

THE UNIVERSITY OF MANITOBA

A STUDY OF THE WORK AND LEISURE ACTIVITIES
OF A GROUP OF YOUNG ADULT TRAINABLE MENTAL
RETARDATEES IN GREATER WINNIPEG, MANITOBA.

Being a Report of a Research Project
Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Social Work

by

Jocelyn Goodine

Winnipeg, Manitoba

April, 1967



ACKNOWLEDGEMENTS

The writer expresses sincere appreciation for the cooperation and guidance of those who assisted in the compiling of this research project.

Appreciation is extended to Mr. Arthur Hoole, Executive Director of the Manitoba Branch of the Canadian Association for Retarded Children; to the Association for Retarded Children in Greater Winnipeg; to the parents of these young adults for their courteous participation in the study; and to the members of the research group.

ABSTRACT

This was a diagnostic descriptive study focusing on the amount and variety of participation in work and leisure activities in the home and in the community of a group of young adult trainable mental retardates residing in Greater Winnipeg. The variables studied were - sex of the retardate, number of years in attendance at the Kinsmen School (a training school for retarded children in Winnipeg), number of years in present residence, and number of siblings in the retardate's family. The project was conducted in Winnipeg, Manitoba from October, 1966 to April, 1967.

The total population of twenty-eight subjects was derived from a nominal list provided by the Association for Retarded Children in Greater Winnipeg, and data was obtained by means of direct interviews with the parent(s) or guardian(s) of the young adult retardates, employing a schedule.

An analysis of the findings revealed no consistent relationship between the amount and variety of participation in work and leisure activities and the four variables, as postulated in the main hypothesis. The findings were inconclusive, and the main hypothesis was not confirmed.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	vi
 Chapter	
I INTRODUCTION	1
II REVIEW OF THE LITERATURE	10
III METHOD	23
IV ANALYSIS OF DATA	32
V CONCLUSIONS	40
 BIBLIOGRAPHY	 47
APPENDIX A	49
APPENDIX B	50
APPENDIX C	53

LIST OF TABLES

Table	Page
1. Distribution of the Amount and Variety of Participation in Work and Leisure Activities in the Home According to Sex	33
2. Distribution of the Amount and Variety of Participation in Work and Leisure Activities in the Community According to Sex	34
3. Distribution of the Amount and Variety of Participation in Work and Leisure Activities in the Community According to the Number of Years in Present Residence	35
4. Distribution of the Amount and Variety of Participation in Work and Leisure Activities in the Home and in the Community According to the Number of Siblings	36
5. Distribution of the Amount and Variety of Solitary Activities and Activities Done with Others in the Home and in the Community	37
6. Distribution of the Amount and Variety of Participation in Work and Leisure Activities in the Home and in the Community According to the Number of Years in Attendance at the Kinsmen School	38

CHAPTER I

INTRODUCTION

The purpose of this research project is to gain knowledge about the leisure activities of trainable mentally retarded adults between the ages of eighteen and thirty, and to consider some selected factors which may be related to the amount and variety of this participation. It should be pointed out that the focus of this project is on the participation of these adults and the relationship of selected factors to this participation, and no attempt has been made to evaluate this relationship in terms of the adjustment of these individuals. The purpose then, is seen in terms of gaining much needed basic knowledge about this group of individuals, as a review of literature and research on this subject, which is fully outlined in Chapter II, has indicated considerable neglect of this group of the mentally retarded. This understanding is necessary if these individuals are to enjoy a more self-satisfying life, to realize more fully their potential, and to play a productive role in society today.

This project refers to a specific area within the larger problem of mental retardation. There has been an increasing emphasis in recent years in both Canada and the United States toward seeking a more comprehensive approach to this broader problem. President John F. Kennedy's "President's Panel on Mental Retardation" in 1962, and the first Canadian Conference on Mental Retardation in 1964 exemplify this increased recognition of, and concern for, this problem, and also demonstrate social

action in this vein.

The profession of Social Work is concerned with the enhancement of social functioning of the individual, and thus any factor which reflects on this is of concern to the profession. Current literature on the problem of mental retardation has documented the fact that the mentally retarded person, particularly the trainable mentally retarded, has not been allowed full participation in the main stream of today's society. A comprehensive understanding of the mentally retarded person and his problem is necessary if Social Work is to play an instrumental role in assessing client need and providing effective service. This requires an evaluation of present community resources and an influential social action role in facilitating provision of more effective community resources to meet the needs of this large group of our population. This study developed from concern regarding this situation, and is aimed at identifying characteristics of the trainable mentally retarded adult in order to supplement the limited available knowledge on this group.

For this purpose, five different studies were carried out by five groups of students of the University of Manitoba School of Social Work in cooperation with the Association for Retarded Children in Greater Winnipeg. The focus of this writer's group was on the adult trainable mentally retarded, his participation in work and leisure activities in the home and in the community and of selected factors considered related to this participation. The remaining four groups focused on varying aspects and problems of other age groups of the trainable mentally retarded.

This study began in October, 1966 in Winnipeg, Manitoba and terminated in April, 1967. The study was conducted with the mother and in some instances both parents of former students of the Kinsmen School. These adult trainable mentally retarded individuals were, at the time of the study, residing in Metropolitan Winnipeg and attending the Adult Workshop or Activity Centre operated by the Association for Retarded Children in Greater Winnipeg. The group studied were twenty-eight trainable mentally retarded adults between the ages of eighteen and thirty, and the nominal role was provided by the Association for Retarded Children in Greater Winnipeg. This study resulted as an expression of the concern of those groups directly affected by, and concerned with the problems of the mentally retarded and the planning for meeting their needs. This concern for the problem was known to the Research Committee of the University of Manitoba School of Social Work who presented this area of study to the Masters' year students for research.

The magnitude of the overall problem selected by the group, the adjustment of the trainable mentally retarded adult, was such that this study was limited to a consideration of a selected smaller aspect of the problem. The interest of the group became focused on identifying what these individuals were doing with their leisure time (their time outside the daily routine at the Workshop or Activity Centre). This then developed into a concern with factors which were felt to have a relationship to the amount and variety of participation of these adults in work and leisure activities in the home and in the community.

A limitation implicit in the study would be the limited general

applicability by virtue of the rather small total population studied. A further limitation would be that that group studied is not representative of all trainable mentally retarded adults but selective. All members of the study group attended the Kinsmen School and the group was further refined to include only those presently in Adult Services and residing in Greater Winnipeg, thus a very unique group. Further, due to a lack of objectively defined criteria for designation as trainable mentally retarded in the group studied, the results of this study are limited in terms of applicability and also of repeatability for further research. Other factors relating to the participation of the study group were considered important but were felt to be beyond the scope of this study. These include the total number of years in any education system and/or in the Adult Service programmes, as well as the influence of the family. These factors could influence our findings, and thus be a limitation on the applicability of the findings. However, this was a diagnostic descriptive study, and therefore no attempt was made to control all these factors, nor to suggest a cause and effect relationship between participation and the selected variables.

A further limitation is that information was obtained only from the parents of the adult trainable mentally retarded who wished to participate in the study. It may be that those very individuals who declined to participate were the ones the study should have tried to involve, as their attitudes may have altered our findings.

This study limited itself to the selection of those factors felt most appropriately related to the study group and to their participation.

Consideration of possible variables, such as level of parental education, occupation of breadwinner, parental attitudes to education and to training, and ordinal position of the adult retardate in the family, resulted in elimination of these factors as they were felt to be least subject to variation in the study group. The variables of sex of the adult trainable mentally retarded, number of siblings in his family, length of time in Kinsmen School, and length of time in present residence were selected for study in relation to their participation, as they seemed subject to more variation in the group to be studied.

The following hypothesis was then formulated:

There is a relationship between the amount and variety of participation in work and leisure activities in the home and in the community, and the characteristics of sex, number of siblings, length of time in present residence and length of time in attendance at the Kinsmen School, of trainable mental retardates between the ages of eighteen and thirty inclusive who are residing in Greater Winnipeg and have attended the Kinsmen School.

