

POST SCHOOL LIFE STYLES
OF
TRAINABLE MENTALLY HANDICAPPED PEOPLE

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Master of Education

by

Barbara Bowen Sarson

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A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
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ABSTRACT

Public school programmes have been provided for trainable mentally handicapped students since 1967. In Winnipeg School Division No.1, the programme has evolved into practical, community and work experience oriented programme. The problem to be investigated was the long term effects of such a programme on the post school life style of the graduates.

School records were examined and a list prepared of all former students of the programme since 1967. An attempt was made to locate as many as possible. From these lists, two sample groups were obtained, one (N = 42) mainly from former students who attended Argyle TMH School and one (N = 29) from former students who attended Prince Charles School. Two other samples, N = 25 and N = 27, were obtained from group residences and ARC Industries.

Interviews varying in length from one to three hours were conducted with the subjects. The responses were processed by a computer using Statistical Analysis Systems (SAS).

The main hypothesis was that there would be no significant differences in the mean scores of the groups with references to a variety of components of community integration. The data were also analyzed on the basis of groups defined by Accommodation. Seven sub-hypotheses were tested for each grouping. For six hypotheses there was a significant difference between the earlier graduates and the recent graduates and the null hypothesis was rejected. For the Accommodation

Groups, there were similar differences between Group A, and those living in semi-independence and all others.

The study limned the life styles of a large sample (123) of mentally handicapped people. It identified specific directions for school curricula. The study has implications for mentally handicapped people and those who work with them. It supported, in general, the current directions of the school programme.

The study was limited by the difficulty of obtaining an unbiased sample of mentally handicapped people from the community. It was further limited by being an introductory survey intended to provide directions for further research rather than definitive answers.

Chapter I.

INTRODUCTION

In 1967 public school education for trainable mentally handicapped (TMH) students became mandatory in Manitoba. By 1980, the secondary programme was serving over 160 students.

Background

The Winnipeg School Division No. 1. programme was influenced by Wolfensberger's concept of normalization. Wolfensberger (1972) stated that:

The goal of such special education ... is to provide an education which enables the students to become a socially competent and adjusted adult, and to make him as personally independent as possible (p.180).

He continued:

In order to build-up self confidence, facilitate a handicapped person's growth into adulthood, and combat alienation from life and his nonhandicapped peer group, social training programmes which provide varied and repeated constructive experiences in authentic situations in the community are indispensable (p.180).

At the same time, and earlier, a complementary trend, an increasing emphasis on work experience, was influencing special education. Though this began in programmes for educable mentally handicapped students, it was soon extended to TMH programmes. Peck (1966), Bitter, Bolanovich, and O'Neil (1967), Lance (1968), Barklind (1969), Hubri (1971), Zucker and Altman (1973) all advocated strongly for work experience and work education programmes.

The result of such influences has been the development of a secondary programme in Winnipeg which has a large work education component. It uses community-as-classroom as a systematic and integral part of its curriculum. As the students progress through the programme they spend increasing amounts of time in community settings until, finally, many of them are employed fulltime in competitive industries.

Each year that the programme has operated, a wider variety of experiences outside the school has been provided for the students. The intent of this approach is to facilitate student integration into the community and to provide more options for their independent living in post-school life.

The philosophy of orientation to the community and to the principles of normalization (see Appendix B) are evident in discussions with staff and principal. The programme at Prince Charles School is directed at the whole child. It is community based and work-experience oriented. The students' daily routine is largely in the community, not within the traditional school classroom. However, the question which must be addressed is the effectiveness of this programme in influencing the post-school life style of the students.

Work Education Programmes, Prince Charles School

The goal of Prince Charles School, as stated in their programme description (Appendix A), has been, almost from the beginning, to help the students to live as independently in the community as possible. Because the community cannot be simulated in a classroom, teachers have tended to move the classroom more and more into a community setting.

This has led inevitably to the development of new curricular areas increased emphasis on some existing areas. In particular, there has been a steady growth in the work education programmes. At present these include:

1. Bus training - This is a general programme, but student success in this area is essential to work experience in the community.
2. Work Assessment - This programme is designed to teach work routines and habits; is for all students; and is done under simulated work shop conditions in the school setting.
3. Work Experience -ARC Industries (see Appendix C) - This is an initial work experience programme for those who have not yet learned to use Metro Transit independently. Small groups learn to travel together on the bus to ARC, as well as to work in a sheltered setting.
4. Work Experience - Community - This involves those students who are over sixteen, who are able to use Metro Transit and whose parents have given permission, in a variety of work experiences at any number of the over forty work stations maintained by the school. Placements are individual, unpaid, and for time periods varying from two to six weeks. The students are carefully monitored on the job site by their teachers. They are expected to learn the etiquette and routine of the work place, to gain practice in appropriate interpersonal relations, and to develop some job skills. The students begin by spending as little as half their time at work sites. As they mature as workers, they spend more and more time on job sites until employment can be found for them.
5. Community Integrated Programme - Finding employment for the students is only the beginning of the long process of establishing the students in a stable employment situation. The teachers work with the students on the job until the latter have mastered the required tasks, understand the routine of workday, have established relations with co-workers, etc. The students also attend evening classes on money handling and use of community resources. Initially many of the students lose their jobs, but gradually, as with the normal population, they mature as workers and settle into a permanent placement at minimum wage or better. At this point, supervision is turned over to Vocational Rehabilitation Services (see Appendix C).

As the work education programmes evolved, the school discovered first, that the students made enormous progress when forced to manage by themselves in the community and secondly, that the school was beginning to rely on the work stations to teach too many things which should not have been the responsibility of the work stations. This led to the development in 1979 of a much more formalized and systematic programme of exposure of the students to the community and its resources. The first draft of this curriculum is in Appendix G.

Statement of the Problem

The problem requiring investigation is the long-term effect of this programme on the post-school lifestyle of students. Because the programme is addressed to the whole child, such facets of life styles as vocational placement, recreational and leisure skills, independent living skills, money awareness, and autonomy of the individual are open to study.

Purpose of the Study

The purpose of this study was to attempt to assess whether there were differences in levels of functioning between recent graduates of Prince Charles School and graduates of the Winnipeg School Division No.1. programme for trainable mentally handicapped students who were older than 25 and who had had little or no work experience in their school programme.

It attempted first, to identify students' levels of competence in the various areas of community living and then to relate this information to the various school programmes which had had different philosophy and styles. In addition, the study gathered information about two other

groups of mentally handicapped people who had not been in the Winnipeg School Division No.1, in order to make additional comparisons with the recent graduates on levels of functioning. Recommendations for future programming were offered.

Hypothesis

In this study, degree of community integration was defined by scores derived from rating involvement in or performance of independent living skills, vocational activity, community awareness skills, money skills, recreational and leisure skills, and an assessment of individual autonomy.

On these ratings, it was hypothesized that no significant differences in the following groups would be found:

- Group 1 - people over 30, mainly working at ARC Industries who never attended Winnipeg School Division No.1. (older non-graduates).
- Group 2 - people under 30, mainly working at ARC Industries who never attended Winnipeg School Division No.1. (younger non-graduates).
- Group 3 - people under 30, who attended Prince Charles or Argyle Schools, but who have had little or no work education (early graduates).
- Group 4 - people 25 and under who attended Prince Charles School, and who have had extensive work experience training (recent graduates).

During the interviewing process, another means of grouping-residential setting, seemed to be important. As a result, a further hypothesis was tested: there would be no significant differences in the community integration scores among:

- Group 1 - those subjects living with parents or in a familial setting, for example, foster home, small board and room situation (family groups).
- Group 2 - those subjects living in a group residence for mentally retarded adults (residence groups).
- Group 3 - those subjects living in an independent or near independent setting, for example, two men sharing an apartment with occasional supervision and assistance (apartment group).

Significance of the Study

Prince Charles School claimed to offer a programme which provided the "varied and repeated constructive experience in authentic situations in the community", prescribed by Wolfensberger, (1972- p.180) and an extensive developmental work education programme intended to facilitate the integration of the student into the community. The major issue of this study was the congruity between what the school claimed it was doing and what it was actually doing.

The information from this study permitted development of profiles of post-school life styles of different groups of mentally handicapped adults. If the school were delivering the programme it claimed to have been, it would have been reflected in a more normative profile for Group 4, the recent graduates. If the null hypothesis was accepted, then the school must examine its programme, approach, and philosophy in relation to the needs of graduates. It would have to change emphasis where necessary, develop new programmes, revamp, or drop those programmes which were shown to be ineffective.

Limitations of the Study

This study had a number of limitations. The four sample groups were not comparable in a controlled laboratory sense. The two groups selected basically from ARC Industries and residences for mentally handicapped people were biased by the preselection of their programmes; that is, any adult handicapped person who was well integrated into the community would not have been using the services of the workshop or the group residences. The purpose in including these two groups was to compare their life styles with those of the other groups.

The data-gathering procedure may have been limited because interviews were conducted during the vacation season. Though more intensive interviews would have been useful, the time required by the present interview format seemed to be as much as the subjects were prepared to give.

Definition of Terms

1. Trainable Mentally Handicapped (TMH) referred, in Winnipeg School Division No.1, to students with an I.Q. of 50 or less, and whose deficits in adaptive behaviour were such that they seemed to function within this range. Admission to TMH programmes was by referral only through the Child Guidance Clinic. The same admission standards were applied to all students of Argyle and Prince Charles School.
2. Secondary TMH programmes referred to the programme for TMH students who were 13 years of age and older. Students were permitted to remain in school until age 21, or beyond in special cases. This allowed for continued staff involvement in a job placement until it was stabilized. The

programme began at Argyle, but was subsequently moved to Prince Charles.

3. Educable Mentally Handicapped - In Winnipeg School Division No.1, to be classified as Educable Mentally Handicapped (EMH) a student must have:

1. had an IQ of less than 80
2. been consistently underachieving normal agemates academically (by two years or more)
3. been functioning close to a basic literacy level.

The secondary students were enrolled in the Developmental Education Occupational Skills Programme.

4. "The school" means Prince Charles School.

Chapter II

REVIEW OF RELATED RESEARCH

General Follow Up Studies

Studies of post programme placement of mentally handicapped people are numerous. McCarver and Craig (1974) in the International Review of Research in Mental Retardation describe three main types of studies:

1. Prognostic studies which attempt to delineate the variables which predict the success or failure of the post institutional placement.
2. Simple follow up studies which merely attempt to describe how "they are faring" in the community.
3. Comparative studies which attempt to compare the retarded person's achievement in the community with that of some other comparable group.

This study falls between a simple follow up study and a comparative study, because, as McCarver and Craig suggest, it is almost impossible to identify comparable groups.

In 1972, Cobb published an analysis of the relevant literature.

Some highlights of these studies as reported by Cobb are:

...success or failure is not simply inherent in the nature of the individual but is a result of interactions amongst at least three variables, the properties of the person, the environmental interventions (training or education), and the societal accommodations (p.1).

Retardation is seen not as a cause of anti-social behaviour but as one of the concomitants of social and economic deprivation (p.7).

Kolstoe and Shafter (1961) point out that "employable retarded persons"...possess a wide range of occupational and social skills, personal characteristics including appearance, habits of work and the like (p.10).

The chief difference that Fernald identified between those who succeeded and those who failed to make a satisfactory adjustment was in the amount of supervision provided by family and friends (p.15).

Success in employment was reported to be related to personal appearance, social acceptability and work efficiency (p.24).

The retarded group had more difficulty finding jobs, changed jobs twice as often, married less frequently and lived in more substandard homes (p.24).

Appel and his associates (1965) at the New York Training Centre found that ability to hold a job for six months is a better criterion of success than ability to get a job initially (p.25).

Psychologists, educators and parents may gain encouragement from the knowledge that many children whose test scores and academic performance suggest mental deficiency develop into self-sufficient and desirable citizens as adults (Charles, 1953) (P.35).

Of particular relevance is Saenger's study (1957) of 520 retarded adults with I.Q.'s of 40 to 50 in New York City. Cobb (1972) reported that Saenger found that the retarded were more often male than female, and most frequently the youngest child. Cobb summarized:

The findings, therefore, that without supporting services a considerable proportion (27 percent) of the moderately retarded were finding employment, making adequate social adjustments, moving about with some independence in the community furnished a basis of genuine optimism concerning the possibilities for the habilitation of this group. Equally obvious, of course, are the negative aspects.... the evidence of loneliness and idleness and a drifting solitude in lives of so many moderately retarded adults, conditions which the provision of educational, social and occupational services could greatly alleviate (p.54).

Blessing (1972) did a follow up study of former TMH students. He found that, eleven years later, 72 percent as opposed to the earlier 15 percent of the subjects were involved in community programmes, and few parents had made realistic future plans. The subjects' strengths were in such skill areas as mobility, self-care, and personal adjustment; weaknesses usually were specific areas such as shopping, reading, and the use of money.

Stanfield (1973) interviewed parents or guardians of 120 former TMH students. The purpose of his study was "to gather information which might reflect on the quality of community life experienced by the moderately retarded adult after graduation" (p.549). The five areas of this study were vital statistics, school history, work and post school habilitation programmes, life at home, and life in the community. Ninety-four percent of the subjects were living at home. Only 48 percent were in a sheltered workshop programme, 80 percent earned less than \$10.00 per week. No graduates were self supporting, three worked part time, one earning \$55.00 a week. Two graduates worked in family businesses, one earning \$10.00 per week, the other \$300.00 per month. Thirteen of the graduates were in an activity centre and 44 were in no programme, mainly, parents said, because of degree of handicap or lack of transportation.

Ninety-four percent of the parents reported that their son or daughter could care for his/her personal needs, but 56 percent never left them alone for more than a very short period and 21 percent never left them alone at all. Most activities at home were of a solitary nature,

such as watching television, listening to records, or looking at magazines, but for the 52 not in a workshop these were their major daily activities. "Many parents felt that if their child could learn to read and compute that employment and independence would follow"(p.550).

Only 10 percent of the graduates ever left their immediate neighbourhood to travel about the community at large and 40 percent never "went unescorted beyond the front yard of their homes"(p.550). Only 23 percent of the graduates had friends to visit. 38 percent of the graduates participated in such segregated activities as bowling and dances. The average amount of time spent was less than 6 hours a week and 37 percent spent no more than 2 hours a week. For 62 percent of the sample there was virtually no social life beyond the family.

Birenbaum and Re (1979) reported on a four-year follow up study of residents of a large community residence. The study is interesting as it defines use of the community as a facet of integration into the community. These researchers also attempted to obtain some measure of the autonomy of the individual in terms of choices and control of their own behavior. The authors point out that a routine of sleep, work, passive entertainment such as watching television is not too different from that of anyone marginally employed or under-employed. Most important is the reminder that "discretionary income for people on public assistance limits outings or the appropriate apparel for enjoying public places in a respectable manner" (p.329).

Edgerton's The Cloak of Competence (1967) is a fascinating

anthropological study of the "every day lives" of mentally handicapped people. A recurring theme of the book is the need "to pass", that is to appear normal. A second theme is the efficacy of a friend or sponsor in the community. Edgerton makes the point that the needs and concerns of these people are the same as anyone's - a job, that is, a living, a family, leisure time and acceptance by the community.

Edgerton and Bercovici (1976) reported on the same group 12 to 14 years later. Using their clinical judgement, the raters placed the subjects in categories of better, the same or worse with respect to community adjustment. The two basic criteria were social competence and independence as reflected in such general considerations as economic security, relative independence, social participation, lack of antisocial behaviour, enjoyment of leisure time activities, sexual - marital adjustment, and feelings of stigma. These criteria appear to parallel the vocational, recreational and leisure, and autonomy aspects of the present study. Edgerton and Bercovici believe that the impact of the stigma of retardation had lessened, hence lessening the need for benefactors, and that another 12 years of experience in the community had reduced the need for assistance with daily or occasional life problems.

The group's employment level had decreased but the authors felt that work was no longer seen by the subjects as essential to their self image. In fact, the subjects seemed to have "relegated work to a purely instrumental role" and their lives were, in the main, more pleasurable and varied" (p.493).

Edgerton and Bercovici suggest that researchers' criteria of

adjustment emphasize "competence and independence while the retarded persons themselves emphasize personal satisfaction". These authors suggest that an additional challenge to consider is:

if normalization is taken seriously, then we should listen to retarded persons when they tell us about their lives (p.496).

Canadian Follow Up Studies

Elkin of Saskatchewan has spearheaded much research. His research is done from "a social system perspective" which:

sees the problem of limited intellectual ability as much more than a reflection of a defect inside the individual. The society's response to the individual's mental retardation becomes a crucial component of the "problem" (1976, p.3).

He suggests that "defective programmes" may be more of a problem for the retarded than "defective learning" or "defective behaviour".

Elkin's fourth study (1967) revealed that most of those released to the community from institutions were;

living in economically and socially impoverished circumstances. Approximately one third were unemployed, while almost one half earned less than \$25.00 per month as employees of sheltered workshops. Without social assistance and support from parents or relatives, the majority would have lived in even greater distress (p.2).

The subjects of this study would have been classified in the educable mentally handicapped range.

Regardless of their abilities, skills and other personal characteristics, most of the retarded were excluded from meaningful participation in the community's economic and social life. In essence they were victims of economic and social deprivation (p.2).

In a 1968 study Elkin showed that most retarded individuals

living in the community are tied to a poverty level income. Most lived on social assistance, and even those in competitive employment received far less than minimum wage. Most of their income went for food and shelter with little or no discretionary spending possible.

A 1969 study confirmed that deeply rooted attitudes to "stupidity" are the basis for rejecting and exploiting the mentally retarded.

The problem for the retarded is made even more difficult when limited intelligence is used as a basis for denying basic human rights and rationalizing inadequate community services (p.5).

Elkin addressed many key issues in this study. Attitudes of the community, economic limitations on community participation, and his approach to mental retardation are all reflected in the present study of post school styles.

Hanrahan and Lusthaus (1980) asked the question "What is the quality of life of retarded persons who are living in the community?" P.7). They defined quality of life according to the principles of normalization. They interviewed 24 clients in their homes who had completed a course designed to teach them independent living skills, help them secure independent living settings and which provided them with follow up services in these settings. The average age of this group was 27.2 years, the mean I.Q. was 64.3. All of the group were in some type of independent living setting.

Almost all of the group had adequate furniture plus such items as televisions and stereos. Only 25 percent had paid for these items themselves. Only 8 members of the group were working at minimum wage or better, and 2 were recently unemployed. Most of the rest lived

on welfare. All seemed able to manage a bank account and 14 had savings. When presented with the list of normative activities used by Birenbaum and Re (1977), this group was found to be more active. Fourteen had travelled outside Montreal at least twice in the past year. Eleven had had minor skirmishes with the law. They perceived their biggest problem as "getting along with people".

Hanrahan and Lusthaus (1980) felt that the living conditions of most of the subjects were indeed image enhancing, that their quality of life was acceptable in terms of use of community resources. However, these aspects of their life, reflecting essentially their middle class backgrounds, were counter balanced by their low level of employment and poor financial resources and prospects.

Though their social lives were quite active, most of their social contacts were either with members of their families or with other subjects of the study, that is, they existed as a separate and cohesive sub culture. Lastly, Hanrahan indicated that the subjects viewed being able to make their own decisions as the best thing that had happened to them.

Two important studies are the work of Lambert of the University of Toronto. The first (1974) was a study of living conditions of 454 retarded adults in Ontario. Many of the same variables are used in or reflected in this study. This often cited paragraph sums up this study:

Preparing this report was a depressing, heart-breaking experience. Loneliness, isolation, dependency were but a few of the characteristics of the retarded adults we studied. Many were leading desperate lives as were the people with whom they were living. Most had been set

apart and forgotten by society, since they had been unable to measure up to the stringent and unfair standards society imposed upon them. Yet fully half of those we studied were no more than mildly retarded. Fifty percent were aged 30 or younger. And three - fourths were living with one or both of their parents (p.3).

Lambert reports that, except for personal appearance and cleanliness, the subjects displayed tremendous need for assistance in all measures of adaptive behaviour. Almost three fourths of them depended on others for transportation outside their home. Only one quarter were working. Others found the sheltered workshop too simple and the competitive labour market too hard.

Most of the subjects were living at home but most of the families were getting little or no assistance with the job of caring for the subject. Lambert took some measure of the role played by helping agencies and found them sorely lacking. Compounding this was evidence that the least needy received the most help.

In 1977 Lambert and Kent did another study to differentiate between the characteristics of users and non-users of workshops and make recommendations for future programming. They followed up students of former TMH school programmes and interviewed 242 people who were still in the same communities nine years after leaving school. The mean age of the sample was 23.2, and there were three times as many men as women. The living accommodations of this group were similar to the first study, except that more were in the new group homes.

Most were working in the workshop, 57 percent earned less than \$10.00 per week and only 34 earned over \$60.00 a week. Of the 76 people who had worked previously, only 10 of the former users had jobs in contact with the community, while all 16 of the non-users of the workshop had jobs in the community. Only 65 percent of the study group were working, and most of them were at the workshop. Lambert and Kent noted that "there is a small group of parents who appear to be satisfied with the inactivity of their son or daughter; the lack of encouragement contained in such a milieu obviously is harmful to the continued development of the graduate" (p.23).

The authors identified a variety of independent living skills. The subjects' performance varied according to living accommodations with those living away from home having the highest scores.

Lambert and Kent concluded that in this study there was "an extremely small number of people who could be characterized as successfully integrated" (p.38).

Community Living Skills

What constitutes successful community placement or integration could well be a study in itself. For this study the components of community integration were considered to be independent living skills (laundry, food, grooming, housekeeping), money skill, community awareness (mobility), recreational and leisure skills, autonomy, and vocational level. The following studies contributed to or reinforced this concept.

Brown, Falvey, Vincent, Kaye, Johnson, Ferrara-Parrish and

Gruenewald (1979) argued that all Individual Educational Programmes (or curricula) for severely handicapped persons be based on exactly what must be taught for living in the least restrictive post-school environment. They define the domains to be included as domestic, vocational, recreational-leisure, general community functioning, and interactions with non-handicapped persons. They also placed strong emphasis on the concept of age-appropriateness.

Brown, Hamre-Nietupski, Lyon, Bronston, Falvey and Gruenewald (1978) have developed extensive inventories of settings in which interactions can take place between handicapped and non-handicapped peers. These lists may also be used as a detailed guide for life skills, community awareness skills, and activities.

Hamre-Nietupski, Ford, Williams and Gruenewald (1978) have developed lists of isolative and non-isolative activities to assist teachers to encourage activities which reinforce interactions with others. An extensive list of independent living skills was developed as part of their Sex Education and Related Home and Community Functioning Skill Programme. Some of these skills were directly incorporated into the survey for this study.

Halpern, Raffeld, Irvin, and Link (1975) discussed measuring social and prevocational awareness in EMH secondary students. The instrument used was the Social and Prevocational Information Battery. Of relevance is the overlap between the community integration as defined in this paper and the subtests titles: Purchasing, Budgeting, Banking, Job Related Behaviours, Home Management, Health Care, Hygiene and Grooming.

The authors saw this test battery as of use to teachers in planning curriculum.

In a later article, Irvin, Halpern and Reynolds (1977) discussed the adaption of the test for use with TMH students. Again its use as a source for curriculum and an evaluation of programme was put forth

Stacy, Doleys, and Malcolm (1979) provided social skills and assertion training to eight previously institutionalized residents of a group home on the premise that the absence of appropriate social skills minimizes the likelihood of positive social encounters and is a reason for failure to integrate into the community. The authors were able to demonstrate the benefits of such positive (situation) and negative (situation) assertiveness training and that it could be generalized over time and place.

In a study of group home residents, Polivka, Marvin, Brown, and Polivka (1979) discussed some of the characteristics and skills needed for independent living. These included personal hygiene and self-care skills. They suggested that only 40 percent of group home residents could manage their own transportation and leisure time and shop, either on their own or with assistance. (An intriguing section of this article dealt with the number of services which residents did not need and got and which they did need and did not get.)

Boyan (1978) defined independent living skills through fifteen different skill areas, all of which were at least superficially covered in the present survey. He pinpointed such key items as mobility and use of the telephone. His thesis was that teaching independent living skills to mentally handicapped adolescents and adults is crucial yet

may require years of careful programming. It must be balanced with vocational training early in a person's training or education.

Work Education

As the school has discovered, there are many facets to work education. Rusch (1979) wrote about social/vocational survival skills which included such items as "managing one's activities... and communicating basic understanding of directives to continue or discontinue and activity" (p.143). He indicated that "the ability to communicate basic needs, participate, and move safely about the shop were listed as the three most agreed upon behaviours insuring survival" (p.144) (on the job). The important point was that such skills could be taught on the job site. "Essentially, the adults wishing to become employed may need to be trained to produce, attend, manage time, and socially interact at behavioural levels approaching those levels existing within the potential placement setting" (p.144).

Becker (1976) did a survey of work study programmes for retarded students which showed that trainees were assigned to 185 different jobs. The main training areas were janitorial training, dishwashers and busboys. Job placement was usually at the unskilled and semi-skilled level.

The most serious problem encountered by work coordinators was lack of time to enhance their programme and "to give guidance and counsel" to the on-the-job trainees.

One of the major findings of a post school adjustment study by Brolin, Durand, Kromer and Muller (1975) was that though EMH students had many vocational adjustment problems, those who had had a work study

programme made relatively better vocational adjustments.

Margolit and Schuchman (1978) documented a similar result when they compared the adjustment of students placed directly into work and of those in a work study programme. This programme stressed the role of the teacher on the job site.

Redding (1978) compared the life adjustment patterns of retarded and non-retarded low functioning students. The EMH students had participated in a prevocationally oriented programme which featured job placement on campus, in sheltered workshops, or at menial employment" (p.368), the non-retarded in a Cooperative Work Training Programme.

The Cooperative Work Training Programme was an effort to maintain potential drop-outs in school. The data was collected by interviews with the students. The Cooperative Work Training students did better in level of employment, salary, length of time on job, were more independent, paid more for housing than did EMH students. The Cooperative Work Training students, in every aspect, had a better employment and financial life adjustment rate.

Even so the EMH were similar to the other group in many ways, and both reported a "dearth of participation in social organizations and an inability to report leisure time activities" (p.368). Redding felt that both programmes had neglected the important cirricular concern of preparing students for post school social and recreational adjustment" (p.368).

Welman, Hall, and Koehler (1979) described Project Employability. Their experience paralleled the school's Community Integrated

Programme. They recognize the need to have a teacher advocate on the job site to do the initial task training, to work with employees and employers as well as the subject. They, too, recognized that this process works in terms of establishing trainable mentally handicapped people in employment.

Curriculum

Many aspects of programming are peculiar to TMH programming. For example, Switzky, Rotatore, Miller, and Ferguson (1979) pointed out the dangers of strict adherence to normative development sequences which may not be valid for the severely handicapped. The authors support Brown et al (1976) in their advocacy of curricula which satisfy the "criteria of ultimate functioning". On the other hand the authors recognized that it is essential to know which behaviours in a development sequence are sine qua non for acquiring a particular skill identified as necessary to the ultimate functioning of the handicapped person. An example of this apparent anomaly is teaching the students the use of money. The ordinary prerequisite counting skills may not be possible for the students to master. What is feasible is the use of calculators to short circuit this developmental sequence.

An understanding of money is crucial to the individual's survival in the community. Barrett, Relos and Eisele (1974) make the point that it may be crucial to vocational placement. They compared the attitude to and knowledge of money of two matched EMR groups. Mastery of the concept of money seemed to differentiate between those who succeeded vocationally and those who did not.

Orr (1977) used a fictitious weekly paycheque as a device for teaching numerous crucial money skills. Bellamy and Buttars (1975) developed a structured programme for teaching money skills which reinforced academic skills.

Hirshoren and Burton (1979) dealt directly with the problem of teaching academics. While admitting that there exist technologies which would permit TMH students to make much more progress in academic skills they questioned the value of concentrating on these techniques to the exclusion of vital independent living skills.

Bus training is an integral part of Prince Charles School's curriculum. Laus (1974) described a programme which, like the school's featured meticulous, structured training in the use of public transportation systems. The advantages of orientation and mobility training were summed up in terms of benefit to the growth and independence of the students and of the cost benefits of bus training to the school system. For them, too, it was a self supporting project.

A frequently expressed concern (Lambert, 1974; Elkin 1976; and others) is the use of leisure time by the mentally handicapped. This issue was systematically addressed by Day and Day (1977) in an article dealing with many of the problems inherent in teaching recreational and leisure skills to MR students. They differentiate between active and passive activities, and are cognizant of the tendency to lapse into isolative activity (watching television) of many mentally handicapped people (and their caretakers). Day and Day developed instructional sequences and worked at generalizing the skills to the home environment.

They concluded:

If educational programmes are to affect the quality of life for the moderately retarded then instruction in the constructive use of free time is essential. Leisure skills are deserving of the same time, energy, and creativity as is devoted to instruction in self help and academic skills (p.131).

Stephan (1965) wrote a curriculum for TMH students at Kinsmen School (see Historical Development of TMH Programmes in Winnipeg p.31).

One of the goals of this programme was:

to make them economically useful, independent, and self-supporting members of the community to the degree of their abilities, able to live a life with an enriched and more purposeful meaning (p.1).

Fifteen years later, though it is no longer acceptable to use the term "make them", the intent of the goal is still valid, and comparable to the current goal of Prince Charles School.

The Body

Today body language is a popular form of psychology which can reveal such esoterica as whether the interviewer will hire the interviewee or the "leerer" will get the "leeree".

That Wolfensburger appreciated the power of body language is evident:

The normalization principle demands that a person be taught not merely to walk, but to walk with a normal gait; that he use normal movements and normal expressive behaviour patterns; that he dress like other persons his age; and that his diet be such to ensure normal weight. Too often, we may content ourselves to teach a handicapped child to walk, but we may be relatively unconcerned when the child develops a quite preventable idiosyncratic gait which elicits or reinforces a perception of deviance (1972, p.33).

Sherrill (1980) cited literature addressing the posture of mentally retarded people, documenting the increased incidence of posture related problems in this population as opposed to the normal population, and analyzing the types of problems and proposing methods of treatment. The need for concerted efforts to programme for this is evident:

Repeatedly mentally retarded citizens are identified and labelled from considerable distances by their deviant standing and walking postures. They can be spotted across the aisle at the supermarket or far down the street, even from the rear view, and often opinions about their competence probably are formed by the observer before first hand contact is made (p.135).

That this is not a simple project is recognized:

The improvement of posture, however, demands continuous monitoring and reinforcement by all school personnel, parents, and significant others (p.137).

Another area for concern which will be evident from this study is "obesity". Numerous programmes, with varying degrees of success, have been attempted with the students at Prince Charles School. Gumaer and Simon (1979) described a successful programme run by a school counselor in cooperation with classroom teachers and parents. The reason for their concerns was summarized:

Social adjustment both within the schools and society at large can be an extremely painful process for the mentally retarded student. An obese retardate may face an even more difficult time in being accepted socially (p.106).

Attitudes

Community attitudes to acceptance of mentally retarded people have been the subject of much research. Elkin (1976) did an informative

analysis of community attitudes to the acceptance of mentally handicapped people in the community. The percentages in the following table are those people who predicted that three out of four people would accept mentally retarded people in particular situations: (p.70)

Table 1

| Situations and Social Distance | % |
|----------------------------------------------------------|----|
| Babysitting their children | 3 |
| In the same classroom as their children | 21 |
| Playing with their children | 33 |
| In a special class in the same school as their children | 64 |
| Delivering newspapers | 61 |
| As an attendant at their regular filling station | 52 |
| In the produce department of their favourite supermarket | 38 |
| As a helper in their favourite restaurant | 35 |
| As a fellow worker | 25 |
| Living next door with friends or relatives | 51 |
| Living alone next door | 27 |
| Living next door in a group home | 15 |
| Using the library | 76 |
| Attending the same church | 73 |
| Attending the same theatres | 70 |
| Shopping at the same department store | 68 |
| Using the same recreational facilities, e.g. pool | 54 |
| Sharing transportation in a car pool | 45 |
| Eating at the same restaurant | 43 |
| Attending the same social events | 37 |
| Drinking in the same beverage room | 34 |
| Belonging to the same service club | 24 |
| Being invited to the same parties | 20 |

This bleak picture was not contingent upon the interviewee's knowledge of, or contact with, mentally handicapped people. In fact, the inference which may be drawn is the less personal the contact or involvement, the more acceptable mentally retarded people are. This was confirmed in Kastner and Repucci's study (1979). However, these authors continued that their study and others supported a major part of the rationale behind community integration: "that the experience of living in the community with retarded people promotes more positive attitudes toward them" p.143. Perske (1977) summarized a symposium on the quality of life of mentally handicapped people by stating that "Seeing and relating to retarded people in every day community pursuits is the best education for the public (p.21)".

Parents attitudes to normalization have a similar dimension to community attitudes to mentally retarded people. Normalization is excellent as an abstract theory but has definite limitations when applied to their own child. Ferrara (1979) studied this phenomenon. In her article she cited numerous studies detailing the overprotective attitude of parents to their handicapped son or daughter. She highlighted a too frequent problem (cf Lambert, 1977 p.23):

These studies indicate that parental attitudes cannot only influence children's behaviour, but can, in fact, undermine the acquisition of behaviour skills identified by legislators and professionals as being desirable (p.147).

She suggested that before their child was involved in any such programme, training programmes were essential for parents who were in conflict with the concept of normalization. A further dimension to this study, again explained by distance from the problem was the conclusion

that parents of TMR children were more accepting of normalization activities than parents of EMR children; that is, the former were less likely to have their children involved in assimilation programmes and therefore viewed normalization in more abstract terms.

Stewart (1977) surveyed employers' attitudes in Baltimore. He found that the employment climate for mentally handicapped people was most favourable in clerical, food services, custodial, service stations, and upholstery areas. Many employers were looking for employees with good working habits rather than technical skills and this attitude would provide a more positive climate for employment of the handicapped.

Autonomy

Gunzburg, in his forward to Habilitation of the Handicapped (Rosen, Clark, Kivitz 1977), dealt directly with a challenging problem in programming for mentally retarded people:

Thus, at long last, attention focuses more steadily on that one area, which is responsible for the driving force necessary to make a person want to use his limited intelligence, to overcome difficulties, to direct his actions, to make a deliberate choice, and to take responsibility for himself (p.vii).

In assessing what has been done so far in the field of habilitation,

Gunzburg continued:

..[it still is] too much like teaching a great number of "circus tricks" attracting some admiring attention in the arena of the big wide world but not really satisfying the performer himself (p.ix).

The authors of Habilitation of the Handicapped cite Gunzburg and Gunzburg (1973):

Personalization refers to the development of the mentally

retarded individual as a personality, including the expression of individual tastes, desires, choices and decisions (p.119).

Gunzburg (1968) is quoted again by Esgrow (1978) in an article on placement and follow up:

Social competence is manifested by the extent to which the individual is able and willing to conform to the customs, habits and standards of the behaviour prevailing in the society in which he lives and by the degree to which he is able to do so independently of direction and guidance; and by the extent to which he participates constructively in the affairs and conduct of his community (Gunzburg, 1968, p.15).

The theme of Esgrow's article was the need for long term follow-up of a client, based on the client's needs, not the need of the counsellor for closure.

Sandys (1978) described a Montreal project designed to teach mentally handicapped people to live and work in the community. In her article she addressed some of the issues of the rights of the individual and the responsibilities of the counsellor. She pointed out that there may be a clash between the counsellor's values and the client's values:

Thus while it may be justified to encourage an individual to take reasonably good care of his apartment, even very poor housekeeping is no justification for assuming that an individual cannot get married, as long as the other partner is willing to live in a messy apartment (p.15).

A further concern was that as the client progressed toward independence, he/she might decide a counsellor was no longer needed when in fact one was. This may have been a comment on the type of intervention provided by the counsellor, but in any case requires constructive action. On some occasions the client must be allowed to face the natural consequences of his undesirable behaviour so that he may learn

and grow.

Perske (1977) in discussing the implications of normalization said:

The choices, wishes and desires of a retarded person should not only be considered, but respected Above all, it means giving retarded individuals the respect of others in their attempts to achieve self-determination (p.5).

Interviewing Mentally Handicapped People

The respect due mentally retarded people demands that they be consulted when they are being studied. Lambert and Kent (1976) and Elkin (1976) and Hanrahan and Lusthaus (1980) have all made use of this technique. Such minor discrepancies as they found are beguiling and in line with the parental attitudes previously reported, that is, the graduates were more likely to report that they were capable of doing things in the larger community than the parents were. On the other hand, the parents were more likely to report that the graduates were capable of such household tasks as preparing their own meals than were the graduates.

Sigelman, Schoenrock, Spanhel, Hromas, Winer, Budd and Martin (1980) did a comparison study validating the responses of the handicapped person with an informant. Though the authors were concerned about the tendency of retarded persons to be yeasayers, they reported:

... the overall pictures of the group that emerged from client data and informant data were often highly similar(p.485).

These results are in agreement with the findings of the current study. When the information gathered in an interview was corroborated with parents, house managers, files, teachers, social workers, the accuracy of the data provided by the clients was striking. So few

changes had to be made that it was difficult to find purpose in the tedious cross checking process.

Historical Development of TMH Programmes in Winnipeg

An unsigned article in a file from the Winnipeg School Division No. 1's former Special Education Department indicated that classes for TMH students were operated from 1928 to 1948. They were called Occupational Classes, their aims were to train the students in good personal habits and social skills as well as the tool subjects where possible. One advantage was seen to be the "withdrawal of problem children from ordinary classrooms, permitting an improvement in the work of the latter and allowing for larger classes".

These classes disappeared in 1948, and the only educational programme available was through the Manitoba School for Retardates, a residential facility over 50 miles from the city.

In 1953 a small group of parents organized what they saw as the first class in Winnipeg for trainable retarded children. By 1956 there were eight half-day classes held in a church basement and at the YMHA. In May 1957, the Kinsmen School was opened. Operations were funded in part by per capita grants from the provincial and municipal governments.

In 1967 provision of public school programmes for TMH students became mandatory. The division established classes where it had room. Argyle, an erstwhile elementary school, became the setting for five secondary classes. In 1970 four more secondary classrooms (junior high) were opened in what had once been the School for the Deaf and

was to become, with an extensive addition, the new Prince Charles High School for Trainable Mentally Handicapped Adolescents. By the time the new high school was officially opened in 1973, the division had already renovated wings in Montrose and Robertson Schools for the elementary students. Currently, the overflow in Prince Charles is moving into classrooms in two regular high schools. The long term goal is to integrate the total programme into regular high schools.

