SOCIAL AND VOCATIONAL ADJUSTMENT
OF LEAVERS FROM SPECIAL CLASSES
FOR BACKWARD CHILDREN.
CHRISTCHURCH, NEW ZEALAND

A thesis presented for the
degree of Master of Arts in Education
in the University of Canterbury,
Christchurch, New Zealand.

by

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>Purpose of the study</td>
<td>1</td>
</tr>
<tr>
<td>Definitions of terms used</td>
<td>4</td>
</tr>
<tr>
<td>Group descriptive terms</td>
<td>4</td>
</tr>
<tr>
<td>Special Class</td>
<td>7</td>
</tr>
<tr>
<td>Work Experience</td>
<td>9</td>
</tr>
<tr>
<td>After Care</td>
<td>9</td>
</tr>
<tr>
<td>Survey procedure</td>
<td>10</td>
</tr>
<tr>
<td>Location of subjects</td>
<td>10</td>
</tr>
<tr>
<td>The Interview Form</td>
<td>11</td>
</tr>
<tr>
<td>The Interviews</td>
<td>12</td>
</tr>
<tr>
<td>The Final Group</td>
<td>13</td>
</tr>
<tr>
<td>Arrangement of the Thesis Material</td>
<td>14</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>REVIEW OF LITERATURE</td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>17</td>
</tr>
<tr>
<td>Vocational Adjustment</td>
<td>22</td>
</tr>
<tr>
<td>Type of Employment</td>
<td>22</td>
</tr>
<tr>
<td>Intellectual Factors</td>
<td>26</td>
</tr>
<tr>
<td>Home Background</td>
<td>29</td>
</tr>
<tr>
<td>Personality Factors</td>
<td>31</td>
</tr>
<tr>
<td>Length of Schooling</td>
<td>34</td>
</tr>
<tr>
<td>Training</td>
<td>34</td>
</tr>
<tr>
<td>Criteria of Success and Failure in Employment</td>
<td>41</td>
</tr>
<tr>
<td>Employers' Reports &amp; Attitudes</td>
<td>42</td>
</tr>
</tbody>
</table>
III  ANALYSIS OF RESULTS -
DESCRIPTION OF THE GROUP          48

  Physical Appearance               48
  Intelligence                    49
  Reading Level                 50
  Length of time spent in
  Special Class                 52
  Age on leaving school and at time
  of interview.                  53
  Home background               53
  Father's occupation            55
  Size of family                 56
  Place of Residence             56
  Incidence of Illegitimacy       57
  Marriage                      57

IV  ANALYSIS OF RESULTS - SOCIAL
ADJUSTMENT.                        58

  Social Activities              61
  Church Attendance              63
  Reading for Leisure            64
  Letter Writing                64
  Relationship of Social Adjustment
to intelligence               65
  Relationship of Social Adjustment
to Home and Family             67
  Relationship of Social Adjustment
to Length of time in Special Classes 69
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV cont'd</td>
<td></td>
</tr>
<tr>
<td>Relationship of Social Adjustment to Personality</td>
<td>70</td>
</tr>
<tr>
<td>Effect of After Care Activity on Social Adjustment</td>
<td>76</td>
</tr>
<tr>
<td>Wages and Money</td>
<td>79</td>
</tr>
<tr>
<td>V ANALYSIS OF RESULTS - VOCATIONAL ADJUSTMENT</td>
<td>82</td>
</tr>
<tr>
<td>Range of Jobs</td>
<td>82</td>
</tr>
<tr>
<td>Number of Jobs Held</td>
<td>85</td>
</tr>
<tr>
<td>Employment Success</td>
<td>86</td>
</tr>
<tr>
<td>Reports From Employers</td>
<td>102</td>
</tr>
<tr>
<td>VI DISCUSSION OF RESULTS</td>
<td>108</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>108</td>
</tr>
<tr>
<td>Vocational Adjustment</td>
<td>111</td>
</tr>
<tr>
<td>Variables Influencing Social and Vocational Adjustment</td>
<td>115</td>
</tr>
<tr>
<td>VII SUMMARY AND CONCLUSIONS</td>
<td>127</td>
</tr>
<tr>
<td>Summary</td>
<td>127</td>
</tr>
<tr>
<td>Conclusions</td>
<td>131</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>133</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>146</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Comparative Terminology in Mental Retardation</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Industrial Processes in which Institutionalisied Subnormals have been Engaged</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>Personality Traits Considered Most Important to the Retarded Entering Industry</td>
<td>45</td>
</tr>
<tr>
<td>4.</td>
<td>Reading Age at time of Leaving School</td>
<td>51</td>
</tr>
<tr>
<td>5.</td>
<td>Time Spent in Special Classes</td>
<td>52</td>
</tr>
<tr>
<td>6.</td>
<td>Father's Occupation</td>
<td>55</td>
</tr>
<tr>
<td>7.</td>
<td>Relationship of Social Adjustment to I.Q.</td>
<td>65</td>
</tr>
<tr>
<td>8.</td>
<td>Relationship of Social Adjustment to Home Background</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>Relationship of Social Adjustment to Size of Family</td>
<td>68</td>
</tr>
<tr>
<td>10.</td>
<td>Relationship of Social Adjustment to Length of time in Special Classes</td>
<td>69</td>
</tr>
<tr>
<td>11.</td>
<td>Descriptive Terms for Personal Ratings given by Teachers</td>
<td>71/72</td>
</tr>
</tbody>
</table>
CHAPTER I - INTRODUCTION

1. PURPOSE OF THE STUDY

The purpose of this follow-up study of leavers from special classes for backward children was to gather information regarding their social and vocational adjustment up to four years after leaving school. It was hoped that examination of such information would bring to light factors influencing the quality of adjustment and provide valuable insight into the problems, social life and employment of such leavers.

Although many such studies have been carried out in other countries, notably Great Britain and the United States of America, few have been made in New Zealand. It was therefore expected that an analysis of results from a local study would help to provide answers for some, if not all, of the following questions:

(i) How far can one generalise from the findings of British and American research into post-school adjustment of special class leavers? To what extent are such findings applicable to our own conditions?
(ii) What is the type of social life pursued by backward adolescents and how far can they be expected to follow normal social activities?

(iii) How much do skills of reading, writing and arithmetic enter into their social and vocational life?

(iv) What types of employment are best suited to such people?

(v) How far do factors such as intelligence, personality, home background, training and length of time in special class contribute to successful social and vocational adjustment of these leavers?

(vi) What are the qualities found by employers to assist or to hinder successful vocational adjustment?

If adequate answers are available for such questions the importance of the present study becomes clear. With insight into the social pursuits of ex-special class pupils, teachers and organisers would be able to note problems or deficiencies with a view to providing facilities or personal counselling
for pupils. A realistic appraisal of the amount of academic skill actually needed in later life might save teacher and child many hours of formal work in the three R's and clear the way for more emphasis on social training.

It could be that many educators of backward children have a very hazy idea of their pupils' job potential. Some might tend to pass them off as suitable only for menial tasks, while others would be unable to give an adequate answer to enquiring parents. It is important that parents be helped to come to grips with their child's handicap and to make sensible expectations for vocational placement. Much harm might be done to a backward boy or girl who is forced to strive unsuccessfully in order to live up to unrealistic expectations of the home.

The present study will be mainly concerned with an examination of some of the variables likely to influence successful post-school social and vocational adjustment. It is understood that a combination of factors probably operates in most cases to aid success or failure, but if the more significant variables can be brought to light it
could well be that the appropriate emphasis by educators and social workers would benefit the backward girl or boy. For example, if personal factors were found to influence adjustment for more than academic attainment it might be that a recommendation to relax pressure in the latter in favour of greater emphasis on the former would considerably help certain pupils.

Employers' reports concerning qualities which appear to aid or hinder job adjustment would also help to provide teachers with useful guides upon which to structure any personality or vocational training for pupils approaching the transitional stage between school and work.

2. **DEFINITIONS OF TERMS USED.**

(a) **Group Descriptive Terms**

The New Zealand designation of the group studied, while at school, is that of 'backward children'. Children classified as such are first referred by schools where they appear to be gaining little benefit from normal teaching methods in the average class situation. Tested
individually by a psychologist or organiser of special classes, such children usually come in the 50 to 75 range of I.Q., but exceptions are made under special circumstances for those slightly outside these limits who are considered likely to benefit from the special facilities available in special classes. Not all backward children are placed in special classes for the following reasons:

(i) they might live in an area where there are no such facilities.

(ii) consent of the parents might be withheld.

(iii) other forms of handicap might make their placement in a different setting more desirable.

It must not be concluded that intelligence is the only criterion for placement in a special educational setting. Backward children placed in special classes are assessed as potentially able to play a part in the community and the economy as self-supporting adults.
An examination of studies quoted in the present text will reveal a wide variety of terms used to describe 'backward children'. Dunn (1964) notes the confusion and sees as possible causes the stigma which attaches to fixed terms, the multitude of causes and levels of retardation and the varied interests of disciplines such as education, psychology and medicine. Rothstein (1961) deals with the variety of definitions in the field of mental retardation. General terms other than 'mental retardation' are 'mental subnormality' and 'mental deficiency', and these will often be found when referring to a sub-group in the field. All studies quoted in this text have been carefully examined to ensure that the actual sample used was at approximately the same level of intellectual functioning as the New Zealand 'backward children' i.e. I.Q. 50 to 75. Thus, whereas writers may often use the general terms 'mentally retarded' 'mentally subnormal' (or 'subnormal') and 'mentally deficient' the actual samples studied were from the following sub-groups:
(i) The **educable** mentally retarded.

(ii) The **mild subnormals**.

(iii) The 'morons.'

(iv) The **educationally subnormal**. (*E.S.N.*)

(v) The **feebleminded**.

Table 1 based on Rothstein (1961) will help to clarify the terminology used.

(b) **Special Class**

Special classes for backward children are located in primary and intermediate schools in areas where sufficient children are found to form a unit. Numbers of children in such classes range up to approximately 16 pupils in single units and 18 in each class of a double unit. Double unit classes are divided into junior and senior groups.

While a few of the leavers in this study came from senior classes of a double unit, the majority were drawn from intermediate school units in Christchurch.

At the time of writing, two vocational classes are being set up in Christchurch secondary schools to provide for backward pupils wishing to take advantage of further educational facilities.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild Subnormality</td>
<td>Moron</td>
<td>Educable</td>
<td>Mild</td>
<td>Feeble- Minded</td>
<td>50 - 79</td>
<td>8 - 12</td>
</tr>
<tr>
<td>Moderate Subnormality</td>
<td>Imbecile</td>
<td>Trainable or Dependent</td>
<td>Moderate</td>
<td>Imbecile</td>
<td>20 - 49</td>
<td>3 - 7</td>
</tr>
<tr>
<td>Severe Subnormality</td>
<td>Idiot</td>
<td>Severely Retarded</td>
<td>Severe or Profound</td>
<td>Idiot</td>
<td>0 - 19</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>

| Generic Usage                      | Mental Deficiency or Feeble Minded | Mentally Retarded or Handicapped | Mental Retardation | Mental Deficiency Amentia | 0 - 83 | 0 - 14 |

* British Educational terminology includes use of 'educational subnormal' to indicate American 'educable mentally retarded' and 'backward' to indicate American 'Trainable or dependent'.

(After Rothstein 1961) page 8
(c) **Work Experience**

A work experience scheme was commenced in Christchurch in 1962. Under this scheme special class pupils who are fourteen years of age and medically fit can be given a gradual introduction to employment while still at school. This 'employment' is for one day per week. No pay is involved but the pupil becomes a 'worker' for the whole day. Visits by teachers, follow-up work and emphasis on social acceptability are all expected to build desirable personal qualities into the pupil. Such experience also serves to make transition from school to work smoother.

(d) **After Care**

After Care Committees or Societies exist in most of the main New Zealand centres. They are groups of voluntary workers interested in the well-being of ex special class pupils. Activities include finding employment, helping general community and vocational adjustment and arranging social activities. Some of these groups employ a social worker, and at the time of the study such a worker was employed on a part-time basis by the Christchurch Society.
3. **SURVEY PROCEDURE**

(i) **Selection and Location of Subjects**

In order to secure a reasonable number of leavers to form a basis for analysis it was decided to follow-up all those who had left special classes over a period of three years and were still residing in the city of Christchurch. The three years 1962, 1963 and 1964 were chosen for three reasons:

(a) All leavers would have had at least 18 months of work, unless unemployed for any length of time.

(b) There were likely to be fewer changes of residence in a period closer to the time of study.

(c) A large proportion of leavers would have participated in the Work Experience Scheme which began in Christchurch in 1962.

Names of leavers were secured from the registers of admission and withdrawal kept in special classes. These were checked against files held by both the Organiser of Special Classes and the After Care Society. Addresses were then brought up to date from the same files.
Altogether a total of 60 subjects (40 males and 20 females) were found to have left during the years 1962 to 1964 as follows:

- 1962 - 24 leavers
- 1963 - 21 leavers
- 1964 - 15 leavers

(ii) The Interview Form

This was drawn up in the form set out in Appendix 1. It was not meant to be presented to the client or to be filled in at the actual interview. The form was to be used as a guide or type of checklist while the leaver was being interviewed in an informal, conversational manner. Then, immediately following the session, all facts and comments were to be written into the space provided. One or two details such as dates, names of employers or names and ages of friends were actually written on the form during the interview as these were likely to be forgotten later.