In order to determine the nature of the relationship stated in this hypothesis, five sub-hypotheses were formulated.

The variable of sex was felt to be significant to the participation of these individuals in the home and in the community. This was based on acceptance of different cultural norms based on sex differences of males and females. The North American culture expects women to be engaged in household activities, while work has remained largely a matter of choice

for a woman. The value attached to work outside of the home is not as rigidly adhered to for women as it is for men. Men in our society are expected to work and derive their status in the community from their work. Our norms do not expect that men will engage in household activity. This reasoning led to the formulation of the following two sub-hypotheses.

The average amount and variety of participation in work and leisure activities in the home is greater for female trainable mental retardates than for male trainable mental retardates.

The average amount and variety of participation in work and leisure activities in the community is greater for male trainable mental retardates than for female trainable mental retardates.

The variable of length of time in present residence was felt to be related to participation. It was reasoned that the longer an individual resides in one place of residence the better he would know the neighbourhood and be able to commute around the neighbourhood, and also the better known he would be in his neighbourhood. It was felt that this could facilitate greater acceptance of him by his neighbours. This would increase his feeling of security and self confidence, and could facilitate participation in activities in the community. This reasoning led to the formulation of the third sub-hypothesis.

The average amount and variety of participation in work and leisure activities in the community is related to the length of time the trainable mental retardates have lived in their present residence.

The selection of the variable of the number of siblings in the retardate's family was based on acceptance of the socializing influence of siblings. While no attempt to evaluate the quality of the existing relationship of the retardate to his siblings was considered in this study, it was felt that siblings would provide increased opportunities for participation in various activities by virtue of both the propinquity of siblings living at home and the family ties of siblings living away from home. This reasoning led to the formulation of the fourth sub-hypothesis.

The average amount and variety of participation in work and leisure activities in the home and in the community is related to the number of siblings in the families of trainable mental retardates.

The variable of length of time in the Kinsmen School was also considered relevant to the participation of an adult trainable mental retardate. It was felt that this experience at school would provide socialization experiences, in which social skills would be developed. The emphasis in the school on practical learning could increase the number of interests a student has, and also his ability to function more independently. It was also felt that this experience could increase self-confidence for the student. It would appear that these advantages would facilitate increased participation in both the home and the community. This rationale led to the formulation of the fifth sub-hypothesis.

The average amount and variety of participation in work and leisure activities in the home and in the community is related to the length of time of trainable mental retardates' attendance at the Kinsmen School.

For the purpose of this study, our terms were defined as follows:
trainable mental retardate - those individuals who have been accepted for service by the Kinsmen School. This broad definition was necessitated by the lack of objective defined criteria on the part of the Kinsmen School in selecting individuals for service under this category. Because no one intelligence or social quotient test was used uniformly in admission assessment, the only criteria which we could identify from discussion with school officials was that the individual was not accepted by the public schools and was toilet trained.

work activities - specific tasks assigned and/or expected to be accomplished with or without remuneration.

leisure activities - specific activities other than work activities, performed free from pressure and/or responsibilities.

amount of participation - the frequency of activities performed individually and/or with others.

variety of participation - different kinds (diversity) of activities performed individually and/or with others.

There were several assumptions underlying this study. In interviewing the mother and possibly the father of the adult retardate, it was assumed the parent(s) knew their child and that their responses corresponded to the actual behaviour of their son or daughter. It was assumed that the questionnaire was administered in a uniform way by all the interviewers, and that the personality of the interviewer would not significantly affect the responses elicited from the respondents.

The method of this study was to interview the mother of the adult

trainable mentally retarded, while the father was invited to participate if he so wished. The mother was considered essential as it was felt she would be most familiar with her son or daughter. The formal interview technique was used for the purpose of administering a schedule in order to obtain the data for study.

The nature of the analysis of the information obtained was statistical. The average was used as the arithmetic mean. The findings of the amount and variety of participation in work and leisure activities in the home and in the community in relation to the four variables to be studied will be shown in table form. The method of the study and the analysis of the data may be found in Chapter III and Chapter IV respectively.

CHAPTER II

REVIEW OF THE LITERATURE

The 1960's have opened new horizons in the field of mental retardation, and have presented new challenges not only to those directly concerned with this problem but to our total society.

An historical review by Lloyd W. Dunn¹ of the treatment of the retarded individual certainly indicates that progress has been made in this area, however slowly, and also that we have just begun. The Spartans exposed the unfit to the elements to perish, and in the Middle Ages the retarded were exploited as fools or jesters. However, from the thirteenth century the influence of the religions created a much more compassionate approach and some efforts were made to provide sanctuary for those unable to survive in society. The naturalistic philosophy prevailed until the early 1800's, and the retarded were ignored as incurable. Jean Itard then began the first scientific attempt at training a retarded child, and the residential school movement in the United States began in mid nineteenth century as a direct by-product of this. The first day classes for retarded pupils were established at the end of the nineteenth century in America. The twentieth century has seen a coupling of this humane approach with a biological and medical approach. The forming of parent associations in the 1950's has added further impetus to this progress. The President's Panel on Mental Retardation in the United States in 1962 is regarded by many as a major landmark in the history of mental retardation in the United States, and possibly in the world. The full recognition on a national basis of

this problem is evident in the following statement in Canada's Health and Welfare:

Mental Retardation is a medico-social challenge of serious and growing magnitude, creating problems in every area of living.²

The current trend in society's attitude to the retarded person is certainly much different than in earlier days. The retarded person is today accepted to a much greater extent as an individual requiring services and programmes to allow the opportunity to actualize his potential. In addition, no longer is the prevailing attitude to isolate the mentally retarded in institutional settings out of the main stream of life, but rather to facilitate the retarded to remain in the community and even more recently to integrate into the community both socially and educationally. Thus, the earlier rejecting attitude by the community has been greatly modified.

There has also been a shift in the attitude toward the retardate as evidenced in our current terminology. J. R. Rothstein quotes Edgar a Doll as stating:

Changes are reflected in the new modes of expression which indicate the alternation in thinking and values. As the term "feble-minded" gave place to mental deficient so this in turn has changed to mental retardation. These changes in terminology show a drift away from precise clinical diagnosis toward more general appraisal of the child as a person in "softer" words and with more generally descriptive evaluation of total aptitudes.³

We are now referring to the retarded individual in terms of severely, moderately or mildly retarded; or as dependent, trainable or educable, which is useful for education purposes. These definitions are

derived through intelligence quotients, and very recent trends suggest the abolition of this method, with the emphasis now to be on adaptive behaviour and actual functioning.

Professor Pierre-Louis Lafon states:

The mental defective is like every human being - both a unity and a complexity. He forms a mosaic of actual insufficiencies and unexpected and undeveloped potentialities. He should not be considered a sub-normal person who will never achieve maturity, but as an individual who is different but can achieve maturity. What should be brought to the fore is not the actual quantitative insufficiencies but rather a qualitative analysis of present day and, if possible, future capacities, always bearing in mind that mental deficiency is not a static state but an evolutive process.⁴

This viewpoint is indicative in professional attitudes toward retardation in present years - no longer is retardation seen as an incurable, immutable biological state to be merely endured by all. Instead real hope for the retarded is seen. However the fact that the community must be educated to perceive the retarded in this positive, accepting way is stressed. John F. Kennedy stated that the key to the development of a comprehensive approach to service for the retarded rests in public understanding and community planning to meet all problems.⁵

The President's Panel in the United States accepted the figure of 3 per cent or thirty per 1,000 of the population as mentally retarded.⁶

With the scientific advancement in recent years, and with the trend to retarded individuals remaining in the community, the question of the adjustment of these individuals is of paramount concern. As stated by Gunnar

Dybwad:

We are not just dealing with an increase in the number of adult retarded, possibly of far greater significance is another new development - the visibility of the adult retarded in the community.⁷

In addition, the highly industrialized complex urban society of today with its hectic competitive pace places considerable stress on all its members, particularly on those members less endowed with capacity.