Preliminary Studies

In an unpublished paper, Sarson (1974) attempted to determine the post school placement of secondary TMH students who had left the programme since 1967 (Table 28- Appendix). There were 104 students who had attended either Prince Charles or Argyle School. They were all born between 1950 and 1958.

Of interest is the disproportionate number of males both in the sample and staying at home. The former may be a reflection of data which suggest that more males than females are brain damaged for whatever reason (for example, Saenger 1957 in Cobb 1972). The latter does not reflect Department of Labour statistics indicating a greater percentage of males than females in the labour force. At that time 63.5 percent of the total group were in some vocational setting and 4.8 percent were in competitive employment.

A further study was done to assess the current situation (Sarson 1980) for all graduates and non graduates of the system. Table 29 (Appendix) outlines the 1980 setting for nearly the same group as Table 28. Nine students who had attended Prince Charles are excluded.

While this difference in the groups limits the validity of comparisons, the 91 percent overlap makes them highly suggestive. By 1980, the percent in vocational settings was only 46.2 percent. Many were no longer at ARC Industries (the sheltered work setting) or at its subsidiary Kinsmen Vocational Centre. From what information is available, it cannot be concluded that they moved into competitive employment. Many of them did seem to have returned to the community from Manitoba School.

Table 31 (Appendix) gives the same information for all former students of Prince Charles School. These data are presented in a slightly different form: graduates and non-graduates are differentiated. The prognosis for students who remained in the programme till graduation was bright - 74.9 percent were in a vocational setting, 21.4 percent were in competitive employment at minimum wage or better, a further 7.1 percent, although currently unemployed, had worked in the regular work force long enough to collect unemployment insurance benefits, and would be assisted into employment again.

Of the non-graduates, 44.9 percent had moved to other programmes which would have been responsible for their post school placement. For the rest, the picture is bleak. Nearly a quarter of this group were at home, in no programme or attending a drop in centre less than six hours a week. Except for two with fragile health, and one who was pregnant, all were at home because their parents insisted that this was what they wanted (cf Lambert and Kent 1977). These parents were usually older, often retired, and had not supported the school's programme though several of this group were perceived by the school as employable.

Another nine non-graduates (and two of the graduates) were what is described as "on the streets". These students had chosen not to work. They were "street smart", had excellent community awareness skills, and enjoyed their present life style immensely. At least seven of this group had had some skirmishes with the law. All but one were second generation welfare recipients. Nevertheless, Perske, (1977), Sandys (1978) and Gunzburg (1973) would require that the choices of this group be accepted even if not valued by society at large.

The thirteen subjects who were then in the Manitoba School were examples of the community's failure to provide help when needed. All of them were there because there was no other alternative in the community. Four were emotionally disturbed, five had demonstrated anti-social behaviour, that is, constant thievery or promiscuous behaviour, two had been returned to the institution as unable to adjust to the community residence, three had been the victims of family crisis, one had had the misfortune of turning eighteen (adult services did not provide the special group home care he needed).

Another group about which the school must concern itself is the Indian Metis population (Table 30 - Appendix). Of this group, 45.2 percent had returned to the reservation, 6.5 percent had graduated and were at ARC Industries, and none were competitively employed.

None of the non-graduates, exclusive of those who transferred to other programmes, were in any vocational setting.

The picture for the total group from Prince Charles was not encouraging. Stanfield (1973) and Cobb (1972) both suggest that, with time, the picture would improve. Nevertheless these brief analyses demanded

further investigation and research.

Summary

This chapter has reviewed some of the more relevant follow up studies of moderately mentally handicapped people and highlighted results to be reflected in this paper.

Many common threads run through the literature on community integration, and these are adapted and represented in the concept of independence in the community as defined for this paper.

Numerous studies support the value of work education but only a few were cited. That this is a highly valued part of the school curriculum is evidenced by the amount of time the students spend in these programmes (see Programme Description - Appendix A).

Concepts important to the philosophy and content of the programme were touched upon. These included the danger of rigid adherence to a developmental sequence, the concept of money, the value of bus training to the students and the school system, the importance of recreational and leisure skills, and the consistency of goals over time.

Items which cannot be specifically taught in a particular period on a particular day in the time table, but which are crucial to the ease of acceptance, by the public, of the subjects were identified as weight and posture. In both cases, the cooperation of the whole staff was seen as indispensable.

Attitudes of parents, community and employers were discussed as keys to success in community integration.

The slowly changing attitudes of parents and community have been

mirrored in the development of the concepts of rights and autonomy for mentally handicapped people. This growing autonomy has been, in turn, reflected in the increasing number of studies of mentally retarded people using data provided by the subjects rather than observed by someone else.

The section on School Programmes provided an historical perspective. The unpublished studies provided an overview of former students' community placement and of the urgent need for further research.

The remaining chapters of this paper describe a study of the post school life styles of mentally handicapped people. Four distinct groups were studied, with particular emphasis on the early and recent graduates of Winnipeg School Division No.1. Some implications for future programming were put forth.

Chapter 3

METHODS AND PROCEDURES

Sample

The subjects of this study were 123 mentally handicapped adults. Seventy of the subjects were graduates of the TMH secondary programme of the Winnipeg School Division No. 1. Fifty three were people defined as trainable mentally handicapped by the admission standards of their programme. These subjects were almost all from Arc Industries, except for a few from a group residence.

A letter was sent home from ARC Industries explaining that a team of interviewers would be at ARC the next week, and asking for help with the survey. No one refused to participate.

Former students of the division were contacted by telephone and appointments made for interview. Only one graduate's family (who had refused to allow their son to participate in any post school programming) refused to be interviewed.

Grouping

For the purposes of this study, the sample was grouped as follows:

Group 1: N = 27; Mean age = 40.2 years; includes all subjects over 30 years of age, the majority of whom had no opportunity to attend school (to be referred to as older non graduates).

Group 2: N = 25; Mean age = 26.0 years; includes all subjects 30 years of age and younger who did not attend the Winnipeg School Division No. 1. (to be referred to as younger non graduates).

Group 3: N = 42; Mean age = 26.6 years; includes all subjects who attended Argyle School and seven of the

early graduates from Prince Charles School who had little or no work education (to be referred to as early graduates).

Group 4: N = 29; Mean age = 22.8 years; includes all subjects who graduated from Prince Charles and who have attended school since the work education programmes were well developed (to be referred to as recent graduates).

Preliminary results of the survey suggested that subjects' accommodation might have had more connection to results than the original grouping.

Accordingly, some analysis was done on this basis. These groups were:

Accommodation 1: N = 78; includes all those living in a family constellation (relative - 70, board and room - 6, foster home - 2) (to be referred to as family group).

Accommodation 2: N = 32; includes all those living in group residences (to be referred to as residence group).

Accommodation 3: N = 13; includes all those living alone or semi-independently (to be referred to as apartment group).

Instrumentation

An interview schedule was specially prepared for use with subjects in this study. Items were derived from perusal to previous research reports and were developed from experiences with TMH in public school. Much of the section on Independent Living Skills was taken directly from Appendix K, Sex Education and Related Home and Community Functioning Skill Programmes for Severely Handicapped Students: Toward Appropriate Functioning in Less Restricted Environments, Hamre-Nietupski, Ford, Williams, and Gruenewald (1977). This is the eighth volume of a series being developed under the aegis of Brown of University of Wisconsin, Madison. In addition, care was taken that each of Brown's curricular domains was part of the survey.

Much of the format and content came from the work of Lambert. His Retarded Adults, Their Adjustment and Community Milieu, (1974) for the Ontario government and Programme Planning for Retarded Adults (Lambert and Kent, 1977) for the Ontario Association for the Mentally Retarded have been invaluable sources. Many ideas came from the numerous works of Elkin of the University of Saskatchewan in Regina. In particular, his concept of the economic aspects of mental retardation was useful. Other areas of the survey came directly from knowledge of experiences of four of the school's students who have moved into supervised apartments. Both their parents and the school staff were startled by some of the basic deficiencies in the students' repertoire of coping behaviours. Many of these should or could have been part of the school programme, for example, hosting, and paying for the newspaper. Last, but not least, care was taken that almost all areas of the school curriculum were represented.

The interview schedule presented in Appendix was designed to gather information about the life styles of the subjects. It contained the following sections:

1. Demographic: This section covered the living accommodations of the subject, the family setting; the education of parents and subject, a brief medical history, a posture and fitness assessment.
2. Independent Living Skills: This section was intended to be an inventory of those skills required to keep house independently. It was intended to be summative. A key question was whether the subject could stay at home alone.

3. Vocational: This section gathered information about the employment level of the subject, his mode of travel to work, the source of his job, his salary, his satisfaction with his vocational setting, and a brief work history.
4. Community Awareness: Information about the subject's knowledge of and mobility in the community was gathered as an index of the subject's independence outside the home and his ability to use the community to meet his own needs. Much of this section was additive.
5. Recreation and Leisure: Recreation and leisure skills are a key component of life style, and have many dimensions. These include how much, with whom, where, scheduled or unscheduled, and at whose instigation. Parts of this section were intended to yield an additive score.
6. Money Skills: To be able to live independently in the community one has to understand the concept of money: its acquisition, its use, its defense, and its power to provide elements of choice and autonomy. A high score in this area would indicate the subject had an important independence skill.
7. Autonomy: This concept was intended to indicate the degree of choice and control the subject had in his life. A score was derived from such items as whether the subject ever stayed alone, use Metro Transit, ordered and paid for his own food in a restaurant, was a member of the Consumer Movement (a self advocacy group), used the phone, entertained friends, planned his own vacation, bought his own clothes, controlled his own money. Any item where the subject had an element of choice or decision making was included. These items were added together to yield comparisons amongst the subjects.

Collection of Data

A team of interviewers was obtained from people who have worked at Prince Charles School and/or who were familiar with both mentally handicapped people and the philosophy of the school. After orientation to the interview schedule, the team members each conducted several

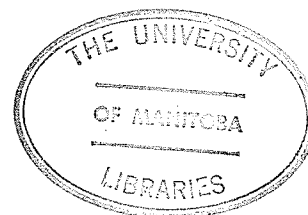
interviews. These experiences were reviewed and some modifications were made to the schedule.

Permission was obtained to conduct interviews at both ARC Industries and its subsidiary, Kinsmen Vocational Centre. After letters had been sent home with all potential subjects, appointments were made for the team to begin their interviews at the work site. Subjects, representing a broad range of abilities, were selected from the client list by the ARC client worker. In addition, several people were interviewed as part of the residential system for mentally retarded people.

For those subjects identified as former students of the school division a systematic effort was made to interview as many as could be reached in the time available. Of the 56 graduates of the programme, 36 were interviewed, with only one refusal. Of the 95 former students of Argyle School, 34 were interviewed. In each case the parents were contacted by telephone and appointments made at their convenience for the interviewer to call. As much as possible, parents were encouraged to act only as accessories, while the actual interview was conducted with the subject. Each interview lasted from one to three hours.

In all cases, the interview forms were cross checked, and validated wherever possible, with relevant educational and vocational files, and always with a parent, house manager, social worker, or teacher.

The schedules were then coded and processed by the computer using Statistical Analysis Systems.



Analysis of the Data

Simple frequency counts were used for much of the demographic information and for information about particular skills in relation to the whole group. This information was tabulated.

Spearman's Rank Order Correlations to assess the interrelationship of a number of skills within individuals were done.

Cross tabulations to compare and differentiate amongst groups were done.

Because group sizes were unequal, the General Linear Models Procedure was used. Duncan's Multiple Range Test to identify significant differences between means was used.

FINDINGS

Demographic Information

Total Sample. The sample consisted of 62 males and 61 females. The mean age of the sample is 28.6 years.

Birth Order and Downe's Syndrome. Because a large proportion of the population was expected to have Downe's Syndrome, an attempt was made to determine the mother's age at the child's birth. This question seemed impertinent in the trial run, and so, on the assumption that the mother would be older when her youngest child was born, a question was asked about the birth order of the subject. As was expected, 46 subjects, or 42.9 percent of the subjects for whom this information was available, were youngest children, and 22.0 percent had Downe's Syndrome. Even for older mothers the incidence of Downe's Syndrome births was only about two percent of the general population. In the present population of Prince Charles School it was 18.1 percent.

Socio-Economic Status and Educational Level of Parents. An attempt was made to gather demographic information about the subjects' families which would yield a socio-economic status rating for each of the study groups. This was not feasible as people were reluctant to or could not respond to this type of questioning.

However, a comparison was made of the educational levels of the 62 mothers and 63 fathers for whom this information was available. Their

reported level of education was comparable to or better than those given for people in the 45 - 54 year range in the 1971 Canadian Census Data (see Table 29 - Appendix D).

Questions about the occupational level of parents were difficult to categorize. Fifty-two percent of the mothers, for whom information was available, were housewives: 12.0 percent described themselves as having a profession. Of the fathers, 18.9 percent described themselves as unskilled and 29.4 percent as skilled or professional.

Medical Status. Table 30 (Appendix D) summarizes the responses to a variety of questions that were asked about the subject's medical status. The low incidence of hearing and visual problems is suspect. However, 46.1 percent of the sample were identified as having speech problems, a more realistic figure, due no doubt, to the ease of rating by the interviewer.

This paper was not intended to be an etiological investigation. The medical information garnered was relatively superficial. What is clear was that in addition to mental handicap, nearly half this population (46.1 percent) had speech difficulties. One third of the group routinely required medication, yet 18.0 percent still had seizures. Another 24.0 percent had at least one additional medical problem. These people seldom had just one handicap.

Physical Stature. The mean height and weight of the sample were calculated:

Table 2

Mean Height and Weight; Recommended Weight for Mean Height

| | Average Height American ^a | Average Height Sample | Average Weight Sample | Recommended Weight for Mean Height ^b |
|-------------------|--------------------------------------------|-----------------------------|-----------------------------|-------------------------------------------------------|
| Males N = 55 | 71 | 66.47 | 152.45 | 130 - 143 |
| Females N = 56 | 65 | 61.84 | 137.89 | 107 - 119 |

^aNeither the Health Promotion Directorate nor Statistics Canada could provide comparable figures for Canadians who are, they agree, slightly shorter.

^bRecommended weights for medium frame - METROPOLITAN LIFE INSURANCE COMPANY TABLE

Physical Fitness. An attempt was made to estimate the fitness of the subjects by counting the number of situps they could do and the number of inches their hands were from the wall when sitting flat-legged, feet against the wall. These two requests were not that well received by the subjects, and the information was limited. Because people with Downe's Syndrome are often double-jointed, they were treated as a separate group.

Table 3

Fitness Level

| | Downe's Syndrome | Not Downe's Syndrome |
|-----------------------|---------------------|-------------------------|
| Mean sit ups | 9.33 | 6.64 |
| Mean inches from wall | .85 | 1.32 |

Of the two-thirds who answered, 75 percent were flexible enough to complete a "touch-the-wall" test. This measure is crude, has no norms for the total population, but is presented as a matter of interest.

Posture and Gait. As poor posture and gait can be as stigmatizing as the facial features associated with Downe's Syndrome, an attempt was made to rate the subjects in this area. Demonstrations were provided of particular gait and posture problems which appeared to be easily recognizable. No efforts were made to do the types of testing done by physical therapists. With this caveat then, in the opinion of the interview team, 70 percent appeared to have no obvious gait problems, though 42 percent placed their feet poorly. The posture of 66 percent was rated as good.

Educational Background. It was not possible to obtain adequate educational histories for many of the subjects. Parents found it difficult to remember the details of their son's or daughter's education and house parents had little or no information. Limited information was available

for only two people in Group 1, the older non graduates (of Winnipeg School Division) who averaged 7.5 years in school and similarly for only two in Group 2, the younger non graduates, who averaged 12.5 years in school.

More meaningful educational histories could be compiled from the records of Group 3, the early graduates of the Division's secondary programme for TMH students and Group 4, the more recent graduates of the Division's programme for secondary TMH students (at Prince Charles School). This information is summarized in Table 4.

Table 4

Mean Years of Schooling - Group 3 and Group 4

| Location | Group 3 | Group 4 |
|----------------------------------|---------|---------|
| Regular school | 0.42 | 0.21 |
| Special classes - regular school | 1.03 | 1.08 |
| Special school | 4.09 | 10.46 |
| Kinsmen School | 5.18 | 1.71 |
| Total mean years in school | 10.47 | 13.25 |

Note: Total years in school is adjusted for half time attendance.

What was evident was that in general, the more recent graduates were staying in school longer - 10.47 vs. 13.25 years. This longer period of schooling is of import in terms of the programming provided by the school, and of the expectations held by society of that programme.

Accommodations and Family Setting. Of the total sample, fifty-four lived with both parents, eleven with mother only, three with father only, and two with a sister. Two lived with foster families and six in boarding homes. These are combined to form Group H of the secondary analysis. Thirty-two lived in group residences, and they formed Group R for the secondary analysis. Four subjects lived alone and nine lived in supervised apartments in near independence. This is Group A of the secondary analysis.

Of those living at home, 27 had one or more brothers at home, 25 had one or more sisters at home, none were married and none had children. The mean size of the household was 4.06 people.

For those not living with their parents, group homes varied between six and ten residents, except for one which had twenty residents. Apartments had two or three occupants.

Of those not living at home, the parents of 33 were still living. Seven had no parents, seventeen had mother only, and five had father only. Forty-three parents were living in Winnipeg, six in rural Manitoba, two elsewhere, and two were not located.

Three subjects never saw their parents, 25 saw their parents sometimes, and 24 saw them frequently. Twenty-five subjects went to see their parents, eight had their parents come to see them, and only 15 visited

back and forth, the most normative pattern. Fifty-four subjects saw their brothers and sisters, nine did not.

Marital Status. None of the subjects were married, none had children, and as far as could be ascertained, none were cohabiting with a member of the opposite sex.

Original Groups. The demographic information for the original groups may be summarized as:

Group 1: (older non-graduates)

N = 26; Mean age = 40.2; Educational information for only 2 subjects. Neither subject spent any time in a regular class in school. They averaged one year in a special class, 1.5 years in a special school, 4.5 years in Kinsmen School, and spent a total of 7 years* in school.

Group 2: (younger non-graduates)

N = 26; Mean age = 26.0; Educational information again available for only two subjects, neither of whom spent any time in a regular class in school, even in a special class, spent only 4.5 years in a special school and 8 years in Kinsmen School, for a total of 12 years* in school.

Group 3: (earlier graduates, mainly Argyle School, little or no work experience programming)

N = 42; Mean age = 26.63. This group averaged .4 years in a regular school, 4 years in a special class in a regular school, 4 years in a special school and 5.1 years in Kinsmen School for a total of 10.4 years* in school. (Table 4)

Group 4: (recent graduates, Prince Charles School, much work experience programming)

N = 29; Mean age = 22.8. This group averaged .2 years in a regular school, 1.08 years in a special class in a regular school, 10.4 years in a special school and 1.7 years in Kinsmen School for a total of 13.2 years* in school. (Table 4)

* - Adjusted for years of half-time attendance.

Accommodation Groups. The accommodation groups divide the subjects quite differently and make the educational histories become too scattered to compile meaningful averages. These secondary groups are similar in age:

Group H: (those living in a setting most resembling a family home)

N = 78; Mean age = 27.5

Group R: (those living in group residences)

N = 32; Mean age = 30.1

Group A: (those living in an independent or semi-independent setting
- usually an apartment with some outside supervision)

N = 13; Mean age = 31.1

Relationship Between Groupings. Table 5 (p. 52) shows how many of each of the original groups were in each accommodation constellation. Group 1, the oldest group had a smaller percentage living at home, as would be expected. Group 2 had a larger percentage in group residences. This is to be expected as many of this group had returned to group residences in their home community from the Manitoba School. Group 3 is made up of people who went to school in Winnipeg, and whose families still live in Winnipeg. They would have had a lower priority for placement in a group residence than those returning from Manitoba School. This would account for the low percentage in group residences. Group 4, though the youngest group, is made up of recent graduates of Prince Charles School. The high percentage of graduates in group residences may be due to staff monitoring the life circumstances of the students carefully, acting as advocates

with social agencies for the students, and consistently presenting group residences to the parents as an attractive alternative for which they should apply early.

TABLE 5

Relationship Between Accommodation and Original Groups

| | | 1 | 2 | <u>Original Groups</u> | | Total |
|------------------------------|----------|-------|-------|------------------------|-------|--------|
| | | | | 3 | 4 | |
| <u>Accommodation Group H</u> | | | | | | |
| Lives with both parents | Freq. | 6 | 6 | 28 | 14 | 54 |
| | Percent | 4.87 | 4.87 | 22.76 | 11.38 | 43.90 |
| | Column % | 22.23 | 24.00 | 66.66 | 48.27 | |
| Lives with mother | | 2 | 2 | 6 | 1 | 11 |
| | | 1.63 | 1.63 | 4.88 | 0.81 | 8.94 |
| | | 7.41 | 8.00 | 14.63 | 3.45 | |
| Lives with father | | 0 | 0 | 1 | 2 | 3 |
| | | 0.00 | 0.00 | 0.81 | 1.63 | 2.44 |
| | | 0.00 | 0.00 | 2.38 | 6.90 | |
| Lives with sister | | 0 | 0 | 1 | 1 | 2 |
| | | 0.00 | 0.00 | 0.81 | 0.81 | 1.62 |
| | | 0.00 | 0.00 | 2.38 | 3.45 | |
| Foster Home | | 0 | 2 | 0 | 0 | 2 |
| | | 0.00 | 1.63 | 0.00 | 0.00 | 1.63 |
| | | 0.00 | 8.00 | 0.00 | 0.00 | |
| Board and Room | | 5 | 0 | 1 | 0 | 6 |
| | | 4.07 | 0.00 | 0.81 | 0.00 | 4.88 |
| | | 18.50 | 0.00 | 2.38 | 0.00 | |
| <u>Accommodation Group R</u> | | | | | | |
| Group Residences | | 11 | 12 | 2 | 7 | 32 |
| | | 8.94 | 9.75 | 1.63 | 5.69 | 26.01 |
| | | 40.74 | 48.00 | 4.76 | 24.13 | |
| <u>Accommodation Group A</u> | | | | | | |
| Alone | | 2 | 1 | 1 | 0 | 4 |
| | | 1.63 | 0.81 | 0.81 | 0.00 | 3.25 |
| | | 7.41 | 4.00 | 2.38 | 0.00 | |
| Supervised Apartment | | 1 | 2 | 2 | 4 | 9 |
| | | 0.81 | 1.63 | 1.63 | 3.25 | 7.32 |
| | | 3.71 | 8.00 | 4.76 | 13.79 | |
| TOTALS | | 27 | 25 | 42 | 29 | 123 |
| | | 21.95 | 20.33 | 34.15 | 23.57 | 100.00 |

General Information

Neighbours. This part of the survey addressed a mixture of items. Questions about interactions with neighbours were intended to gather an impression of whether the family or group home perceived itself as part of a helping network and whether the subject perceived himself as someone capable of giving help. The responses in this simple survey could not be sorted to reflect the difference between such responses as "Well, I never have anything to do with my neighbours but yes, if I had to, I could ask them for help." as opposed to "Of course I can count on my neighbours, any time."

Seventy-three subjects reported that the neighbours would help them and 28 that they would not or did not. Families reported that 49 had neighbours who would help them, and 25 did not. Subjects claimed that they helped the neighbours in 61 cases, and did not in 36 cases. The families helped neighbours in 47 cases and did not in 24.

Subjects' Self Control. When parents or housemanagers were asked how well the subjects controlled their feelings, they reported that 40 subjects had good self control, 45 fair, and 38 poor self control.

Parent Satisfaction. Twenty-seven parents were not satisfied with their son's or daughter's programme or activities and forty-nine were content. Of those who were not satisfied, four had done nothing to change it, and fourteen had tried with no success.

Sixteen parents were not satisfied with their son's or daughter's job, while 34 were. Eleven parents wanted a job in competitive employment for the subject. Only four parents suggested their son/daughter could learn something else.

C.A.M.R. Nineteen parents claimed they had never heard of the Canadian Association for the Mentally Retarded. Sixty-one had, but only 31 were members. Seven went to Community Council meetings and 23 to general meetings. Only 15 were volunteers for the Association, and seven were on any committee. Fourteen people would like some information about the Association, but 26 did not want any. Fourteen were members of other volunteer organizations, 37 were not.

Other Agencies. Finally, an inquiry was made into the number of agencies used by the subjects. After all, Lambert (1974) had concluded:

that very little assistance is rendered to these people from persons outside the immediate family, and that the delivery system and its representatives are notorious for their complete absence from the present life experiences of these men and women (p.73).

In Winnipeg, this was almost a specious inquiry. The school automatically refers graduating students to both Community Services for the Mentally Retarded and Vocational Rehabilitation Services. In addition, admission to both ARC Industries and group residences is done by committees which have representatives from both agencies as well as ARC and the involved residence board. In spite of these links, only 58 parents, housemanagers, or subjects indicated they received service from these agencies. Thirty-six use Community Services for the Mentally Retarded, 20 use Vocational Rehabilitation Services, and two use Children's Aid. For many of the families, their involvement with these agencies was perfunctory, that is, strictly to make the required referral. No assessment was made of the level of service. Very few requested that referrals be made for them. Because of the limited response in these areas, no attempt was made to analyze the data by groups.

Independent Living Skills

Definition. Independent living skills, as conceived in this paper, referred only to those skills necessary to maintain oneself in a physical setting. These were divided into the following areas:

1. personal grooming
2. laundry
3. housekeeping
4. cooking
5. staying alone

These skills were outlined in Table 6 (p.56) for both groups and for the total group.

Findings. Eighty percent of the subjects had mastered grooming skills, 41.4 percent laundry skills, 72 percent housekeeping skills, 60 percent food skills, and 47 percent could stay alone for a few hours, but only 30 percent could stay alone overnight.

Table 6 outlines the scores for Independent Living Skills in detail. Because group sizes were relatively small and varied widely, results were not shown as percents. On the lefthand side of the Table, just below the given skill, is the percent of the total group who have mastered that particular skill.

Table 6

Independent Living Skills

Original Group and Accommodation Group

| | | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | |
|------------------------|---------------------|----------------------|----|----|----|--------------------|----|----|-------|
| N = | | 27 | 25 | 42 | 29 | 78 | 22 | 13 | |
| | Rating ^a | 1 | 2 | 3 | 4 | H | R | A | Total |
| <u>Grooming Skills</u> | | | | | | | | | |
| Comb hair | 0 | 0 | 0 | 2 | 1 | 2 | 1 | 0 | 3 |
| * 91.0% | 1 | 2 | 3 | 3 | 0 | 0 | 5 | 3 | 8 |
| | 2 | 25 | 22 | 37 | 28 | 71 | 28 | 13 | 112 |
| Wash hair | 0 | 4 | 2 | 8 | 2 | 13 | 2 | 1 | 16 |
| 78% | 1 | 1 | 4 | 3 | 3 | 6 | 5 | 0 | 11 |
| | 2 | 22 | 19 | 31 | 24 | 59 | 25 | 12 | 96 |
| Style hair | 0 | 6 | 7 | 16 | 6 | 26 | 8 | 1 | 35 |
| 62% | 1 | 3 | 3 | 3 | 2 | 5 | 6 | 0 | 11 |
| | 2 | 18 | 15 | 23 | 21 | 47 | 18 | 12 | 77 |
| Brush teeth | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 2 |
| 95.9% | 1 | 0 | 1 | 2 | 0 | 2 | 1 | 0 | 3 |
| | 2 | 27 | 23 | 39 | 29 | 74 | 31 | 13 | 118 |
| Wash self | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 2 |
| 93.4% | 1 | 2 | 1 | 3 | 0 | 4 | 2 | 0 | 6 |
| | 2 | 24 | 24 | 38 | 29 | 73 | 29 | 13 | 115 |
| Shower/bath | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 |
| 91% | 1 | 2 | 3 | 4 | 0 | 7 | 2 | 0 | 9 |
| | 2 | 25 | 22 | 36 | 29 | 69 | 30 | 13 | 112 |
| Clean fingernails | 0 | 4 | 4 | 11 | 2 | 15 | 4 | 2 | 21 |
| 73.9% | 1 | 2 | 5 | 3 | 1 | 6 | 5 | 0 | 11 |
| | 2 | 21 | 16 | 28 | 26 | 57 | 23 | 11 | 91 |
| Use deodorant | 0 | 0 | 3 | 5 | 2 | 10 | 0 | 0 | 10 |
| 87.7% | 1 | 2 | 0 | 2 | 1 | 3 | 2 | 0 | 5 |
| | 2 | 25 | 22 | 34 | 26 | 64 | 20 | 13 | 107 |
| Shave | 0 | 5 | 6 | 13 | 5 | 21 | 7 | 1 | 29 |
| 66.7% | 1 | 1 | 4 | 3 | 4 | 6 | 6 | 0 | 12 |
| | 2 | 21 | 15 | 26 | 20 | 51 | 19 | 12 | 82 |

^aRating - 0 = can't do; 1 = can do with help; 2 = can do independently

*Percent who can perform skill without help.

Table 6 (cont'd)

| | Rating | Original Grp. | | | | Accom. Grp. | | | Total |
|------------------------------------|--------|---------------|----|----|----|-------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| Use zipper *96.7% | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| | 1 | 2 | 0 | 1 | 0 | 0 | 3 | 0 | 3 |
| | 2 | 25 | 25 | 40 | 29 | 77 | 29 | 13 | 119 |
| Tie shoes 89.4% | 0 | 2 | 1 | 3 | 2 | 3 | 5 | 0 | 8 |
| | 1 | 2 | 3 | 0 | 0 | 2 | 3 | 0 | 5 |
| | 2 | 23 | 21 | 39 | 27 | 73 | 24 | 13 | 110 |
| Tidy clothes 89.4% | 0 | 1 | 1 | 2 | 1 | 3 | 2 | 0 | 5 |
| | 1 | 2 | 2 | 3 | 1 | 5 | 3 | 0 | 8 |
| | 2 | 24 | 22 | 37 | 27 | 70 | 27 | 13 | 110 |
| Match clothes 65.8% | 0 | 1 | 2 | 9 | 0 | 10 | 2 | 0 | 12 |
| | 1 | 6 | 6 | 10 | 8 | 22 | 8 | 0 | 30 |
| | 2 | 20 | 17 | 23 | 21 | 46 | 22 | 13 | 81 |
| Select approp. clothes 69.1% | 0 | 1 | 3 | 7 | 0 | 8 | 3 | 0 | 11 |
| | 1 | 5 | 6 | 9 | 7 | 20 | 7 | 0 | 27 |
| | 2 | 21 | 16 | 26 | 22 | 50 | 22 | 13 | 85 |
| Clean shoes 55.5% | 0 | 5 | 5 | 17 | 5 | 26 | 6 | 0 | 22 |
| | 1 | 3 | 8 | 7 | 5 | 15 | 8 | 0 | 23 |
| | 2 | 19 | 12 | 18 | 19 | 37 | 18 | 13 | 68 |
| <u>Laundry Skills</u> | | | | | | | | | |
| Hand laundry 37.4% | 0 | 9 | 14 | 24 | 19 | 49 | 13 | 4 | 66 |
| | 1 | 3 | 4 | 4 | 0 | 6 | 5 | 0 | 11 |
| | 2 | 15 | 7 | 14 | 10 | 23 | 14 | 9 | 46 |
| Sort laundry 33.3% | 0 | 11 | 13 | 23 | 14 | 49 | 9 | 3 | 61 |
| | 1 | 4 | 6 | 6 | 5 | 11 | 10 | 0 | 21 |
| | 2 | 12 | 6 | 13 | 10 | 18 | 13 | 10 | 41 |
| Use washing machine 41.4% | 0 | 9 | 11 | 24 | 15 | 48 | 10 | 1 | 59 |
| | 1 | 4 | 3 | 4 | 2 | 7 | 6 | 0 | 13 |
| | 2 | 14 | 11 | 14 | 12 | 23 | 16 | 12 | 51 |
| Use dryer 45.5% | 0 | 10 | 11 | 21 | 13 | 45 | 9 | 1 | 55 |
| | 1 | 3 | 3 | 3 | 3 | 6 | 6 | 0 | 12 |
| | 2 | 14 | 11 | 18 | 13 | 27 | 17 | 12 | 56 |
| Use laundromat 21.9% | 0 | 14 | 14 | 36 | 22 | 60 | 22 | 4 | 86 |
| | 1 | 2 | 5 | 1 | 2 | 5 | 5 | 0 | 10 |
| | 2 | 11 | 6 | 5 | 5 | 13 | 5 | 9 | 27 |
| Fold flat laundry 65.8% | 0 | 2 | 2 | 16 | 5 | 21 | 3 | 1 | 25 |
| | 1 | 3 | 6 | 6 | 2 | 10 | 7 | 0 | 17 |
| | 2 | 22 | 17 | 20 | 22 | 47 | 22 | 12 | 81 |

*Percent who can perform skill without help.

Table 6 (cont'd)

| | Rating | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | Total |
|---------------------|--------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| Iron flat laundry | 0 | 12 | 13 | 21 | 10 | 38 | 14 | 4 | 56 |
| | 1 | 2 | 3 | 7 | 1 | 8 | 5 | 0 | 13 |
| * 43.9% | 2 | 13 | 9 | 14 | 18 | 32 | 13 | 9 | 54 |
| <u>Housekeeping</u> | | | | | | | | | |
| Dust flat surfaces | 0 | 2 | 2 | 14 | 1 | 16 | 3 | 0 | 19 |
| | 1 | 3 | 4 | 4 | 2 | 6 | 5 | 2 | 13 |
| 73.9% | 2 | 22 | 19 | 24 | 26 | 56 | 24 | 11 | 91 |
| Dust other | 0 | 3 | 3 | 14 | 1 | 18 | 3 | 0 | 21 |
| 71.5% | 1 | 3 | 5 | 4 | 2 | 7 | 5 | 2 | 14 |
| | 2 | 21 | 17 | 24 | 26 | 53 | 24 | 11 | 88 |
| Vacuum rug | 0 | 5 | 1 | 16 | 2 | 21 | 2 | 1 | 24 |
| 66.7% | 1 | 4 | 6 | 3 | 4 | 9 | 7 | 1 | 17 |
| | 2 | 18 | 18 | 23 | 23 | 48 | 23 | 11 | 82 |
| Sweep floor | 0 | 3 | 2 | 9 | 4 | 13 | 5 | 0 | 18 |
| 73.1% | 1 | 1 | 5 | 7 | 2 | 11 | 3 | 1 | 15 |
| | 2 | 23 | 18 | 26 | 23 | 54 | 24 | 12 | 90 |
| Use dustpan | 0 | 3 | 3 | 10 | 4 | 15 | 5 | 0 | 20 |
| 73.1% | 1 | 1 | 4 | 6 | 2 | 9 | 3 | 1 | 13 |
| | 2 | 23 | 18 | 26 | 23 | 54 | 24 | 12 | 90 |
| Use wet mop | 0 | 4 | 8 | 17 | 13 | 30 | 12 | 0 | 42 |
| 57.7% | 1 | 0 | 4 | 4 | 2 | 7 | 2 | 1 | 10 |
| | 2 | 23 | 13 | 21 | 14 | 41 | 18 | 12 | 71 |
| Make bed | 0 | 0 | 2 | 8 | 0 | 10 | 0 | 0 | 10 |
| 88.6% | 1 | 1 | 0 | 2 | 1 | 2 | 2 | 0 | 4 |
| | 2 | 26 | 23 | 32 | 28 | 66 | 30 | 13 | 109 |
| Change sheets | 0 | 4 | 6 | 18 | 7 | 33 | 2 | 0 | 35 |
| 49.5% | 1 | 7 | 7 | 7 | 6 | 15 | 10 | 2 | 27 |
| | 2 | 16 | 12 | 17 | 16 | 30 | 20 | 11 | 61 |
| Clear table | 0 | 0 | 0 | 8 | 0 | 8 | 0 | 0 | 8 |
| 86.2% | 1 | 1 | 2 | 5 | 1 | 7 | 2 | 0 | 9 |
| | 2 | 26 | 23 | 29 | 28 | 63 | 30 | 13 | 106 |
| Wash dishes | 0 | 2 | 1 | 12 | 1 | 15 | 1 | 0 | 16 |
| 81.3% | 1 | 1 | 2 | 4 | 0 | 5 | 2 | 0 | 7 |
| | 2 | 24 | 22 | 26 | 28 | 58 | 29 | 13 | 100 |
| Dry dishes | 0 | 0 | 0 | 8 | 0 | 8 | 0 | 0 | 8 |
| 88.6% | 1 | 2 | 3 | 1 | 0 | 3 | 3 | 0 | 6 |
| | 2 | 25 | 22 | 33 | 29 | 67 | 29 | 13 | 109 |

*Percent who can perform skill without help.