As much information as possible was sought in an attempt to cover all aspects of social and vocational adjustment. The form included questions concerning home, family, leisure activities, friends,
reading, pocket money, degree of independence, employment and ambitions. Space was left for comments from parents and employers. Methods of checking the accuracy of responses were built in, for example a question about the number of friends was followed by another requesting details of their names and ages, and then another asking how often they were seen.

(iii) The Interviews

Interviews were all held between June and November (inclusive) 1966. These were conducted in the homes of leavers with parents usually eager to join in with the offer of additional information. Wherever possible initial contact was made during the day either by phone or by personal call to check the address and to make an appointment for the evening or weekend visit. Not one household refused to co-operate in the study; in fact nearly all parents and leavers actively welcomed the visit and appreciated the fact that interest was being shown. Several contacts were either made or renewed with After Care as a result of the interviews. It is not possible to give an average time for the length of the
interviews, for this depended on the degree of
co-operation and interest in the home. However,
the range of times was from half an hour to an
hour and a half.

All leavers and parents were asked for
permission to visit the place of employment
concerned, and most readily agreed to this.
Visits to employers were made during working
hours and comments were sought on each leaver's ac-
tual job, prospects, personal qualities and
degree of social adjustment. On this occasion
notes were made in a book and transferred to
the record form later.

(iv) The Final Group

After visits had been made to all homes
which could possibly be traced through the
combined efforts of the After Care Society and
the Organiser of Special Classes, only 53 of
the original 60 leavers had been interviewed.
These comprised 33 males and 20 females.
Of the 7 males who could not be located, 2
were from farms some distance out of Christchurch
and had boarded in the city while at school.
The remaining five had moved and no trace could be
found through any available agency.
4. **Arrangement of the Thesis Material**

(i) The review of literature which follows this chapter is arranged under the headings of Social Adjustment and Vocational Adjustment. The second section is further divided into:

- Type of Employment, Intellectual Factors,
- Home Background, Personality Factors,
- Length of Schooling, Training, Criteria of Success and Failure, and Employers' Reports and Attitudes.

The reason for this arrangement is to enable any conclusions drawn from the study regarding the influence of such variables as intelligence and home background to be considered in the light of previous research, and also to facilitate checking of references. Such grouping is not meant to indicate that success or failure in adjustment can be neatly attributed to any one influence; in fact it is fully accepted that a combination of factors would be found to contribute to the quality of an individual's adjustment.

(ii) Three chapters will be devoted to the analysis of results of the survey.
Chapter III will deal with the group itself in descriptive terms, including aspects such as physical status, intellectual qualities and home circumstances.

Chapter IV will be a detailed examination of the social adjustment with an attempt to evaluate the degree of such adjustment in each leaver. This degree of adjustment will then be compared with factors such as I.Q., length of special class attendance, home background and personal ratings given by teachers in order to estimate the importance, if any, of such influences on post school social adjustment.

The third chapter in the analysis, Chapter V, will deal with vocational adjustment or employment. After a study of the types of employment entered, a criterion of job success will be set up and the variables used to assess social adjustment will again be brought in, this time to evaluate their influence upon vocational success or failure. The analysis will conclude with an examination of employers' reports on special class leavers.
(iii) In Chapter VI a discussion of the findings will examine the degree of support for each in previous research, where available, and any implications for those who deal with backward children and youth will be noted.

(iv) The final chapter, Chapter VII, will summarise the study and present the conclusions.
CHAPTER II - REVIEW OF LITERATURE

1. Social Adjustment

Goldstein (1964) describes the increasingly complex task facing the young retardate who has to adjust to community living. "Where once retardates could live well circumscribed lives, they must now be as mobile as their peers in going from home to work to recreation and the like. Further, the know-how necessary to mobility has become more numerous and complex; bus schedules, fares, traffic rules and courtesies are but few of the everyday hurdles that the present-day retardate must take in his stride." (P.237)

Social skills in our present day world are, for the retardate, becoming more difficult to acquire, hence educators have a responsibility to take a realistic approach in actually teaching such skills alongside other basic subjects. Some writers would go even further than this in placing social training foremost in the curriculum.

Gunzburg (1962) with reference to institutionalised mental retardates, makes the following statement:
The educationalist who cuts down to a bare minimum the academic work of the three R's and expands as far as time permits on guiding the subnormal through an 'in service' training in social knowledge, will be a most outstanding stabilising factor in the rehabilitation of the subnormal. (P.256)

The subject of training will be dealt with at greater length in subsequent passages.

An adequate social adjustment is accepted by practically all writers studied as a basic requirement for mental retardates seeking to take a normal place in society. Cashdan (1962) in discussing 'social inadequacy' one of the criteria of mental deficiency from Doll's work on Social Competence (1953), notes that subnormal children who are socially adjusted often cease to be considered subnormal when they are adults. Follow up studies have indicated a reasonable degree of economic independence and community adjustment on the part of leavers from special schools and classes for the educable mentally retarded. Duncan (1942) studied the records of leavers from schools for Educationally Sub-normal children in England over a twenty year period and
discovered that eighty percent had become self-supporting and independent. An earlier study by Fairbanks (1933), involving 122 mental retardates followed up seventeen years after a survey, reports that two-thirds of the group were living comfortably - half of these actually buying their own homes. The remaining third were marginally financial, half of these being aided by Welfare agencies. Dinger (1961) in a similar type of study involving interviews with 100 former special class pupils concludes that such people, as adults, are capable of independent economic adjustment at a comfortable level. The majority of his sample were engaged in jobs which enabled them to be self-supporting and they had developed practical procedures for dealing with financial matters. Dunn (1964) while agreeing that earlier studies show a high proportion of well adjusted cases, notes the increase in problems, delinquency and minor violations of the law in studies carried out by Lee, Hegge and Voelker (59) and Peterson
and Smith (60) Such a difference, Dunn feels, could be due to the growing complexity of society or to the state of mild depression in 1959-60.

Winterbourn (1944) reports a variety of leisure time activities in a group of 36 special class leavers from Christchurch, New Zealand. Only one third had no hobbies, the rest being actively engaged with radios, models, gardening, cycling, dressmaking, knitting, carpentry or pets. Half of the group played sport and two-thirds were regular picture-goers.

Economic conditions, community facilities and differences in local practice naturally affect the degree of adjustment made by the special class leaver. Goldstein (1964) in summing up studies made by Fairbanks (1933) Baller (1936) and Kennedy (1948) notes that the higher grade mental retardate is hard hit in times of depression. In searching for a reason for this we could possibly consider Grant's (1956) suggestion that while low grade mental retardates accept their defeats and make more realistic adjustment, the higher grade retardates
endeavour to meet the world on normal terms and fail when the field of employment is narrowed. A further conclusion drawn from the Fairbanks, Baller and Kennedy studies (above) is that local facilities and practices seem to determine the participation of mental retardates in the social life of the community. In larger centres where there are industries and recreational pursuits, these people are more likely to become assimilated. The neighbourhood mores are also an important factor and, according to Fairbanks, influence adjustment in some cases even more than the retardation factor. The attitude of community members has as much effect upon the adjustment of mentally retarded individuals as their own personality. This fact is emphasised in studies by Cohen (1960), Fraenkel (1961), Michal-Smith (1950) and Warren (1961). Cohen (1963) in reviewing previous studies, claims that the retarded might well be viewed as a minority group, subject to the prejudices and discriminations experienced by such a group.
2. **VOCATIONAL ADJUSTMENT**

Useful general reviews of research in this field are given by Kolstoe (1961), Windle (1962), Nelson (1963) and Goldstein (1964). An attempt will be made to draw together relevant studies on various areas of vocational adjustment.

(i) **Type of Employment**

Whereas in the past writers tended to recommend simple routine jobs and occupational tasks for the mentally retarded, more recent studies have taken a fresh look at the types of work possible for such people. Dimichael and Terwilliger (1953) reveal that the mentally retarded as a group have wide job potentialities, even though they work mostly in unskilled and semi-skilled occupations. The W.H.O. Report (1954) deplores the outmoded idea that the subnormal are fit only for certain limited and menial jobs, with little attempt to explore the other possibilities. However, it is relevant to note the conclusion of Tizard and O'Connor (1950) that the mentally retarded are better suited to some jobs than their more fortunate brethren because they are able to persist in the more monotonous repetitive industrial jobs where others of more
normal intelligence would easily become bored. But this should not be an excuse for excluding the mentally retarded worker from opportunities in other areas of employment.

Gunzburg (1960) has very definite ideas on the employment of subnormals. He fails to see this type of person as a craftsman, and believes that such people should be worked on jigs or machines which require little skill to produce a high class article. He claims that subnormals are good at performing one particular part-skill e.g. making button-holes, but are generally inferior in the all-round execution of a task. Table 2 gives a list of industrial processes which he feels might be performed by subnormals at varying levels of complexity.

Kruger (1963) examining trends in service employment, sees important implications for the mentally retarded. With the increase of automation Kruger fears that the simple routine jobs will be those most easily taken over by machines. This trend implies the need for a greater awareness by educators both of the local
<table>
<thead>
<tr>
<th>TABLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDUSTRIAL PROCESSES IN WHICH INSTITUTIONALISED SUBNORMALS HAVE BEEN ENGAGED - GUNZBURG (1960) P.155</td>
</tr>
</tbody>
</table>

A. **Very Simple Industrial Processes**
- Folding cardboard boxes.
- Making envelopes.
- Making paper bags and carrier bags with the help of simple jigs.
- Filing and trimming of plastics, castings, etc.
- Cleaning rubber moulds.
- Threading castings ready for plating processes.

B. **More complicated Industrial Processes Requiring Small Jigs and Gadgets**
- Making strong coat hangers.
- Assembly of switch boxes and fuses.
- Dismantling disused telephone apparatus and salvaging or sorting of parts.
- Stamping out small articles on hand presses.

C. **Industrial Processes Requiring Machinery of a Very Simple Type or Very Simple Operation**
- Soldering terminal wires for wireless sets.
- Cutting rubber hoses on a lathe.
- Make pads of corrugated cardboard for packings.
- Cutting cardboard with a circular saw.
- Making stool frames.
- Drilling holes in metal discs.
- Printing labels, tickets, etc.
supply of suitable jobs and of the resources and agencies which would gain the co-operation of employers. This review is in contrast to that of Fraenkel (61) who agrees that automation will help the retarded by creating more service jobs which seem especially suited to their abilities.

Local conditions are of course important when considering the type of employment open to the mentally retarded school leaver. That such leavers find work mainly in factories, domestic work, labouring, laundry work, farms and restaurants has been shown by Winterbourn (1944), Collmann and Newlyn (1956), Ferguson and Kerr (1960), Engel (1962) and McFall (1966).

The majority of mentally retarded leavers appear to enter unskilled or semi-skilled occupations, with very few attaining skilled status. Collmann and Newlyn (1956) found the number outside the two former classifications 'negligible'. In their 1957 study only one E.S.N. leaver out of 223 reached the skilled status. Ferguson and Kerr (1960) found that 16 of their 204 leavers from special schools in Glasgow had reached skilled status.
Bobroff (1956) in a study in Detroit counted 16% of 95 males as skilled workers. Opportunities for entry to skilled status no doubt vary between towns and between countries.

(ii) Intellectual factors

The findings of various studies differ in regard to the significance of intelligence in successful post school adjustment. Kolstee (1961) quotes Abel (1940), Baller (1936), Phelps (1956) and Reynolds and Stunkard (1960) as all reporting some relationship between higher I.Q.'s and employment success. However, he also shows that McIntosh (1949), Hartzler (1951) and Shafter (1957) could find no such relationship. Kolstee's own study examines the differences between 41 employed and 41 unemployed males who were mentally retarded. Although he finds a slight superiority of employed over the unemployed with regard to intelligence, there is not a statistical significance.

O'Connor (1954) in an investigation into the employment record of 104 high grade mental patients from Darenth Park, concludes that lack of intelligence is not the main handicap to
a successful work record. Rather the conditions of supervision, incentive, home conditions and instability are the primary determinants.

Similarly Dincer (1961) writes, "The importance of intelligence in the area of occupational and community adjustment is not to be denied, but it should be kept in proper perspective and not viewed as the major criterion of job success. This study has found that occupational success is not highly related to differences in intelligence but is a reflection of the desirable personal characteristics possessed by the retarded worker." (P.359) His study involves the post school adjustment of 100 former educable retarded pupils in Altoona.

Ferguson and Kerr (1960) describe a study of the performance after leaving school of 207 women and 204 men who had been educated in special schools in Glasgow. Only 2 of the 11 women with I.Q.'s below 50 had worked since leaving school, and none of the 11 had married. There were only 16 skilled workers among the men and 13 of these had I.Q.'s above 60.
Of the 24 unemployed males, 16 had I.Q.'s below 60. However, Ferguson and Kerr find, as do O'Connor, Dinger and others, that intelligence was not as important an influence as other factors. In the Scottish study home background was felt to be a far greater influence upon post school adjustment.

Although there appears to be disagreement among research workers as to the significance of I.Q. in relation to adjustment or employment success in general, most would agree that if a specific area of employment is indicated, i.e. job complexity, then I.Q. can become significant. Harold (1955) finds a high correlation between complexity of work and I.Q. Kelstoe and Shafter (1961) commenting upon previous studies and their findings on the relationship of I.Q. to success state that while for some jobs I.Q. may be a crucial factor, for others this may not be so. It could well be that the range of jobs held by leavers in studies have made minimum intellectual demands so that differences have not shown up.
(iii) **Home Background**

While Shafter (1957) finds no relationship between home background and success, other studies all point to a definite influence. Abel (1940) and Greene (1945) report more success with clients from better homes. Ferguson and Kerr (1960) note a very important relationship between job retention and home background. Of the 204 males in their study 30% came from broken homes. 60% lived in 'crowded' conditions of two persons per room and 28% came from homes with three or more persons per room.

