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Vocational and social adjustment of learning disabled young adults: A follow-up study

Ruth Marika Leithal

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VOCATIONAL AND SOCIAL ADJUSTMENT
OF LEARNING DISABLED YOUNG ADULTS:
A FOLLOW-UP STUDY

A Proposal Submitted to
the Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of Master of Arts
in
Education: Special Education Option

By
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1984

APPROVED BY:
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>i</td>
</tr>
<tr>
<td>2. REVIEW OF THE LITERATURE</td>
<td>1</td>
</tr>
<tr>
<td>3. METHOD</td>
<td>26</td>
</tr>
<tr>
<td>4. RESULTS</td>
<td>28</td>
</tr>
<tr>
<td>5. LIMITATIONS</td>
<td>46</td>
</tr>
<tr>
<td>6. INTERVIEW QUESTIONS</td>
<td>&quot;A&quot;</td>
</tr>
<tr>
<td>7. REFERENCES</td>
<td>&quot;B&quot;</td>
</tr>
</tbody>
</table>
INTRODUCTION

The current definition of learning disabilities published in 1977 identifies children with specific learning disabilities as those who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, think, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The terms do not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of emotional disturbance, or of environmental, cultural, or economic disadvantage. (Federal Register, 1977)

Since the passing of Public Law 94-142 in 1975 requiring that all individuals with exceptional needs be provided with a free, appropriate, public education and that they be educated in the least restrictive educational environment based on individual needs, programs for LD students have progressively expanded and changed to include several levels of services. Increased parent and teacher awareness of the rights to alternate avenues of aid have contributed to the
dramatic growth in the number of students referred for
diagnostic testing and then placed into Resource
Specialist Programs, Special Day Classes and Designated
Instructional Service Programs according to individual
needs. Methodologies and evaluative procedures have
been refined and lastly, the qualifications, profes-
sional attitudes and overall expertise of Learning
Handicapped Specialists have improved.

When taking into consideration the fact that a
large percentage of former LD students have graduated
or otherwise left school and are being required to
demonstrate whatever skills they acquired during their
schooling to survive as responsible, successful and
adjusted members of their community, there is clearly a
need to examine and analyze the long term results and
account for the global effectiveness of these services.

Recommendations for more follow-up studies on
adult functional competency (particularly in the areas
of vocational and social adjustment), of former stu-
dents diagnosed as having specific learning disabil-
ities and who received remediative services in public
schools are being increasingly expressed by students,
teachers, psychologists and others working with or
otherwise concerned with LD students.

The purpose of this study was to investigate
functional status in adulthood of 15 former students
who received special education services in the Desert
Sands Unified School District. The students studied included 13 males and 2 females. The study was mainly concerned with vocational and social adjustment although demographic information relevant to the other two areas was also collected.

An interview method was used to gather information from the former students. Parent and teacher input was also included in certain instances.

The length of the follow-up was from one to three years. The ages of the students at follow-up ranged from 17 to 20.

The major items of information sought by the interview related to the subject's levels of vocational adjustment in terms of job status, duration of employment, types of jobs, the number of jobs, vocational goals and previous job training, social adjustment, in terms of responsible and acceptable behavior, self-concept, relationships, future goals, demographic information, in terms of graduation, services received, possession of driver's license, bank accounts or credit cards, and residence. In addition, the former student's impressions of their special education services were also recorded.
REVIEW OF THE LITERATURE

The literature reviewed for the purpose of this study will include some of the distinguishing characteristics of learning disabled individuals relevant to this study and previous investigations into the adult outcome of former learning disabled students.

Until recently, it was assumed that early intervention was not only a determining factor in the degree of remediation of a learning disability, but also that with intervention prior to or at the elementary level an individual would have outgrown and overcome his/her disability by the teen years (Osman 1979). According to some research and observations of learning handicapped specialists, there is evidence of a higher correlation between earlier intervention and successful remediation of learning disabilities than between later treatment and the elimination of learning disabilities (Robinson and Smith, 1962; Fitzimmons and Cohen 1962). Such observations however, often overlook a number of possible influencing variables. Others (Howden 1967; Silver and Hagin 1964) make mention of such factors as childhood IQ, the natural maturation process and socio-economic background as possible causal elements for the elimination of a childhood disability by adulthood.

