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**A STUDY OF NON-MANUAL VOCATIONAL ADJUSTMENT OF TWENTY-FIVE
1970-1971 WORK EXPERIENCE PROGRAM GRADUATES**

**A Thesis
Presented to
the Faculty of the Graduate School
University of Nebraska at Omaha**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
William E. Chaney
July 1972**

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Accepted for the faculty of The Graduate College
of the University of Nebraska at Omaha, in partial fulfill-
ment of the requirements for the degree Master of Arts.

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WEC

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
 Chapter	
1. BACKGROUND OF THE STUDY	1
PURPOSE OF CHAPTER 1	1
THE WORK EXPERIENCE PROGRAM	1
INTRODUCTION	4
STATEMENT OF THE PROBLEM	5
HYPOTHESES	5
ASSUMPTION	6
SIGNIFICANCE OF THE STUDY	7
DEFINITIONS OF TERMS	8
DELIMITATIONS.	10
PROCEDURES FOR COLLECTION OF DATA.	10
PROCEDURES FOR TREATMENT OF DATA	11
ORGANIZATION OF THE REMAINDER OF THE STUDY.	14
2. REVIEW OF RELATED LITERATURE	15
PURPOSE OF CHAPTER 2	15
RELATED LITERATURE	16
Vocational Adjustment of the Mentally Retarded	16
Vocational Adjustment of Work Orientation Program Participants	21

Chapter	Page
3. PROCEDURES FOR COLLECTION AND TREATMENT OF DATA	25
PURPOSE OF CHAPTER 3	25
PROCEDURES FOR COLLECTION OF DATA	25
PROCEDURES FOR TREATMENT OF DATA	29
4. RESULTS OF THE STUDY	33
PURPOSE OF CHAPTER 4	33
THE EMPLOYEES AND THEIR JOBS	33
RESULTS OF THE STUDY	36
Results of Employee Interviews	36
Results of Parent Interviews	39
Results of Employer Interviews	42
Results of Area Evaluator Interviews	44
Composite Results	45
Work Experience Program Recommendations.	51
5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH	56
PURPOSE OF CHAPTER 5	56
SUMMARY OF THE STUDY	56
SUMMARY OF RESULTS	57
CONCLUSIONS.	63
RECOMMENDATIONS.	69
Channels of Communication	70
Type of Job Available for Placement.	74
AREAS FOR FURTHER RESEARCH	74
BIBLIOGRAPHY	78
APPENDIXES	83

Chapter	Page
A. Letter of Endorsement from Mr. Samuelson	84
B. Letter of Endorsement from Mr. Lane.	85
C. Letter of Endorsement from Mr. Hesselink	86
D. Employee's Interview Sheet	87
E. Parent's Interview Sheet	88
F. Employer's Interview Sheet	89
G. Area Evaluator's Sheet	90
H. Interview Responses.	91

LIST OF TABLES

Table	Page
1. The Employees and Their Jobs	35
2. Deficiencies in Non-Manual Skills of Twenty-five Employees, As Related by the Employees, Their Parents, Their First Employer, and Their Area Evaluator	46
3. Number of References Made by the Employees, Parents, Employers, and Area Evaluators to a Particular Vocational Adjustment Problem	52

Chapter 1

BACKGROUND OF THE STUDY

PURPOSE OF CHAPTER 1

Chapter One presents the background of the study and a general description of the study. Included in this chapter are: (1) an explanation of the Work Experience Program, (2) an introduction to the study, (3) the statement of the problem studied, (4) the hypotheses on which the research were based, (5) an assumption of the results of the study, (6) the significance of the study, (7) definitions of terms used in the study, (8) delimitations assigned to the study, (9) procedures used in collection of data, and (10) procedures used in the treatment of data. Chapter One concludes with a brief overview of the organization of the remainder of the study.

THE WORK EXPERIENCE PROGRAM

The Work Experience Program was begun in 1965 as a research demonstration project involving the Special Education Department of Omaha Public Schools, the Nebraska Division of Vocational Rehabilitation, and Goodwill Industries of America. The purpose of the program is to prepare retarded students with intelligence quotients between fifty

and eighty-five to make a successful transition from the sheltered environment of a classroom to the world of work.¹

The Work Experience Program serves high school students sixteen years of age and older from special education classes of Omaha Public Schools. The students attend North, South, and Technical High Schools. At Technical High School students enter the program upon referral by the special education teacher, but at North and South High Schools the students are required to enter the program upon reaching their junior year. The student is then enrolled for a half-day of special education classes together with a half-day of work experience at Goodwill Industries.²

During the first phase of the program the students' skills and weaknesses are assessed through a variety of tests. The students are then placed at various work stations for two-week intervals. They are placed at only those stations in which the tests have shown they are physically and mentally capable of performing the necessary skills. Two, three, or more students are placed at a work station under the supervision of individuals knowledgeable in a particular skill. The students receive only enough skill training at each work station to provide a base for

¹James P. Lane, Omaha Public Schools Work Experience Program. (Omaha: Department of Special Services, 1968), p. 1.

²Statements by Philip H. Hesselink, personal interview, March 12, 1972.

evaluation. This first phase of the program usually lasts about eighteen weeks depending upon the students' abilities.³

The students are evaluated at each work station by an area evaluator. The area evaluator also counsels the students and helps to determine on the basis of individual progress when the students are ready for the second phase of the program.⁴

The second phase of the program is placement by the Job Placement Specialist on a job in the community on a half-day basis. The specialist arranges personal interviews between the students and the prospective employers. During their employment the students are visited periodically and counseled by the placement specialist. The students may continue on half-day placement until graduation from high school, or they may switch to full-time work. If the student chooses full-time work, he discontinues school attendance and earns credits toward graduation through his job.⁵

In review, the Work Experience Program provides the students with "a chance to explore possible vocations, gain work experience, and provide an opportunity for vocational evaluation."⁶

³Lane, op. cit., p. 35.

⁴Ibid., p. 8.

⁵Ibid., p. 35.

⁶Ibid.

INTRODUCTION

Increasingly, employers are coming to realize the advantages of hiring properly trained and qualified mentally retarded workers. According to the President's Committee on Mental Retardation, "Many retarded workers are performing quite well on the job--considering that some have never worked before and considering that the fast-moving world of business and industry must seem strange to them."⁷

Yet because there have been failures, our concern must be with them.⁸ Why have they failed? And more importantly, where have we, as educators, vocational counselors, employers, and parents, failed them? In developing programs for vocational orientation of mentally retarded youth it is essential that the reasons for failure of individuals on vocational placement be made known and considered.

Before these questions can be answered, the factors which contribute to job success or failure must first be determined. Bernard Rosenberg, past chairman of the Vocational Rehabilitation Committee of the National

⁷President's Committee on Mental Retardation, These, too, Must Be Equal (Washington: U.S. Government Printing Office, 1969), p. 4.

⁸Ibid.

Association for Retarded Children, has indicated that the key to job success seems to be adjustment.⁹

"In the vocational adjustment of the mentally retarded there are naturally a series of critical intervals or periods of adjustment. These successive crises reach their climax in that final episode of actual try-out on the job; this is the critical period of success or failure in job adjustment"; this is the period with which this study is concerned.¹⁰

STATEMENT OF THE PROBLEM

The purpose of this study was to identify, according to the employees, parents, employers, and area evaluators, those deficiencies in non-manual skills that created problems in vocational adjustment severe enough for job termination on the first job for a group of twenty-five educable mentally retarded employees who had participated in the Work Experience Program of Omaha Public Schools.

HYPOTHESES

The hypotheses were:

⁹ Bernard Rosenberg, A New Source of Manpower: The Mentally Retarded (Washington: Society for Personnel Administration, 1967), p. 1.

¹⁰ Ralf A. Peckham, "Problems in Job Adjustment of the Mentally Retarded," American Journal of Mental Deficiency, LVI, October, 1951, p. 448.

1. The employees would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study.

2. The parents would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study.

3. The employers would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study.

4. The area evaluators would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study.

ASSUMPTION

For the purpose of this study the assumption was made that the employees, parents, employers, and area evaluators would indicate that the employees' manual skills were sufficient for the retention of their first jobs and that the problems in vocational adjustment were caused by an inability to cope with the non-manual aspects of employment.

SIGNIFICANCE OF THE STUDY

Selection of this area as the topic for investigation was suggested by Mr. James P. Lane, Project Co-ordinator of the Work Experience Program of Omaha Public Schools. He noted that many studies have been done on the actual training of students for vocational placement, but few studies have been done on why these students fail to adjust satisfactorily on their first job after successfully completing the vocational orientation period.¹¹

He further stated that he was always seeking new ways in which the present program could be improved to insure a better chance of success for the students. At present, in the period between successful completion of work experience at Goodwill Industries and graduation from the Work Experience Program, 79.5 percent of the students who graduated failed on their first placement. In other words, at least one additional job had to be found for forty-nine of the sixty-two graduates.¹²

With a failure rate of four out of every five on job placement it seemed that attempts needed to be made to discover the causes for the high failure rate. If the Work Experience Program was to fulfill its objective of orienting

¹¹Statement by James P. Lane, personal interview, July 21, 1971.

¹²Ibid.

the mentally retarded student to a stable vocational future, examination of the reasons behind the 79.5 percent failure rate needed to be made.¹³

DEFINITIONS OF TERMS

The definitions of some of the terms used throughout the study should be of value in visualizing and understanding the nature of the investigation. The definitions follow:

Area Evaluator

In this study the term, area evaluator, referred to the Work Experience Program personnel responsible for evaluating the students at Goodwill Industries of America.¹⁴

Deficiencies in Non-manual Skills

Deficiencies in non-manual skills in this study were inadequacies in those activities in which the employee had to engage during his job but which did not involve his actual performance of the job.¹⁵

Educable Mentally Retarded

The mentally retarded subjects of this study were "those with the capacity to be trained for work and to hold

¹³Ibid.

¹⁴Ibid.

¹⁵Leon H. Hickman, Jr., "A Foundation for the Preparation of the Educable Child for the World of Work," Training School Bulletin, LXIV (May, 1967), 39.

productive jobs when properly placed." The term "educable" referred to those with intelligence quotients between fifty and eighty-five.¹⁶

Employee

In this study the Work Experience Program participant was referred to as an employee after placement on a job.

Student

In this study the Work Experience Program participant was referred to as a student until placement on a job.

Vocational Adjustment

Vocational adjustment was defined as the capability of the employee to meet successfully the employer's manual and non-manual standards of employment.¹⁷

Work Experience Program

The Work Experience Program involves a co-operative agreement and effort among three agencies, Omaha Public Schools, Nebraska Division of Vocational Rehabilitation, and Goodwill Industries of America. Its goals and procedures

¹⁶William A. Fraenkel, Guide to Job Placement of the Mentally Retarded (Washington: U.S. Government Printing Office, 1964), p. 3.

¹⁷Statement by Philip H. Hesselink, personal interview, May 5, 1972.

are directed toward easing the school-to-work transition for its student trainees.¹⁸

DELIMITATIONS

Participants in the study were limited to the sixty-two students who had graduated from the Work Experience program of Omaha Public Schools at the end of the 1970-1971 school year. In addition, participants were limited to those employees who had failed on their first job placement. A random sample of twenty-five of the forty-nine graduates who had failed at their first job placement was used as the test group. The results and conclusions of the investigation are meant to pertain only to these twenty-five participants in the Work Experience Program in Omaha.

PROCEDURES FOR COLLECTION OF DATA

The following steps were taken in the collection of data for the study:

1. Permission to conduct the investigation was obtained from Mr. Dale Samuelson, Assistant Superintendent of Omaha Public Schools; Mr. James P. Lane, Project Co-ordinator of the Work Experience Program; and Mr. Philip H. Hesselink, counselor from the Nebraska Division of Vocational Rehabilitation. (Letters of endorsement appear in Appendixes A, B, C.)

¹⁸James P. Lane, Work Experience Program (Omaha: Department of Special Services, 1968), p. 1.

2. Questions used to interview the employees, parents, employers, and area evaluators were formulated. (Copies of the interview questions appear in Appendixes D, E, F, G.)

