she found she was becoming serious about another boy friend she was in doubt as to whether she should tell him about herself. She not only found the courage to tell him, but paraded him around the institution to meet her old friends. All was well until she discovered that he was still legally married. She learned from each experience, has become
increasingly selective in her choices, and is currently dating a college student whose parents she has met.

Even though the chronological age and physical development of the Halfway House girls are that of women, their social behavior is more like that of early adolescents. Heterosexual relations are still on the pushing, shoving, shouting stage. There is much fighting and vying over boys. There is little interest or consideration of marriage. A few girls with strong sex drives have had early sexually delinquent experiences prior to commitment. Counseling and supervision of these girls has been especially difficult.

**Difficulties in Relating to Authority Figures**

The attitude of many of the residents toward authority figures in the institution was based on their early contacts with abusive or rejecting parents at home. Because of these unfortunate associations, and because of restrictive institutional policies, it is not surprising that residents tend to view institution personnel and subsequent authority figures with suspicion or hostility. Most of the girls, in their early vocational experiences in the community, were found to be disrespectful or hostile toward employers. Impudent remarks were common responses of the girls to employers' suggestions.

Lena's first employer was very annoyed that Lena had been going down the street to a neighbor's house and giving all the intimate details of life in the employer's home. Babette disputed with and bluntly lied to her first few employers. Betty Lee was discharged from a laundry job for arguing with her employer. Mildred was
discharged for shouting at her employer while customers were present.

After a concrete experience of being discharged, and after consistent counseling, most girls learned to control their tempers. Group counseling sessions on the topic of good worker attitudes and relationship with the employer were found very effective, as girls in various phases of their habilitation told of their experiences on the job.

**Desire or Demand for Excessive Love and Attention**

Other girls, usually the compliant, shy girls, have seen authority figures in the institution and outside as sources of love, affection, and security. Excessive dependence on institutional personnel and later on employers have impeded the girls' vocational adjustments.

Helga had a history of courting authority by doing whatever was expected of her. Although pleasant enough to her peers, she had little interest in them and was much more concerned with obtaining the attention and affection of the houseparents. At meetings she would sit closest to the counselor, seeking approval in puppy-dog fashion. Her desire for excessive love and attention was a source of annoyance to some of her employers. Since her feelings were so easily hurt by any criticisms, employers, instead, phoned the counselor about them. Her typical response to lack of personal attention was to mope, or stomp and cry, hoping someone would notice her. She was discharged in less than a month by one employer who said Helga acted more like a five-year old than a thirty-five year old woman.
Janet Lee, also very dependent on her employer, who gave her a good deal of personal attention and affection, developed psychosomatic illnesses when the employer's daughter was visiting and little attention came to Janet Lee.

Mildred was so dependent on her employer at the laundry that she first found excuses to visit her employer on week ends. Whenever the employer was critical, or paid more attention to other employees, Mildred reacted emotionally.

**Employers of the Mentally Retarded Girls**

An examination of the employers who were willing to take a good deal of time and interest in the girls, revealed a group with many unmet needs of their own. They seemed to find personal gratification in their relationship with the girls. They were unusually patient, and even after considerable provocation would hesitate to discharge them, and were willing to rehire them again shortly thereafter.

These employers, all women, each sought the opportunity to talk to the counselor about their own personal problems. In each case they contributed a great deal to the social and personal growth of the girls, but have required much of the counselor's time.

**Inability to Express Feelings to Others**

Analysis of the data revealed that more than half of the subjects were impeded in their habilitation by an inability to express their feelings and thoughts to others. One of the main problems the counselor encountered with Lena in her first years of habilitation was
her inability to say what was disturbing her. She would hang her head and sit for fifteen minutes without responding. She seemed to feel a lack of self-esteem, which was a basis for her behavior, as well as a lack of faith in authority figures. In recent months Lena has ceased to use subterfuge or silence and has volunteered meaningful information so that she and the counselor could consider her problems. She has come to realize that she could satisfy many of her needs and wants by openly seeking to satisfy them. The counselor believes that this has given Lena a sense of security.

Throughout her case file, Mildred has been described as a secretive person who had difficulty in verbalizing her problems. The counselor found her very secretive about her movements and her money. She would go to extremes to avoid telling the counselor about large purchases or money that she spent on her boy friend. Her secretiveness appeared to be related to her long institutionalization and her fear of criticism. In times of difficulty with her employer, Mildred was unable to tell her what was really disturbing her. She would glare and be silent, or shout at the employer without disclosing the real cause of her anger, which was invariably what she interpreted as lack of esteem or consideration for her. She eventually was able to verbalize some of her feelings to the counselor, with whom she was less emotionally involved.

In the early days of Helga's habilitation the counselor was concerned with Helga's constant "Yes, m'am's," to authority figures, and her apparent fear of expressing her own feelings or wishes. The
counselor was aware that Helga was not pleased unless she pouted or increased her eye movements.

Continuing Disturbing Family Relationships

Almost every girl who has a family outside the institution has been plagued by emotionally disrupting family contacts. While on a visit to her mother's house from Sunland, Hedda became pregnant. Eventually her father, divorced from her mother, cared for Hedda's child. Upon her father's death, several groups of relatives appeared, vying with each other to adopt Hedda's child. Since her father left money for the care of the child there was reason to suspect their motives. Hedda was confused and upset by the sudden attentions of these people she did not know.

Benedicta's retarded brother first talked her into running away from her furlough job to his home in another town, and then aided her in crossing a state border to marry a man 65 years of age. As a result she was removed from the Halfway House Program and returned to a cottage.

Babette's parents were negative factors in her habilitation. Shen she returned from vacations she was upset by interpersonal problems with her father and older siblings. Her mother, weak but well-meaning, would write or phone to say she was ill and needed Babette at home. A younger sister, recently released from a correctional institution, took delight in writing Babette of the joys of being free.

For years Janet Lee's mother completely rejected her and did not respond to the letters and gifts Janet Lee sent home.
The emotional hunger and deprivation of the institutionalized mentally retarded girl leads to an intense need for personal contacts with others. The girls strive to maintain relationships with parents who have abused and neglected them. Sometimes there are years of heart-breaking rejection before the girl is able to make a life for herself. In her last year of habilitation, Lena was finally able to admit that visits to her home upset her so much that she preferred to spend holidays with her friends.

**Adaptability**

**Unwilling to Admit Ignorance**

In attempts to adapt to a new environment and a new way of life, defensiveness frequently impeded the girls' abilities to learn new skills and to use new methods. The girls in the Halfway House Program went to great lengths to camouflage their shortcomings. Many of them were verbal and would indicate that they already knew how to tell time, to make change, and to do other common tasks. They apparently felt inferior and insecure when faced with situations or tasks they were unable to handle.

Hedda, in order to direct attention away from her shortcomings, was a master at changing the subject and dominating the conversation so that the other person could not question her. Babette appeared so self-confident and was so verbal that it was not until she was on a furlough job that it was discovered that she could not tell time. She had memorized a number of clock positions in school, and had thus
concealed her inability to tell time. Mildred had been working at a retail laundry for months before she was able to admit to the counselor that she was embarrassed on the job because she had trouble counting change.

**Apprehension Regarding New Experiences**

In adapting to the greater freedoms and opportunities of Halfway House, and then to the outside world, apprehensions and fears regarding new experiences were prevalent. In view of the limitations of family background, and the restrictions of institutional life with its meagre opportunities for self-direction, this was not surprising. In addition, a general fearfulness of making a mistake, of not wanting to take a chance, and of doing what authority expected was noted. There was a fear of making one misstep that would result in a return to the cottage. The girls frequently taunted each other about missteps. Fears prevented girls from trying new things, making mistakes and learning from them. Verbal reassurances by the counselor were of little avail. Helga was so afraid of riding the bus to work the first day that she refused to leave the steps of Halfway House. The night before she was to leave on furlough, Mildred, who earlier had been extremely happy about the move, cried inconsolably because she feared she would make some misstep on the outside and have to return to the institution.

Apprehension regarding new experiences even extended to recreation. Halfway houseparents, counselors and volunteers went to considerable effort in order to provide the residents with entertainment in the
community. Their initial response to these new experiences was usually that of lack of interest or resistance. However, after a while, they showed more enthusiasm and seemed to grow socially and experimentally as a result. Perhaps their initial fears and resistance were related to their lack of ability to visualize a new experience; or perhaps it was related to a general pessimism and was a result of a regimented life.

Specific Fears

Besides the general apprehension regarding new experiences, some girls showed a variety of specific fears. Mildred's second job was that of nurse's aide in the medical center in the community. She complained about the work and the children and then had a series of somatic complaints that kept her from working. The counselor was finally able to determine that a number of specific fears were affecting her health and job performance. She was afraid of the elevators, of using the telephones, of Negroes, and of large groups of men. She was apparently afraid of something in the hospital cafeteria because she refused to eat lunch and remained on the job all day.

Myra S., also institutionalized most of her life, had a number of specific fears. She was afraid of strangers, of large groups of people and of the dark. She asked the counselor if she could start work an hour later because it was not day when she came on the job.

Problems Relating to Integration into Community

A by-product of institutional life appears to be the development of egocentricity, a lack of generosity and feeling of kinship with
humanity on the part of its residents. They are unaware that part of being a good friend, or of being a responsible citizen in the community is to be able to give to others and to consider their needs. In the institution, the development of strong emotional ties to other persons is not fostered; group or team feeling is unusual. Once in the community they are unable to understand communal give and take. They very seldom ever become a part of an organized group. Their relationships are made on a one-to-one basis, usually with co-workers, employers, or former residents or employees of the institution.

It was on a furlough work assignment in which Helga cared for an invalid that the feeling of wanting to help others was unlocked in her. She had found few opportunities to give to others who needed help in the institution. The knowledge that she could be needed by and be important to a helpless person seemed to do much for her confidence and self-esteem. The institution, for example, might foster a desire to serve others by encouraging individual girls in its Halfway House or high-grade cottages to sponsor a child on campus, or permit Halfway House to sponsor a cottage of young children. Helping the girls to direct their interests and energies to the needs of others would provide a valuable orientation for community living.
Management of Practical Problems in the Community

Inability to Save or Spend Money Wisely

In the institutional setting, the girls never had the opportunity to appreciate the relative value of goods obtainable for a given amount of money. Food, shelter, clothing and recreation were arranged for the residents. When the girls started earning money in the Halfway House Program, some, like Helga and Janet Lee, continued their frugal institutional habits, and managed to build bank accounts. Others were so dazzled by having a sum of money they could spend each week that they at first indulged in excessive and foolish spending. The need for and the importance of saving needed to be reinforced frequently.

For example, the counselor was concerned with Lena's champagne appetite when she started to emulate her employer to the extent that she patronized her employer's hairdresser and dress shop. Trying to save money was also a serious problem for Betty Lee, whose penchant for expensive hair dyes kept her bank balance low. Benedicta was always buying, collecting and hoarding things, and was spending more than she earned. When the counselor learned that Benedicta had been asking for and was receiving advances of pay from her employer at the nursing home the employer was asked to discontinue this practice. Benedicta later took pride in her elaborate record book in which she noted expenditures.

While there was little generosity of spirit among the girls, there was generosity with regard to material things. Excessive gift buying was a problem. Generous gifts were sent to their families.
There was a strong need to give and to anticipate receiving. A preoccupation with Christmas and birthdays was shared by all. Birthdays of residents, of houseparents and even of employers were celebrated with parties and gifts. Even girls who were frugal did not begrudge contributing.

It appears to the counselor that the girls lacked a conception of the value of objects and the reality that objects represent hard-earned money and hours of their work. They were also not clear about property rights. Without much thought they would give each other a radio or record player, and some time later ask for its return.

The counselor felt that new residents of Halfway House should be allowed a certain amount of leeway in their spending, although all were encouraged to save a portion of their wages each week. Foolish spending eventually levelled off somewhat. There was strong motivation for girls to save since they were aware that a sizable bank account was one criterion for discharge from the institution.

An individual living in the community has a good many years of experience in coping with money by the time he reaches adulthood. Residents of the institution are not permitted the use of money until Halfway House placement. If high-grade residents were permitted an acquaintance with coins from the time of commitment, they would be less at a disadvantage when their habilitation begins.

**Difficulties in Transportation**

Coping with public transportation was initially a problem with many of the girls who had been institutionalized for some time.
Babette and Lena, institutionalized only a few years, readily coped with practical problems in the community. The counselor and houseparents took the girls on buses, pointing out transfer points and landmarks and speaking up and asking for information of the bus driver.

Before a girl started on a new job, the counselor would have the girl board the bus alone while the counselor followed in a car. As time went on, those who could travel independently assisted the new girls.

**Problems with Time**

Punctuality has been a problem to only a few of the girls. The public bus stops in front of the institution once every hour. Girls have to plan ahead in order to catch a particular bus and arrive at work on time. Myra S., slow in all activities, had difficulty in walking to work on time. Once on the job, the girls usually follow the example of their co-workers, taking coffee breaks and leaving work when the others did. In the unskilled jobs in which most Halfway House girls are employed, the lunch hour is usually only one-half hour, which usually precludes shopping, banking and other errands.

Hedda and Mildred encouraged their boy friends to visit during lunch, but the employer discouraged this practice.

Most girls seemed to develop a good schedule sense. Perhaps this was because most of institutional living was based on a definite routine. In addition, punctuality was stressed in their vocational training assignments in the institution. While the regime at Halfway House was more flexible, the morning schedule was fairly well set.
In most furlough situations the girl followed the schedule of the family or group she was with and hence had few difficulties.

Work Habits and Attitudes

Poor Concentration; Accident Proneness

Not only did our formerly institutionalized retarded girls come into the common labor market without a clear concept of the role of work in society, but the unpressured work tempo in the institution did not require them to develop the concentration and application to hard work necessary in the community. Employers frequently complained of the girls' inattention to the details of work, of leaving a job incomplete and going on to another, and of leaving things in an unsatisfactory condition. A history of accident proneness was noted in a number of girls, and was particularly noticeable at times of emotional pressure. In the first month of her job at the school cafeteria, Babette injured her foot because she wore no shoes, cut her hand, fell on the floor twice, and suffered bruises from walking into objects. Celia Arline had a similar history on her job.

Lack of Initiative

Lack of initiative was a problem for some girls, especially on the first few jobs in the community. Mildred's employer complained that when she finished a particular job she would stand doing nothing while everyone else was busy, and never asked if there was anything else she could do. Janet Lee showed no initiative on her first community
job, and only did what she was told to do. On her next job at the photography studio, where the employer gave her much personal attention, Janet Lee worked well independently. She surprised her employer by developing a very good filing system for photographs.

**Slow or Lazy: Daydreams**

A majority of the girls have been criticized by their employers for their slowness in job performance. In a few cases this seemed related to the girls' excessive weight and poor body tone. In other cases shirking, dawdling, and not working toward a goal was involved. However, the writer believes that years of working on institutional job assignments was the basic reason for slowness. The girls selected for Halfway House were the most skilled and capable in the institution. Their fellow workers in the institution provided little competition. More attention was given to correctness and carefulness on the job, while speed was secondary. Girls like Myra S. and Janet Lee, who could do a meticulous job, but who worked extremely slowly, were seldom criticized. It frequently required years of pressured community employment before a girl's rate of speed improved.