Weis et al (1971) more specifically concluded that frequently behavior problems associated with hyperactivity will diminish with maturation but learning
dysfunctions and social maladjustment will persist.

Previous literature exhibits contradictory opinions regarding the persistence of learning disabilities into adulthood. A more extensive coverage of earlier follow-up studies will be included in the later half of his section. First to clarify some of the information that this study will be investigating, some of the manifestations of learning disorders and other issues and concerns surrounding LD individuals will be reviewed.

Learning handicapped Specialists, particularly at the secondary level, are frustrated and concerned with decisions on appropriate curricula which would best meet the needs of the students at present and for their future well-being and adjustment (Wiederholt 1979). Emphasis has alternated between academic remediation and vocation training. The need for job training is asserted yet obstacles such as inadequate programs for low-level readers have caused the emphasis to shift back to academic remediation. A third more recent and growing area of concern is the apparent need for teaching social skills. Employers of LD individuals have reported that regardless of how adept the employee might be at a particular job skill, finding and keeping employment is affected by inadequate work oriented social skills.

Learning disabilities is a very complex subject.
When projecting into the future and attempting to determine the educational needs of an LD student, a multitude of variables playing a part in such an individual's life must be considered. The learning disabled population is a heterogenous group; therefore, it is necessary to consider the variation among and between its members. Secondly, a more important and dominant concept in the field of learning disabilities is intraindividual differences or discrepancies in ability and achievement within the self. A learning disabled child not only differs from an average child, but also within himself/herself. Inconsistency seems to be the key concept when describing the characteristics of LD children.

Thirdly, in addition to the various types of exceptionalities, extraneous situations and circumstances need to be given attention. Often if not actually causing or contributing to deficits such variables will serve as a compounding of already existing problems.

When all the complex factors outlined above are taken into account, it is not surprising to find that the majority of LD young people demonstrate a very scattered profile of development, making them highly puzzling to others with inconsistent behavior patterns and gaps in skills.

An individual with a learning disability has
difficulties unlike persons with a more visible handicap, such as the mentally retarded or the physically handicapped. First, a learning disability is often not a clearly discernible handicap; therefore, this person does not receive or evoke the compassion and tolerance that a deaf or blind person would (Brutten 1974). Also, unlike a mentally or physically handicapped child whose condition generally remains consistent for long periods, allowing for planning several years into the future, a learning disabled individual undergoes frequent change causing instability, uncertainty and unpredictability. A word learned one day may be forgotten the next. Daily experiences and circumstances may alter the rate of progress considerably. Long term educational and vocational goals can be very difficult or even impossible to make. Success may be determined by how the individual learns to cope with some or all of a series of complex and interrelated contributing variables. The extent to which the child learns to utilize strengths to compensate for deficits, how determined he or she is to overcome deficits, the degree of support given by parents, teachers and other persons involved, and how well his or her personality is preserved though the myriad of failures all contribute to the degree of adjustment in later life.

Two major areas that have been focused on as dominant problem characteristics of learning disabil-
Itles which interfere with school and later adjustment are poor self-concept and communication deficits related to information processing abnormalities.