Table 6 (cont'd)

| | Rating | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | Total |
|--------------------|--------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| Put dishes | 0 | 0 | 2 | 8 | 0 | 8 | 2 | 0 | 10 |
| away | 1 | 1 | 2 | 3 | 0 | 3 | 3 | 0 | 8 |
| *85.3% | 2 | 26 | 21 | 29 | 29 | 65 | 27 | 13 | 105 |
| Set table | 0 | 2 | 2 | 13 | 2 | 16 | 3 | 0 | 19 |
| 73.9% | 1 | 1 | 4 | 5 | 3 | 7 | 6 | 0 | 13 |
| | 2 | 24 | 19 | 24 | 24 | 55 | 23 | 13 | 91 |
| Clean | 0 | 4 | 7 | 19 | 4 | 25 | 8 | 1 | 34 |
| bathroom | 1 | 3 | 5 | 5 | 4 | 10 | 7 | 0 | 17 |
| 58.5% | 2 | 20 | 13 | 18 | 21 | 43 | 17 | 12 | 72 |
| Clean | 0 | 1 | 3 | 12 | 1 | 14 | 2 | 1 | 17 |
| bedroom | 1 | 4 | 5 | 8 | 5 | 14 | 8 | 0 | 22 |
| 68.3% | 2 | 22 | 17 | 22 | 23 | 50 | 22 | 12 | 84 |
| Clean | 0 | 5 | 3 | 11 | 3 | 18 | 4 | 0 | 22 |
| livingroom | 1 | 2 | 9 | 11 | 2 | 13 | 10 | 1 | 24 |
| 62.6% | 2 | 20 | 13 | 20 | 24 | 47 | 18 | 12 | 77 |
| Take out | 0 | 4 | 5 | 10 | 5 | 14 | 9 | 1 | 24 |
| garbage | 1 | 1 | 1 | 4 | 0 | 6 | 0 | 0 | 6 |
| 75.6% | 2 | 22 | 19 | 28 | 24 | 58 | 23 | 12 | 93 |
| Clean kitchen | 0 | 3 | 6 | 13 | 2 | 17 | 6 | 1 | 24 |
| 55.2% | 1 | 3 | 8 | 13 | 7 | 20 | 11 | 0 | 31 |
| | 2 | 21 | 11 | 16 | 20 | 41 | 15 | 12 | 68 |
| <u>Food Skills</u> | | | | | | | | | |
| Use knife | 0 | 2 | 0 | 5 | 2 | 7 | 2 | 0 | 9 |
| for meat | 1 | 2 | 1 | 3 | 2 | 4 | 4 | 0 | 8 |
| 86.2% | 2 | 23 | 24 | 34 | 25 | 67 | 26 | 13 | 106 |
| Uses fork | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 2 |
| properly | 1 | 2 | 2 | 3 | 2 | 5 | 4 | 0 | 9 |
| 91.0% | 2 | 24 | 23 | 38 | 27 | 71 | 28 | 13 | 112 |
| Uses | 0 | 4 | 3 | 12 | 1 | 15 | 5 | 0 | 20 |
| canopener | 1 | 2 | 6 | 2 | 0 | 5 | 5 | 0 | 10 |
| 75.6% | 2 | 21 | 16 | 28 | 28 | 58 | 22 | 13 | 93 |
| Uses bottle | 0 | 4 | 3 | 6 | 2 | 11 | 4 | 0 | 15 |
| opener | 1 | 2 | 1 | 4 | 0 | 4 | 3 | 0 | 7 |
| 82.1% | 2 | 21 | 21 | 32 | 27 | 63 | 25 | 13 | 101 |
| Sets stove | 0 | 6 | 9 | 14 | 4 | 24 | 9 | 0 | 33 |
| burner | 1 | 6 | 4 | 4 | 2 | 7 | 9 | 0 | 16 |
| 60.2% | 2 | 15 | 12 | 24 | 23 | 47 | 14 | 13 | 74 |

*Percent who can perform skill without help.

Table 6 (cont'd)

| | Rating | Original Grp. | | | | Accom. Grp. | | | Total |
|-------------------------|--------|---------------|----|----|----|-------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| Sets oven | 0 | 8 | 14 | 20 | 10 | 36 | 15 | 1 | 52 |
| temperature | 1 | 2 | 2 | 3 | 4 | 6 | 5 | 0 | 11 |
| * 48.7% | 2 | 17 | 9 | 19 | 15 | 36 | 12 | 12 | 60 |
| Makes tea/ | 0 | 3 | 1 | 11 | 5 | 16 | 4 | 0 | 20 |
| coffee | 1 | 3 | 3 | 3 | 2 | 5 | 6 | 0 | 11 |
| 74.8% | 2 | 21 | 21 | 28 | 22 | 57 | 22 | 13 | 92 |
| Makes toast | 0 | 2 | 3 | 5 | 1 | 10 | 1 | 0 | 11 |
| 83.7% | 1 | 2 | 1 | 4 | 2 | 4 | 5 | 0 | 9 |
| | 2 | 23 | 21 | 33 | 26 | 64 | 26 | 13 | 103 |
| Serve cereal | 0 | 5 | 3 | 6 | 2 | 11 | 5 | 0 | 16 |
| with milk | 1 | 3 | 2 | 3 | 1 | 4 | 5 | 0 | 9 |
| 79.7% | 2 | 19 | 20 | 33 | 26 | 63 | 22 | 13 | 98 |
| Makes juice | 0 | 9 | 9 | 19 | 5 | 34 | 6 | 2 | 42 |
| 56.1% | 1 | 2 | 5 | 4 | 1 | 4 | 8 | 0 | 12 |
| | 2 | 16 | 11 | 19 | 23 | 40 | 18 | 11 | 69 |
| Cooks eggs | 0 | 7 | 9 | 16 | 7 | 27 | 11 | 1 | 39 |
| 56.9% | 1 | 3 | 5 | 3 | 3 | 7 | 7 | 0 | 14 |
| | 2 | 17 | 11 | 23 | 19 | 44 | 14 | 12 | 70 |
| Sandwiches ^b | 0 | 5 | 2 | 7 | 1 | 12 | 3 | 0 | 15 |
| 87.1% | 1 | 2 | 1 | 1 | 1 | 4 | 1 | 0 | 5 |
| | 2 | 5 | 8 | 9 | 5 | 17 | 8 | 2 | 27 |
| | 3 | 15 | 14 | 25 | 22 | 45 | 20 | 11 | 76 |
| Pack a lunch | 0 | 12 | 8 | 26 | 3 | 38 | 8 | 3 | 49 |
| 40.6% | 1 | 6 | 6 | 4 | 8 | 15 | 8 | 1 | 24 |
| | 2 | 9 | 11 | 12 | 18 | 25 | 16 | 9 | 50 |
| Make canned | 0 | 6 | 9 | 15 | 3 | 22 | 10 | 1 | 33 |
| soup | 1 | 4 | 6 | 7 | 3 | 12 | 8 | 0 | 20 |
| 56.9% | 2 | 17 | 10 | 20 | 23 | 44 | 14 | 12 | 70 |
| Make hot dog | 0 | 6 | 10 | 11 | 4 | 24 | 6 | 1 | 31 |
| 54.5% | 1 | 6 | 6 | 8 | 5 | 11 | 13 | 1 | 25 |
| | 2 | 15 | 9 | 23 | 20 | 43 | 13 | 11 | 67 |
| Cook sausages | 0 | 12 | 16 | 24 | 14 | 48 | 17 | 1 | 66 |
| 37.4% | 1 | 4 | 2 | 3 | 2 | 5 | 6 | 0 | 11 |
| | 2 | 11 | 7 | 15 | 13 | 25 | 9 | 12 | 46 |
| Cook pork | 0 | 12 | 16 | 22 | 14 | 47 | 17 | 0 | 64 |
| chops | 1 | 3 | 2 | 3 | 4 | 7 | 5 | 0 | 12 |
| 38.2% | 2 | 12 | 7 | 17 | 11 | 24 | 10 | 13 | 47 |

^b Types of

Sandwiches - 0 = none; 1 = can make 1; 2 = can make 2; 3 = makes 3 or more

*Percent who can perform skill without help.

Table 6 (cont'd)

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| | Rating | <u>Original Grps.</u> | | | | <u>Accom. Grps.</u> | | | Total |
|-------------------------------|--------|-----------------------|----|----|----|---------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| Prepare a salad | 0 | 8 | 11 | 19 | 7 | 34 | 11 | 0 | 45 |
| | 1 | 4 | 5 | 8 | 4 | 13 | 7 | 1 | 21 |
| *46.3% | 2 | 15 | 9 | 15 | 18 | 31 | 14 | 12 | 57 |
| Prepare jello or pudding | 0 | 10 | 15 | 25 | 9 | 43 | 14 | 2 | 59 |
| | 1 | 7 | 4 | 8 | 5 | 14 | 10 | 0 | 24 |
| 32.5% | 2 | 10 | 6 | 9 | 15 | 21 | 8 | 11 | 40 |
| Select balanced diet | 0 | 14 | 12 | 29 | 5 | 44 | 13 | 3 | 60 |
| | 1 | 4 | 9 | 6 | 13 | 19 | 13 | 0 | 32 |
| 25.2% | 2 | 9 | 4 | 7 | 11 | 15 | 6 | 10 | 31 |
| Put away groceries | 0 | 3 | 5 | 11 | 2 | 16 | 4 | 1 | 21 |
| | 1 | 8 | 3 | 7 | 5 | 13 | 10 | 0 | 23 |
| 64.2% | 2 | 16 | 17 | 24 | 22 | 49 | 18 | 12 | 79 |
| Buy groceries | 0 | 8 | 13 | 24 | 8 | 38 | 14 | 1 | 53 |
| | 1 | 6 | 8 | 5 | 8 | 16 | 11 | 0 | 27 |
| 34.9% | 2 | 13 | 4 | 13 | 13 | 24 | 7 | 12 | 43 |
| <u>Stay Alone^c</u> | 0 | 7 | 7 | 11 | 3 | 18 | 10 | 0 | 28 |
| 47.2% | 1 | 9 | 12 | 20 | 17 | 42 | 16 | 0 | 58 |
| 30.0% | 2 | 11 | 6 | 11 | 9 | 18 | 6 | 13 | 37 |

^c0 = never; 1 = for a few hours; 2 = overnight

*Percent who can perform skill without help.

Grooming Skills. Table 6, and others like it, were included in the text because they highlight many interesting points. Scanning this Table the reader will observe that grooming skills requiring judgment were mastered by the fewest subjects, for example, styling hair, selecting appropriate clothes. Only 55% could clean shoes. Polished shoes may not be necessary but they are image enhancing.

Housekeeping Skills. Housekeeping skills can again be differentiated between those which are easy to teach or supervise, and those which are more involved, for example, 90 subjects could sweep the floor but only 71 could use a wet mop; 109 could dry the dishes but only 68 could clean the kitchen. However, if a person could learn to dry the dishes, then surely he could learn to clean the kitchen. If a person could learn to sweep the floor, he could learn to wet mop a floor.

Performance of these skills also varied according to regularity with which a task was necessary for the household to function. Dishes must be washed daily but sheets were changed only weekly and the subjects' mastery of these skills varied accordingly.

Laundry Skills. The section on laundry skills, which had the lowest performance levels of all, was also interesting. The skill which was the safest (folding flat laundry) had also been mastered by the most students. The lowest score was for using a laundromat, a skill perhaps not seen as necessary, but often vital to someone hoping to live alone. The one column which was obviously different in this area was for Accommodation Group A. This group lived in an independent or semi-independent setting which forced them to learn these skills to survive.

Food Skills. When the subjects used the stove, their parents were often nervous. This was reflected in the fact that 103 subjects could make toast but only 46 could cook a pork chop.

Other Studies. These findings were similar to Lambert's (1974) who noted:

....that the retarded persons surveyed in this study helped out in the home in those areas where they were confronted by the least danger. For example, a majority of the respondents reported that they made beds (78.3%), took out garbage, swept, dusted, mopped, and used the telephone (67.6%) (p.58).

Unfortunately, the style in which Lambert reported his data makes it incomparable to this study, though the content had much in common.

Stanfield (1973) reported that 94 percent of his parents considered the graduate capable of caring for his personal needs. They felt their children could make simple meals, entertain themselves, but only 23 percent felt they could leave them alone for even an afternoon.

Correlations. Table 7 is presented as evidence of the relatively high correlations amongst Independent Living Skills. The variations in correlations between groups was interesting, but would require further study for an explanation to be offered.

Group Comparisons. Table 8 shows the differences amongst mean scores for the original groups and the accommodation groups for all components of community integration as defined in this paper. Significant differences were identified by the use of the General Linear Models Procedure (SAS) and Duncan's Multiple Range Test.

When comparing mean scores in Independent Living Skills, there was no difference between Original Groups 1 (older non-graduates), and

4 (recent graduates). This was interesting in light of the differences in the mean ages of the groups. If, as Edgerton and Bercovi (1976) and Blessing (1972) have suggested, the passage of time improves community adjustment and daily living competence, then Group 4 was doing as well as Group 1 which had roughly 18 more years of experience. Lambert (1974) would disagree with this explanation. On the other hand, this cannot be accepted too readily since Group 1 was preselected by admission to ARC and had no subjects in competitive employment. It was even more difficult to rationalize the poor performance of Group 3 (the early graduates) which was significantly lower than the two former groups. The age difference between Groups 3 and 1 was not as great though it was about 14 years. A possible explanation for the difference between Groups 3 and 4 might be the different orientation of the school programmes. Since Group 3's school days, the programme had moved into a much less academic and more community oriented programme.

When the subjects were compared by accommodation groups, there was no significant difference between the scores of those living at home (Group H) and those living in a residence (Group R). Both groups did significantly less well than did Group A, those living in the most independent setting.

Table 7

Spearman Correlation Coefficient
Independent Living Skills Components By Group Number

| | <u>Group</u> | | | |
|---------------------------------------|----------------|----------------|----------------|----------------|
| | 1 | 2 | 3 | 4 |
| | N=27 | N=26 | N=41 | N=29 |
| Laundry Skills • Grooming Skills | .6485 .0003 | .7088 .0001 | .6594 .0001 | .5006 .0057 |
| Housekeeping Skills • Grooming Skills | .7150 .0001 | .6504 .0003 | .5908 .0001 | .6405 .0002 |
| Housekeeping • Laundry Skills | .7085 .0001 | .7124 .0001 | .8098 .0001 | .4841 .0078 |
| Food Skills • Grooming Skills | .7751 .0001 | .6774 .0001 | .7599 .0001 | .6288 .0003 |
| Food Skills • Laundry Skills | .6554 .0002 | .8002 .0001 | .6765 .0001 | .6272 .0003 |
| Food Skills • Housekeeping Skills | .5642 .0022 | .6386 .0004 | .6903 .0001 | .8320 .0001 |
| Stay Alone • Grooming Skills | .6763 .0001 | .4050 .0401 | .4108 .0085 | .4027 .0303 |
| Stay Alone • Laundry Skills | .3460 .0771 | .4555 .0194 | .3610 .0204 | .5685 .0013 |
| Stay Alone • Housekeeping Skills | .3715 .0564 | .4129 .0360 | .3589 .0212 | .5083 .0049 |
| Stay Alone • Food Skills | .5020 .0076 | .4089 .0381 | .4722 .0018 | .5964 .0006 |

Table 8
Mean Scores of Skill Grouping

| | <u>Accom. Grp. Means</u> | | | <u>Original Grp. Means</u> | | | |
|-----------------------------|--------------------------|--------------------|---------------------|----------------------------|--------------------|--------------------|--------------------|
| | H | R | A | 1 | 2 | 3 | 4 |
| <u>Total ILS</u> | 85.8 | 92.2 | 119.5 ¹ | 98.3 | 89.1 | 80.1 ² | 101.4 |
| Grooming | | | | 26.9 | 24.9 | 23.7 | 27.1 |
| Laundry | | | | 11.9 | 9.6 | 7.7 | 10.4 |
| Housekeeping | | | | 28.2 | 25.1 | 20.4 | 27.3 |
| Cooking/food | | | | 31.7 | 27.6 | 27.1 | 35.3 |
| Stay alone | | | | 1.1 | .96 | .97 | 1.2 |
| Job satisfaction /salary | 6.8 | 8.0 | 7.8 | 9.0 ³ | 7.3 | 5.6 ³ | 8.0 |
| Community awareness | 32.1 | 30.8 | 52.7 ¹ | 36.5 | 29.7 | 30.2 | 40.7 ⁴ |
| Recreation & leisure | 21.7 | 23.5 | 30.6 ¹ | 23.2 | 24.2 | 21.0 | 25.2 ⁵ |
| Money Skills | 22.3 | 22.6 | 36.9 ¹ | 23.6 | 22.0 | 21.5 | 29.9 ¹ |
| Autonomy | 28.9 | 29.1 | 46.7 ¹ | 29.1 | 29.3 | 28.1 | 37.8 ¹ |
| Total Skills | 197.3 | 206.3 | 294.3 ¹ | 219.8 ⁶ | 201.7 ⁷ | 185.4 ⁸ | 242.9 ⁹ |
| Salary | 127.40 ³ | 60.56 ³ | 246.90 ³ | 52.88 | 49.34 | 104.29 | 275.16 |

1. Significant difference from rest
2. Significant difference from 1 & 4
3. Significant difference from each other
4. 4 has significant difference from 2 & 3; no significant diff. from 1
5. Significant difference from 3 only
6. Significant difference from 3
7. Significant difference from 4
8. Significant difference from 1 & 4
9. Significant difference from 2 & 3

Vocational Skills; Total Group

Employment Level. Of the total group, 10.83 percent were not working, 66.67 percent worked at ARC Industries, 2.5% were at Skills Unlimited, 5.83 percent worked in competitive industry for less than minimum wage, and 14.17 percent worked for minimum wage or better.

Job Term. Job terms varied, with 19 percent of the group having worked less than one year, and 14.29 percent having worked more than 10 years. For 69.09 percent, the work day was 6 hours, 14.55 percent worked an eight hour day.

A mere 5.66 percent of the subjects got to work by walking while 81 percent used Metro Transit. Only 6.60 percent had to be transported by vans.

Job Satisfaction. Subjects had some difficulty answering questions about how much or why they liked their jobs; 47.9 percent couldn't give a reason. When they did, they usually mentioned the people at work as the reason they liked to go. Most of the clients, 78.05 percent, felt they had no reason to dislike their job. About half of the subjects, 49.59 percent, could think of one or more things they would like to learn. Though 54 percent would like a different job, 16.33 percent really wanted a different job at ARC Industries. A large group, 40.81 percent, wanted jobs in the service industries but 12.25 percent wanted professional jobs. The majority of subjects, 61.79 percent, liked their co-workers very much while 16.26 percent disliked them.

Job Source. The largest percent, 27.78, saw the CAMR as the source of their job. The next most visible source of employment seemed to be

the teacher, 16.67 percent, with Community Services (MR) and Vocational Rehabilitation Services, 14.81 percent and 12.04 percent, respectively, close behind. Canada Manpower, the generic service of job referrals, had found a job for one person.

Salary. The mean salary of the total group was \$119.00 per month. The minimum salary was zero and the maximum salary was \$991.00 per month. The salary of 37.96 percent was \$50.00 or less a month, and of 80.55 percent \$90.00 or less (see Table 33, Appendix D). Almost all, 92.5 percent, were paid twice a month and by cheque. Two-thirds claimed they never missed any time at work.

Job History. Less than a quarter of the subjects (24.39 percent) had ever had previous jobs, but one had had five previous jobs. Nineteen subjects had quit previous jobs because they did not like their job, the job was too hard, or they did not like the people or the boss.

Eighteen had been fired from jobs: six could not say why, eight because the job changed, and five because the job was too hard.

Other Programmes. Of the eleven subjects who were not in a programme, only four wanted a job. Three gave lack of transportation as a reason for not having a job and five said they could not get one. Those wanting a job suggested they were interested in a service job or a processing job, but three wanted a job as a sales clerk or a manager or professional person.

Of those at home, only five were in a day programme, with three attending Hope Center for not more than three hours a week. Three used Metro Transit to attend this programme. The most common reason given

for subjects not being in a day programme was that the subject did not know of any, but only three of them wanted to be in a programme. Only three wanted to be referred to an agency for further help.

Vocational Skills; Group Differences

Jobsite. Table 9, Jobsite by Original Group, illustrates why Groups 1 (older non-graduates) and 2 (younger non-graduates) were not strictly comparable to Groups 3 (earlier graduates) and 4 (recent graduates). Groups 1 and 2 were all employed, and none were employed in competitive industry. Their identification from the lists of ARC Industries eliminated inclusion of those in this age group who might have achieved this level of employment.

The differences in level of employment between Groups 3 and 4 was more dramatic, and may be attributed to the school policy of working with students until they were well established in a job. This reinforced Appel et al (1965) who suggested that:

the ability to hold a job for more than six months is a better criterion of success than ability to get a job initially
(p.25)

Table 10, Jobsite by Accommodation Group, demonstrated another complication of the service system. No one in Accommodation Group R was unemployed for the simple reason that if he were not working or in a day programme he would not be eligible for admission to a residence. Of interest, too, is the larger percent of Group A in competitive employment. If Group A was the most independent form of accommodation and competitive employment was the most independent form of employment then the large percent in this cell would be expected.

Table 9
Jobsite by Original Group

| Jobsite | | Number Group | | | | Total |
|--------------------------------|----------|--------------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| * | Freq. | 0 | 1 | 2 | 0 | * |
| | Percent | * | * | * | * | * |
| | Column % | * | * | * | * | |
| No job | | 0 | 0 | 8 | 5 | 13 |
| | | 0.00 | 0.00 | 6.67 | 4.17 | 10.83 |
| | | 0.00 | 0.00 | 20.00 | 17.24 | |
| ARC Industries | | 26 | 22 | 23 | 9 | 80 |
| | | 21.67 | 18.33 | 19.17 | 7.50 | 66.67 |
| | | 96.30 | 91.67 | 57.50 | 31.03 | |
| Skills Unlimited | | 0 | 1 | 1 | 1 | 3 |
| | | 0.00 | 0.83 | 0.83 | 0.83 | 2.50 |
| | | 0.00 | 4.17 | 2.50 | 3.45 | |
| Competitive; < minimum wage | | 1 | 1 | 4 | 1 | 7 |
| | | 0.83 | 0.83 | 3.33 | 0.83 | 5.83 |
| | | 3.70 | 4.17 | 10.00 | 3.45 | |
| Competitive; > minimum wage | | 0 | 0 | 4 | 13 | 17 |
| | | 0.00 | 0.00 | 3.33 | 10.83 | 14.17 |
| | | 0.00 | 0.00 | 10.00 | 44.83 | |
| Total | | 27 | 24 | 40 | 29 | 120 |
| | | 22.50 | 20.00 | 33.33 | 24.17 | 100.0 |

Chi-square 52.198 DF = 12 Prob. 0.0001

Group 1 = older non-graduates
 Group 2 = younger non-graduates
 Group 3 = early graduates
 Group 4 = recent graduates

Table 10
Jobsite by Accommodation Groups

| Jobsite | Accommodation Groups | | | Total |
|--------------------------------|----------------------|-------|-------|-------|
| | H | R | A | |
| * | Freq. | 3 | 0 | 0 |
| | Percent | * | * | * |
| | Column % | * | * | * |
| No job | | 12 | 0 | 1 |
| | | 10.00 | 0.00 | 0.83 |
| | | 16.00 | 0.00 | 7.69 |
| ARC Industries | | 46 | 29 | 5 |
| | | 38.33 | 24.17 | 4.17 |
| | | 61.33 | 90.63 | 38.46 |
| Skills Unlimited | | 2 | 0 | 1 |
| | | 1.67 | 0.00 | 0.83 |
| | | 2.67 | 0.00 | 7.69 |
| Competitive, < minimum wage | | 4 | 1 | 2 |
| | | 3.33 | 0.83 | 1.67 |
| | | 5.33 | 3.13 | 15.38 |
| Competitive, > minimum wage | | 11 | 2 | 4 |
| | | 9.17 | 1.67 | 3.33 |
| | | 14.67 | 6.25 | 30.77 |
| Total | | 75 | 32 | 13 |
| | | 62.50 | 26.67 | 10.83 |
| | | | | 120 |
| | | | | 100.0 |

Chi-square 18.696 DF = 8 Prob = 0.0166

Group H = Family setting
Group R = Residence setting
Group A = Semi-independent setting

Job Level. Job sites were ranked and assigned the number which appeared on all Tables. The ranking was based on the job site's position in the vocational continuum from drop-in activity centre (Hope Centre) to occupational activity centre (ARC) through to employment in the community. The higher the number, the closer the job site is to normal competitive employment.

Using the assigned number, mean scores were obtained and Duncan's Multiple Range Test applied. This showed that both Accommodation Group A and Original Group 4 were significantly better than all other groups. It must be remembered that for the original groups this was a valid comparison only between Groups 3 and 4 (because of pre-selection at ARC).

Jobterm. Table 11 shows the differences in length of employment of the original groups. This, of course, was very much a function of age, but curiously, 33.33 percent of Group 1, whose mean age was 40.2, had been at ARC three years or less. This might be the result of current attempts to return people to the community from the institution.

Transportation. The subjects were asked how they travelled to work. Table 12 gives this information for the original groups. Worth noting is that only one person in Group 4 was not using Metro Transit (actually this person used Metro to reach her car pool). The independence of Group 4 in transportation resulted from bustraining being incorporated into the school programme.

When transportation mode is examined by accommodation groups, Table 13, a very suggestive picture emerges. All of those who used less independent means of transportation lived at home.

Table 11
Jobterm By Original Group

| Time on job | | Group | | | | Total |
|-------------|-------------------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| * | Frequency | 0 | 2 | 11 | 5 | * |
| | Percent | * | * | * | * | * |
| | Column Percentage | * | * | * | * | |
| < 1 year | | 1 | 2 | 3 | 14 | 20 |
| | | 0.95 | 1.90 | 2.86 | 13.33 | 19.05 |
| | | 3.70 | 8.33 | 10.00 | 58.33 | |
| 1-3 years | | 8 | 6 | 5 | 7 | 26 |
| | | 7.62 | 5.71 | 4.76 | 6.67 | 24.76 |
| | | 29.63 | 25.00 | 16.67 | 29.17 | |
| 3-6 years | | 2 | 6 | 9 | 3 | 20 |
| | | 1.90 | 5.71 | 8.57 | 2.86 | 19.05 |
| | | 7.41 | 25.00 | 30.00 | 12.50 | |
| 6-10 years | | 7 | 7 | 10 | 0 | 24 |
| | | 6.67 | 6.67 | 9.52 | 0.00 | 22.86 |
| | | 25.93 | 29.17 | 33.33 | 0.00 | |
| > 10 years | | 9 | 2 | 4 | 0 | 15 |
| | | 8.57 | 1.90 | 3.81 | 0.00 | 14.29 |
| | | 33.33 | 8.70 | 12.90 | 0.00 | |
| Total | | 27 | 23 | 31 | 24 | 105 |
| | | 25.71 | 21.90 | 29.52 | 22.86 | 100.0 |

Chi-square 49.737 DF = 12 Prob = 0.0001

Table 12

Mode Of Transportation To Jobsite By Original Group

| Mode of Transportation | | 1 | 2 | Group 3 | 4 | Total |
|------------------------|-------------------|-------|-------|------------|-------|-------|
| * | Frequency | 1 | 1 | 10 | 5 | * |
| | Percent | * | * | * | * | * |
| | Column Percentage | * | * | * | * | |
| self, walking | | 0 | 1 | 4 | 1 | 6 |
| | | 0.00 | 0.94 | 3.77 | 0.94 | 5.66 |
| | | 0.00 | 4.17 | 12.50 | 4.17 | |
| self, Metro Transit | | 24 | 21 | 20 | 22 | 86 |
| | | 21.70 | 19.81 | 18.87 | 20.75 | 81.13 |
| | | 88.46 | 87.50 | 62.50 | 91.67 | |
| self, other means | | 0 | 1 | 2 | 0 | 3 |
| | | 0.00 | 0.94 | 1.89 | 0.00 | 2.83 |
| | | 0.00 | 4.17 | 6.25 | 0.00 | |
| Vans (contract) | | 3 | 1 | 3 | 0 | 7 |
| | | 2.83 | 0.94 | 2.83 | 0.00 | 6.60 |
| | | 11.54 | 4.17 | 9.38 | 0.00 | |
| driven to work | | 0 | 0 | 3 | 1 | 4 |
| | | 0.00 | 0.00 | 2.83 | 0.94 | 3.77 |
| | | 0.00 | 0.00 | 9.38 | 4.17 | |
| Total | | 26 | 24 | 32 | 24 | 106 |
| | | 24.53 | 22.64 | 30.19 | 22.64 | 100.0 |

Chi-square

16.873

DF = 12

Prob = 0.1544

The percent (81.13, Table 13) using Metro Transit compared very well with Lambert (1974) who found that only 14.7 percent of his sample made their own way to work, and that 56.6 percent never used public transportation. This might be explained in part by the variety of settings for his subjects (some rural Ontario), but this was not suggested as an explanation by Lambert himself.

Job Source. Table 14, Job Source by Original Group, is intriguing. It brings into focus some of the problems inherent in the social service system and highlights some historical changes.

Until a few years ago, graduates of the school system were referred directly to the CAMR for placement at ARC Industries. As a result, the CAMR had a much larger role to play for the older groups than it did for Group 4, the most recent school graduates.

By 1979, graduates were routinely referred to both Vocational Rehabilitation Services and Community Services for the Mentally Retarded. The former was expected to provide a vocational assessment and appropriate referral, the latter to facilitate the referral and to address non-vocational issues. Usually the school's vocational assessment was accepted and both agencies cooperated in securing placement. In addition, because many of the school's graduates were pre-placed in employment, Vocational Rehabilitation Services began to make an effort to assist with follow-up services. However, placement in competitive industry is not the mandate of either agency. This is reflected in their degree of involvement with Groups 1 and 2 as opposed to Groups 3 and 4.

Table 13

Mode Of Transportation To Jobsite for Accommodation Groups

| Mode of Transportation | <u>Group</u> | | | Total |
|---------------------------|-------------------|-------|--------|-------|
| | H | R | A | |
| * | Frequency | 15 | 1 | 1 |
| | Percent | * | * | * |
| | Column Percentage | * | * | * |
| self, walking | 3 | 3 | 0 | 6 |
| | 2.83 | 2.83 | 0.00 | 5.66 |
| | 4.76 | 9.68 | 0.00 | |
| self, Metro Transit | 46 | 28 | 12 | 86 |
| | 43.40 | 26.42 | 11.32 | 81.13 |
| | 73.02 | 90.32 | 100.00 | |
| self, other means | 3 | 0 | 0 | 3 |
| | 2.83 | 0.00 | 0.00 | 2.83 |
| | 4.76 | 0.00 | 0.00 | |
| Vans (contract) | 7 | 0 | 0 | 7 |
| | 6.60 | 0.00 | 0.00 | 6.60 |
| | 11.11 | 0.00 | 0.00 | |
| driven to work | 4 | 0 | 0 | 4 |
| | 3.77 | 0.00 | 0.00 | 3.77 |
| | 6.35 | 0.00 | 0.00 | |
| Total | 63 | 31 | 12 | 106 |
| | 59.43 | 29.25 | 11.33 | 100.0 |

Chi-square

12.569

DF = 8

Prob = 0.1276

Table 14

Job Source by Original Group

| Job Source | | Group | | | | Total |
|--------------------------|----------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| * | Freq. | 0 | 0 | 11 | 4 | * |
| | Percent | * | * | * | * | * |
| | Column % | * | * | * | * | |
| Family | | 1 | 2 | 5 | 0 | 8 |
| | | 0.93 | 1.85 | 4.63 | 0.00 | 7.41 |
| | | 3.70 | 8.00 | 16.13 | 0.00 | |
| Friends | | 1 | 1 | 2 | 0 | 4 |
| | | 0.93 | 0.93 | 1.85 | 0.00 | 3.70 |
| | | 3.70 | 4.00 | 6.45 | 0.00 | |
| Teacher | | 0 | 1 | 3 | 14 | 18 |
| | | 0.00 | 0.93 | 2.78 | 12.96 | 16.67 |
| | | 0.00 | 4.00 | 9.68 | 56.00 | |
| Voc Rehab Services | | 2 | 7 | 0 | 4 | 13 |
| | | 1.85 | 6.48 | 0.00 | 3.70 | 12.04 |
| | | 7.41 | 28.00 | 0.00 | 16.00 | |
| Community Service Worker | | 8 | 4 | 3 | 1 | 16 |
| | | 7.41 | 3.70 | 2.78 | 0.93 | 14.81 |
| | | 29.63 | 16.00 | 9.68 | 4.00 | |
| Canada Manpower | | 0 | 1 | 0 | 0 | 1 |
| | | 0.00 | 0.93 | 0.00 | 0.00 | 0.93 |
| | | 0.00 | 4.00 | 0.00 | 0.00 | |
| CAMR | | 11 | 5 | 13 | 1 | 30 |
| | | 10.19 | 4.63 | 12.04 | 0.93 | 27.78 |
| | | 40.74 | 20.00 | 41.94 | 4.00 | |
| Others | | 4 | 4 | 5 | 5 | 18 |
| | | 3.70 | 3.70 | 4.63 | 4.63 | 16.67 |
| | | 14.81 | 16.00 | 16.13 | 20.00 | |
| Total | | 27 | 25 | 31 | 25 | 108 |
| | | 25.00 | 23.15 | 28.70 | 23.15 | 100.0 |

Chi-square

67.571

DF = 21

Prob = 0.0001

The generic source of job referrals is Canada Manpower. That they have not seen their mandate as extending to mentally handicapped people was evidenced by only one person having seen Manpower as his job source. Since 1979 they have worked out a more cooperative arrangement with staff at the school.

The role of the teacher has changed over the years also. Because Argyle School referred graduates directly to ARC, the teacher was sometimes seen as the agent for this placement rather than CAMR. Presently, as part of the school's Community Integrated Programme (see Appendix A) the teacher works with the student until employment is secure. The number of Group 4 subjects in competitive employment showed that this programme can work.

The survey included the subject himself as the agent in procuring employment. None were able to do this and these categories were dropped from the Table.

Job Satisfaction. This construct did not work for a variety of reasons, not the least of which was the inarticulateness of many of the subjects. Such items as the number of tasks the subject liked on his job, whether he liked his co-workers, whether he wanted to change jobs, whether he wanted more training, and others were seen as possible indicators of job satisfaction.

Probably the answers varied more with the style and empathy of the interviewer than with actual job satisfaction. This area required much more study for valid conclusions to be drawn.

Group Comparisons. This construct did not discriminate between groups and this was confirmed by application of Duncan's Test. There was a

significant difference (Table 8) in Job Satisfaction between Group 3 (earlier graduates) and Group 1 (older non-graduates). This may be due to the older group being more reconciled to their lot in life but nothing in the data gives grounds for drawing any real conclusions.

Most of the individual items, when analyzed by Duncan's Multiple Range Test, showed no significant differences. However, there were several isolated differences: the oldest group liked their co-workers significantly more than did the early graduates; the oldest group missed more time than the recent graduates; those who lived alone also had the most independent jobs as did the recent graduates.

An important item that did discriminate amongst the groups according to Duncan's Test was salary. There were significant differences amongst all the accommodation groups. Those who lived in residences earned the least, \$60.56, while those who lived more independently earned the most, \$246.91. Group 4, the recent graduates, earned \$275.16, significantly more all of the other original groups.

Community Awareness

Defined. Community awareness skills, as conceived in this paper, refer to those skills necessary to maintain oneself in a community setting. These skills include such items as ability to move about independently in the community, knowledge of where to go, of how to use community resources to meet one's personal needs.

Findings. Table 15 summarizes those who can and cannot manage a number of community skills. The percent on the left side of the Table indicates the proportion of the total group who have mastered the particular skill.

Table 15

Selected Community Awareness Skills

By Original Group and Accommodation Group

| | N = | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | Total |
|-------------------------------------|-------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 27 | 25 | 42 | 29 | 78 | 32 | 13 | |
| | | 1 | 2 | 3 | 4 | H | R | A | |
| <u>Metro Transit</u> | | | | | | | | | |
| does not use | | 6 | 7 | 15 | 0 | 21 | 6 | 1 | 28 |
| uses | 77.2% | 21 | 18 | 27 | 29 | 57 | 26 | 12 | 95 |
| <u>Restaurant ordering</u> | | | | | | | | | |
| never goes | | 2 | 1 | 1 | 1 | 5 | 0 | 0 | 5 |
| companion orders | | 11 | 11 | 17 | 9 | 33 | 15 | 0 | 48 |
| orders for self | 56.9% | 14 | 13 | 24 | 19 | 40 | 17 | 13 | 70 |
| <u>Who pays - restaurant</u> | | | | | | | | | |
| companion | | 9 | 10 | 25 | 9 | 40 | 12 | 1 | 53 |
| self | 54.7% | 16 | 14 | 16 | 18 | 32 | 20 | 12 | 64 |
| <u>Lost, how reoriented</u> | | | | | | | | | |
| never been lost | 67.4% | 19 | 13 | 32 | 19 | 56 | 16 | 11 | 83 |
| police | | 3 | 8 | 4 | 2 | 6 | 11 | 0 | 17 |
| stranger on street | | 2 | 1 | 0 | 1 | 2 | 1 | 1 | 4 |
| bus driver | | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| nearest house | | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| phone home | | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| found own way | | 0 | 2 | 2 | 6 | 8 | 2 | 0 | 10 |
| other | | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 6 |
| <u>Member - Consumer Movement</u> | | | | | | | | | |
| no | | 22 | 22 | 37 | 26 | 70 | 26 | 11 | 107 |
| yes - 8.5% | | 4 | 2 | 2 | 2 | 3 | 5 | 2 | 10 |
| <u>Attend - Consumer Conference</u> | | | | | | | | | |
| no | | 23 | 23 | 32 | 25 | 68 | 26 | 9 | 103 |
| yes - 8.8% | | 4 | 2 | 3 | 2 | 3 | 5 | 3 | 11 |
| <u>Signature capability</u> | | | | | | | | | |
| can't do - 14.6% | | 4 | 2 | 10 | 2 | 14 | 4 | 0 | 18 |
| print - first name | | 2 | 8 | 2 | 1 | 7 | 6 | 0 | 13 |
| print both or write first | | 3 | 7 | 8 | 2 | 11 | 8 | 1 | 20 |
| print name & add. or write | | 6 | 2 | 13 | 10 | 21 | 7 | 3 | 31 |
| full name | | | | | | | | | |
| write full name & add. | | 12 | 6 | 9 | 14 | 25 | 7 | 9 | 41 |
| | 33.3% | | | | | | | | |

Table 15 (cont'd)

| | | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | |
|--------------------------|-------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | Total |
| <hr/> | | | | | | | | | |
| <u>Can tell time</u> | | | | | | | | | |
| no | | 4 | 12 | 16 | 9 | 25 | 16 | 0 | 41 |
| within 15 minutes | | 4 | 2 | 3 | 4 | 9 | 3 | 1 | 13 |
| correct | 56.1% | 19 | 11 | 23 | 16 | 44 | 13 | 12 | 69 |
| <hr/> | | | | | | | | | |
| <u>Tell day of week</u> | | | | | | | | | |
| no | | 5 | 6 | 8 | 7 | 18 | 8 | 0 | 26 |
| yes | 78.8% | 22 | 19 | 34 | 22 | 60 | 24 | 13 | 97 |
| <hr/> | | | | | | | | | |
| <u>Phones friends</u> | | | | | | | | | |
| no | | 11 | 10 | 15 | 6 | 30 | 12 | 0 | 42 |
| yes | 65.8% | 16 | 15 | 27 | 23 | 48 | 20 | 13 | 81 |
| <hr/> | | | | | | | | | |
| <u>911 for emergency</u> | | | | | | | | | |
| no | | 16 | 19 | 29 | 18 | 51 | 26 | 5 | 82 |
| yes | 33.3% | 11 | 6 | 13 | 11 | 27 | 6 | 8 | 41 |
| <hr/> | | | | | | | | | |
| <u>Knows own phone #</u> | | | | | | | | | |
| no | | 11 | 12 | 15 | 6 | 24 | 19 | 1 | 44 |
| yes | 64.2% | 16 | 13 | 27 | 23 | 54 | 13 | 12 | 79 |

Metro Use. A crucial independence skill is the ability to use public transportation. Most of the subjects, 77.24 percent, took Metro Transit to work and 69.92 percent took Metro to places other than work.