Daydreaming on the job invariably affected the girls' speed of work. When employers complained of the slow rate of speed of a girl, daydreaming was frequently involved. The girl could actually perform the operations involved at an acceptable speed when closely supervised, but would lapse readily into daydreams otherwise. Daydreaming is an adjustive mechanism employed by many high-grade residents. Mildred could be seen through the windows of the laundry, just
standing with iron at rest, staring straight ahead of her. She once volunteered that she was thinking about going home to live with her foster parents and about her boy friend.

Hedda and Myra S. were also known to daydream on the job frequently. Much of their phantasying revolved around going home to mother, around whom there was always a halo. Life in an institution, where basic needs and drives cannot be readily satisfied, can be expected to abound in all types of adjustive mechanisms. Once a girl makes satisfactory interpersonal relationships in the community and her job satisfies her needs, daydreaming ceases to affect her performance on the job.

Complaints of Overwork

While living at the cottages and working in the institution without pay, many of the girls considered themselves slaves of the person for whom they worked. At Halfway House, where each girl had her daily chores, the idea of being overworked persisted. On the job, if sustained hard work was required, most girls complained. Few girls were able to conceive of work as an end in itself.

Babette complained to the counselor almost daily for a two-month period about her job in the school cafeteria and of the hard physical work demanded of her. After four months, however, she freely told everyone that she had the best job of any of the girls and the nicest employer. Hedda was discharged from the laundry once because of her continual complaints about her job to the employer and co-workers.
Constant Supervision Required

Most of the girls, at one time, required constant supervision on the job. Lena's employer on her first family furlough listed a large number of complaints about Lena's work, indicating a need for constant supervision. Lena was noted as hiding clothes to avoid ironing them, letting the family wash hang dry on the lines for several days, neglecting to clean bathrooms, and spending time gossiping with neighbors. Unless supervised, Benedicta was inefficient on the job. She would carry one piece of wash at a time to be hung to dry while she could easily carry four or five. Hedda had boy friends visiting her at the nursing home while she was furloughed there. Mildred's employer maintained that without supervision Mildred would slow down or stop entirely.

Noted in the work performance of a number of the girls was a pattern characterized by initial enthusiasm and good work performance, followed by a lack of interest and inadequate job performance a few weeks or months later. This pattern would repeat itself on successive jobs. Poor motivation, lack of persistence, immature attitudes toward work appear to be involved.

Concluding Statement

From an analysis of the data from the case studies of the ten mentally retarded subjects in this study, seven problem areas have emerged. The majority of girls had problems in each of these areas, which impeded their vocational or personality adjustment at some time.
in their habilitation. A consideration of these problem areas, and the factors they encompass, by institutions for the mentally retarded in planning habilitation programs, is indicated. Other researchers, in other settings, may find that the frequency of problems in the seven areas vary, and that other critical factors are involved. The total number of problems that the girl encounters in her vocational adjustment did not appear to be significant. With effective guidance and counseling provided throughout habilitation, vocational adjustment in the community is being attained by most of the girls in this study.
CHAPTER V

BASIS FOR EFFECTIVE COUNSELING WITH THE MENTALLY RETARDED

Many retarded individuals within the educable range have made vocational adjustments in the community. Others with identical I.Q.'s have not. Successful vocational adjustment, therefore, does not appear to be a matter of intelligence primarily, but of behavior.

Since the personality represents the totality of the facilities the individual has for adaptation, an understanding of the client's personality is the basis for effective counseling. A study of personality discloses what assets and liabilities the individual possesses. It reveals with what kinds of adjustment he meets his basic feelings and needs.

In addition, a personality study of the retarded client gives the counselor a picture of the total person and his motives. It enables the counselor to grasp the significance of behavior in relation to underlying motives or feelings. It indicates what medical, psychological, or other professional assistance is needed. It provides suggestions for future counseling and indicates the amount of supervision required. It puts prognosis as to future adjustment in social, emotional, and vocational situations on a firmer foundation.

The counseling and guidance conducted in the Girls' Halfway House at the Sunland Training Center is oriented toward the
habilitation of the mentally retarded girl, rather than toward a major restructuring of the personality of the subject. However, the counselor cannot function effectively if she narrowly isolates vocational or community adjustment problems to the exclusion of other problems pertinent to the whole person. It is always necessary to consider a vocational problem against the total adjustment background of the mental retardate.

**Role of the Counselor in a Residential Setting**

The counselor in a residential situation such as Sunland Training Center not only counsels in the sense of meeting with the resident individually or in group sessions, but concentrates on every facet of the girl's life situation and adjustment. Attention is paid to all the areas which constitute a person's life, personal, social, educational, and vocational. Each area is important and successful habilitation cannot be accomplished until the girl has made a successful adjustment in each.

The counselor in the Halfway House Program is responsible for guidance of the mentally retarded resident for all 24 hours of the day. Supervision and counseling is provided so that continuous attention is given to even minor details of adjustment. Much of this counseling is preventive in that the counselor attempts to ensure that minor problems do not develop into more serious ones. In addition to vocational problems and problems in the living situation, the counselor needs to be aware of leisure-time activities and heterosexual social contacts.
In order to understand better the milieu of the counselee, the counselor needs to make a thorough study of the environment of the counselee. She needs to know the personality of and to confer or counsel with houseparents, employers, co-workers, landladies and relatives. The counselor is frequently required to interpret the mentally retarded client to society so that people with whom the client comes in contact will be more tolerant and understanding. Likewise, the counselor interprets society to the mental retardate at all initial contacts with the community to facilitate the mental retardate's habilitation.

The counselor provides counseling and guidance at each of the critical periods or situations in the Halfway House Program. She screens, observes, and counsels with the potential habilitation prospects who are presented before a special staff meeting for selection to the Halfway House Program. In the orientation period of adjustment at Halfway House, the counselor plans with the houseparents so that the girl obtains attention and help with her grooming and social skills. Counseling is usually concerned with personal problems and interpersonal relationships in the new environment. It is also necessary to introduce the community to the girl, and to help her in such specific learnings as spending and saving money wisely and to cope with transportation. The counselor helps the client develop ideas of what is acceptable and desirable behavior in Halfway House, with its greater freedom and responsibilities, and then in the community. Absence of firm guidelines can lead to confusion or misunderstandings as to what are the standards of society, what is right or wrong and how far it is
permissible to indulge one's self. The counselor also provides initial and complete information as to the various steps in the Halfway House Program leading to discharge. This is necessary to counteract the mass of erroneous and often frightening information that residents of an institution hear.

The initial stages of first employment in the community are critical and usually require that intensive counseling be provided. All aspects of the job situation are considered. Some clients need assistance in interpreting rules and regulations, the work schedule, or specific work requirements. Relationships with the employer and co-workers often require consideration. After each departure from employment, there is a period of intensive counseling in which the functioning of the client on the particular job situation is evaluated. If the retarded person's environment becomes frustrating, his behavior reflects this. Hence, in order to prevent situational maladjustments, the counselor frequently counsels with the client's immediate supervisor to determine if there is a deficiency in the girl's work or adjustment.

The first furlough situation, when the client leaves Halfway House to live in the community, requires much preparation and follow-up to ensure making an integration into the community as smooth as possible. In the girls' last year or two in the program, the counselor's services are less in demand. The girls are then more independent and require less guidance. Employers and furlough signers assume some supervisory and counseling functions. Specific job problems,
heterosexual problems, and fear of impending discharge, often constitute the contents of counseling sessions during this period.

Desirable Qualities of a Counselor of the Mentally Retarded

Stacey and De Martino consider the personality of the counselor to play a vital role in the resulting success or failure in counseling. The following qualities have been found to be important in the counseling program conducted at Halfway House.

1. The counselor is interested in people and wants to help them. He feels the retarded client is worthwhile and can identify himself to some extent with each one.

2. The counselor is mature, has common sense and tact.

3. The counselor has a good sense of humor. Mentally retarded clients are more often likely to be disrespectful, very direct in expressing themselves, or deliberately provoking. The counselor who takes himself too seriously is more likely to be impeded in his ability to counsel effectively under blows to his dignity and status. Girls in this study all responded to humor or a light touch in delicate situations.

4. The counselor is able to remain emotionally uninvolved with his clients, and yet is able to be himself and show appropriate emotion when justified. Because of the dependency and appealing childlike

1Stacey and De Martino, op. cit., p. 26.
qualities of many retardates, it is not difficult for the professional worker to become personally involved. It is important for the counselor to be able to keep his own need satisfaction demands at a level subservient to those of the client.

5. The counselor should be aware of his own limitations and know when to refer the counselee to a specialist in another discipline.

In addition to desirable personal characteristics, the counselor should have appropriate professional background and training. If graduate work is taken in the field of special education, guidance or rehabilitation counseling, a strong background in psychology is essential. The counselor must have a foundation in the dynamics of human adjustment in order to make a thorough personality study to serve as a basis for effective counseling.

A background of supervised counseling facilitates the work of a counselor. A course in occupational information and a knowledge of the opportunities in a particular community pave the way for more effective placement. A background or a course in medical aspects of habilitation similar to that provided in a rehabilitation counseling curriculum is most useful because of the medical complexities of mental retardation often involving brain damage, epilepsy and secondary disabilities.

Procedures in an Effective Guidance Program

An examination of the Halfway House Habilitation Program elicited the following guidance procedures which proved to be effective:
1. A study of the clients' personality based on all available records, conferences with professional and other personnel.

2. Evaluations at each phase of the Halfway House Program. Records of frequent evaluations serve as a guide to the counselor in further planning for personal needs and deficiencies of the clients. Special advisory committee meetings are called by the counselor to obtain the professional thinking of members of major departments of the institution relative to critical phases in the habilitation of clients.

3. Intensive follow-up after placement. Whether Vocational Rehabilitation or the institution is responsible for placement, the counselor continues to counsel with the client, employer, and on occasions, with co-workers.

4. Referral to specialists where indicated. The counselor must be alert to her own limitations and knows when to refer the client to a specialist in other disciplines. When basic restructuring of personality is involved, a referral is made to the Psychology Department. Where there is an observed or suspected physical disability, referral is made to the Medical Department, etc.

5. Individual counseling. Only in a one-to-one counseling situation can there develop the closeness necessary for effective learning pertaining to personal problems.
Individual Counseling

Only in a one-to-one counseling situation can there develop the closeness necessary for effective personal development. Because of adverse early history and institutionalization, it is felt these girls need special care and opportunities to develop a feeling of security and of being wanted. The counselor needs to provide this security in the counseling relationship and has to seek ways in which the girls can develop satisfying relationships with others.

Counseling in the Halfway House Program cannot be described as either directive or nondirective since at times either one method or the other was more in evidence. A process of genuine interaction between the counselor and counselee is sought. Different techniques are found more or less useful with different individuals and in different situations. The counselor is, however, always the facilitator, building the client on to the next step of her habilitation.

Informal counseling takes place more frequently than does formal counseling. The counselor takes advantage of incidental opportunities which arise to assist the client in coping with her problems. She tries to focus on the uniqueness of each girl and to remain sensitive to the needs of the clients and to meet these needs as they arise.

Counseling takes place at Halfway House, in the counselor's office, on the job, in the counselor's car, in a girls' rooming house, at evening sessions at the gym, and by phone. At crisis points it takes place at all hours of day and night.
Informal sessions last for as little as a few minutes to well over an hour. A reluctance or inability to verbalize difficulties, as already mentioned, is noted in many of the girls. In time the counselor is able to judge intuitively when a girl just stops by to visit in the office and when the girl has a problem and is finding it difficult to express. The most effective approach is to divert the conversation to a nonthreatening subject until the girl herself refers to her trouble area. At times it takes as long as an hour for a girl to initiate the purpose of her visit. The counselor finds that this type of situation cannot be hurried.

**Group Counseling**

One evening per week is set aside for a group counseling session at Halfway House. It represents the one time during the week that all girls living at Halfway House meet with the counselor as a group. The number of participants varies, as some girls leave to live in the community and others are being added to Halfway House. After a few months of orientation, girls introduce topics they feel are appropriate for discussion. At other times, the counselor introduces topics that are problems in Halfway House or in the adjustment of the girls.

When the housemother complains of the crude speech and gestures of some of the girls, the counselor introduces this topic at one meeting. Peer control represents a strong force at Halfway House. When the counselor hears rumors that one girl is stealing, the group is asked to consider the consequences of one of their group found stealing in the community.
The following topics were considered at group counseling meetings over a three month period:

1. Inappropriate behavior in the movies
2. Practices of good employers; what girls did not like about some employers
3. Bus etiquette and rules; complaint received of girls not paying to get on bus because they forgot money
4. Christmas gifts; how much of weekly earnings should be spent for Christmas gifts
5. How to keep a job; qualities of a good employee
6. Practice of girls in Halfway House of washing and ironing their boy friends' shirts
7. What is appropriate dress for church; for going into town
8. Fight on fat campaign; behavior at Thursday night gym sessions with boys and visitors.

Insight into the thinking and experience of the others proved to be helpful to girls guilty of various behaviors discussed at these meetings, and resulted in changes in their behaviors. The girls' participation in the thinking relative to the topic of Christmas gifts, for example, resulted in much more reasonable expenditures that Christmas. Social adaptation was advanced by pointing out the advantages of respecting the rights of others in group discussions, talking about serious topics in a serious way, arriving at a common ground of agreement, and trying to understand another's point of view from the other's expressed feelings. In addition, group counseling introduced specific problems of individuals that were later handled in individual counseling.
Specific Counseling Techniques Found Effective

The writer, from her experience as a counselor in the Girls' Halfway House at Sunland Training Center, noted the counseling techniques and skills necessary to the situations in which the subjects' problems were discussed. These techniques are listed under 14 headings.

1. Checking the understanding of the mentally retarded client. This approach was frequently found necessary with most of the retardates in this study as the counselor found large blocks of information or knowledge lacking. Probably the retardates' defensiveness, a reaction to his intellectual limitations, resulted in their concealment of their weak areas, which would impede their employment. The counselor found on several occasions that girls did not understand common words the counselor or employer had been using.

2. Providing accurate information and explanations or clarifications. Mildred was off from work several times because of constipation. The counselor found that Mildred, responsible for the buying and cooking of her own meals for the first time, was eating an unbalanced diet. Providing her with information on nutrition and what constituted a balanced meal solved her problem.

3. Reassurance and praise. Janet Lee became depressed and upset by her family's neglect. The counselor found that she could cheer and help Janet Lee to move ahead by reminding her of all her friends in Sunland and in the community who care about her. Praise of Celia Arline's ability and tolerance seemed to help her through the early months of a new full-time job in a laundry.
4. Use of the direct or lay-it-on-the-line technique. This was found to be effective with poorly motivated or complaining girls. When Helga continually complained about her furlough job and of missing Halfway House and her friends there, the counselor asked her if she wanted to return to the institution. Complaints invariably stopped and Helga would return to work and would appear better motivated.

5. Use of the light touch. In O'Brien's study, employers of her mentally retarded subjects found this technique most effective. Making criticisms or suggestions more palatable by kidding or using a light touch made it easier to preserve good feelings between the counselor and counselee.

6. Use of delaying tactics, or time to reflect. When a girl had been discharged from her job for cause and was unable or unwilling to see her own responsibility in the matter, it was found advisable to have her remain at Halfway House for a number of weeks without work. This provided time for regular evaluative counseling and time for the girl to experience the boredom and loss of income that being unemployed entailed. This approach was effective with Helga when she was discharged for immature behavior, and when Benedicta was discharged from her laundry job.