Thus we see in literature and research in this field, the emerging of a new problem to be dealt with - the adjustment of the adult mentally retarded individual. In addition, we also see a trend to a newer area of concern in this field - that of the trainable mental retardate, who had formerly been classified with the severely retarded and regarded as a very limited individual. Past efforts in this field were devoted primarily to the severely retarded, for whom little hope was felt, and the educable retarded for whom some hope was felt and for which efforts were largely concentrated on the educative aspects of the problem. Although there is some flexibility in definition of the trainable retardate, he is generally defined as "a person whose mental capacity is represented by an intelligence quotient between thirty and fifty, and he is not considered to be educable in the sense that he can learn academic skills with any degree of proficiency."⁸ The Canadian Association for Retarded Children in its Brief to the Royal Commission on Health Services, 1962 states that 83 per cent of the mentally retarded belong to the educable group, 13 per cent to the trainable group, and 4 per cent to the totally dependent.⁹

The literature and research in the field of mental retardation is indicative of the new attitudes and of the change in focus to regarding the retardate as an individual, capable of participating in family and community in a meaningful way. In research particularly, there is a paucity of material dealing with the adjustment of retardates, specifically of

trainable mental retardates. Research is largely devoted to genetic and biochemical aspects, to the educative aspects mainly for the educable group, to vocational rehabilitation largely for this same group and to the question of institutionalization versus community living for the lower groups. Gunnar Dybwad states:

In view of the many years of neglect of the field, there is urgent need for acceleration of research activity on all fronts We must sharpen our understanding of what really happens to the variously affected retardates in the community.¹⁰

In keeping with the trend to regarding the retarded as an individual with potential for growth and development and with society's increased recognition of its responsibility to nurture this potential, there are now increased efforts to look at the factors which are affecting the social adjustment of the retarded in the community. With gradual acceptance that intelligence is but one of many factors affecting the quality of ultimate social functioning, there is also growing acceptance of behavioural and attitudinal characteristics as being important. These factors are derived from the interaction of the retardate with his total environment. Also, the self image of the retarded is in terms of how he is seen by meaningful persons in his environment. To function well he must not perceive himself as an overgrown child living in an adult world.

The environment in which a child grows up is extremely significant and is recognized in our child development theories. That the family of a retarded individual is a prime environmental influence is obvious. Due to the more dependent nature of a retarded child, the family is more influential than with normal children. However, with appropriate services

and greater community acceptance this influence may be mitigated somewhat through increased school, peer and community contact. It is also felt that basic sex differences and hence differing cultural role expectations for male and female will affect adjustment of a retarded person as well as his participation in both the family and the community.

Although in the family the parents are expected to exert the greatest influence on a retarded individual, siblings will also play a significant part, either positively or negatively depending largely on the quality of the relationship. Gerhart Saenger's excellent study, "The Adjustment of Severely Retarded Adults in the Community," (trainable mental retardates by earlier definition cited) indicates generally positive acceptance of the retardate by parents and siblings.¹¹ J. E. Harrocks suggests that if siblings find non-acceptance in peers, they may find acceptance in siblings and so are given some social outlets.¹² Because a trainable adult retardate is handicapped to a varying extent, it is likely that many of his activities will be with members of his own family. However, like most aspects of the problems of retarded persons, there is disagreement as to the effect of siblings on the retardate. Oliver P. Kolstoe suggests that the effect of the relationship between siblings on adjustment is not a significant one.¹³ The studies of both Saenger¹⁴ and Bernard Farber¹⁵ are concerned with the effect of the retardate on the family, and suggest that it is the quality of the relationship which is essential.

There is now increased effort to establish suitable educational opportunities for the trainable mental retardate. It is accepted that the school would exert a direct influence to varying degrees on the total

functioning of the retardate. Schools for this group, although a relatively new innovation, emphasize improvement in social skills of their students.

There is some research into this question but general disagreement regarding conclusions. One problem would definitely seem to be the short term of the studies undertaken. It may be that a retarded student requires considerable time in attendance at school in order to see an improvement. The Illinois Study by Goldstein indicates that there was no acceleration in mental growth as rated on psychometric tests of the trainable mental retardate group studied after two years of special education, and no significant improvement in behaviour traits after one year, as rated by parents and teachers.¹⁶ The Texas Study (1960) by Peck compares organizations for this group: a class in a public school, a segregated class in the community, an institutional class, and a control group at home with no training.¹⁷ The conclusions are that the experimental groups made more progress in learning as measured by rating scales than control groups, but that there was no significant difference between experimental groups and the control group in intelligence quotients or social quotients. The Tennessee Study by Hottel is a controlled study of a school group of trainable retardates and an at-home group for one year.¹⁸ It found no significant difference between the groups in mental age, intelligence quotient, social age, social quotient, and behaviour rating, and concluded that one year at school does not produce significant results. Allen Bobroff conducted a survey into the social and civic participation of adult retardates formerly in special classes.¹⁹ He concludes that those with

more advanced training, and thus more years in school, had more varied and extensive interests, and had established satisfactory and desirable social patterns. William Tisdall in a follow-up study of trainable mental retardates concludes that the more education and the longer a retardate is in school, the greater the enhancement of learning and adjustment.²⁰

With regard to the effect of community on the retardate's functioning, there is evidence in the literature and research on this subject that there are varying degrees of acceptance of the retarded adult. That the community attitude to the retarded adult would affect his general functioning and his participation outside the home, depending on the quantity and quality of contact, is obvious. While the outright rejection of the not too distant past is not evident, there is none-the-less limited acceptance of the retarded adult. Howard Kelman suggests that the retardate is a social outcast and regarded as a deviant, the victim of the body beautiful and the quick mind exaltation.²¹ J. S. Cohen states that the existence of a stigma rejection pattern in the community is a very real barrier to adjustment.²² Bernard Farber suggests that general community participation of the trainable mental retardate is non-supportive and is in conflict with parental values of the retardate.²³

Saenger's study of the adjustment of trainable mental retardates in the community provides the most comprehensive picture of the total adjustment of this group, and attempts to evaluate the factors affecting adjustment.²⁴ He suggests that some community hostility exists, but this is found mainly in low socio-economic areas with high mobility rates. He attempts to identify the participation of the adult trainable retarded

in the community. Most of the group were found to spend the bulk of their time at home although 78 per cent went out occasionally. Only one third were able to leave the immediate neighbourhood, and the majority spent much of their time hanging around in the streets and in local stores. Most of the group visited relatives and occasionally went to movies, usually with a family member. Half of the group had friends, the majority of which were normal and of the same age or older. The majority had no interest in the opposite sex, with only one of four having a friend of the opposite sex. Although Saenger considered this participation in the community and found it limited, he does not appear to have tested directly the community attitudes but to have inferred this from parental views and lack of evidence of much actual difficulty with neighbours.

Again it is indicative of the trend in this field to regard the adult retarded as a person with potential to participate meaningfully in the community, that Saenger's study was the only study found which attempted to identify the retarded adult as a individual person affected in his adjustment by many factors. This was also the only study found which attempted to identify what this type of person does with his time. Saenger found that most of the study group had made a good adjustment in the family. About one quarter participated in everyday family life and took an active interest in family affairs. One half were able to communicate with family members in a limited way, but without a genuine give-and-take relationship. The large majority occupied themselves mainly with solitary activities, although one in four spent considerable time playing or talking with other family members. An equally large number spent much

time out of the home. One in five assumed major responsibility in helping in the house, and 48 per cent cared for their own room and clothes, with 30 per cent doing so on occasion.