Because many of the subjects had to be taught each route individually, it was important to look at how many places they could reach by public transportation.

Table 16

Use of Public Transportation

| No. of Places Subject Can Reach by Metro Transit | % of Original Grp. | | | | % of Accommodation Grp. | | | |
|--------------------------------------------------------|--------------------|------|------|------|-------------------------|------|------|-------|
| | 1 | 2 | 3 | 4 | H | R | A | Total |
| 2 or less | 29.6 | 20.0 | 45.2 | 17.3 | 38.5 | 18.7 | 7.7 | 30.1 |
| 2 - 4 | 25.9 | 52.0 | 19.0 | 34.5 | 25.1 | 52.9 | 7.7 | 30.9 |
| > 4 | 44.4 | 28.0 | 35.8 | 48.3 | 36.4 | 28.4 | 84.6 | 39.0 |

An examination of Table 16 shows up the differences amongst the various groupings. As would be expected, Accommodation Group A was the most mobile.

Restaurant Ordering. Being able to order and pay for one's own food in a restaurant contributes to one's dignity as an adult, yet 43 percent of the subjects did not order their own food and 52 percent did not pay for their own meals. This is an excellent example of low community and parental expectations and perpetuation of the "Eternal Child" myth.

Lost. A fear, frequently expressed by parents, was that the subject would get lost learning to use Metro Transit. Though 81.3 percent of the subjects used Metro Transit, at least to get to work, 67.5 percent reported that they had never been lost and only 2, or 1.6 percent, had ever been lost overnight. Of those who had, 13.8 percent of the total group were found by the police, 3.25 percent asked a stranger to reorient them and 8.13 percent eventually found their own way home. These figures encourage efforts to teach everyone to use public transportation. Stanfield (1973) decried the lack of mobility beyond the immediate neighbourhood of his study group, while Lambert (1974) concluded:

Our study members were restricted in their movements, depending on the time available and the motivation of other people to get them to more distant places in their communities (p.55).

Community Resources. Though this sample appears to have better community awareness skills than several of the cited study samples, it was evident that all groups knew the location of more community resources than they attended by themselves. This, too, seemed to be a reflection of an overprotective parent attitude, and low community expectations.

Eleven subjects, or 8.94 percent, did not know any community resources such as drugstore, post office, barbershop, shopping centres. Over and above this first group, only 17.07 percent of the subjects knew three or less community resources and 46.35 percent knew the location of 10 or more resources. Though many subjects knew the location of community resources, the proportion who used them independently was smaller. Twenty-five (20.32 percent) never went to any of them alone and only 41 or 27.65 percent went to ten or more sites alone.

Consumer Movement. The Consumer Movement, as it was known locally, was comparable to People First, a self advocacy group for mentally handicapped people. It was still in its infancy. Nevertheless, only ten people (8.54 percent) were members, and attended the Consumer Conference this past spring. The reason most commonly cited for not attending was the cost.

The low involvement in the consumer movement reflected the low expectations of mentally handicapped people. They did not, as yet, expect to be able to help themselves. Many parents were quite negative about the idea and thought such a group would only cause trouble.

Academic Skills. Certain "academic" skills make it much easier to get about inconspicuously in the community. These include being able to tell the time, sign your own name, and use the phone.

Unfortunately 40.64 percent of these subjects either could not sign their name, or could print their first name only. Just 32.52 percent could write their full name and address. Exactly one-third of the subjects could not tell the time. Most (78.04 percent) of the subjects knew the day of the week, and nearly as many knew the month and the year.

More than one-third of the subjects did not know their own phone number and only 65.85 percent used the phone to call friends. Only 15.45 percent knew a telephone number to call if they were sick or needed help. Of even more concern was the small number, 41 (33.3 percent), who really understood the use of the 911 phone number.

The telephone may be, quite literally, a life line to society. The low level of these skills was a devastating comment on the awareness of what must be taught.

Comparison of the Group. When the variations in group means were analyzed, the only significant differences were between Groups 3 and 4 in the original groups, and between Group A and the other two accommodation groups.

In the former case, the implications were interesting. As previously mentioned, arguments have been advanced that independence skills improve with age. This would account for Group 1, the older non-graduates, managing essentially as well as Group 4, the recent graduates of a special programme. Group 2, on the other hand, had neither age nor a strong community oriented school programme in its favour. Perhaps improving community attitudes were responsible. If so, then why was Group 3, the most comparable to Group 4 in composition, so much less able than the latter that the difference is significant? An impression garnered during the interviews suggested that the parents were very conservative in their approach to normalization. This would require further investigation before any meaningful answers could be made.

Recreation and Leisure Skills

The timeliness of the national "Participaction" campaign is reflected in ubiquitous joggers, squash and racquet ball clubs, and \$60.00 running shoes. The analysis of the leisure time habits of the study group revealed very different patterns.

Table 17 summarizes the scores of selected items from the survey related to recreation and leisure time activities.

Table 17

Selected Recreation and Leisure Activities

By Accommodation Groups and Original Groups

| | | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | Total |
|---------------------------------|-------|----------------------|----|----|----|--------------------|----|----|-------|
| | | N = 27 | 25 | 42 | 29 | 78 | 32 | 13 | |
| | | 1 | 2 | 3 | 4 | H | R | A | |
| <u>Academic, night school</u> | | | | | | | | | |
| no | | 25 | 23 | 41 | 28 | 73 | 31 | 13 | 117 |
| yes | 4.8% | 2 | 2 | 1 | 1 | 5 | 1 | 0 | 6 |
| <u>Carpentry, night school</u> | | | | | | | | | |
| no | | 23 | 21 | 42 | 29 | 77 | 26 | 12 | 115 |
| yes | 6.5% | 4 | 4 | 0 | 0 | 1 | 6 | 1 | 8 |
| <u>Ceramics, night school</u> | | | | | | | | | |
| no | | 26 | 20 | 41 | 29 | 76 | 27 | 13 | 116 |
| yes | 5.7% | 1 | 5 | 1 | 0 | 2 | 5 | 0 | 7 |
| <u>Cooking, night school</u> | | | | | | | | | |
| no | | 17 | 15 | 40 | 21 | 66 | 19 | 8 | 93 |
| yes | 22.5% | 9 | 10 | 1 | 7 | 9 | 13 | 5 | 27 |
| <u>Sewing, night school</u> | | | | | | | | | |
| no | | 26 | 24 | 41 | 28 | 75 | 31 | 13 | 119 |
| yes | 3.2% | 1 | 1 | 1 | 1 | 3 | 1 | 0 | 4 |
| <u>Night school, other</u> | | | | | | | | | |
| no | | 26 | 24 | 40 | 27 | 73 | 31 | 13 | 117 |
| yes | 4.8% | 1 | 1 | 2 | 2 | 5 | 1 | 0 | 6 |
| <u>Total night school 47.1%</u> | | | | | | | | | |
| | | 18 | 23 | 6 | 11 | 25 | 27 | 6 | 58 |
| <u>Unscheduled activities</u> | | | | | | | | | |
| never | 5.2% | 1 | 1 | 4 | 0 | 6 | 0 | 0 | 6 |
| once per two weeks | 39.7% | 9 | 11 | 18 | 7 | 30 | 12 | 3 | 45 |
| once per week | 37.4% | 9 | 9 | 12 | 13 | 27 | 14 | 2 | 43 |
| more than once/week | 18.3% | 6 | 3 | 6 | 6 | 10 | 4 | 7 | 21 |
| <u>Eats out</u> | | | | | | | | | |
| never | 9.3% | 2 | 1 | 7 | 1 | 10 | 1 | 0 | 11 |
| seldom | 55.9% | 17 | 17 | 23 | 9 | 43 | 17 | 6 | 66 |
| once per month | 26.3% | 5 | 5 | 7 | 14 | 17 | 11 | 3 | 31 |
| once per week | 8.5% | 1 | 2 | 4 | 3 | 4 | 2 | 4 | 10 |
| <u>Home activities</u> | | | | | | | | | |
| isolative | 44.4% | 15 | 8 | 19 | 10 | 36 | 11 | 5 | 52 |
| inter-active | 55.6% | 11 | 15 | 21 | 17 | 37 | 19 | 8 | 64 |

Table 17 (con't)

| | | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | Total |
|-----------------------------------|-------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| <u>Friends, mentally retarded</u> | | | | | | | | | |
| none | 26.0% | 5 | 8 | 13 | 6 | 20 | 11 | 1 | 32 |
| 1 | 17.1% | 5 | 4 | 9 | 3 | 10 | 4 | 7 | 21 |
| 2 | 21.1% | 7 | 3 | 8 | 8 | 20 | 4 | 2 | 26 |
| 3 | | 4 | 5 | 6 | 4 | 13 | 5 | 1 | 19 |
| 4 | | 3 | 2 | 3 | 2 | 6 | 3 | 1 | 10 |
| 5 | | 2 | 0 | 1 | 5 | 5 | 2 | 1 | 8 |
| 6 | | 1 | 2 | 1 | 1 | 2 | 3 | 0 | 5 |
| 7 | | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| 8 | | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| <u>Friends, normal</u> | | | | | | | | | |
| none | 53.0% | 11 | 10 | 18 | 13 | 34 | 13 | 5 | 52 |
| 1 | 17.3% | 5 | 3 | 5 | 4 | 13 | 4 | 0 | 17 |
| 2 | | 4 | 3 | 3 | 4 | 10 | 3 | 1 | 14 |
| 3 | | 1 | 0 | 4 | 1 | 3 | 1 | 2 | 6 |
| 4 | | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 3 |
| 5 | | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 2 |
| 6 | | 1 | 1 | 1 | 1 | 2 | 0 | 2 | 4 |
| <u>Friends in for tea</u> | | | | | | | | | |
| prepared by others | | 15 | 17 | 33 | 16 | 58 | 23 | 0 | 81 |
| prepared by host | 34.1% | 12 | 8 | 9 | 13 | 20 | 9 | 13 | 42 |
| <u>Who tidies up</u> | | | | | | | | | |
| by others | | 17 | 16 | 31 | 17 | 58 | 23 | 0 | 81 |
| by host | 34.1% | 10 | 9 | 11 | 12 | 20 | 9 | 13 | 42 |
| <u>Overnight at friends</u> | | | | | | | | | |
| never | 44.7% | 13 | 11 | 22 | 9 | 37 | 15 | 3 | 55 |
| yes | 55.3% | 14 | 14 | 20 | 20 | 41 | 17 | 10 | 68 |

Night School. Though the Table shows that attendance at all night classes was 58, this did not mean that 58 subjects were attending night school. Some subjects attended two night school classes. Nevertheless, this represented about 50 subjects or 40 percent of the sample.

The night school attendance figures were amazing. Group 1 (older non-graduates) and Group 2 (younger non-graduates) attended 18 and 23 night classes respectively. These groups only had 27 and 25 people in them. In sharp contrast was Group 3 (the early graduates) with 42 people attending only 6 classes. Group 4 (recent graduates) attended 11 classes.

Unscheduled Activity. When the subjects were asked how often they participated in unscheduled activities outside their homes, only 17.79 percent listed enough spontaneous activities to justify a rating of frequently. A rating of seldom was given to 36.44 percent of the subjects and 44.07 percent fitted the criterion for seldom or never. The distribution of those who never participated in unscheduled activities outside their home contributed to the emerging depressing picture for Group 3. The four people who never participated in unscheduled activities represented 9.5 percent of this group, while less than 4 percent of the other two groups were so uninvolved. As for Accommodation groups, those living at home have the only uninvolved members. This may be due to staff organization of the social life of a group residence.

Scheduled Activities. There are several regular bowling leagues, swimming programmes, and other activities for mentally handicapped people. Participation in these was not high. More than a quarter of the subjects, 26.83 percent, took part in no regularly scheduled activities. A further 25.20 percent participated in only one activity.

Recreation With. When asked with whom they spent most of their recreational time, 37.61 percent replied with their family; 47.86 percent spent most of their recreational time with other group home residents or mentally handicapped people. Only 3.4 percent spent the majority of their recreational time with other normal peers and 11.11 percent spent their spare time by themselves.

None of the groups had many people who spent most of their recreation time with others; that is, normal peers (as opposed to family). Again only Group 3 (the early graduates) had a significant number, 26 percent, who spent most of their recreation time alone. The second grouping revealed that all those who had spent most of their recreation time alone lived at home. This supported a phenomenon frequently observed at the school: students would have their own stereos, their own television, in their own room where they were expected to spend their time.

Friends. Just how many friends do mentally handicapped people have? Not many. 26.01 percent, or 32 subjects, reported that they had no mentally retarded friends and 64.22 percent had two or fewer. Over half the subjects, 53.06 percent, had no non-mentally handicapped friends, and a further 17.3 percent had only one. No friends visited 47.96 percent of the subjects, and 91.06 percent never had friends to visit overnight though 54.47 percent have visited friends overnight.

Hosting Skills. These skills were weak for all groups except those who lived alone. This seems logical when 55 subjects never had friends in, and conversely, 55 had never stayed overnight at a friend's.

Eating Out. Only 8.13 percent of the subjects ate out frequently but 25.20 percent ate out occasionally. Thirteen percent never ate out.

Vacations. No vacation had been taken by 22.76 percent of the subjects, but 25.10 percent had holidayed in the United States or Europe. Of those who had taken vacations, 69.07 percent had taken them with their family, 9.28 percent with friends, and 12.37 percent at a camp. Few, 4.06 percent, planned their own vacation and not many, 23.57 percent, paid for their own vacation.

Group Comparisons. When the means of the total recreation scores were compared (Table 8, p.66) for the original groups, only Group 4 (the recent graduates) and Group 3 (the early graduates) were significantly different. In the Accommodation Group comparisons, Group A (the semi-independent) differed from the other two, with the former having the most active social life.

Money Skills

People who cannot comprehend the value of money, let alone its power, are vulnerable to exploitation. Results of this study indicated the subjects were very vulnerable indeed. The findings of this study, as laid out in Table 18, Selected Money Skills, lend graphic support to Elkin's (1971) paper The Economics of Retardation which documented, amongst other aspects, the effect of economic deprivation on the level of functioning of mentally handicapped people.

Money Source. Almost none of the subjects could give any details of the sources of their money other than their salary at ARC. However, when salaries were verified at ARC, almost all the variation from a stated amount could be accounted for by the slight merit awards given at ARC.

Table 13

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Selected Money Skills

Original Group and Accommodation Group

| | N = | Original Grp. | | | | Accom. Grp. | | | Total |
|--------------------------------|-------|---------------|----|----|----|-------------|----|----|-------|
| | | 27 | 25 | 42 | 29 | 78 | 32 | 13 | |
| | | 1 | 2 | 3 | 4 | H | R | A | |
| <u>Spend money, per week</u> | | | | | | | | | |
| none | 15.5% | 4 | 0 | 13 | 2 | 16 | 3 | 0 | 19 |
| less than \$5.00 | 31.1% | 11 | 11 | 11 | 9 | 26 | 14 | 2 | 42 |
| \$5.00 - \$10.00 | 18.7% | 7 | 11 | 4 | 1 | 12 | 8 | 3 | 23 |
| \$10.00 - \$15.00 | 15.5% | 4 | 3 | 4 | 8 | 10 | 3 | 6 | 19 |
| \$15.00 - \$20.00 | 7.3% | 1 | 0 | 5 | 3 | 6 | 3 | 0 | 9 |
| more than \$20.00 | 8.9% | 0 | 0 | 5 | 6 | 8 | 1 | 2 | 11 |
| <u>Who in charge of money</u> | | | | | | | | | |
| someone else | 67.5% | 14 | 23 | 23 | 21 | 54 | 21 | 6 | 81 |
| subject | 32.5% | 13 | 2 | 16 | 8 | 21 | 11 | 7 | 39 |
| <u>Amount money saved</u> | | | | | | | | | |
| none | 32.5% | 5 | 9 | 19 | 7 | 30 | 6 | 4 | 40 |
| less than \$25.00 | 11.5% | 2 | 6 | 5 | 1 | 7 | 6 | 1 | 14 |
| \$25.00 - \$50.00 | 13.8% | 9 | 4 | 2 | 2 | 8 | 8 | 1 | 17 |
| \$50.00 - \$100.00 | 8.9% | 2 | 2 | 2 | 5 | 5 | 3 | 3 | 11 |
| \$100.00 - \$200.00 | 5.7% | 3 | 1 | 1 | 2 | 3 | 3 | 1 | 7 |
| \$200.00 - \$1000.00 | 7.3% | 1 | 1 | 2 | 5 | 8 | 1 | 0 | 9 |
| more than \$1000.00 | 7.3% | 0 | 1 | 3 | 5 | 7 | 0 | 2 | 9 |
| doesn't know | 11.3% | 5 | 1 | 8 | 2 | 10 | 5 | 1 | 16 |
| <u>Knows what \$1.00 buys</u> | | | | | | | | | |
| doesn't know | 26.4% | 2 | 6 | 14 | 3 | 20 | 4 | 1 | 25 |
| one item | 7.3% | 4 | 4 | 1 | 0 | 3 | 3 | 3 | 9 |
| two items | 13.8% | 5 | 3 | 7 | 2 | 11 | 5 | 1 | 17 |
| three items | 58.5% | 16 | 12 | 20 | 24 | 44 | 20 | 8 | 72 |
| <u>Knows what \$10.00 buys</u> | | | | | | | | | |
| doesn't know | 32.5% | 6 | 12 | 17 | 5 | 27 | 11 | 2 | 40 |
| one item | 10.6% | 3 | 3 | 4 | 3 | 7 | 4 | 2 | 13 |
| two items | 19.5% | 6 | 5 | 8 | 5 | 14 | 7 | 3 | 24 |
| three items | 37.4% | 12 | 5 | 13 | 16 | 30 | 10 | 6 | 46 |
| <u>Cost of jeans</u> | | | | | | | | | |
| doesn't know | 56.9% | 15 | 14 | 26 | 15 | 47 | 20 | 3 | 70 |
| knows | 43.1% | 12 | 11 | 16 | 14 | 31 | 12 | 10 | 53 |

Table 18(cont'd)

| | | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | Total |
|-----------------------------|-------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | |
| <u>Cost at MacDonalds</u> | | | | | | | | | |
| doesn't know | 43.1% | 7 | 13 | 21 | 12 | 38 | 13 | 2 | 53 |
| between \$.75 - \$3.00 | 56.9% | 20 | 12 | 21 | 17 | 40 | 19 | 11 | 70 |
| <u>Cost of bus pass</u> | | | | | | | | | |
| doesn't know | 37.8% | 9 | 11 | 13 | 12 | 31 | 14 | 0 | 45 |
| knows | 62.2% | 18 | 14 | 25 | 17 | 44 | 17 | 13 | 74 |
| <u>Phoned for fast food</u> | | | | | | | | | |
| no | 77.2% | 20 | 21 | 34 | 20 | 63 | 25 | 7 | 95 |
| yes | 22.8% | 7 | 4 | 8 | 9 | 15 | 7 | 6 | 28 |
| <u>Who buys clothing</u> | | | | | | | | | |
| doesn't know or others | 13.9% | 3 | 2 | 9 | 3 | 15 | 1 | 1 | 17 |
| with someone else | 62.3% | 15 | 23 | 20 | 18 | 43 | 28 | 5 | 76 |
| subject - alone | 23.8% | 9 | 0 | 12 | 8 | 19 | 3 | 7 | 29 |
| <u>Bank account</u> | | | | | | | | | |
| doesn't have | 32.5% | 7 | 10 | 19 | 4 | 32 | 6 | 2 | 40 |
| in others name | .8% | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| joint signature | 38.2% | 11 | 11 | 11 | 14 | 25 | 16 | 6 | 47 |
| subject sole control | 28.5% | 9 | 4 | 11 | 11 | 20 | 10 | 5 | 35 |

Spending Money. Nearly half the subjects had \$5.00 or less to spend a week, 11 spent \$20.00 or more (Tables 19, 20). Only 10 people reported buying cigarettes, 21 spent money on entertainment and 20 on soft drinks. Fifteen bought candy and 20 spent money on other things. Only 39.3 percent ever borrowed money and only three reported still owing it. Responsibility for looking after their own money was assumed by only 32.5 percent of the study group. The same percent had saved no money, but 9, or 7.3 percent, had saved over \$1,000.00.

Group 3 (the early graduates) was conspicuous because 30.95 percent had no money at all to spend (Table 20). A common response was "What does she need money for, I give her a good lunch and she has coffee in a thermos."

Group H, those who lived at home, had the least spending money.

Money Value. Many subjects, 20.3 percent, did not know what a dollar would buy, but 58.5 percent could name three things which would cost about a dollar. A larger percent, 32.5 percent, did not know the value of \$10.00 and 30.1 percent could only name one or two items costing approximately \$10.00. However, 36.5 percent did know what could be bought for \$10.00 (tapes, t-shirt). Less than half, 43.1 percent, knew the cost of a pair of blue jeans, and only 56.9 percent knew how much money they would need to go to Macdonalds. Forty-one and a half percent knew the cost of the newspaper, but 62.2 percent knew the cost of a bus pass.

Food Purchases. Nearly two-thirds, 65.05 percent, never bought any food but those who did tended to buy a mixture of junk food and nutritious food. Ninety-five point one two percent of the sample had never used the telephone to have food delivered.

Table 19

Spending Money Per Week By Accomodation Groups

| Spending Money | | Group | | | Total |
|----------------|-------------------|--------|---------|---------------|-------|
| | | H | R | A | |
| None | Frequency | 16 | 3 | 0 | 19 |
| | Percent | 13.01 | 2.44 | 0.00 | 15.45 |
| | Column Percentage | 20.51 | 9.38 | 0.00 | |
| < \$5.00 | | 26 | 14 | 2 | 42 |
| | | 21.14 | 11.38 | 1.63 | 34.15 |
| | | 33.33 | 43.75 | 15.38 | |
| 5.00-10.00 | | 12 | 8 | 3 | 23 |
| | | 9.76 | 6.50 | 2.44 | 18.70 |
| | | 15.38 | 25.00 | 23.08 | |
| 10.00-15.00 | | 10 | 3 | 6 | 19 |
| | | 8.13 | 2.44 | 4.88 | 15.45 |
| | | 10.82 | 9.38 | 46.15 | |
| 15.00-20.00 | | 6 | 3 | 0 | 9 |
| | | 4.88 | 2.44 | 0.00 | 7.32 |
| | | 7.69 | 9.38 | 0.00 | |
| > \$20.00 | | 8 | 1 | 2 | 11 |
| | | 6.50 | 0.81 | 1.63 | 8.94 |
| | | 10.26 | 3.13 | 15.38 | |
| Total | | 78 | 32 | 13 | 123 |
| | | 63.41 | 26.02 | 10.57 | 100.0 |
| Chi-square | | 19.722 | DF = 10 | Prob = 0.0320 | |

Group H = Family setting

Group R = Residence setting

Group A = Semi-independent setting

Table 20
 Spending Money Per Week by Original Group

| Spending Money | | Group | | | | Total |
|----------------|-------------------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| None | Frequency | 4 | 0 | 13 | 2 | 19 |
| | Percent | 3.25 | 0.00 | 10.57 | 1.63 | 15.45 |
| | Column Percentage | 14.81 | 0.00 | 30.95 | 6.90 | |
| < \$5.00 | | 11 | 11 | 11 | 9 | 42 |
| | | 8.94 | 8.94 | 8.94 | 7.32 | 34.15 |
| | | 40.74 | 44.00 | 26.19 | 31.03 | |
| 5.00-10.00 | | 7 | 11 | 4 | 1 | 23 |
| | | 5.69 | 8.94 | 3.25 | 0.81 | 18.70 |
| | | 25.93 | 44.00 | 9.52 | 3.45 | |
| 10.00-15.00 | | 4 | 3 | 4 | 8 | 19 |
| | | 3.25 | 2.44 | 3.25 | 6.50 | 15.45 |
| | | 14.81 | 12.00 | 9.52 | 27.59 | |
| 15.00-20.00 | | 1 | 0 | 5 | 3 | 9 |
| | | 0.81 | 0.00 | 4.07 | 2.44 | 7.32 |
| | | 3.70 | 0.00 | 11.90 | 10.34 | |
| > \$20.00 | | 0 | 0 | 5 | 6 | 11 |
| | | 0.00 | 0.00 | 4.07 | 4.88 | 8.94 |
| | | 0.00 | 0.00 | 11.90 | 20.69 | |
| Total | | 27 | 25 | 42 | 29 | 123 |
| | | 21.95 | 20.33 | 34.15 | 23.58 | 100.0 |

Chi-square 45.843 DF = 15 Prob = 0.0001

Group 1 = older non-graduates
 Group 2 = younger non-graduates
 Group 3 = early graduates
 Group 4 = recent graduates

Table 21

Bank Account By Original Group

| Bank Account ^a | | Group | | | | Total |
|---------------------------|-------------------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| 0 | Frequency | 7 | 10 | 19 | 4 | 40 |
| | Percent | 5.69 | 8.13 | 15.45 | 3.25 | 32.52 |
| | Column Percentage | 25.93 | 40.00 | 45.24 | 13.79 | |
| 1 | | 0 | 0 | 1 | 0 | 1 |
| | | 0.00 | 0.00 | 0.81 | 0.00 | 0.81 |
| | | 0.00 | 0.00 | 2.38 | 0.00 | |
| 2 | | 11 | 11 | 11 | 14 | 47 |
| | | 8.94 | 8.94 | 8.94 | 11.38 | 38.21 |
| | | 40.74 | 44.00 | 26.19 | 48.28 | |
| 3 | | 9 | 4 | 11 | 11 | 35 |
| | | 7.32 | 3.25 | 8.94 | 8.94 | 28.46 |
| | | 33.33 | 16.00 | 26.19 | 37.93 | |
| Total | | 27 | 25 | 42 | 29 | 123 |
| | | 21.95 | 20.33 | 34.15 | 23.58 | 100.0 |

Chi-square 13.137 DF = 9 Prob. 0.1565

^a0 = no bank account; 1 = bank account in someone else's name; 2 = bank account with co-signatory; 3 = bank account with subject as sole signatory

Table 22

Bank Account By Accomodation Groups

| Bank Account ^a | | Group | | | Total |
|---------------------------|-------------------|-------|-------|-------|-------|
| | | H | R | A | |
| 0 | Frequency | 32 | 6 | 2 | 40 |
| | Percent | 26.02 | 4.88 | 1.63 | 32.52 |
| | Column Percentage | 41.03 | 18.75 | 15.38 | |
| 1 | | 1 | 0 | 0 | 1 |
| | | 0.81 | 0.00 | 0.00 | 0.81 |
| | | 1.28 | 0.00 | 0.00 | |
| 2 | | 25 | 16 | 6 | 47 |
| | | 20.33 | 13.01 | 4.88 | 38.21 |
| | | 32.05 | 50.00 | 46.15 | |
| 3 | | 20 | 10 | 5 | 35 |
| | | 16.26 | 8.13 | 4.07 | 28.46 |
| | | 25.64 | 31.25 | 38.46 | |
| Total | | 78 | 32 | 13 | 123 |
| | | 63.41 | 26.02 | 10.57 | 100.0 |

Chi-square 8.267 DF = 6 Prob. = 0.2192

^a0 = no bank account; 1 = bank account in someone else's name; 2 = bank account with co-signatory; 3 = bank account with subject as sole signatory

Clothing Purchase. Only 23.7 percent ever bought their own clothing and 12.3 percent were not even there when the clothing was bought. In fact, 45.5 percent could not say what size clothing they required. On the other hand, 89.5 percent knew you should try clothes on before you bought them.

Bank Account. Forty subjects had no bank accounts, 47 had accounts with a cosignatory and 35 had sole control of their accounts. The persons most likely to have cosignatures with the subjects were mothers and house-managers (Tables 21 and 22).

Comparison of Groups. When the means for these groups were analyzed, only Group A (the semi-independent accommodation group) and Group 4 (the recent graduates) were differentiated by Money Skills Scores (Table 8, p.66).

Autonomy

Definition. This construct was really a composite of skills from other areas. As defined in this paper, (p.41), it was intended to reflect the elements of choice in a person's life.

Table 23, Selected Autonomy Skills, was included to clarify the development of the construct Autonomy. Each item had an element of choice or responsibility.

Most of the items have been discussed as part of other sections.

Control of Feelings. Self control is an important part of autonomy. Table 24 shows the rating of the subject's self control by the parents or housemanager. This time Group 3 (the early graduates) stood out as having good self control. Perhaps this was really passiveness which would contribute to what appeared to be a more withdrawn lifestyle.

Group Comparisons. When Duncan's Test was applied to the autonomy means of both groupings, in each case only one group was significantly

Table 23

Selected Autonomy Skills

Original Group and Accommodation Group

| | N = | Original Grp. | | | | Accom. Grp. | | | Total |
|------------------------------|-------|---------------|----|----|----|-------------|----|----|-------|
| | | 27 | 25 | 42 | 29 | 78 | 32 | 13 | |
| | | 1 | 2 | 3 | 4 | H | R | A | |
| <u>Stay alone</u> | | | | | | | | | |
| never | 22.7% | 7 | 7 | 11 | 3 | 18 | 10 | 0 | 28 |
| for a few hours | 47.2% | 9 | 12 | 20 | 17 | 42 | 16 | 0 | 58 |
| overnight | 30.1% | 11 | 6 | 11 | 9 | 18 | 6 | 13 | 37 |
| <u>Metro Transit</u> | | | | | | | | | |
| does not use | 22.8% | 6 | 7 | 15 | 0 | 21 | 6 | 1 | 28 |
| uses | 77.2% | 21 | 18 | 27 | 29 | 57 | 26 | 12 | 95 |
| <u>Restaurant ordering</u> | | | | | | | | | |
| never goes | 4.1% | 2 | 1 | 1 | 1 | 5 | 0 | 0 | 5 |
| companion orders | 39.0% | 11 | 11 | 17 | 9 | 33 | 15 | 0 | 48 |
| orders for self | 56.9% | 14 | 13 | 24 | 19 | 40 | 17 | 13 | 70 |
| <u>Who pays - restaurant</u> | | | | | | | | | |
| companion | 45.3% | 9 | 10 | 25 | 9 | 40 | 12 | 1 | 53 |
| self | 54.7% | 16 | 14 | 16 | 18 | 32 | 20 | 12 | 64 |
| <u>Knows own phone</u> | | | | | | | | | |
| no | 35.8% | 11 | 12 | 15 | 6 | 24 | 19 | 1 | 44 |
| yes | 64.2% | 16 | 13 | 27 | 23 | 54 | 13 | 12 | 79 |
| <u>Phones friends</u> | | | | | | | | | |
| no | 34.1% | 11 | 10 | 15 | 6 | 30 | 12 | 0 | 42 |
| yes | 65.9% | 16 | 15 | 27 | 23 | 48 | 20 | 13 | 81 |
| <u>Friends into home</u> | | | | | | | | | |
| none | 47.9% | 12 | 12 | 22 | 13 | 41 | 18 | 0 | 59 |
| evening or afternoon | 43.2% | 11 | 12 | 17 | 13 | 29 | 12 | 12 | 53 |
| overnight | 8.9% | 4 | 1 | 3 | 3 | 8 | 2 | 1 | 11 |
| <u>Who makes lunch</u> | | | | | | | | | |
| others | 65.9% | 15 | 17 | 33 | 16 | 58 | 23 | 0 | 81 |
| subject | 34.1% | 12 | 8 | 9 | 13 | 20 | 9 | 13 | 42 |
| <u>Where on vacation</u> | | | | | | | | | |
| hasn't gone | 22.8% | 8 | 4 | 13 | 3 | 20 | 7 | 1 | 28 |
| Manitoba | 31.7% | 13 | 8 | 12 | 6 | 24 | 12 | 3 | 39 |
| other Canada | 20.3% | 2 | 3 | 9 | 11 | 17 | 1 | 7 | 25 |
| United States | 19.5% | 4 | 7 | 7 | 6 | 13 | 10 | 1 | 24 |
| Europe | 5.7% | 0 | 3 | 1 | 3 | 4 | 2 | 1 | 7 |

Table 23 (cont'd)

100

| | | Original Grp. | | | | Accom. Grp. | | | |
|-------------------------------|-------|---------------|----|----|----|-------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | Total |
| <u>Who pays for vacation</u> | | | | | | | | | |
| someone else | 76.4% | 21 | 20 | 35 | 18 | 63 | 24 | 7 | 94 |
| subject | 23.6% | 6 | 5 | 7 | 11 | 15 | 8 | 6 | 29 |
| <u>Spend money, per week</u> | | | | | | | | | |
| none | 15.5% | 4 | 0 | 13 | 2 | 16 | 3 | 0 | 19 |
| less than \$5.00 | 34.1% | 11 | 11 | 11 | 9 | 26 | 14 | 2 | 42 |
| \$5.00 - \$10.00 | 18.7% | 7 | 11 | 4 | 1 | 12 | 8 | 3 | 23 |
| \$10.00 - \$15.00 | 15.5% | 4 | 3 | 4 | 8 | 10 | 3 | 6 | 19 |
| \$15.00 - \$20.00 | 7.3% | 1 | 0 | 5 | 3 | 6 | 3 | 0 | 9 |
| more than \$20.00 | 8.7% | 0 | 0 | 5 | 6 | 8 | 1 | 2 | 11 |
| <u>Who in charge of money</u> | | | | | | | | | |
| someone else | 67.5% | 14 | 23 | 23 | 21 | 54 | 21 | 6 | 81 |
| subject | 32.5% | 13 | 2 | 16 | 8 | 21 | 11 | 7 | 39 |
| <u>Money saved</u> | | | | | | | | | |
| none | 32.5% | 5 | 9 | 19 | 7 | 30 | 6 | 4 | 40 |
| less than \$25.00 | 11.5% | 2 | 6 | 5 | 1 | 7 | 6 | 1 | 14 |
| \$25.00 - \$50.00 | 13.8% | 9 | 4 | 2 | 2 | 8 | 8 | 1 | 17 |
| \$50.00 - \$100.00 | 8.9% | 2 | 2 | 2 | 5 | 5 | 3 | 3 | 11 |
| \$100.00 - \$200.00 | 5.7% | 3 | 1 | 1 | 2 | 3 | 3 | 1 | 7 |
| \$200.00 - \$1000.00 | 7.3% | 1 | 1 | 2 | 5 | 8 | 1 | 0 | 9 |
| more than \$1000.00 | 7.3% | 0 | 1 | 3 | 5 | 7 | 0 | 2 | 9 |
| doesn't know | 13.0% | 5 | 1 | 8 | 2 | 10 | 5 | 1 | 16 |
| <u>Bank account</u> | | | | | | | | | |
| doesn't have | 32.5% | 7 | 10 | 19 | 4 | 32 | 6 | 2 | 40 |
| in others name | .8% | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| joint signature | 38.2% | 11 | 11 | 11 | 14 | 25 | 16 | 6 | 47 |
| subject sole control | 28.5% | 9 | 4 | 11 | 11 | 20 | 10 | 5 | 35 |
| <u>Who cosigns</u> | | | | | | | | | |
| mother | 27.1% | 3 | 4 | 10 | 6 | 20 | 2 | 1 | 23 |
| father | 2.4% | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 2 |
| sister, brother | 5.9% | 1 | 0 | 1 | 3 | 4 | 1 | 0 | 5 |
| friend | 3.5% | 1 | 1 | 0 | 1 | 0 | 0 | 3 | 3 |
| social worker | 2.4% | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 2 |
| house manager | 17.6% | 5 | 6 | 2 | 2 | 3 | 11 | 1 | 15 |
| self only | 41.1% | 7 | 5 | 14 | 9 | 24 | 8 | 3 | 35 |
| <u>Buys groceries - alone</u> | | | | | | | | | |
| no | 65.1% | 16 | 15 | 31 | 18 | 57 | 22 | 1 | 80 |
| yes | 34.9% | 11 | 10 | 11 | 11 | 21 | 10 | 12 | 43 |

Table 23 (cont'd)

| | | <u>Original Grp.</u> | | | | <u>Accom. Grp.</u> | | | |
|-----------------------------|------|----------------------|----|----|----|--------------------|----|----|-------|
| | | 1 | 2 | 3 | 4 | H | R | A | Total |
| <u>Who buys clothing</u> | | | | | | | | | |
| doesn't know or other | 14.6 | 3 | 2 | 9 | 3 | 15 | 1 | 1 | 17 |
| with someone else | 61.8 | 15 | 23 | 20 | 18 | 43 | 28 | 5 | 76 |
| subject by self | 23.6 | 9 | 0 | 12 | 8 | 19 | 3 | 7 | 29 |
| <u>Knows own size</u> | | | | | | | | | |
| no | 45.6 | 9 | 14 | 22 | 11 | 33 | 21 | 2 | 56 |
| yes | 54.4 | 18 | 11 | 20 | 18 | 45 | 11 | 11 | 67 |
| <u>Try on before buying</u> | | | | | | | | | |
| no | 11.3 | 4 | 1 | 7 | 1 | 11 | 2 | 0 | 13 |
| yes | 88.7 | 21 | 24 | 30 | 27 | 61 | 28 | 13 | 102 |
| <u>Why try on</u> | | | | | | | | | |
| doesn't know | 32.6 | 9 | 11 | 15 | 5 | 28 | 10 | 2 | 40 |
| to see if fits | 67.4 | 18 | 14 | 27 | 24 | 50 | 22 | 11 | 83 |

Table 24

Subject's Ability To Control Feelings
By Accommodation Groups and Original Groups

| Control | | H | <u>Accom. Grp.</u> | | Total |
|-----------------|-----------|-------|--------------------|-------|-------|
| | | | R | A | |
| Not well at all | Frequency | 29 | 6 | 3 | 38 |
| | Percent | 23.58 | 4.88 | 2.44 | 30.89 |
| | Column % | 37.18 | 18.75 | 23.08 | |
| Fairly well | | 21 | 19 | 5 | 45 |
| | | 17.07 | 15.45 | 4.07 | 36.59 |
| | | 26.93 | 59.38 | 38.46 | |
| Very well | | 28 | 7 | 5 | 40 |
| | | 22.76 | 5.69 | 4.07 | 32.52 |
| | | 35.90 | 21.88 | 38.46 | |
| Total | | 78 | 32 | 13 | 123 |
| | | 63.41 | 26.02 | 10.57 | 100.0 |

Chi-square 10.858 DF = 4 Prob. = 0.0282

| Control | | 1 | <u>Original Grp.</u> | | 4 | Total |
|-----------------|--|-------|----------------------|-------|-------|-------|
| | | | 2 | 3 | | |
| Not well at all | | 14 | 4 | 16 | 4 | 38 |
| | | 11.38 | 3.25 | 13.01 | 3.25 | 30.89 |
| | | 51.85 | 16.00 | 38.10 | 13.79 | |
| Fairly well | | 8 | 13 | 8 | 16 | 45 |
| | | 6.50 | 10.57 | 6.50 | 13.01 | 36.59 |
| | | 29.63 | 52.00 | 19.05 | 55.17 | |
| Very well | | 5 | 8 | 18 | 9 | 40 |
| | | 4.07 | 6.50 | 14.63 | 7.32 | 32.52 |
| | | 18.52 | 32.00 | 42.86 | 31.03 | |
| Total | | 27 | 25 | 42 | 29 | 123 |
| | | 21.95 | 20.33 | 34.15 | 23.58 | 100.0 |

Chi-square 20.363 DF = 6 Prob. 0.0024

different. Group 4 (the most recent graduates) had the highest autonomy score as did Group A (the semi-independent accommodation group).