To begin with, critically poor self-concept is a common problem to learning disabled individuals. After the use of personality measures, Watts and Cushion (1982) found that the learning disabled had lower self-esteem than normal teenagers, particularly as it related to their performance in school. The authors report that they have a negative view of themselves as learners and therefore a more pessimistic view of their future. Doreen Kronick (1978) reported that LD young adults have difficulty imagining themselves over a long period of time and cannot project into the future and conceptualize eventual vocational, marital and parental roles. Herman (1954) reported, after investigating 541 word-blind adults that depression and poor self-esteem are common. Lerner, Evans and Myer (1977) found that learning disabled students had problems with self-concept, motivation and peer acceptance. These difficulties, when combined with the characteristic problems of adolescence greatly magnify the typical teenage "identity crisis." Gearhart, Gearhart and Marsh (1978) state that the "identity crisis" drives students away from socially acceptable behavior. Then one could imagine the consequences if this individual carries the additional load of a learning disability. Compensatory
behavior patterns are common amongst learning disabled students where the individual decides that success at unacceptable endeavors is preferred over no success at all. (Berman 1974)

Gearhart, Gearhart and Marsh (1978) report on the social learning theory which is based on social reinforcement in accordance with internal-external loci of control. An internally controlled individual is in control of his/her own life because reinforcement comes from within the self. An externally controlled person interprets his own success by the standards of those around him/her. Adolescents seek acceptance and approval from the peer and adult cultures and, as they mature, they begin to internalize the locus of control resulting in a more personally controlled interpretation of successes and failures. If during that period when approval and reinforcement are determined by others, the child experiences an imbalance in positive and negative reinforcement with failures outweighing successes, he/she, with maturing, will internalize the overwhelming sense of failure and will become crippled with abnormally poor self-concept and motivation in later life. Studies have shown that students with no apparent learning disability require a 70% success rate to stay motivated. Learning handicapped students require a much higher 95% success rate to continue with a task. (Pierce 1981)
In a high school Resource or Special Day class, tending to behavior problems frequently takes priority over providing remediative instruction. Any effective special education teacher is well aware of the need to break through self-concept barriers often demonstrated by outbursts and hostility by working hard to develop rapport with the students and by creating an ambience of caring, trust and success, if any progress is to be made in the instructional areas. If a student does not appear to be an extreme behavior problem or fails to blatantly exhibit any other indication of maladjustment, the problem is significantly common enough among learning disabled adolescents that its likelihood must not be overlooked. It is important that special education teachers be well trained in recognizing subtler signs of emotional and social disturbances which could otherwise surface and manifest themselves much more severely in later life. (Berman 1974)

A second area given a great deal of attention in literature concerning learning disabilities is the information processing difficulty so typical of LD individuals. Often, because of this, the learning disabled experience below average ability to severe deficits in the use of verbal language and self-expression, responding to information and adapting to situations and integrating information from past to present. Despite Piagetian research which demonstrated
that verbal language is not necessarily a measure of ability to perform logical operations, nor is it an absolute essential in abstract reasoning, with verbal language deficits an individual faces countless obstacles in a culture that is as Gearhart, Gearhart and Marsh (1978) state it, "verbally bias," where intelligence and ability are measured by one's ability to articulate. These biases are evidenced early by the measures of intelligence established for high school graduation and university entrance exams. A person must demonstrate an adequate reading level to earn the achievement scores required. In the job market also, employers put great emphasis on verbal ability when interviewing a prospective employee or making considerations in job advancements.

Since a learning disabled individual responds to his or her environment unlike the average person does, he/she frequently fails to acquire the mannerisms and expected social graces deemed appropriate by our society. (Brutten 1979) Social cues including body language and other subtle suggestions are not always picked up and interpreted. Seemingly obvious clues given in routine social situations which the average person doesn't think twice about such as knowing that a job interview is over when the interviewer stands up or closes his files, how you look at someone when you meet them, how you shake hands, how close you stand to
people and how loud your voice should be are so often misunderstood creating huge barriers which interfere with this individual's social interaction constantly.

