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Educational background civil servants have when dealing with retarded public offenders

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EDUCATIONAL BACKGROUND CIVIL SERVANTS
HAVE WHEN DEALING WITH RETARDED
PUBLIC OFFENDERS

by

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A RESEARCH PAPER
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CHAPTER 1

INTRODUCTION

The retarded person lives in a society geared for people different from himself. He is a small minority with a unique problem. There are many laws and standards of living that are made available, most of these can be understood by the average citizen. Since the retarded is, by definition, of below average intelligence, he is not equipped mentally to fully understand many of the laws and standards. It is therefore of great importance that our legal system employ highly skilled personnel to deal with the mentally retarded offender. The providers of service, the judges, district attorneys, probation officers, police, jailers, and institutional social workers, should have adequate knowledge of the retarded. This knowledge will enable them to better understand the actions and needs of the retarded offender.

Problem

Due to the lack of knowledge on the part of our public servants, the retarded offender is, on occasion, falsely accused and unjustly treated.

This paper will attempt to examine the educational preparation of the personnel dealing with the retarded offender at the time he comes in contact with these various people:

1. Identification of the mentally retarded-- learning to note behaviors which might point to possible mental retardation in an individual.
2. Greater awareness of the legal aspects of handling mentally retarded people, including the rights of the retarded individual and the responsibilities of service providers to their clients.
3. Sensitizing the participants to their biases and prejudices.
4. Development of skills to communicate with mentally retarded people and their parents or guardians.
5. Increased familiarity with the specific treatment approaches suitable for particular kinds of behaviors--i.e., behavior modification.

Justification

In today's progressive society, much emphasis is being put on the better education and training of the retarded child. This is due to the fact that:

1. The population of retarded is growing.
2. Most retarded people now live a full life cycle.
3. In recent years institutions have initiated normalization programs. It would seem logical that the number of institutionalized clients would decrease and the number of retarded citizens living within communities would increase.
4. In many communities residential group homes have now been established.

Limitation of Study

This research will deal mainly with the training our public servants have or have not had in the area of dealing with the retarded public offender. It will also deal specifically with the adult retarded offender. Since the mentally ill and the criminally insane are entirely different from the retarded lawbreaker they will not be dealt with in this paper.

Definition of Terms

Within the confines of this paper, the term "mental retardation" will be used. As defined by the American Association on Mental Deficiency (AAMD), "Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period" (Chinn, Drew & Logan, 1975, p. 4).

The term "offender" will refer to a mentally retarded adult who has broken a serious civil law. The term "civil law" will refer to the law of any city or state regulating the private rights and duties of the inhabitants.

Summary

This paper will deal mainly with the training the public servants have in order to help them with the retarded public offender. It is the intention of the writer to inform the reader to what has been done in the past in dealing with these problems, what is being done now, and what should be done in the future.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Throughout the United States there is a definite concern for the mentally retarded criminal offender and his special status. The helping professions are now so specialized that some services at a fairly efficient level can usually be secured for a person in trouble who is mentally retarded. But, adequate help for a retarded person who is also a law violator is much more difficult to locate and more uncertain in outcome.

It is the intent of the writer to examine the problems that the retarded offender may become involved in. Each of these areas are very important in the life of the retarded offender. However, due to the lack of education and training on the part of the professional helpers, each of the areas can also be very detrimental for the retarded offender.

The greatest problem facing the Criminal Justice System is identification of mental retardation, which it is generally agreed should be determined at the time of initial intake. In many states, reception assessment and diagnostic centers are making a concerted effort to identify the mentally retarded offender, and outline a treatment and educational plan geared to his individual needs.

The legal aspects should also be of great concern. Apprehension, detention, and the treatment provided must be in conformity with the letter and spirit of the laws pertaining to the offender. During the application of these laws a retarded offender legally may be regarded as a citizen, a handicapped minor or a ward of the state. Personnel in schools and treatment facilities should constantly be aware of the judicial procedures.

Frequently public servants can be very biased and prejudiced while dealing with a retarded offender. This is true when many of the myths about retarded are believed. Retardates must not be watched constantly and they will not, if given a chance, hurt people and property. The officer should become aware of limitations and possibilities in planning for each of his clients who is mentally retarded.