Summary of Results

Table 5 (p.52) was actually a summary of the results of this survey. Examining this Table, in which the differences between means were tested by application of Duncan's Multiple Range Test, with an Alpha Level = .05, it was obvious that no broad conclusions could be reached. The hypothesis stated that there would be no significant differences amongst the data obtained from Groups 1, 2, 3 and 4. A second hypothesis stated that there would be no significant differences amongst data obtained from subjects grouped by accommodation. These hypotheses have been tested individually. The variability of the results makes it necessary to tabulate the results.

Table 25

Summary of Test Hypotheses

| | <u>Original Grp.</u> | <u>Accommodation Grp.</u> |
|----------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <u>Independent Living Skills</u> | M1 = M2 = M4 accept Ho M2 = M3 accept Ho M1 ≠ M3 reject Ho M3 ≠ M4 reject Ho | MH = MR accept Ho MH ≠ MA reject Ho MR ≠ MA reject Ho |
| <u>Job Satisfaction</u> | M1 = M2 = M4 accept Ho M4 = M2 = M3 accept Ho M1 ≠ M3 reject Ho | MH = MR = MA accept Ho |
| <u>Community Awareness</u> | M1 = M4 accept Ho M1 = M3 = M2 accept Ho M4 ≠ M3 reject Ho M4 ≠ M2 reject Ho | MH = MR accept Ho MH ≠ MA reject Ho MR ≠ MA reject Ho |
| <u>Recreation and Leisure</u> | M1 = M2 = M3 accept Ho M1 = M2 = M4 accept Ho M4 ≠ M3 reject Ho | MH = MR accept Ho MH ≠ MA reject Ho MR ≠ MA reject Ho |
| <u>Money Skills</u> | M1 = M2 = M3 accept Ho M4 ≠ M1 reject Ho M4 ≠ M2 reject Ho M4 ≠ M3 reject Ho | MH = MR accept Ho MH ≠ MA reject Ho MR ≠ MA reject Ho |
| <u>Autonomy</u> | M1 = M2 = M3 accept Ho M4 ≠ M1 reject Ho M4 ≠ M2 reject Ho M4 ≠ M3 reject Ho | MH = MR accept Ho MH ≠ MA reject Ho MR ≠ MA reject Ho |
| <u>Total Skills^a</u> | M1 = M2 accept Ho M1 = M4 accept Ho M2 = M3 accept Ho M4 ≠ M3 reject Ho | MH = MR accept Ho MR ≠ MA reject Ho MH ≠ MA reject Ho |

^aTotal skills is an aggregate.

Where M1 = mean score, older non-graduates
 M2 = mean score, younger non-graduates
 M3 = mean score, early graduates
 M4 = mean score, recent graduates

and MH = mean score those living
 at home
 MR = mean score, those in a
 group residence
 MA = mean score, those living
 in semi-independence

Chapter 5

DISCUSSION - IMPLICATIONS FOR FURTHER RESEARCH AND RECOMMENDATIONS

In almost every aspect of community living examined in this study, Group 4, the recent graduates, had the highest scores. They had the most independent living skills, community awareness, recreation and leisure, money, and autonomy skills, and the highest salaries. The only exceptions were the better laundry and housekeeping of the older non-graduates. The differences between Group 3, the early graduates and Group 4, were consistently significant (see Table 8, P.66 for other significant differences).

On this evidence it was concluded that the recent graduates were the most integrated into the community. There appeared to be strong support for the claim that the programme provided by the school assisted the students in living more independently in the community.

Demographic Information

Though much of the information in this section merely confirmed preconceived ideas about this population, it provided a setting for the subjects and the study.

Birth Order. The link between the age of the mother at the birth of the child, and the incidence of Downe's Syndrome is an old and well established theory. The high proportion of youngest children in the sample merely confirmed this. However, there is a second factor at play which merits further investigation: that is the effect on child rearing practices of the older parent. A more elaborate study might provide a factorial analysis of the components of parental overprotectiveness in

terms of the age of the parents, the degree of the child's handicap, and the displacement of parental rejection,

Socio-Economic Status and Educational Level of Parents. Both the data gathered and the personal reports of the interview team reflected a broad cross section of society. Though several tragic family settings were reported, the despair rampant in Lambert's 1974 study (cp.15) was not found. In fact, it seemed as if most of the homes visited were unusually well maintained, even though a large proportion were Inner City homes.

The inference which could have been drawn was that society expected less of moderately retarded than of mildly retarded people, and therefore, made better provisions for the former.

Medical Status. The concentration of medical problems in this group compounded their original handicap. Though this high incidence may have been long accepted, like the link between age of the mother and incidence of Downe's Syndrome, what may have been a factor was a variation of a self-fulfilling prophecy. The underlying issue may be the need to demand the most sophisticated and aggressive medical and dental remediation possible for these people rather than to accept the additional handicaps as inevitable.

Physical Stature. It was distressing to confirm the pervasiveness of overweight in this group, especially among the females. That the average female was approximately twenty pounds overweight compounded the sample's problems in several ways. The current emphasis in society on a beautiful body would exacerbate the rejection of this already rejected group. The extra weight put an added strain on previously stressed

physiques (see Table 30, Medical Information). The resultant lower fitness levels further limited their activities and made it that much harder to lose weight - a vicious circle. The short stout stature of both males and females would be not asset in a culture where "tall and slim are beautiful". Again, their short stature would lend credence to the still prevalent stereo-type of "the eternal child".

This finding has several implications. The serious obseity (20 to 30 pounds) of the females in particular, would require a long term investigation of the reasons for the predisposition to overweight, and the development of programmes to prevent this. Nutrition education programmes are necessary for parents and guardians as well as subjects. Care providers must be made to understand how crucial preventive programmes are. The school must incorporate nutrition programmes into its curriculum in a much more vital fashion.

Posture and Gait. Posture and gait problems may not have exceeded those of the normal population. That may be irrelevant. Marc Gold, in his numerous workshops, has spoken of the necessity to overcompensate, to present the subject in so positive a manner that the deviancy disappears. Excellent posture and a graceful walk are so image enhancing that other stigmata are minimized. With appropriate programming from an early age, as suggested by Wolfensberger (cp.24), this is largely achievable. Sherrill (1980) warned that it would demand constant vigilance at all levels. The implication was that the school and the home must co-operate from an early age to ensure that appropriate image enhancing posture and gait were achieved.

Educational Background. Though it would have been useful to have had more in depth information about the educational background of all subjects, a trend to longer educational programmes for younger subjects was evident. Because educational programmes for these students to be effective must be intensive, they are also expensive. This, in turn, would demand that the school demonstrate the effectiveness of its use of the taxpayers' money. Group 4 (the younger graduates) consistently had higher mean scores on the community integration factors studied in this paper. This group had the largest percentage of independently employed subjects and the highest mean salary. This would provide some evidence for the assumption that the current TMH programme in Winnipeg School Division No.1, was assisting the community integration of students, and therefore would give some justification for the longer school programme.

Accommodation. The accommodations of the study group and Prince Charles students 1979-80 were compared in Table 26. The latter was naturally a younger group, mean age 17.67, yet already 19 percent were living in group residences, and 31.87 percent were living with no family member. This table would suggest that accommodation patterns do continue to move towards increased use of group residences. It also reflects the increasing numbers of single parents.

Included in this paper is Table 27 (Lambert, 1974). Lambert recognized that the size of the family was important to the life style of the subject. If the family were to consist of only one or two people besides the subject, then not only has the subject few people with whom to interact, but also the family life style is inhibited by a lack of people with

whom to share the responsibility for the training and social life of the subject. The mean household size for Lambert's group was 4.58. In this study the mean household size was 4.06 suggesting that this lack of people with whom to interact and share responsibility would be at least as great a concern for this population. This was borne out by such findings as that the group spending most of its leisure time in isolation lived at home.

Lambert's population was technically higher functioning than the sample in this study, yet only 4.8 percent of his sample lived alone, while 3.2 percent of the study sample did.

Statistics Canada could not provide the percent of 28 year old Canadians (mean age of total sample) living at home with parents. However, 56.9 percent are not still living with parents or siblings nor are 26 percent living in group residences. A significant proportion of the normal population is married, purchasing or saving for a new home, and has children. None of the subjects was married, none had children.

Table 26

Accommodation

Study Group and Prince Charles Students

| | Study Group N=123 | | | | Prince Charles Students N=160 | | | |
|---------------------------|----------------------|--------------|------|-----------|----------------------------------|---------------|------|-----------|
| Subject is living with | freq. | cum. freq | % | cum. % | freq. | cum. freq. | % | cum. % |
| Both parents | 54 | 54 | 43.9 | 43.9 | 74 | 74 | 46.2 | 46.2 |
| Mother | 11 | 65 | 8.9 | 52.8 | 30 | 104 | 18.8 | 65.0 |
| Father | 3 | 68 | 2.4 | 55.3 | 2 | 106 | 1.2 | 66.2 |
| Siblings, relatives | 2 | 70 | 1.6 | 56.9 | 3 | 109 | 1.9 | 68.1 |
| Group residence | 32 | 102 | 26.0 | 82.9 | 31 | 140 | 19.4 | 87.5 |
| Foster home | 2 | 104 | 1.6 | 84.6 | 9 | 149 | 5.6 | 93.1 |
| Board and room | 6 | 110 | 4.9 | 89.4 | 4 | 153 | 2.5 | 95.6 |
| Alone | 4 | 114 | 3.3 | 92.7 | 1 | 154 | 0.6 | 96.2 |
| Supervised apartment | 9 | 123 | 7.3 | 100.0 | 5 | 159 | 3.2 | 99.4 |
| Hospital | 0 | 0 | 0.0 | 0.0 | 1 | 160 | 0.6 | 100.0 |

Table 27
Composition of Family Constellation Categories^a

| | | N | % | Mean Household size |
|-----|------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------------------|
| I | Lives with both parents and with one other relative | 182 | 48.8 | 4.58 |
| II | Lives with one parent only, or together with other relatives. | 86 | 23.1 | 3.39 |
| III | Lives with one or more siblings, other relatives, or friends; or in boarding home or group home. Does not live with any parent. | 69 | 18.5 | |
| IV | Lives alone. | 18 | 4.8 | |
| V | Lives in nursing home | <u>18</u> | <u>4.8</u> | |
| | Total | 373 | 100.0 | |

^aFrom: Retarded Adults Their Adjustment and Community Milieu; Camille Lambert, Jr. - Living conditions of retarded adults. An Ontario survey commissioned in 1974.

Note: Elsewhere Lambert states that 85% of the sample were living with parents or a relative, therefore no more than 5.4% lived in group homes or boarding houses.

However, amongst the 154 former students of Prince Charles, one is married, two are pregnant and at least three others have had children. One graduate out (of 95) of Argyle School is married, no children. This contrasts with Hanrahan and Lusthaus (1980) who found that in their cohort of 37 mildly retarded, mean IQ 64.4, mean age 27.2, 33 percent of the group were involved in some sort of heterosexual living arrangements. An important dimension of normal living appears to be missing for the vast majority of the subjects of this study.

What emerged was the picture of a particularly non-normative home setting for the subjects of this study. Neither the group residence nor the parental home could be considered typical settings for the average Canadian. This must be weighed carefully in planning residential settings for retarded people in the future. Smaller supervised apartment settings appear to be much more normative and hence to be worth a struggle.

Interrelationships Between Groups. The distribution of the original groupings amongst the various levels of accommodation settings was revealing (Table 5, p.52). Consistently throughout this study, Group 3 (the older graduates) has been shown to have fewer independence skills. Two-thirds of this group were still living at home. Only two were in group residences, only one lived alone and two in supervised apartments. This would lead one to conclude that living at home was not conducive to the development of independence skills.

Involvement with Neighbours, Agencies and Associations. Because there could be found no norms for rating the involvement of society in general with neighbours, agencies, and associations, it was impossible to decide

whether the generally low involvement of the subjects and their families was typical of today's disengaged society or endemic to this group.

The discrepancy between the subjects and their parents' perception of involvement with neighbours required some comment. 59.3 percent of the subjects felt that the neighbours would help them, and 49.59 percent felt that they could help a neighbour. The families perceived themselves both as receiving (39.8) and giving (38.2) less help. Numerous reasons could have been given for this discrepancy, but the available information permitted only the raising of such questions as:

Is the discrepancy due to the lack of inhibitions of mentally handicapped people?

Are mentally handicapped people better accepted than the parents perceive them to be?

Are mentally handicapped people less aware of the realities of their relationships with the neighbours?

Is this a reflection of the parents' low expectations?

Twenty-seven parents expressed dissatisfaction with their son's or daughter's programme. Of these, four had done nothing to change the situation and fourteen had tried and failed. The relatively small number expressing dissatisfaction also raised many unanswered questions:

Are parents really satisfied with the status quo?

Do they not know that things could be different, that many more mentally handicapped people could be employed in competitive industry?

Do they not want their son or daughter challenged?

Are they afraid to complain?

Have they been defeated so many times that they've given up?

These questions were surely connected to, or related to the low response, in the survey, to the Canadian Association for the Mentally Retarded. This organization has seen itself as chief advocate for the rights and needs of mentally retarded people. If the public so perceived the association, then why were only 25.2 percent of the parents and caretakers (for example, housemanager) of mentally retarded people members? Why did only 18.7 percent go to meetings? Why were only 12.0 percent volunteers for the association? These figures were in stark contrast to those obtained by Lambert and Kent (1976), who found, in a study of post school placement of graduates of TMH schools, that 67 percent of the parents of workshop users, and 35 percent of parents of non-users were members of the CAMR. This dichotomy between the Association's perception of its role, and the parents lack of faith in its ability to fill that role (as evidenced by failure to support the Association) would present a major challenge to the Association.

Independent Living Skills

Two dimensions of differences need comment. First there were marked differences in the mastery of certain skills. In those grooming skills requiring judgment or discretion the subjects did poorly. These included selecting or matching clothing, styling hair, cleaning shoes. Performance on all laundry skills was very poor. The laundry skill most likely to be mastered was the non-risky (to subject or appliance) skill of folding flat laundry. In housekeeping the subjects mastered those skills which must be done daily more readily than those done weekly and those which were least messy as opposed to those which

involved potential spills (eg. washing the floor). In cooking skills those requiring the use of the oven were least likely to be mastered. Any food preparation requiring the use of a recipe, no matter how simple, was mastered by many fewer subjects. These deficits have two implications for the school programme. The first is that the school must address its curriculum to these deficits. The second is that the school must work closely with parents to generalize these skills to the home setting and to demonstrate the competence of the students to the parents.

The second dimension of differences was amongst groups. The early graduates did less well than both the older non-graduates and the recent graduates. Though these skills were a specific part of the curriculum for the early graduates, for some reason these skills did not become integrated into their life style. This group did not attend night school, and their parents were disenchanted with the association. There appears to be no readily accessible avenue of remediation.

Vocational Skills

Once again there were significant differences between the older graduates and the younger graduates. The younger graduates were more likely to be employed in the community, and had a significantly higher wage. At the same time, these were the two most comparable groups of subjects - they had met the same admission standards for their programme. The differences, then would support the school's contention that a community and vocationally oriented programme would lead to a more integrated post-school life style.

On this basis, it would seem valid to recommend that not only

should the school continue its present direction in programming but also that other programmes, modelled on the school programme be developed for TMH adults.

The cost benefits of such a programme are readily demonstrable. Even if a subject lives at home, and is employed at ARC Industries, the monthly cost to the government is approximately:

| | |
|---------------------------------------------------------------------------------------|----------|
| Subsidy to ARC | \$100.00 |
| Social Allowance, including board and room, clothing, special needs, not less than | 200.00 |
| Case load cost of Community Service Worker | 30.00 |
| Transportation allowance | 14.00 |
| | <hr/> |
| | \$344.00 |
| | <hr/> |

This is a minimum cost which increases considerably when residence per diems (as much as \$20.00 per day) and/or van transportation costs (more than \$5.00 per day) enter the picture. Those who benefit from an employment programme become taxpayers, not tax consumers. The minimal cost of the appropriate follow-up worker cannot seriously detract from the enormous long run cost benefits which would accrue from suitable school, community and post-school programmes.

Table 14, Job Source by Original Group (p.77) also demonstrated the effectiveness of the school in job placement for the most successful group. This has two important implications for other agencies. The first is that these subjects can, with an appropriate supporting programme become established in competitive employment. The second is that it is the responsibility of these agencies to ensure that these programmes are available to all TMH adults. In particular, Canada Manpower needs to reassess its role.

Community Awareness Skills

The recent graduates and those living in semi-independence had the most community awareness skills. There was no significant difference between the older non-graduates and the recent graduates. This latter statement would suggest that the recent graduates have community awareness skills at least as good as a group which has had eighteen more years experience. (Lambert would disallow this comparison on the basis that time has eliminated the less able of the older group.) Again, the earlier graduates performed less well. This supported the validity of the school's move into community oriented programming but provided no answers for remediation of the skills of the earlier graduates.

Those living in semi-independent settings were expected to move about the city and manage for themselves and have done so. Their higher score was as expected.

Community awareness skills as defined in this paper included certain skills which could be taught in an academic setting.

Performance by all groups was less than ideal. The implications for the school are clear. The school must firmly entrench in its curriculum, teaching the students:

1. to identify themselves by name, address, telephone number, and to give the name, address and telephone number of whom to contact in an emergency.
2. to use the telephone for as many uses as possible, and to use it with discretion.
3. to tell the time and to understand the rhythm of the day, ie. the significance of the time re expectations for other people's activities (eg. not phoning a friend late at night or during the dinner hour).
4. to identify coins, count money and make change, to defend it and to understand the power of money to provide options and choice's in one's life, to manage money, to appreciate how much it will buy, to relate money to work, and to handle a bank account.
5. to be aware of the community resources required to meet their needs and provide recreational options.

The school must also learn to teach these skills with power, that is, so that they generalize to real life situations.

To guarantee that these skills are generalized, the school will have to continue and improve its Community Experience Programme (see Appendix), and then reinforce this by engaging the parents' support and understanding. The school will know it has succeeded in this programme when the number of community resources the students can locate equals the number of community resources they use independently.

One encouraging item was the high percentage of the subjects able to use Metro Transit. This may be attributed to three factors. First, several years ago the Association stopped providing transportation to

ARC Industries. Though the government provided an alternative, this move gave much impetus to efforts to bus train workshop users. Secondly, bus training is an integral part of the school programme. Ninety percent of its graduates use public transportation. Lastly, the Work Experience and Community Experience Programme provide intensive exposure to and use of numerous transit routes. The result is that, unlike Lambert's (1974) sample far fewer handicapped people are trapped at home for lack of transportation.

Response to the Consumer Movement was very low. The Consumer Movement, comparable to People First elsewhere, is a self help group. As noted, many parents saw this movement as just a means to stir up discontent and make trouble. The limited response was surely an indication of the subjects' low expectations of themselves as problem solvers and agents of their own destiny. The negative attitude of the parents was just as surely an indication of not only their low expectations of their sons and daughters but also of their acceptance of the adequacy of the current low standard of service provided to their sons and daughters.

Recreation and Leisure Skills

There were a number of issues related to recreation and leisure skills. The only significant difference in the original groups was between the older and the more recent graduates. The older graduates appeared to be the most reclusive of the total sample. This was difficult to explain. Most of the people in that group were subject to the same influences (at work, ie. ARC Industries) as the rest of the sample. The

same recreation programmes were available to them as were the same night school programmes. This would contribute to there being no significant differences amongst Groups 1, 2 and 3. On the other hand, there were no significant differences amongst Groups 1, 2 and 4. The chief difference, then, between Group 3 and Group 4 was in the content of their school programmes. Once again this supported the school's belief in its programme but provided no reason for the reclusive life style of the early graduates.

A programme must be developed to help mentally handicapped people establish independent friendships. The study documented the lonely life style of many of the subjects. With imagination and effort this could be changed. The school, as part of its regular curriculum, must teach the students the simple mechanics necessary to develop and maintain friendships. These mechanics include such straight-forward skills as using the telephone, hosting, making dates to do something together, learning the protocol of friendship (keeping in even balance demands on the other person, sharing the friendship, etc.). The school could, with the cooperation of the home, do much to alleviate this problem and to establish mutually supportive lifetime patterns of friendship and social interaction before the students graduated.

The school could also work to establish patterns of involvement in a regular programme of leisure skills, both those inside the home and those in the community.

Money Skills

In this case, the recent graduates were significantly more knowledgeable about money than the rest of the sample, as were those living in semi-independence. The relative success of the former may be attributable to the school programme while the latter's must be that use of money is an integral part of their life style.

There were many areas of information about money which the school could readily incorporate into its "academic" curriculum. More effort must be put into teaching the power and value of money. Unfortunately, once more supporting Elkin (1970), the ability of mentally handicapped people to master the concept of money will be inhibited by their limited access to money. However, the school could provide a course in money management through its night school programme and thus reach out to the broader group.

Another approach, obvious when studying these results, would be to develop greater parental awareness and involvement for students, graduates and non-graduates in order to provide opportunities for practice in real life situations. Many parents, once made to understand the importance of involving the subjects in the use of money, would cooperate by having the subject:

1. routinely pay for the newspaper
2. routinely select and price and pay for several items of groceries
3. routinely discuss the protocol of the actual purchase of clothes, and then use the purchase to teach such money concepts as "enough and not enough".

4. routinely have the subject plan their coffee money and entertainment budget
5. routinely let the subject take the consequences of irresponsible handling of money (no more coffee money this week!).

These suggestions seem so simplistic that they should have long since been incorporated into school and parent programmes. That they have not been, was attested to by the limited money awareness skills of the subjects.

Salaries:

The issue surrounding salaries had less to do with the difference amongst groups than with the actual amount earned. Those not working in competitive employment had their salaries supplemented by a Social Allowance of approximately \$180.00 per month. However, as a subject's salary exceeded \$100.00 per month, the social allowance diminished accordingly. Unless the subjects were placed in competitive employment they were condemned to live well below the poverty line. Even in competitive employment few subjects earned much above the minimum wage.

Autonomy

Autonomy in this paper was defined, in essence, as the degree of choice in the subjects' lives. The study shows (Table 23, p.99) that the subjects seldom:

stay alone or order their own food in a restaurant or pay for it or make much use of the phone or entertain or choose their own vacations or have much spending money or savings or control of their own savings or control of their own bank account or pick their own clothes:

Why? In the past the answer would have been that the subjects were incapable. This answer is not longer accpetable. Such authors as Wolfensberger (1972), Gunzberg (1968), Rosen Clark and Kivitz (1977), Sandys (1978) have stressed the necessity to involve the subject in his destiny. When the numerous small items which contribute to the autonomy of the subjects are examined individually, it becomes possible to do so.

The minutae which contribute to autonomy pervade life, yet cost little. An increase in any subject's autonomy may be achieved instantaneously merely by changing the attitude of the "significant others" in the person's life. Ensuring that change in attitude is the real challenge to parents, school, social agencies and society in general.

General Issues

Several themes recur in this discussion. Of prime importance is the need for increased relevance to real life in school programmes. The study has demonstrated that community and work oriented programmes do make a difference. It has also shown that much more can and should be done to develop ever more powerful and effective techniques and programmes.

Over and over again the need to involve parents and housemanagers in common programmes has been evident. The school must make persistent efforts to reach out to and enlist cooperation from the home. Agencies must find ways to promulgate the importance of comprehensive planning and programming for and with mentally handicapped people.

Programming for adults to remediate the deficits in their education and training must be established. It has been demonstrated that relevant

programming provided for adults can assist their community integration.

This study has identified elements of the school programme which could be expanded and improved. Some of these elements were money skills, laundry skills, social skills, in particular the "mechanics of friendship", and recreational and leisure skills. Though most of these items were represented in the 1980 revision of the Manitoba TMH Curriculum, the concept of the autonomy of the individual was not clearly delineated. This concept, more than any other, gives focus and meaning to the curriculum and identifies priorities.

Last but not least, is the issue of expectations. No reason was found for the more reclusive life style of the older graduates. What has often been suggested by other professional educators is that the school has higher expectations for the recent graduates. The school programmes and philosophy (Appendix) indicate that the school expects the students to learn to live as independently as possible in the community. A much more intricate study would be required to differentiate between the effect of the content of the programme (community and work experience) and the philosophy or expectations of the school.

What could be concluded is that those students exposed to a community and work oriented programme with high expectations developed more community integration skills than those who were not so exposed.

Chapter 6.

Observations and Recommendations

A Summary

The following observations merit further investigation:

1. The mean age of parents of mentally handicapped people appears to be older than the mean age of parents in the normal population. Parents of mentally handicapped people appear to be more protective than parents of non-handicapped people. Is the protectiveness a function of the age of the parent or the handicap of the child? The answer to this question would provide help for teachers and social workers attempting to deal with the consequences of over protectiveness for the handicapped child.
2. Moderately retarded people appear to have more provisions made for them by society than do mildly retarded people. Is this a function of society's lower expectations of moderately retarded people? If so, what are the effects on the development of the individual? Would the provision of similar programmes for mildly retarded help or hinder their integration into society?
3. Moderately retarded people do not live in age appropriate normative settings. Living at home does not appear to be conducive to the development of independent living skills. Why?
4. A carefully planned developmental work education programme can lead to permanent competitive employment. What are the long term cost and social benefits of such programmes?
5. Government agencies have not adopted this approach. Is this a function of their low expectations of moderately retarded people?

Some recommendations resulting from this study are:

1. that each mentally handicapped person be provided with the most sophisticated medical and dental rehabilitation programmes possible; that the medical college inculcate in its students the necessity to press for the very best restorative and cosmetic surgery for handicapped individuals.
2. that weight control programmes for mentally handicapped people begin at a very early age, and that these programmes enlist the cooperation of home, school and subject.
3. that posture gait and fitness programmes be developed for the subjects early in their lives, and that parents be made aware of the necessity for vigilance and the implications for handicapped people of peculiar gaits and postures.
4. that agencies and boards involved in developing residential settings for mentally handicapped people place more emphasis on smaller group homes and apartment settings as being more normative and conducive to personal growth.
5. that the Winnipeg Branch of the Canadian Association for the Mentally Retarded expands its current efforts to involve its former members; and that it develops a public relations campaign to demonstrate to the public that it is still achieving gains for mentally handicapped people. (To restore the public's faith it may need to "blow its own horn" a little).
6. that the school continues and expands its current emphasis in programming - ie. community and work orientation.
7. that the school develop more powerful techniques for teaching and generalizing all independent living skills in the home and the community.
8. that the concept of autonomy of the individual be integrated into the 1980 Manitoba TMH curriculum as a guiding principle in the establishment of priorities, content, and teaching procedures.
9. that a much more specific, detailed and developmental curriculum be developed for teaching the concept of money in all its ramifications (eg. power, defense, value).

10. that the curriculum for secondary TMH students be reorganized to reflect the elements of community integration identified in this study and the many others from which these concepts were developed.
11. that the generic agency responsible for continuing adult education be assigned specific responsibility for developing and implimenting a parallel programme for TMH adults.
12. that Canada Manpower addresses the problem of providing a service useful to mentally handicapped citizens.
13. that the school assesses the content and techniques of its in-school programmes and addresses the skill deficits outlined in this paper.
14. that the school and other agencies teach in-home and community recreational skills and encourage life-time patterns of involvement in activities.
15. that the school and other agencies develop a programme to teach the "mechanics of friendship" and facilitate the development of life-time patterns of independent social involvement.
16. that the school develops a much more sophisticated and developmental programme in money skills, and that a suitably adapted programme be made available at night school for mentally handicapped adults.
17. that the school develops a programme to involve parents in the school, its goal and its philosophy.
18. that the school provides programmes to help the parents understand how crucial numerous skills are, and to assist the parents to teach all aspects of independent living at home.
19. that the school provides in-services on the recommendations of this study and tests out its own levels of awareness.
20. that the school provides every opportunity possible for the students to learn decision-making and problem solving skills.

21. that the school continues to have high expectations of its students, but that it also help the students and their parents to have higher expectations.
22. that follow up studies be done on a regular basis to monitor the progress of the school and its graduates.

These are only some of the recommendations that may be drawn from this paper. They are sufficient to provide direction to the school at least for the near future.

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APPENDICES

1979/80

- POPULATION: - approximately 170
T.M.H. adolescents essentially 13-21 years
- AREA: - Winnipeg School Division No.1.
Assiniboine South
Seven Oaks
Others (special cases) - through referrals to
Child Guidance Clinic
- STAFF: - 1 Principal
1 Vice Principal
20 7/12 Teachers
16½ classroom teachers
1 Work Co-ordinator
1½ Community Integrated Programme teachers
1 shops teacher
7/12 music teacher
15 Aides (2 of whom work 4 hour days)
1 4/10 Secretaries
2 1/4 Custodial Staff
- SUPPORT SERVICES: 1/2 Occupational Therapist
1/6 Physical Therapist
1/4 Library Clerk
Social Worker -1/2
Speech Therapist - 1/2
Psychologist - on call

GENERAL GOALS FOR PRINCE CHARLES:

The needs of the students dictate the philosophy of the school: which is that whatever the student needs to learn to enhance his functioning as an independent adult and contributing citizen is appropriate subject matter for the school curriculum. Since the school's official opening in January 1973, this philosophy has kept the school programme in a state of constant flux - the continuing growth of the students through ever increasing contact with the mainstream of society demands a parallel growth in school program.

GENERAL GOALS:

The general goals of the school are consistent with the goals expressed by the National Education Association which are:

1. worthy home membership
2. worthy citizenship
3. economic efficiency
4. self realization

To achieve these goals the school programme will emphasize those skills which enhance the ability of the students to function independently in the community. Therefore the programme must include:

1. Development of suitable communication skills, including decision making abilities.
2. Emphasis on age appropriate behaviour in all settings.
3. Skills necessary for the students to attend to and take responsibility for:
 - (a) their own grooming
 - (b) preparing and eating simple but well balanced meals
 - (c) health needs such as:
 - i. physical fitness
 - ii. first aid
 - (d) care and protection of personal belongings,
 - (e) the care and maintenance of personal space, e.g. house-keeping skills
 - (f) personal safety needs
4. Knowledge of community resources in order that the student may rise as independently as possible
 - (a) transportation systems
 - (b) stores, barber shops, hospitals, etc., to meet his survival needs
 - (c) banks, credit unions
 - (d) recreation facilities
 - (e) vocational opportunities and service systems
5. An understanding of money regarding its recognition, use, value, defence and power.
6. Academic skills to the maximum level practicable to include reading, writing, calculating, telling time and self identification skills.
7. Vocational skills adopted to the potential of each student, so that he or she may be employed at an appropriate level. This will vary along a continuum from the sheltered workshop or activity centre to competitive employment within the community.
8. Leisure skills so that each student may find independent enjoyment in at least one leisure activity.
9. Preparation for the rights and responsibilities coincidental with increased independence
 - e.g. paying taxes,
 - saving and investing money using government services,
 - awareness of and obedience to laws and perhaps even responsible exercising of the right to vote
10. Development of problem solving skills and ultimately decision making skills. This includes developing a repertoire of social responses and learning to choose the right one, as well as learning to make choices based on personal preference.

DESCRIPTION OF THE SCHOOL

Prince Charles, like the majority of high schools in Winnipeg School Division No.1, operates on a six day cycle. The day begins at 9:00 AM with 40 minutes in the home room usually devoted to grooming, self-identification and communication skills. The rotating time-table begins at 9:40 and ends at 3:20. This consists of seven thirty-five minute periods. The last ten minutes is an activity period. Usually three periods per cycle are devoted to each subject. These periods may be spread throughout the cycle for subjects such as time and money, academics, physical-education, life skills and music or combined into a four period block for woodshops, grooming, cooking, art, and work assessment. Each student follows one of ten different schedules which vary over the six day cycle.

REGULAR PROGRAMME

The regular school programme is roughly divided into junior and senior classes. Junior classes are, in general, made up of students under 16. Their programme, except for field trips is school based.

Academics

In the junior high section of the school the academic programme covers areas of language arts, writing, mathematics, time and money. Numerous exercises on Listening Skills, Following Directions, Concepts and Survival Reading are given as pre-requisites to the students entering the community and work settings for the latter part of their education. Good work habits, e.g. completing a given task, striving for good quality etc. are encouraged to prepare the students for work experience when they enter the senior high section. (It is this awareness of ultimate goals on the part of the teachers involved which makes the programme so valuable)

Other areas that are emphasized in the junior high section are Music, Phys. Ed., Art, Shops, and Grooming. All classes participate in Work Assessment and maintenance skills, in-school programmes aimed at developing introductory vocational skills.

For most of the students 16 years or older, at least half of their time is spent in work experience in the community. Their in-school programme continues in a more individualized manner.

Because the aim of the curriculum is to develop competent independent individuals, many areas of the programme are directed at developing very fundamental basic skills. Unique aspects of these programmes become evident in the following course descriptions:

Art

The Art programme is the medium through which a variety of other skills are taught, e.g., task preparation, follow through and clean up. The junior high programme emphasizes concepts of colour, shape, textures, line, space, size, sequence, esthetics, while the senior high programmes add some life-time leisure skills which are often reinforced by home room teachers. Visual perception, awareness and discrimination are constantly stressed. Courtesy, grooming and speech are part of the daily programme as staff members work with individual students.

Cooking

The cooking programme begins with how to butter a slice of bread. Basic survival cooking is taught in carefully sequenced lessons which incorporate good meal planning, food purchase and storage (fridge, cupboard or freezer?) kitchen cleaning, etc.

Housekeeping

Since the general goal of the school programme at Prince Charles is to develop independent living skills, the housekeeping programme was developed to meet these needs. The programme includes instruction in such housekeeping tasks as: sweeping, mopping, washing tables, counters, mirrors, and floors, cleaning sinks, bath tubs and toilets, making beds, dusting and polishing furniture, vacuuming, ironing, and general care of clothing and washing procedures. Besides learning the actual tasks, the students are taught discrimination regarding when an item or area is clean and how often cleaning needs to be done. Care of equipment and storage are also taught. The programme is supplemented with films and community experiences such as shopping for supplies.

Work Habits/Work Skills

This course developed out of staff experience with students in job settings. Students learn specific skills such as table washing, lunch-room set up, floor mopping (wet and dry) window washing, garbage disposal, etc. The work activities provide a necessary medium for teaching general work skills such as, job preparation, working under minimal supervision, co-operation with fellow workers, pacing, promptness, etc.

Grooming

Personal hygiene and self-care skills are the stress of this programme. The prime objective of the programme is to allow students to practise proper self-care habits in order to do these independently.

Music

The Prince Charles music programme is organized in four routes: chorus, ukulele band, dance and the modular route. In programmes VII, VIII, IX and X, students may select a route which appeals to their own interests. For example, students have traced the history of rock music, and studied the elements of music through that media. Students can choose to trace the history of folk song with emphasis on the use of folk instruments as another alternative. In programmes I - VI the focus is on speech patterns through the use of percussive instruments. The students are encouraged to feel rhythm and to respond, before verbal, choral work begins. In programmes I - VI basic ukulele skills are taught. Lead up skills for dance sequences are introduced also. The general music programme is performance-oriented and should meet the needs of today's youth. Energy is directed into active, rather than passive types of learning, while group performance will meet the need for group identity. The programme will strive to relate musical experiences to the total development of each student. As a life skill, music will enrich the lives of the students and will help them respond to the skills of music discipline.

Family Life Education

As the students at Prince Charles become more involved with their community they demand more preparation for all aspects of adulthood. The Family Life Education class is one response to their needs. If they are going to be capable of making responsible decisions as adults then they need to prepare now to deal with areas like sexuality, human relationships, and alternative adult life-styles. The primary resource materials for the class come from the Essential Adult Sex Education (EASE) Sequential Curriculum Guide by David B. Zelman and Kathie M. Tyser.

Money Skills

This course begins with coin identification and progresses through counting money, making change, pairing money and work, purchasing and budgeting, banking, power of money to affect life style, and defense of your own money. Some of the teaching is done in regular classes with all students, while the more advanced aspects are done through evening school programmes and planned activities.

Physical Education Programme

Like any school, the prime objectives of our programme are physical fitness and sports skills developed through a variety of experience. Major portions of the programme stress the development of fine and gross motor efficiency and basic locomotor skills. Lifetime sports and outdoor education skills are developed as well as the confidence and enthusiasm needed to participate in any activity.

WOODSHOPS

Though the woodshops programme is superficially the same as in any other junior high it is, in fact, far more demanding. This programme is an important step in progress to independent employment. Here, students learn to work around machines with safety, to cope with pressure to perform at a high level, to be a part of a working team as well as individual workshop skills.

All students are exposed to the handling of all hand tools, while those who prove to be more capable, are given intensive training in handling the power tools in the workshop. The work performed consists of basic carpentry techniques employed in and around building and box construction and of joinery techniques as used in furniture construction, and other finishing work.