Another significant aspect which is thought to affect the functioning of the trainable adult retardate is the biological factor of basic sex differences. Our culture affords distinctions in role expectations based on this biological factor. Lindsey Churchill lists the basic differences in sex roles as:

- (1) The female is less expected to enter the occupational role than the male.
- (2) She is more acceptable as a constant home resident in the role of domestic or helper than is the male.
- (3) Because she has less physical strength than the male she is easier to manage.
- (4) She can treat her marriage role by staying at home and depending upon her husband more than can the husband stay at home and depend upon her.²⁵

Churchill then tests these differences indirectly. If the difference lies in the basic sex roles, then the females he studies who are admitted to the hospital should prove more deviant than the males and this was found to be true. Although this study was of mildly retarded, Churchill indicates that this conclusion would likely hold true for all groups of retardates. However, Sylvia Paymer reviews studies of many researchers and concludes that there is inconclusive evidence as to the importance of sex as a variable for success in community adjustment.²⁶ There appears to be little research into the question of sex differences of adult trainable retardates. The ability of an adult retardate to meet the cultural expectations

of a given role certainly has implications for assessing the attitude of the community toward him, and also in terms of his self image.

In conclusion, while the literature and research in the broad field of mental retardation is exhaustive, there is relatively little on the adult trainable retarded and his actual participation with family and community. Saenger's study was found to be the main source of information into the aspects under consideration in this study. While the other research discussed is helpful, a caution on the use of it by Rick Heber is significant. Heber suggests:

The negative results in research with this group is due in part to lack of measuring instruments, lack of controlled experimentation, lack of experienced teachers and short term research.²⁷

While we are now beginning to accept the magnitude of this problem, much is needed to deal effectively with it. Community acceptance and understanding of the retarded adult, and comprehensive programmes based on thorough research and a well defined philosophy are vital to enable the retarded to take his rightful place in the main stream of our society.

FOOTNOTES

¹Lloyd W. Dunn, "A Historical Review of the Treatment of the Retarded," Mental Retardation, ed. J. H. Rothstein (New York: Holt, Rinehart, 1964), pp. 13 - 17.

²Canada's Health and Welfare. (Ottawa: February, 1965), p. 2.

³J. H. Rothstein (ed), Mental Retardation. (New York: Rinehart, 1964), p. 1.

⁴Pierre-Louis Lafon, "The Potentiality of the Moderately and Severely Deficient," Mental Retardation in Canada. (Ottawa: October, 1964), p. 130.

⁵Gunnar Dybwad, Challenges in Mental Retardation. (New York: Columbia University Press, 1964), p. 274.

⁶John A. Christianson, A Study of the Education of Handicapped Children in Manitoba. (Province of Manitoba: Winnipeg, Manitoba, 1965) p. 15.

⁷Dybwad, p. 164.

⁸Christianson, p. 17.

⁹Christianson, p. 18.

¹⁰Dybwad, pp. 215, 219.

¹¹Gerhart Saenger, The Adjustment of Severely Retarded Adults in the Community, A Report to the New York State Interdepartmental Health Resources Board, (New York: October, 1957), pp. 1 - 168.

¹²J. E. Harrocks, The Psychology of Adolescence, (Boston: Houghton Mifflin Co., 1951), p. 107.

¹³Oliver P. Kolstoe, "An Examination of Some Characteristics which Discriminate between Employed and Non-Employed Mentally Retarded Males," American Journal of Mental Deficiency, Vol. 66, (November, 1961), pp. 472 - 480.

¹⁴Saenger.

¹⁵Bernard Farber, Effects of a Severely Mentally Retarded Child on Family Integration, (Yellow Springs, Ohio: Antioch Press, 1960), pp. 1 - 88.

¹⁶Harvey Stevens and Rick Heber (ed), Mental Retardation: A Review of Research, (Chicago and London: University of Chicago Press, 1964), p. 64.

¹⁷Stevens and Heber, p. 65.

¹⁸Stevens and Heber, p. 66.

¹⁹Allen Bobroff, "A Survey of Social and Civic Participation of Adults Formerly in Classes for the Mentally Retarded," American Journal of Mental Deficiency, Vol. 61 (1956-57), p. 117.

²⁰William Tisdall, "A Follow-Up Study of Trainable Mentally Handicapped Children in Illinois," American Journal of Mental Deficiency, Vol. 65 (1960, 1961), pp. 11 - 16.

²¹Howard Kelman, "Social Work and Mental Retardation - Challenge or Failure," Social Work, Vol. III, No. 3 (July, 1958), p. 39.

²²J. S. Cohen, "An Analysis of Vocational Failure in Mental Retardates Placed in the Community, After a Period of Institutions," American Journal of Mental Deficiency, Vol. 65 (1960-61), pp. 371 - 375.

²³Farber.

²⁴Saenger.

²⁵Lindsey Churchill, "Sex Differences Among Mildly Retarded Admissions to a Hospital for the Mentally Retarded," American Journal of Mental Deficiency, Vol. 69 (1964-65), pp. 269 - 276.

²⁶Sylvia Paymer, "Reciprocal Role Expectations and Role Relationships : The Adjustment of the Mentally Retarded," American Journal of Mental Deficiency, Vol. 70, No. 3 (November, 1965), p. 382.

²⁷Stevens and Heber, p. 91.

CHAPTER III

METHOD

This research project was undertaken by a group of ten students in the Masters' year programme at the University of Manitoba School of Social Work. Initially the broad focus of this project was on the adjustment of the trainable mental retardate over the age of eighteen. Background material, including previous related research studies and literature on mental retardation, as well as information gained through talks with local people active in this field, were discussed in the research group. From these discussions, certain questions were raised, and our interest focused on the activities in the home and the community, in which these adults participated. This interest then developed into a consideration of possible factors which might be related to this participation. The four variables finally selected for study were sex of the retardate, number of years in attendance at the Kinsmen School, number of years in present residence, and number of siblings in the retardate's family. The main hypothesis and the five sub-hypotheses as outlined in Chapter I were then formulated. This study was seen as a diagnostic descriptive study.

Following the formulation of the hypotheses, specific questions were raised in group discussion preparatory to developing a schedule for administration to the mother or guardian of the adult retardate. Following the derivation of a schedule, it was administered to a pre-test group of four taken from the total population. On consideration of the pre-test findings, revisions of an organizational nature were made on the schedule,

prior to being administered to the remainder of the study group. The findings were then compiled according to the plan of analysis described later in this chapter.

The data for the project was secured from one home interview one hour in length with the mother or guardian, and wherever possible with the father of the adult retardate, during which the schedule was administered. The retardates comprising the total population had to be residing in Greater Winnipeg at the time of initiation of the project in October, 1966, and had to have a birthdate falling within the period of September 1, 1935 and September 1, 1948, making the total population between the ages of eighteen and thirty. In addition, the retardates to be studied had to be former students of the Kinsmen School, which is a training school for the mentally retarded, and present in the Adult Services programme at the time of initiation of the project in October, 1966, and still enrolled in this programme at the time of the home interview in January, 1967. The Adult Services programme for mentally retarded persons eighteen years of age and over is organized by the Association for Retarded Children in Greater Winnipeg, and is comprised of an assessment and work training shop and an activity centre. The name of the retardate, his address and telephone number, and the birthdate was provided by the Association for Retarded Children in Greater Winnipeg, with this nominal list originally comprising fifty-four names.

The total population for this study was obtained by the Research Committee of the School of Social Work, who contacted the Association for Retarded Children in Greater Winnipeg. Following the receipt of this

nominal list from the Association, the Research Committee then contacted the parents or guardian of the retardates by written correspondence in October, 1966. (See Appendix A for a copy of this letter) This letter expressed our interest in mental retardation and asked the parents to participate in this study. The parents were asked to advise the School of Social Work if they were unable to participate; otherwise they were advised that a representative from the School would be in contact with them at a later date to arrange the home interview. Four parents contacted the School of Social Work indicating unwillingness to participate, reducing the total population from fifty-four to fifty. From this group, five names were selected for the pre-test.

The pre-test was carried out in November, 1966, in order to superficially check out the hypothesis and to ascertain any trouble spots in the schedule. The names selected were every twelfth name on the alphabetical nominal list provided by the Association for Retarded Children in Greater Winnipeg, and the parents of these individuals were contacted by telephone to arrange a home appointment. Before any contact was made however, the schedule and method of approach was demonstrated by two members of our research group to the remainder of the group in order to insure uniformity of approach and administration of the schedule, and also to anticipate difficulties in responses from the mother or guardian and to score these responses consistently. A letter of introduction from the University of Manitoba was provided to each interviewer.