Communication with parents and clients is also very important. The services provided should become improved to a degree that an officer can be trained to more effectively deal with the parents of the retarded offender. Training should be offered to help recognize the psychological defenses of the parents and how to deal with these defenses. They should also be able to provide helpful information and guidance to the parents on processing and treatment of the client.

The use of behavior modification for the mentally retarded has been very successful. It has emerged as one of the more promising approaches to teaching acceptable behavior. Most of the attention is directed to the conditions that precede or trigger an observable behavior and to the following consequences. Persons dealing with the retarded offender should familiarize themselves with the techniques of behavior modification. When properly developed, a program in this area can prove to be very beneficial for the retarded offender.

The author will now attempt to examine each of the five areas in greater depth and detail.

Identification of the Mentally Retarded
Learning to Note Behaviors Which Might
Point to Possible Mental Retardation In
An Individual

Since the beginning of time up to our present day, mentally retarded offenders have come in close contact with our criminal justice system. When this meeting occurs, it is of extreme importance that those working with retarded offenders can best identify them. Do members of the criminal justice system have the ability to recognize characteristics of individuals who are mentally retarded? "Are personnel in the criminal justice system aware of how mentally retarded individuals behave, how they function, how they think?" (Schilit, 1979, p. 16). "Do they know the mentally retarded individual's abilities and lack of abilities?" (Schilit, 1979, p. 17). Questions of this nature are of grave importance, because if criminal justice system personnel are not knowledgeable in these areas there is the possibility that the retarded individual may be apprehended and cause him or her to be unduly prosecuted, tried, and convicted of a crime that the individual was not guilty of.

Identification of the mentally retarded offender is the major problem. Inconsistencies exist as to how

mentally retarded offenders are treated and identified within the various units of the criminal justice system. In this regard, Robert Plotkin, Attorney from Washington, D. C. stated,

The perennial failure to identify mental retardation would indicate that the criminal justice system has engaged in a massive systematic violation of retarded defendant's rights by failing to recognize, consider, and evaluate their abilities and capabilities where the defendant in a criminal case is retarded, the fact is rarely learned. (Unkovic, Hutchinson & Klingman, 1978, p. 32)

Brown and Courtless (1971) concluded in their study, The Mentally Retarded Offender, that "approximately 10% of the prison population at the time fell into the mental retardation category" (Brown, Courtless, 1971, p. 51). This means that of the 200,000 prisoners in correctional facilities in 1971, 20,000 were mentally retarded. According to a more recent study, the number of retarded offenders will vary according to the geographic region of the country, with the Midwest having as few as 2% of the prisoner population being mentally retarded, while in the South as many as 27% of the

prisoners are identified as mentally retarded (Ogg, 1973).

Schwartz (1973) summarized some of the apparent behaviors. He feels that large numbers cannot be recognized by any obvious, external traits. Some have defects in speech, hearing, and vision while others can exhibit deficiencies affecting precision, strength, and speed of movement. When the retarded person comes in contact with the law, a usual identification is required. Most retarded persons, however, do not have the usual drivers' licenses, credit cards, or insurance cards. The lack of identification, Schwartz feels, can reinforce the officer's suspicion that something is wrong. Likewise the retarded person may possess a weakness in verbal competence; and furthermore, questions put forth to the retarded may not be fully understood by the individual.

The retarded person can show signs of a short attention span. Short questions and patience on the part of the officer will help the retarded person to be relaxed as he may be confused and have difficulty concentrating. When this occurs, the policeman can escort the person home to speak with his parents or guardian (Schwartz, 1973).

Difficulty in comprehension can also be detrimental to the retarded person. This can occur if a statement or question is said only once and rapidly. "This characteristic is sometimes misinterpreted as sullenness or unwillingness to cooperate" (Schwartz, 1973, p. 16). In most cases the retarded is not capable of understanding the legal verbage used by the police officer. At this point, it would be the obligation of the police officer to patiently explain to the retarded person his legal rights and in language that could be easily understood.

In prison, as in the outside world, the retarded person has a great desire to be accepted and, therefore, could easily be persuaded (Brown, Courtless, 1971). He reacts to friendly suggestions and to intimidations, and pleads guilty more readily and more frequently than do his non-retarded counterparts. This fact sheds a very revealing light on the following statistics regarding court cases involving retarded defendants:

1. In 59% of all cases studied, the mentally retarded person entered a plea of guilty.
2. In 40% of those cases where a guilty plea was not entered, the retarded individual waived his right to trial by jury.