7. Evaluative discussions very soon after something important pertaining to the counselee had happened. Verbal warnings in advance were effective only occasionally. Questions as to why the situation

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2O'Brien, op. cit.
developed and what might remedy it have been found helpful. The counselor was not only concerned with a solution to the immediate problems but also with planning to meet future ones. Over a period of years girls learned to make generalizations and there was a noticeable decrease in the number of thoughtless and impulsive acts.

8. Utilizing adversity as a positive learning experience. When strong need or adversity are involved, the motivation to listen, to learn, and to remember is greatly increased. It was found that when a girl had lost her job and still had to pay her rent and food bills, she quickly lost her dependence and became resourceful when she was down to her last few dollars.

9. Reminding the counselee of similar problems she or a peer had experienced in the past and relating this to a current situation. Understanding and learning were facilitated where concrete indicents could be indicated.

10. Manipulation of the environment. In order to help develop the confidence and capability of the institutionalized retarded girl, the counselor arranged for trial job interviews with friendly employers, provided short-term trial jobs where demands were not great and where success could be assured, carefully selected employers to assure good interpersonal relations.

11. Encouragement and planning of situations so that one girl helps another in some area of her habilitation. This technique not only increased the self-confidence and responsibility of the girls, but was an attempt to develop a concern for others. Hedda was well-oriented
in the community and so was asked to help others with bus travel and finding their way about town. Janet Lee set her peers' hair before job interviews and important dates. Babette helped Janet Lee to write letters. Girls learned what it felt like to have a co-worker.

12. Participation of the client in a disciplinary plan. The maintenance of discipline, in the form of restrictions, was more than a way of enforcing rules and regulations. It enabled the concrete-minded girls to learn a lesson, thus assuring an understanding of the reason for rules and regulations. The girl was invited to put herself in the place of the counselor, and to consider appropriate discipline. After becoming involved with a man in the community and violating several regulations of Halfway House, Babette and the counselor discussed and evaluated the situation. When Babette was asked for her recommendations if she were the counselor, her response showed considerable insight. The counselor found that this approach, of encouraging the client to participate in a disciplinary plan, made the girl more accessible to counseling, and less hostile and resentful, and forced her to think for herself. It did not lead to an interruption of a good relationship between counselor and counselee. It showed the girl that there were good reasons for the restrictions, and that there was no vindictiveness on the part of the counselor or the institution.

13. Using as an analogy to events in the institution, what happens in private life in the community. The counselor found that she invariably had the girls' attention and interest when problems under discussion were related to those in the counselor's home where
there was a teen-age daughter. Halfway House residents strive desperately to be like everyone else in the outside community.

14. A written list of instructions, or of a schedule. This was especially effective with girls who had poor immediate memories. The written communication seemed to hold their attention and direct their energies better than a verbal one. One resident was performing poorly at her job in the kitchen of a nursing home until the counselor gave her a typewritten schedule of her duties to pin on the wall; she was able to complete all her tasks with this aid. The counselor found that the girls enjoyed receiving an envelope with written instructions; it seemed to make them feel important, and they took the contents more seriously. Occasionally the counselor asked residents to write down and send her their complaints and suggestions, in their own words. It was felt this provided important practice in the written language, and seemed to induce more thinking about the situation at hand.

Concluding Statement

Authorities stress the need for flexibility of techniques with the retarded. The counselors at Halfway House used the techniques which were most likely to be successful with the individual counselee involved, and in light of the problem at hand. The counseling of the subjects in this study was done in the several situations in which the counselor found herself in contact with the subject or subjects. Some of the counseling sessions were impromptu, while others were a part of a
definite plan worked out by the counselor, sometimes with the subject. The problems with individuals were generally common to the entire group of ten subjects.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study is to describe and analyze significant problem areas, and to examine guidance procedures and counseling techniques in the process of vocational adjustment of residents in a Halfway House Program of a state institution for the mentally retarded. The study is concerned with educable mentally retarded girls who were simultaneously in the Halfway House Program. The investigation was made by analyzing the case studies of each of the subjects in which personal and situational variables were examined at the following critical periods in their habilitation: (1) Selection for Halfway House from cottages; (2) Orientation period at Halfway House; (3) First part-time employment; (4) First full-time employment; (5) Employment in new job(s); (6) Furlough situation; (7) Community relationships and leisure activities.

The data for the study were secured from all available records at the institution, from personal interviews with key persons involved in the habilitation of the subjects, and from actual counseling contacts by the writer with the subjects in this study.
The case data yielded thirty-three negative factors in the habilitation of the subjects which were subsumed under seven problem areas. These are presented on pages 69 through 71.

The specific counseling techniques found effective with mentally retarded institutionalized girls are summarized:

1. Checking the understanding of the mentally retarded counselee.
2. Providing accurate information, explanations or clarifications.
3. Reassurance or praise.
4. The direct, or lay-it-on-the-line, technique with poorly motivated persons.
5. Bantering, or the light touch.
6. Dilatory tactics, or time to consider, used with clients discharged from employment for due cause, and requiring time for counseling and evaluation of the situation which resulted in discharge.
7. Evaluative discussions very soon after something important in the lives of the girls had occurred.
9. Participation of the client in a disciplinary plan to encourage the counselee's thinking and to preserve good rapport between the subject and the counselor.
10. Relating events in the institution to analogous incidents in the community, so that the subjects could learn from their experiences.
Conclusions

As previously stated, the data in this study pertained to the vocational adjustment of ten mentally retarded girls, and the guidance and counseling program provided in a Halfway House of a state institution. The conclusions of this study are based upon data from the ten case studies presented in the Appendix. Only those conclusions felt by the writer to be significant are presented.

Appearance and Physical Health

Appearance and physical health will be problems in the vocational adjustment in the community of formerly institutionalized mentally retarded girls. There will be peculiarities of face and figure. Obesity will be a problem for many. Medical or surgical attention may be required to improve appearance. Grooming also will be a persistent problem for most girls and will require training and counseling, reinforced over the years in habilitation. These girls will neglect their hair, their teeth, and will show an aversion to soap and water. Learning to shop and to dress in style will require continual guidance. There will be a number of different physical disabilities which will require medical attention and which will impede vocational adjustment. Since the institution takes responsibility for the physical health of the retardates, the girls will show a lack of concern for matters relating to diet and health once they are furloughed in the community.

Effects of Cultural Deprivation

In this day, and in the future, there will probably always be a population of mildly retarded youth in the state institutions. Many
come from the lowest socio-economic strata of society and have families unwilling or unable to maintain them in their home communities. Their cultural deprivation will be reflected in their restricted experiences, in their cultural and social lacks, and in their lack of the knowledges and skills which are necessary for vocational and community adjustment. It behooves the institutions to make provisions for these lacks in habilitation plans. It is to be expected that because of the retardates' early interpersonal relationships their mental health will suffer. Therapeutic assistance must be available if the individuals are to be successfully habilitated. The institutions also need to see their responsibility in modifying aspects of institutional living that are destructive to the emotional health and growth of independence of educable retardates. Long institutionalization frequently constitutes a secondary disability in the habilitation of the retarded.

Emotional Health

In a group of mentally retarded institutionalized girls, it is likely that a majority will be emotionally disturbed, and that this will constitute one of the greatest handicaps to habilitation. Many will manifest neurotic or psychotic symptoms which will interfere with adjustment on the job and in interpersonal relationships in the community. Somatic complaints and hypochondria will be prevalent and will affect job attendance and job efficiency. The girls will complain of backaches, headaches, fatigue, cold symptoms, and other difficulties. Some will be observed in the hospital and reports will indicate the symptoms were psychosomatic in origin.
Chronic lying will be very common in this population. Some employers will consider this lying sufficient cause for dismissal. As personal and vocational satisfactions increase, the incidence of lying may decrease. Stealing among peers will occasionally occur. Group therapy was found especially helpful in coping with this problem.

Many girls will have a background of severe parental rejection and neglect. Their poor emotional health is believed to be closely related to this, and to the years of institutionalization. Most of these girls will require professional assistance from a psychologist or psychiatrist in the course of their habilitation, as well as continuous guidance from the habilitation counselor. Poor motivation for separation from the institution will reflect the poor mental health of some girls.

Interpersonal Relationships

Most institutionalized mentally retarded girls will have undesirable interpersonal traits that impede personal and vocational adjustment. They will be moody, stubborn, sarcastic, will gossip, tattle, complain, and eavesdrop. Impulsiveness, undue suggestibility and rigidity, frequently ascribed to the mentally retarded, were less in evidence in this study than temperamental instability. A few girls will have very unsatisfactory relationships with peers. More girls will have difficulties in relating to authority figures. Because of unfortunate early contacts with rejecting or abusive parents, and because of restrictive institutional policies, many will view employers and other adults with hostility. They will be impudent and disrespectful to employers.
However, as they learn this behavior results in discharge from the job, most girls learn to control their behavior. Other girls, usually the shy, compliant ones, court authority in the institution and outside, and see it as a source of affection and security. Their extreme dependence will impede habilitation and relationships with peers. Counselors need to help these girls to more independence in their relationships with others.

Mentally retarded institutionalized girls will have heterosexual social problems. Some girls, institutionalized from early childhood, and with very limited opportunities to become acquainted with boys, will find it difficult to relate to members of the opposite sex. Their prognosis for attaining good heterosexual adjustment is poor. Others, institutionalized in adolescence, and sometimes committed because of sexual promiscuity, are preoccupied with boys and go to great lengths to circumvent institutional limits on contacts with them.

Another common problem in interpersonal relationships is the inability of the mentally retarded girls to express feelings. This impedes not only relationships with employers and co-workers, but presents problems in counseling.

If the girls have a family outside the institution with whom they are in contact, these relationships will usually be emotionally disrupting and will not be supportive. The girls strive to maintain relationships even when they have been neglected or abused. They place halos over mothers, however undeserved the halos may be.
Adaptability

In attempting to adapt to a new way of life in the community, most girls are defensive and unable to admit when they have specific shortcomings. They resist asking for help. They use many adjutitive mechanisms to hide ignorance, feeling inferior and insecure when faced with situations or tasks they are unable to do. Many girls will be apprehensive regarding new experiences. Their fears of making mistakes, of not wanting to take chances, of doing only what authority expects of them, impedes their social and personal growth when they are in the community. Institutionalized retardates often appear egocentric and are unable to see a situation from another's frame of reference. When the ability to care for another person is developed in these girls, it increases their self-confidence and self-esteem.

Management of Practical Problems in the Community

Mentally retarded persons, institutionalized over a period of time, invariably have problems related to inability to save or spend money wisely. Residents are provided with food, shelter, clothing, and recreation. They are not given the opportunity to handle money, usually, until they leave the institution. Some continue their frugal institutional habits and build bank accounts. Most, however, indulge in excessive and foolish spending when first placed in the community. There is strong motivation to learn to handle money wisely, however, since a criterion for discharge is evidence of learning to save money. Girls institutionalized many years sometimes have difficulties in transportation when they start to work in the community. Others have problems with getting to work on time.
Work Habits and Attitudes

On the job, formerly institutionalized retarded girls not only do not have a clear concept of the role of work in society, but the unpressured work tempo in the institution does not require them to develop concentration and application necessary on the job in the community. Employers complain of inattention to details, and leaving one job incomplete and going on to another. A history of accident proneness can be expected of many girls.

In view of the all too few opportunities for independent thought and action in the institution, it was not surprising that retarded girls show lack of initiative on the job. With encouragement and guidance from the employer, some girls will improve.

Employers have criticized mentally retarded workers because they are slow and lazy. Slowness on the job can be traced to the years of working on institutional job assignments where there was little competition. In addition, most of these girls daydream on the job, which also affects their speed.

Complaints of overwork are frequent among the retarded. Counselors can expect to spend much time listening to complaints about jobs. Girls who complain to their co-workers or employers are discharged.

Most of these retarded girls require constant supervision, especially in the early years of their habilitation. They will be found to dawdle and neglect their work, will operate in an inefficient manner, and will invite boy friends to visit them on the job.

The problem areas of adaptability, management of practical problems in the community, and work habits and attitudes are amenable to
change. The effects of cultural deprivation and emotional health represent the most prevalent problem areas, and the most resistant to change.

**Implications of the Study**

**For Residential Institutions**

1. Although most institutions for the mentally retarded subscribe to a therapeutic philosophy, there is still a heavy concentration of staff time and emphasis on custodial care, rather than on habilitation. Since the trend in institutions is toward decentralization and smaller units, it would seem advantageous for residents who are habilitation prospects to be placed in separate units where good habilitation practices can be instituted from time of commitment.

2. This study has described the essential function of a Halfway House in a state institution. The report of President Kennedy's Panel on Mental Retardation recommends the addition of more Halfway Houses for residents who are prospects for habilitation. Providing Junior Halfway Houses for adolescent individuals who are habilitation prospects would start the habilitation program earlier, and thus eliminate some of the negative effects of institutionalization and cultural deprivation. It would provide a transitional stage between cottage life and the Halfway House, where supervision could be appreciably reduced and opportunities for community contacts increased. Such a program would aid in the important problem of poor emotional adjustment of educable residents by increasing their self-confidence and feelings of adequacy through positive personal experiences. This transitional program would also decrease the length of time required in the Halfway House prior to discharge.
3. Whereas locating the Halfway House on the institution's campus may be desirable for the larger institutions because of practical considerations, for the smaller, decentralized institutions now being established, a Halfway House would more logically be located in the community close to the institution. It would offer opportunities for a more natural introduction into community living and facilitate integration of the subjects into community life.

Another factor in the establishment of Halfway Houses must be considered. The mode of living and standards of Halfway Houses are usually middle class, while residents frequently come from the lowest socio-economic backgrounds. Expecting retardates to change their standard of living and values, as well as urging them to become independent workers in the community may be asking too much. Maintaining a residence in a working-class neighborhood as a Halfway House might be more realistic for some institutions and might facilitate community integration.

4. Inability to utilize leisure time in a worthwhile manner has proven to be a problem with the mentally retarded. This study corroborates others in the literature, which indicate that while some post-institutionalized retarded can make a good adjustment on the job where adequate supervision is provided, they often fail to adjust in the community because there is no one to supervise leisure hours. Training the mentally retarded for leisure time can be started in the institution. A recreation and a crafts room, in addition to, or in place of the prevalent television viewing rooms in the cottages, could
provide residents with an opportunity to explore and choose activities most interesting to them. This would be an alternative to the purely passive entertainment of television and might help to bridge the resident's isolation in the community and increase his chances of survival on the job and in the community. A wider variety of activities and sports, similar to those found in the community, would be good preparation for habilitation prospects. The indication from this study and from others, is that the mentally retarded are not interested in community recreation programs and clubs, and they are not skilled enough for community sports. New York State is setting a trend by providing communities with funds on a matching basis to provide for community programs expressly for its retarded population.

5. Infrequent opportunities for normal social contacts with the opposite sex in the institution has resulted in a lack of interest in the opposite sex in some instances, and in a preoccupation with the opposite sex in others. Providing earlier and more frequent normal heterosexual social experiences would ease some of the tension and maladjustment resulting from rigidly controlled situations in the institutions for the retarded.

6. Egocentricity and selfishness were negative personal qualities found in mentally retarded girls institutionalized over a long period of time. Few opportunities exist for the girls to develop a concern for others, yet a feeling of kinship for others is important for social and emotional development. The institution, for example, could utilize the special affection some educable girls have for children.
Girls could be permitted, or encouraged, to help attendants in the care of infants and children in the cottages, thus developing and utilizing feelings of service to others and unselfishness. The knowledge that residents can be needed and can help others has been found to affect their feelings of adequacy and self-esteem.