After testing the schedule, we examined and analyzed the data collected and attempted to evaluate the effectiveness of the schedule.

Minor revisions in the schedule of an organizational nature were made, the aim being further clarification of the questions in order to insure facility and increased objectivity of responses. In evaluating the pre-test data we focused more on revisions in the schedule than on the effectiveness of the questions themselves, which would have been more beneficial. Because the revisions were of a minor nature it was possible to include data from the pre-test in the study, thus providing a larger total population.

The revised schedule was tested in January, 1967. (See Appendix B for a copy of the schedule) The nominal list of the retarded adults was divided arbitrarily among the ten members of the research group. The method of approach continued as established for the pre-test, and one interview of one hour in length was required. Following completion of the interviews a letter was sent to each person who had participated in the project, thanking them for their cooperation. (See Appendix C) Of the original list of fifty-names, twenty eight participated in the study, and comprised the total population.

The schedule was derived through consensus of the research group, with the main criteria for inclusion of questions being the relevance to the hypothesis. The schedule was organized into three main sections, General Characteristics (I), Home Activities (II) and Community Activities (III). In measuring the amount or frequency of participation in various activities, as in Sections II and III, the unit of time was delineated as number of times per week, as this unit was felt to be the most adaptive in terms of measurement, and the most meaningful in terms of response. We were interested in knowing the average amount and variety of

participation in an average week for these adults in an average year, and for this reason the year was not defined precisely; rather we measured back from the time of the interviews in January, 1967. Instructions to the interviewers were included in the schedule, to facilitate administration. These related to the exclusion of daytime activities at the Adult Service Centre from consideration in the schedule, as these were considered constant within the total group.

The first section of the schedule was concerned with the identification of selected general characteristics of the retardate and of his family. Questions A, D, E and H were directly related to the four variables being studied, sex, number of years in present residence and in attendance at the Kinsmen School, and number of siblings. Questions A and C verified age of the adult retardate according to our hypothesis, and also verified with whom the person lives, with Question F verifying enrollment in Adult Services. Question G while not directly related to our hypothesis was included as a point of interest to round out our picture.

The second section of the schedule, Home Activities, was further divided into two sections, Household Tasks (A) (or work activity as it should have been called) and Leisure Activities (B). The A section was further divided into activities done within the home, and those done outside the home in order to help the respondents to partialize their son or daughter's activity, and to facilitate recall. In each of these two sections some activities were itemized to further aid recall, and hence accuracy of response, but stress was also given by the interviewer to "other" activities not mentioned, in order to establish the true range of

participation. The B section was divided into two sections, solitary activity, and those done with others, in order to ascertain whether the respondent was involved with others or was more isolated.

The third section of the schedule, Community Activities, was subdivided into two sections, Work (A) and Leisure (B) activities, again in accordance with the main hypothesis. In both these sections activities were suggested in order to aid the recall of the respondent, again with emphasis placed on "other" activities, in order to gain a true picture of the participation. The "A" section, Work Activities, was divided in order to establish whether any of these adults were able to gain remunerative employment, and if so, of what nature. The "B" section, Leisure Activities, was divided into two categories, solitary and with others, again in order to establish the extent of involvement or isolation.

The use of the schedule resulted in some limitations. It was found to be extremely difficult for the respondents to indicate the amount (or frequency) of participation of their son or daughter specifically and in terms of the number of times per week. This resulted, where uncertainties existed, in either an estimate of the amount of participation or inability to be specific (which responses were later eliminated as they could not be measured), thus making the findings not totally accurate in terms of frequency in the first instance, and variety in the latter instance. While this problem had been anticipated by our research group, there was no remedying this in light of our focus of study. A further limitation resulted from the selection of the unit of week for measuring the amount of participation. In seasonal activities, such as mowing the lawn or

shovelling snow, there was no way to measure this accurately in a given year, with the result that these activities were calculated on a yearly basis in order to give perspective to the variety of participation while colouring the accuracy of the amount of participation.

The data for analysis consisted of the responses by the parent(s) (or guardians) of the retardate to the schedule. The data was placed into four major classifications, sex, number of years in Kinsmen School, number of siblings, and number of years in present residence, with eight major divisions in the first three classifications, and four major divisions in the last classification. The eight divisions consisted of amount of work activity in the home, variety of work activity in the home, amount of leisure activity in the home, variety of leisure activity in the home, amount of work activity in the community, variety of work activity in the community, amount of leisure activity in the community and variety of leisure activity in the community. In the classification of number of years in present residence, the four divisions were amount of work activity in the community, variety of work activity in the community, amount of leisure activity in the community and variety of leisure activity in the community.

The criteria for the major classifications were as follows:

sex - male or female by definition

number of years at Kinsmen School - in terms of zero to four years, four to eight years, eight to twelve years, and twelve plus years. (In placing the data in these categories, zero to four years included attendance from zero months to forty-eight months, hence a person who had attended the

Kinsmen School for four years would be placed in the zero to four years categories, a person with eight years attendance in the four to eight years category, etc.) Attendance at the Kinsmen School was a cumulation of years, not a consecutive number of years. Because past research was inconclusive regarding the effects of number of years of schooling, the categories were arbitrarily established.

number of years in present residence - in terms of zero to four years, four to ten years, ten to twenty years and twenty plus years. (In placing the data in these categories, zero to four years was used as zero to forty-eight months, hence a person who had resided in their present residence four years would be placed in the zero to four years category, a person with ten years residence in the four to ten years category, etc.) The finer distinction in the earlier years was based on the rationale that differences in participation in the community would arise in the earlier years, while the retardate was familiarizing himself with the neighbourhood, and that these differences would become less apparent as the time in the neighbourhood increased.

number of siblings - in terms of zero, one, two, three, four, five plus. Five was the maximum as there was found to be a very small number of subjects in this category.

The data in this study will be presented in tabular form, with appropriate tables based on the four major classifications. The findings on the amount and variety of participation were totalled for the study group, and converted to the arithmetic mean, in which the figures were rounded off to the nearest tenth. This was done to facilitate a clearer comparison

among the categories and the arithmetic mean served to adjust for the differences in the size of each group. Some questions did not serve to validate the hypothesis, and information from responses to such questions was used in a supplemental interpretation of the data.

A detailed presentation of the findings and analysis of the data appears in Chapter IV.

CHAPTER IV
ANALYSIS OF DATA

Twenty-eight schedules were administered to the parent(s) or guardian(s) of the adult trainable mentally retarded comprising the total population of this study. Thus twenty-two parents from the original nominal list of fifty names did not participate. Of this group of twenty-two, eight were not willing to participate, eight were unable to participate, one could not be located, and five were eliminated with three of these having children no longer in Adult Services, one not in the required age range and one parent with a language barrier preventing the administration of the schedule.

The data obtained from the twenty-eight schedules was condensed into tabular form, focusing on the amount and variety of work and leisure activities in the home and in the community in relation to the four variables, number of years in present residence, number of years in attendance at the Kinsmen School, sex of the retardate, and number of siblings in the retardate's family. Data from questions not directed at the sub-hypotheses was analyzed, including face sheet material, and was added to the presented data.

In all the tables presented, the terms amount and variety of activities are used. Amount refers to the frequency per week of participation in activities, and variety refers to the number of different activities in which the retardate participated. The figures presented for the amount and variety of participation represent the arithmetic mean for the average individual in each group, and were rounded off to the nearest tenth.

The first sub-hypothesis tested by our schedule was based on the variable of sex of the retardate, postulating that the average amount and variety of participation in work and leisure activities in the home is greater for the female retardate than for the male retardate. The findings are presented in Table I.

TABLE I

DISTRIBUTION OF THE AMOUNT AND VARIETY OF PARTICIPATION IN WORK AND LEISURE ACTIVITIES IN THE HOME ACCORDING TO SEX.