Cowen and Goldman (1959) while not reporting any statistical results, feel that a beneficial influence is exercised by families offering support to the retarded member. Neff (1959) used the degree of family support to classify homes in his study instead of a socio-economic factor. Neff finds that a large number of clients who had experienced a high degree of success came from homes rated 'good' or 'moderate' on this basis. Kolatoo (1961) suggests that support might well be independent of socio-economic status and related more to the understanding or acceptance of the client by his family.
An interesting hypothesis is put forward by Rautman (1949) to account for those from poor homes who appear to do well in the community. Rautman suggests that if the retardate comes from a family where cultural standards are so low as to make his retardation inconspicuous he is likely to have a more favourable adjustment prognosis than does a child from a family where his intellectual handicap places him below the level of family aspirations.

Indeed, it would appear that anxious or very protective parents can be very damaging to a child's chances of later social and vocational adjustment. Hutt and Gibby (1958) describe the reaction of parents who have earlier tended to reject their retarded child. 'Guilt feelings of parents over their rejection of the child may rise to serious proportions and they tend to react in an over-protective manner toward the child.' (P.163) Another form of reaction might be to push the child in order to make him learn before he is able to cope. This can also result in maladjustment for the child in later life. A home may therefore be inadequate in terms of neglect or deprivation and in terms of over-protection or striving.
(iv) **Personality Factors**

Robinson and Robinson (1965) state the opinion of many writers as being that among the numerous variables determining the success or failure of the later adjustment of the mentally retarded, personality factors are of the greatest importance.

Potts (1952) surveying the experience of the Michigan Office of Vocational Rehabilitation, concludes that above a certain mental level, personal adjustment is a greater determinant than I.Q. rating in predicting success on a job. A defective person who has a stable personality and is industrious can be self-supporting if intelligence is not extremely low.

Many studies support the above conclusions. Fry (1956) examines the adjustment of 38 girls transferred to a hostel from an institutional setting. He concludes that personality was an important factor outside the institution.

Warren (1961) in a study to determine if certain general and/or specific factors were instrumental in employment or unemployment of mentally handicapped males, finds significant differences in the employed group for specific
factors such as self-confidence, cheerfulness, co-operation with the supervisor and fellow-workers, respect for supervisor, minding own business, mixing socially with other employees, completing work on time, quality of work, understanding of work and initiative. A glance at this list reveals that most of such specific factors were personality factors. Dinger (1961) also found occupational success to be highly related to personal characteristics.

Other studies have indicated that personality can both aid and impede adjustment. Collmann and Newlyn (1956) find that most of the failures in their study (52%) were due to defects of character. O'Brien (1952) in a follow up study of patients transferred from institutions to family care, finds as aids to vocational success such personality traits as cheerfulness, willingness to work, loyalty and dependability. Similarly, temper, anti-social behaviour, excessive worrying, hypersensitivity, displeasing hygiene habits, impudence, excessive chattering and timidity are traits which impeded vocational adjustment.
Shafer (1957) studying similar patients from institutions also finds that undesirable traits such as quarrelsomeness and aggressiveness impeded adjustment. DiMichael and Terwilliger (1953) drawing up a table of special problems in the rehabilitation of 97 retarded males place the largest group (36) under the category of 'Personal and interpersonal problems.' Fosler (1956) in another interesting study into special difficulties of retarded adolescents finds that many were impeded by immaturity of self-control, by concrete reasoning, or by a reduced capacity to adapt to new situations. Some were from over-protective environments which made them poorly prepared for new tasks. The most important difficulty was thought to be a feeling of futility which resulted from earlier experiences of rejection and failure. This has important implications for teachers and administrators concerned with the education of the retarded.
(v) **Length of Schooling**

Kolstoe (1961) reports a lack of information about this aspect in relation to later adjustment. Shafter (1957), Greene (1945) and Cowan and Goldmann (1959) all report no relationship between number of years at school and later success or failure. Lamar Mayer (1966) conducted a study of 98 pupils of junior high school special classes to discover whether early placement had developed more positive self concepts in the pupils. He concludes that there was no significant difference in such development between those placed early and those placed later.

(vi) **Training**

Jordan (1961) summarises the goals of rehabilitation of the mentally retarded as follows: to prepare the retarded for work either in an industrial setting or in a non-competitive situation or in a protected environment where standards and competition are unimportant; to acquire acceptable personal traits and to develop habits of persistence and industry.
Beard (1953) points out that the retarded worker is a slow learner, he develops a modest amount of transfer and he lacks judgement and insight. This is not to say that he cannot be trained. One would hope that the majority of leavers from special classes for backward children in our own country might take their place in Jordan's first category - the industrial setting. Beard's point is that any response made to training will be slow and this implies the need for careful guidance on the part of educators, social workers and employers.

Matthew (1961) with experience of E.S.N. leavers in England also stresses the need for careful guidance. He concludes his article thus:

One conclusion can be firmly stated. The E.S.N. boy needs just as much help after he leaves school as he needed when a pupil. However much the school has given him in attainment, maturity and stability, he is still ill equipped to face a competitive world and it is unwise to take away all the 'props' at 16. (P.175)

As the majority of leavers in the special class category will initially take their place in a competitive setting and not in the more
sheltered environment such as a sheltered workshop, the need for careful training becomes all the more vital. Hungerford, De Proapo and Rozengweig (1952) make the point that if such people are to retain their place in employment they must be better fitted in terms of training than their competitors who have average or better than average intelligence.

Many other writers emphasise the need for training, some offer suggestions for the type of training which should be given to the backward pupil who is on the threshold of employment or who has already made a start. Gunzburg (1960) in his book gives a comprehensive treatment of the problem of rehabilitation and training of the subnormal. A three-fold aim in training is (a) to decide what particular capacities are in need of training, (b) to see for what type of work they should be trained, and (c) to determine the maximum efficiency that can be expected. Such an aim implies the inculcation of good
work habits and attitudes, the practising of a wide variety of general skills which are related to local demands, and a realistic goal setting, having respect for the individual's slowness of learning or limitations in perception.

The W.H.O. Report (1954) agrees with Gunzburg that the bulk of vocational training should be general rather than specific. This is closely tied in with another of Gunzburg's points that such a training will help to build a more stable, confident and mature personality able to deal with a changing society. The above views would seem to differ from that of Henderson (1959) who makes a case for the gradual habituation of subnormals to increasingly specific work situations.

Training workshops make an important bridge between school and work. The W.H.O. Report (1954) makes two important points concerning these. First it is important that such workshops do not over-emphasise precision work such as crafts, for this might handicap workers who will be expected to
perform routine repetitive tasks in industry at speed. Secondly, those with potential should be placed in a training workshop in preference to a sheltered workshop which might become over-protective and prevent their later transfer to industry.

Actual on-the-job training according to Potts (1952) has been found to be the most suitable method for training the mentally retarded in the past. DiMichael and Terwilliger (1953), Kirk and Johnson (1951), Rogers and Murphy (1959), Lynch (1962) and Goldstein and Heber (1959) are some of the more recent writers who have found that a work experience programme co-ordinated with class work serves to provide good motivation to establish desirable patterns of behaviour.

One of the most important aspects of training backward pupils to take their place in the community is the aspect of counselling. McFall (1966) in a recent survey of 50 leavers from classes for educable mentally retarded children concludes that there is a great need to provide occupational information, job
training, aid in obtaining jobs and continual counselling until the client becomes adjusted to work. The responsibility for such counselling services, as McFall sees it, should be realised by the school and the community in the form of agencies and services. Mackie (1959) describes the system in Lansing, Michigan, where the mentally retarded are denied a high school diploma until they have attended night school for three years while engaged in full-time employment. The emphasis is on personal vocational counselling with a place for tutoring where needed. Kirk and Johnson (1951) and DiMichael and Terwilliger (1953) emphasise that placement of a client in a job is not the end of rehabilitation. Follow-up visits are essential to aid in the giving of advice, in solving problems, or in the provision of further training or recreational activities.

The Report of the W.H.O. (1954) would go even further than the provision of follow-up counselling. In this document vocational guidance is regarded as a continuing process beginning well before the child leaves school.
The value of consultation with parents as well as with pupils is stressed as a factor influencing the later vocational success of clients.

Possibly the most extreme viewpoint in regard to counselling is held by Gunzburg (1960). Basing his theories on work done at Monyhull Hospital, Gunzburg states that the first step in restoration of the intellectual ability and personality of the subnormal is removal to the "supportive, therapeutic environment of an institution." In such a structured setting it is felt that counselling can be put to best use in the development of socially acceptable behaviour.

Whether provided on a part-time or full-time basis, all are agreed on the need for more counselling services here for the mentally retarded. Potts (1952) drawing conclusions from the experience of the Michigan Office of Vocational Rehabilitation, sums up the general current feeling as he calls for a greater intensification of the counsellor's efforts and for greater skills in areas of personal counselling, family relations, psychological evaluation, job analysis, employer education and follow-up.
(vii) Criteria of Success and Failure in Employment

If one is to judge a person a success or failure in vocational adjustment there must be some criteria on which to base such judgement. Matthew (1961) formulated four categories based on job retention as follows:

1. Complete Success
   (Either one job since school or two jobs but in the second for over 12 months.)

2. Qualified Success
   (Either one job but for a sub-rate or a sympathetic employer prepared to ignore shortcomings or not more than 3 jobs with no long periods of unemployment.)

3. Partial Failure
   (Either many jobs of short duration and no long unemployment or several jobs with long periods of unemployment.)

4. Complete Failure
   (Permanently unemployed - ceased to seek jobs.)

Colman and Newlyn (1956) use a similar basis with three categories (if their fourth category of
'unemployable' is ignored for the moment.)

These are as follows:-

(1) **Success**

(Held jobs not exceeding three in number in the first year of leaving school and at time of interview apparently settled.)

(2) **Partial Success**

(Changed jobs frequently - more than three in first year and not settled at time of interview.)

(3) **Failure**

(Had commenced work but had failed to hold a number of jobs. Unemployed at time of survey.)

(viii) **Employers' Reports and Attitudes**

Finally in this discussion of success and failure in employment, an examination of employers' reports will be made to discover the qualities found desirable in their mentally retarded employees, and to pin-point any traits likely to cause failure. It must be understood that what the employer sees in a person is largely the result of a complex of factors, many of which have already been discussed,
for example aggressive and offensive behaviour might well stem from a poor home background. However, the following findings provide useful material for counselling and the desirable qualities are a kind of goal to which the retarded might aspire with the help of teachers, social workers, guidance counsellors and parents.

First what are found to be the main reasons for failure? Collmann and Newlyn (1956) report that defects of character accounted for 52%, next in importance was offensive behaviour (sexual misdemeanours, stealing and unruliness) and a further 22% failed because of inefficiency. Peckham (1951) in a summary of the more important reasons for job failure, places the following in the first four positions in order of importance:

1. Left the job because of teasing and ridicule by other employees.
2. Unable to conform to acceptable standards of dress, deportment, punctuality and regular attendance.
3. Dissatisfied with salary.
4. Lacked responsibility and initiative.
   Poor perseverance and easily fatigued.
Shafer (1957) examining reasons for failure of patients released from institutions, finds that aggressiveness, lack of truthfulness, disobedience, carelessness and quarrelsomeness were the most important. Windle (1962) studying patients on vocational leave and home leave, concludes that inadequate personal relations, inadequate work performance and anti-social behaviour were the more significant factors among reports received concerning those who had failed. There would appear to be a need for considerable emphasis, in counselling, upon interpersonal relations, social behaviour and application to work.

What makes a successful mentally retarded worker in the eyes of employers? Michal-Smith (1951) interviewed the personnel directors of 200 firms and drew up a list of 15 traits considered to be most important when a retarded youth enters industry. These traits are listed in Table 3 and it is interesting to note the proportion of personality factors in relation to the more mechanical aptitudes. Porter and Milazzo (1958) in a small comparative study, report four working characteristics felt
<table>
<thead>
<tr>
<th></th>
<th>Personality Traits Considered Most Important to the Retarded Entering Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Competent to perform responsible routine duties.</td>
</tr>
<tr>
<td>2.</td>
<td>Able to look after own health.</td>
</tr>
<tr>
<td>3.</td>
<td>Loyal to employer(s)</td>
</tr>
<tr>
<td>4.</td>
<td>Willing to assume new duties.</td>
</tr>
<tr>
<td>5.</td>
<td>Systematic in carrying out own work.</td>
</tr>
<tr>
<td>6.</td>
<td>Able to control temper and maintain even disposition.</td>
</tr>
<tr>
<td>7.</td>
<td>Cautious and careful to avoid danger.</td>
</tr>
<tr>
<td>8.</td>
<td>Optimistic (not inclined to become easily discouraged.)</td>
</tr>
<tr>
<td>9.</td>
<td>Flexible (able to change work habits if necessary.)</td>
</tr>
<tr>
<td>10.</td>
<td>Obedient (not tending to question authority.)</td>
</tr>
<tr>
<td>11.</td>
<td>Personally attractive.</td>
</tr>
<tr>
<td>12.</td>
<td>Strong physically (no tendency to become easily fatigued.)</td>
</tr>
<tr>
<td>14.</td>
<td>Capable of remembering what he has been told.</td>
</tr>
<tr>
<td>15.</td>
<td>Dexterous or skilful (lack of clumsiness.)</td>
</tr>
</tbody>
</table>

*(After Michal-Smith (1951)*)
to be significant by employers:

(1) ability to stick to the job  
(2) dependability  
(3) honesty  
(4) getting along with fellow workers

Employers thought that the schools could best achieve their purpose by developing social skills. The employer would then train the candidate for his specific job. Phelps (1956) also stresses the importance of personal habits and attitudes in order that retarded school leavers might find acceptance by employers in their first job and thus be given a fair start.