Brutten (1974) notes three levels of difficulty the learning disabled have in integrating past information to a present situation. The first is the inability to pull in information from the past and act upon it, for example, such a person cannot extrapolate information previously exposed to, to a present situation, nor can he/she weigh and put together and integrate information from all social contacts and activities throughout his/her life and bring them to bear on present situations. Secondly, there is the immediate situation which includes the identification of those subtle clues like body language, voice cues and facial expressions, which actually occupy 40% of all our time when we're talking to each other because only 60% of any message in any communicative situation is borne by the actual content of words (Brutten 1974). These individuals don't understand that part of communication. A third type of integrating difficulty is the inability to judge what is needed to take from the present situation that can be transposed into the future for appropriate decisions and proper action. Difficulties in these areas are often demonstrated by a kind of naivete, innocence or heedlessness, not being sure what they can pick up from the present situation
which can be carried over into the future.

All of this then results in difficulties in ability to adapt to situations, a lack of motivation or resourcefulness and frequent situations where the individual finds himself/herself embarrassed and humiliated. (Osmon 1978)

Communication disorders seem directly linked to self-concept problems. Because things just don't fall together according to plan and it's difficult for these individuals to consider alternates, they end up in situations where others run out of patience with them, reject them and find them irritating. It is extremely difficult for such an individual to form a positive identity with a sense of self-worth and success.

A final subject which needs to be noted is the controversial subject of the relationship between LD and juvenile delinquency. Among the studies conducted (Brutten 1974), stated that characteristic symptom patterns of learning disabled students continue into adulthood. Brutten reported that deficits an individual has had all through his childhood in areas of perception, motor development, attention span, memory and language, take a different and often more insidious form as the child grows older. Brutten concludes that a large percentage of young criminals suffer from learning handicaps and exhibit other characteristics
common to persons with learning handicaps. Such studies, however, are limited in that the majority of these individuals were not identified and placed in special education programs.

Allan Berman (1974) reported a high correlation between juvenile delinquency and learning disabilities. He reported on two alarming statistics which testify to the fact that despite the best efforts of rehabilitation professionals there has been no success in fighting the waste of young lives. First, the recidivism rates among delinquents have climbed to 85% and second, the average age for first incarceration for delinquents has dropped to below 13 years. Following the administration of diagnostic testing to a random population at a school for delinquent boys, Berman reported that it was found that 70% of those youngsters had disabilities significant enough to warrant professional attention. The examination results also indicated that the disabilities had been chronic or had existed since early childhood. The author concluded that the compensatory behavior problems exemplified by truancies or breaking and entering had lead to later offenses usually involving assault or the use of dangerous weapons.

Because judges, rehabilitation professionals, and regular teachers are limited in their knowledge of pinpointing and treating learning disabilities, Berman
makes suggestions for three critical changes. First, disability detection training should be a mandatory requirement in all teacher training programs, especially for teachers training for grades kindergarten through three. Earlier detection would be a preventative tool in more severe future problems. Secondly, Berman recommends installation in reformatories and training schools of diagnostic and remediatve facilities for detecting and correcting disabilities. Finally, Berman emphasizes the importance of compassion and caring as prerequisites for those working with kids rather than fancy degrees and training.

Studies investigating the incidence of juvenile delinquency amongst a LD sample population have not always concluded a high correlation between the two. Rogan (1976), for example, found on the contrary a low 6% incidence of crime and adult offences after following up on 91 former learning disabled students.

Follow-up studies on former students who were enrolled in special education programs in public schools are minimal when compared to the total population of learning disabled students that have graduated or otherwise left school. Much of the investigative literature on adult outcome of students who received special education services in the public school systems is amassed with other studies drawing samples from psychiatric clinics, reading clinics,
private schools and private practice. The designs of the studies vary greatly as do their conclusions. Differences in childhood I.Q., length of follow-up, presence or absence of control groups, socio-economic backgrounds of the samples, author's definitions of adjustment and success, evaluative tools and measures, causal factors and other biases and intervening situational events all contribute to the inconsistency of the results. It is difficult and frustrating to attempt to make comparisons or draw universal truths from the previous available research.

Adult outcome literature encompasses three main areas of study. Earliest and most researched has been the area of reading deficits and, if or if not, the disabilities persist into adulthood. Vocational competency or occupational status has been studied considerably less. Social adjustment of former learning disabled students in adulthood, having recently become an area of concern has been touched upon, but is greatly lacking in follow-up research.