Activity Programme

The programme is designed to accommodate severely retarded individuals between the ages of 14 and 20. Classroom activities focus on self skills such as personal grooming, simple food preparation and the development of appropriate social behaviours through utilization of behavioural principals. In combination with a regular fitness programme emphasizing gross motor activities, a variety of occupational tasks are used to develop fine motor skills.

Work Education

To teach the students to live in the community it is necessary to use the community as the classroom. This is achieved in the senior high school section through a variety of work education programmes. These programmes are a successful team effort because the classroom teacher is involved in every phase; i.e. student placement, preparation, communication with parent, on-the-job evaluation, and follow-up.

These programmes include:

Work Assessment Room

An in-school work education programme developed for all the students in the school. Students spend one-half day per cycle in the work assessment room. The activities in the room are centred around small contract work that typically involves packaging from one to seven component parts. The emphasis within this programme does not lie in the acquisition of specific work skills. There is a concern with the amount of training time a student requires before being able to perform a task satisfactorily, and also with the ability of students to retain knowledge of a task over time.

The development of good work-related skills and habits is the goal of the programme. It is hoped that the programme can prepare students for a realistic work environment and facilitate successful work experiences when the students move into the community. Students are taught:

- punctuality to report to a specific work station ready for work by a specific time
- to stay on task for longer periods of time without becoming tired or distracted
- to learn how to interact with fellow workers while working without stopping work or "fooling around".
- to strive for high levels of productivity as well as high levels of quality
- to maintain their work area, look after their materials and clean up at the end of their shift
- students learn the importance of personal hygiene when working with consumable materials
- appropriate use of the washroom and break time is taught
- students learn how to respond to a realistic type and degree of praise and criticism
- students learn to pair work and money - money is the consequence of work

These goals are achieved through the use of teaching strategies and environmental engineering based on behavioural principles and procedures.

Community Based Work Experience

Prerequisite for this programme is the ability to use the facilities of Metro Transit from home to school. Students are placed in increasingly challenging individual work stations in the community for increasing lengths of time. It is our hope that the most able will become employed, and others will, at the very least, have had a variety of enriching experiences and become much more sophisticated in travel, and vocational skills. The programme is possible because of the flexibility and cooperative attitude of the staff, which enables the work co-ordinator and teachers of senior classes to make frequent visits to the work site for evaluating pupil progress, upgrading student work skills, developing rapport with employers and their employees, generating appropriate social skills on the job trouble shooting. (We guarantee a staff member will be on the job site within thirty minutes.)

Considerable planning and organization is required for the operation of this programme. Work education planning meetings are held twice a week. Major topics included are long-range plans for students on an individual basis, forthcoming placements a minimum of two weeks in advance, and feed-back of the students' evaluation at the job site. The planning process involves coordinating the preparation of bus routes and travel cards, bus training, issuing information forms for parents, and preparing evaluation forms for employers as well as preparing suitable placements for students. This preparation is done for each two-week work experience session.

In order to encourage students in Work Experience a social event is held periodically for those students who have been successful in the previous work experience sessions. This reinforcement programme may be an in-school function such as a dinner or out of school event such as a movie or sports activity. It is hoped that the students will relate success at their work placement with the social event and therefore be more committed to doing well at work. For students who

are involved in the work education programme much of the time, these events also become the major social link between them and their fellow students. All staff are encouraged to participate and share the work reinforcement programme with the students.

Community Integrated Programme

As the student matures through exposure to various work stations, he is often offered employment at minimum wage or more. At this point the school has the opportunity to reinforce relevant life skills in an actual employment setting. The teacher does the following:

- 1) teaches the actual job skills required and acts as a model worker. Behaviour modification skills and time motion study techniques, where necessary, and task analysis are utilized here.
- 2) facilitates entry for the student in the job setting, provides close liaison with the employer and other employees, and gets the student established in the employer's routine.
- 3) provides liaison amongst student, home, school, employer, other social agencies.
- 4) "trouble-shoots" on the job - i.e., saves the job for the student whenever special short term help will do so.
- 5) assists the student in managing his/her money, establishing a bank account, getting parental support for financial independence.
- 6) teaches an evening class for the students in money skills
- 7) scouts around for potential job placements
- 8) makes sure the students are established in recreational programmes on the premise that if the general quality of the student's life is not good, the job placement will also break down.

(Worker's Compensation is paid by the employer in these cases).
Again the support of the whole staff is prerequisite for success.

The aim of this programme is to teach the student the skills necessary for survival in the community. This is one of the most difficult, challenging and exciting programmes in the school. It evolved in response to the growth in the students and through the school's awareness that adequate follow-up services were not available, but must be provided to ensure maintenance of employment. Students in programme also attend a class one evening each week for lessons in money skills. This is accomplished through the utilization of community resources.

The transition from Work Experience to Community Integrated Programme has been facilitated by various federally and provincially funded supplementary programmes. These programmes usually provide for a training allowance or partial payment of the student's salary during the training period. These programmes have included:

Local Initiatives Programme/Canada Works Programme

These federally funded programmes have allowed us to provide for more intensive vocational and social training for some of our students. Such programmes make use of business resources in the community in which our students are given more in-depth training than in our other work education programmes.

Canada Manpower Industrial Training Programme (CMITP)

CMITP is for employers and employer associations who need workers with occupational skills that are in short supply or who need to update the skills of their employees.

Training must be approved by the Canada Employment Centre and may vary in duration from 30 hours to 52 weeks. Reimbursement of wages up to \$163 per week and other out-of-pocket training costs are negotiable. Payments are made directly to the employer through the Canada Employment Centre.

Job Experience Training Programme (JET)

JET is a programme for established employers or employer associations who: require new young staff in addition to their usual staff complement; want to consider these workers for permanent positions; want to help young people gain work experience.

Employment must be for 26 weeks and hiring must be through a Canada Employment Centre. Reimbursement, through a Canada Employment Centre, is one half of wages up to \$1.50 per hour to a maximum of \$1,560. per worker (26 weeks).

The JET programme has been terminated recently but it is expected that a similar programme will be available in the very near future.

Employment Tax Credit Programme (ETCP)

The ETCP provides tax credits for employers who create new jobs for unemployed workers. Any employer whose business has been in operation for at least 12 months is eligible to participate. Jobs created must be full-time, last at least 3 months and be in addition to the normal work force. Hiring must be through a Canada Employment Centre.

Benefits to the employer are in the form of tax credits which may be applied against federal income tax payable at year-end or in regular tax instalments. Rate of benefit is \$1.75 per hour for up to 40 hours per week, for a maximum of 12 months (\$3,640) for each employee hired.

Manitoba Private Sector Youth Employment Programme

The Province of Manitoba has provided assistance to Manitoba's farms and business enterprises in creating new jobs for youth which are additional to those that would be created without the provincial subsidy. Employers with whom we have established a working relationship have taken advantage of this and as a result have employed our students for the duration of this programme.

Summer Work Study/Skill and Training Activities for Youth (STAY)

During the summer of 1976 through funding from the Youth Secretariat of the Department of Education, twelve students from Prince Charles School, assisted by three tutors were employed in community work settings. This Work Study programme was continued again in 1977. A change in the programme in 1977 was the participation of Rehabilitation Services of the Department of Health and Social Development of the Province of Manitoba.

The Skill and Training Activities for Youth programme was initiated through Prince Charles School during the 1977-78 academic year. This programme was also funded by the Youth Secretariat and provided funds for the employment of nine trainable mentally handicapped students for eighteen consecutive weeks as a means to obtaining permanent employment. This programme is an adaptation of a programme which the Manitoba Youth Secretariat has run to provide summer employment for high school students. The students were paid to work four days and attend school for one day per week. The thrusts of this programme are to teach:

- 1) vocational skills
- 2) money management and banking
- 3) the use of the community to meet survival needs, e.g. store, barbers, banks
- 4) the use of the community to meet recreational needs

Our students were also included in the STAY programme during the 1978/79 academic year.

PROPOSED STATEMENT OF PHILOSOPHY
OF PRINCE CHARLES SCHOOL

Submitted by

Programme Advisory Committee

Background

The Programme Advisory Committee was established in 1979 to give staff a formalized way by which they could influence the planning process at Prince Charles. The terms of reference for the committee are:

- a) to consider the future of the school
- b) to examine and revise programmes for junior and senior high and for work experience
- c) to make specific and purposeful recommendations to be presented to, and accepted by, the staff for action.

The following paper on the Philosophy of Prince Charles School is presented as a starting point for future planning. It was drafted by the committee because it was felt that the existing statement of goals was not specific enough.

General Goals For Prince Charles

The needs of the students dictate the philosophy of the school: which is that whatever the student needs to learn to enhance his functioning as an independent adult and contributing citizen is appropriate subject matter for the school curriculum. Since the school's official opening in January 1973, this philosophy has kept the school programme in a state of constant flux - the continuing growth of the students through ever increasing contact with the mainstream of society demands a parallel growth in school programme. (from a description of the school programme)

It was felt that a statement of the principles of the school must be clearly stated and understood before any programme planning was initiated. The purpose of this paper is to state clearly and consciously the principles that are the foundation of the programmes at Prince Charles School.

re-interpretation of normalization as "making available to the mentally handicapped, patterns and conditions of everyday life which are close as possible to the norms and patterns of the mainstream of society" (Nirji 1965). A further refinement of the normalization principle added the point that not only is it important to have a normalizing environment as a goal, but the means for achieving this goal must also be normative. Thus, we have the most recent definition of normalization: "utilization of means which are as culturally normal as possible, in order to establish, and/or maintain personal behaviours, characteristics and interpretations which are as culturally normative as possible" (Wolfensberger 1969). It is critical to note that normalization does not mean making retarded and handicapped people "normal". What it does mean is that normal environments (that is, what most people consider typical, usual or acceptable for themselves) will bring forth and encourage normal behavior.

The principle of normalization has many action implications for how and where the students at Prince Charles are educated. Foremost is the implication that students be "integrated" as much as possible into the mainstream of the community. This means that as much as possible the community (swimming pools, restaurants, work places, public transit, etc.) is used as the "classroom". The benefits of this principle to the student are that:

- 1) students have easy and frequent access to highly valued peer models
- 2) students have continuous exposure to normative expectations and demands

- 3) students have the opportunity to develop a sense of independence and the capacity to make judgements
- 4) students have the opportunity to become contributing members of the community rather than objects of charity.

This concept of integration might not be of such critical importance in North America if we did not have a long history of extensive and systematic segregation of mentally retarded persons. Prince Charles School is committed to reversing the historical patterns of congregation and segregation of mentally retarded persons. This commitment is reflected in the goals - integrations to the maximum of an individual's potential and the means - utilization of natural/typical settings for learning to occur whenever possible.

II. Developmental Growth Orientation

Prince Charles is committed to the principle that each mentally retarded student is a developing human being. The school believes that given the appropriate learning context (natural/typical settings), training, roles, and high expectations students will continue to learn, develop and grow. The school achieves this by placing on students growth-oriented expectations which are demanding and relentless, but also realistic, as well as supported by kindness and warmth. These demands are imposed through the goals of the school, the attitude of the staff, and the content of the programmes, all of which encourage and are consistent with normative patterns of growth and development. Prince Charles School sees its commitment to a "development growth orientation" as a response to the historical patterns of "overprotecting" mentally retarded people from normative

Philosophy Of Prince Charles School

Prince Charles School has some very conscious and definite beliefs about how mentally retarded children and young adults should be educated. This philosophy of set of principles is the foundation upon which the school planning and programmes are based.

It is the opinion of the school that values, beliefs, and expectations about the potential of mentally retarded students are the keys that either open the door to a wider more intergrated world, or lock the door and leave the students in a world of segregation and isolation.

A principle could be defined as a "functional truth", "basis of reasoning", a "general law" or as a "guide to action", all of which meanings apply to the principles for Prince Charles School outlined here. The key principles upon which the school is based are:

- I) normalization
- II) a developmental growth orientation
- III) individualization
- IV) interpretation of the students to the community in a manner that increases their potential for acceptance.

I) Normalization

Prince Charles School is committed to the principles of normalization. Normalization as a principle for human services originated in Scandinavia and was initially defined as "... letting the mentally retarded obtain an existence as close to normal as possible" (Bank-Mikkelsen, 1960). Further concern for the quality of life experienced by mentally retarded children and adults led to the

risk and of having "low" expectations. Overprotection occurs when a mentally retarded student is perceived to be less developed, more infantile, less adaptive, less trustworthy than he really is. Unrealistically low expectations imply a denial of the developmental potential of the individual. When there is overprotection and low expectations the school programming is almost always of low intensity, child-like, and not aimed at preparing the student for adult life.

III. Individualization

Prince Charles School is committed to the principle of individualization. Individualization is a principle that required that educators see the retarded student as an individual with specific learning needs and competencies. Individualization is manifested by the absence of regimentation, the teacher's intimate knowledge and understanding of students, the presence of individualized education plans and progress, and staffing patterns which permit this.

IV. Increased Competence

Prince Charles School is committed to the principle of increasing the competence of it's students in the developmental/educational domain and the domestic/home domain. The school realizes that competence will increase the ability of mentally retarded students to function more independently in the community. The students themselves are a powerful force in changing negative attitudes when they demonstrate that they are competent persons first and foremost. The school attempts to build and develop in the students competencies

that are valued and needed by the general community (competent employees, good citizens).

V. Positive Interpretation Of Students To Community

Prince Charles is committed to the principle of interpreting the students at the school to the community as developing adolescents and young adults. This means that the school places a high value on both age and culture appropriate behavior. In order for students to gain independence and for acceptance to develop in the community it is critical that students are not perceived as being "eternal children" or as "too different" to be part of the community. This requires that the attitudes of staff, expectations and content of programmes stress learning behavior that is appropriate for a student in the community regardless of impairment. It also requires that students learn the rules, routines and customs that the community shares and values. A student must be seen as able to "grow up" and as "able" to conform to typical societal values and customs. Prince Charles School encourages students to act, look and behave in ways that are typical and valued in the community.

Current Service Setting

Numerous services for mentally handicapped people are available in Winnipeg. The following is a brief description of those to which this paper makes direct reference.

1. Community Services for the Mentally Retarded (CSMR)- This provincial service provides district social workers who help with the problems of mentally handicapped people and their families. They make referrals to other resources as necessary.
2. Rehabilitation Services for the Mentally and Physically Handicapped (Voc Rehab) - This agency provides vocational rehabilitation counsellors who help their clients to get suitable vocational training and who make recommendations for vocational placements in such settings as ARC Industries.
3. Canadian Association for the Mentally Retarded, Winnipeg Branch (CAMR) - This is a voluntary association, originally formed to provide local educational services (1953). This agency has since developed and spun off to independent boards: a residential service, Winn Serv and an occupational activity centre, ARC Industries Limited. Its current role is as an advocate for improved services.
4. ARC Industries - ARC is an occupational activity centre for mentally handicapped people. Its prime goal is to teach people appropriate work skills. This is done through simple contract work of a packaging or assembling nature.
5. Skills Unlimited - This workshop has two components to its programme. The first is a short term assessment and training programme. The second is a sheltered business for those who are more productive than the workers at ARC, but not yet competitively employable.
6. Society of Crippled Children and Adults (SCCA) - This agency provides early childhood programming, a pre-school programme and sponsors the Employment Preparation Centre.

7. Employment Preparation Centre (EPC or EMPREP) - This is an assessment and training centre as well as sheltered business for physically handicapped people.
8. Seven Oaks Centre for Youth - This is a new service which is currently involved in providing programmes for at least two mentally handicapped and disturbed youths (amongst other responsibilities).
9. Parks and Recreation - This is a city department which has hired specialists to assist with the integration of mentally handicapped people into recreational programmes.
10. Y.M.C.A - Several branches of the YMCA provide a variety of programmes with varying degrees of integration.

Table 28
Post School Placement 1974
TMH Secondary Students
Winnipeg School Division No. 1

| Placement (Spring 1974) | Male | Female | Total | Percent |
|-----------------------------------------------|-----------|----------|----------|------------|
| At home, no day programme | 13 | 4 | 17 | 16.3 |
| Manitoba School (residential) | 7 | 7 | 14 | 13.5 |
| ARC Industries (occupational activity centre) | 25 | 19 | 44 | 42.3 * |
| Kinsmen Vocational Centre ^a | 5 | 9 | 14 | 13.5 * |
| Skills Unlimited | 2 | 1 | 3 | 2.9 * |
| Competitive Employment | 4 | 1 | 5 | 4.8 * |
| EMH ^b | 2 | 2 | 4 | 3.8 |
| Other | <u>58</u> | <u>3</u> | <u>3</u> | <u>2.9</u> |
| | 58 | 46 | 104 | 100.0 |

^aKVC is actually a component of ARC Industries, though at that time occupying a different site.

^bThese students transferred to another level of programming within the school division.

* Vocational settings

Table 29

Post School Placement 1980

Argyle Students Only

| | Male | Female | Total | Percent |
|------------------------------|------|--------|-------|---------|
| At home, no day programme | 7 | 0 | 7 | 7.3 |
| Returned to the reserve | 1 | 0 | 1 | 1.1 |
| Selkirk Mental Hospital | 1 | 0 | 1 | 1.1 |
| Manitoba School | 0 | 1 | 1 | 1.1 |
| ARC Industries (Wpg.) | 19 | 18 | 37 | 38.8 * |
| ARC Industries (rural) | 2 | 0 | 2 | 2.1 * |
| Skills Unlimited | - | - | - | - * |
| Competitive employment | 1 | 2 | 3 | 3.2 * |
| Competitive unemployment | - | - | - | - * |
| Employment < minimum wage | 2 | 0 | 2 | 2.1 * |
| EMH | 1 | 0 | 1 | 1.1 |
| Transferred out of province | 1 | 1 | 2 | 2.1 |
| Deceased | 1 | - | 1 | 1.1 |
| Withdrawn - no further info. | 3 | 5 | 8 | 8.3 |
| Special Cases: | | | | |
| 1) Jail | 1 | 0 | 1 | 1.1 |
| 2) Married | 0 | 1 | 1 | 1.1 |
| 3) Returned to Portugal | 1 | 0 | 1 | 1.1 |
| Cannot locate | 17 | 9 | 26 | 27.3 |
| Totals | 58 | 27 | 95 | 100.0 |

* Vocational settings

Table 30
Post School Placement 1980
Indian And Metis Students

| | Male | Female | Total | Percent |
|---------------------------|------|--------|-------|---------|
| At home, no day programme | 1 | 0 | 1 | 3.2 |
| On the reserve | 5 | 9 | 14 | 45.2 |
| On the streets | 2 | 0 | 2 | 6.5 |
| Manitoba School | 3 | 1 | 4 | 12.9 |
| ARC Industries | 2 | 0 | 2 | 6.5 |
| Competitive Employment | - | - | - | - |
| Withdrawn or transferred | 2 | 2 | 4 | 12.9 |
| Deceased | 0 | 1 | 1 | 3.2 |
| Special cases: | | | | |
| 1) Jail | 1 | 0 | 1 | 3.2 |
| 2) Seven Oaks Centre | 0 | 1 | 1 | 3.2 |
| 3) Nursing Home | 0 | 1 | 1 | 3.2 |
| Totals | 16 | 15 | 31 | 100.0 |

Table 31

Student Exits
Prince Charles School
September 1970 - June 1980

| | Non-Graduates | | | | Graduates | | | | Totals | |
|---------------------------------------|---------------|-----------|-----------|--------------|-----------|-----------|-----------|--------------|------------|--------------|
| | M | F | T | % | M | F | T | % | T | % |
| At home, no day programme | 7 | 6 | 13 | 13.3 | 3 | 1 | 4 | 7.1 | 17 | 11.1 |
| On the streets | 6 | 3 | 9 | 9.2 | 2 | 0 | 2 | 3.6 | 11 | 7.1 |
| Returned to the reserve | 4 | 9 | 13 | 13.3 | 1 | 0 | 1 | 1.8 | 14 | 9.2 |
| Selkirk Mental Hospital | - | - | - | - | - | - | - | - | - | - |
| Manitoba School | 9 | 5 | 14 | 14.3 | 0 | 1 | 1 | 1.8 | 15 | 9.8 |
| ARC Industries (Wpg.) | - | - | - | - | 4 | 16 | 20 | 35.6 | 20 | 13.1 * |
| ARC Industries (rural) | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 * |
| Skills Unlimited | - | - | - | - | 2 | 1 | 3 | 5.4 | 3 | 2.0 * |
| EMPREP. | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 * |
| Competitive Employment | - | - | - | - | 8 | 4 | 12 | 21.4 | 12 | 7.8 * |
| Competitive Unemployment | - | - | - | - | 2 | 2 | 4 | 7.1 | 4 | 2.6 * |
| Employment, < minimum wage | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 * |
| Transferred: | | | | | | | | | | |
| 1) EMH | 0 | 1 | 1 | 1.0 | - | - | - | - | 1 | 0.6 |
| 2) Out of province | 3 | 6 | 9 | 9.2 | - | - | - | - | 9 | 5.8 |
| 3) Other schools - Manitoba | 5 | 7 | 12 | 12.2 | - | - | - | - | 12 | 7.8 |
| 4) Other division - Wpg. | 6 | 8 | 14 | 14.3 | - | - | - | - | 14 | 9.2 |
| 5) Short term placement | 0 | 4 | 4 | 4.1 | - | - | - | - | 4 | 2.6 |
| Deceased | 1 | 3 | 4 | 4.1 | - | - | - | - | 4 | 2.6 |
| Special Cases: | | | | | | | | | | |
| 1) Ill - nursing homes | 0 | 2 | 2 | 2.0 | - | - | - | - | 2 | 1.3 |
| 2) Trnsf. - Seven Oaks | 0 | 1 | 1 | 1.0 | - | - | - | - | 1 | 0.6 |
| 3) Married | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 |
| 4) Pregnant | 0 | 1 | 1 | 1.0 | 0 | 1 | 1 | 1.8 | 2 | 1.3 |
| 5) Working - family business | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 |
| 6) Returned to Portugal | 1 | 0 | 1 | 1.0 | 1 | 0 | 1 | 1.8 | 2 | 1.3 |
| 7) *Special Volunteer | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 |
| 8) *St. Amant Centre - *in wheelchair | - | - | - | - | 0 | 1 | 1 | 1.8 | 1 | 0.6 |
| Total | 42 | 56 | 98 | 100.0 | 23 | 33 | 56 | 100.0 | 154 | 100.0 |

* Vocational settings

Table 32
Education of Parents

| Education of Mother | Frequency | Cum Freq | % | Cum % |
|---------------------|-----------|----------|--------|---------|
| * | 61 | * | * | * |
| None | 2 | 2 | 3.226 | 3.226 |
| 1-8 years | 21 | 23 | 33.871 | 37.097 |
| 9-11 years | 19 | 42 | 30.645 | 67.742 |
| 12 years | 3 | 45 | 4.839 | 72.581 |
| Some college | 5 | 50 | 8.065 | 80.645 |
| College graduate | 7 | 57 | 11.290 | 91.935 |
| Beyond college | 1 | 58 | 1.613 | 93.548 |
| Don't know | 4 | 62 | 6.452 | 100.000 |

Education of Father

| | | | | |
|------------------|----|----|--------|---------|
| * | 60 | * | * | * |
| None | 1 | 1 | 1.587 | 1.587 |
| 1-8 years | 20 | 21 | 31.746 | 33.333 |
| 9-11 years | 25 | 46 | 39.683 | 73.016 |
| 12 years | 5 | 51 | 7.937 | 80.952 |
| Some college | 2 | 53 | 3.175 | 84.127 |
| College graduate | 2 | 55 | 3.175 | 87.302 |
| Beyond college | 2 | 57 | 3.175 | 90.476 |
| Don't know | 6 | 63 | 9.524 | 100.000 |

Table 33

Medical Information

| Hearing | Frequency | Cum Freq | % | Cum % |
|---------------------------------|-----------|----------|--------|---------|
| * | 1 | * | * | * |
| Normal | 117 | 117 | 95.902 | 95.902 |
| Fair | 5 | 122 | 4.098 | 100.000 |
| Vision | | | | |
| Normal(with or without glasses) | 90 | 90 | 73.171 | 73.171 |
| Fair | 28 | 118 | 22.764 | 95.935 |
| Poor | 5 | 123 | 4.065 | 100.000 |
| Speech | | | | |
| Normal | 54 | 54 | 43.902 | 43.902 |
| Fair | 45 | 99 | 36.585 | 80.488 |
| Poor | 24 | 123 | 19.512 | 100.000 |
| Medication | | | | |
| * | 2 | * | * | * |
| Yes | 40 | 40 | 33.058 | 33.058 |
| No | 81 | 121 | 66.942 | 100.000 |
| Seizures | | | | |
| * | 3 | * | * | * |
| Yes | 22 | 22 | 18.333 | 18.333 |
| No | 98 | 120 | 81.667 | 100.000 |
| Other Medical or Physical Prob. | | | | |
| * | 8 | * | * | * |
| None | 88 | 88 | 76.522 | 76.522 |
| Secondary problems | 27 | 115 | 23.478 | 100.000 |
| Downes Syndrome | | | | |
| * | 14 | * | * | * |
| Yes | 24 | 24 | 22.018 | 22.018 |
| No | 85 | 109 | 77.982 | 100.000 |

Table 34

Mode of Transportation to Jobsite

| Jobsite | | Mode of Transportation ^a | | | | | | Total |
|-----------------------------------|-------------------|-------------------------------------|-------|-------|-------|-------|-------|-------|
| | | * | 1 | 2 | 3 | 5 | 6 | |
| * | Frequency | 1 | 1 | 0 | 1 | 0 | 0 | * |
| | Percent | * | * | * | * | * | * | * |
| | Row Percentage | * | * | * | * | * | * | |
| | Column Percentage | * | * | * | * | * | * | |
| no job | | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | * | * | * | * | * | * | 0.00 |
| | | * | * | * | * | * | * | |
| | | * | * | * | * | * | * | |
| Arc Industries | | 2 | 1 | 66 | 2 | 7 | 2 | 78 |
| | | * | 0.96 | 63.46 | 1.92 | 6.73 | 1.92 | 75.00 |
| | | * | 1.28 | 84.62 | 2.60 | 8.97 | 2.56 | |
| | | * | 20.00 | 76.74 | 100.0 | 100.0 | 50.00 | |
| Skills Unlimited | | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| | | * | 0.00 | 2.88 | 0.00 | 0.00 | 0.00 | 2.88 |
| | | * | 00.0 | 100.0 | 0.00 | 0.00 | 0.00 | |
| | | * | 0.00 | 3.49 | 0.00 | 0.00 | 0.00 | |
| competitive job < minimum wage | | | 2 | 2 | 0 | 0 | 2 | 6 |
| | | * | 1.92 | 1.92 | 0.00 | 0.00 | 1.92 | 5.77 |
| | | * | 33.33 | 33.33 | 0.00 | 0.00 | 33.33 | |
| | | * | 40.00 | 2.33 | 0.00 | 0.00 | 50.00 | |
| competitive job > minimum wage | | 0 | 2 | 15 | 0 | 0 | 0 | 17 |
| | | * | 1.92 | 14.42 | 0.00 | 0.00 | 0.00 | 16.35 |
| | | * | 11.76 | 88.24 | 0.00 | 0.00 | 0.00 | |
| | | * | 40.00 | 17.44 | 0.00 | 0.00 | 0.00 | |
| Total | | * | 5 | 86 | 2 | 7 | 4 | 104 |
| | | * | 4.81 | 82.69 | 1.92 | 6.72 | 3.85 | 100.0 |

^a1 = self, walking; 2 = self, Metro Transit; 3 = self, other means;

5 = vans (contract); 6 = driven to work

Table 35
Average Wage for Selected Occupations

| | |
|-----------------------------------|----------------------------------------|
| Cleaner - industrial plant (1977) | \$ 4.84/hr. - average |
| Janitor | 5.01/hr. |
| Labourer | 5.27/hr. |
| Packager (bakery products) | 5.48/hr. (females) 6.91/hr. (males) |
| Labourer (furniture industry) | 4.17/hr. |
| Labourer (boxes & bags) | 5.14/hr. |
| Truck driver helper | 5.38/hr. |
| Kitchen helper | 3.50/hr. |
| Packager (wholesale trade) | 185.00/week |
| Chamber maid | 125.00 - 150.00/week |
| Cook's helper | 167.00/week |
| Nurse's aide | 168.00/week |

Wage rates, salaries and hours of labour; October, 1977 Surveys Division,
Labour Data Branch, Labour Canada, Ottawa - Supply and Services Canada,
Hull, Quebec - Cat. No. L2-5/1977-2

TABLE # 36

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| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF WORKING CUM FREQ | PERCENT | CUM PERCENT |
|--------|------------------------|--------------------------------|---------|-------------|
| 0 | 13 | 2 | 3.077 | 3.077 |
| 5 | 1 | 3 | 1.538 | 4.615 |
| 34 | 1 | 4 | 1.538 | 6.154 |
| 36 | 2 | 6 | 3.077 | 9.231 |
| 33 | 1 | 7 | 1.538 | 10.769 |
| 39 | 1 | 8 | 1.538 | 12.308 |
| 40 | 2 | 10 | 3.077 | 15.385 |
| 41 | 1 | 11 | 1.538 | 16.923 |
| 44 | 1 | 12 | 1.538 | 18.462 |
| 46 | 3 | 15 | 4.615 | 23.077 |
| 47 | 2 | 17 | 3.077 | 26.154 |
| 48 | 1 | 18 | 1.538 | 27.692 |
| 49 | 1 | 19 | 1.538 | 29.231 |
| 50 | 5 | 24 | 7.692 | 36.923 |
| 52 | 2 | 26 | 3.077 | 40.000 |
| 54 | 4 | 30 | 6.154 | 46.154 |
| 55 | 7 | 37 | 10.769 | 56.923 |
| 58 | 4 | 41 | 6.154 | 63.077 |
| 59 | 3 | 44 | 4.615 | 67.692 |
| 60 | 2 | 46 | 3.077 | 70.769 |
| 67 | 1 | 47 | 1.538 | 72.308 |
| 74 | 2 | 49 | 3.077 | 75.385 |
| 90 | 1 | 50 | 1.538 | 76.923 |
| 103 | 1 | 51 | 1.538 | 78.462 |
| 200 | 1 | 52 | 1.538 | 80.000 |
| 220 | 1 | 53 | 1.538 | 81.538 |
| 240 | 1 | 54 | 1.538 | 83.077 |
| 250 | 1 | 55 | 1.538 | 84.615 |
| 320 | 1 | 56 | 1.538 | 86.154 |
| 322 | 1 | 57 | 1.538 | 87.692 |
| 360 | 1 | 58 | 1.538 | 89.231 |
| 370 | 1 | 59 | 1.538 | 90.769 |
| 432 | 1 | 60 | 1.538 | 92.308 |
| 512 | 1 | 61 | 1.538 | 93.846 |
| 530 | 1 | 62 | 1.538 | 95.385 |
| 544 | 1 | 63 | 1.538 | 96.923 |
| 700 | 2 | 65 | 3.077 | 100.000 |

Accommodation - H

| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF WORKING CUM FREQ | PERCENT | CUM PERCENT |
|--------|------------------------|--------------------------------|---------|-------------|
| 0 | 1 | 1 | 3.125 | 3.125 |
| 4 | 1 | 2 | 3.125 | 6.250 |
| 24 | 1 | 3 | 3.125 | 9.375 |
| 26 | 1 | 4 | 3.125 | 12.500 |
| 38 | 1 | 5 | 3.125 | 15.625 |
| 42 | 1 | 6 | 3.125 | 18.750 |
| 44 | 3 | 9 | 9.375 | 28.125 |
| 46 | 2 | 11 | 6.250 | 34.375 |
| 48 | 1 | 12 | 3.125 | 37.500 |
| 50 | 4 | 16 | 12.500 | 50.000 |
| 51 | 1 | 17 | 3.125 | 53.125 |
| 52 | 1 | 18 | 3.125 | 56.250 |
| 54 | 3 | 21 | 9.375 | 65.625 |
| 55 | 3 | 24 | 9.375 | 75.000 |
| 57 | 1 | 25 | 3.125 | 78.125 |
| 58 | 1 | 26 | 3.125 | 81.250 |
| 59 | 1 | 27 | 3.125 | 84.375 |
| 60 | 1 | 28 | 3.125 | 87.500 |
| 61 | 1 | 29 | 3.125 | 90.625 |
| 64 | 1 | 30 | 3.125 | 93.750 |
| 260 | 1 | 31 | 3.125 | 96.875 |
| 280 | 1 | 32 | 3.125 | 100.000 |

Accommodation - R

TABLE #36 cont'd

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| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF WORKING CUM FREQ | PERCENT | CUM PERCENT | A |
|--------|------------------------|--------------------------------|---------|-------------|---------------|
| • | 2 | • | | | 1 |
| 30 | 1 | 1 | 9.091 | 9.091 | Accommodation |
| 56 | 2 | 3 | 18.182 | 27.273 | |
| 58 | 1 | 4 | 9.091 | 36.364 | |
| 60 | 1 | 5 | 9.091 | 45.455 | |
| 61 | 1 | 6 | 9.091 | 54.545 | |
| 80 | 1 | 7 | 9.091 | 63.636 | |
| 404 | 1 | 8 | 9.091 | 72.727 | |
| 450 | 2 | 10 | 18.182 | 90.909 | |
| 991 | 1 | 11 | 9.091 | 100.000 | |

| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF WORKING CUM FREQ | PERCENT | CUM PERCENT | |
|--------|------------------------|--------------------------------|---------|-------------|------------------|
| • | 1 | • | | | |
| 24 | 1 | 1 | 3.846 | 3.846 | Original Group 1 |
| 38 | 1 | 2 | 3.846 | 7.692 | |
| 44 | 2 | 4 | 7.692 | 15.385 | |
| 46 | 3 | 7 | 11.538 | 26.923 | |
| 50 | 2 | 9 | 7.692 | 34.615 | |
| 51 | 1 | 10 | 3.846 | 38.462 | |
| 52 | 2 | 12 | 7.692 | 46.154 | |
| 54 | 1 | 13 | 3.846 | 50.000 | |
| 56 | 4 | 17 | 15.385 | 65.385 | |
| 58 | 3 | 20 | 11.538 | 76.923 | |
| 59 | 1 | 21 | 3.846 | 80.769 | |
| 60 | 3 | 24 | 11.538 | 92.308 | |
| 61 | 1 | 25 | 3.846 | 96.154 | |
| 80 | 1 | 26 | 3.846 | 100.000 | |

| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF WORKING CUM FREQ | PERCENT | CUM PERCENT | |
|--------|------------------------|--------------------------------|---------|-------------|------------------|
| • | 2 | • | | | |
| 26 | 1 | 1 | 4.348 | 4.348 | Original Group 2 |
| 38 | 1 | 2 | 4.348 | 8.696 | |
| 39 | 1 | 3 | 4.348 | 13.043 | |
| 40 | 1 | 4 | 4.348 | 17.391 | |
| 42 | 1 | 5 | 4.348 | 21.739 | |
| 44 | 2 | 7 | 8.696 | 30.435 | |
| 48 | 1 | 8 | 4.348 | 34.783 | |
| 50 | 5 | 13 | 21.739 | 56.522 | |
| 54 | 3 | 16 | 13.043 | 69.565 | |
| 56 | 4 | 20 | 17.391 | 86.957 | |
| 58 | 1 | 21 | 4.348 | 91.304 | |
| 59 | 1 | 22 | 4.348 | 95.652 | |
| 61 | 1 | 23 | 4.348 | 100.000 | |

TABLE #36 cont'd

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| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF CUM FREQ WORKING | PERCENT | CUM PERCENT |
|--------|------------------------|--------------------------------|---------|-------------|
| 0 | 8 | 0 | 0 | 0 |
| 4 | 1 | 1 | 2.941 | 2.941 |
| 5 | 1 | 2 | 2.941 | 5.882 |
| 36 | 1 | 3 | 2.941 | 8.824 |
| 40 | 2 | 5 | 5.882 | 14.706 |
| 41 | 1 | 6 | 2.941 | 17.647 |
| 47 | 2 | 7 | 2.941 | 20.588 |
| 48 | 1 | 9 | 5.882 | 26.471 |
| 50 | 1 | 10 | 2.941 | 29.412 |
| 54 | 3 | 13 | 8.824 | 38.235 |
| 56 | 3 | 16 | 8.824 | 47.059 |
| 57 | 1 | 19 | 8.824 | 55.882 |
| 58 | 1 | 20 | 2.941 | 58.824 |
| 59 | 2 | 22 | 5.882 | 64.706 |
| 60 | 2 | 24 | 5.882 | 70.588 |
| 74 | 1 | 25 | 2.941 | 73.529 |
| 90 | 1 | 26 | 2.941 | 76.471 |
| 103 | 1 | 27 | 2.941 | 79.412 |
| 200 | 1 | 28 | 2.941 | 82.353 |
| 220 | 1 | 29 | 2.941 | 85.294 |
| 322 | 1 | 30 | 2.941 | 88.235 |
| 360 | 1 | 31 | 2.941 | 91.176 |
| 512 | 1 | 32 | 2.941 | 94.118 |
| 530 | 1 | 33 | 2.941 | 97.059 |
| | | 34 | 2.941 | 100.000 |

Original Group 3

| PAYAMT | SALARY OR FREQUENCY | SUBJECT IF CUM FREQ WORKING | PERCENT | CUM PERCENT |
|--------|------------------------|--------------------------------|---------|-------------|
| 0 | 4 | 0 | 0 | 0 |
| 34 | 2 | 2 | 8.000 | 8.000 |
| 46 | 1 | 3 | 4.000 | 12.000 |
| 49 | 2 | 5 | 8.000 | 20.000 |
| 52 | 1 | 6 | 4.000 | 24.000 |
| 56 | 1 | 7 | 4.000 | 28.000 |
| 64 | 1 | 8 | 4.000 | 32.000 |
| 67 | 1 | 9 | 4.000 | 36.000 |
| 74 | 1 | 10 | 4.000 | 40.000 |
| 240 | 1 | 11 | 4.000 | 44.000 |
| 250 | 1 | 12 | 4.000 | 48.000 |
| 260 | 1 | 13 | 4.000 | 52.000 |
| 260 | 1 | 14 | 4.000 | 56.000 |
| 320 | 1 | 15 | 4.000 | 60.000 |
| 370 | 1 | 16 | 4.000 | 64.000 |
| 404 | 1 | 17 | 4.000 | 68.000 |
| 432 | 1 | 18 | 4.000 | 72.000 |
| 450 | 1 | 19 | 4.000 | 76.000 |
| 544 | 2 | 21 | 8.000 | 84.000 |
| 700 | 1 | 22 | 4.000 | 88.000 |
| 991 | 2 | 24 | 8.000 | 96.000 |
| | 1 | 25 | 4.000 | 100.000 |