The school's role in cultivating desirable personal habits and attitudes cannot be over-emphasised. Cohen (1963) summarises research into employer attitudes towards hiring mentally retarded individuals. He concludes that there is a degree of prejudice in the community against such people. More acquisition of accurate information about potential retarded employees does not necessarily ensure acceptance by employers. Hartlage (1965) reports that many smaller manufacturers, and especially service industries are not receptive to the mentally retarded.
Of all the employers contacted in this study 85% felt that the retarded were less valuable to them than a normal person. There appears to be a need, as Cohen recommends, to present to employers a better prepared school leaver in terms of behaviour, personality and work standards as well as to provide an accurate information service about the type of worker to be encountered.
ANALYSIS OF RESULTS

Chapters III to VII

The following analysis will deal primarily with the sample studied. Apart from a few isolated references no attempt will be made to relate findings to relevant literature until Chapter VI 'Discussion of Results.'
CHAPTER III

ANALYSIS OF RESULTS - DESCRIPTION OF THE GROUP

Of the 60 leavers chosen for this study, 40 were males and 20 were females. These represent the total number of leavers from Christchurch special classes during the years 1962 to 1964 inclusive, the numbers leaving in each year being as follows:

1962 - 24 leavers
1963 - 21 leavers
1964 - 15 leavers

Fifty-three of these leavers were actually interviewed (33 males and 20 females) and these form the group upon which this analysis is based. Reasons why seven leavers were not seen were discussed in Chapter I, under the heading 'Survey Procedure.'

1. PHYSICAL APPEARANCE

Notes made by the interviewer reveal that 27 leavers were of normal physical appearance, 19 were of definitely small build and a further 7 displayed features often found among intellectually handicapped persons: e.g. facial features of mongolism(3), drooping lower jaw (2) and small head (2). An examination of the intelligence quotient of these 7 persons revealed that all were grouped in the 45 to 55 range of I.Q.
In the whole group 16 were found to possess handicaps of a physical nature as follows:-

<table>
<thead>
<tr>
<th>Condition</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart condition</td>
<td>3</td>
</tr>
<tr>
<td>Spasticity</td>
<td>2</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>4</td>
</tr>
<tr>
<td>Eye defects</td>
<td>5</td>
</tr>
<tr>
<td>Stammer</td>
<td>1</td>
</tr>
<tr>
<td>Permanent limp</td>
<td>1</td>
</tr>
</tbody>
</table>

2. **INTELLIGENCE**

Intelligence quotients were available for all leavers from the records of the Psychological Service. Although in many cases the scores obtained were considered to be reliable, being results of assessments made during the latter years of the pupils' schooling, in the case of some of the 1962 leavers the only available I.Q. was based on testing done upon entry into Special Class.

The intelligence tests used were of two types:

(a) **The revised Stanford Binet Intelligence Scale.**

(Form L or M up to 1961, thereafter Form L - M)

(b) **The Wechsler Intelligence Scale for Children.**

Intelligence quotients ranged from 45 to 76 with a group median I.Q. of 64.
The number of leavers in each ten-point I.Q. range from 40 to 79 was as follows:

<table>
<thead>
<tr>
<th>I.Q. Range</th>
<th>Number of Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 to 49</td>
<td>5</td>
</tr>
<tr>
<td>50 to 59</td>
<td>13</td>
</tr>
<tr>
<td>60 to 69</td>
<td>18</td>
</tr>
<tr>
<td>70 to 79</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

3. **Reading Level**

From individual files kept by the Special Class teacher and forwarded to the Psychological Service after pupils had left school, a reading level was obtained for 49 of the group at the time of leaving school. The methods of recording used by teachers were either both or one of the following:

(a) A reading age obtained from a standardised test of word recognition, tests used being either the Schonell Graded Vocabulary Test or the Burt Word Reading Test.

(b) The title of the book being read by the pupil at the time of leaving. This was translated to an approximate reading age by referring to lists of graded readers and
to books kept at the Central Library for Backward Readers which were carefully graded into reading age ranges according to content. The mean reading age for the group on leaving school was 7.1 years and the spread of reading ages is listed in Table 4.

**TABLE 4. READING AGE AT TIME OF LEAVING SCHOOL**

<table>
<thead>
<tr>
<th>Reading Age</th>
<th>No. of leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-reader</td>
<td>5</td>
</tr>
<tr>
<td>5 yrs.</td>
<td>6</td>
</tr>
<tr>
<td>6 yrs.</td>
<td>5</td>
</tr>
<tr>
<td>7 yrs.</td>
<td>8</td>
</tr>
<tr>
<td>8 yrs.</td>
<td>14</td>
</tr>
<tr>
<td>9 yrs.</td>
<td>10</td>
</tr>
<tr>
<td>10 yrs.</td>
<td>1</td>
</tr>
<tr>
<td>Data not available.</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>
4. **LENGTH OF TIME SPENT IN SPECIAL CLASS**

Results are listed in Table 5. The mean length of time spent in classes was 5 years 2 months. The one pupil who spent less than one year was transferred to an Intermediate Class in his last year in order to benefit from the Work Experience Scheme.

If a division is taken in the middle of the range, it is found that the majority of leavers, 33 in number, spent four or more years in Special classes, while only twenty leavers had spent three years or less in such classes.

**TABLE 5  TIME SPENT IN SPECIAL CLASSES**

<table>
<thead>
<tr>
<th>No. of years/months</th>
<th>No. of leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 through 11 months</td>
<td>1</td>
</tr>
<tr>
<td>1 yr. through 1 yr. 11 mths.</td>
<td>6</td>
</tr>
<tr>
<td>2 yrs. &quot; 2 yrs.11 &quot;</td>
<td>4</td>
</tr>
<tr>
<td>3 &quot; 3 &quot; 11 &quot;</td>
<td>9</td>
</tr>
<tr>
<td>4 &quot; 4 &quot; 11 &quot;</td>
<td>3</td>
</tr>
<tr>
<td>5 &quot; 5 &quot; 11 &quot;</td>
<td>16</td>
</tr>
<tr>
<td>6 &quot; 6 &quot; 11 &quot;</td>
<td>9</td>
</tr>
<tr>
<td>7 &quot; 7 &quot; 11 &quot;</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>
5. **AGE ON LEAVING SCHOOL AND AT TIME OF INTERVIEW**

The tendency was for most pupils to leave at 15 years of age. A study of leaving ages revealed that 39 had left between the ages of 15 and 16, 12 had left between the ages of 16 and 17, and only 2 had remained at school until just over 17 years of age.

The ages of leavers at time of interview ranged from 17 to 20 years, with a median of 18\(\frac{1}{2}\) years.

6. **HOME BACKGROUND**

All homes visited in the course of interviews were, with the aid of the Social Worker of the After Care Society, classified into 'good', 'average' and 'poor' categories. The criterion for such classification was the standard of living conditions encountered. Homes classified as 'good' were well kept and comfortably furnished, and provided spacious accommodation for the family. 'Average' homes were of reasonable standard and size with a lower level of material comforts. Many state homes came into this category. The 'poor' homes all possessed several of the following characteristics: crowded living conditions, old dilapidated house, untidy exterior and interior, lack of furnishings and furniture.
Of the group visited, 20 were from good homes, 21 from average homes and 12 from poor homes.

From further examination of home background another dimension was revealed. This was the 'broken' home, i.e. a home in which there has been a break due to the loss of parents through death, desertion or separation. There were 12 such homes, 2 falling in the good class, 6 in the average class and 4 in the poor class.

It was not possible during a brief interview to gauge the atmosphere or tone of the homes visited. The writer fully realises that socio-economic status is often not indicative of support given by the family, as pointed out by Kelstoe (1961), and that a home classification in terms of support given as attempted by Neff (1959) would probably be of more value in a detailed analysis of such a group.
7. **Father's Occupation**

As Table 6 shows, the majority of fathers held unskilled jobs, while the numbers in each of the groups up to self-employed tended to taper off gradually.

The two self-employed men were a service station proprietor and a milk vendor. In the managerial-professional class were two business managers and an accountant. Other occupations represented were carpenter, engineer, storeman, butcher, baker, driver, cleaner, barman, freezing worker, railwayman and labourer.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own business</td>
<td>2</td>
</tr>
<tr>
<td>Managerial/Professional</td>
<td>3</td>
</tr>
<tr>
<td>Skilled Tradesmen</td>
<td>10</td>
</tr>
<tr>
<td>Semi-Skilled Workers</td>
<td>14</td>
</tr>
<tr>
<td>Unskilled Workers</td>
<td>22</td>
</tr>
<tr>
<td>Deceased</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>
8. **SIZE OF FAMILY**

The number of children in the leavers' families ranged from one to fifteen. There were 10 families with two children, 8 with three children, 9 with four children and 4 with five children. A further 21 families had six or more children. When comparing size of family to home conditions it was found that 11 of the 12 homes classified as 'poor' had six or more children living in the house.

9. **PLACE OF RESIDENCE**

The majority of the group, 44 in number, were still living at home. Two girls in this group had spent a period in an institution because of tension in the family and one boy had been to a residential centre for backward boys.

Only one boy was boarding. He was working as a baker in Queenstown. Two girls had live-in domestic positions. One of these was settled in a private hotel in Christchurch while the other had tried unsuccessfully to hold several positions in farming districts.

Four leavers were in institutions at the time of the follow-up. Two, (both males) were in a mental hospital; another boy was residing
at a Hohepa home in the North Island; and one
girl was in hospital awaiting the birth of an
illegitimate child.

10. INCIDENCE OF ILLEGITIMACY

In addition to the above mentioned case,
one girl had recently lost an illegitimate child
before birth and two girls were caring for such
children at home. This makes a total of 4 cases
from the group of 20 females.

11. MARRIAGE

Two girls were married, but none of the
boys had reached this stage.

The older girl, aged 19, had left school
in 1962, was married to a factory worker in 1965
and was expecting her first child within two
months at the time of interview. The younger
girl, aged 18½, had married a labourer in 1964
and had one child of approximately 18 months.

Both the married girls were of normal
appearance, and both lived in older type rented
dwellings.

None of the other leavers was engaged,
although many reported 'steady' boy or girl friends.
CHAPTER IV
ANALYSIS OF RESULTS - SOCIAL ADJUSTMENT

1. Interest here was centred on the amount of participation in community life and the degree of interaction with other people during work, recreation and leisure time. Study of individual members of the group revealed a wide range of social adjustment, from very withdrawn persons to friendly outgoing types. However, four main types emerged which might be described as follows:

(a) THE 'WITHDRAWN' TYPE

These had no friends. Except for going to work they hardly ever moved away from the home. They had resisted efforts made by After Care Workers to draw them out to attend functions and generally proved unresponsive when attempts were made to engage them in conversation. This group comprised 4 boys and 2 girls, two of the boys being inmates of a mental hospital. The latter had become so withdrawn, according to records, that they were no longer able to take their place in the community.
(b) **THE 'PASSIVE' TYPE**

This type also had no friends but accepted the advances of social agencies, i.e. the After Care Society and Sheltered Workshops. These people were very shy and did nothing themselves to make friends or to engage in social activities, but they were quite happy to be taken about by parents, brothers, sisters or social workers. There were 13 of this type - 10 boys and 3 girls.

(c) **THE 'LIMITED ACTIVITY' TYPE**

A third type was characterised by a limited degree of activity in the social sphere. These all had one or two special friends, but no more than two. Their social activities were in the main limited to the home, homes of relations and friends, or a church. They attended or had attended After Care socials and sometimes went to the pictures. However, they were not regular picture-goers. Most of this type had one other interest such as listening to records, collecting things, (coins, aeroplane pictures,) going to church,
watching a sport, keeping pigeons or running a motor vehicle. There were 15 of this type, 8 boys and 7 girls.

(d) THE 'WELL ADJUSTED' TYPE

This was the largest number found. All impressed as friendly, easy to engage in conversation and keen to participate in most of the activities enjoyed by normal young people. There were 19 of this type — 11 boys and 8 girls.

All were able to name a few friends, most of them non-special class leavers. Seven had 'steady' boy or girl friends, and the two married girls were of this type. Sixteen were regular picture-goers and fourteen attended dances frequently. Only two of this group were regular members of church groups.

It appeared in general that the majority of these leavers had been reasonably successful in making social contacts and in making an effort to participate in community life. The 'withdrawn'
and 'passive' types together numbered 19 leavers - 14 boys and 5 girls. The 'limited activity' and 'well adjusted' types together numbered 34 leavers - 19 boys and 15 girls. It would seem that the girls of the group tended to be better adjusted socially than the boys.

2. **SOCIAL ACTIVITIES**

A survey of the recreational activities and leisure pursuits engaged in by the group yielded the following results.

Forty-one of the group watched television regularly. Favourite programmes for males were those with themes of espionage and adventure and for females a serial involving love and intrigue in a small town. A few admitted liking the children's programmes early in the evening.

Only five listened to the radio, and here 'pop' music was the unanimous favourite.

Six leavers owned record players or recorders and were keen pop music fans.

Theatre-going took second place after T.V. Twenty leavers went to films regularly (average one a week); nineteen went 'now and again'
and fourteen did not go to films at all. Most did not have any definite favourites, but from those who did state a preference it was clear that the 'James Bond' type of film was the most popular.