For the purposes of this study, previous research selected for review will be outlined with emphasis on conclusions and various other features which make the studies unique. Because the designs and results differ so much, the studies will be categorized as much as possible by similar conclusions which either support or do not support the persistence of learning disabilities into adulthood.
STUDIES SUPPORTING PERSISTENCE OF LEARNING DISABILITIES INTO ADULTHOOD

One of the earliest investigators into the continuance of reading disabilities into adulthood was Herman (1954). He studied a register of 541 word-blind adults aged 15 and over, known to the Word Blind Institute of Copenhagen. In this study, Herman researched the occupational status of the formerly diagnosed dyslexic individuals. Finding that the former students were in all trades and spheres of employment, Herman did note that "the number of domestic workers, unskilled laborers and errand boys was remarkable." Forty-six percent of these individuals had received special services as school children. Herman reported that depression and poor self-esteem were common.

A longer follow-up study was done by Howden (1967), who followed 57 individuals in a large study in 1942 in Springfield, Oregon. The length of the study was 19 years. The subjects were in their late twenties and early thirties when followed up on. The subjects were interviewed and given the Gates Reading Survey. Howden investigated three groups: the first group, reading at least 1SD above the grade mean, were considered as good readers; the second group, whose performance approximated their class mean, were considered average readers; the third group read one or more SDs below the class and were considered poor
readers. The poor readers received no remediative services. By using an interview method, Howden sought information about reading habits and attitudes, educational attainment, socio-economic status and social participation. Information on the parents' occupational status and reading habits was also gathered. Howden discovered that poor childhood readers, as adults performed less well than the other two groups on all sections of the Gates Survey. A survey of adult reading behaviors showed that the poor readers enjoyed reading much less than the other two groups with one exception. Poor readers reported spending as much time as the other two groups reading magazines. The adult socio-economic status of the poor readers was less than that of the average and good readers. No distinguishing differences were found in the three groups in social participation. Howden's data suggests less favorable adult outcome for the poor reading group. However, needing mention was the fact that the poor reading group also had a lower childhood I.Q. and came from a lower socio-economic background than the other two groups. The author concluded that a reading handicap may be mitigated, but does not disappear once the poor reader has become an adult. Howden reported poor adult occupational status for the reading disabled.

Silver and Hagin (1964) were the first to use a
control group and to retest their subjects as adults by the means of the same extensive series of tests that had been given to them as children. They located 24 former clients of Bellevue Mental Hygiene Clinic 10 to 12 years later and retested them. The control group given the same test had been referred for behavioral difficulties, but did not have a learning disability. As children, the disabled readers were subdivided into three groups: developmental, organic, and children who showed no perceptual or organic signs. A control group was established with matching age, sex, and I.Q. The median age for the disabled group at follow-up was 19 and the median age for the control group was 21 at follow-up. Originally, the mean I.Q. for the two groups was similar. The social class background was not stated.

At the time of the follow-up, it was found that 62% of the disabled readers had achieved reading skills. Those disabled child readers, who later became adequate readers, tended to belong to the developmental subgroup and were less severely retarded in reading as children and showed the greatest improvement on intelligence tests. The 48% who did not develop adequate reading skills tended to be those who manifested a greater portion of perceptual problems at follow-up when compared to the adequate adult readers. The organic subgroup of disabled readers tended to
retain perceptual difficulties in all areas and showed least improvement.

A decade later, the I.Q. of the control group was significantly greater than that of the reading disabled group. The reading level for the control group was not given. Although some exceptions were noted, the neurological and perceptual difficulties which separated the control group from the reading disabled group in childhood generally continued to do so in adulthood. The authors concluded that there was a persistence of perceptual problems in those subjects who, as children, showed some evidence of structural organic defect as compared with those in the so-called developmental or primary dyslexic group and, therefore, "specific reading disability is a long term problem in the life of an individual, the signs of which can be detected despite adequate educational, vocational, and social functioning."