Original Group 4

Table 37

With Whom Subjects Spend Most Of Recreation Time By Original Group

| Time With | | Group | | | | Total |
|-----------------|-------------------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| * | Frequency | 1 | 1 | 1 | 3 | * |
| | Percent | * | * | * | * | * |
| | Column Percentage | * | * | * | * | |
| family | | 5 | 8 | 18 | 13 | 44 |
| | | 4.27 | 6.84 | 15.38 | 11.11 | 37.61 |
| | | 19.23 | 33.33 | 43.90 | 50.00 | |
| other residents | | 20 | 15 | 11 | 10 | 56 |
| | | 17.90 | 12.82 | 9.40 | 8.55 | 47.86 |
| | | 76.92 | 62.50 | 26.83 | 38.46 | |
| others | | 0 | 0 | 1 | 3 | 4 |
| | | 0.00 | 0.00 | 0.85 | 2.56 | 3.42 |
| | | 0.00 | 0.00 | 2.44 | 11.54 | |
| self | | 1 | 1 | 11 | 0 | 13 |
| | | 0.85 | 0.85 | 9.40 | 0.00 | 11.11 |
| | | 3.85 | 4.17 | 26.83 | 0.00 | |
| Total | | 26 | 24 | 41 | 26 | 117 |
| | | 22.22 | 20.52 | 35.04 | 22.22 | 100.0 |

Chi-square

34.997

DF = 9

Prob = 0.0001

Table 38

With Whom Subjects Spend Most Of Recreation Time By Accomodation Group

| | | <u>Group</u> | | | |
|-----------------|-------------------|--------------|-------|-------|-------|
| Time With | | 1 | 2 | 3 | Total |
| * | Frequency | 4 | 2 | 0 | * |
| | Percent | * | * | * | * |
| | Column Percentage | * | * | * | |
| family | | 43 | 1 | 0 | 44 |
| | | 36.75 | 0.85 | 0.00 | 37.61 |
| | | 58.11 | 3.33 | 0.00 | |
| other residents | | 16 | 29 | 11 | 56 |
| | | 13.68 | 24.79 | 9.40 | 47.86 |
| | | 21.62 | 96.67 | 84.62 | |
| others | | 2 | 0 | 2 | 4 |
| | | 1.71 | 0.00 | 1.71 | 3.42 |
| | | 2.70 | 0.00 | 15.38 | |
| self | | 13 | 0 | 0 | 13 |
| | | 11.11 | 0.00 | 0.00 | 11.11 |
| | | 17.57 | 0.00 | 0.00 | |
| Total | | 74 | 30 | 13 | 117 |
| | | 63.25 | 25.64 | 11.11 | 100.0 |

Chi-square

65.909

DF = 6

Prob = 0.0001

Table 39

Friends Who Visit Subjects By Original Group

| Friends In | | <u>Group</u> | | | | Total |
|-------------------------|-------------------|--------------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| none | Frequency | 12 | 12 | 22 | 13 | 59 |
| | Percent | 9.76 | 9.76 | 17.89 | 10.57 | 47.97 |
| | Column Percentage | 44.44 | 48.00 | 52.38 | 44.83 | |
| evening or afternoon | Frequency | 11 | 12 | 17 | 13 | 53 |
| | Percent | 8.94 | 9.76 | 13.82 | 10.57 | 43.09 |
| | Column Percentage | 40.74 | 48.00 | 40.48 | 44.83 | |
| overnight | Frequency | 4 | 1 | 3 | 3 | 11 |
| | Percent | 3.25 | 0.81 | 2.44 | 2.44 | 8.94 |
| | Column Percentage | 14.81 | 4.00 | 7.14 | 10.34 | |
| Total | | 27 | 25 | 42 | 29 | 123 |
| | | 21.95 | 20.33 | 34.15 | 23.58 | 100.0 |

Chi-square

2.501

DF = 6

Prob = 0.8683

Table 40

Friends Who Visit Subjects By Accomodation Groups

| Friends In | | <u>Group</u> | | | Total |
|-------------------------|-------------------|--------------|--------|---------------|-------|
| | | 1 | 2 | 3 | |
| None | Frequency | 41 | 18 | 0 | 59 |
| | Percent | 33.33 | 14.63 | 0.00 | 47.97 |
| | Percentage Column | 52.56 | 56.25 | 0.00 | |
| evening or afternoon | | 29 | 12 | 12 | 53 |
| | | 23.58 | 9.76 | 9.76 | 43.09 |
| | | 37.18 | 37.50 | 92.31 | |
| overnight | | 8 | 2 | 1 | 11 |
| | | 6.50 | 1.63 | 0.81 | 8.94 |
| | | 10.26 | 6.25 | 7.69 | |
| Total | | 78 | 32 | 13 | 123 |
| | | 63.41 | 26.02 | 10.57 | 100.0 |
| Chi-square | | 15.642 | DF = 4 | Prob = 0.0035 | |

Table 41

Where Subject Has Gone On Vacation By Accomodation Number

| | | <u>Group</u> | | | |
|--------------------------|-------------------|--------------|-------|-------|-------|
| Place | | 1 | 2 | 3 | Total |
| No where | Frequency | 20 | 7 | 1 | 28 |
| | Percent | 16.26 | 5.69 | 0.81 | 22.76 |
| | Column Percentage | 25.64 | 21.88 | 7.69 | |
| Manitoba | | 24 | 12 | 3 | 39 |
| | | 19.51 | 9.76 | 2.44 | 31.71 |
| | | 30.77 | 37.50 | 23.08 | |
| Other areas in Canada | | 17 | 1 | 7 | 25 |
| | | 13.82 | 0.81 | 5.69 | 20.33 |
| | | 21.79 | 3.13 | 53.85 | |
| U.S.A. | | 13 | 10 | 1 | 24 |
| | | 10.57 | 8.13 | 0.81 | 19.51 |
| | | 16.67 | 31.25 | 7.69 | |
| Europe | | 4 | 2 | 1 | 7 |
| | | 3.25 | 1.63 | 0.81 | 5.69 |
| | | 5.13 | 6.25 | 7.69 | |
| Total | | 78 | 32 | 13 | 123 |
| | | 63.41 | 26.02 | 10.57 | 100.0 |

Chi-square

17.852

DF = 8

Prob = 0.0224

Table 42

Where Subject Has Gone On Vacation By Original Group

| Place | | Group | | | | Total |
|--------------------------|-------------------|---------|---------------|-------|-------|-------|
| | | .1 | 2 | 3 | 4 | |
| no where | Frequency | 8 | 4 | 13 | 3 | 28 |
| | Percent | 6.50 | 3.25 | 10.57 | 2.44 | 22.76 |
| | Column Percentage | 29.63 | 16.00 | 30.95 | 10.34 | |
| Manitoba | | 13 | 8 | 12 | 6 | 39 |
| | | 10.57 | 6.50 | 9.76 | 4.88 | 31.71 |
| | | 48.15 | 32.00 | 28.57 | 20.69 | |
| other areas in Canada | | 2 | 3 | 9 | 11 | 25 |
| | | 1.63 | 2.44 | 7.32 | 8.94 | 20.33 |
| | | 7.41 | 12.00 | 21.43 | 37.93 | |
| U.S.A. | | 4 | 7 | 7 | 6 | 24 |
| | | 3.25 | 5.69 | 5.69 | 4.88 | 19.51 |
| | | 14.81 | 28.00 | 16.67 | 20.69 | |
| Europe | | 0 | 3 | 1 | 3 | 7 |
| | | 0.00 | 2.44 | 0.81 | 2.44 | 5.69 |
| | | 0.00 | 12.00 | 2.38 | 10.34 | |
| Total | | 27 | 25 | 42 | 29 | 123 |
| | | 21.95 | 20.33 | 34.15 | 23.58 | 100.0 |
| Chi-square | 21.944 | DF = 12 | Prob = 0.0382 | | | |

Table 43

With Whom Subject Has Taken Holiday By Accomodation Group

| | | <u>Group</u> | | | |
|-----------------|-------------------|--------------|-------|-------|-------|
| Vacationed with | | 1 | 2 | 3 | Total |
| * | Frequency | 17 | 7 | 2 | * |
| | Percent | * | * | * | * |
| | Column Percentage | * | * | * | |
| No one | | 0 | 1 | 0 | 1 |
| | | 0.00 | 1.03 | 0.00 | 1.03 |
| | | 0.00 | 4.00 | 0.00 | |
| Family | | 48 | 14 | 5 | 67 |
| | | 49.48 | 14.43 | 5.15 | 69.07 |
| | | 78.69 | 56.00 | 45.45 | |
| Friends | | 3 | 2 | 4 | 9 |
| | | 3.09 | 2.06 | 4.12 | 9.28 |
| | | 4.92 | 8.00 | 36.36 | |
| Camp | | 8 | 4 | 0 | 12 |
| | | 8.25 | 4.12 | 0.00 | 12.37 |
| | | 13.11 | 16.00 | 0.00 | |
| Other residents | | 1 | 4 | 0 | 5 |
| | | 1.03 | 4.12 | 0.00 | 5.15 |
| | | 1.64 | 16.00 | 0.00 | |
| Other | | 1 | 0 | 2 | 3 |
| | | 1.03 | 0.00 | 2.06 | 3.09 |
| | | 1.64 | 0.00 | 18.18 | |
| Total | | 61 | 25 | 11 | 97 |
| | | 62.89 | 25.77 | 11.34 | 100.0 |

Chi-square 33.871

DF = 10

Prob = 0.0002

Table 44

With Whom Subject Has Taken Holiday By Original Group

| Vacationed With | | <u>Group</u> | | | | Total |
|-----------------|-------------------|--------------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| * | Frequency | 8 | 4 | 11 | 3 | * |
| | Percent | * | * | * | * | * |
| | Column Percentage | * | * | * | * | |
| 0 | | 0 | 1 | 0 | 0 | 1 |
| | | 0.00 | 1.03 | 0.00 | 0.00 | 1.03 |
| | | 0.00 | 4.76 | 0.00 | 0.00 | |
| family | | 11 | 14 | 22 | 20 | 67 |
| | | 11.34 | 14.43 | 22.68 | 20.62 | 69.07 |
| | | 57.89 | 66.67 | 70.97 | 76.92 | |
| friends | | 1 | 2 | 2 | 4 | 9 |
| | | 1.03 | 2.06 | 2.06 | 4.12 | 9.28 |
| | | 5.26 | 9.52 | 6.45 | 15.38 | |
| camp | | 4 | 2 | 4 | 2 | 12 |
| | | 4.12 | 2.06 | 4.12 | 2.06 | 12.37 |
| | | 21.05 | 9.52 | 12.90 | 7.69 | |
| other residents | | 3 | 2 | 0 | 0 | 5 |
| | | 3.09 | 2.06 | 0.00 | 0.00 | 5.15 |
| | | 15.79 | 9.52 | 0.00 | 0.00 | |
| other | | 0 | 0 | 3 | 0 | 3 |
| | | 0.00 | 0.00 | 3.09 | 0.00 | 3.09 |
| | | 0.00 | 0.00 | 9.68 | 0.00 | |
| Total | | 19 | 21 | 31 | 26 | 97 |
| | | 19.59 | 21.65 | 31.96 | 26.80 | 100.0 |

Chi-square

21.906

DF = 15

Prob = 0.1103

Table 45

Co-signatory Of Subject's Bank Account By Original Group

| Co-signatory | | Group | | | | Total |
|----------------|-------------------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | |
| * | Frequency | 10 | 7 | 15 | 6 | * |
| | Percent | * | * | * | * | * |
| | Column Percentage | * | * | * | * | |
| no one | | 7 | 5 | 14 | 9 | 35 |
| | | 8.24 | 5.88 | 16.47 | 10.59 | 41.18 |
| | | 41.18 | 27.78 | 51.85 | 39.13 | |
| mother | | 3 | 4 | 10 | 6 | 23 |
| | | 3.53 | 4.71 | 11.76 | 7.06 | 27.06 |
| | | 17.65 | 22.22 | 37.04 | 26.09 | |
| father | | 0 | 1 | 0 | 1 | 2 |
| | | 0.00 | 1.18 | 0.00 | 1.18 | 2.35 |
| | | 0.00 | 5.56 | 0.00 | 4.35 | |
| sister/brother | | 1 | 0 | 1 | 3 | 5 |
| | | 1.18 | 0.00 | 1.18 | 3.53 | 5.88 |
| | | 5.88 | 0.00 | 3.70 | 13.04 | |
| friend | | 1 | 1 | 0 | 1 | 3 |
| | | 1.18 | 1.18 | 0.00 | 1.18 | 3.53 |
| | | 5.88 | 5.56 | 0.00 | 4.35 | |
| social worker | | 0 | 1 | 0 | 1 | 2 |
| | | 0.00 | 1.18 | 0.00 | 1.18 | 2.35 |
| | | 0.00 | 5.56 | 0.00 | 4.35 | |
| house manager | | 5 | 6 | 2 | 2 | 15 |
| | | 5.88 | 7.06 | 2.35 | 2.35 | 17.65 |
| | | 29.41 | 33.33 | 7.41 | 8.70 | |
| Total | | 17 | 18 | 27 | 23 | 85 |
| | | 20.00 | 21.18 | 31.76 | 27.06 | 100.0 |

Chi-square

18.933

DF = 18

Prob = 0.3960

Table 46

Co-signatory Of Subject's Bank Account By Accomodation Group

| Co-signatory | Group | | | Total |
|----------------|----------------------|----------------------|--------------------|-------------|
| | 1 | 2 | 3 | |
| * | 26 * * | 8 * * | 4 * * | * * * |
| No one | 24 28.24 46.15 | 8 9.41 33.33 | 3 3.53 33.33 | 35 41.18 |
| Mother | 20 23.53 38.46 | 2 2.35 8.33 | 0 0.00 0.00 | 23 27.06 |
| father | 1 1.18 1.92 | 1 1.18 4.17 | 0 0.00 0.00 | 2 2.35 |
| sister/brother | 4 4.71 7.69 | 1 1.18 4.17 | 0 0.00 0.00 | 5 5.88 |
| friend | 0 0.00 0.00 | 0 0.00 0.00 | 3 3.53 33.33 | 3 3.53 |
| social worker | 0 0.00 0.00 | 1 1.18 4.17 | 1 1.18 11.11 | 2 2.35 |
| house manager | 3 3.53 5.77 | 11 12.94 45.83 | 1 1.18 11.11 | 15 17.65 |
| Total | 52 61.18 | 24 28.24 | 9 10.59 | 85 100.0 |

Chi-square

53.794

DF = 12

Prob = 0.0001

Table 47

Spearman Correlations By Original Group

| | <u>Group</u> | | | |
|---------------------------------------|----------------|----------------|----------------|----------------|
| | 1 N=27 | 2 N=42 | 3 N=25 | 4 N=29 |
| Community Awareness • Accomodation | .1617 .4204 | .3876 .0504 | .0122 .9397 | .1775 .4609 |
| Recreation & Leisure • Accomodation | .2196 .2711 | .1067 .6038 | .2601 .1005 | .3399 .0712 |
| Recreation & Leisure • Com. Awareness | .3444 .0785 | .2009 .3250 | .4712 .0019 | .5685 .0013 |
| Autonomy • Accomodation | .3676 .0592 | .1383 .5003 | .2812 .0749 | .1886 .3272 |
| Autonomy • Community Awareness | .5092 .0067 | .4534 .0200 | .6781 .0001 | .7182 .0001 |
| Autonomy • Recreation & Leisure | .6392 .0003 | .3589 .0718 | .5932 .0001 | .4514 .0140 |
| Money Skills • Accomodation | .2553 .1987 | .2775 .1669 | .2264 .1546 | .2656 .1638 |
| Money Skills • Community Awareness | .5580 .0025 | .5757 .0021 | .7581 .0001 | .7455 .0001 |
| Money Skills • Recreation & Leisure | .4326 .0242 | .0212 .9180 | .5618 .0001 | .5407 .0025 |
| Money Skills • Autonomy | .8295 .0001 | .6100 .0009 | .9420 .0001 | .9400 .0001 |
| I.L.S. • Accomodation | .0832 .6799 | .5327 .0051 | .2993 .0607 | .2748 .1490 |
| I.L.S. • Community Awareness | .4940 .0088 | .2771 .1706 | .5857 .0001 | .5805 .0010 |
| I.L.S. • Recreation & Leisure | .2165 .2781 | .1336 .5152 | .3700 .0188 | .1989 .3009 |
| I.L.S. • Autonomy | .6374 .0004 | .4275 .0294 | .5926 .0001 | .6292 .0003 |
| I.L.S. • Money Skills | .5497 .0030 | .5688 .0024 | .6285 .0001 | .7146 .0001 |

Note: I.L.S. = Independent Living Skills

Table 48
Mean Scores By Original Group

| Area | <u>Group</u> | | | | | | | |
|---------------------------|--------------|-------|-------|-------|--------|-------|--------|-------|
| | 1 | | 2 | | 3 | | 4 | |
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Job Satisfaction | 8.93 | 4.09 | 7.23 | 4.39 | 5.68 | 5.49 | 8.00 | 5.04 |
| Community Awareness | 37.44 | 17.04 | 28.50 | 15.52 | 29.44 | 16.55 | 39.86 | 17.88 |
| Recreation & Leisure | 23.41 | 7.68 | 24.08 | 6.36 | 20.93 | 5.96 | 25.17 | 6.48 |
| Autonomy | 29.67 | 12.40 | 28.92 | 7.43 | 27.98 | 14.77 | 37.59 | 13.83 |
| Money Skills | 23.85 | 9.06 | 21.62 | 6.65 | 21.24 | 13.40 | 29.79 | 11.74 |
| Independent Living Skills | 99.96 | 25.22 | 88.31 | 22.79 | 79.30 | 32.48 | 101.38 | 21.89 |
| Salary | 53.73 | - | 48.88 | - | 105.64 | - | 275.00 | - |
| Max. Salary | 80.00 | - | 61.00 | - | 530.00 | - | 991.00 | - |
| Min. Salary | 24.00 | - | 26.00 | - | 0.00 | - | 0.00 | - |

Table 49
Mean Scores By Accomodation Group

| Area | <u>Group</u> | | | | | |
|---------------------------|--------------|---------|--------|---------|--------|---------|
| | 1 | | 2 | | 3 | |
| | Mean | St.Dev. | Mean | St.Dev. | Mean | St.Dev. |
| Job Satisfaction | 6.87 | 5.48 | 8.00 | 3.81 | 7.84 | 4.41 |
| Community Awareness | 31.65 | 17.80 | 30.31 | 13.26 | 52.00 | 11.20 |
| Recreation & Leisure | 21.74 | 6.35 | 23.50 | 5.62 | 30.62 | 6.59 |
| Autonomy | 28.91 | 12.68 | 29.06 | 11.57 | 46.54 | 9.72 |
| Money Skills | 28.28 | 11.54 | 22.59 | 8.23 | 36.92 | 8.59 |
| Independent Living Skills | 85.77 | 28.83 | 92.19 | 23.87 | 119.46 | 11.35 |
| Salary | 127.40 | - | 60.56 | - | 246.91 | - |
| Maximum Salary | 700.00 | - | 280.00 | - | 991.00 | - |
| Minimum Salary | 0.00 | - | 0.00 | - | 50.00 | - |

DEMOGRAPHIC INFORMATION:

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Name of Parent: _____ Guardian: _____ None: _____

Name of Subject: _____

I.D.# _____ (1-4)

Address: _____
(street) (city)

Community Services District: _____

Sex of Subject _____ 1. male _____ 2. female Age of subject _____ (7-9)

Subject living with: (10-11)

- | | |
|-------------------------------|----------------------------------|
| 1. _____ Both parents | 6. _____ Foster home |
| 2. _____ Mother | 7. _____ Board and room |
| 3. _____ Father | 8. _____ Friend (normal) |
| 4. _____ Siblings or relative | 9. _____ Alone |
| 5. _____ Group residence | 10. _____ Apartment (supervised) |
| | 11. _____ Other |

Birth Order: (12)

- | | |
|-------------------------|-----------------------|
| 1. _____ Youngest child | 3. _____ Oldest child |
| 2. _____ A middle child | 4. _____ Only child |

Education: Mother (13)

- | | |
|-----------------------|--------------------------------------|
| 1. _____ None | 5. _____ Some college, not completed |
| 2. _____ 1 - 8 years | 6. _____ College graduate |
| 3. _____ 9 - 11 years | 7. _____ Beyond college & university |
| 4. _____ 12 years | 8. _____ Do not know |
| | 0. _____ Not ascertained |

Education: Father (14)

- | | |
|-----------------------|--------------------------------------|
| 1. _____ None | 5. _____ Some college, not completed |
| 2. _____ 1 - 8 years | 6. _____ College graduate |
| 3. _____ 9 - 11 years | 7. _____ Beyond college & university |
| 4. _____ 12 years | 8. _____ Do not know |
| | 0. _____ Not ascertained |

Father's Occupation: _____

(15)

- | | |
|------------------------------|-------------------------------------------------|
| 1. ___ Unskilled | 5. ___ Clerical sales and lower level technical |
| 2. ___ Ambiguous skill | 6. ___ Professional and managerial |
| 3. ___ Independent craftsman | 7. ___ Unemployed |
| 4. ___ Skilled | |
| 0. ___ Other (specify) _____ | |

Mother's Occupation: _____

(16)

- | | |
|------------------------------|-------------------------------------------------|
| 1. ___ Unskilled | 5. ___ Clerical sales and lower level technical |
| 2. ___ Ambiguous skill | 6. ___ Professional and managerial |
| 3. ___ Independent craftsman | 7. ___ Housewife |
| 4. ___ Skilled | |
| 0 ___ Other (specify) _____ | |

Can you tell me what people are living with you in this house?

(17-24)

1. ___ Father
2. ___ Mother
3. ___ Brother(s) (how many)
4. ___ Sister(s) (how many)
5. ___ Husband ___ No. of years married
6. ___ Wife ___ No. of years married
7. ___ Own children (how many)

Altogether, including yourself, how many people live in this house with you? _____ (25-26)

Respondent not living with parents:

(27)

"What about your parents"

a) Are your parents living?

1. ___ Yes, both
2. ___ Father only living
3. ___ Mother only living
4. ___ No, none living
5. ___ Don't know

b) If, yes, where are they living now?

(28)

1. ___ Winnipeg
2. ___ Rural Manitoba
3. ___ Elsewhere
4. ___ Don't know

(29-30)

c) Do you see them?

0. ___ No
 1. ___ Sometimes
 2. ___ Frequently

d) If yes, you go to see them, or do they come to see you?

1. ___ Respondent goes to see parents
 2. ___ Parents go to see respondent
 3. ___ Both

e) Do you see your brothers or sisters ?

(31)

1. ___ Yes 2. ___ No

5. School History:

No. of years

Attendance in $\frac{1}{2}$ days
per week:

Note: 10 x 1 = full week

Years in regular school _____ 32

Years in spe cial class in regular
school _____ 33Years in spe cial ~~XXXXXX~~ school _____ 34
(P.C., Argyle, Montrose, Robertson,
Luxton, Norquay)

Years in Kinsmen _____ 35

TOTAL _____ 36

Less years in school $\frac{1}{2}$ time X $\frac{1}{2}$ = _____ 37

Adjusted _____ 38

I.D. # _____

After leaving school how long did it take to get into a job or programme? (52)

1. ___ 3 months (don't count July and August)
 2. ___ 3 - 6 months
 3. ___ 6mos. - 1 year
 4. ___ 1 year

Medical History:

Hearing 1. ☐ Normal 2. ☐ Fair 3. ☐ Poor (53)
 Vision 1. ☐ Normal 2. ☐ Fair 3. ☐ Poor (54)
 Speech 1. ☐ Normal 2. ☐ Fair 3. ☐ Poor (55)
 Medication 1. ☐ Yes 2. ☐ No (56)
 Seizures 1. ☐ Yes 2. ☐ No (57)
 Medical problems or physical disabilities (specify) _____ (58)

DOWNE'S SYNDROME 1. ☐ Yes 2. ☐ No (59)

Height: _____ Weight: _____ (60-61)

We'd like to measure.

We'd like to see how fit you are:

How many sit ups can you do? (62-63)

Please sit on the floor and show me how close you can get your hands to the wall (measure with tape; legs extended to wall.) (64-65)

Gait: (66)

- | | |
|-----------------------------------------------------------------|----------------------------------------------------|
| 1. <input type="checkbox"/> Walks freely with heel-toe movement | 5. <input type="checkbox"/> Rigid heavy step |
| 2. <input type="checkbox"/> Tip-toes | 6. <input type="checkbox"/> Long gait |
| 3. <input type="checkbox"/> Shuffles | 7. <input type="checkbox"/> Flat footed |
| 4. <input type="checkbox"/> Drags feet | 8. <input type="checkbox"/> Other, (specify) _____ |

Foot placement when walking:

(67)

- | | |
|-------------------------------------------|------------------------------------------------|
| 0. <input type="checkbox"/> Feet straight | 2. <input type="checkbox"/> Feet-toe out |
| 1. <input type="checkbox"/> Feet-toe in | 3. <input type="checkbox"/> Feet too far apart |

Posture:

(68)

- | | |
|---------------------------------------------------------------------|----------------------------------------------------|
| 0. <input type="checkbox"/> Good, no problems | 3. <input type="checkbox"/> Sits on tail bone |
| 1. <input type="checkbox"/> Hand thrust forward, sitting or walking | 4. <input type="checkbox"/> Head downcast or stiff |
| 2. <input type="checkbox"/> Sway back | 5. <input type="checkbox"/> Other _____ |

INDEPENDENT LIVING SKILLS

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CARD 2

SKILL Independently 2
 With help 1
 Can't do 0

Verify separately with parent when concerned over accuracy.

P__ parent rating S__ subject

| P | S | | |
|-----------|----|--------------------------------------------------------------|---------|
| <u> </u> | 1 | <u> </u> Comb & Brush hair | (6) |
| <u> </u> | 2 | <u> </u> Wash hair | (7) |
| <u> </u> | 3 | <u> </u> Style hair | (8) |
| <u> </u> | 4 | <u> </u> Brush teeth | (9) |
| <u> </u> | 5 | <u> </u> Wash self | (10) |
| <u> </u> | 6 | <u> </u> Shower/bath | (11) |
| <u> </u> | 7 | <u> </u> Clean fingernails | (12) |
| <u> </u> | 8 | <u> </u> Use deodorants | (13) |
| <u> </u> | 9 | <u> </u> Shave face male, legs, underarms female | (14) |
| <u> </u> | 10 | <u> </u> Zip zippers | (15) |
| <u> </u> | 11 | <u> </u> Tie shoes | (16) |
| <u> </u> | 12 | <u> </u> Straighten clothes | (17) |
| <u> </u> | 13 | <u> </u> Match clothes | (18) |
| <u> </u> | 14 | <u> </u> Select clothes for activity, (church, work, party) | (19) |
| <u> </u> | 15 | <u> </u> Clean shoes | (20) |
| <u> </u> | 16 | <u> </u> Wash clothes by hand | (21) |
| <u> </u> | 17 | <u> </u> Sort clothes by colour before washing | (22) |
| <u> </u> | 18 | <u> </u> Use washing machine | (23) |
| <u> </u> | 19 | <u> </u> Use dryer | (24) |
| <u> </u> | 20 | <u> </u> Use laundromat | (25) |
| <u> </u> | 21 | <u> </u> Fold flat clothes | (26) |
| <u> </u> | 22 | <u> </u> Iron flat items | (27) |
| <u> </u> | 23 | <u> </u> Dust flat surfaces | (28) |
| <u> </u> | 24 | <u> </u> Dust non flat surfaces | (29) |
| <u> </u> | 25 | <u> </u> Vacuum rug | (30) |
| <u> </u> | 26 | <u> </u> Sweep floor, use dustpan | (31-32) |
| <u> </u> | 27 | <u> </u> Wet mop floor | (33) |
| <u> </u> | 28 | <u> </u> Make bed | (34) |
| <u> </u> | 29 | <u> </u> Change sheets | (35) |
| <u> </u> | 30 | <u> </u> Clear table | (36) |

P

| | | |
|------------|-----------------------------------|---------|
| ___ 31 ___ | Wash dishes | (37) |
| ___ 32 ___ | Dry dishes | (38) |
| ___ 33 ___ | Put dishes away | (39) |
| ___ 34 ___ | Set table | (40) |
| ___ 35 ___ | Uses knife to cut meat, uses fork | (41-42) |
| ___ 36 ___ | Use can opener | (43) |
| ___ 37 ___ | Use bottle opener | (44) |
| ___ 38 ___ | Set stove burner correctly | (45) |
| ___ 39 ___ | Set oven temperature | (46) |
| ___ 40 ___ | Make tea | (47) |
| ___ 41 ___ | Make toast | (48) |
| ___ 42 ___ | Serve cold cereal and milk | (49) |
| ___ 43 ___ | Make frozen juice up | (50) |
| ___ 44 ___ | Cook an egg (any method) | (51) |
| ___ 45 ___ | Make a sandwich* - meat | (52) |
| | ___ cheese | |
| | ___ peanut butter | |
| | ___ other | |

* ___ 0 Can't make any ___ () No. of sandwiches
 ___ 1 Makes with help ___ can make

| | | |
|------------|---------------------------------------------------------|------|
| ___ 46 ___ | Pack a balanced lunch (probe re contents - e.g. fruit?) | (53) |
| ___ 47 ___ | Prepare canned soup | (54) |
| ___ 48 ___ | Prepare hot dogs | (55) |
| ___ 49 ___ | Cook sausages | (56) |
| ___ 50 ___ | Cook pork chops | (57) |
| ___ 51 ___ | Make a salad | (58) |
| ___ 52 ___ | Make a pudding or jello | (59) |
| ___ 53 ___ | Select a balanced diet | (60) |
| ___ 54 ___ | Store groceries, fridge, cupboard, freezer | (61) |
| ___ 55 ___ | Purchase groceries | (62) |
| ___ 56 ___ | Clean kitchen | (63) |
| ___ 57 ___ | Clean bathroom | (64) |
| ___ 58 ___ | Clean bedroom | (65) |
| ___ 59 ___ | Straighten living room | (66) |
| ___ 60 ___ | Takes out the garbage | (67) |
| ___ 61 ___ | Can stay alone | (68) |
| | ___ 0 No ___ Overnight | |
| | ___ 1 Few hours | |

VOCATIONAL

(1-5)

(6-10)

1. Where do you work?

0. ___ No job

1. ___ ARC Industries

2. ___ Skills Unlimited/Em. Prep.

3. ___ Competitive job, less than minimum wage

FIRM: _____

4. ___ Competitive job, minimum wage or better

FIRM: _____

2. How long have you been working there?

(11)

1. ___ Less than one year

2. ___ 1 - 3 years

3. ___ 3 - 6 years

4. ___ 6 - 10 years

5. ___ More than ten years

3. How long do you work each day? _____ hours

(12)

4. How do you usually get to work?

(13)

1. ___ Self, walking

4. ___ Taxi

2. ___ Self, Metro Transit

5. ___ Vans (contract)

3. ___ Self, other means

6. ___ Family or friends
drive to work.

5. Reasons you like your job:

(14)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

6. Reasons you dislike your job:

(15)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. What do you do at your job - any other things? (list of tasks) (16)
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
8. Tell me the tasks you like to do on your job: (17)
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
9. Tell me the tasks you don't like to do on your job: (18)
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
10. Would you like to have more training or learn more things at your job (Probe for what they'd like to learn) (19)
0. No.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
1. Would you like a different job? (20)
1. ____ Yes 2. ____ No
2. What kind of job would you like to have? (21-22)
- _____

13. How much do you like the people you work with.... a great deal, a little, or not at all? (23)
 2. ___ a great deal 1. ___ a little 0. ___ not at all
14. How did you get the job you have now? Who helped you get it? (24-25)
 1. ___ Self, newspaper 7. ___ Voc. Rehab. Services
 2. ___ Self, walked in 8. ___ Comm. Services Worker
 3. ___ Self, other _____
 4. ___ Family 9. ___ Canada Manpower
 5. ___ Friends 10. ___ CAMR Soc. Worker
 6. ___ Teacher 11. ___ Other (Specify) _____

15. How much do you earn each pay day? _____ (26)
16. How often do you get paid? (27)
 4. ___ Once a week 2. ___ Every two weeks 1. ___ once a month
17. Are you paid (28)
 1. ___ in cash 2. ___ by cheque
18. a) How many days a month do you miss? (29)
 0. ___ none 3. ___ More than a week
 1. ___ Less than two days 4. ___ More than 2 weeks
 2. ___ 3 - 5 days
- b) For what reasons? (30)
 1. ___ Doctor or dentist appointment 3. ___ Tiredness
 2. ___ Illness 4. ___ Other (specify) _____

19. For everyone, please list any previous paying jobs: (31)
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 0. ___ None

20. Did you quit any previous job? If so why? (Probe for difference between quitting and firing) (32)

- | | |
|-------------------------------|-------------------------------|
| 0. ___ Never quit a job | 6. ___ Job too far away |
| 1. ___ Didn't like the job | 7. ___ Hours too long |
| 2. ___ Didn't like the people | 8. ___ Didn't like shift work |
| 3. ___ Job too hard | 9. ___ Other (specify) _____ |
| 4. ___ Didn't like the boss | _____ |
| 5. ___ Poor health | _____ |

21. If fired, what were the reasons? (33-34)

- | | |
|--------------------------------------|--------------------------------|
| 0. ___ Never been fired | 6. ___ Always late |
| 1. ___ Job too hard | 7. ___ Laid off |
| 2. ___ Couldn't get along with staff | 8. ___ Job changed |
| 3. ___ Not strong enough | 9. ___ Company out of business |
| 4. ___ Boss didn't like me | 10. ___ Other, (specify) _____ |
| 5. ___ Missed too much time | _____ |

22. Only if not working, would you like a job? (35)

1. ___ Yes 2. ___ No

23. Why don't you have a job? (36)

- | | |
|--------------------------|--------------------------------------------------|
| 1. ___ Don't want one | 5. ___ No one helped me to get one |
| 2. ___ Too hard | 6. ___ Can't get one |
| 3. ___ No transportation | 7. ___ Parents won't allow |
| 4. ___ Poor health | 8. ___ Jobs not suitable (good enough) |
| | 9. ___ Not strong enough or physical limitations |

24. What kind of a job would you like, what tasks do you like (37-38)

- | | |
|-------------------------------------------|------------------------------------------|
| 0. ___ Professional | 7. ___ Beach work |
| 1. ___ Technical and managerial | 8. ___ Structural work |
| 2. ___ Clerical and sales | 9. ___ Garment industry |
| 3. ___ Service (dishwashing) | 11. ___ Miscellaneous |
| 4. ___ Farming, fishing and forestry | 12. ___ Different job in present setting |
| 5. ___ Processing (packing, sorting etc.) | |
| 6. ___ Machine trades | |

25. If you are not working, are you in a day programme? (39)

- | | |
|--------------------|------------------------------|
| 0. ___ None | 2. ___ Montgomery Centre |
| 1. ___ Hope centre | 3. ___ Other (specify) _____ |
| | _____ |

26. How many hours a week do you attend this programme (40)

- | | |
|---------------------|---------------------------|
| 0. ___ None | 4. ___ 10 - 15 hours |
| 1. ___ 3 or less | 5. ___ 15 - 20 hours |
| 2. ___ 3 - 6 hours | 6. ___ 20 - 25 hours |
| 3. ___ 6 - 10 hours | 7. ___ Less than 25 hours |

27. How do you get there? (41)

- | | |
|----------------------------|--------------------------------|
| 0. ___ Don't go | 4. ___ Taxi |
| 1. ___ Self, walking | 5. ___ Vans (contract) |
| 2. ___ Self, Metro Transit | 6. ___ Family or friends drive |
| 3. ___ Self, other means | 7. ___ Other _____ |

28. If not in day programme why not? (42)

- | | |
|----------------------------------------------|-----------------------------|
| 1. ___ Don't know of any programme | 4. ___ Poor Health |
| 2. ___ Not interested in available programme | 5. ___ Other(Specify) _____ |
| 3. ___ No transportation | |

29. If not in day programme would you like to be? (43)

- | |
|--------------------------------------|
| 1. ___ Yes What kind (specify) _____ |
| 2. ___ No |

30. If not working what do you do all day? List: (44)

31. May we make a referral for you? to a programme or Com. Service Worker? (45)

- | | |
|------------|-----------|
| 1. ___ Yes | 2. ___ No |
|------------|-----------|

COMMUNITY AWARENESS

1. a) Do you use Metro Transit by yourself? (50)

1. ___ Does not use 2. ___ Does use

b) If yes, where? (51)

1. ___ To work

2. ___ To special activities

3. ___ To shop

4. ___ To the Doctor's and/or Dentist's

5. ___ To visit a member of your family

6. ___ To visit a friend

7. ___ Other (specify) _____

2. When you eat out in a restaurant who orders your food? (52)

0. ___ Never eats in a restaurant

2. ___ Orders himself

1. ___ Companion orders

3. Who pays? (53)

1. ___ S's companion

2. ___ S. himself

4.a) Have you ever been lost? If you were who helped you find way home? (54)

0. ___ Never been lost

5. ___ Phone home

1. ___ Police

6. ___ Found your own way

2. ___ A stranger (person on the street)

3. ___ A bus driver

7. ___ ther (specify) _____

4. ___ Did you go to nearest house? _____

b) If yes, how long? (55)

1. ___ Overnight

2. ___ A few hours

5. Do you know the location of: (Probe) (56-57)

1. ___ Nearest drugstore

6. ___ Your doctor's office

2. ___ Nearest post office

7. ___ Your dentist's office

3. ___ Nearest shopping centre

8. ___ The Health Sciences Centre

4. ___ Nearest convenience store

9. ___ A movie

5. ___ Hairdresser/barber

10. ___ A roller rink

11. ___ The Community Club

13. ___ The Park

12. ___ The Y.M.C.A. nearest

14. ___ Your church

6. Which of the above do you go by yourself?

(58-59)

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | |

7. Are you a member of the Consumer movement?

(60)

1. _____ No 2. _____ Yes

If not, why not _____

(61)

8. Did you attend the Consumer Conference last May at the University?

(62)

1. _____ No 2. _____ Yes

If not, why not _____

(63)

9. Please write your name and address here:

(64)

NAME: _____

ADDRESS: _____

0. _____ Can't do
 1. _____ Prints first name only
 2. _____ Prints both names or writes first name
 3. _____ Prints full name and address or writes full name
 4. _____ Writes full name and address

10. Can you tell me the time?

(65)

0. _____ No 2. _____ Right on
 1. _____ Within 15 minutes

11. Can you tell me the day of the week?

(66)

0. _____ No 1. _____ Yes

12. Month: 0. _____ No 1. _____ Yes

(67)

13. Year: 0. _____ No 1. _____ Yes

(68)

14. Use of telephone:

a) What is your phone number? 0. ☐ No 1. ☐ Yes (59)

b) Do you use the phone to call friends? (70)

0. ☐ No 1. ☐ Yes

Emergency Calls

c) Whom do you call if sick? (71)

0. ☐ Doesn't know 1. ☐ Gives a name 2. ☐ Gives a phone number

d) Whom do you call for a fire? (72)

0. ☐ Doesn't know 1. ☐ 911

e) Whom do you call for danger? (73)

0. ☐ Doesn't know 1. ☐ 911

7. Scheduled Activities

Tally #'s

Night School

8 PC - Cooking

9 - Academics

10 - Carpentry

11 - Sewing

12 - Pottery

13 OTHER

14 Unsheduled Activities

- Frequent 4

- Occasional 3

- Seldom 2

- Never 1

15 Recreation with: (Mostly)

- Family 1

- Other residents 2

- Others 3

16 Home Activities: (Mostly)

- Isolative 1

- Inter-active 2

17 Eats Out

- Frequent 4

- Occasionally 3

- Seldom 2

- Never 1

RECREATIONAL LEISURE

Card 4

i. Scheduled Activities outside of home.