Dances were attended by fourteen leavers – those who were of the 'well adjusted' type. After Care Socials were regularly attended by nine, while Sheltered Workshop functions were patronised by three leavers. The latter two activities were held monthly.

It is interesting to note the variety of clubs joined by the leavers. While the majority had no such affiliations, there were seventeen who joined clubs related to their interests as follows: Marching team, Scouts (1 patrol leader, 1 assistant Scout Master), Girls Life Brigade, Baptist Youth Club, Dancing Club, Record Club, Car Club, Pigeon Club, Gun-dog Club, Tramway Society, Woodwork Class.

A Saturday morning cooking-sewing class organised by the After Care Society was attended by four of the girls, and others had attended classes in reading or arithmetic held in the evening.
Two boys of the withdrawn type who were closely tied to the home had a passion for making little huts out of boxes etc. in the back yard.

3. **CHURCH ATTENDANCE**

Only nine attended church regularly and one attended spasmodically. Of the nine attenders, three were members of related groups i.e. Bible Classes and Youth Group.

Those who did not attend church gave two main reasons for this:

(a) Many had found Sunday School too hard to follow and had never been back;

(b) Others criticised church groups as 'a clique' and complained that they were rejected by the young people.

Possibly there may be some truth in these criticisms, but to what extent this failure was due to their own inability to adjust is difficult to measure.
4. READING FOR LEISURE

Only nine of the group claimed to do any reading in their spare time, although many would skim through magazines or newspapers, just looking at pictures. Three of the nine read books - two belonging to a library, - while six read magazines or comics. Reading ages of these nine on leaving school were as follows: - 9 years (3 leavers), 8 years (5 leavers), 7 years (1 leaver.)

5. LETTER WRITING

Only seven of the group claimed to write letters. None of them wrote more than three or four letters in a year, these being written either to relatives or to friends. All said that they experienced trouble with spelling and had to ask parents, brothers or sisters to help.
RELATIONSHIP OF SOCIAL ADJUSTMENT TO INTELLIGENCE

The four types of leaver displaying degrees of social adjustment ranging from 'withdrawn' to 'well adjusted' were further examined in order to discover whether their level of general intelligence was related to their adjustment. Results are set out in Table 7.

<table>
<thead>
<tr>
<th>Degree of Adjustment</th>
<th>I.Q. 40 - 49</th>
<th>I.Q. 50 - 59</th>
<th>I.Q. 60 - 69</th>
<th>I.Q. 70 - 79</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Passive</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Limited Activity</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Well Adjusted</td>
<td>-</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
<td><strong>13</strong></td>
<td><strong>18</strong></td>
<td><strong>17</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

None of those with I.Q.'s under 49 could be described as well adjusted and only two with I.Q.'s under 59 come into this category. At the other end of the scale, none of those with I.Q.'s over 70 could be
described as 'withdrawn.' Out of the seventeen leavers with I.Q's in the 70 - 79 range only three had no friends and lived a passive type of social life.

It would appear therefore that those leavers coming in the lower Special Class range from the point of view of I.Q. found some difficulty in making social adjustment in the normal way, whereas those in the upper range, being nearer to the normal in intelligence, had more chance of leading an average social life and were less likely to withdraw from society.
RELATIONSHIP OF SOCIAL ADJUSTMENT TO HOME AND FAMILY

The degree of social adjustment was again examined in the light of home conditions and size of family in order to discover whether these factors assisted or hindered the adjustment of the backward member.

(a) **Home Background** - There appeared to be a random distribution of the four types of leaver in each of the good, average and poor categories of home background, as shown in Table 8. Only three of the well adjusted group came from poor homes, but four of the withdrawn type were found in good homes.

(b) **Size of Family** - In each of the four types of person displaying varying degrees of social adjustment there was found to be a wide range of family sizes. Each type contained representatives of families with two to over six children and no significance was found in this factor as an influence upon the social adjustment of the backward leaver. (Table 9)
### Table 8: Relationship of Social Adjustment to Home Background

<table>
<thead>
<tr>
<th>Degree of Adjustment</th>
<th>Good Home</th>
<th>Average Home</th>
<th>Poor Home</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Passive</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Limited activity</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Well adjusted</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>21</td>
<td>12</td>
<td>53</td>
</tr>
</tbody>
</table>

### Table 9: Relationship of Social Adjustment to Size of Family

<table>
<thead>
<tr>
<th>Degree of Adjustment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Passive</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Limited activity</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Well adjusted</td>
<td>-</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>21</td>
<td>53</td>
</tr>
</tbody>
</table>
Among all four types of leavers there were found those who had spent as few as 2 or 3 or as many as 8 years in Special Classes. The length of time in Special Class was not found to be a significant factor in later social adjustment. (Table 10)

<table>
<thead>
<tr>
<th>Degree of Adjustment</th>
<th>Years in Special Classes</th>
<th>0 to 1-11</th>
<th>2-0 to 2-11</th>
<th>3-0 to 3-11</th>
<th>4-0 to 4-11</th>
<th>5-0 to 5-11</th>
<th>6-0 to 6-11</th>
<th>7-0 to 7-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td></td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Passive</td>
<td></td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Limited Activity</td>
<td></td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Well Adjusted</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>53</td>
</tr>
</tbody>
</table>
RELATIONSHIP OF SOCIAL ADJUSTMENT TO PERSONALITY

It was impossible for the interviewer to form a reliable impression of the personality of each leaver during the short interview. It was therefore decided to refer to teachers' ratings on a five point scale (A to E) in the four areas of stability, co-operation, independence and perseverance. These were recorded in the last individual report before leaving school and were available for only 46 of the group. As the meaning of these four descriptive terms is open to different interpretation, a key as supplied to teachers is included in Table II in order to clarify what A to E grades in each area actually mean.
<table>
<thead>
<tr>
<th></th>
<th>PERSONAL CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STABILITY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td><strong>CO-OPERATION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td>Invariably co-operative. Works in thoroughly happily with adults or children. Seeks co-operative activities continuously.</td>
<td>Enjoys being a member of a team; ready to co-operate often.</td>
</tr>
</tbody>
</table>
### TABLE 11 cont’d

<table>
<thead>
<tr>
<th>PERSONAL CHARACTERISTICS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Thinks and acts with marked independence and originality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSEVERANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Extremely persistent</td>
</tr>
</tbody>
</table>

(From Primary School Record Guide, N.Z. Dept. of Education, E/9/23.)
Such a measure of personality is not entirely valid or reliable and must therefore be regarded with caution. Discussion with Special Class teachers reveals that there are often clashes of personality between pupil and teacher which tend to distort attempts at objective assessment. Some teachers also frankly admit that they do not put much thought into the section on 'Personality Development.' However, because of their daily contact with pupils over a long period it was thought that the teachers would provide the best assessment of personality at time of leaving school.

Discussion with teachers also covered the type of grading most frequently given. Very few teachers gave 'A' grades in Special Classes. A 'B' was considered to be a good grade for above average pupils. Most tended to give 'C' grades which were regarded as satisfactory by all teachers. A 'D' was unsatisfactory and not usually given without due consideration, while the 'E' grade was given only for very disturbed cases or for marked departures from the accepted pattern of behaviour.
(a) **STABILITY**

Of the 19 leavers found to be socially well adjusted 18 were rated A, B, or C by teachers and only 1 was given D. Gradings were available for 9 of the limited activity group. Seven of these were rated A, B or C and two were rated D.

Thus, in the groups displaying the greater degree of social activity and adjustment only 3 out of 8 were rated as unsatisfactory in terms of stability by their teachers.

Of the 13 leavers found to be passive socially, 8 were rated A, B, or C and 5 were rated D or E. Ratings were available for only 5 of the 6 withdrawn leavers. One was rated B and 4 were rated D or E.

Emotional stability therefore according to teachers' ratings, seems to bear a definite relationship to social adjustment after leaving school.

(b) **CO-OPERATION**

All of the leavers of the well adjusted type were rated A, B, or C while at school. None was unsatisfactory. Of the limited activity type only 2 out of 9 were rated below C.
In the passive category 2 out of 13 were rated below C while of the withdrawn type 4 were rated D or E and only 1 was rated above C.

Here, as in 'Stability' there appears to be a definite relationship between a pupil's desire to please and co-operate at school and his later success in social adjustment.

(c) **INDEPENDENCE**

Of the well adjusted type, 17 were rated A, B or C and only 2 D, or E. Of the limited activity type 7 were rated A, B, or C and 2 D, or E. This seems to point to the more independent person proving reasonably well adjusted socially on leaving school.

Of the passive type 10 were rated A, B, or C and 3 were rated D, or E. Among the withdrawn type 3 were rated A, B, or C and 2 were rated D, or E.

Independence as rated by Special Class teachers, therefore, although having some bearing on social adjustment does not appear to be as important to later success as stability and co-operation.
(d) **PERSEVERANCE**

The pattern emerging, when comparing ratings in 'perseverance' with post-school social adjustment, is almost identical to that found in the area of 'independence.' Of the well-adjusted type, 17 were rated A, B, or C and only 2 D or E. Of the limited activity type 7 were rated A, B, or C and 2 D or E. Of the 13 passive type 8 were rated A, B, or C and 5 were rated D or E. Of the withdrawn type 3 were rated A, B, or C and 2 were rated D or E.

There is a slightly higher proportion of ratings in the D or E category among the less socially active types.

**EFFECT OF AFTER-CARE ACTIVITY ON SOCIAL ADJUSTMENT.**

The question of how much help had been received from after-care agencies such as the After Care Society and the Sheltered Workshops was raised with each leaver and his or her parents. The majority had not availed themselves of such assistance. These leavers, 29 in number, gave various reasons for this, the main ones being lack of need for such help, dislike for the dancing, games etc.
which formed the programme, dislike for the type of person attending and a desire to detach themselves from the 'Special Class' label, and in a few cases a mere reluctance to go out at all.
Ten of this number had refused help, making it clear that they did not need assistance in their social life. Six of these refusals stemmed from a desire to forget 'Special Classes', three could not be drawn out of the home in spite of pressure, and the parent of the other leaver made it clear that she could cope very well herself. The remainder of these 29 leavers who had not been helped just had not bothered to attend any of the functions arranged.

Twelve leavers had had some contact with the after-care agencies from time to time.

The remaining 12 were regular supporters of socials or outings arranged by the After Care Society or Sheltered Workshops.

For these latter two categories the after-care agencies were both a bridge into a wider sphere and a main source of social life. Of those who had limited contact with after-care 5 were well adjusted, 4 were active in a limited
way, 2 were passive and 1 was withdrawn. Of the regular supporters only 2 were well adjusted, 2 had limited social activity and 8 were of the passive, otherwise lonely type. Thus, in this particular group study, it seems that the type of leaver benefiting most from after care social work is the one who would be otherwise lonely, shy and unwilling to do much for himself in making social contacts.
WAGES AND MONEY

1. WAGES

Wages earned ranged from £6 to £10 per week for girls and from £7 to £16 per week for boys. These figures are for gross wages calculated to the nearest £1 and, for some of the boys, included overtime.

One boy and one girl not included in the above range were earning sub-rate wages of £5 and £4.10.0 respectively. These were the only two sub-rate workers.

Nine of the group interviewed were not earning at all, being in institutions, Sheltered Workshops or at home.

For all the wage earners, including the sub-rate workers, the average wage earned was £8.10.0 for girls and £10.10.0 for boys (to the nearest 10/-)

2. SAVINGS

Thirteen of the wage earning group, 5 boys and 8 girls, did not save at all. Eleven, 5 boys and 6 girls - saved an average of £1 a week.

Nine - 6 boys and 3 girls - saved an average of £2 a week, and 10 boys and 1 girl saved more than £3 a week. The boys in general were the better
savers of meeny. Three of them, earning approximately £14 to £16 a week, claimed to put away £6 to £7 weekly in the Post Office.

Many of the savings accounts had already been put to use. A young man of 19 years had just drawn out a cheque for £1200 to buy himself a brand new car. He had saved to buy one 'straight off the floor' not wishing to inherit other people's troubles in a second hand vehicle. The ambition was also mentioned by some of the other boys. Three others already owned cars or were paying them off. Two owned motor cycles and others owned radiograms (2), new bicycles (2), a sewing machine and building society shares. Several had savings accounts of more than £100 and had a fast rate of saving. One young man for example, earning £9 a week had recently paid out £100 for a trip to see his uncle in Australia and had since banked another £130.

3. POCKET MONEY

Fifteen leavers had pocket money ranging from 5/- to £1 per week. These were mostly the leavers on sub-rate pay or at the Sheltered Workshops. Thirteen had up to £2, fourteen had up to £4 and five had more than £5 weekly.
Items mostly bought by girls were clothing and make-up. Boys spent money more on recreational activities such as dances, films, fares and petrol, with clothes coming second. Only 3 or 4 boys were fashion conscious with the latest fancy suits and shirts. Most of them tended to save the bulk of their wages.

4. **INDEPENDENCE IN MONEY MATTERS**

The majority of leavers paid their board and were allowed to spend the rest of their wages as they pleased. Very few handed over the whole wage packet to parents for allocation.

Of those who saved money - 31 in number, only 7 paid it into bank accounts themselves. Thirteen leavers used the thrift club of their firm and an equal number left the paying-in to their parents.

On the other hand, very few would trust the purchase of personal items to their parents. To the question 'Do you get your parents to buy your clothes for you?' the young people invariably replied 'They wouldn't know what to get' or 'They don't know what is fashionable.' Thirty four leavers did most of their own shopping, the remainder being assisted by their parents or having things bought for them.
CHAPTER V.