Another major long-term study was done by Menkes et al (1967). Eighteen patients at a psychiatric clinic were studied for 25 years. The subjects had been diagnosed as having symptoms of minimum brain dysfunction and hyperactivity. The study concluded that social and psychological adjustment was affected in later life due to some persistence of neurological symptoms. The study was limited by the size of the group and the differences in diagnostic criteria used
during childhood and at follow-up.

Hunter and Lewis (1973) followed up on 18 dyslexic boys, ages nine to 13, two years after intervening remediation. The authors concluded that despite remedial efforts, the subjects demonstrated lower academic achievement and poorer social adjustment than a matched control group.

Balow and Bloomquist (1965) also concluded that remediation was not helpful in overcoming reading disabilities. The authors studied a group of 32 former reading clinic clients. Evaluative measures were broader than those used in other studies because psychological testing was included which revealed emotional and social adjustment difficulties. The MMPI was given which showed some personality deviance in reflecting neurotic traits. The authors reported that the subjects had a slightly defeatist attitude about life.

A study contradicting the common assumption that maturation will sometime overcome a learning disability was done by Weiss et al (1971), who followed 64 subjects for five years from grade school to adolescence. The subject did not receive remediation services, but had been diagnosed to have hyperactivity with behavior and learning disorders. The outcome testing and evaluation revealed that although most symptoms of hyperactivity diminished with maturing, learning
dysfunctions and social maladjustment remained. The authors also concluded that disorders of attention and concentration persist.

Other than the Balow and Bloomquist study, adult outcome research reviewed thus far exhibits a rather narrow focus in measuring the occupational competency and social adjustment of the subjects. Evaluation often involved a comparison of adult study groups' occupational status to that of the general population norms. Rogan (1976) states that "social adjustment, it seems, becomes equated with the absence of emotional disorders." Though this approach is of some value in measuring the potential of learning disabled children, it fails to identify other significant factors known to be indicative of personal social and vocational maladjustment.

Self-concept and personal relationships are areas that have been overlooked in earlier adult competency research. Hardy's study (1968) showed wider measures of adult achievement by going beyond occupational status and including measures of social and vocational adjustment by rating the ability to maintain employment.

Information such as the subject's ability to relate meaningfully to people whom they lived and worked with was also provided. In her conclusions, Hardy reported that "retarded readers vocationally
adjusted satisfactorily, but socially as compared with a control group of non-disabled readers, they did not adjust satisfactorily.

In the area of reading, Hardy found that difficulties remained into young adulthood regardless of intervening remediation which showed little long-term effect.

Doris Hillman (1974) studied 73 patients drawn from private practice, all referred by pediatricians, psychiatrists, psychologists, or social personnel who were initially seen for diagnostic evaluation and were followed over a period of years for continued treatment, intermittent treatment, or monitoring of progress. All subjects received during the time of observation as appropriate for their needs psychotherapy, pharma-co-therapy, remedial education and hospitalization.

Hillman found a positive correlation between the childhood symptoms of social problems and adult inadequate personality, between childhood anxiety and adult anxiety, between childhood anti-social behavior and adult personality disorders, of anti-social passive aggressive and impulsive types.

Hillman also reported that a childhood diagnoses of developmental lag was associated with an adult diagnosis of passive aggressive personality, anti-social personality and depressive symptoms. Those
subjects with an initial diagnoses of minimal brain dysfunction syndrome exhibited, in adulthood, personality disorders such as schizophrenia and paranoia. On the whole, the author found that problems in social adjustment persisted to one degree or another, depending upon the severity at first diagnosis.

STUDIES SUPPORTING NO PERSISTENCE OF LEARNING DISABILITIES INTO ADULTHOOD

Several studies have been conducted which have more optimistic conclusions. Preston and Yarrington (1967), after following a reading clinic population of 50 students for eight years, reported that retarded readers fulfill educational and vocational roles comparable to those fulfilled by their age peers in the general population. Socio-economic background in this study was not given.