For Schools and Agencies

1. This study has clearly emphasized that in view of the complexity of factors involved in the habilitation of the mentally retarded, there is a need for especially skilled and capable counselors in this area. As communities continue to make more provision for their educable retarded in special education classes, fewer of these people will be committed to the institutions. Schools must give greater consideration to selection and training of counselors who will specialize in work with the retarded.

2. Counselors of the mentally retarded need to devote more time and thought to selective placement of their retarded clients. A pattern of good initial work performance and motivation, followed by inadequate work and lack of interest, was noted in this study. Close scrutiny revealed that when jobs satisfied important needs of the clients and when good supervision was available, the good initial performance and motivation was sustained. Careful placement, then, should not be forgotten as a factor in the vocational success of the retarded in the community.
For Research

1. A potentially fruitful area for research may be found in long-term longitudinal studies. The present study concentrated on the habilitation period which extended to four years for some persons. Continuous observations over long periods of time are needed to establish patterns of development in vocational and social areas. We have nothing equivalent to the longitudinal studies with gifted children in the area of mental retardation.

2. The new, decentralized institutions appearing in the several states provide ideal opportunities for studies in the prevention of the harmful effects of institutionalization and of new methods of bringing about the smooth integration of the mentally retarded into the community.

3. A number of follow-up studies of post-institutionalized mental retardates working in the community have appeared. However, in view of the negative effects of cultural deprivation on vocational adjustment, it would be important to compare the work history of mentally retarded and intellectually normal persons from the same socio-economic backgrounds. A study of post-institutionalized mental retardates with persons of normal intelligence from orphanages might isolate the role of retardation in the work and community adjustment of people.
Concluding Statement

The awakening interest of the public and of professional groups in the problems of mental retardation bodes well for the improvement of programs of discovery, diagnosis, and treatment of the subnormal. The present realization that much of retardation is environmentally caused and amenable to treatment is resulting in the marshalling of resources for the habilitation of many persons who, in the past, were considered only for custodial care. Counseling and guidance is being emphasized in the habilitation process. Theory and practice in these areas must be further developed if the mentally retarded are to be given every opportunity to lead productive lives.
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APPENDIX
INDIVIDUAL CASE SUMMARY DATA

Subject: Janet Lee
I.Q.: WAIS, 4/58, was 64 Full
Scale Score, Verbal Score 61,
Performance Score 73

Birthdate: 2-10-34, 29 years
Age at commitment: 11 years
Age at Halfway House placement: 25

Basis of commitment: Feeblemindedness
Present Status: Furloughed and
working in nursing home

Other Significant Data:

Janet Lee was an illegitimate child. She was in an orphanage
for over three years, then lived with her mother who had married. The
stepfather insisted she be removed from the home and relatives kept her
until she was committed to the institution. Her mother has refused to
release her to other relatives who have asked to have her. She is hard
of hearing and wears a hearing aid. She has always had amblyopia of the
right eye and wears corrective glasses. She has a slight arthritic con-
dition in her back and shoulders. Although she is very frail in appear-
ance she enjoys better health than most residents. She completed the
second grade at the Academic School. She made a strong effort in school
and followed directions very well. She showed judgment. Stanford
Achievement Tests in 1958 placed her at a 2.1 grade level. An SAT,
Form L, administered the same year yielded a score of 3.6. For seven
years she had a vocational training assignment in the beauty parlor and
was rated proficient in all areas of the work.

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Selection from Cottage for Halfway House

At the time of selection she was described as a very slender, blond, blue-eyed woman of 25. She wore glasses. She was very neat and clean. She was described as sweet, quiet and well-liked by all. She was industrious and dependable. She tended to be shy and timid. An important consideration in her selection was the fact that over the years she had been found to be a dependable, steady worker, and was a person who took pride in, and enjoyment of, her work. Just prior to her selection, her grandmother and a maternal aunt and uncle asked to have her released to them but investigations indicated that the complex, interpersonal problems of the family would impede the girl's adjustment. It was felt that it would be best for Janet Lee to plan on working her way through to discharge on her own.

Orientation and Adjustment Period at Halfway House

Janet Lee's most noticeable problem as a new girl at Halfway House was her extreme dependence and lack of self-confidence. She was very shy and self-effacing when introduced to a new person. She would hang her head and mumble. She kept to her own room and rarely mingled with the girls. Loud voices and fighting seemed to frighten her. She would sometimes grumble under her breath about the actions or manners of other girls. In group work or training she was quiet, but cooperative and friendly. She enjoyed most sports and recreation planned for the girls, but was hesitant about new experiences. The counselor and housemother embarked on simple remedial arithmetic with her, since it soon became apparent that her weakness in this area would be a vocational
handicap. She had trouble in keeping records of her expenditures, and could not tell time. Grooming was not a problem for her. Aside from a certain lack of stylishness, characteristic of girls institutionalized over a period of time, her appearance was satisfactory. She fixed her own hair very attractively. Her relationship with houseparents was good. She was pleasant and cooperative. She performed her chores slowly but thoroughly and with a minimum of complaining.

First Part-Time Employment

Janet Lee was placed by Vocational Rehabilitation Service on a paying job in the sewing room of an interior decorator. She was to be responsible for simple hand sewing, pressing of drapes and keeping the sewing room in order. The seamstress who supervised her was patient and good-natured. The nonpressured situation was ideal as her first community placement. However, in five months this job was terminated by the employer. While her sewing in the institution was judged excellent, in a competitive situation she was found to be much too slow. She frequently tangled thread so the seamstress had to help her. She could not use a measuring tape.

First Full-Time Employment

Her next job, also arranged by Vocational Rehabilitation Service, was in a photography studio. Gradually, under the patient tutelage of her employer, she demonstrated less fear of making mistakes and showed more initiative, interest, and ability. She proved adept at handling telephone messages, and developing, cutting, and mounting pictures.
Her social growth was largely the result of her employer's unceasing effort in her behalf. Much love and understanding existed between the two, to the point where Janet Lee was upset when she was given a day off. Janet Lee surprised her employer one day by setting up a filing system for photographs. Since her hearing handicap was discovered only a few years prior and may have affected her reading progress, the counselor arranged for a retired teacher to tutor Janet Lee two afternoons a week. She progressed up to about a fifth grade reading level. During the first year of this job her physical health kept her off the job. She complained of menstrual distress and weakness. After hospitalizing her and observing her during these periods, physicians at the institution reported that her symptoms were psychosomatic in origin. The employer and counselor had noted a cycle which started with worry when she did not receive letters from her family. She would verbalize some of her fears repeatedly, then would complain of physical distress which would become progressively worse until she could not work. Also, from time to time the employer noticed and reported a certain drowsy state in Janet Lee for which the physician could find no cause. The counselor came to the conclusion that whenever she had something to do, to take her mind off herself and to keep from brooding, that she fared much better. Activity and an environment without pressure seemed to keep her from the drowsy state. After 18 months she was considered for a furlough situation in a nursing home some distance from town. This did not materialize. The reality of almost leaving the institution seemed to affect her. For the first time she really
believed that she would some day be able to leave, and she began to believe that the counselor's goals for her matched her own. This made her extremely happy. Her general health has been good since that time. A few months later she moved into a private home on a furlough basis and was provided with room, board and laundry, in exchange for light household services to an invalid. She continued her work at the photography studio at the same time. She was sent back to Halfway House after six months because many aspects of her presence were extremely irritating to the employer, particularly her habit of staring with her mouth open, her comments during television programs, her non-stimulating personality and her lack of time sense. When she first started to make money she was miserly with her funds. She had developed a better grasp of money and budgeting techniques. She seemed to have developed ambition, and no longer expected that things would always be done for her. One reaction to her move back to Halfway House was that her sleepiness on the job returned. It had been absent for the entire time she was on furlough. Back at Halfway House, Janet Lee's relationship with both peers and houseparents were excellent. She was taking considerable pride in her growing ability to work well. She was sensitive, however, to any criticisms the girls had of her cooking. In addition, at age 28, she had acquired her first boy friend.

First Furlough Situation

In February, 1963, she was placed in a furlough situation at a nursing home and where she lived in a small house with two former residents of the institution. She missed her former employer and her friends at Halfway House. She is still dependent.
Community Relationships

She has made lasting friendships on each of her jobs in the community. She still sees her former tutor. She had made a few friends in the community church which she started to attend while at Halfway House. Her family still means a great deal to her, but rejection by her mother doesn't have the devastating effect on her that it once did.

Positive Forces in Janet Lee's Vocational Adjustment

1. Her appearance was good. She was clean, neat and well-groomed. Her hair was always set.
2. She was physically strong and healthy; and active in sports and dancing.
3. She was punctual, cooperative, conscientious, industrious.
4. She had strong motivation to leave the institution.
5. She was sweet and pleasant in personal relationships. She made lasting friendships in the community.

Negative Forces in Janet Lee's Vocational Adjustment

1. She was very dependent on authority figures.
2. She was shy and timid, lacked self-confidence and feelings of adequacy.
3. She was rejected by her mother and other relatives which required painful readjustment; believed to have caused psychosomatic complaints.
4. Her weaknesses in certain skill areas affected her employment, i.e., she could not measure with a ruler, tell time, or follow a cookbook recipe.
INDIVIDUAL CASE SUMMARY DATA

Subject: Celia Arline
Birthdate: 4-20-37; 25 years
Age at commitment: 15 years
Basis of commitment: Feeblemindedness;
refused to keep self clean; interested in boys

I.Q.: WAIS, 5/4/59 was 68 Full Scale Score
Age at Halfway House placement: 23
Present Status: Furloughed to family; doing housework

Other Significant Data:

Celia Arline is one of a large, scattered family. She and her siblings were deserted by their parents when she was 12 years of age and placed in a children's home. The father was alcoholic and the mother mentally ill. She has contacted and visited her father since coming to Halfway House. She has had a few visits from her married sisters. A younger sister was released from a state reform school a few years ago. Her medical history notes painful periods characterized by pains in the arms and legs, nose bleeds, stomach pains, tenseness, headaches. A recurring lump in her side was painful and caused loss of sleep and made it inadvisable to lift heavy things. She complained of a sensitive skin, constantly-running nose and excessive sneezing. She reached the sixth grade before coming to Sunland's Academic School. In 1958 the Stanford Achievement Test yielded these scores: 3.6 in paragraph meaning, 2.8 in word meaning, 4 in spelling, 1.5 in language, and 4 in arithmetic. A psychological evaluation in
1956 stated that she had a definite emotional disturbance and required counseling. A Rorschach Test in 1960 indicated an anxious individual who covered her fears by a blustering heartiness. Her work assignments on campus included work in the sewing room, laundry and housekeeping. She then had a vocational training assignment as teacher's assistant where it was noted she had an aptitude for working with young children. Simple office work training was discontinued when she failed to make any progress. She was next placed as an assistant in Occupational Therapy. She learned the routine of her assignments very quickly and was initially very cooperative. She was dependable with young children, but was boisterous, loud and intolerant with older groups. In a home nursing program she was unable to keep up with the class and did not have the requisite sympathy or understanding to work with teen-agers or adults.

Selection from Cottage for Halfway House

Celia Arline was described at a General Staff Meeting as a very attractive brunette who did not appear retarded. She was a little overweight, bosomy, and had a beautiful smile. She was good-natured and friendly. School reports indicated she lacked self-control. Cottage reports noted a number of fights and various unruly episodes over the years. Her careless and sarcastic manner was believed by the counselor to be a cover-up for her need to be thought of as worthwhile, and her fear of failure. However, it was believed that with supportive counseling and success experience on the outside, she would eventually make a successful adjustment. When she had a housekeeping assignment in the
administration building she was the darling of the staff. She talked and jollied along with everyone. She liked people and took a great interest in them. She seemed to have some very real fears about habilitation, however, and was not eager for Halfway House placement. A few months before entering Halfway House she dropped an old boy friend and befriended a boy to keep him from getting into trouble. She had many good friends among the boys, and was very fond of a six-year old whom she called her baby. The counselor felt Celia Arline would need help in using lower tones of voice while speaking, in learning to be more discreet and tactful. Her lying and gossiping were also foreseen as possible sources of difficulties.

**Orientation and Adjustment Period at Halfway House**

The counselor felt that Celia Arline needed help in her social behavior and in her heterosexual social relations most of all. Although she was 23 years of age she seemed to be going through a silly, show-off stage more typical of young adolescents. She lacked poise and self-confidence and did not seem to believe in her good points. She went back to her old boy friend, since he was at Boys' Halfway House and she could see him regularly. He embarrassed her often, but the attention he paid her was important to her. Celia Arline was always amenable to the counselor's suggestions, almost too ready to agree. She was also adept at changing the subject when important subjects were being discussed, and passing things off as being humorous; but she did this in a pleasant, friendly way. She was easy to get along with. She had
a bouncy quality and made light of everything. She was also more interested in other people than any other girl. She knew more about news and current gossip about residents and employees. She took pleasure in knowing the names of relatives of employees and residents.

She read the daily paper and noted current events in town. She appeared to be the least egocentric of the girls and more considerate than most.

**First Full-Time Employment**

Her first job was that of a florist's helper. The Vocational Rehabilitation Office paid maintenance for a year until she went on the shop's payroll. She made floral arrangements and helped in the office. Her employer was very pleased with her disposition and work and raised her salary twice. When asked for any criticism by the counselor, the employer mentioned that he wished that her manner over the phone and with customers in the shop was better. He complained once that she flirted with the Negro boy who cleaned the shop. In her two years on the job Celia Arline had no complaints. She had lunch with her employer and the other employees. She went shopping with them, visited their homes and knew their families. Her co-workers visited her at Halfway House. On her employer's birthday she invited him and his family for a party at Halfway House. At Christmas her employer and his wife brought her many presents. The job filled her every need; it provided attention, affection, friends, and a father figure, all conspicuously lacking in her background. Saving money was difficult for Celia Arline. She spent money on trivial odds and ends of cosmetics and jewelry, candy and spent more on gifts than she could afford. Actually she had
little incentive to want to leave the institution. At Halfway House she was a very moody girl who had persisting fears of going back to the cottage. She lied frequently, opened and changed portions of the housemother's reports, eavesdropped outside the window so houseparents had to whisper. She was plagued by hypochondriacal symptoms and felt she was doing to die. She cried frequently. Her heterosexual problems during this period were quite complex and her relationship with her second boy friend was fraught with frustrations. She was shocked when he came to the counselor to complain about her appearance and said he was ashamed to be seen with her. Then he criticized her in public and refused to go places with her. She did her best for a while and then gave up. When her boy friend was in trouble with the police and ran away, Celia Arline was instrumental in his apprehension. He was removed to another institution.