NOTES: a) "With whom" is lead up to verifying whether integrated or segregated setting. Segregated activities are done with other handicapped people.

b) Key for transportation:

- | | |
|----------------|------------|
| 1. Alone, bus | 4. Carpool |
| 2. Alone, cab | 5. Van |
| 3. Alone, foot | 6. Friend |
| | 7. Other |

| ACTIVITY | WITH WHOM | | WHERE | HOW OFTEN | TRANSPORTATION |
|--------------------|-----------|------|-------|-----------|----------------|
| | Int. | Seg. | | | |
| NIGHT) Cooking | | | | | |
| CLASSES) Academics | | | | | |
| Carpentry | | | | | |
| Sewing | | | | | |
| Pottery | | | | | |
| Other | | | | | |
| SWIMMING | | | | | |
| CROSS COUNTRY SKI | | | | | |
| DANCING | | | | | |
| ROLLER SKATING | | | | | |
| SNOW SHOEING | | | | | |
| SOCIAL CLUB | | | | | |
| BOWLING | | | | | |
| OTHER (specify) | | | | | |
| | (7) | (8) | | (9-10) | (11/12) |

(7) Tally number of integrated activities*

(8) " " " segregated "

(9) Tally frequency of integrated activities

(10) Tally frequency of segregated activities

(11) Transportation to integrated activities (main method).

(12) Transportation to segregated activities (main method).

*Think in terms of a month.

UNSCHEDULED ACTIVITIES. Think in terms of a month.
Outside home.

NOTES: a) "With whom" is lead up to verifying whether integrated or segregated setting.

b) Key for transportation:

- | | |
|----------------|------------|
| 1. Alone, bus | 4. Carpool |
| 2. Alone, cab | 5. Van |
| 3. Alone, foot | 6. Friend |
| | 7. Other |

| ACTIVITY | WITH WHOM | | WHERE | HOW OFTEN | TRANS-PORTATION |
|----------------------|-----------|------|-------|-----------|-----------------|
| | Int. | Seg. | | | |
| EAT RESTAURANT | | | | | |
| GOING TO THE PUB | | | | | |
| MOVIES | | | | | |
| ROLLER SKATING | | | | | |
| BOWLING | | | | | |
| DANCING | | | | | |
| SHOPPING | | | | | |
| TRIP TO ZOO | | | | | |
| TRIP TO MUSEUM | | | | | |
| TRIP TO PLANTETARIUM | | | | | |
| TRIP TO RAINBOW ST. | | | | | |
| TRIP TO FOLK FEST. | | | | | |
| ROCK CONCERT | | | | | |
| STAGE PERFORMANCE | | | | | |
| LIBRARY | | | | | |
| SPORTS EVENTS | | | | | |
| OTHER (specify) | | | | | |
| | 14 | 15 | | 16-17 | 19/20 |

(14) Tally number of integrated activities

(15) Tally " " segregated "

(16) Tally frequency of integrated activities

(17) " " " segregated "

(19) Tally main method transportation to integrated activity

(20) " " " " segregated "

3. With whom do you eat your meals?

(21)

0. ___ By self 1. ___ With family or other residents

4. What do you do during the week after you get home from work?

| What you do | With whom | Where |
|-------------|-----------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(22) Tally number of activities done in isolation

(23) Tally number of activities done with or amongst others

(24) Tally family or residence members subject interacts with

(25) Tally others subject interacts with

5. What do you do on the weekends?

| What you do | With whom | Where |
|-------------|-----------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(26) Tally number of weekend activities done in isolation

(27) Tally number of weekend activities done with or amongst others (e.g. play cards)

(28) Tally family or residence members subject interacts with

(29) Tally others subject interacts with

5. Who are your friends?

(30-31)

1. ___ At work

3. ___ At activities

2. ___ At school

4. ___ Thru' the family

5. ___ Others _____

LIST

HOW YOU MET THEM

(30) Tally - M.R. friends

(31) Non M.R. friends

6. Do you have friends come to visit you?

(32)

0. ___ No 1. ___ for an evening or afternoon 2. ___ to stay overnight

7. If yes, do you offer a lunch or coffee?

(33)

0. ___ No 1. ___ Yes

8. If yes, who makes the lunch

(34)

0. ___ Others 1. ___ You

9. If yes, who cleans up?

0. ___ Others 1. ___ You

(35)

10. Do you ever stay overnight at a friend's or relatives?

(36)

0. ___ No 1. ___ Yes

11. Where have you gone on a vacation?

(37)

0. ___ Haven't gone

3. ___ U.S.A.

1. ___ Manitoba

4. ___ Europe

2. ___ Other parts Canada

5. ___ Elsewhere

12. How long was your vacation? _____ weeks

(38)

14. Who was your vacation with?

(39)

1. ☐ Family

4. ☐ With residence members

2. ☐ Friends

5. ☐ Other _____

3. ☐ At a camp

15. Who planned it?

(40)

0. ☐ Someone else 1. ☐ You

16. Who paid?

(41)

0. ☐ Someone else 1. ☐ You

17. If you, did you save up for it?

(42)

0. ☐ No 1. ☐ Yes

1. Where do you get your money from?

(6-9)

- | | |
|------------------------|------------------------------|
| 1. ___ Salary | 5. ___ Friends |
| 2. ___ Parents | 6. ___ Government |
| 3. ___ Husband/Wife | 7. ___ Other (specify) _____ |
| 4. ___ Other relatives | 8. ___ Common Law |
| | 9. ___ Don't know |

2. About how much money do you receive?

(10-14)

Weekly Bi-weekly monthly other specify

- | | | | | |
|--------------------------|-------|-------|-------|-------|
| 1. _____ salary | _____ | _____ | _____ | _____ |
| 2. _____ parents | _____ | _____ | _____ | _____ |
| 3. _____ husband/wife | _____ | _____ | _____ | _____ |
| 4. _____ other relatives | _____ | _____ | _____ | _____ |
| 5. _____ friends | _____ | _____ | _____ | _____ |
| 6. _____ government | _____ | _____ | _____ | _____ |
| 7. _____ Other (specify) | _____ | _____ | _____ | _____ |
| 8. _____ Common Law | _____ | _____ | _____ | _____ |
| 9. _____ don't know | _____ | _____ | _____ | _____ |

3. Type of accommodation:

(15)

- | | |
|-----------------------------|---------------------------|
| 1. ___ Parents home | 5. ___ Group residence |
| 2. ___ Board and room | 6. ___ Alone in apartment |
| 3. ___ Foster home | 7. ___ Shared apartment |
| 4. ___ Group board and room | 8. ___ Nursing home |
| | 9. ___ Other _____ |

4. Estimated cost

(16-20)

(to be filled in by B.A.S.)

5. How much spending money do you have for yourself each week?

(21)

- | | |
|-------------------------|--------------------------|
| 0. ___ None | 3. ___ \$10.00 - \$15.00 |
| 1. ___ Less than \$5.00 | 4. ___ \$15.00 - \$20.00 |
| 2. ___ \$5.00 - \$10.00 | 5. ___ More than \$20.00 |

6. What do you purchase with this?

(22-27)

- | | |
|-------------------|----------------------|
| 1. ___ Candy | 4. ___ Entertainment |
| 2. ___ Drinks | 5. ___ Lunch at work |
| 3. ___ Cigarettes | 6. ___ Other _____ |

7. Do you ever run out of money before the next pay day?

199

(28)

0. ☐ No 1. ☐ Yes

a. If no, what do you do when you have no money?

b. If yes, from whom did you borrow the money?

c. Do you owe any money to him/her now?

(29)

0. ☐ No 1. ☐ Yes

8. Who looks after your money?

(30)

1. ☐ Parents

4. ☐ Other (specify) _____

2. ☐ House manager

5. ☐ Self

3. ☐ Social worker

If not self, why? _____

9. How much money have you been able to save?

(31)

0. ☐ None

1. ☐ Less than \$25.00

4. ☐ \$100.00 - \$200.00

2. ☐ \$25.00 - \$50.00

5. ☐ \$200.00 - \$1000.00

3. ☐ \$50.00 - \$100.00

6. ☐ \$1000.00 over

10. For what do you save money?

(32-35)

0. ☐ Don't know

4. ☐ Other (specify) _____

1. ☐ Holiday

2. ☐ Things (stereo, T.V. etc.)

3. ☐ "Future"

11. What can you buy with \$1.00. List things. (To be scored according to whether a reasonable purchase for a dollar.) (36)

12. What can you buy for \$10.00? (List things)

(37)

(Both above scored as 0 ☐ didn't know or number of purchases mentioned.)

13. How much do a pair of blue jeans cost and where do you buy them? (38)
0. ___ Don't know
- ___ 1.a. About \$15.00 bought at a Thrifty's or whatever
- ___ b. Or about \$30.00 if bought at a department store

14. About how much money do you need to go to McDonald's? (39)
0. ___ Don't know
0. ___ More than \$3.00, less than .75¢
1. ___ Between 75¢ and \$3.00

15. How much does a bus pass cost? (40)
0. ___ Don't have one 2. ___ \$14.00
1. ___ Don't know

16. How much does a newspaper cost? (41)
0. ___ Doesn't know or wrong
1. ___ 25¢ each
1. ___ or accept \$1.50 to \$2.50/week

With the money you have you can do a lot of things you like to do. For example, you can go shopping for food, clothing, etc.

First I would like to ask some questions about shopping for food.

17. Do you ever buy your own food? (42)
0. ___ No 1. ___ Yes

18. What food do you buy? (43)
0. ___ None
1. ___ Names junk food
2. ___ Both junk food and nutritious food
3. ___ Nutritious food only

19. Who buys most of the food in this house? (44)
0. ___ Doesn't know 4. ___ Other (specify) _____
1. ___ Mother 5. ___ Me
2. ___ Father
3. ___ House manager

20. Do you get to pick some of the grocery items you'd like to have? (45)
0. ___ No 1. ___ Yes

POSSESSION

- 6. Newspapers, magazines, etc.
- 7. Musical Instrument
- 8. Camera
- 9. Alarm

(53-60)

WHERE

- 0. ___ Doesn't have
- 1. ___ Own room
- 2. ___ Basement/rec room

(61-68)

WHO BOUGHT

- 0. ___ Doesn't have
- 1. ___ Others
- 2. ___ Self, own money

(69-76)

26. Do you have a bank account?

(77)

- 0. ___ Doesn't have one
- 1. ___ Has in someone else's name
- 2. ___ Someone else has to sign with subject
- 3. ___ Subject has sole control and signature on account

27. Who is the co-signature on the account?

(78)

- 0. ___ No one
- 1. ___ Mother
- 2. ___ Father
- 3. ___ Sister/brother
- 4. ___ Guardian
- 5. ___ Friend
- 6. ___ Social worker
- 7. ___ Teacher
- 8. ___ House manager

GENERAL INFORMATION

1. a. Do you (the subject) have any friends or neighbours who help you out
when you need them? 1. ☐ Yes 2. ☐ No (46)
- b. Does your family? 1. ☐ Yes 2. ☐ No (47)
2. a. Do you have any friends or neighbours you help out when they need you?
1. ☐ Yes 2. ☐ No (48)
- b. Does your family? 1. ☐ Yes 2. ☐ No (49)
3. (PARENT, GUARDIAN OR HOUSE MANAGER.)
How well would you say _____ controls his/her feelings and
behaviors. (50)
 2. ☐ very well
 1. ☐ fairly well
 0. ☐ not well at all
4. When _____ is at home, what kinds of things does he/she spend most of
his/her time doing? (PROBE: ARE THERE ANY OTHER THINGS --LIST.) (51--56)
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
5. Are you satisfied with these activities or are there other things you would
prefer that he/she does with this time? (57)
 0. ☐ not satisfied
 1. ☐ satisfied
6. If not satisfied what other things would you prefer? (PROBE.) (58--59)
 1. _____
 2. _____
 3. _____

7. If not satisfied, have you done anything about this? What? (60--61)

1. _____
2. _____
3. _____

8. a. (IF SUBJECT IS WORKING), are you satisfied with the job _____ has,
or would you prefer something else? (62)

0. ___ not satisfied

1. ___ satisfied

b. (IF PREFERS SOMETHING ELSE), what kind of a job would you prefer for _____?
_____ (53)

9. a. Are you satisfied with the programme _____ is in, or would you prefer
that he/she learn something else? (64)

0. ___ not satisfied

1. ___ satisfied

b. (IF NOT SATISFIED), what would you prefer that _____ be learning?

1. _____ (65--66)

2. _____

3. _____

10. a. (IF SUBJECT IS NOT WORKING OR IN A DAY PROGRAMME:)

Are you satisfied that _____ is not in any programme? (67)

0. ___ not satisfied

1. ___ satisfied

b. (IF NOT SATISFIED), what kind of training or work would you like to see
_____ get started in?

c. What in your opinion is the reason why _____ is not involved in
anything? (68--69)

1. _____

2. _____

3. _____

d. What do you thing might be done to help _____ get into the things
you would prefer? (70--71)

1. _____

2. _____

3. _____

Have you ever heard of the Winnipeg branch of the C A M R ?

(72)

0. ___ no

1. ___ yes

(IF YES), are you or is anyone in this house a member of the Winnipeg C A M R ?

0. ___ no

1. ___ yes

(73)

(IF NOT), why not? (PROBE)

1. _____

2. _____

3. _____

Do you or does anyone in this house go to any of their meetings?

(74)

0. ___ no

1. ___ Community Council

2. ___ general membership meetings

(IF NOT), why not? (PROBE)

1. _____

2. _____

3. _____

Do you, or does anyone in this house, do any volunteer work for the Winnipeg

C A M R.? 0. ___ no (IF NOT, WHY NOT) _____ (75)

1. ___ yes (IF YES, WHAT) _____

Are you or is anyone in this house on any committee of the Winnipeg branch?(76)

0. ___ no (IF NOT, WHY NOT) _____

1. ___ yes IF YES, WHICH ONES) _____

If you are not a member of the association would you like some information (77)

about it? 1. ___ yes

2. ___ no (IF NOT, WHY NOT) _____

U.S. AIR FORCE: 55TH SFG (ASLT)

9

STATISTICAL ANALYSIS SYSTEM

| C | S | P | A | P | S | K | T | A | M | V | S | E | M | D | F | I | R | U | B | S | A | C | B | A |
|-----|-----|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 37 | 71 | 1 | 1 | 26 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 39 | 72 | 1 | 1 | 25 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 39 | 73 | 1 | 1 | 24 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 40 | 74 | 1 | 1 | 23 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 41 | 75 | 1 | 1 | 22 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 42 | 76 | 1 | 1 | 21 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 43 | 77 | 1 | 1 | 20 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 44 | 78 | 1 | 1 | 19 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 45 | 79 | 1 | 1 | 18 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 46 | 80 | 1 | 1 | 17 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 47 | 81 | 1 | 1 | 16 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 48 | 82 | 1 | 1 | 15 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 49 | 83 | 1 | 1 | 14 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 50 | 84 | 1 | 1 | 13 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 51 | 85 | 1 | 1 | 12 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 52 | 86 | 1 | 1 | 11 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 53 | 87 | 1 | 1 | 10 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 54 | 88 | 1 | 1 | 9 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 55 | 89 | 1 | 1 | 8 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 56 | 90 | 1 | 1 | 7 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 57 | 91 | 1 | 1 | 6 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 58 | 92 | 1 | 1 | 5 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 59 | 93 | 1 | 1 | 4 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 60 | 94 | 1 | 1 | 3 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 61 | 95 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 62 | 96 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 63 | 97 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 64 | 98 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 65 | 99 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 66 | 100 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 67 | 101 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 68 | 102 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 69 | 103 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 70 | 104 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 71 | 105 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 72 | 106 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 73 | 107 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 74 | 108 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 75 | 109 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 76 | 110 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 77 | 111 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 78 | 112 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 79 | 113 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 80 | 114 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 81 | 115 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 82 | 116 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 83 | 117 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 84 | 118 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 85 | 119 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 86 | 120 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 87 | 121 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 88 | 122 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 89 | 123 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 90 | 124 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 91 | 125 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 92 | 126 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 93 | 127 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 94 | 128 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 95 | 129 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 96 | 130 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 97 | 131 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 98 | 132 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 99 | 133 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 100 | 134 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 101 | 135 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 102 | 136 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 103 | 137 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 104 | 138 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 105 | 139 | 1 | 1 | 0 | 1 | 3 | 2 | 2 | 1 | 7 | 1 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | | | | | |

STATISTICAL ANALYSIS SYSTEM

[illegible]

STATISTICAL ANALYSIS SYSTEM 0:26 FRIDAY, AUGUST 29, 1980 19

[illegible]

FIRST DRAFT

COMMUNITY EXPERIENCE PROGRAM

PRINCE CHARLES SCHOOL

CURRICULUM GUIDE

1972

COMMUNITY EXPERIENCE PROGRAM CURRICULUM GUIDE

This guide was prepared by the members of the 1978/79 Program Advisory Committee at Prince Charles. It is intended to give teachers a list of topics and resources for use in teaching the Community Experience Program.

The Committee realizes that not all topics of a given unit can be covered with all students. However, it is felt that there is sufficient material in each unit that can be applied to all program levels in the school. Teachers can use their own discretion in applying the curriculum to the program levels they teach. The curriculum will be re-evaluated at the end of the year and necessary adjustments made for the following school term. Field trips to a wide variety of community locations are a necessary part of the program. In order to ensure that the same community resource is not overused, the Committee suggests that teachers keep file cards of the locations and dates they and their classes have visited.

GUIDE AUTHORS

- | | | |
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| Unit 2 | Relating to People in the Community | Doreen Campbell, Tom Lovatt |
| Unit 3 | Mobility in the Community | John Holland |
| Unit 4 | Money Management | Bob McDill, Joan Lloyd |
| Unit 5 | Societal Systems | John VanWalleghem, Karen Hutton |

CONTENTS

Unit1 Nutrition & Fitness in the Community

- recreation
- outdoor recreation
- weather survival (winter/summer)
- shopping (clothes, groceries, grooming needs)

2 Relating to People in the Community

- working with peers
- taking directions
- who to trust
- how to ask for assistance
- telephone use (including pay phone)

3 Mobility in the Community

- transit system
- landmarks
- use of taxi
- hotel/motel
- use of streets
- transportation systems outside of Winnipeg
- use of bicycle

4 Money Management

- pairing work with money
- vending machine use
- shopping (general supplies, going through cashier)
- restaurants
- movies, theatres, concerts, etc.

5 Societal Systems

- doctor and dentist offices
- civics
- awareness/exploration of industrial and manufacturing systems

6 General Needs

- appropriate social behaviour
- functional reading
- social gatherings

UNIT 1

NUTRITION AND FITNESS IN THE COMMUNITY

NUTRITION

involve parents as much as possible
junk foods
relation between food (diet) and fat
relation between exercise and fat
relation between diet and exercise and fat
vitamins
minerals, etc. > from food
weight loss club

SHOPPING

vocabulary - names of stores
 - names of depts., i.e. produce, meat
- getting the most for your money
meal planning
shopping - observation
 - large group
 - small group
 - individual
food storage
cooking
table manners
cleaning

RESTAURANTING

vocabulary
role playing
different kinds of restaurants (money)

RECREATIONAL ACTIVITIES (examples)PLACES TO LEARNPLACES TO PARTICIPATE

| | | |
|------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1. paddleball | school, YMCA's, U of M | YMCA's, U of M, court sports |
| 2. bicycling | school | City of Winnipeg with family, friends, peers |
| 3. swimming | through school programs, swimming programs at YMCA, YMCA, with emphasis on <u>water safety</u> | city pools, lakes, provincial and national parks |
| 4. slow pitch baseball | school program | community centres |
| 5. roller skating | school, roller rinks | roller rinks |
| 6. dancing | school | dances |
| 7. hiking, camping, canoeing | taught through school at wilderness areas, such as provincial parks | camps, etc. with family peers |
| 8. bowling | school, bowling alleys | bowling alleys |
| 9. snowshoeing | school, parks | parks, community centres |
| 10. cross country skiing | school, parks | parks, community centres |
| 11. skating | school, parks | parks, community centres |

WEATHER SURVIVAL

- should be part of Phys. Ed. or Home Ec. course
- proper dressing, etc., should be stressed; use of wool, etc.
- parents will be more important here than the school

RECOMMENDATION:

CONFERENCE FOR PARENTS OF TMH PUPILS with a definite theme, such as nutrition and food, money management, i.e. we should keep trying to educate the parents.

UNIT 2

RELATING TO PEOPLE IN THE COMMUNITY

WHAT TO TEACH

- how to ask for directions and assistance while in community
- using appropriate tone of voice in crowd (not too loud)
- laughing, clapping at appropriate times
- awareness of facial expression (grimacing, blinking, etc.)
- appropriate use of manners (please, thank you, excuse me)
- appropriate eating manners
- awareness of social distance and appropriate behaviour on different occasions (touching, hand-holding, kissing)
- appropriate dress for certain occasions
- how to walk down the street appropriately
- how to pay for articles purchased (cash)
- how to use community transportation, bus, taxi
- how to use a pay phone or ask to use a phone if pay phone not available
- how to use vending machines
- what steps to take if lost

COMMUNITY PLACES TO LEARN

- department stores, people on street, people in restaurants
- stores, restaurants, buses, work
- movies, concerts
- restaurants
- sporting events, formal events, etc.
- restaurant, grocery store, dept. store

WORK SKILLS

- | | |
|-------------------------------------------------------------|--------------------|
| - follow instructions | - at work stations |
| - report to supervisor if work completed or something wrong | - at work stations |
| - appropriate verbal interaction | - at work stations |
| - reaction to criticism | - at work stations |

UNIT 3

MOBILITY IN THE COMMUNITY

A. USE OF STREETS

1. Walking on sidewalk
 - a) Walking individually and in groups
 - i) single file
 - ii) in pairs
 - b) Passing others on sidewalk
2. Cross-walk
 - a) Identification as extension of side-walk
3. Awareness of roadway
4. Awareness of traffic on roadway
 - a) Appropriate cautions
5. Crossing at intersections
 - a) Identification of traffic controls
 - i) traffic signal lights
 - ii) stop sign
 - iii) pedestrian corridor
 - iv) cross-walk
 - v) uncontrolled intersection
 - b) Looking for traffic
 - c) Appropriate stance on curb/edge of sidewalk
 - d) Signalling to cross intersection
 - i) extending arm in direction of crossing
 - e) Waiting for no traffic/traffic stopped
 - f) Crossing within cross-walk
 - i) from one side to other
 - ii) crossing with control devices, if such exist
6. Crossing railway tracks
 - a) Awareness of train traffic
 - b) Identification and awareness of signal devices
 - c) Crossing tracks
7. Walking on appropriate shoulder of roadway when no sidewalk exists

B. LANDMARKS

1. Awareness of a sense of direction
 - a) Appropriate use of signs, buildings, houses, etc.
2. Outline four or five common meeting places, e.g. City Hall, Polo Park, etc.

C. TRANSIT SYSTEM

1. Identifying Metro bus
 - a) Colors
 - b) Entry door (front)
 - c) Exit door (rear)
2. Identifying bus stop
 - a) Appropriate behaviour
3. Identifying bus shelter
 - a) Using shelter
 - b) Appropriate behaviour
4. Bus Routes
 - a) Variety of routes
 - b) Name of bus route on front and side of bus
 - c) Appropriate use of travel card
 - d) Selecting appropriate route
5. Entering bus
 - a) Entering front door
 - b) Placing ticket or correct amount of money in proper receptacle
 - c) Requesting transfer
 - d) Selecting a seat
 - i) providing a good view of landmarks
 - e) Standing when necessary
 - i) use of seat and/or side poles
 - f) Appropriate behaviour
6. Recognizing correct bus stop
7. Disembarking from bus
 - a) Ringing bell at appropriate time
 - i) use of landmarks
 - b) Exit from rear door
 - i) use of gate

D. USE OF TAXI

1. Identifying taxi vehicles
 - a) Purpose/use of taxi
 - b) Cost factor
2. Determining destination
3. Calling/hailing a taxi
4. Entering a taxi
5. Giving directions to driver
6. Appropriate behaviour in taxi
7. Paying driver upon reaching destination
8. Exit from taxi

E. TRANSPORTATION SYSTEMS OUTSIDE WINNIPEG

| AUTOMOBILE | BUS | TRAIN | AIRPLANE | SHIP |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - needs driver - needs gasoline - determine destination - determine route - frequency of stops - cost factor - gas replet - fishing - oil/water/battery checks - stowing luggage - selecting a seat - appropriate behaviour - eating at rest stops - paying for meals - remember/know destination - exit from auto - obtaining luggage | <ul style="list-style-type: none"> - identify highway bus - has a driver - determine destination - determine cost - bus terminal - departure time - purchase of tickets (one-way/return) - luggage - appropriate door - identify correct bus - boarding bus - selecting a seat - stowing hand luggage - appropriate behaviour - assist driver to - eating at rest stops - paying for meals - identifying facilities on bus - remember/know destination - frequent scheduled stops - exit from bus - with hand luggage | <ul style="list-style-type: none"> - identify passenger train - driven by engineer - determine destination/needs - determine cost - train station - departure time - purchase of ticket (one-way/return) - luggage - appropriate track - identify correct train/coach - boarding train - finding correct coach - determine assigned seat/location - stowing hand luggage - appropriate behaviour - conductor to assist - eating on train (usual payment required) - identify facilities on train - remember/know destination | <ul style="list-style-type: none"> - identify airplane - controlled by pilot - determine destination - determine cost - airport - departure time - reservations - purchase of ticket (one-way/return) - customs procedures - luggage - appropriate gate - waiting area - boarding plane - finding correct seat - stowing hand luggage - appropriate behaviour - steward(ess) to assist - eating on plane (no payment) - identify facilities on plane - remember/know destination - scheduled stops - disembarking | <ul style="list-style-type: none"> - identify ship - captain navigator - determine destination - determine cost - dock - departure time - reservations - purchase of ticket (one-way/return) - luggage - boarding location - boarding vessel - finding correct room/seat/location - stowing luggage - appropriate behaviour - steward(ess) to assist - eating on vessel (sometimes payment) - identify facilities on vessel - remember/know destination - frequent scheduled stops - disembarking from vessel - with hand |

E. TRANSPORTATION SYSTEMS OUTSIDE WINNIPEG

| AUTOMOBILE | BUS | TRAIN | AIRPLANE | SHIP |
|------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - obtain baggage - correct exit from bus terminal | <ul style="list-style-type: none"> - frequent scheduled stops - alighting from train with hand luggage - obtain baggage - exit from train station | <ul style="list-style-type: none"> - from plane with hand luggage - obtain baggage - exit from airport | <ul style="list-style-type: none"> - luggage - obtain baggage |

F. HOTEL/MOTEL

1. Selecting a facility
2. Determine cost
3. Making reservations
4. Check-in procedures
 - a) Managing luggage
5. Appropriate behaviour
6. Identification and use of resources of hotel/motel
7. Check-out procedures
 - a) Paying cashier

G. USE OF BICYCLE

1. Provincial bicycle program

UNIT 4

MONEY MANAGEMENT

1. Places To Go: (in vicinity of school)

- Safeway
- Co-op
- corner grocery store
- Luigi's
- Casa Grande
- Dell's Food Bar
- McDonald's
- Grubbee's
- A & W
- POLO PARK
 - large dept. stores
 - grooming needs
 - housekeeping needs
 - leisure needs
 - clothing, etc., etc.
 - movie house
 - bowling alley
 - restaurants
 - lunch counters
 - snack bars

2. Resources:

- pictures
 - slides
 - books
- } hopefully produced by Summer Work Program, run by Reg H.
- people and other workers coming in from the community; e.g. students could perhaps have access to talk to the fire chief when he comes to do his inspection.
 - vending machines
 - work assessment

3. What To Teach Prior To Going To These Places:

- survival reading
 - functional signs that would be encountered on the trip.
 - word lists pertaining to the place to be visited.
 - some bus ridership skills.
 - some money skills
 - e.g. a) can identify money
 - b) know that money has value and that he can buy things he needs with money, etc.
- some classification skills (this is very necessary for any shopping experience).
- some knowledge of how to use an aisle in the store.

3. (continued)

- how to look for content and number of aisles.
- knowledge of the function of the workers that will be encountered, etc.
- knowing what the student is going to buy, how much it costs, etc., etc.

4. What To Highlight At The Learning/Community Site:

- appropriate interaction with the facility; e.g. general department, waiting turns at cashier, asking appropriate questions, learning where to find what, following the task through, evaluation (What did I come to buy? Did I get it? Did I do what I was supposed to do?)

5. How to determine quality in goods purchased

6. Returning of faulty goods

UNIT 5
SOCIETAL SYSTEMS

COMMUNITY HELPERS (EMERGENCY)

1. Police

- a) discuss why we have (newspaper reports) and how to contact
- b) invite policeman to school to talk
- c) practise phoning details
- d) prepare for tour of station
- e) tour station

2. Firemen

- a) discuss why we have (newspaper reports) and how to contact
- b) invite fireman to school to talk
- c) practise phoning details
- d) discuss causes and results of fire
- e) examine site of fire
- f) discuss home fire safety and what to do in case of
- g) practise fire safety and drill (in apt.)

3. Emergency Health

- i) ambulances
 - a) discuss why we have (newspaper reports) and how to contact
 - b) invite ambulance personnel to school to talk
 - c) practise phoning details
- ii) primary health care (hospital emergency)
 - a) discuss why we have (newspaper reports) and how to contact
 - b) invite hospital personnel to school to talk
 - c) practise phoning details
 - d) prepare for tour of hospital
 - e) tour hospital
- iii) first aid
 - a) discuss uses -when, why, how, who
 - b) practise simple first aid (pgms 1 - 8)
 - c) tour St. John's Ambulance OR get representative
- iv) Emergency Measures Organization (EMO)
 - a) discuss natural disasters in Winnipeg - snowstorms
- floods
 - b) discuss how to react or help
 - c) help if possible in community

COMMUNITY HELPERS (MUNICIPAL SERVICES)1. Refuse Collection

- a) discuss purpose and how to contact for trouble
- b) prepare for and tour garbage incinerator

2. Sewage System

- a) discussion and how to deal with trouble

3. Water Supply

- a) discussion and how to deal with trouble
- b) tour

4. Electricity

- a) discuss and how to deal with trouble
- b) tour hydroelectric operation station??

COMMUNITY HELPERS (COMMUNICATION)1. Letters

- a) why and how - business (bills)
 - pleasure
- b) practise

2. Other Postal Services

- a) parcels
- b) money orders
- c) general delivery
- d) tour

3. Telegrams

- a) why and how

4. Telephone

(see other area)

5. Using Mass Media For Information

- a) news - why, how
- b) weather - why, how
- c) tour TV station
- d) tour radio station
- e) tour newspaper office

EDUCATION1. Schools

- a) what for?
- b) different types
- c) schools as preparation for work
- d) tour Tec Voc? R.B. Russel?

2. Adult Education

- i) preparation for work
 - a) tour R.R.C.C.
- ii) continuing education
 - a) example of night classes available through school system
 - b) example of classes for recreation
 - ceramics and other crafts (where, how)
 - sports (where, how)

3. School Boards

- a) purpose
- b) how to interact with

BANKS AND BANKING

- a) discussion of purpose - why, how
- b) tour - overview only
- c) using bank forms - minibank in school?
- d) tour - more in depth OR bank employee to school
- e) set up bank accounts (at 18 years, using social allowance or earnings).
- f) establish liaison with neighbourhood banks

LEGAL REQUIREMENTS AND SERVICES1. Personal Identification

- a) purpose and use
- b) what to carry and how
- c) establish as personal habit

2. Birth Certificate

- a) discuss why, when needed
- b) discuss how to obtain
- c) get Birth Certificate for students who don't have one

3. Social Insurance Number

- a) before or at age 16
- b) why and how to get
- c) trip to Post Office to get

3. (continued)

- d) practise use on dummy forms
- e) discuss claims - welfare, unemployment
- f) invite welfare or unemployment personnel
- g) practise on dummy forms

4. Taxes

- a) discuss purpose - why, how, who
 - b) discuss use - use municipal budget? }
 - c) examine dummy forms - T4, etc. }
- involvement of
parents & guardians

5. Worker's Compensation

- a) discuss
- b) invite representative to talk

6. Laws and Courts

- a) discuss
- b) visit court

HEALTH1. Doctors

- i) check-ups
 - a) discuss why, how
 - b) role play setting up appointments and keeping appts.
 - c) role play office procedures
 - d) practise individual appointment cycle "in vivo" (in real life)
- ii) emergencies
 - a) discuss why, how
 - b) role play contact and follow-up

2. Dentists

- i) check-ups
 - a) discuss why, how
 - b) role play setting up appointments and keeping appts.
 - c) role play office procedures
 - d) practise individual appointment cycle "in vivo" (in real life)

3. Public Health

- a) discuss
- b) role play contact for inoculations
- c) role play requesting home health care support
- d) invite representative (Mrs. McLean)

4. Other Home Health Supports

- a) discuss VON and whatever else
- b) home care services

INDUSTRIAL AND MANUFACTURING SYSTEMS

- Objective: A. To see where people work and what they do.
 B. To allow students to see where the products they use come from and how they are made.

1. Food Chain

- a) discuss
- b) tour source - farm
- c) tour various secondary industries - Canada Packers
 - dairy
 - bakery
 - vegetable warehouse
- d) tour grocery store

2. Construction Chain

3. Clothing Chain

4. Electrical Appliance Chain

5. ETC.

SOCIAL GATHERINGS

1. Churches

- a) discuss
- b) compare and solicit information on social side of membership
 i.e. teas, women's groups, men's groups, charity groups
- c) liaise individual student contact, if ethical

2. Community Clubs

- a) discuss
- b) compare and solicit information on social side of membership
 i.e. teas, women's groups, men's groups, charity groups
- c) liaise individual student contact, if possible

3. Consumer Activist Groups

- a) discuss
- b) seek contact and invite representative, if possible

SOCIAL SUPPORT SYSTEMS

1. Economic and Employment Supports

- i) Canada Manpower
 - a) discuss
 - b) tour for overview
 - c) role play use
 - d) tour for in-depth practise
 - e) liaise individual student appointment where practicable
- ii) Vocational Rehabilitation
 - a) discuss
 - b) invite representative
 - c) liaise individual contact with representative
- iii) employment options
 - a) discuss - activity centre
 - evaluation and training centre
 - competitive employment
- iv) social allowance
 - a) discuss
 - b) liaise application of individual students
 - c) follow-up as class group - forms, budget, etc.

2. Residential Supports

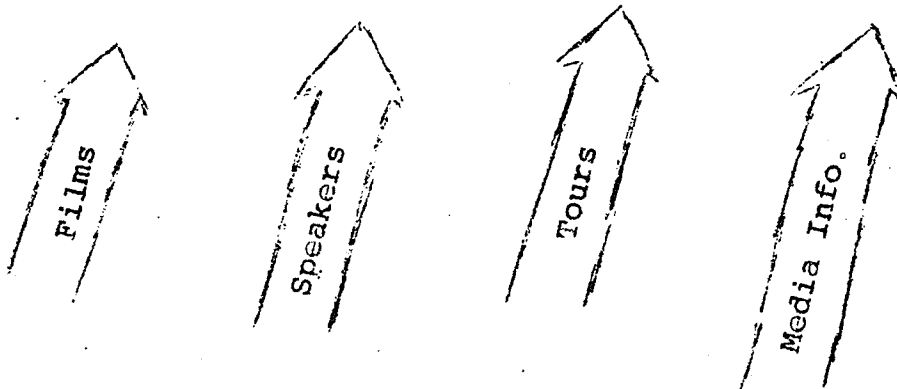
- i) Community Services
 - a) discuss
 - b) invite representative
 - c) liaise individual contact and use
- ii) residential options - group home
 - supported apartment living
 - parents' home
 - independent
 - a) discuss each
 - b) tour each - talk with resident - plusses and minuses
- iii) landlord and tenant services
 - a) discuss - Rentalsman and leases
 - b) examine sample lease

3. Elected Representatives

- a) discuss political system
- b) visit constituency offices
- c) tour city hall
- d) tour legislature
- e) role play contact with representative

DISCUSSION BREAKDOWN

- introduce words visually and aurally and orally
- relate to students' personal experience
- have students gather more information - usually from parents
- share information
- define terms understandably
- rehash definition throughout later exercises
- have students verbalize relationship of terms to their lives, present and future



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