3. The arresting charge was the same as the convicting charge in 80% of the cases, meaning that only 20% of the retarded individuals plea-bargained or were otherwise granted a reduced charge.
4. Confessions or incriminating statements were obtained from fully two-thirds of the retarded defendants.
5. In 88% of the cases, the verdict was not appealed.
6. No post-conviction relief was requested in 84% of the cases. (Friedman, 1978, p. 28)

Summary

Why then are there so many mentally retarded individuals in our prison system today? We will continue to flood our prisons with mentally retarded persons until the criminal justice system, judges, lawyers, and police officers receive adequate training in mental retardation either through preservice or inservice training. To improve the treatment of the retarded offender, law enforcement groups will have to be trained from the beginning of their careers, and personnel will have to be available at all times to serve as resource people.

Greater Awareness of the Legal Aspects of Handling
Mentally Retarded People, Including the Rights of
the Retarded Individual and the
Responsibilities of Service
Providers to Their Clients

In order to perform adequately with mentally retarded offenders, law enforcement personnel need information on factors which set retardates apart from non-retarded offenders and on appropriate responses to conditions a mentally retarded offender may confront in apprehension, interrogation, and detention. (Schwartz, 1973, p. 28)

For example, at the point of apprehension, armed with knowledge of what mental retardation is like, the police officer is in a position to protect the rights of a mentally retarded person as well as those of society. The mentally retarded offender may not comprehend the concept of "rights." The officer dealing with such a subject on the street would possibly go through the Miranda warnings in order to comply with standard police procedures but would also make sure to repeat these later in the presence of a parent or guardian who is able to speak for the client. This person could attempt to interpret the meaning of the statements in

a way the client can understand, speak on his behalf and ensure that adequate counsel is provided if needed (Schwartz, 1973).

The mentally retarded accused criminal is more likely than the non-retarded person to be unaware of his constitutional rights to refuse to answer police questions and of his right to consult with an attorney. Even where the interrogator advises him of these rights he may be unable to appreciate their significance. Because of his mental retardation, he is particularly vulnerable both to an atmosphere of threats and to one of friendliness designed by police to induce cooperation.

These issues were addressed by the Massachusetts Supreme Judicial Court in its recent decision in Commonwealth v. Daniels. "In Daniels, the defendant was a mentally retarded young man with a second grade reading ability and an I.Q. of 53" (Friedman, 1976, p. 139). He was found guilty of murder in the second degree solely on the basis of his confession to the Springfield police. Daniels did not properly understand his right to remain silent. The trial judge filed a memorandum finding that Daniels "did knowingly, willingly, voluntarily, and intelligently waive his constitutional rights under the Miranda warnings," in an act "which was a product of a rational intellect"

(Friedman, 1976, p. 139). In reviewing the admissibility of Daniels' confession, the Supreme Judicial Court agreed that an adult with a diminished or sub-normal mental capacity may make an effective waiver of his rights and render a voluntary, knowing and admissible confession (Friedman, 1976).

Given the many factors relating to mental retardation which make confessions by mentally retarded persons questionable, it was suggested by the Task Force on Law of the Presidents Panel on Mental Retardation that it should be considered improper to question anyone who may be mentally retarded unless his attorney, parent or guardian is present (Presidents Panel, Report of the Task Force on Law, 1963).

At the time of arrest, the officer in charge should be aware of the fact that there is a difference between a mentally ill offender and a mentally retarded offender. The mentally ill offender definitely requires the attention of medical personnel. If found incompetent to stand trial, they are committed to civil facilities with the understanding that a trial will take place after their "recovery" (Schwartz, 1973). The mentally retarded offender does not have a medical problem, rather a life-long handicap, sometimes brought about by

an organic condition. Some mentally retarded persons may also be mentally ill, but the two conditions are dealt with differently in most state laws. The mentally retarded persons who are found incompetent to stand trial and committed to civil institutions will probably remain incompetent (Friedman, 1976).

The retarded offender should not automatically be sent to an institution for the so-called "criminally insane" or to a school for the mentally retarded. Rather, the nature and degree of protective care should depend in part on the degree to which the accused person endangers society (Friedman, 1976).