Sex	No. of Subjects	Work		Leisure	
		Amount	Variety	Amount	Variety
Male	13	22.1	6.4	39.5	8.5
Female	15	19.3	5.7	40.9	9.7

It was found that the male retardate participated in a greater amount and variety of work activities in the home, than did the female retardate. The female retardate participated in a greater amount and variety of leisure activities in the home. Thus, the first sub-hypothesis was supported in part in that the female retardate participated in a greater amount and variety of leisure activities in the home, but was refuted in part in that the female did not participate in a greater amount and variety of work activity in the home than did the male retardate.

The second sub-hypothesis was also based on the variable of sex, postulating that the average amount and variety of work and leisure activities in the community is greater for the male retardate than for the female retardate. The findings are presented in Table II.

TABLE II

DISTRIBUTION OF THE AMOUNT AND VARIETY OF PARTICIPATION IN WORK AND LEISURE ACTIVITIES IN THE COMMUNITY ACCORDING TO SEX.

Sex	No. of Subjects	Work		Leisure	
		Amount	Variety	Amount	Variety
Male	13	3.2	1.3	6.8	5.8
Female	15	0.4	.3	9.1	6.2

It was found that the male retardate participated in a greater amount and variety of work activities in the community than did the female retardate. The female retardate participated in a greater amount and variety of leisure activity in the community than did the male retardate. Again this sub-hypothesis was partially supported in that males participated in a greater amount and variety of work activity in the community, but refuted in part in that the females participated in a greater amount and variety of leisure activities.

The findings in Table I and II indicate that the males participated in a greater amount and variety of work activities in both home and community than did the females while the females participate in a greater amount and variety of leisure activities in both home and community than did the male retardates.

The third sub-hypothesis was concerned with the possible relationship between the amount and variety of work and leisure activity in the community, and the number of years the retardate had resided in his present residence. These findings are presented in Table III.

TABLE III

DISTRIBUTION OF THE AMOUNT AND VARIETY OF PARTICIPATION
IN WORK AND LEISURE ACTIVITIES IN THE COMMUNITY ACCORDING
TO THE NUMBER OF YEARS IN PRESENT RESIDENCE.

No. of Years in Residence	Number of Subjects	Work		Leisure	
		Amount	Variety	Amount	Variety
0 - 4	8	.9	.9	7.5	5.9
4 - 10	5	2.6	.8	15.	7.4
10 - 20	8	.1	.1	11.5	7.
20 +	7	3.4	1.	4.3	4.7

There was found to be no consistent pattern of amount and variety of work and leisure activities in the community in relation to the number of years in present residence; thus this sub-hypothesis was not supported. In the categories of zero to four years and four to ten years the amount of work, and the amount and variety of leisure activities increased with length of time, but this increase was not continued in the ten to twenty years category, rather declined quite noticeably, particularly in the amount of participation. The greatest amount and variety of participation in leisure activities occurred in the four to ten years category, while the greatest amount and variety of participation in work activities occurred in the twenty plus years category.

The fourth sub-hypothesis to be tested was concerned with a possible relationship between participation in activities and the number of siblings

in the retardate's family. The findings are presented in Table IV.

TABLE IV

DISTRIBUTION OF THE AMOUNT AND VARIETY OF PARTICIPATION IN WORK AND LEISURE ACTIVITIES IN THE HOME AND IN THE COMMUNITY ACCORDING TO THE NUMBER OF SIBLINGS.

Number of Siblings	Number of Subjects	H O M E				C O M M U N I T Y			
		Work		Leisure		Work		Leisure	
		Amt.	Variety	Amt.	Variety	Amt.	Variety	Amt.	Variety
0 - 1	11	22	5.3	41	9.3	1.4	.6	9.4	6.7
2 - 3	9	15.8	5.4	43.9	7.8	1.1	.5	9.6	5.6
4 +	8	25.4	6.5	48.1	10.9	2.4	1.1	6.1	5.9

In the home activities, there was found to be no pattern to the amount of work activities, and the variety of leisure activities. However, in the variety of work activities, and the amount of leisure activities, there was an increase as the number of siblings increased. Thus, there was found to be a relationship between the variety of work activities in the home, and the amount of leisure activities in the home and the number of siblings, partially supporting this sub-hypothesis. In community activities, there was found to be no consistent pattern in the amount and variety of work or leisure activities, with the two to three sibling category preventing the consistency of any pattern.

As a point of interest, and also to test the rationale for this sub-hypothesis, we considered the nature of the leisure activities in which the retardate participated, in terms of solitary activities and those done with others, both in the home and in the community. A part of the

rationale stated that siblings should provide increased opportunity for the retardates for participation. The findings as presented in Table V however, do not bear this out.

TABLE V

DISTRIBUTION OF THE AMOUNT AND VARIETY OF SOLITARY ACTIVITIES AND ACTIVITIES DONE WITH OTHERS IN THE HOME AND IN THE COMMUNITY.

Number of Subjects.	H O M E				C O M M U N I T Y			
	Solitary		With Others		Solitary		With Others	
	Amt.	Variety	Amt.	Variety	Amt.	Variety	Amt.	Variety
28	31.9	6.4	10.5	3.5	2.8	1.5	5.9	7.2

These findings indicated that the retardates participated in a greater amount and variety of solitary activities in the home, and a greater amount and variety of activities with others in the community. However, the greatest amount of activities were done at home by themselves, with community participation by themselves quite limited. The greatest variety of activity occurred in a lesser amount of activities with others in the community. All the schedules indicated that the greatest amount of leisure time was spent in the activity of watching television.

The fifth sub-hypothesis to be tested was concerned with a possible relationship between the amount and variety of participation in work and leisure activities in the home and in the community, and the total number of years in attendance at the Kinsmen School. The findings are shown in Table VI.

TABLE VI

DISTRIBUTION OF THE AMOUNT AND VARIETY OF PARTICIPATION IN WORK AND LEISURE ACTIVITIES IN THE HOME AND IN THE COMMUNITY ACCORDING TO THE NUMBER OF YEARS IN ATTENDANCE AT THE KINSMEN SCHOOL.

Number of Yrs. at Kinsmen School	Number of Subjects	H O M E				C O M M U N I T Y			
		Work		Leisure		Work		Leisure	
		Amt.	Variety	Amt.	Variety	Amt.	Variety	Amt.	Variety
0 - 4	7	23.9	5.9	40.6	10.4	1.1	1.7	8	6.9
4 - 8	9	23.7	7.6	40.7	8.9	3.5	1.1	8.8	5.1
8 - 12	9	20.4	6.9	42.7	9.3	1.2	.5	8.1	6.9
12 +	3	14.3	3.7	35.3	6.7	.3	.7	7.3	5.7

These findings indicate no consistent pattern, except in the amount of work activity in the home, which decreases as the number of years at the Kinsmen School increases. Thus, no significant relationship between the number of years in the Kinsmen School and the amount and variety of participation as purported in this sub-hypothesis is indicated in these findings. It is interesting that in every category except variety of work activity in the community, the retardates in attendance at the Kinsmen School twelve years or more had the lowest amount and variety of participation in all activities.

The data obtained from the face sheet was also analyzed. It was found that 89 per cent of the total population resided with parents, 7 per cent resided in foster homes, and 4 per cent resided with others. Of the total population, 50 per cent were Protestant, 10.7 per cent Jewish, 28.6 per cent Catholic, and 10 per cent other religious affiliations.

Further interesting findings were obtained through analysis of the data on participation in work activities in the community. It was found that four of this study group or 14.3 per cent worked in the community for pay, with three of these or 75 per cent being male, and one or 25 per cent female. These individuals were employed infrequently at jobs such as shovelling snow, mowing lawns, odd jobs for a local store keeper, running errands for local people, and delivering flyers. Of the total population, six individuals or 21.4 per cent worked in the community but with no remuneration, with four males and two females employed at similar jobs to those outlined above. Of the total population of this study, then, nine individuals or 32 per cent were engaged in some type of infrequent employment in the community, either for remuneration or gratis.