Robinson and Smith (1962) followed up on 44 clients enrolled in the University of Chicago Reading Clinic. The authors concluded that "retarded readers can become avid readers if their problems are corrected before the handicap has become too great or too persistent. Of the 44 subjects studied, it was reported that 20 said they read more than average.

Robinson, Smith, Rawson and Preston and Yarrington (1967) demonstrated that reading disorders can be successfully remediated and the remediation could have
lasting effects into young adulthood. The authors also
did not find that childhood reading disabilities
detrimentally affected vocational and social adjust-
ment. The study was limited by the selection of the
population and the diagnostic criteria used to define
the original childhood disorders. All the results of
research done using the diagnosis of having reading
deficits alone is not comparable to results obtained
with study groups diagnosed for more general learning
dysfunctions, neurological disorders, school adjustment
problems and behavior difficulties.

Of the studies conducted having more positive
conclusions for adult outcome of former learning
disabled students was Rawson's optimistic report in
1968. He studied the adult accomplishments of a group
of 56 former male pupils of a private school in Penn-
sylvania. The subjects were divided into three sub-
groups. The low language facility group was considered
moderately to severely dyslexic. The middle language
facility group was mildly dyslexic. Rawson reported
that all but 10 subjects were functioning occupation-
ally in the upper two socio-economic classes. Rawson
reported no difference in highest educational level
reached among the three groups originally classified
according to severity of language difficulties. All
the boys had pursued training beyond high school and
all but one had some college experience. This encour-
aging study was limited by the unique variables that the majority of the subjects came from upper class families and the median I.Q. was 131, but nonetheless, the author concluded that given average or better I.Q., physical normality, and equivalent social and educational opportunity, there is no difference between educational and vocational achievement by adulthood in dyslexic and non-dyslexic boys so diagnosed between the ages of six and 12.

A more specific investigation into the effectiveness of special education and vocational programs in preparing handicapped students for the work world was conducted by Boyce and Elzey (1978). Ninety-eight graduates from the San Francisco Unified School were used as the sample population. The subjects were divided into two groups: those who received vocational education and those who did not. Among the findings were that those who received vocational training, more than those who did not, held jobs since graduation and that their jobs tended to be of a higher level. A greater number of non-trained students were dissatisfied with their jobs. Those trained needed less supervision and on-the-job training than those not trained.

Boyce and Elzey's research focused on determining the current status of the graduates with regard to employment, how effective the high school training
programs were in preparing them for the world of work and suggestions for strengthening the high school programs for future handicapped students.

Both groups suggested more technical instruction, counseling, tighter discipline and understanding teachers as ways to improve the program. Recommendations found in the findings suggested a need to emphasize in areas of improving students' self-concepts and feelings of self-worth. Self-concept and self-worth is an area not included in the other studies reviewed, yet it's a problem that teachers and students find to be critical.

Boyce and Elzey reported that teachers interviewed stressed early diagnosis and beginning vocational education earlier than high school and providing more vocational training and outside work experience at the high school level. The authors concluded with recommendations that more provisions be made for early detection of handicapping conditions in students at the elementary levels and that continual and intensive counseling be provided for handicapped students during high school.

The previous literature reviewed, although categorized by similar conclusions, exhibits a wide variety of populations and designs. The majority of the studies have focused on investigations into the persistence of reading disabilities into adulthood. The
areas of vocational and social adjustment have been comparatively mentioned but are, on the whole, lacking in thorough investigation. The majority of the sample populations have been drawn from reading clinics, psychiatric clinics and private schools. Other than the study conducted by Boyce and Elzey (1978), the long-term effects of special education services provided by public schools have not been adequately researched. For these reasons the purpose of this particular study was to study a sample group of former LD public school students with a focus on vocational and social functional competency in adulthood.
METHOD

Fifteen former students who received special education services for learning disabilities in the Desert Sands Unified School District were located for a follow-up study. An interview method was used to collect the data (see Attachment "A"). The questions were designed to seek information on demographics, vocational adjustment and social adjustment. The majority of the students were located by phone at which time a meeting was arranged. Meetings were usually at fast-food restaurants. Making contact was difficult because the subjects were very undependable. Finally, because of repeated no-shows, the last three interviews were done by phone. Input of parents was also documented in a few instances.