ANALYSIS OF RESULTS - VOCATIONAL ADJUSTMENT

1. RANGE OF JOBS

A wide range of jobs was discovered, with the largest number of leavers engaged in unskilled manual tasks. Because of the different opportunities available to males and females in employment, they will be dealt with separately.

MALES

Jobs held ranged from skilled trades down to simple occupational tasks in Sheltered Workshops. They were as follows: Timber machinist, baker, plate moulder, jewellery maker, shoe heel machinist, gardener, brush handle maker, storesman, petrol pump attendant, shoe factory sorter, timber worker, sweet maker, presser, cleaner, messenger, ditch digger, mail room sorter, car cleaner, freezing worker.

The largest number were in unskilled manual jobs, which accounted for 20 of the 33 boys in the group (Sheltered Workshops included.) The only petrol pump attendant worked at his father's service station and was able to serve and handle money efficiently with the aid of a cash register.
The 6 boys in semi-skilled employment were a sub-grade apprentice gardener, a storeman who drove a fork-lift very well, an operator of a brush-making machine, a jewellery worker helping to mount cheap articles, a finisher of plastic heels and a plate moulder in a small foundry.

The two in jobs classified as skilled were a timber machinist aged 20 with a boy working under him and a baker aged 19, in a pie factory, who had just been given this status after several years in an assistant's capacity.

Seven males were unemployed at the time of this study. Three were in the Sheltered Workshops, three were in institutions and one was at home on a pension as an epileptic and a cripple.

**FEMALES**

Jobs held by the girls ranged from semi-skilled to Sheltered Workshop. They were as follows:— Button machine operator, binding machine operator, loom operator, packers on assembly lines, a shoe factory sorter, domestic laundry workers.
As with the males, the largest number, 14 out of 20, were in unskilled manual jobs. The two married girls had also been in factory assembly work before their marriage so if these are included the number entering unskilled employment is raised even higher.

The button machinist had been taught patiently by a very understanding woman supervisor. The binding machine operator was given a good report and was expected to improve even more as she matured. The loom operator had left an unskilled job to take on her present employment and was earning regular bonuses to supplement her basic pay.

One girl suffered from a defective heart which caused her much sickness in the winter, and after trying factory work and Sheltered Workshops had remained at home.

Those having illegitimate babies had returned to jobs similar to those held previously but in a different firm, leaving the child in the care of their mother.
2. **NUMBER OF JOBS HELD**

In general the group appears to have been fairly successful in retaining jobs. Males and females will again be considered separately.

**MALES**

Excluding those in Workshops, Institutions and at home, of the twenty-six working males, nine had been in their present job since leaving school, ten had held only 1 or 2 other jobs, two had held from 2 to 4 other jobs and five had held more than 5 different jobs since leaving schools.

**FEMALES**

Only one girl had remained in the same job since leaving school. However, eleven others had held only 1 or 2 different jobs, three had held from 2 to 4 other jobs, and three had held over 5 jobs.

This group includes the two married girls but excludes the ones in Sheltered Workshops and at home.

**NOTE:**

The time since leaving school ranged from 2 to 4 years. It might be argued that the above figures should be related in some way to the
number of years spent at work. However, it appears from examination of those who tended to drift from one job to another that this tendency was well established in the first year. Of the eight leavers who had held 5 or more different jobs three had left school 2 years previously. Four had left school 3 years previously and only one had left school 4 years before the study. Length of job tenure ranged from a day to 1 year, but in only two of these eight cases did a person remain in one job for over 6 months.

3. **EMPLOYMENT SUCCESS**

How is success in employment to be judged? One measure would seem to be the job status of the individual; for example the boy who has become a skilled machine operator has been more successful than one who is still messenger boy in a factory. A further dimension or measure would be the job retaining power of the leaver.

As mentioned in Chapter II, follow-up studies such as those of Matthew (1961) and Collmann and Newlyn (1956) use job retention as a criterion of success. Matthew's group were divided into 4
categories as follows:

1. **Complete Success**
   (1 job since school, or 2 jobs and in the second for over 12 months.)

2. **Qualified Success**
   (1 job only, but for a sub-rate wage; or for a sympathetic employer prepared to ignore shortcomings; or not more than 3 jobs with no long periods of unemployment.)

3. **Partial Failure**
   (Many jobs of short duration but no long periods of unemployment; or several jobs with long periods of unemployment.)

4. **Complete Failure**
   (permanently unemployed).

Collmann and Newlyn's main categories in evaluating the success of leavers were as follows:

1. **Success**
   (No more than 3 jobs in the first year of leaving school and at time of interview apparently settled.)

2. **Partial Success**
   (Changed jobs frequently and was not settled at time of interview.)
3. **Failure**

(failed to hold a number of jobs - unemployed at time of interview.)

For the purposes of this study, a 'success' category will be determined which is similar to that of Collmann and Newlyn and which is equivalent to the categories A and B of Matthew. This group will comprise all leavers who have held not more than three jobs since leaving school, and at the time of interview were apparently settled.

A 'Partial Success' category will comprise leavers who have held between 3 and 5 jobs since leaving school, with no long periods of unemployment.

A failure category will include all those who have changed jobs frequently and at the time of interview were still apparently unsettled.

Leavers who were physically disabled, those in institutions and the 4 in the Sheltered Workshops must be regarded as in separate categories and will not be considered in comparison with those in the general field of employment.

In fact, in the following discussion of success and failure of leavers it will be understood
that certain individuals did not even have a start in employment because of physical or severe mental restrictions. Only those with actual experience in the world of work will be examined in the search for factors influencing success and failure.

Having established criteria for judging success and having defined the field in which such criteria will be used, we will now look at:-

(i) The upper and lower groups in relation to job status

(ii) The three categories 'successful', 'partially successful,' and 'failure' in relation to job retention.

(i) THE UPPER STATUS GROUP

12 leavers attained skilled or semi-skilled status. These were examined under the headings of I.Q., Reading Age, Home Background, Personality, Time Spent in Special Class and Training.

The I.Q.'s of these twelve leavers ranged from 51 to 73 with a median of 66 and were distributed as follows:-
50 to 59 I.Q. Range - 4 leavers
60 to 69 " - 3 "
70 to 79 " - 5 "

Even though there are no representatives of the 40 to 49 range in this group, it must be remembered that there were only five such leavers in the whole group. I.Q. does not appear to be significant apart from the lack of lower grade leavers in this higher status group.

Both of the skilled tradesmen and six of the semi-skilled workers had reading ages of 8 to 9 years on leaving school. Of the others, two had reading ages of 6 and one had a reading age of 5 years. A figure for the other leaver was not available.

Thus, while the majority of this group had reading ages at the top of the range, this did not appear to be an essential qualification for securing semi-skilled status.

Nine of the group were from good homes, one from an average home and two from poor homes. The two from poor homes also had no father at
the time of the study (one being deceased and one having deserted the home.)

It appears to be significant that good home backgrounds are found among this group in such a large proportion, although, as with reading age, it does not appear to be essential that one has a good home in order to succeed in this way.

According to teacher's ratings all were satisfactory in the 3 areas of stability, co-operation and independence, but one of this group was rated D in perseverance. Eleven of the twelve were given very good reports relating to industry and character traits by their employers. The only one not satisfactory was the same one who was found to be lacking in perseverance by his teacher. This boy had secured a sub-grade gardening apprenticeship through his father's influence but was reported to lack ability, application and to be very distractible. The person in charge stated that he would not employ any other backward boys in future.

Personal qualities such as stability, independence, co-operation and perseverance therefore
appear to be significant in attaining higher job status.

This group contained a mixture of leavers who had spent from 2 to 8 years in Special Classes - no significance was found in this factor.

The group contained seven leavers who had participated in the Work Experience Scheme. The remaining five had either left before the Scheme commenced or attended a school where it was not employed.

Actual on-the-job training appeared much more significant. All employers and supervisors of this group impressed as extremely patient, understanding people. They were able to recount personal details of the employee's history while adjusting to the work, and revealed a sound knowledge of human relationships. Parents too, expressed their indebtedness to supervisors and employers in the majority of cases.

This, of course, is an impression gained and naturally could be criticised as a very subjective measure. Nevertheless it is felt to be important.
(ii) **THE LOWER STATUS**

This group of unskilled workers which, excluding those at Sheltered Workshops, totalled 30 leavers, was also examined under the 6 areas above with the following results:-

The I.Q.'s ranged from 45 to 76 with a median of 64 and were distributed as follows:-

- 40 to 49 I.Q. Range - 2 leavers
- 50 to 59 " - 5 "
- 60 to 69 " - 13 "
- 70 to 79 " - 10 "

This distribution does not appear to indicate any significance for the I.Q. factor in relation to job status.

Reading ages ranged from non-reader to 10 years. Fifteen of this group, i.e. half, had reading ages above 8 years. There were eight at 7 years, three at 6 years and two at 5 years, with only one non-reader. The reading age of one was not available. This factor, as with I.Q. is not apparently significant.

From good homes there were seven leavers in this group. Fourteen were from average homes.
and nine from poor homes. This is significant in that the majority did not come from good homes as was the case with the higher status group, in fact most of the 'poor' homes were represented here. Home background therefore seemed to be important as one determinant of future job status for leavers from Special Classes.

Personal factors also appear to hold a degree of significance in regard to job status. In stability twenty were rated A, B, or C and seven were rated D, or E. In co-operation twenty-four were rated A, B, or C and three were rated D or E; and in both independence and perseverance, twenty-one were rated A, B, or C and six were rated D or E.

Ratings were not available for three leavers.

Whereas only one of the higher status group had a 'D' in one area - perseverance - there were several of the lower status group given unsatisfactory ratings in all four areas.

Time spent in Special Class bore no apparent significance to job status in this group. There was a scattered distribution throughout the categories from 2 years to 8 years.
Finally with regard to training, only fifteen of this group had taken part in work experience. This is just slightly below the proportion in the higher group. An examination of on the job training reveals that sixteen of the thirty unskilled workers had been given attention which was equally as good as that received by the skilled and semi-skilled group. However, ten of the lower status group were placed in an environment where the treatment was impersonal - the majority of these environments being large factories or large working units under a single supervisor. The remaining four of this group had not stayed in any one job long enough to benefit from any training or attention given.
THE 'SUCCESSFUL' PARTIALLY SUCCESSFUL' AND 'FAILURE' GROUPS IN REGARD TO JOB RETENTION

THE SUCCESSFUL GROUP

There were thirty-one leavers who had held not more than 3 jobs since leaving school, and at the time of study appeared settled.

The I.Q.'s of this group ranged from 45 to 76 with a median of 66, which is slightly higher than that of the whole group. The distribution showed only one with I.Q. 40 - 49, five with I.Q. 50 to 59, twelve with I.Q. 60 - 69 and thirteen with I.Q. 70 - 79.

Reading ages on leaving school ranged from non-reader to 9 years. There was only one non-reader; four had reading ages at 5 years, two at 6 years, six at 7 years, nine at 8 years and eight at 9 years. The mean reading age was 7 years.

Home backgrounds were found mainly in the 'good' and 'average' categories. Fifteen of this group came from good homes and thirteen came from average homes (group totals: 20 good, 21 average.) Only three were from poor homes, and six were from broken homes which varied from good to poor in socio-economic standards.
In the sphere of personality, the majority of this group were rated satisfactory by teachers:

- **Stability:** 29 rated A, B, or C. 2 rated D or E
- **Co-operation:** 30 rated A, B, or C. 1 rated D
- **Independence:** 27 rated A, B, or C. 4 rated D or E
- **Perseverance:** 27 rated A, B, or C. 4 rated D or E

There appeared to be a larger number of pupils in this group who had spent more than 6 years in a Special Class. The mean for the group was taken and found to be 5 years 7 months - slightly higher than that for the sample, which was 5 years 2 months.

Under the Work Experience Scheme, seventeen of this group had had previous preparation for work. A closer study of the type of employer or supervisor involved reveals that twenty-two of them possessed personal qualities which could have influenced the job retaining power of the leaver. Such people included those with handicapped children as relatives, ex teachers or kindergarten teachers, family friends and those who stressed the community's responsibility to make a place for the handicapped worker. Some of the leavers had taken up to 2 or
3 months to settle down, but were eventually able to make a valuable contribution after patient handling. Parents were usually very appreciative and full of praise for the understanding and sympathy shown by supervisors.

**THE PARTIALLY SUCCESSFUL GROUP**

This group, five in number, had tried between 3 and 5 jobs since leaving school but had no long periods of unemployment. Their I.Q.'s ranged from 52 to 72 and their reading ages ranged from 6 to 8.

Two came from good homes, one from an average home and two from poor homes.

In each of the areas rated by teachers for personality traits, there were four satisfactory and one unsatisfactory. The latter was the same in each case, a girl who also came from a very poor home.

Time spent in Special Classes for this group ranged from 4 to 7 years with a mean of 6 years, which is higher than the whole group average.
Only two out of the five had participated in Work Experience. In the job held at the time of study three were under the hands of sympathetic employers while two were found in large concerns where the management knew very little about them.

**THE FAILURE GROUP**

There were eight leavers in this category. All had changed jobs frequently, were unsettled at the time of interview, and many had spent up to several months unemployed (if all the periods of unemployment between jobs were totalled.) All of these leavers had tried more than 5 different jobs, the actual numbers being:-

6 jobs - 4 leavers
7 jobs - 3 leavers
8 jobs - 1 leaver

Length of time spent in jobs ranged from a few days to one year, but only two had held a job for more than 6 months, and since then had become unsettled.