3. Work Experience Program records were used to obtain the employees' addresses and telephone numbers, as well as the names, addresses, and telephone numbers of their parents. In addition, the employees' records revealed the names, addresses, and telephone numbers of their first employers.

4. The telephone was used to make initial contact with the employees, parents, employers, and area evaluators and to arrange interviews with those that were co-operative.

5. The interviews with the employees, parents, and employers were conducted individually; whereas, those with the area evaluators were conducted as a group. These procedures will be discussed in more detail in Chapter Three, Procedures for Collection and Treatment of Data.

PROCEDURES FOR TREATMENT OF DATA

The following procedures were followed in treating the data collected in the interviews:

1. The data concerning deficiencies in non-manual skills were first treated independently.

a. The deficiencies in non-manual skills related by the employees were placed in analogous groups and assigned headings.

b. The deficiencies in non-manual skills related by the parents were placed in analogous groups and assigned headings.

c. The deficiencies in non-manual skills related by the employers were placed in analogous groups and assigned headings.

d. The deficiencies in non-manual skills related by the area evaluators were placed in analogous groups and assigned headings.

e. Each of the four groups' responses were listed and ranked by frequency.

2. The data were then treated jointly by combining the four lists and ranking them by frequency.

3. Three tables were compiled from the combined data.

4. The verbatim comments of the employees, parents, employers, and area evaluators to the pertinent interview questions were recorded. (They are included in Appendix H.)

5. The data concerning suggestions for improvements of the Work Experience Program were first treated independently.

a. The suggestions for improvements related by the employees were listed and ranked by frequency.

b. The suggestions for improvements related by the parents were listed and ranked by frequency.

c. The suggestions for improvements related by the employers were listed and ranked by frequency.

d. The suggestions for improvements related by the area evaluators were listed and ranked by frequency.

6. The data were then treated jointly by combining the four lists and ranking them by frequency.

7. The data concerning deficiencies in non-manual skills were analyzed in reference to the statement of the problem and the hypotheses.

a. The problems in vocational adjustment as related by the employees were listed and compared with the definition established for non-manual skills. This was done to discern whether the problems mentioned by the employees met the conditions to be classified as deficiencies in non-manual skills.

b. The problems in vocational adjustment as related by the parents were listed and compared with the definition established for non-manual skills. This was done to discern whether the problems mentioned by the parents met the conditions to be classified as deficiencies in non-manual skills.

c. The problems in vocational adjustment as related by the employers were listed and compared with the definition established for non-manual skills. This was done to discern whether the problems mentioned by the employers met the conditions to be classified as deficiencies in non-manual skills.

d. The problems in vocational adjustment as related by the area evaluators were listed and compared with

the definition established for non-manual skills. This was done to discern whether the problems mentioned by the area evaluators met the conditions to be classified as deficiencies in non-manual skills.

8. The data concerning suggestions for improvements in the Work Experience Program were used in discussing possible solutions to the vocational adjustment problems experienced by the employees. These procedures will be discussed in more detail in Chapter Three, Procedures for Collection and Treatment of Data.

ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter Two presents a review of related studies. Chapter Three presents the procedures used for the collection and treatment of the data. Chapter Four presents the results of the interviews with the employees, parents, employers, and area evaluators involved in the study. Chapter Five presents summaries of the study and of the results of the study. Recommendations and recommendations for further research are offered.

Chapter 2

REVIEW OF RELATED LITERATURE

PURPOSE OF CHAPTER 2

Chapter Two presents a review of studies and writings relating to the vocational adjustment of the mentally retarded. Information was gathered in a search of the Educational Resource Information Center, the Education Index, and bibliographies of related studies. Letters and information were received from the President's Committee on Mental Retardation and the State of Michigan Department of Education, Division of Vocational Rehabilitation.

During the last decade there has been increased emphasis on providing facilities, materials, and personnel for orienting the mentally retarded student to make the transition from the classroom to the world of work.¹⁹ However, questions still need to be asked about how the mentally retarded function in our work-oriented society and what factors appear to contribute to their vocational success or failure. Perhaps the clearest picture of reasons for

¹⁹Linda Christinger Vande Garde (ed.), Post High School Adjustment of the Educable Mentally Retarded (Des Moines: State Board of Public Instruction, 1971), p. 1.

vocational success or failure can be gained by citing some statistics gathered by various researchers.

In this review of literature, the intent is not to establish rigid determinants for the success or failure of retarded individuals. Of interest are factors in their schooling, work experience, and employment that might add to or detract from their eventual success.

Because of the recent origin of work orientation programs there have been only a few follow-up studies done on the vocational adjustment of individuals who have participated in them. Much of this work was initiated in state institutions and is only now being incorporated into our public school systems.

This review of related literature is presented in two parts. The first part contains a review of studies on the vocational adjustment of the mentally retarded in general. The second part contains a review of studies on work orientation programs.

RELATED LITERATURE

Vocational Adjustment of the Mentally Retarded

One of the first factors considered in reference to the mentally retarded was the correlation between intelligence and job success. The findings of Brainerd,²⁰

²⁰Ben R. Brainerd, "Increasing Job Potential for the Mentally Retarded," Journal of Rehabilitation, XX (March-April, 1954), pp. 4-6.

reinforced in a later study by Cowan and Goldman,²¹ revealed that the intelligence quotient and job success were not correlated. Their data showed that neither intelligence quotient nor formal education were valid predictive devices for vocational success.

"The most important qualities to be instilled in a student, if he is to be a success are social skills, rather than academic knowledge," stated Porter and Milazzo.²²

Other research has concurred with their finding. Windle, Stewart, and Brown analyzed the vocational failures of mental retardates who had been institutionalized. They found that inadequate interpersonal relations and social skills accounted for the greatest percentage of job failures.²³

Collman and Newlyn were interested in the factors of vocational failure among retarded adults. Collman and Newlyn studied thirty-five subnormal ex-pupils in England. They wrote that 51 percent failed due to character defects

²¹Lawrence Cowan and Morton Goldman, "The Selection of the Mentally Deficient for Vocational Training and the Effect of the Training on Vocational Success," Journal of Consulting Psychology, XXIII (February, 1959), pp. 79-84.

²²Rutherford B. Porter and Tony C. Milazzo, "A Comparison of Mentally Retarded Adults Who Attended Regular School Classes," Exceptional Children, XXIV (May, 1958), pp. 410-412, 420.

²³Charles D. Windle, et al., "Prognosis for Mental Subnormals," American Journal of Mental Deficiency, Monograph Supplement, LXVI (July-May, 1961-1962), pp. 1-180.

causing unreliability on the job, 26 percent were inefficient in their work, and 11 percent had temperamental instability. Bad conduct or personality problems accounted for the majority of all the failures.²⁴

Research on eighty mentally retarded adults with job adjustment problems was carried out by Peckham. He drew up a rank order of commonality of occurrence of problems. Most prevalent was a lack of acceptance by fellow workers. Their joking and ridicule was a major problem. Tied in with this ridicule was the second most common reason for failure, the lack of social and vocational sophistication on the part of the retardate. Their naiveté was displayed through a disregard for punctuality, difficulties with transportation, and impropriety of dress. Salary dissatisfaction caused many to quit. Many students had problems because they could not budget the funds they did have. Lack of job initiative and responsibility were ranked next, followed by capricious reasons for quitting which apparently showed no conception of what it meant to be unemployed.²⁵

Several quit their work due to status anxiety on the part of their parents. The parents could not tolerate

²⁴R. D. Collman and D. Newlyn, "Employment Success of Educationally Sub-Normal Ex-Pupils in England," American Journal of Mental Deficiency, LX (July-April, 1955-1956), pp. 733-743.

²⁵Ralf A. Peckham, "Problems in Job Adjustment of the Mentally Retarded," American Journal of Mental Deficiency, XLVI (October, 1951), pp. 448-453.

members of their families working at menial tasks. The subjects themselves often expressed feelings that they were capable of better jobs than they held. At the end of his ranking, Peckham listed family overprotection as a detriment to only a small number of the subjects.²⁶

Another researcher who has shown concern with job problems is Kolstoe. He stressed that the greatest success is experienced by those who are cheerful, cooperative, respectful of their supervisors, punctual, able to mind their own business, and show initiative. He also considered the quality and care of the work that was done to be important. Clients who came from families that empathized with them, as well as those who enjoyed good health, were more successful vocationally.²⁷

The recurrent theme of the importance of the individual's personal traits and characteristics was emphasized by Coakley²⁸ and Stephens, Peck, and Veldman.²⁹ They found

²⁶Ibid.

²⁷O.P. Kolstoe, "An Examination of Some Characteristics Which Discriminate Between Employed and Not-Employed Mentally Retarded Males," American Journal of Mental Deficiency, XLVI (November, 1961), pp. 472-482.

²⁸Frances Coakley, "Study of Feeble-Minded Workers Employed in War Industries," American Journal of Mental Deficiency, L (October, 1945), pp. 301-306.

²⁹Will Beth Stephens, J.R. Peck, and Donald J. Veldman, "Personality and Success Profiles Characteristic of Young Adult Male Retardates," American Journal of Mental Deficiency, LXXIII (November, 1968), pp. 405-413.

that success was more easily attainable for those displaying traits of dependability on the job, getting along with other workers, acceptance of criticism, interest in the job, and attempting to do their best.

Those who failed were also criticized for their bad work habits linked with social skills. If they talked too much, were not punctual, or could not follow directions, they seemed to have problems. As indicated by Stephens, Peck, and Veldman, those who failed were more negative in regard to themselves, their jobs, their employers, and their parents. In turn, they were viewed more negatively by these people.³⁰

Similarly, Engel emphasized social abilities. She felt that work readiness, strength, and stamina were important to employability. Yet, social attitudes and personal adjustment were first necessary if job success was to be complete.³¹

The focus of some researchers was on the employer's opinion. Those interviewed by Peterson complained about lack of effort and punctuality, inability to get along with fellow workers, and failure to adjust to working conditions. Almost the same reasons for failure were found by Angelo in

³⁰ Ibid.

³¹ Anna M. Engel, "Employment of the Mentally Retarded," American Journal of Mental Deficiency, LVII (October, 1952), pp. 243-267.

in an earlier study. Poor punctuality, failure to adjust to working conditions, and a lack of continued effort on the part of the worker had interfered with success.³²

Another group of employers agreed that ability to stick to the job at hand, dependability, honesty, and skill at getting along with fellow workers were necessary (Porter and Milazzo). They emphasized the point that the social skills were much more important than any specific job training available.³³

Thus far the focus of this review of related literature has been the vocational adjustment of mentally retarded individuals in general; that is, the student and adult, the institutionalized and the non-institutionalized, the trainable and the educable.

Vocational Adjustment of Work Orientation Program Participants

Only a few follow-up studies have been done on the vocational adjustment of individuals who have participated in work orientation programs. Among the earliest was one by Cohan in 1959. He analyzed the vocational failure of fifty-seven young (eighteen to twenty), educable mental retardates whose job placement had come through their school. Their

³²Leroy Peterson, "The Mentally Retarded As Citizens" (unpublished Doctor's dissertation, State University of Ohio, 1959).

³³Porter, op. cit., p. 420.

school was an institution, the Edward R. Johnstone Training and Research Center. It might be noted that the structure of this program closely parallels that of the Work Experience Program of Omaha Public Schools, except that the students reside with their families.³⁴

Cohen found that 33 percent of the students experienced some difficulty in the community rather than the job itself. The skill and strength demands were no problem for the majority. The problems they did experience were varied. Pilfering, sexual problems, and altering a check were mentioned. Almost 30 percent of the subjects returned to the institution for reasons over which they had no control. Parental objections to the job placement, substandard living conditions, and a lack of money to pay for medical expenses forced termination for some. Poor attitudes with regard to the job were a major reason for return. A lack of readiness for employment by the students and subsequent difficulty in adjustment were demonstrated by immature, lazy, and vulgar behavior.³⁵

Cohen stated that the results of the study showed that, although the student had participated in a work orientation program, the reports pointed to the need for

³⁴Julius S. Cohen, "An Analysis of Vocational Failures of Mental Retardates Placed in the Community After a Period of Institutionalization," American Journal of Mental Deficiency, LXV (November, 1960), pp. 371-375.