**Employment in New Jobs**

For a few weeks she worked as a volunteer in the pediatrics ward at a hospital. Her supervisor said she would recommend Celia Arline for work with normal children but that she could not cope with problem children in the ward. She next started working five and a half days per week at a laundry. This job required that she receive a series of shots which left her pale and weak for weeks. No matter how tired or badly she felt, however, she was always on the job the next day. She found it difficult adjusting to the large number of co-workers, many of whom were Negroes. Her employer found her a little slow, but a steady worker and he liked her pleasant personality.
Although she obtained considerable attention from the employer and workers, it was not the same as the florist shop job where her whole social life was enveloped. She asked to be removed from this job. At Halfway House Celia Arline had changed from a popular leader of the girls to be a trouble-maker. She was quick to take offense, quick to blame someone. She would make insulting remarks about girls. She was withdrawing from the group and becoming a watcher. She was referred to the Psychology Department for special counseling. In the weeks after leaving the laundry the counselor noticed a difference in their relationship. She talked to the counselor about things that really concerned her. She heard about a job on campus caring for children, took the initiative of buying a uniform from another girl, and made arrangements for the position herself. A few months later she was furloughed to a family in another town. She seemed better prepared to take the good along with the bad, and had accepted the idea that she would have to concentrate on details of housework.

Positive Forces in Celia Arline's Vocational Adjustment

1. Her ability to like people and to get people to like her.

2. Her ability to work hard and her motivation to go to work every day regardless of her physical condition.

3. Her first two job placements were successful. She had not experienced a failure on her job placements.

4. Her attractive appearance.

5. Her vivacity and readiness to tackle new experiences and to meet new people.

6. Her interest in, and acquaintance with, many people in the Gainesville community.
Negative Forces in Celia Arline's Vocational Adjustment

1. The rejection and neglect of her family.

2. Celia Arline has shown little real motivation to leave Sunland. The institution represents security to her.

3. Deep-rooted emotional problems requiring help from the Psychology Department.

4. Her lack of interest and motivation regarding her personal grooming.

5. Lack of social maturity, and appropriate social behavior.

6. Her difficulty in coping with heterosexual relationships.

7. Her exaggerations and lying.
INDIVIDUAL CASE SUMMARY DATA

Subject: Lena
Birthdate: 11-10-41, 22 years
Age at commitment: 16 years
Basis of commitment: Poor social and familial situation; mild mental retardation

I.Q.: WAIS, was 68 Full Scale Score
Age at Halfway House placement: 19
Present Status: Discharged 6-63; working in nursery school; has own apartment

Other Significant Data

Lena was the second child and only girl of four children born to a common-law relationship. The father was alcoholic and the mother mentally deficient. The children were deserted by the parents and placed in foster homes. Lena was eventually committed to Sunland. She was diagnosed as epileptic, petit-mal. She had been bothered by acne for years. She suffered from recurring respiratory infections and frontal headaches. She was socially promoted through the sixth grade; for two subsequent years she was in special education classes. In 1958 the Stanford Achievement Test was administered in the Academic School. Her scores were: paragraph meaning 5, word meaning 4, spelling 4, language 2, arithmetical reasoning 4, arithmetical problems 5.

A psychologist who administered a Rorschach Test in 1960 described her as an anxiety-ridden individual, but holding up quite well. For two years she was a trainee in the beauty shop at Sunland, where she was characterized as moody, and bossy, but with a good attitude and an
aptitude for the work. She showed an aptitude for the home-nursing program and was well-motivated. Her weak areas were a lack of emotional control and a demand for excessive attention.

Selection from Cottages for Halfway House

The counselor considered Lena a good prospect for Halfway House primarily because of her pleasant appearance, her youth, and her academic achievement. Her short period of institutionalization and her familiarity with community living were also assets. Teachers reported that she showed independence and initiative. She made a good impression on employees and the professional staff who found her lovable. Reports from her vocational trainers mentioned she was hard-working and would see a task through to the end. She was fond of the boys and always had a boy friend. She had problems of personal relationships with the girls. She was strongly motivated to leave the institution and worked toward the day she could live and work in the community. One of the main problems the counselor encountered in contacts with Lena was her inability to say what was disturbing her. She would hang her head and sit for fifteen minutes without responding.

Orientation and Adjustment Period at Halfway House

The counselor believed that the most difficult problem Lena had to overcome during this period was her feeling that she wasn’t as good as the other girls and that her opinion was worthless. She had many interpersonal problems at Halfway House. She was forever crying and arguing with the girls. She would throw out an unpleasant comment,
knowing full well it would get a strong reaction from a girl. Although she bullied the weaker girls, she was afraid of the older, more aggressive girls, and picked her adversaries carefully. The counselor felt that her feelings of inadequacy prompted her negative behavior. From the day Lena came to Halfway House she started complaints about her acne condition, her headaches, her painful periods, toothaches and sore throats. These somatic complaints seemed to be her way of indicating insecurity and fear. She was moderately overweight and at times seemed to try to control her appetite, but when she became upset she deliberately ate enormous quantities of food. She continued working on campus during her first three months at Halfway House.

First Full-Time Employment

Lena was placed directly on a full-time job at a laundry in the community where the manager could provide good supervision. Her job was to issue toys to ambulatory children, read to them, and to clean up. She also fed certain young children and defrosted the refrigerator. A seizure on the job resulted in her being deprived of child care and being given more cleaning jobs. From this point she began to dislike the job and her uniform, and resented working like a maid. Counseling brought out that she did not like working with a large group of people, and her job did not satisfy her need to be the center of attention. Her behavior at Halfway House was becoming increasingly difficult, which the counselor related to concern over the seizures and the tension and anxiety over her job.
First Furlough Situation

Lena was furloughed to a couple with two children, and for the first six months Lena did well. She did not complain of headaches or periods of dizziness. Her main problems centered around her grooming. She neglected to brush her teeth for days in a row, needed to be prodded to take a bath, and was always overeating. The two children were devoted to her and the housework came easily, and her cooking improved. Then her employer began to complain that Lena visited the neighbors regularly and told them in an exaggerated way about what went on in the household. She would hide clothes she should have ironed, she let clothes hang on the line for days and neglected many jobs. Lena complained that she felt like a prisoner because she was confined to the house. She seemed to become careless and lazy so that she would be fired. During this period her Halfway House boy friend phoned her frequently on the job, and she contrived to see him alone on many occasions. She continued to be unpopular and uncooperative on her visits to Halfway House. It was a joint decision of the counselor, employer, and Lena that she return to Halfway House to give her time to consider her progress.

Second Furlough Situation

Lena performed with such satisfaction as a part-time helper at a children's nursery that she was eventually furloughed to her employer. She continued to work part of the day in the nursery and part of the day caring for the employer's two children and light housework. She readily assumed responsibility in the nursery, and did a very good job on each occasion. Lena had a strong need to be needed and the many
opportunities to take full charge helped Lena to develop to maturity. Lena had been unsuccessful with the children in her previous job and again had difficulties, especially with the boy on this job. Initially warm and friendly, Lena would eventually become authoritarian, and rebellion would ensue. The job plan was altered so that Lena would spend the entire day at the nursery and was given only occasional responsibility for the two children in the evenings or on week ends, which proved a satisfactory modification. Her job was to give the babies their bottles, change diapers, and supervise play activities for the younger children. There was considerable evidence that Lena was developing insight into her behavior and into her previous problems on the job. She has learned to consider a situation from another person's frame of reference. She has learned to verbalize her problems and no longer resorts to lies or subterfuge. She has come to realize that she can satisfy many of her needs by openly seeking them. Her behavior on visits to Halfway House has changed noticeably. She is the most cooperative of the girls on furlough. She is no longer a trouble-maker, although she is not above parading a new dress or a new boy friend around Halfway House.

Community Relationships

Lena has had no difficulty in making and keeping friends. Parents of the children in the nursery ask her to their homes evenings and week ends. She has always had a steady boy friend and is becoming increasingly selective. Contacts with her mother have frustrated and disturbed her. Lena has a strong need to be independent and to show
her mother she does not need her. July, 1963, Lena was discharged from the institution. She continues working at the nursery but now has an apartment of her own.

**Positive Factors in Lena's Vocational Adjustment**

1. Lena could be reasoned with on an abstract basis.
2. She had initiative and could organize her own work; she was inventive and could improvise when necessary.
3. She was young, and had a short period of institutionalization prior to Halfway House placement.
4. Lena had a very good memory.
5. She had social grace and was sensitive to the feelings of others.
6. Lena has made a good heterosexual adjustment. Sex was never a problem for her.
7. She had a pleasant, wholesome appearance, energy and enthusiasm.

**Negative Factors in Lena's Vocational Adjustment**

1. Lena had a poor and unstable family background and poor relationships with her mother.
2. She had a tendency to be stubborn, and to respond to criticism with negative behavior.
3. She had a tendency to overeat when she was anxious, and to rebel by not taking care of her physical health and appearance.
4. Lena was subject to respiratory diseases that have kept her from working days at a time. Seizures on the job affected her employment.
INDIVIDUAL CASE SUMMARY DATA

Subject: Mildred
Birthdate: 9-30-27, 35 years
Age at commitment: 16 years
Basis of commitment: Feeblemindedness
I.Q.: WAIS, was 71 Full Scale Score
Age at Halfway House placement: 32
Present Status: Working in community, living in boarding house; to be staffed for discharge December, 1963.

Other Significant Data

Mildred's mother deserted her at an early age. She was reared by a foster mother who later placed her in several different Catholic Homes because of Mildred's temper outbursts. The foster parents dropped from view and not until after Mildred was in Halfway House was contact resumed. Mildred enjoyed good health and aside from weak eye muscles which caused one pupil to roll to the corner of the eye, she had no other physical disabilities. A Rorschach Test interpretation indicated a rigid personality, easily disturbed by changes in daily routine. She attended the Academic School of the institution from the time of her admission to 1958. Stanford Achievement Test Scores in 1957 for reading and arithmetic ability was at the 4.2 grade level. She worked in the laundry at Sunland for many years while attending school. Her first vocational training assignment on campus was in the beauty shop where she was reported to be a quick learner and always very neat. She was described as a short, slender woman with black, curly hair, and severely crossed eyes which marred her appearance.
Selection from Cottage to Halfway House

Mildred was first recommended for habilitation by the Psychology Department because of her intellectual level. Previous evaluations indicated that she had pronounced feelings of inadequacy and compensated for these feelings by criticizing others and the environment in which she found herself. Her social relationships had improved and she had recently acquired her first steady boy friend. Her second vocational training assignment was as a helper to a teacher in the Academic School. She was consistently graded either excellent or good in all areas. It was noted that children loved and depended upon her and this aided in her growing self-esteem. She was identified as a good, steady worker, able to set a goal for herself and to hold to it, at the general staff meeting. The counselor felt that the learnings she would obtain from Halfway House would aid in Mildred's social growth.

Orientation and Adjustment Period at Halfway House

Although she had spent most of her life in institutions, Mildred disliked the lack of privacy and enforced group living, and longed to live in the community. The counselor and housemother embarked on a program to improve Mildred's appearance, grooming, and her social skills. There were attempts to find the most attractive hair style and to help her in learning to dress appropriately. Frequently she would wear brown oxfords and girl scout socks with afternoon dresses. She was taught how to buy and use cosmetics. She was made aware of, and tried to curb her facial mannerisms and the noises she
made that people found peculiar. Her voice was gruff, and she was tactless in her remarks. Since she was secretive and reticent, it was not until her foster mother resumed writing that Mildred expressed her deep feelings and bitterness at her neglect to the counselor. The counselor had to speak to Mildred about wearing short shorts on campus and inappropriate necking in the movies.

First Full-Time Employment

Vocational Rehabilitation set up a training situation in which Mildred worked as teacher's assistant in a community class for trainable retarded children. The counselor learned that Mildred could communicate with the children very well, but had no foresight and could not prevent trouble between children. There was a change in teachers, and Mildred related well to each. The second teacher, however, was disturbed by Mildred's gruff voice, her tendency to assume the role of the teacher, and questioned if Mildred really liked children. As a result of eye surgery, her appearance was improved. When she returned to work she seemed to have developed more confidence in herself and took more care in her dress. At Halfway House she cried frequently, had difficulty in saying what was on her mind, had temper outbursts and was full of self-pity when her boy friend neglected her. Parties and special occasions lifted her spirits. She started Christmas shopping months in advance.
Employment in Other Jobs

Mildred's work was judged satisfactory and she was paid for working as a cook's helper at Sunland's summer camp for two weeks. She next was employed as a full-time nurse's aide in the Pediatrics Ward of a hospital. Co-workers found Mildred strange and withdrawn. She did not see work that needed to be done, spoke sharply to the children, and showed poor judgment. Specific fears in her work environment were affecting her physical health. She was removed from the job for her own peace of mind.

First Furlough Situation

Mildred was next placed in a private home where she was given the care of two children and was responsible for light housework. Her employer was a demanding housekeeper who took seriously her responsibility as furlough signer for Mildred. She gave the counselor a long list of legitimate complaints regarding Mildred's work performance. Houseparents were appraised of Mildred's training deficiencies and in time many of these deficiencies were corrected. She complained of the amount of work to be done and felt abused, but even after she was discharged she showed a strong emotional attachment to the family and continued to see them. Next, she did part-time housework at various homes and then worked part-time in the stock room of a five and dime store.

Full-Time Employment at Laundry

In June of 1961, Mildred was hired at a laundry as a folder, ironer and presser. She proved to be a steady, serious worker, largely
through the efforts and personal interest of her employer. She demonstrated a capacity for sustained hard work and worked well with others. During this period she seemed to resolve that she would work her way out of the institution, rather than relying upon her foster parents to return her to a home. During this period she did much testing of limits. A year later she was furloughed to the owner of a boarding house and paid for room and kitchen privileges and had to buy her own food. Because of her small salary, she could only maintain herself by careful spending. Mildred was a collector and a hoarder and found it difficult to curtail buying. Daydreaming and emotional upsets on the job seemed to be related to her boyfriend's behavior. He took advantage of her need for masculine acceptance. He frequently borrowed money, and refused to go to the movies unless she paid his way. Dependent and devoted to her employer, Mildred was crushed when she was discharged for being impudent and because she worked too slowly. The counselor learned that Mildred had been reacting to her employer's attentions to several new employees. The employer rehired Mildred but complained of her uncooperative attitude. A few months later there was a repetition of the entire cycle of behavior on the job. This time the counselor felt it was time for a change in jobs. The employer had many unmet needs of her own.

Mildred resisted looking for another job until her bank balance had dwindled to almost nothing. She obtained her own laundry job and appears sadder and wiser.
Community Relationships and Leisure Time Activities

Most of Mildred's leisure hours have been spent with her boyfriend. In the past she has always talked about getting married upon discharge, but only recently has she realized that he had never mentioned this and that she had been thinking wishfully. She is less subservient to him and no longer makes loans and gifts.

She has always developed close personal relationships with her employers and still visits her former employer at the laundry. She is deeply attached to her elderly foster parents who live several hundred miles away, but whom she visits twice a year. She will be considered for discharge December, 1963, and then plans to obtain a job in a city closer to her parents so she can visit on week ends.

Positive Factors in Mildred's Vocational Adjustment

1. Her general health was good.
2. Her vocational training assignments at Sunland were successful.
3. She had a strong desire to be released from the institution.
4. She responded to the personal interest of her employer by improving on the job performance.
5. She has the ability to relate to friends and employers.

Negative Factors in Mildred's Vocational Adjustment

1. She had no real ties with parents--her own, or, for a period, her foster parents.
2. She had deep feelings of inadequacy and her defense mechanisms were not acceptable.
3. She had been institutionalized for all of her adult life.