The I.Q's of this group ranged from 48 to 75, the median I.Q. being 67.
Reading ages ranged from 6 years to 10 years. The mean reading age of $7\frac{1}{2}$ years was found to be slightly higher than that of the successful group.

Intellectual factors therefore, are not apparently significant in this study, in relation to success in employment, as measured by job retention.

Home background appears to hold greater significance. Out of the eight leavers, seven came from poor homes and one came from an average home. It would appear that backwardness coupled with poor home background is a powerful influence working against attempts being made to maintain stability of employment for this type of school leaver. Only three of this group were from broken homes.

In the field of personality ratings teachers rated half of this group as unsatisfactory in stability and two out of the eight as unsatisfactory. In the other three areas of co-operation, independence and perseverance, unsatisfactory leavers being judged on the basis of a grade of
D or E. There appears to be some significance in personality factors when compared with job retention in that one in two of the failure group but only one in fifteen of the success group were rated unsatisfactory in terms of stability; and that one in four of the failure group but only one in thirty-one of the success group were rated unsatisfactory in terms of co-operation. In areas of independence and perseverance, the proportion of unsatisfactory assessments was almost the same in both groups.

Time spent in Special Classes ranged from 2 to 6 years. Only one boy had spent between 5 and 6 years, the remaining seven had all spent less than 4 years in Special Classes. The mean time spent for this group was 3 years 3 months which is approximately 2 years below that of the success group and of the whole sample. There is possibly some significance in this shorter time. Whether these same leavers would have been more successful had they been admitted to Special Classes earlier in their school life is difficult to estimate.
Only three of this group had been given work experience. Five leavers had been employed at one stage in the same firms where their more successful contemporaries were working. Most had left or were sacked before any type of job training could begin to take effect.

Reasons for leaving were varied. Four had been sacked for distracting other workers, refusing to work, or in the case of a domestic, being too dirty. Three had continually sought higher rates of pay in various jobs with much pressure from parents, and one girl was a nervous case who could not find anything she liked.

4. REPORTS FROM EMPLOYERS

Finally in this section on employment, employers' reports on leavers will be studied in order to discover those qualities in leavers found to be desirable in order to succeed. All employers or supervisors were interviewed personally, and an analysis of their replies reveals the importance placed on the following in evaluating acceptable workers.
(a) **A SOUND ATTITUDE TOWARDS WORK AND WORKMATES**

By this is meant first a desire to be regular and punctual and secondly a desire to be liked by and to mix with other workers. Most employers, in praising workers, would refer to their being punctual, their regularity of attendance or their social adjustment within the firm or factory. Those who were able to accept advice from others and to quietly resist chiding or teasing were generally soon accepted into the group like members of a family. This quality bears some relationship to the personality traits of stability and co-operation which were found to have some significance when comparing the success and failure groups in employment.

(b) **A SENSE OF APPLICATION TO THE TASK**

Practically all employers demanded workers who got on with the job. To a young person coming from the informal environments of home and special class, a working environment would hold many distractions. Many
are indeed tempted to wander about and to talk to others, but employers insist on the ability to concentrate on a given task, to put in a good day's work and to keep out of the way of other workers as much as possible while actually on the job.

**THE ABILITY TO FOLLOW A SIMPLE ROUTINE**

Although not demanded in every case, most employers preferred workers who would remember a simple set of instructions, after reasonable tuition, so that they might be left to get on with the job. Special Class leavers were found to be able to follow such routine in factory assembly work, domestic duties, laundry work, and even in tasks performed at the Sheltered Workshops.

**CARE**

This was mainly demanded in the skilled or semi-skilled jobs and involved a degree of perception and the use of finer muscles. In most cases this could be developed through training and repetition to a satisfactory standard and was regarded as important by only one third of employers.
Other qualities mentioned by a few employers depended largely upon the task being performed.

Cleanliness was important of course among domestic helps, bakery staff and laundry workers. One girl had been in and out of 7 domestic country jobs because she had poor standards of hygiene. Initiative was mentioned by a few employers who did not like to see workers standing about idle until told what to do. Speed was regarded as important by only 3 and a lack of conversational ability was thought to be a limiting factor in the jobs of 2 others - a cleaner of cars in a car sales yard and a petrol pump attendant.

Of importance also in reports from employers are certain faults mentioned in discussion of unsatisfactory workers. Nearly all were found to be faults in personality and included the following:-

(a) **TEMPER**

If this could not be controlled adequately the worker was either sacked or left in a huff. Displays of temper often arose because of too much work being given, this resulting in a sense of inability to cope, or because of teasing by other workers.
(b) **STUBBORNNESS**

Most employers would accept slow workers, but when one was deliberately slow as a protest or in order to work out a grudge against someone, this would not be tolerated. Stubbornness in refusing to obey orders or in methods of working was unacceptable to employers.

(c) **POOR APPLICATION TO WORK**

Several were sacked because they simply could not apply themselves to a given task. They often distracted other workers. At least two were known to have refused to work past a certain time when they were needed because they were just 'fed up' with working.

(d) **QUARRELLING**

Faults such as bickering with other girls and giving cheek to supervisors were found more among females. If not dismissed for this reason they soon made the atmosphere unbearable and left.
These are the most significant qualities or abilities found by employers to contribute to the success or failure in employment of the group under consideration.

In the following chapter the above results will be reviewed in an attempt to draw out the main factors which seem to influence the post-school adjustment of Special Class leavers in the social and vocational spheres. These factors will then be examined in regard to their implications for all those who play a part in the education and training of backward pupils.
CHAPTER VI - DISCUSSION OF RESULTS

1. SOCIAL ADJUSTMENT

The majority of leavers were found to be reasonably well adjusted to community life. Approximately two-thirds of the group engaged in some sort of social activities, apart from work and home, and followed in varying degrees the recreational pursuits of normal young people. Of the remaining third, only six had withdrawn themselves from community life altogether except for the daily routine of work. For these few, social inadequacy had definitely tended to intensify the handicap of mental retardation. Cashdan (1962) points out that good social adjustment often aids the retardate in becoming accepted as a normal adult. This was found to be the case in the present study among the better adjusted individuals.

Since the time of a study carried out by Ford and Hickling (in Winterbourn, 1944) the advent of television has altered recreational patterns of young people, making any comparison difficult. In the present sample four-fifths of the leavers watched television in the evenings regularly. Thus, whereas two-thirds of the 1938 to 1940
sample had hobbies, only one-third of the present group had them. Television has also possibly affected picture-going. Whereas in the earlier sample of thirty-six leavers, two-thirds went to the cinema regularly, ten irregularly, and two 'sometimes'; in the present sample of fifty-three leavers just over one third went regularly, nineteen irregularly, and fourteen did not go at all.

Reading is an activity engaged in by very few special class leavers. In the 1938 to 1940 sample only three were found to read a good deal, the material being mostly comics and newspapers. Only nine of the present sample read frequently. However, the proportion of the total group is double that of the earlier sample.

Since the 1938 to 1940 study an After Care Committee, growing into an After Care Society, has had a steady influence upon the social life of leavers. Slightly below half of the present sample had been helped in social adjustment by this organisation.

Special class leavers, no doubt because of their mild mental handicap are not generally active in seeking cultural and recreational pursuits,
although capable of a reasonable degree of social adjustment. The pattern emerging from the present study is not radically different from that of earlier years, but the current subjects have tended to take a more passive role than their predecessors under the growing influence of the television screen. Without denying the beneficial effect of television on some backward viewers, one notes with concern the small number who have hobbies or follow some active pursuit. Parents, teachers and social workers all report difficulty in persuading such young people to be more active, but it is felt that efforts should be continued to interest older pupils in clubs, sport or hobbies with the hope that such interest will continue on leaving school. There could well be follow-up activities planned by After Care agencies along these lines. Practice might also be given in social situations: e.g. what to do at a dance; how to escort a partner; serving supper, etc. Much of the hesitance to engage in social activities stems from feelings of insecurity in social functions, and if this can be overcome many young leavers might be far less passive in their leisure pursuits.
2. VOCATIONAL ADJUSTMENT

The degree of economic independence and adjustment to work of this sample compares favourably with groups studied elsewhere. Only nine leavers were not earning at the time of study. The remainder were earning sufficient wages to make them independent of home or welfare support. Even the two sub-rate workers earned enough to pay board and to provide a little pocket-money. This result agrees with the eighty per cent independence found by Duncan (1942) and confirms the findings of Dinger (1961) that special class leavers are capable of independent economic adjustment at a comfortable level. The present study was conducted at a time when jobs were plentiful, and this factor no doubt aided the assimilation of leavers into the various industries and services. It is also important to remember that the Christchurch After-Care Society, the Society's social worker and the Work Experience scheme were all in operation during the time that leavers in the present sample were entering employment. As studies by Michal-Smith (1950), Warren (1955), Cohen (1960), Frasenkel (1961) and Cohen (1963) indicate, the attitude of community members is a
very important factor in the adjustment of the retarded. These leavers have been assisted by both the Society and Scheme which, among other functions, have helped to gain more acceptance for special class leavers among employers.

The fact that most of the educable mentally retarded can be expected to make an independent economic adjustment upon leaving school has important implications for teachers, social workers and employers. Efforts should be made to treat these young people as normal wherever possible. This means that their similarities with normal children and workmates should be emphasised, not their differences. It is not intended that teachers and employers should avoid making certain allowances such as the giving of more time or the provision of certain tasks at a suitable level, but that such special provisions should be disguised wherever possible to prevent the retardate from feeling that he is vastly different from his more fortunate fellows. More can still be done to treat backward pupils within the normal school situation, or, if in special classes, to
integrate pupils with other groups. In employment, preparatory talks to supervisors and staff would aid assimilation of the backward school leaver, helping to prevent ridicule and teasing. With assistance in adjustment it may be that the majority will cease to be regarded as 'subnormal' as they become a part of the normal community.

A wide range of jobs was found in the sample. A similar wide range has been found in studies such as that of Di Michael and Terwilliger (1953). These findings support the conclusions of the W.H.O. Report (1954) that as many avenues as possible should be explored for the educable mentally retarded in employment as they are not merely fit for menial limited tasks. It is therefore important that those involved in work experience schemes, work placement and supervision do not 'write off' ex special class pupils as low grade workers without giving them adequate opportunity to display particular skills or qualities.

The number of leavers in unskilled jobs was thirty four (20 males and 14 females.) A further nine were in semi-skilled employment (6 males and
and 3 females.) Thus forty-three of the group of fifty-three were accounted for by the unskilled or semi-skilled occupations, a figure which tends to support the findings of Winterbourne (1944), Engel (1952), Bobroff (1956), Collmann and Newlyn (1956), Ferguson and Kerr (1960) and McFall (1966).

Only two males had reached skilled status, a proportion comparable to that found in the above studies, but the number in the present sample is too small to make any real comparisons. Similarly, as in the studies quoted above, employment was found to be mainly in factories, trades, labouring, services (cleaning, messages, etc.) for the males and factories, laundries or domestic type work for the females.

The job-holding capacity of the group was found to be generally good. The majority (thirty one) had held not more than three jobs since leaving school. Only eight leavers had tried more than five jobs and were still unsettled at the time of interview. This picture of success and failure in the present study is very similar to that found in Matthew (1961) and Collmann and
Newlyn (1956). Matthew's 'Total Success' group numbered 55 out of 68 and the 'Total Failure' group numbered 13. In Collmann and Newlyn's study there were 61 per cent successes and 16 per cent failures. (with 11 per cent 'partial success' and 12 per cent 'never employed') Criteria used to assess success and failure in job retention of the present group were based on those used by the above studies.

3. VARIABLES INFLUENCING SOCIAL AND VOCATIONAL ADJUSTMENT

(a) Intelligence

Intellectual factors appear to have some relationship to social adjustment in that none of the leavers within the I.Q. range 40 to 49 were well adjusted socially, and none of those within the range 70 to 79 were withdrawn. At the extremes of the special class range therefore, it might be tentatively postulated that intelligence as measured by standardised tests does affect the degree of social adjustment of retardates. 'Social adjustment' here refers to community and recreational life apart from employment, an area in which there
is a dearth of literature to which to refer when seeking support for such a hypothesis.

In relation to vocational success, the intelligence quotient appears to hold little significance. Those with higher job status had a wide range of I.Q.'s, as did those in the lower categories. Those with more successful powers of job retention had a range and median in terms of I.Q. almost exactly the same as those who failed. These findings tend to support those of McIntosh (1949), Sartzler (1951), Shafter (1957) and Kolstoe (1961,) all of whom find no significant relationship between I.Q. and vocational success. The implication here for educators appears to be twofold. Firstly it would seem important to foster the all round development of every child in a special class instead of yielding to the temptation to neglect those with lower I.Q.'s in favour of those with higher I.Q.'s who might show more evidence of scholastic progress. Next it would seem wise to pay much less attention to I.Q. when considering a child for work experience or placement.

(b) **Length of Schooling.**

Time spent in special classes was not found
to be significant when comparing the higher and lower groups as graded for job status. However, taking the successful and failing groups in job retention the former group was found to have spent a mean of 5 years 7 months in special classes while the latter had a mean of 3 years 3 months - seven of the eight 'failures' having spent less than four years in special classes. This appears to be a significant difference. It would seem that leavers who had spent less time than others in special classes tended to be less successful in retaining jobs and in adjusting to work. Goldstein and Seigle (1961) describe one function of the special class as the presentation of standards of work which results in success experiences contributing to the development of positive self concepts in children. If placed too late in such a setting a child could well experience so many failures before being transferred that his self concept might be damaged beyond repair. Feelings of futility in adolescents resulting from earlier experiences of rejection and failure are described by Foale (1956).
The findings of the present study would appear to lend some support to those who advocate early placement in special classes, in that those who failed to retain jobs tended to have been placed in classes later than those who succeeded. However, as mentioned in Chapter II, the majority of studies concerning length of schooling in special classes report no significance in its relationship with later successful adjustment.