CHAPTER V

CONCLUSIONS

This research project, which was structured to identify the amount and variety of participation of adult trainable mental retardates in work and leisure activities in the home and in the community, studied four variables - sex of the retardate, number of years in present residence, number of years in attendance at the Kinsmen School, and number of siblings in the retardate's family. Data was obtained through administration of a schedule to the parent(s) or guardian(s) of the retardate, and was presented in Chapter IV. An analysis of the findings revealed no consistent relationship between the four variables and the amount and variety of participation in work and leisure activities in the home and in the community, as postulated in the main hypothesis. In addition, factors such as religious affiliation of the family, the nature of work experience in the community, and the nature of leisure activity in the home, in terms of solitary activities or those done with others, were assessed to provide a clearer image of the total population studied.

The main hypothesis tested was:

There is a relationship between the amount and variety of participation in work and leisure activities in the home and in the community, and the characteristics of sex, number of siblings, length of time in attendance at the Kinsmen School, of trainable mental retardates between the ages of eighteen and thirty inclusive, who are residing in Greater Winnipeg and have attended the Kinsmen School.

This hypothesis was not confirmed by the findings which will be discussed in relation to each of the five sub-hypotheses.

In postulating the first two sub-hypotheses which focused on the variable of sex, it was thought that males would participate in more work and leisure activities in the community, while females would participate in more work and leisure activities in the home. Our findings did not confirm these sub-hypotheses as males were found to participate in a greater amount and variety of work activities both in the home and in the community, while females participated in a greater amount and variety of leisure activities both in the home and in the community. The findings on work activity in the community were consistent with that part of our rationale which was based on stronger cultural expectations for males in our society to work in the community. Our findings suggest that this expectation may also extend to work generally, although our rationale was based on cultural expectations for normal individuals, and may not extend to disabled individuals. The research and literature on the subject of sex differences for retardates was limited, but available material was also inconclusive.

The third sub-hypothesis was concerned with a possible relationship between the amount and variety of work and leisure activity in the community, and the number of years the retardate had resided in his present residence. This sub-hypothesis was not confirmed by our findings. Literature indicated rejection and stigmatization of the retardate by the community was the general rule, while research studies indicated generally good acceptance of the retardate by the community, except in lower socio-

economic high mobility areas. Our findings suggest that the variable of number of years in present residence is not a significant factor affecting participation by the retardate in the community. It may have been more significant to consider the nature of the neighbourhood and its accessibility to community services, such as transportation and community resources.

The fourth sub-hypothesis was concerned with a possible relationship between participation in activities and the number of siblings in the retardate's family. It was thought that siblings would provide socializing experiences as well as increased opportunities for participation. Our findings did not confirm this sub-hypothesis and were inconclusive. The available research and literature on this subject were in considerable disagreement and inconclusive. The findings of this study indicate that the mere existence of siblings is not significant in itself.

The fifth sub-hypothesis was concerned with a possible relationship between the amount and variety of participation and the total number of years in attendance at the Kinsmen School. The findings did not support this sub-hypothesis and no relationship between this variable and participation was established. Research and literature on this subject was in wide disagreement and inconclusive. It may be that the Kinsmen School teaches these individuals to function well in the student role within a defined and controlled environment, but that this learning is not automatically transferred to other areas of social functioning. However, this variable in itself would not appear to be significant.

In analyzing supplemental data, we found that 14.3 per cent of study group were employed infrequently in the community for remuneration.

this percentage was found to be lower than other research indicated. However, it must be remembered that this study group was in regular daily attendance at Adult Services with their time available for work activities severely limited as a result.

While the major hypothesis of this study was not confirmed, and the findings were inconclusive, several general factors may serve to explain this. The rationale for the sub-hypotheses was based on expectations for the average healthy individual, and it may not have been valid to extend this to the adult trainable mentally retarded individual. It would also appear that the variables selected for study were not the significant factors which affect the participation of this group. Some of the factors which would seem more fruitful for further study include the quality of parental and sibling relationships; attitudes of the parents and siblings to the retardate and to his participation both in the home and in the community; socio-economic factors which could determine the opportunity for participation particularly in the community and also the type of neighbourhood in which the family resides; the existence of secondary handicaps which severely hamper the retardate's ability to perform physically, to commute around the neighbourhood and city, and which could facilitate rejection by the community, particularly if this is a visible handicap; and general accessibility of the residence to community services and resources.

A final factor which could explain our findings is related to the nature of the group studied. This group was accepted as trainable mental

retardates on the basis of such definition by the Association for Retarded Children in Greater Winnipeg. Because no intelligence quotients or social quotients were available it is possible that there is a wide range in these scores for the group studied. This could have resulted in an imbalance in our findings, and would also make any attempt to generalize from these findings about other young adult trainable mental retardates questionable. For this reason it would have been valid to compare those retardates at the Activity Centre and those at the Workshop, as the latter are regarded by Adult Services staff criterion as functioning at a higher level.

In evaluating the reliability and validity of this study, a number of factors should be considered. Firstly, the total population of this study was only twenty-eight, resulting in small subject groups when placed in the various categories used for analysis of data. The size of the group, and the even smaller size of some of the categories used for analysis of data may have affected the validity of the findings. It is felt that the initial approach to the families on the nominal list provided by the Association for Retarded Children in Greater Winnipeg was not conducive to gaining support from this possible total population. This approach is outlined in detail in Chapter III. Many parents felt resentment at being asked to reply if they were not able to participate, and a number did not reply, refusing when contacted personally by telephone. As well, this second contact, initiated by telephone by members of the research group, came too long after the initial contact, and some families had forgotten about the project. Secondly, it is

possible that the parents or guardians may have found the interview situation and the questions threatening, and thus altered their replies to make them more socially acceptable. There were also a number of difficulties arising through the nature of the schedule. The schedule asked for participation in activities in terms of number of times per week. This was found to be an unnatural unit of measurement for the parents, requiring prompting from the interviewer and estimates by the respondents. As well, where no estimate by the parent was possible, no scoring for this activity was entered on the schedule. Thus, all these factors could have affected the validity of the findings and the reliability of the study. Because the study group was a unique group, the findings pertain only to this group.

While no relationship between the four variables selected for study and the participation in work and leisure activities of this group was established, the study did serve to provide a clearer picture of this group. It has identified the amount and variety of participation in activities in the home and in the community of this particular group of adult trainable mental retardates. We have also shown what variables are not significant. Consideration of the influence of other factors on participation, such as the quality of family relationships, attitudes of the family to the retardate and to his participation, and secondary handicaps would appear to be fruitful areas for further research. It is not possible to put emphasis on a few selected variables until a broader study has been performed and the inter-relationships among the variables is clarified. The use of random sampling and control groups would facili-

tate a more comprehensive picture of the trainable mentally retarded adult group in society and the relationship of this unique study group to the broader group of trainable mental retardates.

It is hoped that this study, directed to exploring the participation of this group of young adult trainable mental retardates, will provide insight into this unique group, and will add to the limited body of knowledge on trainable mental retardates. It is also hoped that this study will serve as a stimulus for further research, as there is a great need for additional comprehensive knowledge on the problem of the trainable mentally retarded in our society.

BIBLIOGRAPHY

Books

- Bossard, James. The Sociology of Child Development. New York: Harper and Brothers, 1954.
- Christianson, John. A Study of the Education of Handicapped Children in Manitoba. Winnipeg, Manitoba: Province of Manitoba, 1965.
- Davies, S. P. The Mentally Retarded in Society. New York: Columbia University Press, 1959.
- Dybwad, Gunnar. Challenges in Mental Retardation. New York: Columbia University Press, 1964.
- Farber, Bernard. Effects of a Severely Mentally Retarded Child on Family Integration. Yellow Springs, Ohio: Antioch Press, 1960.
- Harrocks, J. E. The Psychology of Adolescence. Boston: Houghton Mifflin Company, 1951.
- Heber, Rick, and Stevens, Harvey. (ed.) Mental Retardation: A Review of Research. Chicago: University of Chicago Press, 1964.
- Jordan, Thomas E. The Mentally Retarded. Columbus, Ohio: Charles E. Merrill Books Inc., 1961.
- O'Connor, N., and Tizzard, J. The Social Problem of Mental Deficiency. London: Pergamon Press, 1956.
- Pollack, M.P., and Pollack, Miriam. New Hope for the Retarded. Boston: Porter Sargent, 1953.
- Robinson, H.B., and Robinson, Nancy M. The Mentally Retarded Child. New York: McGraw-Hill Book Company, 1965.
- Rothstein, J. H. (ed.) Mental Retardation. New York: Holt, Rinehart, 1964.