³⁵Ibid.

developing techniques to instill a feeling of job responsibility on the part of the student while he is in the training program.³⁶

In a later writing, Cohen further states that it is important to recognize that vocational failures of retardates do not usually stem from their inability to perform the vocational skills necessary for a job. Their failures are due rather to other factors, such as inability to socialize, to follow directions, or to adjust to the working situation. Therefore, the training program should focus on general, rather than specific skill training. In other words, the training should stress attributes that are necessary in any type of work.³⁷

Neuhaus reached the same conclusions. He studied the vocational adjustment of fifteen educable mentally retarded students who had taken part in a pre-vocational program. He found that the most important aspect of a worker's ability to succeed was related to social skills. The most important skills were those necessary for successful adjustment with co-workers and supervisory personnel.³⁸

³⁶Ibid.

³⁷Francis E. Lord, Institutes of Work Education for Mentally Retarded Youth (Los Angeles: California State College, 1964).

³⁸E. C. Neuhaus, "A Unique Pre-Vocational Program for Educable Retardates," Mental Retardation, III (August, 1965), pp. 19-21.

Kolstoe stated that failure in initial placement is undoubtedly due to many causes. A program may train a worker, but he is still responsible for his own performance on the job. Also, even if the worker is well motivated and the training has been adequate, the worker has to relate to the other people in order to work well. Their acceptance and his perception of them are intangibles that are quite important.³⁹

The intent of this review of literature has been to examine what previous studies have uncovered concerning the vocational adjustment of the mentally retarded and the vocational adjustment of mentally retarded students who have participated in work orientation programs. Almost every study relating to reasons for not remaining on a job indicated that there is a more direct relationship between attitude and habits and job success than between ability to perform and success.

³⁹Kolstoe, op. cit., p. 482.

Chapter 3

PROCEDURES FOR COLLECTION AND TREATMENT OF DATA

PURPOSE OF CHAPTER 3

Chapter Three presents the procedures that were used in the collection of data for the study. In addition, it presents the procedures that were followed to treat the data in the study.

PROCEDURES FOR COLLECTION OF DATA

The initial step in the collection of data for the study was to secure permission to conduct the investigation and use pertinent records. Permission was obtained from Mr. Dale Samuelson, Assistant Superintendent of Omaha Public Schools; Mr. James P. Lane, Project Co-ordinator of the Work Experience Program; and Mr. Philip H. Hesselink, counselor from the Nebraska Division of Vocational Rehabilitation. (Letters of endorsement are included in Appendixes A, B, C.)

The next step was to confer with the Job Placement Specialists to find out the names of those who had failed to succeed after placement on their first job. The Job Placement Specialists composed a list of the sixty-two 1970-1971 graduates of the Work Experience Program and indicated forty-nine who had failed on their first job placement. The twenty-five participants in the study were picked at random

from this list in the following manner. Each of the forty-nine employees was assigned a number. The numbers were written on slips of paper, placed in a container, and scrambled. Twenty-five slips of paper were withdrawn from the container and matched with the name assigned to that number. The twenty-five names were compiled into a list, and their Work Experience Program files were located and examined to obtain information necessary to contact them (that is, addresses, telephone numbers, and parents' names).

Because of the limited ability of the mentally retarded to read and write comprehensively enough to understand and follow directions, the interview method was decided upon as the most accurate and usable method for collection of data from the employees.⁴⁰

Many factors can affect the adjustment of the mentally retarded employee, such as acceptance of one's own handicap, acceptance by the family and peers, the school situation, and the job placement. For this reason it was decided that the study could not be complete without gathering information from three additional sources, the employees' parents, the employees' first employers, and the employees' area evaluators.⁴¹

⁴⁰Albert M. Barrett, Ruth Ramos, and Jack Eiself, "Vocational Success and Attitudes of Mental Retardates Toward Work and Money," American Journal of Mental Deficiency, LXIV, July, 1960, p. 102.

⁴¹Bernard Posner, "Laundries Mark Retarded Workers 'OK,'" Manpower, I (November, 1969), p. 2.

The interview method was also decided upon for the collection of data from the parents, employers, and area evaluators for a variety of reasons: (1) people are usually more willing to talk than write, (2) it is usually easier to secure personal information, (3) the questions can be more fully explained, and (4) it seemed that there would be more security of a response to a request for a short interview than any other means of data collection.⁴²

Since the concern of the study was the problems in adjustment encountered by the employees on their first jobs, the questions posed in the interviews reflected this concern. The employees were asked what problems they encountered on their first job. The parents, employers, and area evaluators were also, in turn, asked what problems they believed the employees encountered on their first job. In addition, the employees were asked what they thought could be done to improve the Work Experience Program to help others avoid similar problems. Likewise, the parents, employers, and area evaluators were asked, based upon their experiences with the Work Experience Program, to offer suggestions for the improvement of the program. (Copies of the questions used to interview the employees, parents, employers, and area evaluators are included in Appendixes D, E, F, G.)

⁴²John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice Hall, 1970), pp. 186, 187.

With the completion of the data-gathering instruments, the next step was to arrange the interviews. Initial contact with the employees was via telephone because, as stated earlier, the mentally retarded have a limited ability to read and write comprehensively enough to understand and follow directions.⁴³ During the telephone conversations an explanation of who was calling and why their opinions were being sought was made. If the employee agreed to be interviewed, the date, time, and place for an interview were arranged. At the same time one of the employee's parents was asked to come to the telephone and was then told who was calling and the purpose of the call. If the parents proved co-operative, an interview was arranged.

During the time the initial contacts with the employees were being made, it was necessary to choose replacements for two of the twenty-five employees, as one had moved from the city and the other was hospitalized. The same procedures were followed to select the two replacements as were followed in the original selection.

Even though the interviews with the employees and the parents were conducted in the home and usually arranged at the same time, the interviews were conducted individually so that the responses of the participants would not be influenced by others present.

⁴³Barrett, op. cit.

After completion of the interviews with the employees and their parents, interviews were arranged with the employees' first employers. The names, addresses, and telephone numbers of the employers were obtained from the Work Experience Program files. The interviews were again arranged by telephone, for convenience, and the same procedures were used with the employers as with the employees and parents.

The final step in the collection of data was to interview the area evaluators. Arrangements were made through Goodwill Industries to meet with the area evaluators as a group to discuss the twenty-five employees who were subjects of the study. The meeting was held at Goodwill Industries because of its central location and the accessibility of records.

The collection of data was greatly facilitated by the cooperation of and interest shown by the individuals interviewed. The parents were especially cooperative and seemed genuinely concerned with the concept of the study. With the collection of the data completed, it was then necessary to mold it into usable form.

PROCEDURES FOR TREATMENT OF DATA

In order to arrange the data into usable form, the information obtained from each group was first treated independently and then jointly. The problems in adjustment as related by the employees were listed and placed in related

groups. Headings which reflected the nature of each group were assigned to aid in the listing and discussing of the problems in adjustment.

It was found that the problems in adjustment related by the employees could be placed under six headings. These six headings were: (1) difficulties with social or interpersonal relationships, (2) dissatisfaction with salary and/or hours, (3) problems with health or physical disabilities, (4) loss of interest in the job, (5) concern with job future, and (6) lack of vocational responsibility. In addition, the number of incidents cited under each heading was recorded, and the headings were ranked by frequency.

The same procedures were then followed for each of the three other groups, the parents, employers, and area evaluators. The responses of each of these groups were, in turn, divided into related areas and assigned headings. The areas and subsequently the headings used in listing and discussing each of the four groups were similar, except for the addition of two headings, slowness in comprehending and lack of job skills. The groups reflected a majority of the same headings. Lists, ranked by frequency, were also made of the responses from the parents, employers, and area evaluators. The four lists were then combined and frequency ranked.

A table listing the job titles, the number of employees associated with each title, and a description of the tasks each job entails was compiled. It appears as Table 1, page 35.

The headings assigned each related area were used to compile two tables. Table 2, page 46, shows the number of incidents cited under a particular heading for each of the four groups interviewed and the total number of incidents cited under each particular heading. Table 3, page 52, was compiled to illustrate what each particular group thought were the employees' problems in adjustment. The employees' names were arranged in alphabetical order, each name was assigned a letter of the alphabet, and each was then followed by the headings under which each group thought the employee's problem belonged. To give clearer meaning to the results of the research the verbatim comments of the employees, parents, employers, and area evaluators were recorded. (They are included in Appendix H.)

The next set of responses to be combined into usable form was the suggestions made by the four groups for the improvement of the Work Experience Program. Almost the same procedures were followed as with the ranking of the problems in adjustment. The suggestions made by each group were independently listed by frequency, and then the four lists were combined. Although the suggestions obtained from the interview questions were not used directly in the study, they did serve as vital information in formulating recommendations on what could be changed or modified in the Work Experience Program to assist the student in making a smoother transition from the program into an actual job situation.

With the composite lists made, the data could then be analyzed in reference to the statement of the problem, to identify, according to the employees, parents, employers, and area evaluators, those deficiencies in non-manual skills that created problems in vocational adjustment for a group of twenty-five educable mentally retarded employees who had participated in the Work Experience Program of Omaha Public Schools and who had failed to succeed after placement on the first job. Likewise, the data could also be used to analyze the four hypotheses. The analyses were executed by examining each of the eight areas related by each group in reference to the requirements established by the definition for deficiencies in non-manual skills. The results of the analyses appear in Chapter Four, The Results of the Study.

Chapter 4

RESULTS OF THE STUDY

PURPOSE OF CHAPTER 4

The findings in this study are presented in two parts. Chapter Four presents the results of the interviews with the employees, parents, employers, and area evaluators. The results deal with the problems in adjustment experienced by the employees on their first jobs. In addition, the recommendations for improving the Work Experience Program suggested by the four groups are presented. Chapter Five presents the conclusions and recommendations drawn from these results, as well as areas where further research seemed warranted.

THE EMPLOYEES AND THEIR JOBS

Twenty-five of the sixty-two graduates of the Work Experience Program of Omaha Public Schools made up the group of employees involved in the study. In addition, their parents, their first employers, and their area evaluators were interviewed. Eighty-nine of the one hundred possible opinions were secured. Two parents refused to be interviewed, one foster parent professed a lack of knowledge of the situation, one parent did not know of any specific problem experienced by the employee, and the area evaluators

reported that they knew of no apparent problems for six of the employees.

Six of the employees were employed as food preparation or food service workers. They performed the following tasks: preparing food, carrying soiled and clean dishes; sweeping, scrubbing, and other related janitorial duties. Four of the employees worked as hospital service workers performing general janitorial tasks. Four of the employees were employed as nursery and day care aides, changing and feeding babies and small children, and supervising playrooms and the playground. The three employees who were nursing home aides generally performed janitorial tasks with the exception of one girl who had been given special training in the preparation of patients for therapy. Unloading box cars and stacking and loading crates of furniture were the jobs performed by three employees employed as warehouse workers. Two of the employees were employed as car jockeys at a large automobile dealership and were responsible for delivering new cars, returning repaired cars, and moving cars into and out of the lots. Two employees worked at service stations, but one performed janitorial tasks, and the other was employed as an attendant, pumping gas, changing and fixing flats, changing windshield wipers, and going out on emergency service calls to start cars. One employee, employed as a furniture repairman, performed such tasks as sanding, painting, and refinishing furniture.

To give a clearer understanding of the type of jobs employees held as their first job placement, Table 1 presents

Table 1. The Employees and Their Jobs

OCCUPATION	NUMBER	JOB DESCRIPTION
Car jockey	2	Delivering new cars, returning repaired cars, and moving cars in the lots
Day care aide	4	Changing and feeding children, and supervising playrooms and the playground
Food service workers	6	Preparing food, carrying soiled and clean dishes, sweeping, scrubbing, and other related janitorial tasks
Furniture repairmen	1	Sanding, painting, and refinishing furniture
Gas station attendant	1	Pumping gas, changing and fixing flats, changing windshield wipers, and answering emergency service calls
Hospital service worker	4	Sweeping, scrubbing, and general cleaning tasks
Janitor--(service station)	1	Sweeping, scrubbing, and general cleaning tasks
Nursing home aide	3	Sweeping, scrubbing, and general cleaning tasks
Warehouse worker	3	Unloading box cars and stacking and loading crates of furniture

a list of the job titles, the number of employees associated with each title, and a description of the tasks each job entailed.