4. She had no initiative on the job and was unable to see what needed to be done.
INDIVIDUAL CASE SUMMARY DATA

Subject: Hedda
I.Q.: 66 Stanford-Binet

Birthdate: 5-25-36, 27 years
Age at Halfway House placement: 25

Age at commitment: 14 years
Present Status: Furloughed with a family, doing housework

Basis of commitment: Feeblemindedness

Other Significant Data

Hedda's parents were divorced prior to her commitment. The mother remarried. She has two sisters. While on a visit to her mother from Sunland, Hedda became pregnant. Her father and his common-law wife have cared for her child. Her father died a year ago. EEG reports are contradictory as to whether she has epilepsy. She has experienced epileptic-like seizures in the past few years. She has had a back condition, diagnosed as low back strain. She had moderately severe myopia and nasal obstruction. A Rorschach Test interpretation indicated a tendency to be impulsive and a decided amount of depression and anxiety. She completed the fourth grade prior to coming to the institution. Academic School reports that she reads well and her spelling is excellent. Her Stanford Achievement total score in 1958 was 3.0. She worked in the laundry for some time. Her first vocational training assignment was that of an assistant in the Occupational Therapy Department. Initial reports indicated she worked well, was cooperative, had a long attention span, and was good with children. After five months
her enthusiasm dwindled. She was placed in the campus beauty shop where she at first got along well. She asked for a transfer to the dining hall where her performance was graded satisfactory, but her appearance needed improvement.

**Selection from Cottage for Halfway House**

She had a normal appearance, with tousled brown hair, brown eyes, and a neat figure. Although many staff members were very negative about her, the counselor saw flashes of potential and felt that perhaps she had been deprived of a fair chance. Her cottage record was very poor, with instances of violent temper, stealing, tattling, instigating rebellion and discontent, tormenting girls, and threatening attendants. Her work performance, social relationships, and attitude in the early part of her work in Occupational Therapy was considered superior. Her performance and attitude in the Academic School was positive. She was friendly and showed initiative. The counselor realized that her weak area was in her social growth. Her mother had provided no supervision or guidance, and on the contrary provided an example of degenerate living. She had developed few social skills or helpful habits.

**Orientation and Adjustment Period at Halfway House**

It was not easy for Hedda to cope with the greater responsibilities and independence at Halfway House. She was capable of performing most household tasks well, but was seldom motivated to do so. She tended to be lazy and to take the easy way out, unless supervised.
Her appearance was a constant problem. When in good spirits, she would make an effort to be clean, to keep her hair combed and to dress neatly but even then she barely succeeded. She usually had a rumpled look and needed constant reminding about polishing her shoes, brushing her teeth, and keeping lipstick off her teeth. In order to avoid dressing for breakfast, she had the habit of sleeping in shorts and a blouse. The housemother constantly had to remind her about her poor habits. Hedda in turn, was frequently insolent, had temper outbursts, and complained that people made her the butt of their attentions. The counselor believed that she had a strong need to be loved, but her gruff manner usually repelled other people. Reports of her former cottage attendants stated that she lied from the time she came to Sunland. At Halfway House her lying continued. With a straight face she would tell the housemother that she had been given permission by the counselor to make long distance calls. When called to account for her lying, she would deny what she had originally said. However, at times she was a most friendly and lovable girl and would show kindness and consideration. Her relationship with the other girls was fairly good. Some girls complained about Hedda's laziness and her fear of soap and water. She also monopolized the telephone, tended to mind other girls' business and was not above tattling and stealing. Her heterosexual adjustment appeared to be fairly good. She was quite kind and generous to her boy friends and there were seldom squabbles. During this period she worked as a student aide in the institution's hospital. For the first month she was rated satisfactory in all areas of performance and attitude and showed promise of even greater ability. The following month the report
stated she had no initiative or aptitude for the work, that she could not remember the simplest procedures and her appearance and grooming were poor. It was recommended that she be removed from training. The pattern was to be repeated for the next two years of her vocational history. There was always the initial enthusiasm, motivation and good performance, followed by lack of interest and poor performance. She begged to be placed in the dining room as helper. After six weeks the manager reported that her work was excellent, that she showed initiative, but that her attitude was very poor. She disliked all her subsequent jobs on campus, and resented the fact that she wasn’t being paid. She was frequently in the clinic with a cold or hay fever and complaints throughout this period resulted in her staying off the job for days at a time.

**First Full-Time Job**

Hedda was placed in a laundry, working as a folder. At first she seemed to be a good worker, but rapidly changed. The manager said she was slow, sloppy in appearance, had a negative attitude, and daydreamed on the job. She talked so much she prevented others from working, and constantly asked for time off for one reason or another. She was discharged after a month. One of the factors that the counselor feels negatively influenced her motivation was the unexpected appearance of her father. His arrival meant to her that she need not buckle down because her father would take her out of the institution.
First Furlough Situation

Hedda and Helga were furloughed to a nursing home at the same time. Her employers felt that Hedda had more potential of the two girls. They were particularly impressed by her ability to joke with the elderly and to get them to take their medicine. However, unless closely supervised she was found sitting around or leaning against a wall chatting. Hedda and Helga earned the same amount of money. After four months, Helga had saved over $100, while Hedda was in debt. She would dribble money away on odds and ends, buy cheap clothes that did not last. It appeared that she was also heading for trouble where men were concerned. The counselor heard rumors that she was going with a taxi driver in town. An investigation confirmed this, and also the undesirable character of the man. Her Halfway House boy friend was a constant visitor to the trailer in which several of the female employees lived. The counselor felt that Hedda needed closer free-time supervision and moved her back to Halfway House. The counselor and two staff members of the Special Advisory Committee spoke to her in no uncertain terms. As a result, she worked satisfactorily at Halfway House and on a campus assignment. When Hedda's father died, the counselor took her to the funeral. A shallowness of feeling that had been noted at other times was again noted. She thoroughly enjoyed the family reunion and was not visibly upset by the circumstances of her visit. Back at Halfway House she enjoyed telling about her relatives and how well her father looked. She had an epileptic-like seizure a short time later. Records note she had a similar seizure after a previous funeral at the institution.
Re-employment at the Laundry

Hedda was again placed in the laundry where she had worked before. Again the initial report said she moved fast, paid attention to her job, and asked if there were more things to do. She learned to operate the pants and shirt press which Mildred had not been able to learn after a year. A few weeks later Hedda told the counselor she did not like the job and was applying for jobs in nearby restaurants. Her employer lost patience with her poor work and attitude and discharged her for the second time. She showed initiative and ingenuity in her search for a job. She read want ads daily, phoned many friends in the community, followed up on leads, and went on job interviews herself.

Re-employment at the Laundry

After three weeks without a job, she phoned her previous employer at the laundry and convinced her that this time she meant to stay on the job. The counselor spent several sessions with her re-evaluating her previous work problems. Again, after six weeks, she was discharged. Her boy friend was still around the laundry after repeated warnings, she made suggestive remarks to customers, lied to the employer, walked off the job, and caused trouble among older employees.

As a result of a Special Advisory Committee Meeting the counselor called to discuss her progress to date, it was decided that she be provided with psychotherapy and that she be placed on a campus job. After seven months of satisfactory progress in a campus job and part-time community jobs, she was placed on a furlough situation with a family.
Positive Forces in Hedda's Vocational Adjustment

1. Her work performance can be very adequate when she is motivated.

2. She has initiative and energy.

3. She is unafraid of new experiences and people. She knows every section of Gainesville and travels freely. She can look for her own job and go on job interviews.

4. She is sociable and interested in people.

5. People who know her consider her friendly and lovable.

6. She has made a good heterosexual adjustment, but needs supervision.

7. She is usually kind and generous, and not mean.

Negative Forces in Hedda's Vocational Adjustment

1. She is a chronic liar.

2. She is often unable to control her impulsive behavior.

3. She is usually careless in her appearance and grooming.

4. She exhibits shallowness of emotions.

5. Her mood and the quality of her work fluctuate from excellent in the beginning to very poor after a period of time.

6. She tends to be loud and boisterous.
INDIVIDUAL CASE SUMMARY DATA

Subject: Babette
Birthdate: 7-14-42, 21 years
Age at commitment: 16 years
Basis of commitment: Feeblemindedness and pre-delinquent aggressiveness
I.Q.: 63 Full Scale Score on WAIS; 72 Verbal Score, 57 on Performance Score
Age at Halfway House placement: 19

Present Status: On trial leave, working as baby-sitter

Other Significant Data

Babette was the ninth of ten children; others are of normal intelligence. A younger sister was a truant and attended a girls' reform school. According to Social Service reports, the family as a whole presented the community with many problems. The father, now in poor health and unemployed, had been a truck driver at times. The mother was also in poor health. Babette had interpersonal problems with her older siblings and her father. Babette had pneumonia with high, long-lasting fever at age two, which is said to have caused brain damage. She has never had regular menstrual periods and has always been extremely overweight. She attended public schools and was socially promoted through the eighth grade. Her work was on the fourth grade level. She obtained a 4.4 grade level score on the Gray Oral Reading Test at the Academic School at Sunland which she attended two years. Teachers reported she had more judgment than any other student and found her able and willing. She became frustrated easily and needed help in organizing her time. A Rorschach Test administered in
1960 was interpreted as indicating her personality integration was good but that care should be taken to provide work supervisors who had some understanding of her defensive manner. She had only one house-keeping work assignment; cleaning in the Administration Building.

**Selection from Cottage for Halfway House**

Babette was described as a severely overweight girl, 5'5" in height and 239 pounds. She looked normal, had a pretty face and blond hair. She was generally neat, and fixed her hair attractively. She was generally unpopular with both employees and residents. She was boastful, expansive, a compulsive talker, always attention-seeking, and making trouble. However, since her school reports were excellent and her school behavior good, and since she appeared more intellectually normal than other girls at her cottage she was selected for Halfway House.

**Orientation and Adjustment Period at Halfway House**

From the day Babette appeared at Halfway House she became the prime trouble-maker and required more of the houseparents' and counselor's time than any other girl. She was boisterous, loud, ill-mannered and had trouble controlling her emotions. She could not mind her own business, always interrupted others, and was uncooperative. She was careless and superficial in performing her household chores. At times she was pleasant and ingratiating, but an element of manipulation was sensed. She capitalized on her physical aches and discomforts and used this to excuse her behavior. She was a constant visitor to the institution's clinic and averaged a visit or two each
week. All during this period she was writing and phoning her parents urging them to request a release. Investigations of the home situation revealed it was not a suitable home for Babette at that time. Her first vocational training assignment was as a nursery teacher's assistant. It lasted one month. She was a failure because she had no willingness to learn, showed no initiative and did a poor job of cleaning. Through counseling she realized she would have to prove herself in her next work assignment in the institution before she could be placed in the community. She tried too hard on her next job at the dining hall and as she was unwilling to admit when she did not know how to do certain things she would forge ahead and make mistakes. When she was discharged it was because of trouble with her co-workers. She swallowed her pride and asked for her job back and this time a great deal of improvement was noted.

First Full-Time Employment

Babette was placed at a laundry in the community where the manager was familiar with girls from Halfway House. The manager found Babette needed constant supervision. She moved very slowly, didn't seem to concentrate, and never completed ironing a garment that she started. She talked so much she interfered with the work of others. She could not take criticism well. She was discharged after six days.

First Part-Time Employment

She was placed in various part-time cleaning jobs in approved homes where she was supervised by one lady. She proved a cheerful,
willing worker, and although she had to be reminded to do a thorough job, she did not seem to resent correction as she had in the past.

**Employment in Other Jobs**

She was placed as a full-time housekeeper. Her employer was an invalid who complained that as long as she followed after Babette in her wheel chair, jobs were completed. If the employer did not follow after her, Babette would be found sprawled on the screened porch smoking one cigarette after another. When friends of the employer came to visit, Babette would become so fascinated with the visitors that even after reminders she would sit down in a chair and participate in the conversation. Her assets were seen as her sense of humor, and her ability to learn how to cook. When Babette injured her back and was confined to Halfway House she was replaced on this job. Babette was scheduled to return home for a three-week vacation, and since her mother informed the institution that a job had been found for her, there was a possibility she would not return. The counselor felt it was unfortunate that all through her habilitation Babette never seemed to try as hard as she might, since her parents had promised to bring her home. She continued getting involved in heated arguments, telling lies and making unpleasant remarks about the girls. She was put on restrictions more often than any other girl. In less than three weeks Babette wrote the counselor that she wanted to return to Sunland because of the fighting and crowded conditions in her home. Babette was highly motivated for a few weeks when she returned.
In September of 1962 she was employed at a school cafeteria as a kitchen helper. She helped prepare food for cooking, helped to serve, and used the dish washer. The cafeteria manager provided close supervision as well as affection and acknowledgement of jobs well done. Her worst offense was her unlady-like behavior with the students. She finished the semester successfully. In her leisure hours she became involved with a relative of a co-worker who lived within walking distance of Halfway House and had an unsavory reputation. A few weeks later she was seen hugging a man she had met in the movies. At a meeting of the Halfway House Advisory Committee, it was decided that since Babette's home situation had improved, according to reports, and since the family was again clamoring for her return, a trial leave was granted to see if she could remain on a job and out of trouble in her home community. Vocational Rehabilitation Service in her town was to be contacted to provide guidance and supervision. Babette has remained at home and has a job as a baby-sitter. She is getting along better with her family and appears to have made a fairly good adjustment. It is believed that frequent counseling helped Babette to develop some insight into her own needs and behavior. She also developed more acceptable manners and an awareness of the attitudes and skills required to keep a job. As long as her mother is ill and needs her, Babette will probably remain close to home; it is hoped that eventually she will obtain a restaurant job which she would enjoy and for which she is well-qualified.
Positive Forces in Babette's Vocational Adjustment

1. She is academically capable; she reads and writes well.
2. Aside from her weight she is an attractive, neat, and normal-appearing girl.
3. She has been institutionalized a relatively short time, and is strongly motivated to live outside.
4. She is familiar with community travel and resources.
5. She has learned important work skills and work attitudes.

Negative Forces in Babette's Vocational Adjustment

1. Babette's family's interference prevented her from doing her best at Halfway House. The family gives Babette little support and understanding.
2. She is obese; this affects her appearance negatively.
3. She is slow, lazy, and lacking in energy.
4. She has somatic complaints continuously.
5. Her behavior is disruptive and trouble-making.
6. She is overly talkative.
7. Without strict supervision, she tended to be sexually promiscuous.
INDIVIDUAL CASE SUMMARY DATA

Subject: Helga

I.Q.: WAIS, 1/57, was 69 Full
Scale Score, Verbal Score 74,
Performance Score 68

Birthdate: 4-1-25; 38 years

Age at commitment: 6 years

Age at Halfway House placement: 34

Basis of commitment: Feeblemindedness; temper tantrums

Present Status: Discharged, working and living at nursing home

Other Significant Data

Helga is an illegitimate child. When she was four years old the court removed her from her mother's care, and she was placed in an orphanage. At six years old she was admitted to Sunland Training Center. The mother was dead at time of commitment. Helga has no siblings and there has been no contact with relatives. Badly malformed teeth and uncontrollable facial squints constitute cosmetic handicaps. She has malformed feet and has had occasional back trouble, diagnosed as mild arthritis. Helga completed fifth grade at Sunland Training Center's Academic School. A battery median for the Stanford Achievement Test placed her at the 3.9 level in 1957. Report of a Rorschach and a Thematic Apperception Test, in 1959, noted a lack of emotional responsiveness, and generally indicated a flat, unemotional, literal person. Helga worked in the crib ward of the institution for six years where she was reported as being a very satisfactory worker. She was on vocational training doing housekeeping. For over five years she worked in the beauty parlor, where her trainer characterized her as very fast, very neat, helpful and liked by all.
Selection from Cottage for Halfway House

Helga has brown hair and blue eyes. She was slender; she was not an attractive girl, having a long face, pointed chin, and large, protruding front teeth. Her hair, unless recently set, was unbecoming. Helga was described at the General Staff Meeting as quiet but friendly, and always neat and clean. She was well-liked by the staff and residents of her cottage. Her work and vocational training were excellent. She was identified as a fast worker who did not daydream. She was 34 years old and it was felt she deserved a chance before she was too old for habilitation. She was the first girl in her home economics class who could follow a pattern and make a dress without assistance. For many years she had been a dependable and conscientious Girl Scout and had learned many skills. The counselor felt she was too dependent, compliant, and reflected the institutional syndrome, and that this would be a major difficulty in her habilitation. Although she had over ten years of work experience in the institution, there was no competition with intellectual normals, nor were her trainers as objective as employers would be. She had been the favorite of the beauty shop trainer. Helga had a boy friend who had been very loyal. He had just been placed in a community job, and it was believed that this would motivate Helga in her habilitation.