Articles

- Bazelon, David. "Mental Retardation: Some Legal and Moral Considerations," American Journal of Orthopsychiatry, Vol. 35, No. 5 (October, 1965), 838 - 845.
- Benton, A. L. "Some Aspects of Mental Retardation," American Journal of Orthopsychiatry, Vol. 35, No. 5 (October, 1965), 830 - 837.

- Bobroff, Allan. "A Survey of Social and Civic Participation of Adults Formerly in Classes for the Mentally Retarded," American Journal of Mental Deficiency, Vol. 61, (1956-57), 127 - 133.
- Churchill, Lindsey. "Sex Differences Among Mildly Retarded Admissions to a Hospital for the Mentally Retarded," American Journal of Mental Deficiency, Vol. 69, (1964-65), 269 - 276.
- Cohen, J. S. "An Analysis of Vocational Failure in Mental Retardates Placed in the Community After a Period of Institutions," American Journal of Mental Deficiency, Vol. 65, (1960-61), 371 - 375.
- Dunn, Lloyd. "A Historical Review of the Treatment of the Retarded," Mental Retardation ed. J. H. Rothstein. New York: Holt, Rinehart, 1964, 13 - 17.
- Kelman, Howard. "Social Work and Mental Retardation: Challenge or Failure," Social Work, Vol. III, No. 3 (July, 1958), 37 - 43.
- Kolstoe, Oliver. "An Examination of Some Characteristics which Discriminate between Employed and Non-employed Mentally Retarded Males," American Journal of Mental Deficiency, Vol. 66, (November, 1961), 472 - 480.
- Lafon, Pierre-Louis. "The Potentiality of the Moderately and Severely Deficient," Mental Retardation in Canada. Ottawa: Queen's Printer, 1964.
- Paymer, Sylvia. "Reciprocal Role Expectations and Role Relationships: The Adjustment of the Mentally Retarded," American Journal of Mental Deficiency, Vol. 70, No. 3 (November, 1965), p. 382.
- Philips, Irving. "Children, Mental Retardation, and Planning," American Journal of Orthopsychiatry, Vol. 35, No. 5 (October, 1965), 899 - 903.
- Tisdall, William. "A Follow-Up Study of Trainable Mentally Handicapped Children in Illinois," American Journal of Mental Deficiency, Vol. 65, (1960-61), 11 - 16.

Reports

- Saenger, Gerhart. The Adjustment of Severely Retarded Adults in the Community. A Report to the New York State Interdepartmental Health Resources Board, New York, 1957.

APPENDIX A

THE UNIVERSITY OF MANITOBA
School of Social Work

November 1, 1966

Dear

This letter is sent to you through the courtesy of the Association for Retarded Children in Greater Winnipeg, to ask for your cooperation in a research project being undertaken by the University of Manitoba, School of Social Work. In our Master's Degree program the School is interested in studying the social adjustment, or level of social competence, achieved by a group of mentally retarded children six to seventeen years of age, and a group of young adults eighteen years of age and over, and some of the factors which may influence their development. The information required for the study will be obtained from the parent(s) in each family, and we would appreciate it very much if you would be willing to be interviewed by a representative from the University, probably in the month of January. Any information which you provide will of course be treated as confidential material, and neither the individual child nor his family will be identified in any subsequent reports.

We hope you will be interested in helping us carry out this study, which should increase the understanding of the needs of retarded children in our community. Someone from the School of Social Work will get in touch with you personally to arrange a convenient time to call on you. If it will not be possible for you to participate in the project, please note this on this letter and send it back to the University of Manitoba School of Social Work, Winnipeg 19, by return mail. If we do not hear from you we will understand that you are willing to be interviewed, and will get in touch with you at a later date.

Sincerely,

Professor Maysie Roger
Director of Research

APPENDIX B

THE UNIVERSITY OF MANITOBA
School of Social Work
RESEARCH PROJECT GROUP E

Questionnaire No. _____

Interviewed by: _____

Date of Interview: _____

Instructions to Interviewer: Daytime activities in Adult Services, operated by the Association for Retarded Children in Greater Winnipeg, are not to be included.

I. General Characteristics

- A. Age last birthday: _____
- B. Sex: Male _____ Female _____
- C. With whom resides: Parents _____ Foster Home _____ Siblings _____ Other _____
- D. Length of time in present residence: _____ years _____ months
- E. Length of time in attendance at the Kinsmen School: _____ years _____ months
- F. Length of time in Adult Services: _____ years _____ months
- G. Religious affiliation: Protestant () Jewish () Catholic () Other ()
- H. Siblings: Number _____ Identify each as follows:

Sex (M or F)	Age at last birthday	Residence (same or other)
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

..... cont'd

II. Home Activities:

A. Household tasks

1. What general housework does your son/daughter participate in?

No. of times per week

- (a) clean floors _____
- (b) help with dishes _____
- (c) cleaning clothes _____
- (d) dusting _____
- (e) tidy own room _____
- (f) make own bed _____
- (g) food preparation _____
- (h) baby-sitting _____
- other (specify) _____
- _____
- _____
- _____

2. What other household tasks does your son/daughter participate in?

No. of times per week

- (a) mowing lawns _____
- (b) shovelling snow _____
- (c) gardening _____
- (d) painting _____
- (e) run errands _____
- other (specify) _____
- _____
- _____
- _____

B. Home-Leisure Activities:

1. In what solitary activities does your son/daughter participate?

No. of times per week

- (a) watch T.V. _____
- (b) listen to radio _____
- (c) read magazines _____
- (d) read papers _____
- (e) read books _____
- (f) listen to records _____
- (g) does he/she have a pet? _____
 - i. does he/she look after it? _____
 - ii. does he/she play with it? _____
- (h) sewing _____
- (i) embroidery, handiwork _____
- (j) religious activities _____
- (k) games (list) _____
- _____
- other (specify) _____
- _____

B. 2. In what social activities in the home does your son/daughter participate.

	<u>No. of times per week</u>
(a) conversations	_____
(b) religious activities	_____
(c) games (list)	_____
_____	_____
_____	_____
_____	_____
other (specify)	_____
_____	_____
_____	_____
_____	_____

III. Community Activities:

A. Work Activities: In what work activities does son/daughter participate?

	<u>How often per week</u>	<u>For Pay</u>	<u>Not for Pay</u>
(a) baby-sitting	_____	_____	_____
(b) shovelling snow	_____	_____	_____
(c) mowing lawns	_____	_____	_____
(d) runs errands	_____	_____	_____
(e) domestic chores	_____	_____	_____
other (specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Leisure Activities: In what leisure activities does son/daughter participate?

	<u>By Himself</u>	<u>How Frequently</u>	<u>With Others</u>	<u>How Frequently</u>
(a) watch T.V.	_____	_____	_____	_____
(b) attends movies	_____	_____	_____	_____
(c) attends concerts	_____	_____	_____	_____
(d) " religious activities	_____	_____	_____	_____
(e) goes shopping	_____	_____	_____	_____
(f) " visiting	_____	_____	_____	_____
(g) attends parties	_____	_____	_____	_____
(h) sports (spectator)	_____	_____	_____	_____
(i) " (participant) (list)	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
(j) <u>Playing games</u> (list)	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
others (list)	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

APPENDIX C

THE UNIVERSITY OF MANITOBA

February 10, 1967

Dear

On behalf of the School of Social Work of the University of Manitoba, I would like to thank you for your assistance in our recent research project in the field of Mental Retardation.

Your willingness to be interviewed is greatly appreciated.

Sincerely,

School of Social Work