RESULTS OF THE STUDY

Following the selection of the twenty-five Work Experience graduates and the completion of interviews with them, their parents, their first employers, and their area evaluators, the first item of study was to define the most prominent problems that occurred following their initial placement on the job.

Results of Employee Interviews

The problems related by the employees were tabulated as follows:

1. Difficulties with social or interpersonal relationships
2. Dissatisfaction with salary and/or hours
3. Lack of vocational responsibility
4. Problems with health or physical disabilities
5. Concern with job future
6. Loss of interest in the job

Because these areas were general, a detailed examination of each follows:

Difficulties with social or interpersonal relationships. The most frequently mentioned problem of the

employees was in the area of social or interpersonal relationships. Seven of the twenty-five employees noted difficulties with either the employer or fellow employees. The difficulties ranged from a mild lack of understanding between the employer and the employee to a severe situation in which the employer supposedly spread "stories" that the employee took drugs and that a hypodermic needle and other drug equipment had been found hidden on the job. Similarly, difficulties with fellow employees ranged from comments of "I didn't get along with some of the people I worked with," to an instance where a stabbing resulted from an argument with another employee.

Dissatisfaction with salary and/or hours. Salary and/or hours dissatisfaction was the second most frequent problem as related by six of the twenty-five employees. Problems in this category ranged from complaints of not enough hours (employees in the Work Experience Program must work a minimum of eighteen hours per week to earn credits for the job) to one of too many hours (the employee was working fifty-nine hours per week). Two employees complained of inadequate salary.

Lack of vocational responsibility. Five of the twenty-five employees related that they experienced problems later classified as showing a lack of vocational responsibility. Among the problems reported were those reflecting dislike for some job tasks, apathy with job, and attitude

toward work. Two employees stated that they liked the job in general but disliked some of the job tasks involved. One of these employees employed at a drive-in restaurant disliked policing the parking lot but liked the rest of the job. In the other case, an employee at a service station enjoyed only that part of the job dealing with mechanics. Apathy toward the job was expressed by another two employees. Both felt the job was merely a means of making money, and neither employee was particularly enthusiastic about the job. Likewise, neither one could name anything specific that bothered him. Only one employee expressed the opinion that the work (busboy in a restaurant) was too hard, and he didn't like to work that hard.

Problems with health or physical disabilities.

Three of the twenty-five employees experienced health and/or physical problems as deterrent to vocational adjustment. Of the three, one had a physical handicap, and two experienced health problems which reduced their ability to perform the necessary job tasks. The physically handicapped employee had an underdeveloped arm and leg which caused difficulties in lifting the large, heavy pans used in the bakery in which he worked. Of the two individuals experiencing health problems, one employee had many absences from work due to appendicitis and a resulting appendectomy. The second was asthmatic and was exposed to fumes in the performance of his job in an oil refinery.

Concern with job future. Poor job future was mentioned by two employees as a problem. They reported that they had no problems performing the job (loading and unloading furniture), but they were not interested in this type of job for a future occupation because it becomes more difficult with age.

Loss of interest in the job. Two of the employees interviewed described their problems as simply becoming tired of the job. They basically liked the job and had no particular problems, but they were no longer interested in the job and were eager to move on to something new.

Results of Parent Interviews

The major problems in adjustment as related by the parents were as follows:

1. Difficulties with social or interpersonal relationships
2. Dissatisfaction with salary and/or hours
3. Problems with health or physical disabilities
4. Concern with job future
5. Loss of interest in the job

Although the problems expressed were basically the same as those expressed by their children, the parents' views were helpful in delving deeper into some of the problems mentioned and in introducing problems which their children were reluctant to express. To illustrate this, an explanation of the five categories follows.

Difficulties with social or interpersonal relationships. Again, the most frequently mentioned problem was social or interpersonal relationships. Eleven of the twenty-five parents felt that their children had difficulties in this area.

Six of the eleven cases dealt with employee-employer relationships. Specifically, one parent said that her son's employer had circulated rumors that her son was taking drugs and that he had found drug equipment hidden on the job premises. In another instance, the mother felt that her son had been taken advantage of by an employer who maintained him at a salary lower than others doing the same job. The employer, also, did not grant him fringe benefits, such as insurance, because he was in a training program.

The remaining five cases involved employee-employee relationships. Two of the parents were specific in discussing these problems. One mother told how her son suffered because the other employees teased him and called him a "dummy" because he was associated with Goodwill Industries. The other incident involved a knifing. The mother stated that her son was teased by another employee about being from Goodwill. He reported it to the manager, but nothing was done. The other employee continued to tease her son who one day lost his temper and as a result stabbed the other employee.

Disatisfaction with salary and/or hours. Four parents thought that their child's major difficulty was dissatisfaction with salary or hours. Among the problems experienced were three cases of too few hours (as mentioned previously, employees in the Work Experience Program must work a minimum of eighteen hours per week to earn credits for the job) and one case in which the mother reported that her daughter disliked having only one Saturday and one Sunday off a month.

Problems with health or physical disabilities. Health and/or physical problems were reported by three parents as the obstacles which prevented their children from adjusting satisfactorily to the job. Two of the parents reported problems with health. The mother of one employee stated that her son suffered from asthma and could not tolerate the fumes at his job in an oil refinery. In the other instance, the mother felt that her daughter adjusted poorly and subsequently lost her job because appendicitis and an appendectomy caused her to be absent from work frequently. In the third report, the problem was a physical handicap. The mother said that her son could not do the lifting involved in his job in a bakery because of a birth defect, a shortened arm and leg.

Concern with job future. According to their parents, two employees adjusted poorly because they were

concerned with their job future. One employee who was working as a grill cook at a carry-out restaurant liked the job for the present but felt he did not want to do that type of work indefinitely. In the other situation, the mother related that her son felt that he had been misled about his job future. He took the job as a car jockey at a large automobile dealership because he was led to believe that the employer would eventually train him to be a mechanic.

Loss of interest in the job. One mother reported that her daughter, who was employed at a nursing home for the elderly, simply lost interest in that type of work and wanted to try something different.

Results of Employer Interviews

The major problems in adjustment as related by the employers were as follows:

1. Difficulties with social or interpersonal relationships
2. Lack of vocational responsibility
3. Problems with health or physical disabilities
4. Slowness in comprehending
5. Lack of job skills

Following is an explanation of each of these areas.

Difficulties with social or interpersonal relationships. Eight of the twenty-five employers thought that the employees involved in the study lacked the maturity to

socialize successfully. Specifically, the employers mentioned inability to accept supervision, inability to communicate effectively, inability to make decisions when confronted with an unusual situation, and inability to control emotional stress.

Lack of vocational responsibility. Seven other employers felt that lack of vocational responsibility was the characteristic which prevented their employees from adjusting. The problems which created the most concern were absenteeism and tardiness. The employers stated that most of the employees performed sufficiently well on job tasks but that they could not be depended upon to arrive every working day and to come at the designated time.

Problems with health or physical disabilities. Three of the employers expressed the opinion that their employees suffered vocational maladjustment because they were physically unable to perform the job tasks. In addition, another employer stated that the individual he employed had health problems which caused frequent absences, as well as poor performance on the job.

Slowness in comprehending. Four of the employers reported that the employees' slowness in comprehending directions and procedures was the obstacle to successful job adjustment for the employees they employed. Although the workers did an acceptable job of completing their tasks,

directions had to be stated simply and had to be kept to a minimum. Furthermore, the employees needed a maximum of supervision.

Lack of job skills. Only one of the employers reported that the employee lacked the necessary skills to perform the job.

Results of Area Evaluator Interviews

Based upon their experiences with the employees during work experience, the area evaluators expressed their opinions on what problems the employees encountered on their first jobs. The major employee problems in adjustment as related by the area evaluators were as follows:

1. Lack of vocational responsibility
2. Difficulties with social or interpersonal relationships
3. Slowness in comprehending

An explanation of each category seems in order for a clearer understanding.

Lack of vocational responsibility. Lack of vocational responsibility was the most frequently mentioned problem with the area evaluators mentioning this problem for ten of the twenty-five employees. Included in this category were such characteristics as having poor attendance and punctuality, lacking interest in the job as a whole, and working only at interesting parts of the job.

Difficulties with social or interpersonal relationships. The problems which ranked second were those of a social or interpersonal nature. Six of the twenty-five employees were thought by the area evaluators to have had difficulty with accepting supervision, getting along with their fellow employees, maintaining personal hygiene, or coping with home problems.

Slowness in comprehending. Three of the employees were said by the area evaluators to be slow in comprehending directions and procedures, and they required much supervision to complete a task.

Composite Results

To gain a clearer understanding of the deficiencies in non-manual skills of each individual, a table of responses concerning each individual was compiled. Table 2 summarizes the responses of the employees, parents, employers, and area evaluators. The entries represent the respondents' perception of the employees' adjustment problems.

Table 2. Deficiencies in Non-Manual Skills of Twenty-five Employees, As Related by the Employees, Their Parents, Their First Employer, and Their Area Evaluator

PARTICIPANT	EMPLOYEE	PARENTS	EMPLOYER	AREA EVALUATOR
A	Dissatisfaction with salary and/or hours	Difficulties with social or interpersonal relationships	Lack of vocational responsibility	Lack of vocational responsibility
B	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Lack of vocational responsibility
C	Concern with job future	Difficulties with social or interpersonal relationships	Slowness in comprehending directions	No apparent problems
D	Lack of vocational responsibility	Refused to be interviewed	Lack of vocational responsibility	Lack of vocational responsibility
E	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Lack of job skills	Difficulties with social or interpersonal relationships

Table 2 (continued)

PARTICIPANT	EMPLOYEE	PARENTS	EMPLOYER	AREA EVALUATOR
F	Dissatisfaction with salary and/or hours	Dissatisfaction with salary and/or hours	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships
G	Difficulties with social or interpersonal relationships	Refused to be interviewed	Difficulties with social or interpersonal relationships	No apparent problems
H	Lack of vocational responsibility	Refused to be interviewed	Lack of vocational responsibility	No apparent problems
I	Dissatisfaction with salary and/or hours	Difficulties with social or interpersonal relationships	Lack of vocational responsibility	Lack of vocational responsibility
J	Dissatisfaction with salary and/or hours	Dissatisfaction with salary and/or hours	No problems	No apparent problems

Table 2 (continued)

PARTICIPANT	EMPLOYEE	PARENTS	EMPLOYER	AREA EVALUATOR
K	Loss of interest in the job	Dissatisfaction with salary and/or hours	Lack of vocational responsibility	Lack of vocational responsibility
L	Dissatisfaction with salary and/or hours	Concern with job future	Difficulties with social or interpersonal relationships	Lack of vocational responsibility
M	Lack of vocational responsibility	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Lack of vocational responsibility
N	Loss of interest in the job	Loss of interest in the job	Lack of vocational responsibility	Difficulties with social or interpersonal relationships
O	Lack of vocational responsibility	Uncertain	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships

Table 2 (continued)

PARTICIPANT	EMPLOYEE	PARENTS	EMPLOYER	AREA EVALUATOR
P	Difficulties with social or interpersonal relationships	Concern with job future	Difficulties with social or interpersonal relationships	Slowness in comprehending
Q	Problems with health or physical disabilities	Problems with health or physical disabilities	Problems with health or physical disabilities	Slowness in comprehending
R	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Lack of vocational responsibility	Lack of vocational responsibility
S	Concern with job future	Difficulties with social or interpersonal relationships	Slowness in comprehending	No apparent problems
T	Problems with health or physical disabilities	Problems with health or physical disabilities	Problems with health or physical disabilities	Lack of vocational responsibility

Table 2 (continued)

PARTICIPANT	EMPLOYEE	PARENTS	EMPLOYER	AREA EVALUATOR
U	Problems with health or physical disabilities	Problems with health or physical disabilities	Problems with health or physical disabilities	Lack of vocational responsibility
V	Dissatisfaction with salary and/or hours	Dissatisfaction with salary and/or hours	Slowness in comprehending	Slowness in comprehending
W	Lack of vocational responsibility	Difficulties with social or interpersonal relationships	Problems with health or physical disabilities	No apparent problems
X	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Lack of vocational responsibility	Difficulties with social or interpersonal relationships
Y	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships	Difficulties with social or interpersonal relationships

Because so many of the comments were repeated by many of the eighty-nine individuals who expressed their opinions, a final step in the compiling of information on the problems in adjustment was the construction of a table showing the number of references made to each category from Table 2. In addition, Table 3, page 52, shows the total number of references made to each category.