The type of care required might range from full custody to a normal life at home, with parents, or guardians admonished about the need for closer supervision. (Friedman, 1976, p. 144)

Summary

Retarded suspects can be disarmed by innocent questions such as: Who are you? Where are your parents? Why are you out here with a knife in your hand? These disarming questions should assist the officer in determining whether the person is a real threat and how he should respond.

Reading the seven questions in the Miranda Warnings may not necessarily ensure the court-mandated rights, since comprehension may be lacking.

Sensitizing Participants to Their
Biases and Prejudices

When a mentally retarded person is accused of a felony, the judicial system apparently pays little attention to his/her intellectual limitations and focuses on the crime.

There is no question but that crime should be punished, but the blatant disregard for human differences must not continue as it has in the arrest, retainment, defense, prosecution, and incarceration of mentally retarded persons.

(Reichard, Spencer, Spooner, 1980, p. 113)

Allen (1966) stated:

Perhaps no aspect of criminal law or correctional policy can reach the root causes of crime; but adopting procedures and techniques to the needs and capacities of the individual offender, and making full use of the insights of the behavioral sciences, may provide the best hope of breaking the cycle of recidivism which has characterized traditional methods. (p. 3)

Talent (1975) astutely related that "attorneys continue to defend and prosecute retarded persons and judges continue to sentence them with little or no recognition of the role of retardation in a defendant's case" (p. 39). Allen (1966) wrote that

We have ignored his [the retarded] limitations and special needs; or have sought to tailor traditional criminal law process to fit them; or we have grouped him with psychopaths, sociopaths, and sex deviates in a kind of conventicle of the outcast and hopeless. (p. 3)

There are many misconceptions about the retarded individual who comes into conflict with the law. For example:

1. The retarded are "born criminals," i.e., congenital "moral idiots."
2. The retarded characteristically commit dangerous crimes of physical assault, especially sexual assault.
3. Retarded individuals are more prone to commit crimes because they lack the capacity to grasp the social values of their culture, including its social and legal definitions of "right" and "wrong."

4. The retarded cannot foresee the consequences of their actions and hence cannot be effectively deterred by normal means.
5. The tendency to delinquency of all mental defectives is a well established fact.

(Reichard, Spencer, Spooner, 1980, p. 114)

The mentally retarded offender, caught within this quite complex system of justice, suffers because of his limited mental capacity. Quite often his attorney, not being able to obtain acquittal by reason of insanity because this defense is quite time-consuming, tries to plea bargain in order to obtain a lesser sentence (Marsch, Friel, Esser, 1975).

If the mentally retarded offender is poor, in addition to his mental handicap, he has an even smaller chance for special consideration by the court. "Court appointed attorneys often do not have the time to expend as much effort on an indigent as a regular client" (Marsch, Friel, Esser, 1975, p. 24). Because of this, many cases are "pled out" as quickly as possible. Again the mentally retarded is not handled according to his own special needs.

The treatment of retarded offenders is poor nationwide, As pointed out by Rowan (1972):

In most states appropriate institutional, probation and other treatment facilities for the retarded offender do not exist. No institution wants to claim responsibility for them. Mental hospitals point out that such offenders are not mentally ill; training schools and institutions for the retarded claim they do not have appropriate facilities; correctional institutions would like to remove such persons from their populations on the grounds that their programming is totally inadequate and inappropriate for the retarded.

(p. 338)

Menolascino (1975) pointed out that these individuals are currently in fledging programs for retarded offenders or in limbo awaiting such a program.

Productive relationships with clients are dependent upon the degree to which the officer in charge is aware of and in control of his personal biases and feelings regarding mental retardates and their needs (Schwartz, 1973). Many of the characteristics of retardates run counter to prevailing social norms, which an officer has gradually, and often unconsciously, absorbed. Healthy rapport between client and officer may fail to materialize when the officers' authoritarianism or his latent prejudices toward the clients'

mentality, style of dress, personal cleanliness, general appearance, speech, or deviance stand in the way (Schwartz, 1973). Many retardates, because of their long experience with rejection, are extremely sensitive and aware of how another person is feeling toward them.

Self-insight into how his own behavior appears to others can be useful to the officer in charge as he strives to handle himself in ways that will invoke a cooperative response from his clients as they interact with one another. (Schwartz, 1973, p. 35)

Summary

The officer in charge should become sensitized to his strengths and shortcomings especially latent biases and prejudices, which may influence his success in achieving client-officer relationships.