Orientation and Adjustment Period at Halfway House

Helga had no sense of appropriate or becoming clothes. She steadfastly ignored fashionable aspects of dress and wore dresses longer than anyone else. She had to be reminded about her habit of wearing
sneakers with feminine dresses. She loved long dangling earrings and wore them on all occasions. Even though she had worked in the beauty parlor she was careless about her hair and frequently was seen with hair that had been washed but not set. She always walked around dragging her feet and with her shoulders hunched, and because of her habit of resting her chin on her chest she was unable to look directly at people's faces. She tried to improve aspects of her appearance when they were brought to her attention, but there was much backsliding. Her long institutionalization was seen by the counselor as an area of basic concern in guidance and counseling. Since Helga was not an outgoing, independent person she had to be introduced to a wide variety of stimuli so that she would have some basis for making decisions when confronted with new situations in the community. She did not seem to have many inner resources. She continued to court authority at Halfway House. However, from the Sociogram on page 96, Helga appeared to be the best-liked girl. Helga was never a leader in any sense, nor did she give very much of herself in her relationships with her peers. Her selection appeared to be more on the basis of what she did not do than what she did do. Helga was inoffensive, friendly, and did not gossip, squabble or cause trouble.

First Part-Time Employment

For several months Helga did part-time day housework in four different homes. Reports from three of the employers indicated that she was a fast worker, but could improve in thoroughness. They appreciated her neatness and cleanliness and her desire to please. There
were a few indications that employers found her constant seeking of attention annoying. Also, since her feelings were easily hurt by any criticism, her employers preferred to relay them to the counselor, to spare her feelings. Because she was so prone to say, "Yes, m'am," to all requests of authority, it was not apparent for some time that Helga was actually afraid to try new things. She was not only fearful of the new and the untried, but was also fearful that one misstep would result in a return to the cottage, even though the counselor tried to counteract this feeling. By the end of the first year, Helga was beginning to relax and to realize that she did not have to guard her tongue constantly, and that she could differ with the counselor and the girls, and that relationships would not suffer. Money had never been very important to Helga. She was careful and did not feel, as did many of the other girls, the need to indulge themselves with personal extravagances. She seemed to see money in its proper perspective and always had enough for her simple needs. She was very dependent upon, and devoted to, the houseparents. She received a large share of the affection of this couple. She affectionately called them Mama and Papa. Helga was a good kitchen helper and the housemother relied on her help. When Helga started working several days a week, she heard how much she was missed and needed. This, of course, was good for Helga's growing self-esteem, but negatively affected her desire for separation from the institution. The housefather represented a new experience for Helga. She had never known a father or male relative, and was usually shy with men, but the housefather's friendly manner completely captivated Helga.
She even gave evidence of being jealous when others paid him attention. One of her few extravagances are the gifts that she still sends him.

First Full-Time Employment

Helga was employed in a school cafeteria as a kitchen worker. The dietitian, who was her supervisor, had worked with other residents of the institution. She gave Helga individual attention and was kind to her, but expected a good day's work from her. The employer reported that Helga was a fast worker who caught on quickly and who showed interest in food preparation. Helga complained about her supervisor's talkativeness, and of the noise and confusion. Her greatest problem in this period was her physical health. She complained of feeling faint, having back aches, and of being tired. The counselor believed that Helga's physical complaints and her days off from work were related to the fact that a physical illness meant she would remain alone with the houseparents and obtain all their attention and concern. She also was accident prone at this time, and there was a series of stubbed toes, cuts and falls.

Employment in New Jobs

Helga's appearance and undeveloped social skills continued to be a problem. She was not hired for one job she wanted because of the impression she made in a personal interview. For a while she was employed in a children's nursery on a day basis to do ironing and general cleaning. Next she was put on a four-day per week housekeeping position with a couple and their teen-aged son. The woman was an invalid. The son at first thought Helga and her facial mannerisms strange, but
learned to like her. Working for the crippled woman, Helga for the first time experienced the feeling of wanting to help another person. Helga's fondness for young children, her love of pets, and her usual kindly attitude had already indicated to the counselor that Helga was potentially a person who would obtain satisfaction from service to others. The woman died in two months and Helga was no longer needed. It was alarming for Helga to realize that a job and her future plans could end suddenly with the death of an employer. She worked for other private families, did volunteer work for the County Tuberculosis Association and then was hired in a small nursing home. Her employer was a business-like person who evaluated Helga like any other employee and had the same expectations for her. For the first time, Helga was not given any extra consideration. When a job was carelessly done or forgotten, she was immediately told. She complained she was worked too hard, said she was unhappy, and stomped her foot that she wanted to return to Halfway House. In less than a month she was discharged. The employer said she was an unsatisfactory employee who acted like a five-year old instead of a thirty-five year old woman. She was removed from her next job because her back condition made it too painful for her constantly to turn over a bed-ridden invalid. Because of the personal abuse and unreasonableness of a senile woman Helga was removed from another job. For two summers she worked satisfactorily as a cook's helper at a summer camp. She was a satisfactory worker in a laundry. All during these two years of varied experience the counselor was encouraging Helga's independence. The houseparents, more than anything
else, were the magnet that pulled Helga back to the institution. The counselor seriously questioned if Helga would ever be sufficiently motivated to remain outside.

**Furlough Situation**

Since December, 1961, Helga has been working at a nursing home. The owners and the supervising nurse have given her support and understanding, but have required that she perform up to standards. This employment has proven ideal for Helga. In view of her low tolerance for an eight-hour heavy work day, the split shift on which she works has been helpful. The counselor feels that the intensive counseling at initial stages of this job was instrumental in starting Helga off. She has proven a satisfactory employee in every way. Her physical complaints have almost ceased. She has taken the initiative for her leisure hours and her finances. A short time before this furlough, the houseparents to whom she was so devoted left the institution. Their departure seemed to make it possible for Helga to make a clean break from the institution for the first time. This placement was fortunate because it approximated the institutional setting so familiar to Helga. She feels needed and important in taking care of the elderly and infirm. Her boy friend had been discharged from Sunland, and this may have been a factor.

**Community Relationships**

Over the years Helga has made many friends in the community. In addition she sees socially many of the employees at the nursing home.
She is familiar with and comfortable in the community. She rarely visits Halfway House. She continues to see her boy friend, although they no longer seem to think in terms of marriage. She was discharged in July, 1963.

Positive Factors in Helga's Vocational Adjustment

1. Helga was in relatively good health and was a fast, steady worker. She did not daydream on the job.

2. She always strove to please employers.

3. Her placement in the Nursing Home was most fortunate. It approximates the institutional setting in many ways with its routines, large numbers of people, and its purpose. She got along well with her employers, co-workers, and patients. This placement has been financially satisfactory, since it provided living quarters, food and laundry as well as an adequate weekly salary.

4. Sex, as such, was never a problem with Helga. She was never distracted by men on the job and was strictly concerned with her work.

5. A loyal, steady, undemanding boy friend was a positive factor. As his habilitation progressed he served as an incentive to Helga.

6. Helga was sensible and careful with money. She seemed to have no need to indulge in personal extravagances and easily saved and lived on her earnings.

7. The wide variety of jobs and the large number of employers, co-workers, and community people Helga became acquainted with as a result, contributed to her community adjustment and counteracted the negative effects of long institutionalization.

Negative Factors in Helga's Vocational Adjustment

1. Her long period of institutionalization resulted in a dependence on authority figures and a fear of new experiences.
2. A flat personality, lacking in effect, spontaneity and a sense of humor.

3. Her unattractive appearance.

4. Her age when habilitation began (34 years), and her many secondary disabilities.

5. The extended period of unrealistic vocational training at the institution (over ten years) and especially the five-year period on one vocational training assignment unrelated to her community jobs.
INDIVIDUAL CASE SUMMARY DATA

Subject: Benedicta  I.Q.: 83 in WAIS, 3-21-61;
Birthdate: 2-8-31; 31 years  78 in Verbal Score;
Age of commitment: 15 years  91 in Performance Score
Basis of commitment: Feeblemindedness  Age at Halfway House placement: 28
Present Status: Furloughed in community; working in school cafeteria

Other Significant Data

When Benedicta's father died she was placed in an orphanage and her mother was committed to a state mental institution. Her mother, partially paralyzed, was released five years later. One brother has shown a strong interest in Benedicta. She is decidedly overweight, but has no other disabilities and has enjoyed good health. She attained the fifth grade level in school prior to commitment. A 1954 Gray Oral Reading Test placed her at the fifth grade level. An interpretation of a Rorschach Test in 1955 indicated a distressed and anxiety-ridden girl who reacted with aggressive behavior when a situation became unbearable for her. For many years she worked in the laundry and in housekeeping. She then helped a recreation worker on the playground. She was placed on a vocational training assignment at the beauty shop for three years prior to Halfway House placement. The only complaints her supervisor had of her work was that she talked too loudly and used vulgar speech.
Selection from Cottage for Halfway House

She was described as a tall, obese person with a pretty face. Her appearance was generally slovenly, she disliked wearing shoes, and her hair was wiry. She had been placed in the beauty shop, as a Halfway House prospect, so that she could learn to take care of her hair. Some improvement was noted. The Psychology Department, particularly, considered her a good habilitation prospect. Her performance on the job was good and her health was excellent. A home visit by the counselor and social workers verified the unsuitability of home placement. Halfway House was the only alternative for Benedicta as a way out of the institution. Cottage reports on her were generally negative. She was the leader of the girls in the cottage by virtue of her verbal ability and her physical size. Her health was excellent, and for a girl who weighed 265 pounds she was fast as well as strong.

Orientation and Adjustment Period at Halfway House

Benedicta required a great deal of help in her social development. Her voice was unnaturally loud, and her speech and actions vulgar, at times. Her manners and etiquette were very poor. She invariably looked slovenly, and had to be reminded constantly to put on her shoes. She had a difficult time adjusting to her peers at Halfway House. She was no longer the leader, since there were several other large, aggressive girls in the house. If she was criticized by another girl she responded with an emotional outburst. Girls were somewhat afraid of Benedicta and she made no close ties among them. Her relationships
with the houseparents were fairly good. She was pleasant and affectionate much of the time. However, at times she would object to doing her chores and would complain loudly. The counselor and housemother worked together to provide her with guidance in her weak areas. Weight charts were set up in the bathroom, and the slightest progress was praised. She was lacking in self-confidence so opportunities were sought so that she could emerge in a favorable light.

First Furlough Situation

Her first furlough situation was at a nursing home. She shared a room with two other former Sunland girls. At first she was on the laundry detail, but did not like this type of work or the pressure which seemed to go with the job. At the request of the counselor she was transferred to the afternoon shift as a nurses' aide, which she seemed to prefer. She was homesick for the institution for the first few months, and complained frequently. Her employer said she acted as though she had a chip on her shoulder. She was not above telling lies, and then would disarm the employer by confessing what was on her conscience. This, however, did not prevent the same mistakes from recurring. She seemed to have no ambition, and where she could carry four or five pieces of wash to be hung, she would carry one at a time. It was later learned that, unknown to the employer and the counselor, Benedicta had many visitors who would come during working hours. She would stop to entertain them and even drop what she was doing. The employer also objected to her frequent running of errands for the patients in the home, even after she was reminded this was not her job.
Benedicta, in turn, complained that the employer and her husband gave contradictory orders which confused her so that she did not know what to do first. Her slovenly appearance was of considerable concern to both employer and counselor. She would pin her uniform together rather than sew up seams that constantly pulled apart. She would also come to work without combing her hair. The employer was very patient with Benedicta and found her quite pleasant. For a time she was asking for and receiving advances on her pay, which the counselor asked to be discontinued. The counselor had her keep a record of how she spent her money. She had been spending a large portion of her salary on candy, nuts, and bakery goods and all types of novelty items that struck her fancy. After Christmas she asked that the counselor hold all her money because she wanted to save for a bicycle. This was her first incentive to save and to plan ahead. A troublesome factor in Benedicta's adjustment was the influence of a woman, who in several contacts, proved she was taking advantage of Benedicta and had ulterior motives. Her need for acceptance and affection was great and she was not suggestible. At this woman's suggestion, Benedicta's brother came to the nursing home and persuaded her to run away to his home in another town. She was discharged from her job and returned to Halfway House.

Second Furlough Situation

The counselor next placed Benedicta with a couple and the woman's elderly and infirm father, who was to be her main responsibility. This employment appeared to be ideal for Benedicta. She told the counselor she liked working with older people best of all. She knew how
to joke and converse with the elderly man, who became very fond of her. The woman found her housework and cooking to be satisfactory. Two months later, the elderly man died. The couple planned to keep Benedicta so that she could have had a permanent home, but she ran away and married. While on a visit to her brother's home, Benedicta and a sixty-five year old painter were married. He had been a boarder at her aunt's home and had not been informed that Benedicta legally could not be married. She came back to the institution with the counselor without as much as a backward look at her bridegroom, who was shocked by her lack of feeling. She was transferred from Halfway House back to a cottage. She remained there for slightly over a year, and was then re-staffed and placed at Halfway House again. There was a decided improvement in her behavior. She appeared to be sincere in her motivation to try again to work her way out of the institution. She was first placed at the home of a professor and his invalid wife. The woman found Benedicta satisfactory as a worker in every way, and a much better worker than the two previous Halfway House girls who had been tried. She was a good cook, did a good job of cleaning, and was found to be good company. The woman's husband returned from a trip that had kept him away for a long period and found that Benedicta wanted to be taken off the job. She said he swore at her, shouted, and frightened her. At Halfway House, she seemed more settled. She seldom mentioned her marriage and had a new boy friend in Halfway House. There were rumors, for a while, that she was shoplifting.
Second Full-Time Employment

On job interviews, Benedicta remained quiet and prim, unless the employer showed signs of informality or friendliness. Then she would become loud and expansive. She lost several good job opportunities because of this behavior. After three weeks of waiting for a restaurant job, Benedicta said she would like to take a laundry job that was available. After the first weeks, she said she didn't like the job. She found it hard to adjust to working with Negroes, could not get along with a Negro supervisor. The manager said she was too slow and that she brought large bags of food, which she ate during working hours. At Halfway House she had allied herself with Babette and made life difficult for everyone. The counselor had a serious conference with Benedicta about her lack of progress. She responded to the counselor's firmness and evaluation by working on the job and at Halfway House. She lost the position shortly after because business was slack.