Work Experience Program Recommendations

Although the recommendations were not the primary concern of the study, they were invaluable in the analysis of the problems in adjustment experienced by graduates of the Work Experience Program on their first job. Each employee, parent, employer, and area evaluator expressed what he thought could be done to improve the program and help the employees make a better adjustment on their jobs. Following are the lists, ranked by frequency, of the recommendations made by each group:

Employee recommendations.

1. Provide work experience in more areas
2. Make work experience more closely resemble the actual job situation
3. Lengthen the period of experience in certain situations
4. Separate the obviously handicapped from those who do not appear handicapped

Table 3. Number of References Made by the Employees, Parents, Employers, and Area Evaluators to a Particular Vocational Adjustment Problem

PROBLEMS IN VOCATIONAL ADJUSTMENT	EMPLOYEES	PARENTS	EMPLOYERS	AREA EVALUATORS	TOTAL
Difficulties with social or interpersonal relationships	7	11	8	6	32
Lack of vocational responsibility	5	0	7	10	22
Dissatisfaction with salary and/or hours	6	4	0	0	10
Problems with health or physical disabilities	3	3	4	0	10
Slowness in comprehending	0	0	4	3	7
Concern with job future	2	2	0	0	4
Loss of interest in the job	2	1	0	0	3
Lack of job skills	0	0	1	0	1
TOTAL	25	21	24	19	89

5. Provide work experience only in areas of interest
6. Provide work experience in jobs with a better future
7. Give a clearer explanation of the Work Experience Program
8. Place students on jobs in which they have work experience
9. Provide better follow-up by the job placement specialists
10. Arrange jobs where the pay and other benefits for Work Experience Program employees are the same as for other employees

Parent recommendations.

1. Lengthen the period of experience before job placement
2. Provide more parent orientation and involvement
3. Provide work experience in areas with a better future
4. Provide more variety in the areas offered for work experience
5. Provide more follow-up by the job placement specialists
6. Provide training in areas of interest only
7. Separate the obviously handicapped from those who do not appear handicapped

8. Make work experience more closely resemble the actual job situation

Employer recommendations.

1. Teach vocational responsibility
2. Teach ways to improve social and interpersonal relationships
3. Provide better orientation of the employers on the Work Experience Program and how it functions
4. Teach more job skills, such as following directions
5. Increase the amount of work experience given before job placement
6. Provide better placement and follow-up by the job placement specialists

Area evaluator recommendations. The recommendations made by the employees, parents, and employers were discussed with the area evaluators concerning their feasibility. Following is a list of the recommendations the area evaluators thought could best improve the program:

1. Lengthen the period of work experience before job placement
2. Teach vocational responsibility
3. Provide work experience in more areas
4. Teach ways to improve social and interpersonal relationships

5. Provide better orientation about the Work Experience Program and how it functions
6. Make work experience more closely resemble actual job situations
7. Separate the obviously handicapped from those who do not appear handicapped
8. Provide better follow-up by the job placement specialists

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

PURPOSE OF CHAPTER 5

Chapter Five proffers a summary of the results of the study presented in the previous chapter. In addition, conclusions and recommendations inferred from the results are presented. The chapter concludes with recommendations for further research.

SUMMARY OF THE STUDY

The purpose of this study was to identify, according to the employees, parents, employers, and area evaluators, those deficiencies in non-manual skills that created problems in vocational adjustment severe enough for job termination on the first job for a group of twenty-five educable mentally retarded employees who had participated in the Work Experience Program of Omaha Public Schools.

The research examined: (1) the employees' opinions on what deficiencies in non-manual skills caused their problems in adjustment following initial placement on the job, (2) the parents' opinions on what deficiencies in non-manual skills caused the employees' problems in adjustment, (3) the

employers' opinions on what deficiencies in non-manual skills the employees experienced on the job, and (4) the area evaluators' opinions of what deficiencies in non-manual skills the employees experienced on the job. In addition, the opinions of the employees, parents, employers, and area evaluators were sought on what modifications could be made in the Work Experience Program to improve it.

SUMMARY OF RESULTS

The data collected from the interviews with the employees, parents, employers, and area evaluators revealed, when grouped into related areas, that the problems experienced by the employees could be arranged under eight broad headings: (1) difficulties with social or interpersonal relationships, (2) lack of vocational responsibility, (3) dissatisfaction with salary and/or hours, (4) problems with health or physical disabilities, (5) slowness in comprehending, (6) concern with job future, (7) loss of interest in the job, and (8) lack of job skills.

Difficulties with Social or Interpersonal Relationships

Thirty-two of the eighty-nine responses indicated that the employees had experienced difficulty because of a deficiency of a social or interpersonal nature. These results made it the most frequently mentioned deficiency in a non-manual skill. The problems experienced by the employees centered around the emotional variables, communication

skills, family relationships, peer-group relationships, and social skills. As further evidence of its importance, nine of the twenty-five employers interviewed suggested that the Work Experience Program emphasize social skills and that the actual teaching of job skills be commenced by the employing institution after placement.

Lack of Vocational Responsibility

Of the reported problems with non-manual skills, twenty-two of the eighty-nine fell under the heading of lack of vocational responsibility. The most frequently mentioned problems in this area were absenteeism and tardiness; others included thoughtless quitting of the job, apathy with the job, and poor attitude toward the job.

The employers felt that lack of vocational responsibility was a prominent problem, for the teaching of vocational responsibility was the recommendation mentioned more often than any other by the employers. Seven of the twenty-five employers expressed the opinion that the employees needed to be made more aware of their responsibilities toward the job and the employer, and to learn to take orders, and to follow directions. They were especially concerned that the employees learn their responsibility of being at work when assigned and of being there on time.

Dissatisfaction with Salary and/or Hours

Dissatisfaction with salary and/or hours accounted for ten of the eighty-nine adjustment problems. It seemed

that the employees found it difficult to distinguish that the kinds of jobs in which they were employed were not as important as certain other jobs, and they were confused and resentful of the differences in salary. Likewise, they apparently did not understand the purpose of the many deductions from their salary and objected to these reductions. In a few instances, the employees felt they were being victimized, and they quit to look for a better job. In relation to hours, the most common complaint was too few hours.

Problems with Health or Physical Disabilities

Another ten of the eighty-nine problems in vocational adjustment were classified as problems with health or physical disabilities. Of the employees who failed to adjust because of health or physical disabilities the employers indicated that they could perform the manual skills associated with the job but that to do so taxed them physically.

Slowness in Comprehending

Slowness in comprehending was mentioned by six of the eighty-nine individuals interviewed in the study. The employers reported that the employees could perform the job tasks required but that they needed extra time to be taught the skills and required more supervision than the other employees.

Concern with Job Future

Four of the eighty-nine participants in the study mentioned concern with job future as an employee problem

because they felt that the jobs in which the employees had been placed were appropriate for the present time, but that the jobs seemed to offer little job security or opportunity for advancement.

Loss of Interest in the Job

Three of the eighty-nine individuals interviewed evaluated the employees' problems in vocational adjustment as a loss of interest in the job. They commented that the employee had gotten along well on the job but had become bored with the job environment.

Lack of Job Skills

Lack of job skills accounted for only one of the eighty-nine opinions expressed in the study as being the primary source of job maladjustment.

Examination of Results

Each of the four groups, the employees, the parents, the employers, and the area evaluators, did not necessarily indicate all eight of the area headings as problems, but there were some interesting observations that became apparent in examining the areas that were cited by the groups.

The only area that all four of the groups cited as creating problems in vocational adjustment for the employees was difficulties with social or interpersonal relationships. Seven of the twenty-five employees and eleven of the twenty-one parents expressed the opinion that difficulties with

social or interpersonal relationships were problems hindering vocational adjustment for the employees. This made difficulties with social or interpersonal relationships the most frequently mentioned problem by both the employees and the parents.

Eight of the employers and six of the area evaluators gave difficulties with social or interpersonal relationships as the area in which the employees suffered maladjustment. Although the number of responses given by the employers and area evaluators were not sufficient to rank difficulties with social or interpersonal relationships as the most frequently mentioned problem of the employees, the number of responses did place this area as the second most important area in which the employees suffered difficulties.

Seventeen employers' and area evaluators' replies revealed that they believed the most prominent problem in vocational adjustment experienced by the employees was lack of vocational responsibility. They were concerned that the employees felt little or no pride in working or doing a good job. Neither did the employees feel accountable enough to arrive at work every working day nor to arrive on time. On the other hand, five of the employees and none of the parents related problems which were classified as showing a lack of vocational responsibility. In none of these instances did the employees accept the responsibility for job failure; instead, they projected the reasons for job failure onto the job situation or onto persons encountered on the job.

Four of the employers and six of the employees and parents noted problems with health or physical disabilities as the problem encountered by the employee, while not one of the area evaluators who had appraised each of the employees during their work experience indicated problems with health or physical disabilities.

None of the employees or parents indicated problems in vocational adjustment due to mental retardation. The employers and area evaluators, on the other hand, indicated at least five problems which could be directly attributed to the employees' mental retardation. Four of the employers and three of the area evaluators expressed the opinion that the employees experienced problems in vocational adjustment because they were slow to comprehend directions and procedures and needed much supervision to complete their job tasks. Indirectly the employees' mental retardation created problems in adjustment of a social or interpersonal nature because the employees' fellow workers teased them about their mentality and tried to take advantage of their limitations.

Ten employees and parents considered dissatisfaction with salary and/or hours and concern with job future to be problems experienced by the employees. None of the employers or area evaluators mentioned these as employee problems.

CONCLUSIONS

The responses given to the interview questions pointed to the conclusion that the necessary channels of communication among the employees, parents, employers, and area evaluators were inadequate. Several indications of inadequate channels of communication were uncovered in all four groups.

The employees' responses disclosed that there was insufficient communication between the students (and after placement, the employees) and the Work Experience Program. Comments, such as "not enough time spent on one job," "more training before placing on the job," and "didn't show how to do many things which have to be done on the job," showed that the employees did not fully understand the purpose and procedures of the Work Experience Program. They thought they were being trained to perform certain jobs.

The parents also shared this opinion, for they made such comments as: "try to teach a trade," "don't put out someone who don't have job skills," and "it (the Work Experience Program) don't spend enough time preparing them for their job." These comments showed that they did not understand that the Work Experience Program was only trying to give the students a sample of what work was like so that a job would not be a totally new experience to them. Some of the parents suspected their lack of understanding, for they recommended that the Work Experience Program could be

improved by intensifying the orientation of the parents and by trying to involve the parents to a greater extent in the program.

The employers' responses to the interview questions regarding suggestions for improvements in the Work Experience Program (shown in Appendix H) revealed that they were more knowledgeable about the program. However, many of them did recommend that the Work Experience Program provide the employers with a better orientation and follow-up program. Their comments showed that they were uncertain of what the employees had been taught at Goodwill Industries and of what their role was in the program and were doubtful about how to treat their Work Experience Program employees.

These indications revealed that it was misunderstanding caused by inadequate channels of communication more than any other factor that produced the problems between the Work Experience Program and the individuals involved in the study, for they expected the Work Experience Program to do something it had never intended to do, namely, to teach the students a trade.

Further indication of the inadequate channels of communication among the individuals involved in the Work Experience Program was the parents' seemingly insufficient knowledge of what the employee was responsible for on the job. This conclusion was inferred from the fact that not one of the parents mentioned an employee problem that showed a lack of vocational responsibility when seventeen of the

forty-three employers' and area evaluators' responses concerned problems which were classified as showing a lack of vocational responsibility.