Development of Skills to Communicate with Mentally Retarded People and Their Parents or Guardians

The ability to communicate adequately what is expected of the parents in dealing with the mentally retarded offender can be a crucial step in the proper handling and rehabilitation of the client.

Thus it is particularly important for the official to be aware of appropriate procedures to use in dealing with the parents of a client who may be in the midst of a crisis situation, precipitated by the persons acting out, and growing from a variety of background factors, such as the parents' guilt feelings over having a retarded child, his general frustration over the inability to cope effectively with the persons' behavior, and the anxiety from misunderstandings about the legal and treatment systems. (Schwartz, 1973, p. 46)

Parents should and must be interviewed when their child is first apprehended. However, the law enforcer should realize that every family will accept the problem in a different fashion. Some parents may not be as grieved as when the diagnosis of their child was made, but it is a continuous experience with recurring episodes reminding them of their deprivation (Schwartz, 1973). Having a child who is arrested for law breaking is a traumatic reminder which arouses many old feelings. The officer should be able to recognize that this is a crisis for the parents. At this point, the officer is expected to carefully explain the upcoming procedures

that the family and their child are expected to undergo. The officer in charge should at no time take knowledge of institution or agency routines for granted (Schwartz, 1973). Furthermore, a minority of families may have difficulty in comprehending the complexities of what has occurred. They may be on the low end of the continuum of intellectual functioning and have difficulty with language concepts and rapid speech, they may also possess many of the characteristics of their retarded child, and have limitations of their own (Schwartz, 1973). If recognized by the public official, counseling for both parent and child should be recommended. Some families will accept professional help realizing their problem is never ending, but rather will continue throughout their life and the life of their child (Love, 1973). At these sessions, problems may not be solved but releasing anxieties may relax the mental burden of both parent and child. In contrast, a small population of families may resent professional help. This group of families will perceive offers and overtures as punitive, usually because they are totally lacking in understanding (Love, 1973). Regardless of family attitude,

The retarded individual should not be summarily excised from his family, and should be permitted

and encouraged to be with them whenever his developmental needs can be met satisfactorily. If he or she is an institutional resident, family visits should be encouraged, except when such contact may be detrimental to the individual's well-being. (Rights of Mentally Retarded Persons, 1973, p. 4)

Summary

What might be self-evident to someone dealing with the situation every day may seem totally baffling, illogical, and disorganized to someone else, especially someone in a state of panic. Positive remarks at this point can be very beneficial and reassuring to the parents. Availability of educational, recreational, and financial resources can be discussed to help both child and parent.

Increased Familiarity with the Specific Treatment

Approaches for Particular Kinds of Behavior

--i.e., Behavior Modification

Behavior is a common word referring to many things; what a person does, says or thinks that can be observed directly and/or indirectly (Schwartz, 1973). Besides

referring to specific cause-and effect relationships, behavior modification includes techniques for changing behavior (Gardner, 1971). Most modification strategies try either to eliminate the precipitating circumstances leading to problem behavior or to alter the consequences to something unpleasant (Schwartz, 1973). A knowledge of behavior modification procedures can expand the official's effectiveness in dealing with mentally retarded offenders.

Behavior modification is based on the theory of operant conditioning. It is basically a "system whereby the manipulator makes a 'contract' with the subject so that the subject performs an act that pleases the contractor and, in turn, receives a reward from the contractor (Vance, 1978, p. 610).

1. Undesirable behavior should never be inadvertently rewarded. Only acts that are pleasing to the contractor are rewarded.
2. The terms of the agreement should be clear and understood by both the offender and the official in charge. With adequate training the official will have the knowledge of verbage to be used.

3. The contract should be made as positive as possible.
4. The reward should be appropriate. For the offenders in jail the most valued rewards are cigarettes and an extension of yard time. For those in the custody of their parents, a visit with a reliable friend can be the reward.
5. The reward should be given after the accepted behavior is achieved. How soon after depends on the person's ability to wait. (Ringness, 1968, pp. 117-121)

Behavior modification techniques conducted by those not thoroughly trained in all aspects of behavior control appear to be a highly questionable educational procedure (Schwartz, 1973). Some important facts to remember when developing a program are:

1. All applications of behavior modification should be supervised by a skilled professional.
2. Avoid goals that simply enforce conformity.
3. In attempting to control the behavior of a client, guidelines must be developed for selecting behavior goals and selecting methods of controls.