Community Adjustment

Benedicta is well oriented in the community visiting, shopping and movies. Although she has not made many friends among her peers, her relationships with older persons have been very satisfactory, including a former employer. She is currently working in a school cafeteria, where her progress has been excellent. She is furloughed to an elderly former employee of the institution, who also rents a room to another former Halfway House girl.
Positive Factors in Benedicta's Vocational Adjustment

1. Her measured intelligence approaches a high borderline or even a dull normal person.

2. She learns quickly, and can follow directions readily.

3. She is capable of doing good quality work, generally; she is a good cook.

4. She is in very good physical health and has no secondary disabilities.

5. She is basically a kind and generous person.

Negative Factors in Benedicta's Vocational Adjustment

1. She is impressionable and easily influenced, especially by people who show her affection.

2. She is immature and naive in social and vocational situations; loud of voice, vulgar in speech.

3. She consumes unusually large quantities of food; is obese.

4. Her appearance was slovenly unless she is frequently reminded of it.

5. She had not made a satisfactory heterosexual adjustment.

6. She had poor relationships in group situations.

7. Her relatives have given her little support and understanding, and have induced her to defy the regulations of the institution.

8. Until recently she has been very careless with money and could not save.
INDIVIDUAL CASE SUMMARY DATA

Subject: Myra S.
Birthdate: 11-3-35, 28 years
Age at commitment: 13 years
Basis of commitment: Feeblemindedness

I.Q.: 67 on Stanford-Binet, Form L
Age at Halfway House placement: 27
Present Status: Furloughed as an aide in a nursing home

Other Significant Data

At one time Myra was in an orphanage in another state. When her parents divorced, she was committed to Sunland. Her mother was in prison and later in a state mental institution. The whereabouts of her father and two younger siblings is unknown. Aside from obesity, she has enjoyed good health. On several occasions she had what appeared to be seizures, although a diagnosis of epilepsy has not been made. She is slightly hard of hearing and has a moderate speech problem. Prior to commitment to Sunland she attended school six years and attained a second grade level. She attained a fourth grade level after attending the Academic School for 11 years. She was described by teachers as industrious, enthusiastic, and had fairly good interpersonal relations with the group. Frequent sleepiness in class was noted. Myra worked in the laundry, sewing room, and dining hall. She was removed from the latter because she fell asleep on the job. Her first vocational training assignment was as a teacher's assistant. She was dropped because she did not have the aptitude for working with young children and because of friction between Mary and another trainee, who were both vying for
the teacher's attention. Subsequent work in the beauty shop was rated as good, but there was criticism of her slowness and her appearance. When she was again placed in the dining room, it was noted that she had improved a great deal. She was rated an efficient, capable worker.

Selection from Cottage for Halfway House

Myra was a short, heavy woman, with plain features, but a pleasant smile and an animated expression. Several staff members believed she had potential, but that if she were not given concrete evidence of her attainments, in the form of Halfway House placement, she would regress. Her very good record at the Academic School was considered an asset. She had special ability in sewing, crafts and art. Although slow, she was a meticulous worker. Growing maturity had been noted on her last two training assignments. The record of her behavior at the cottage was poor, however, with recurring temper outbursts and unmanageability. Once she ran away from the institution, and once she walked off the job; both times in what was described as in a trance. She could not explain her behavior. She had a very close and dependent relationship with a teacher at the Academic School, and later with a teacher she worked with.

Orientation and Adjustment Period at Halfway House

Her first six months at Halfway House were marked by moodiness and emotional outbursts. She lacked self-confidence and self-esteem. In addition, her hearing problem aggravated interpersonal problems. The more sophisticated girls took advantage of Myra's kindness and
cooperation. She appeared to be more cooperative and unselfish than the other girls. She frequently helped the girls and the houseparents without being asked. The pattern of developing a close attachment to an older female figure, noted in the past, was duplicated in her relationship with the housemother. She frequently hugged and kissed the housemother, and at night wanted to be tucked in and kissed good night. She was usually pleasant and kind, liked to work, did not complain and kept her room very neat. At the time Myra was placed at Halfway House she was an assistant to a cottage trainer of young children. The trainer rated Myra as excellent in all areas. However, she was slow, and had trouble with her grooming. She would neglect to wear her white uniform, and would forget to comb her hair or put on lipstick. Myra admitted that she had fallen asleep on the job twice. For two weeks she was hired with pay as a kitchen helper at the institution's summer camp. The kitchen manager was so discouraged by her slowness that he wanted to send her back after the first week. The Sunland physician prescribed an appetite depressant that he hoped would also stimulate activity. Her lack of speed also interfered with her chores at Halfway House. She was late to work several times because she had not finished her chores on time. The housemother believed that Myra's daydreaming interfered with her work and was the cause of her slowness. If the housemother worked along with Myra and reminded her how much time remained to finish a job before lunch, for example, Myra would accelerate somewhat. After five months she appeared to be regressing and the counselor seriously wondered if she were viewing Halfway House as a terminal situation. She refused to go anywhere without the housemother and wanted to leave
her job and work all day at Halfway House. She asked the counselor to trace her mother. For a time she had a boy friend when she was in school but evinced little interest in the opposite sex while at Halfway House.

First Part-Time Employment

A few weeks before Christmas Myra asked the counselor to find her a job in the community because she was the only girl who wouldn't be working and making money for Christmas shopping. She was placed in an approved home to do housework three days per week. The woman was a friendly, motherly person and it was not long before a strong mother-daughter relationship developed. After four months, however, the employer said Myra irritated her. Myra could not adjust to change, she could not learn to do the tasks required of her, she was too slow, and she fell asleep on the job. One day per week she was tried at a nursery as a helper, but was discharged shortly after beginning the job. She would almost fall asleep while diapering a baby and could not keep up with the required tasks that other Halfway House girls had managed. After one year at Halfway House the counselor had almost decided that Myra could not succeed in a competitive situation and placed her in the sewing room of the institution. She was told to expect to return to the cottage. An amazing change was soon noted in Myra's performance and attitude at Halfway House and on the one day she was still doing housework in the community. Her employer was so pleased that she recommended Myra's services to friends. Myra was soon working full time in the community. The return to institution employment and a realization of
what a lifetime in the institution would be like seemed to be the
catalyst. For the first time she showed genuine motivation for habili-
tation. She was recently placed in a furlough situation as an aide at
a nursing home.

Positive Forces in Myra's
Vocational Adjustment

1. She is an educable girl who has fair reading and writing
   skills.

2. She is an excellent seamstress and also has artistic
   ability.

3. She is generally kind, pleasant and cooperative.

4. She is a hard, persistent worker.

Negative Forces in Myra's
Vocational Adjustment

1. She has a loud, unpleasant voice and is slightly hard of
   hearing.

2. She has a deep, unfulfilled need for a mother-daughter rela-
   tionship that interferes with her vocational pursuits; de-
   pendency.

3. She is extremely slow and falls asleep on the job.

4. Her appearance and grooming are poor.

5. She is moody and has outbursts of temper; seizures inter-
   fered with her work.

6. She has never made a heterosexual adjustment.

7. She has been institutionalized for many years and reflects
   the institutional syndrome.
INDIVIDUAL CASE SUMMARY DATA

Subject: Betty Lee
I.Q.: 62 on Stanford-Binet, Form L
Birthdate: 4-27-32, 31 years
Age at commitment: 15 years
Age at Halfway House placement: 27
Basis of commitment: Excessive interest in boys; feeblemindedness
Present Status: Transferred to another institution

Other Significant Data

Betty Lee came from a fairly good home in terms of stability and parental interest in her welfare. She has a twenty-year-old brother who lives with her mother, and a married sister who has shown an interest in her. Eight years ago her mother took Betty Lee home for a trial visit with the idea of possibly keeping her. She was returned to the institution in less than three months because of sexual promiscuity. Aside from rheumatic fever ten years prior and periodic gynecological complaints, her medical history was within normal limits. A psychological report mentioned that she was unsure of herself in male-female relationships and was wary of entering into new relationships other than on a superficial level. She attended public schools four years and reached the second grade. She could neither read nor write when she was admitted to the institution. She attended the Academic School until 1957, where her scores on the Stanford Achievement Test yielded a battery median of 2.3. She writes neatly and legibly. Betty Lee had
a housekeeping assignment for several years. Her first vocational training assignment was as a teacher's assistant. The teacher said Betty Lee was very imaginative and capable working with her hands, was patient and kind to children and learned quickly. She needed improvement in her grooming and in her relationships with boys.

Selection from Cottage for Halfway House

As a prospect for Halfway House, Betty Lee had several factors operating to her advantage. She was an attractive, normal-looking young woman with light hair, grey eyes, and a neat figure. She had been out in the community with friends frequently and knew how to behave in public. She also had a sympathetic nature and was not a behavior problem at her cottage. Her record as a worker in the institution had been very satisfactory. Her progress and behavior at the Academic School had been satisfactory. She was careless in her grooming, did not fix her hair attractively, did not like to brush her teeth, and would have lipstick on her teeth. The counselor, whose office was in the same building as the classroom where Betty Lee worked, noted that at times she showed evidence of emotional instability as a result of seemingly minor incidents, and also definite paranoid symptoms. Another shortcoming was her egocentric attitude and her lack of consideration for others. Heterosexual adjustment was foreseen as a serious problem for her in Halfway House, and the need for counseling in this area was considered essential. Boys had always been attracted to her and fought for the opportunity to give her presents and pay her small attentions.
Orientation and Adjustment Period at Halfway House

Betty Lee continued with her campus assignment as teacher's assistant, and after 14 months of excellent work, her behavior became very unstable. She had temper tantrums and neglected her duties. Houseparents complained that she mistreated her boy friend. She was put on restrictions, but not until the counselor and Assistant Coordinator of Vocational Training gave her two weeks in which to show an improvement on her job did she revert to her previous pattern of excellent work. Grooming continued to be a problem. She had to be reminded about ostentatious jewelry, tight dresses and very black eyebrow pencil. The campus beauty shop trainer had to be consulted for help with Betty Lee's 'stiff and unmanageable hair, a result of frequent dying.

First Part-Time Employment

Betty Lee was placed on various approved part-time jobs doing housework. Her work was considered satisfactory and her attitude good. She was placed as an assistant in a nursery connected with a bowling house. The owners considered Betty Lee to be a sweet person but they complained about her windblown hair, her gum chewing, and her forgetting to wear makeup. Betty Lee phoned the counselor one day to say a maintenance man at the nursery attempted to rape her. The counselor's investigation revealed that Betty Lee was not entirely innocent in the matter. She had played up to the male employees and had been reminded about her provocative postures. She had also been indiscreet and was in the habit of telling everyone her business even when it was not to her advantage.
Much counseling followed on sex and relationships with men. She was placed temporarily in the campus dining hall where her work performance was excellent. However, she soon regressed to previous poor behavior; she played sick, used coarse language, and said people were watching her.

**First Full-Time Employment**

In an effort to encourage responsibility, she was placed by the Vocational Rehabilitation Service as a trainee in a photography studio. She at first did a creditable job with tinting, and the plan was for her to do this for two months and then to learn another process. The employer and his wife liked Betty Lee because she took criticism well and had a sense of humor. Then her heterosexual problem emerged again. First her boyfriend appeared at work, then she reported that the bus driver had made suggestive remarks to her, that a young man followed her almost daily, and intimated that her employer had been too personal with her. A few weeks later training was terminated when the employer went out of business.

**Employment in Other Jobs**

A training program was set up with another photographic studio. This job lasted three months. Her employer said she had a natural eye for what was good, would do excellent work at times, and at other times would seem to forget everything she had learned. He also complained because she was too familiar with other employees, mangled names, disrespected closed darkroom doors, and had body odor. When training terminated she again did part-time work in homes and also had a part-time job in the stockroom of a five-and-dime store. This was her first
public job and more was demanded from her in this situation. She responded by crying on the job and eavesdropping. She was nervous and thought others were talking about her. The counselor learned that many of her emotional problems stemmed from her difficult relationships with the houseparents, and in particular the housefather, which were solved when the houseparents left the institution. She worked a few days a week in a motel, and then followed through on a lead and obtained her own full-time job at a laundry. She worked there for a year and was laid off in a summer slack season. The manager said Betty Lee was slow, but pleasant and dependable, and hence she was kept on. The counselor learned later that she was again getting involved with men and was indiscreet in what she told co-workers. She developed a reputation that followed her on subsequent jobs. She obtained her next laundry job through the United States Employment Service. The owner discharged her for what he termed loose morals. An investigation by the counselor revealed that there was no factual basis for the rumors he had heard. Betty Lee was counseled about men, her indiscreet and indiscriminate talking, and arguing with the employer. Her next laundry employer was satisfied with Betty Lee. She left after two months to accept a furlough situation. For the year she was working at the laundries Betty Lee lived with a nurse in a furlough agreement in which Betty Lee paid for room and board. The nurse gave Betty Lee much of her time, understanding and affection. Betty Lee had a number of boy friends that year. The counselor could see no value in forbidding her to see men, and that this, in fact, would work against her habilitation. Another
serious problem was her inability to save money. Her periodic whims for hair dyes and clothes depleted her bank account.

First Furlough Situation

She was placed at a nursing home where she was paid a salary in addition to room, board and laundry. With the exception of one temper tantrum during her first few weeks, her work has been considered satisfactory. The owners and supervisor gave her much understanding and affection. In accord with a promise to the counselor, Betty Lee phoned when a boy friend came to town and when she met a cab driver who wanted to date her. For several months she was being treated for a stomach disorder. An examination revealed she was pregnant. After the birth of her child she was transferred to another institution for the retarded. She admitted to the counselor that she had had many previous sexual experiences over the years, but she did not believe she could become pregnant.

Positive Forces in Betty Lee’s Vocational Adjustment

1. Betty Lee is talented with her hands; she is a capable, fast worker.

2. She has a pleasant disposition and is diplomatic in personal relationships.

3. She makes friends easily on the job and in the community.

4. She is attractive; has a normal appearance.

5. She is mentally capable of learning to do most jobs selected for her.

6. She is capable about practical aspects of living; she knows the community and can travel independently.
Negative Forces in Betty Lee's Vocational Adjustment

1. She was unable to handle heterosexual relationships; promiscuous.
2. She was careless in grooming.
3. She was unable to save money.
4. Paranoid symptoms have been noted over the years; emotional instability.
BIOGRAPHICAL SKETCH

Evelyn Bukowska Hellinger was born on October 30, 1921, in Milford, Massachusetts. She attended public schools in Boston and Yonkers, New York. She received a Bachelor of Arts degree in June, 1955, from New York University where she majored in Psychology. She taught for four years in the Rayfield School and the Glen Oaks School in New York, and during this time attended Hunter College, Queens College, and the Bank Street College of Education. She completed her Master's degree in Rehabilitation Counseling in the College of Health Related Services, University of Florida, in August, 1960. She was a research assistant with Dr. Arthur Combs on a federal research project concerned with children's self-perceptions. She taught kindergarten one year in the P.K. Yonge Laboratory School, University of Florida. She held a position as Girls' Habilitation Counselor at the Sunland Training Center in Gainesville, Florida, and in January, 1965, became its Coordinator of the Special Training School.

Her professional organizations include the Council for Exceptional Children, the American Association for Mental Deficiency, and the National Rehabilitation Association. She is married to Joseph W. Hellinger, and has two children, Nadya and Frederick.
This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

December 21, 1963

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Dean, College of Education

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