Another indication of inadequate channels of communication was the priority in which the respondents' comments fell. As a result of this ranking, there was a definite division of the participants' responses into two groups, the employee-parent group and the employer-area evaluator group. The frequency of the employees' and parents' responses (eighteen of the possible forty-six) indicated that this group considered difficulties with social or interpersonal relationships to be the outstanding employee problem. However, the employers' and area evaluators' responses (fourteen of the possible forty-three) revealed that this group considered a lack of vocational responsibility to be the outstanding employee problem. The employees and parents placed the responsibility for vocational failure upon other individuals or situations encountered on the job, not upon the employees. The employers and area evaluators took just the opposite stand and placed the blame for vocational failure on the employees.

The result was the two groups blaming each other for the employees' failure to succeed on the job. For example, the employee blamed the employer for how he was treated on the job. The employer blamed the employee for his absenteeism and tardiness. The parent blamed the employer for how the employee was treated. The parent blamed the area

evaluator for not providing enough "training." The product was a vicious circle of blame-passing encouraged by inadequate channels of communication.

All of the preceding incidents point to the conclusion that the necessary channels of communication among the employees, parents, employers, and area evaluators were inadequate.

A second conclusion reached from the results of the study was that the type of job available for placement contributed to the employees' problems in vocational adjustment. Because the program provides work experience for mentally retarded individuals from sixteen to twenty-one years of age attending school part-time, the type of job which could be found for placement was limited. Many of the jobs were part-time, chiefly during the peak periods of business, or full-time on the night shift. For instance, in a restaurant the employees were wanted at the lunch and dinner hours and on the weekends. This sometimes meant they worked only two or three hours a day and a full shift on the weekend. This situation influenced the employees' opinions of the job. This occurred because the employees were only wanted during the busiest, most hectic part of the work day, and it was only on this experience that they could base their opinion of the job.

Because the pace of work was not as hectic during their work experience, the employees were not prepared to cope with the job situation. In addition, since the

employees had little work experience upon which to base their opinion of a job, they got the impression that work was always that hectic. Thus, the type of job available for placement slanted the employees' outlook on work and added to their problems in vocational adjustment.

Another facet of difficulties caused by the type of job available for placement was the mis-matching of the job with the student. Some examples of faulty match-up which caused problems for the employees were: the employee with asthma working where fumes were abundant, the physically handicapped individual whose job required him to lift and carry heavy pans, and the young nursing home aides who were too immature to cope with the peculiarities or temperaments of the elderly. These individuals probably would have met with more success on a job for which they were better suited. These examples again illustrate that the type of job available for placement contributed to the employees' problems in vocational adjustment.

The third conclusion made from the results of the study was that the employees' problems in vocational adjustment were caused by deficiencies in non-manual skills. Of the eight areas mentioned previously in this chapter the employees related problems in vocational adjustment classified under these headings: difficulties with social or interpersonal relationships, lack of vocational responsibility, dissatisfaction with salary and/or hours, problems with health or physical disabilities, concern with job future,

and loss of interest in the job. All of these areas met the qualifications to be classified as deficiencies in non-manual skills. Therefore, the hypothesis that the employees would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study was substantiated.

The parents related problems in vocational adjustment classified under these headings: difficulties with social or interpersonal relationships, dissatisfaction with salary and/or hours, problems with health or physical disabilities, concern with job future, and loss of interest in the job. All of these areas met the requirements to be classified as deficiencies in non-manual skills. Therefore, the hypothesis that the parents would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study was substantiated.

The employers related problems in vocational adjustment classified under these headings: difficulties with social or interpersonal relationships, lack of vocational responsibility, problems with health or physical disabilities, slowness in comprehending, and lack of job skills. All of these areas except lack of job skills met the qualifications to be classified as deficiencies in non-manual skills. Therefore, the hypothesis that the employers would indicate that deficiencies in non-manual skills created problems in

vocational adjustment which led to job termination for the twenty-five participants in the study was nullified. However, even in this one instance the combination of information gathered in the interviews with the employee, the parents, and the employer revealed that the problem might not have been a lack of job skills but a social problem.

The area evaluators related problems in vocational adjustment classified under these headings: difficulties with social or interpersonal relationships, lack of vocational responsibility, and slowness in comprehending. All of these areas met the qualifications to be classified as deficiencies in non-manual skills. Therefore, the hypothesis that the area evaluators would indicate that deficiencies in non-manual skills created problems in vocational adjustment which led to job termination for the twenty-five participants in the study was substantiated.

RECOMMENDATIONS

The Work Experience Program is basically a good program; it has provided an essential service to the educable mentally retarded students of Omaha. Through the program many students have been retained in school, have earned a high school diploma, and have taken their place in the world of work. Yet the program has its shortcomings, as all programs do, and these shortcomings, as seen by the employees, parents, employers, and area evaluators, must also be the concern of any research which is undertaken on the problems

in vocational adjustment experienced by employees placed from the program.

Channels of Communication

Some of the participants in the study realized that there was inadequate communication among the individuals concerned with the Work Experience Program. Several of them made the suggestion that the Work Experience Program could be improved by intensifying the orientation of all involved in it and by making an increased effort to teach all concerned the purpose and procedures of the program.

The implementation of this suggestion would do much to rectify the problems caused by misunderstanding among those involved in the Work Experience Program. It was evident from the statements made by some of the employees, parents, and employers that they had some mistaken concepts about the program.

Knowledge of the program could be instrumental in helping the students see more value in gaining work experience and in increasing their opportunities for finding a job. The parents, too, would benefit from this knowledge. They, of course, like most parents, are concerned with their children's future and perhaps even more so because of their children's limited intelligence. They need to understand what the program is trying to accomplish so that they could aid their student in taking full advantage of all that is available. It is with their permission that the student

enters the program, and it is partially their responsibility after permission is granted to try to instill the proper attitudes in the student.

At present the orientation of the employees takes place at school just prior to their entering the program. The vocational counselor from the Nebraska Division of Vocational Rehabilitation comes to the school and speaks with the student concerning the program. He also makes a home visit to speak with the parents. As this contact has been shown to be ineffective, other steps which should be taken are requiring that the students and their parents tour Goodwill Industries to become more familiar with its operation and having the Work Experience Program personnel contact the parents at frequent intervals concerning either the students' difficulties or their accomplishments. A monthly progress report could also be used to inform the parents and the special education teacher of the students' progress in the program. If these methods are implemented, misunderstanding could be kept to a minimum.

The employers also suggested that they would like to know more about the purpose and procedures of the Work Experience Program. A program similar to that suggested for the parents could be established in which the employers could tour Goodwill Industries and take part in an orientation meeting and question-and-answer session.

There is also a need to improve communications after the student has been placed on a job. This entails increased

emphasis on follow-up procedures. Better follow-up by the job placement specialists would help the employees adjust more readily; they would have someone with whom they could discuss their problems and seek advice and assistance in dealing with the employer. The employers would benefit by becoming better informed about the employees and their problems so that solutions could be worked out. They could also learn the results of the employees' vocational evaluations so as to capitalize on their strengths and develop their weaknesses.

Research on the Work Experience Program showed that there are procedures and forms available to facilitate follow-up but that they are not being implemented. This may be caused in part by an inadequate number of personnel. More personnel could visit the employer bi-monthly and administer a checklist of questions concerning the employee's adjustment to the job and relay this information to the employee, the parents, and the special education teacher either personally or in a written report.

There is another problem that increased communication might help to remedy. The employees and parents indicated that many of the Work Experience Program participants feel there is a stigma attached to going to Goodwill Industries. The interviews revealed that the students' feelings were caused by the attitudes and actions of people around them. One of the ways this opinion manifested itself was through the suggestion of several of the employees and parents that

the Work Experience Program could best be improved by separating the obviously handicapped from those who do not appear handicapped. It was quite obvious that the employees did not want to be associated with the physically handicapped. It seems that very few people understand the purpose and procedures of Goodwill Industries and, therefore, do not realize that the persons who go there are not all physically handicapped or functioning at a very low level of intelligence. As a result of this lack of understanding, many of the students are ridiculed by their peers and teased about being crazy or stupid and about working for ten cents an hour. (Because of the status of Goodwill Industries as a sheltered workshop, the students receive ten cents an hour during their work experience.)

This problem can be corrected by extending the emphasis on increased communication to include an avenue for public relations. Increased public knowledge will not stop the remarks made by those who take pleasure in harassing those they consider less fortunate, but it might decrease the number of cutting remarks made by those in ignorance of the situation. Increased public relations could be accomplished by articles in the local newspaper, Parent Teacher Association meetings at the participating schools, and writing and circulating publications about the Work Experience Program and its successes. These publications might also be distributed to the parents and the employers.

Type of Job Available for Placement

With the availability of jobs at a minimum because of the economic situation of the country, there is little, if anything, that can be done to improve the types of jobs that are available for placement. Related to this problem is the problem of the mismatching of students and jobs. Since there is a shortage of jobs available for placement, the Work Experience Program must make maximum use of what it has. The total situation must be taken into consideration: the physical and social environment of the job, the employer's personality, the student's physical and emotional characteristics, and the student's goals and ambitions. A student should not be forced to accept a job he does not want, nor should he be placed before he is ready to accept the responsibilities of employment. A most important step to be taken prior to placement is a meeting among the job placement specialist, the student, and the parents to discuss the responsibilities of the job and if the student is prepared to accept them.

AREAS FOR FURTHER RESEARCH

There were several areas resulting from the study which warrant further research. The study revealed the most prevalent deficiencies in non-manual skills causing job termination for the employees were difficulties with social or interpersonal relationships and lack of vocational responsibility. Therefore, the next step to be taken should be to

make an in-depth study of what specific difficulties the employees encountered with social or interpersonal relationships and the specific characteristics the employers deemed inadequate in the employees' sense of responsibility to the job. The first step toward solution to any problem is to recognize the problem. If the Work Experience Program is to decrease the number of employees failing on job placement, then there must be research undertaken to identify specifically what problems the employees are experiencing to determine how the program can be altered to counteract the problems.

One specific area in which further research would be beneficial is in methods of introducing vocational concepts earlier in the students' school years. The employers involved in the study were concerned that the employees were not aware of their obligations to the employer and to the job. The employers especially cited the school as the place where responsibility should be stressed, but is not. They felt that since the school has the child during his early habit-forming years, it should assume the responsibilities of teaching them the virtues of being on time, having good attendance, and making an effort to do a job well.

The area evaluators and the job placement specialists also noted that the employees from South High School seemed more work-oriented than the students from either North or Technical High Schools. It was thought that the North and Technical High School students' opportunities to

experience or observe persons gainfully employed were at a minimum because of the socio-economic make-up of the areas. Therefore, the students had little experience upon which to base their concepts of work and few models upon which to pattern their work habits. In the short time it has to work with the students, the Work Experience Program cannot be expected to undo what the students have been exposed to all of their lives. However, the situation could be aided considerably if the Work Experience Program could combine its efforts with those of the special education classes at the elementary and junior high school levels to orient the students to the proper vocational attitudes and habits.

Research needs to be undertaken to establish a program with continuity of purpose from elementary through senior high school level. The students need more exposure to the world of work, and they need to be introduced to it at a younger age. The concern is not that they make their vocational choice at an early age, but that an individual cannot make a realistic choice at any age or fulfill his vocational responsibilities if he has not lived through some years of gradual exposure to both the concepts of job content and of work habits and standards.

Another method of helping the students learn vocational responsibility which should be researched is ways in which the Work Experience Program could be altered to make it more closely resemble an actual job situation. If the program could be changed to make the work experience more

closely resemble the job situation, the employees would have something more concrete upon which to base their opinion of a job, and they would know more of what was expected of them by the employer and what to expect if they did not fulfill their obligations.