(c) Home Background

Those who had adjusted well, or in a limited way, or passively were evenly distributed among the three types of home - good, average and poor. Of the withdrawn type, four out of the six came from good homes. The numbers are possibly too small to be really significant. However, these four cases serve to illustrate that even with a good socio-economic background and ample material resources, the mentally retarded youth can be very inadequate socially. The fact that four very withdrawn cases were found in good homes and only one such case in a poor home might be accounted for by Rautman's (1949) hypothesis that families with low cultural standards help to render the
retardate more inconspicuous, while those with high standards might place retarded members at a disad-
vantage. In order to substantiate such a theory, however, larger numbers and a detailed study of family support and treatment would be necessary.

The material status of the home appeared to be an important factor in vocational success and failure. It is recognised that material level is only one measure of home quality and that as concluded by Neff (1959), Cowan and Goldman (1959) and Kolstoe (1961) home support might well be a more important influence on success. Hutt and Gibby (1958) have also pointed out that inadequacy in a home might well be related to over-protection or striving as much as to poverty of material standards.

Homes were classified in this study in terms of material standards. Of the twelve leavers coming from poor homes, nine were found in lower status jobs of an unskilled type. Of the eight leavers who were rated as "failures" in ability to hold jobs, seven came from poor homes. This is one of the important findings of the present study and agrees with research conducted by Abel (1940)
Greene (1945) and Ferguson and Kerr (1960) who all report a definite relationship between the material status of the home and vocational success.

What are the implications of such findings for those who deal with young people of this type? It appears that the home is a factor which must be included in any educational, social and vocational programme undertaken with the mentally retarded young person. Problems might arise in either good or poor homes. Unrealistic expectations and pressure or over-protection might well arise in the former, while poor material status might well be accompanied by overcrowding, tension, lack of proper values and low moral standards. By counselling the youngster and parents throughout the child's school years and in the early months of work, one might help to avoid some of the cases of failure.

Contact with parents by the teacher is essential in the early stages both in order to provide background information and to gain home support for attempts to develop desirable personal characteristics. Such contact is again particularly important when transition to work is approaching
to ensure that parents have a realistic expectation of their son or daughter in the world of employment.

Choice of a job within the leaver's capabilities and understanding of a reasonable wage are two of the many factors involved which give scope for guidance by teachers, organisers and social workers. After placement, it was revealed in this study that even those who were apparently well settled still required follow-up and counselling on personal problems. Parents, also, were found to need further advice regarding recreational pursuits or the handling of crises. At the time of the part-time Social Worker of the After Care Society was more than filled with job finding and arrangement of social functions it is obvious that a full time social worker is required if home contact is to be maintained in a satisfactory manner. The expense of the present part-time worker is met by voluntary contributions, so that it would not seem unreasonable to request a form of state subsidy to enable such work to be done on a full-time basis. Rehabilitation work in certain parts of the United States of America is regarded as an integral
part of the education of backward children. The state should realise its continuing responsibility for such people after they have left school, for termination of schooling is by no means the end of their training for community living.

(d) **Personality Factors**

For an assessment of personality factors, this study relies heavily upon teachers' ratings of stability, co-operation, independence and perseverance together with employers' reports. These, being subjective measures, should be interpreted with caution.

The leavers who had made good adjustment to social life were found to be significantly higher in ratings of 'stability' and 'co-operation' than those who were withdrawn. These two factors were found to relate more closely to later adjustment than the factors of 'independence' and 'perseverance.' It would appear therefore, that teachers are capable of making reasonable predictions of future social adjustment while the child is at school. If indicators of social maladjustment can be detected early, counselling of pupils and parents might aid in
preventing serious problems later in life when habits are established.

In the area of vocational adjustment, personal factors were also found significant. Of the twelve skilled or semi-skilled workers all except one were classified as satisfactory by teachers in the four areas of 'stability, co-operation, independence and perseverance.' One boy was rated 'P' in perseverance. Similarly, all except one were described by their employers as industrious, cheerful and friendly at work. The 'odd man out' had secured the job through a contact of his father's but was not valued by his employer. Of those who were successful in job retention, only one out of thirty-one was unsatisfactory in terms of 'stability.' Among the 'failure' group two out of eight were unsatisfactory in 'co-operation' ratings, and four out of eight were unsatisfactory in 'stability' ratings. The present study would therefore support the findings of Potts (1952), Fry (1956), Warren (1961) and Dinger (1961) all of whom found occupational success definitely related to personality characteristics.
Interviews with employers also revealed that most of the unsatisfactory workers in the present study were dismissed for personality reasons. Temper, stubbornness, poor application, and quarrelling were the main reasons. O'Brien (1952), DiMichael and Terwilliger (1953) and Collmann and Newlyn (1956) found that similar personality defects caused most of the failures in their samples. Similarly, most writers agree that the types of desirable qualities described by employers of the present sample make for a successful worker.

The need for personal counselling has already been stressed under 'Home Background' in the previous section, and it is impossible to attempt to consider personality factors without reference also to the home.

Teachers would seem to be in the best position to detect early signs of personality disorder and to co-ordinate the efforts of school, home, social workers and specialist services in attempting to solve problems. Higher up in the school some form of group counselling might be added, even at the expense of academic excellence if need be, in order to develop a general acceptability to future employers and workmates. This could well be tied in with work experience by dealing with real-life problems as they arise on the job.
(e) **Degree of Training**

Finally, the training given to school leavers commencing employment was found to be an important factor influencing their success. Almost all of the employers or supervisors of the successful leavers, in terms of job status and retention, were able to recount times of uncertainty, inefficiency, depression, anxiety and the like, in the initial stages of employment. Such times had been treated with patience by the employer who had often taken on the role of counsellor. It had taken most leavers up to two or three months to adjust to the work situation, but once they were settled in the job the problems rapidly diminished. Such behaviour was found among leavers irrespective of whether they had participated in work experience or not.

Such a finding tends to emphasize the conclusions of Beard (1953) and Matthew (1961) that the slow special class leaver needs careful guidance, and that it is most unwise to take away all his props at about sixteen years of age, expecting him to adjust normally to a competitive world.
A re-examination of the eight leavers classified as failures shows that even the best training, without co-operation by the individual and home support, will not serve to make a successful worker. Those who failed had received from supervisors understanding and help similar to that given to the successful leavers, but they had failed to respond. Therefore, while the writer would agree with Potts (1952) that actual on-the-job training is a valuable method which has worked well for the majority of mentally retarded leavers in this study it is evident that those with personality defects and poor home backgrounds could benefit from something that goes much further. The need for pupil and parent counselling has already been stressed, and this is supported by the recommendations of the W.H.O. Report (1954) which envisages vocational guidance as a continuing process beginning well before the school-leaving stage. Furthermore, if educational and community agencies could combine to provide careful placement and follow-up services, such as described by Mackie (1959), many potential failures might be saved from leaving jobs in haste and from drifting from place to place attempting to hold jobs beyond their capabilities.
CHAPTER VII SUMMARY AND CONCLUSIONS

SUMMARY

A follow-up study was carried out, from June to November 1966, on leavers from all Christchurch Special Classes for Backward Children during the years 1962 to 1964 inclusive. Fifty-three leavers (33 males and 20 females) were seen personally at home and at work. Interviews were also conducted with employers and supervisors.

The ages of the group at time of interview ranged from 17 years to 20 years, with a median of 18½ years. I.Q.'s ranged from 45 to 76 with a median of 64. Mean reading age on leaving school was 7½ years and mean time spent in Special Classes was 5 years 2 months. Homes were rated according to material status into 'good', 'average' and 'poor' categories. There were 20 'good', 21 'average' homes and 12 'poor' homes. More than three-quarters of the group were still living at home when interviewed.

Examination of social adjustment revealed four types of leaver. The greater number were well-adjusted. Other types in order of size of group were those with limited activity, the passive type and the withdrawn type. Girls were generally better
adjusted than boys. Recreational activities ranged in order of popularity from T.V. to cinema, dances, socials and records. One-third had hobbies or belonged to clubs. Very few read for leisure or wrote letters.

Social adjustment appeared to be related to I.Q. for those cases falling in the upper and lower limits of the Special Class range. No leavers with low I.Q. were well adjusted socially and none with higher I.Q. were socially withdrawn. A relationship was also found with teachers' ratings of 'stability' and 'co-operation' while at school. Those rated as satisfactory in these areas tended to be well adjusted, while those rated as unsatisfactory were passive or withdrawn. Social adjustment did not appear to be related to home background, size of family or to length of time spent in Special Classes.

Less than half of the sample had availed themselves of the help offered by 'After Care.' To those who did accept help, 'After Care' was either a main source of social activity or a bridge into a wider sphere of participation in the community.
Approximately 80% of the group earned wages which compared favourably with those of their normal peers. Most saved regularly and two-thirds did their own shopping.

The group was employed in a wide range of jobs, mostly in the unskilled category. Only two males had reached skilled status. The majority of leavers was found to be settled in employment at the time of interview. An attempt was made to evaluate vocational success in regard to job status and retention. Those in skilled and semi-skilled jobs did not appear superior to others in terms of I.Q., Reading Age, time spent in Special Classes or in amounts of work experience. Personality factors, as measured by teachers' ratings in 'stability, cooperation, independence and perseverance' were found to be significant in the superiority of this group. These 'higher status' workers also tended to come from better homes and the quality of supervision in jobs was very good. Those more successful in retaining jobs did not appear, in terms of I.Q. or Reading Age, to be superior to those who failed. However, home background, personal factors assessed
by teachers' ratings in 'stability' and 'co-operation',
time spent in Special Classes and on-the-job training
were all considered to be significant in distinguishing
successful and non-successful leavers in terms of job
retention.

When asked which qualities in special class
leavers aided successful vocational adjustment,
employers gave the following in order of importance:
a sound attitude towards work and work-mates, a
sense of application, ability to follow a simple
routine, care, cleanliness and initiative. Similarly,
the following traits were thought to hinder success:
bad temper, stubbornness, poor application and
quarrelsome ness.
CONCLUSIONS

On the basis of present study, bearing in mind the size of the sample and the type of assessment made, the following conclusions may be presented:

1. Most of the leavers were able to make satisfactory social and vocational adjustment.

2. Leavers were found in a wide range of jobs making a worthwhile contribution to the economy. Such jobs ranged up to skilled status.

3. Intellectual factors, except in the very low limits, did not appear to be significant in vocational success or failure.

4. Amount of time spent in special classes was considered significant in relation to job retention in that those who were more successful in retaining jobs had spent longer in special classes for backward children than those who failed.

5. Home background, as measured by material state, appeared to be an important influence on vocational success and failure.
6. Personal characteristics were found to play an important role in aiding or hindering social and vocational adjustment.

7. Employers found, as aids to success, sound attitudes, sound application, ability to follow routines and care. Cause of failure were found to be mainly temper, stubbornness, poor application and quarrelling.

8. The quality of employment supervision and training had a definite relationship to the leavers vocational success.

9. Recreational activities tended to be those more easily pursued such as T.V. and films. Very few did any reading or letter writing.
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APPENDIX

INTERVIEW FORM
SURVEY OF SPECIAL CLASS LEAVERS 1962-64

NAME: DATE OF BIRTH:
ADDRESS: AGE:
SEX: DATE OF LEAVING SCHOOL:
MARITAL STATUS: SCHOOL:
(IF MARRIED) CHILDREN: I.O.

1. HOME (Description)

SUBJECT (Description)

2. FAMILY
At home or boarding?
Parents: Mother working?
Father's occupation
Siblings: Place in family:
Siblings in Special Classes

3. LEISURE
(a) Evenings
T.V. and Radio How Often?
Favourite programmes
Pictures How Often?
Favourite films
LEISURE Con'd

Dances and socials
Hobbies
Club membership
Attitude to clubs
Time in at night
Other information.

(b) Friends
Names, ages, sex of friends
Boy/girl friends (steady)
How long?
Ex school friends (Special Class)
Friends since school
Where met?
How often seen?
Activities with friends.

(c) Weekends
How spent?
Sport (summer, winter)
Holidays (how spent? where?)
Church attendance: regular spasmodic nil
Church groups
Attitude to church
(d) Reading
Newspapers magazines
Comics books
Library
Evening reading Weekend
Letters received from
Letters written to

4. POCKET MONEY
How much? Adequate?
How spent? 1.
2.
3.
Savings account
Regular payments paid in by
Purchase of clothes and personal needs

5. INDEPENDENCE
Mode of travel
(a) to work
Bicycle
Driver's Licence
Responsibilities at home
(b) leisure
Vehicle
Attempted?

6. WORK PREPARATION
Work Experience Scheme How long?
Type of experience
7. EMPLOYMENT

Present job
Name of firm
Name of foreman-supervisor
Relationships with boss
Likes
Dislikes
People at work
Intention to stay?
How job obtained
How long in it
Attempts to change jobs?
List of other jobs to date

<table>
<thead>
<tr>
<th>Job</th>
<th>Time</th>
<th>Reason for leaving</th>
</tr>
</thead>
</table>
Help from 'After Care'
Ambitions

Hours worked daily
Wages per week
What happens to wages

Parental views on work, success, punctuality, etc.

Employer's report