4. Ensuring that the behavioral repertory of the client is adequate to obtain reinforcement even on his first try. (Vance, 1978, p. 614)

There are some special measures that must be considered in dealing with highly aggressive or hostile, acting-out persons. The aggressive person cannot be allowed to work off his frustrations indiscriminately, nor can he be allowed to interfere with others (Ringness, 1968). The law official must continue to remember that harsh punishment does not end aggressive behavior but tends only to harden the offender.

In fact, ability to tolerate the punishment that can be imposed may be a mark of status in the eyes of the offender and his friends. (Ringness, 1968, p. 122)

When a person is in the grip of strong emotions, no punitive measure should be instituted. Furthermore, he should not be made "an example" to others; this approach is ineffective and generally unsuccessful. It can create a rebellious atmosphere with the people in the immediate area.

Physical activity is useful in discharging pent-up emotions, and many aggressive persons find real pleasure in displaying their strength or physical

powers (Ringness, 1968). Such people can put their strength to a legitimate use and a reward system can also be initiated for their actions.

Controls of behavior should be based on an understanding that many retarded individuals have not developed the ability to internalize the control of behavior. As long as this condition remains, behavior control must come from someone else. In a prison setting it can and should come from the prison personnel, in a family, it should come from the parents (Illinois Council for Children with Learning Disabilities, Inc.).

Summary

Basically, what the retarded offender needs is a clear-cut definition of the situation and of the appropriate required conduct. Thus, they can and will learn what conduct is permitted and what is not permitted without creating the emotional disturbances that demand punishment. Many of the reactions of the retarded person, which are labeled as unaccepted behavior, are fear reactions to unfamiliar and frustrating experiences.

The success of the behavior modification program depends mainly on the person in charge, rather than the mentally retarded offender. Unskilled personnel can be very detrimental to the progress the retarded offender necessitates.

CHAPTER 3

SUMMARY AND CONCLUSIONS

Summary

The mentally retarded, once regarded as a sort of aberrant subspecies, who must be held in close confinement for the protection of society, are at last beginning to be perceived by our legislatures, by our courts and public institutions, and by the community at large, as human beings, with a right to be treated with dignity and respect, and to be helped to realize their individual capacities to the fullest.

A mentally retarded adult has different needs and presents different problems than a person of normal intelligence. Because of these differences, juvenile detention, probation, correctional and training facilities would be inappropriate for the adult retar-date. The foster home placement would be almost totally unavailable. Furthermore, the basic problem is one of identification. While juveniles at the upper

age ranges of juvenile court jurisdiction may look older than their years, they are still easily identifiable as children; whereas recognition of the retarded person as such is much more difficult.

Conclusions

The process of arrest and temporary confinement of a retarded person pending legal action involves arresting officers, attorneys, and judges. It is apparent that most representatives of these agencies lack an understanding of the socioeducational characteristics of mentally retarded defendants (Reichard, Spencer, Spooner, 1980). Therefore, it is recommended that inservice training components for police, lawyers, and judges be developed in consortium with professional personnel knowledgeable in the area of mental retardation. Personnel are available in almost every college and university special education program as well as in state and local retardation and mental health services.

Allen (1966) proposed an Exceptional Offenders' Court. Many courts have facilities and procedures to fit the needs of the physically impaired, deaf, and blind, but they have not formally made adjustments with respect to the mentally retarded defendant.

Retarded individuals who are judged competent to stand trial need to be trained about the criminal justice system. They should receive adequate pretrial and courtroom procedures. This would ensure that an individual's impaired ability to understand, think quickly, or communicate would not prejudice the adjudication proceedings.

Keeping in mind the immediate needs of the retarded individual, programs of reform aimed at changing the criminal justice system can prove to be effective only in the process of broad social change. Recognizing the larger constraints, these efforts must be twofold. First, they must be continually built upon and resurfaced so that in time they do not develop into rutted pathways. Secondly, they must become part of a larger ongoing struggle for equitable social conditions for all people.

Mental retardation and correction procedures both represent very complex problems, dealing with only one of these areas at a time is difficult enough. Thus, it is no wonder that the retarded offender has been a relatively neglected subject of investigation.

It is indicated by the limited number of studies that a significant shortage of services for the mentally retarded prisoner exists and that liaison should be established with state and local planners to develop funding resources for the mentally retarded offender.

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