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APPENDIXES

APPENDIX A

Omaha Public Schools

ADMINISTRATIVE OFFICES
3819 JONES STREET
OMAHA, NEBRASKA 68105

June 6, 1972

Mr. William Chaney
3104 South 73rd Street
Omaha, Nebraska 68124

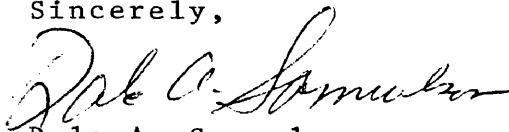
Dear Mr. Chaney:

After reviewing the prospectus for your master thesis I feel that I can recommend that you pursue this study.

While we have investigated many aspects of the program for the educable mentally handicapped in the Omaha Public Schools, some of which did include Work Experience Program, we have not studied this aspect of the problem.

I would hope that at the conclusion of your study that you would be kind enough to furnish me a copy as it may prove valuable to us in our future planning.

Sincerely,



Dale A. Samuelson
Assistant Superintendent
Special Education

DAS:rb

APPENDIX B

Omaha Public Schools

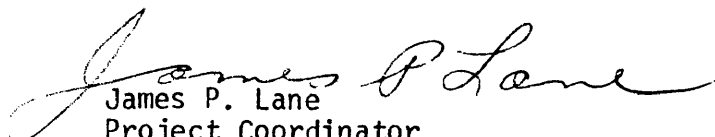
ADMINISTRATIVE OFFICES
3902 DAVENPORT STREET
OMAHA, NEBRASKA 68131

February 11, 1972

To Whom It May Concern:

I wish to acknowledge the fact that I have been aware of and in agreement with the study, "Why they fail their first job," being done by Mr. William Chaney of Technical High School.

We now feel, as we did at the beginning, that hopefully the results discovered would be of assistance to us all in working with those students in our Public School Population that have problems.


James P. Lane
Project Coordinator
Work Experience Program
Omaha Public Schools

APPENDIX C

STATE BOARD OF EDUCATION

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ROUTE 1, BOX 22
LEXINGTON 68850

DIVISION OF REHABILITATION SERVICES

707 Lincoln Building
Lincoln, Nebraska 68508

Division of Rehabilitation Services
Vocational Rehabilitation Unit
Central Technical High School
3219 Cuming, Room 377
Omaha, Nebraska 68131

August 18, 1971

Mr. William Chaney
Technical High School
3219 Cuming Street
Omaha, Nebraska 68131

Dear Bill:

We appreciate your continuing interest in the youngsters who are of mutual concern because of their involvement in your classroom and in our Work Experience Program.

The study you propose has my endorsement and support. Quite naturally we are always interested in the reasons why our students do sometimes fail in their jobs (or community work-training, as we call it). Your research will undoubtedly assist us in further defining problem areas; we will be especially interested in any recommendations you may have which will provide Special Education teachers and/or Work Experience personnel with a better understanding of what should be improved in our students' preparation and training, so that we may more effectively continue in our efforts to decrease the incidence of job failures in the future.

I'll anticipate cooperating with you in this project.

Sincerely,

Philip H. Hesselink, Counselor
Division of Rehabilitation Services

APPENDIX D

Date of Interview _____

Name _____

Sex M F

Address _____

Phone No. _____

(Explain the purpose of the interview.)

From checking the records of the Work Experience Program, I have found out that your first job placement from the program was at _____

What kind of job was it? What did you do? _____

What about the job did you like? _____

What about the job caused you problems? _____

There is usually a major reason why someone leaves a job. What was your major reason or reasons for leaving this job?

Do you think your work experience at Goodwill Industries helped you with this job?

What do you think can be done to improve the Work Experience Program?

APPENDIX E

Date of Interview _____

Name of Employee _____

Name of Parents _____

Address _____ Phone No. _____

(Explain the purpose of the interview.)

From checking the records of the Work Experience Program, I have found that _____ was employed at _____

What do you think (perhaps from talking with _____ about this job) was the major reason or reasons why (he or she) (quit or was fired) from this job?

Do you know what _____ liked about the job?

What about the job caused _____ problems?

Do you think that _____ was capable of performing the job? Why or why not?

Are you familiar with the operation of Goodwill Industries as a part of the Work Experience Program?

What do you think can be done to improve the Work Experience Program?

APPENDIX F

Date of Interview _____

Name of Employee _____

Name of Employer _____

Name of Business _____

Address _____ Phone No. _____

(Explain the purpose of the interview.)

From checking the records of the Work Experience Program, I have found that _____ was employed by your business.

What was the nature of the job? _____

What were _____ good points? _____

What were the difficulties _____ had in performing the job?

Under what circumstances did (he or she) leave the job?

Are you familiar with the operation of Goodwill Industries as a part of the Work Experience Program?

What do you think can be done to improve the Work Experience Program?

APPENDIX G

Date of Interview _____

Name of Employee _____

Name of Area Evaluator _____

Phone No. _____

(Explain the purpose of the interview.)

Did you have any contact with _____ when (he or she) worked for _____?

Did _____ express any problems which (he or she) was experiencing on the job?

What were the difficulties _____ had in performing the job?

What was done by the Work Experience Program to solve these problems?

Why do you think _____ left this job?

Do you think (he or she) was capable of performing the job?

_____ Why or why not? _____

(Discuss what recommendations the area evaluators would make to improve the Work Experience Program.)

APPENDIX H

INTERVIEW RESPONSES

Employee A's Responses

Day care aide

What about the job caused you problems?

"Not enough pay and not enough hours"

What do you think can be done to improve the Work Experience Program?

"Should not put the dumb with the smart kids"; "should have two separate places"; "you can see they are dumb"

A's Parent's Responses

What about the job caused A problems?

"The attitude of the boss--she was too pushy and got upset if A was a few minutes late"

What do you think can be done to improve the Work Experience Program?

"Need to prepare the students in more types of jobs--not all are interested in those few things"

A's Employer's Responses

What were the difficulties A had in performing the job?

"Tardy almost always and absent too much"; "could, but would not do what she was told"

What do you think can be done to improve the Work Experience Program?

"Teach them to accept correction"

A's Area Evaluator's Responses

What were the difficulties A had in performing the job?

"Absent too much"

Employee B's Responses

Car Jockey

What about the job caused you problems?

"Couldn't get along with the boss"; "he would only let me be a car jockey."

What do you think can be done to improve the Work Experience Program?

"More training in line of mechanics"; "do not put people out to be a car jockey"

B's Parent's Responses

What about the job caused B problems?

"Didn't like the people he worked with to call him a dummy"; "wanted to be more than a car jockey, but the boss wouldn't let him"

What do you think can be done to improve the Work Experience Program?

"People who are not mentally retarded should not be included with those who are"; "repulsive to some people"

B's Employer's Responses

What were the difficulties B had in performing the job?

"Would not take orders or listen to suggestions given him"

What do you think can be done to improve the Work Experience Program?

"Help students to be more reliable"; "teach them to follow directions"; "teach them to be on time"

B's Area Evaluator's Responses

What were the difficulties B had in performing the job?

"Wasted too much time"; "poor attitude toward work"

Employee C's Responses

Warehouse worker

What about the job caused you problems?

"No raises all the time I was there, but others got raises"; "no insurance until one year after graduating from school"

What do you think can be done to improve the Work Experience Program?

"Try to get jobs with a future in them"

C's Parent's Responses

What about the job caused C problems?

"Employer took advantage of C on raises"; "not paid like the other employees"; "wanted to learn a trade for the future"

What do you think can be done to improve the Work Experience Program?

"Try to teach a trade"; "do not spend enough time in one area"

C's Employer's Responses

What were the difficulties C had in performing the job?

"Had great difficulty following directions"; "unable to advance because of lack of ability"

What do you think can be done to improve the Work Experience Program?

"Teach them how to follow directions"

C's Area Evaluator's Responses

What were the difficulties C had in performing the job?

"Good report"

Employee D's Responses

Food service worker

What about the job caused you problems?

"Work too difficult"; "didn't like to work that hard"

What do you think can be done to improve the Work Experience Program?

"Provide experience in many fields other than the few it offers now"

D's Parent's Responses

Refused to be interviewed

D's Employer's Responses

What were the difficulties D had in performing the job?

"Unable to get to work on time and absent too much";

"some days he seemed to be out of it"

What do you think can be done to improve the Work Experience Program?

"Work with tardy and absentee problems"; "work on attitude toward job"

D's Area Evaluator's Responses

What were the difficulties D had in performing the job?

"Poor attitude toward work"; "absent too much"

Employee E's Responses

Furniture repairman

What about the job caused you problems?

"The boss"; "quit the job because the boss spread rumors about me taking drugs"

What do you think can be done to improve the Work Experience Program?

"More training before placing on job"

E's Parent's Responses

What about the job caused E problems?

"He could not get along with the boss, and the boss even went so far as to spread gossip about him"

What do you think can be done to improve the Work Experience Program?

"Not enough time to work in one area"; "didn't work with E's personal problems;" "depressing for E to go to Goodwill with those other children"; "try to involve the parents more"

E's Employer's Responses

What were the difficulties E had in performing the job?

"On dope"; "no ability"; "never able to understand directions"; "nothing seemed to register"

What do you think can be done to improve the Work Experience Program?

"Send only ones who have some ability"; "work on dependability"

E's Area Evaluator's Responses

What were the difficulties E had in performing the job?

"Unable to get along with the employer"; "more concerned with quantity"; "didn't care about quality of product"

Employee F's Responses

Food service worker

What about the job caused you problems?

"He would only give me 10 hours a week"

What do you think can be done to improve the Work Experience Program?

"More training in what you are interested in"F's Parent's Responses

What about the job caused F problems?

"Not enough hours"

What do you think can be done to improve the Work Experience Program?

"Spend more time preparing them for their job": "put them on what they like"F's Employer's Responses

What were the difficulties F had in performing the job?

"Seemed to be unhappy but refused to say why": "seemed too immature to work with the public"

What do you think can be done to improve the Work Experience Program?

"More work with public": "don't send out immature people"F's Area Evaluator's Responses

What were the difficulties F had in performing the job?

"Very immature for age"Employee G's Responses

Warehouse Worker

What about the job caused you problems?

"Unable to get along with fellow employees": "the boss couldn't take a joke"

What do you think can be done to improve the Work Experience Program?

"Nothing"

G's Parent's Responses

Foster home--refused to be interviewed because they felt they did not know enough about the situation.

G's Employer's Responses

What were the difficulties G had in performing the job?

"Very immature"; "played too much"

What do you think can be done to improve the Work Experience Program?

"Teach them how to read directions and follow them"

G's Area Evaluator's Responses

What were the difficulties G had in performing the job?

"Good report"

Employee H's Responses

Hospital service worker

What about the job caused you problems?

"Nothing really"; "thought I was on sick leave and the boss said I wasn't, and so when I came back there was no job"

What do you think can be done to improve the Work Experience Program?

"More time on job we're interested in"

H's Parent's Responses

Refused to be interviewed.

H's Employer's Responses

What were the difficulties H had in performing the job?

"Lack of desire"; "problem with boyfriend"; "sick too much"

What do you think can be done to improve the Work Experience Program?

"Help them to realize it is a job and they can't stay home when they want to"

H's Area Evaluator's Responses

What were the difficulties H had in performing the job?

"Very good report"

Employee I's Responses

Day care aide

What about the job caused you problems?

"Not enough hours and not enough pay"

What do you think can be done to improve the Work Experience Program?

"Don't make it just for Special Education"

I's Parent's Responses

What about the job caused I problems?

"Conflict with supervisor"; "could not get along with the person over her"

What do you think can be done to improve the Work Experience Program?

"Need to implement more of a variety of course work"; "Too short of a time between jobs"

I's Employer's Responses

What were the difficulties I had in performing the job?

"Poor attendance and tardy"; "refused to follow directions given"

What do you think can be done to improve the Work Experience Program?

"Teach them to accept a certain amount of correction";
"training not to be scared of the boss"

I's Area Evaluator's Responses

What were the difficulties I had in performing the job?

"Unable to get to the job"; "lack of interest in relation to working"

Employee J's Responses

Gas station attendant

What about the job caused you problems?

"Not enough hours and needed more money"

What do you think can be done to improve the Work Experience Program?

"More of a variety"

J's Parent's Responses

What about the job caused J problems?

"Not enough money for the hours he worked"

What do you think can be done to improve the Work Experience Program?

"Not enough work to keep the brighter ones busy;" "not learning enough"; "not enough time on one job"

J's Employer's Responses

What were the difficulties J had in performing the job?

"No real problems"; "laid him off because of fall-off in business and could not give him enough hours"

What do you think can be done to improve the Work Experience Program?

"They need more on-the-job training"

J's Area Evaluator's Responses

What were the difficulties J had in performing the job?

"No real problems to solve"

Employee K's Responses

Nursing home aide

What about the job caused you problems?

"Got tired of job and wanted to go to some other type of work"

What do you think can be done to improve the Work Experience Program?

"It's okay"

K's Parent's Responses

What about the job caused K problems?

"She did not like the idea of only one weekend a month off"

What do you think can be done to improve the Work Experience Program?

"More follow-up so they don't get tired of the job"

K's Employer's Responses

What were the difficulties K had in performing the job?

"She could not organize her work"

What do you think can be done to improve the Work Experience Program?

"Work on improving organization of themselves"; "job responsibility"; "work on social courtesies"

K's Area Evaluator's Responses

What were the difficulties K had in performing the job?

"Tardiness": "slow to learn how to organize her work"

Employee L's Responses

Food service worker

What about the job caused you problems?

"Too many hours": "sometimes I had to work over 59 hours"

What do you think can be done to improve the Work Experience Program?

"Not enough discussion about the Work Experience Program":

"they told me to enroll or I would not graduate": "tell

parents more about the program also"

L's Parent's Responses

What about the job caused L problems?

"Idea of getting a better job": "no advancement in that job"

What do you think can be done to improve the Work Experience Program?

"They should have told me more about it"

L's Employer's Responses

What were the difficulties L had in performing the job?

"Seemed very immature for his age"

What do you think can be done to improve the Work Experience Program?

"Drill into them that they need to be at work and on

time": "make them more dependable"

L's Area Evaluator's Responses

What were the difficulties L had in performing the job?

"Too many absences and tardies"; "ill much while at work"

Employee M's Responses

Food service worker

What about the job caused you problems?

"Going out and policing the parking lot"; "also sweeping lot"

What do you think can be done to improve the Work Experience Program?

"More money while in training program"; "too much going from one job to another"; "when we go out on a job we don't get as much pay as a regular employee"

M's Parent's Responses

What about the job caused M problems?

"Problem of boss and having to get his hair cut"

What do you think can be done to improve the Work Experience Program?

"Keep on job longer at Work Experience Program"; "put them on jobs they are interested in"

M's Employer's Responses

What were the difficulties M had in performing the job?

"Refused to get hair cut and had to let him go because of the Health Board"

What do you think can be done to improve the Work Experience Program?

"Need help in getting to work on time and with absences"; "teach job responsibility"

M's Area Evaluator's Responses

What were the difficulties M had in performing the job?

"No real problems"

Employee N's Responses

Nursing home aide

What about the job caused you problems?

"Nothing"; "quit and left town because of problem at home"; "tired of Omaha"

What do you think can be done to improve the Work Experience Program?

"More time in one area"; "get rid of what students are not interested in"

N's Parent's Responses

What about the job caused N problems?

"Tired of Omaha and wanted to leave the city"; "problems at home at this time also"

What do you think can be done to improve the Work Experience Program?

"Not enough time in one position"

N's Employer's Responses

What were the difficulties N had in performing the job?

"Family problems and started being absent too much"

What do you think can be done to improve the Work Experience Program?

"Work on attendance, job responsibility, and social courtesies"

N's Area Evaluator's Responses

What were the difficulties N had in performing the job?

"Many worries and anxiety over father's illness and home situation"; "wished to move to Chicago to work because of problems at home"

Employee O's Responses

Day care aide

What about the job caused you problems?

"Didn't like taking care of the kids"; "too much trouble"; "could not make up my mind on what to do with some children"

What do you think can be done to improve the Work Experience Program?

"More work for services"; "more time at each new job training"

O's Parent's Responses

What about the job caused O problems?

"Never asked"; "if you start asking her, then she would start complaining"; "accent the positive"

What do you think can be done to improve the Work Experience Program?

"More of a variety of job training"; "more pressure and work while there"; "two weeks at a job not enough time"; "put them on job in which there is a career"

O's Employer's Responses

What were the difficulties O had in performing the job?

"Not patient enough to work with the young"; "immature"; "unable to remember what she was supposed to do"

What do you think can be done to improve the Work Experience Program?

"Teach about human growth and development and first aid";

"work on proper diet"

O's Area Evaluator's Responses

What were the difficulties O had in performing the job?

"Disinterest in the job and immaturity"

Employee P's Responses

Car Jockey

What about the job caused you problems?

"Unable to get along with the people I worked with"

What do you think can be done to improve the Work Experience Program?

"No training in area in which I went out in"; "help to become more familiar with the city and how to locate places"

P's Parent's Responses

What about the job caused P problems?

"Disliked the boss"

What do you think can be done to improve the Work Experience Program?

"Not prepared to work when sent out"

P's Employer's Responses

What were the difficulties P had in performing the job?

"Poor attendance"; "would not follow directions"; "too hard on cars"

What do you think can be done to improve the Work Experience Program?

"Try to get them interested in work before sending them out"; "work on poor attendance"

P's Area Evaluator's Responses

What were the difficulties P had in performing the job?

"Trouble comprehending orders and following them";

"absent too much"; "not interested in working"

Employee O's Responses

Food service worker

What about the job caused you problems?

"Work too hard"; "I couldn't lift the heavy pans"

What do you think can be done to improve the Work Experience Program?

"Work not hard enough"; "push harder"; "keep students busy all the time"

O's Parent's Responses

What about the job caused Q problems?

"Work too hard"; "pans too big and heavy for him"; "could not keep up"

What do you think can be done to improve the Work Experience Program?

"Involve the parents more"

O's Employer's Responses

What were the difficulties Q had in performing the job?

"Not strong enough to handle the pans"

What do you think can be done to improve the Work Experience Program?

"Help them learn how to make decisions for themselves";

"help employer to more fully understand the program"

O's Area Evaluator's Responses

What were the difficulties Q had in performing the job?

"Unable to handle job from physical point of view"

Employee R's Responses

Nursing home aide

What about the job caused you problems?

"Couldn't get along with the head nurse"

What do you think can be done to improve the Work Experience Program?

"Work was too easy"; "did not push hard enough"; "more of a variety for smarter students"; "separate retarded from normal"

R's Parent's Responses

What about the job caused R problems?

"Transferred and could not get along with people on that floor"

What do you think can be done to improve the Work Experience Program?

"Training program okay, but I didn't like the way they let her get treated on the job"; "more follow-up"

R's Employer's Responses

What were the difficulties R had in performing the job?

"Very rude and talked harsh to the patients"

What do you think can be done to improve the Work Experience Program?

"Work on manners"; "teach them to take some type of pride in work"; "teach them that all can't reach the top of the ladder as far as jobs are concerned"

R's Area Evaluator's Responses

What were the difficulties R had in performing the job?

"Mistreatment of and rudeness to patients": "absent and tardy too much"

Employee S's Responses

Warehouse worker

What about the job caused you problems?

"No increase in pay, not like other employees, and no future in job"

What do you think can be done to improve the Work Experience Program?

"Poor chance of a future in the jobs they place you in"

S's Parent's Responses

What about the job caused S problems?

"Took advantage of S when it came time for a raise"

What do you think can be done to improve the Work Experience Program?

"Try to teach them a trade": "spend more time in one particular area"

S's Employer's Responses

What were the difficulties S had in performing the job?

"Unable to move ahead because of limited ability": "had to show him what to do because he could not figure it out for himself"

What do you think can be done to improve the Work Experience Program?

"Teach how to follow directions": "work in counting and reading numbers"

S's Area Evaluator's Responses

What were the difficulties S had in performing the job?

"Good report"

Employee T's Responses

Janitor (service station)

What about the job caused you problems?

"Could not take the excessive smoke"

What do you think can be done to improve the Work Experience Program?

"More of a variety of jobs"

T's Parent's Responses

What about the job caused T problems?

"Problem with smoke"

What do you think can be done to improve the Work Experience Program?

"Better communications between the parents and the Work Experience Program"

T's Employer's Responses

What were the difficulties T had in performing the job?

"Problem with physical requirement"

What do you think can be done to improve the Work Experience Program?

"Give them a feeling of job responsibility"; "show importance of job"

T's Area Evaluator's Responses

What were the difficulties T had in performing the job?

"Lack of interest in work"

Employee U's Responses

Hospital service worker

What about the job caused you problems?

"Laid off after I got sick and missed many days of work"

What do you think can be done to improve the Work Experience Program?

"Harder work--they do not push us hard enough"; "more types of training"U's Parent's Responses

What about the job caused U problems?

"Sick and missed many days of work"; "some people at work were too hard on her"

What do you think can be done to improve the Work Experience Program?

"Don't pull them out of school and put them in Goodwill"U's Employer's Responses

What were the difficulties U had in performing the job?

"Sick too much--not dependable"

What do you think can be done to improve the Work Experience Program?

"Not mature enough for jobs"; "immature people should not be sent to jobs where they will deal with the public"U's Area Evaluator's Responses

What were the difficulties U had in performing the job?

"Attendance problem"Employee V's Responses

Day care aide

What about the job caused you problems?

"Not able to work enough hours"

What do you think can be done to improve the Work Experience Program?

"Make more money"; "better follow-up"

V's Parent's Responses

What about the job caused V problems?

"Not getting enough hours"

What do you think can be done to improve the Work Experience Program?

"Try to find a job they are interested in and can have a future in"

V's Employer's Responses

What were the difficulties V had in performing the job?

"She had a hard time following directions"

What do you think can be done to improve the Work Experience Program?

"Teach more about human growth and development and first aid"; "work on proper diet"

V's Area Evaluator's Responses

What were the difficulties V had in performing the job?

"Needs to be directed in all activities"

Employee W's Responses

Hospital Service worker

What about the job caused you problems?

"Didn't like going from one floor to another"

What do you think can be done to improve the Work Experience Program?

"Should be able to stay on a job longer than a week or two"

W's Parent's Responses

What about the job caused W problems?

"She could not get along with one of the women she had to work with"

What do you think can be done to improve the Work Experience Program?

"Give concentrated training in her area"; "didn't feel welcome at Work Experience Program"; "involve the parents more"; "give jobs students are interested in"

W's Employer's Responses

What were the difficulties W had in performing the job?

"Very hard time with a physical problem, but she overcame it"

What do you think can be done to improve the Work Experience Program?

"Try to give job background"; "get employers more involved"

W's Area Evaluator's Responses

What were the difficulties W had in performing the job?

"Good report"

Employee X's Responses

Hospital service worker

What about the job caused you problems?

"I didn't get along with some of the people"

What do you think can be done to improve the Work Experience Program?

"More help on how to act on a job and how to dress for a job"

X's Parent's Responses

What about the job caused X problems?

"People she had to work with"

What do you think can be done to improve the Work Experience Program?

"Go too fast from one area to another--need more time";

"give more money"

X's Employer's Responses

What were the difficulties X had in performing the job?

"Didn't take care of herself"; "too many tardies and absences"

What do you think can be done to improve the Work Experience Program?

"Try to give job background"; "get employers more involved"

X's Area Evaluator's Responses

What were the difficulties X had in performing the job?

"Grooming problems"

Employee Y's Responses

Food service worker

What about the job caused you problems?

"Could not get along with my fellow employees"

What do you think can be done to improve the Work Experience Program?

"Should be harder"; "not enough variety and don't keep you busy"

Y's Parent's Responses

What about the job caused Y problems?

"Unable to get along with fellow employees"; "they picked on him"

What do you think can be done to improve the Work Experience Program?

"Don't put out someone who don't have job skills"; "more follow-up"; "more pressure on students"

Y's Employer's Responses

What were the difficulties Y had in performing the job?

"Quick temper"; "unable to control himself when upset"

What do you think can be done to improve the Work Experience Program?

"Don't send out immature students"; "teach more about public relations"

Y's Area Evaluator's Responses

What were the difficulties Y had in performing the job?

"Too quick tempered"; "could not control his temper"

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