The students interviewed received services between one and seven years, during their total schooling. The average length of time the subjects were enrolled in special education classes was three years. The average age of the subjects was 18 and the length of follow-up was one to three years after the subjects left the regular high school.

The types of services received included resource specialist programs, special day classes and designated instructional services. The majority of the students were former RSP and SDC students.
Information was documented by the researcher to reduce the time spent on the interview. The interviews lasted from 20 minutes to one hour, depending on how verbal the subjects were.
RESULTS

The results of the survey were codified into the major categories used in the questionnaire: **Demographic Information**, in terms of graduation, services received, possession of a driver's license, credit cards and bank accounts and residence; **Vocational Adjustment**, in terms of job status, length of time employed at current and previous jobs, the number of jobs since leaving school, vocational goals and the amount and benefits of job training provided during high school; **Social Adjustment**, in terms of responsibility, self-concept, relationships, future goals and behavior. A fourth category included the students' own impressions of their special education services.

**DEMOGRAPHIC INFORMATION - GRADUATION**

At the time of the interview, the ages of the subjects ranged from 17 to 20. Six subjects had graduated and received diplomas. Six had been sent to continuation school and three had dropped out of school with no intentions of finishing high school. The interview revealed that the students who were sent to continuation school, mainly because they were behavior problems, were most definitely misplaced. The loose "come when you please" and "work on your own" design of the school was completely inappropriate for LD students. Other than a visit once a week from a Designated Instructional Service person, the subjects
reported receiving no remediative services. Two of the subjects were still enrolled, but the other four had dropped out.

One subject who had dropped out of high school had gone to the community college to finish his graduation requirements. This individual reported that he was not making very much progress because he was missing a lot of classes due to health problems. One of the graduates had gone on to the community college to pursue further education with the help of special education services. In order to pass the proficiency examinations, all but one of the graduates required the writing of differential standards.

SERVICES RECEIVED

The number of years the former students received special services ranged from one to eight years. The type of services included the Resource Specialist Program, which allowed up to 33.3% of the school day to be spent in special classes and the Special Day Class Program in which a student could stay all day if necessary. Most of the subjects received either one or two periods of RSP a day or three to five periods of SDC a day. Although all but two of the subjects reported feeling a need for further remediative services, aside from the two who had gone to college, none were receiving further assistance. When a problem arose, the subjects reported going to a parent, brother
DRIVER'S LICENSE

At the time of the interview, all except four of the subjects had a California driver's license. The four non-drivers had completed the driver's education requirements during high school, but had not taken the test yet. Two of those subjects shared that they were not sure if they could pass the test without help because the reading may be too difficult.

BANK ACCOUNTS AND CREDIT CARDS.

Only three of the subjects said they had bank accounts at the time of the interview. Four subjects said they had previously had bank accounts and they balanced their own checkbook. Reasons for not having accounts included they were unemployed and had no money, they shared an account with parents, or that their parents took care of their money matters for them. A few subjects noted they would like a bank account in the future. When the subjects were asked if they felt they would have trouble balancing a checkbook, about 50% said "no" and the others said they didn't know.

None of the subjects had credit cards. Many of them mentioned they don't want one. One married subject said he had applied for a credit card, but was turned down because he didn't make enough money. Because a control group was not used to determine
whether non-LD school leavers in the same age group commonly possessed credit cards, it is unclear if these findings were unusual.

RESIDENCE

All except three subjects were residing at home. Two of those not living at home were married and lived in apartments with their wives. Several of the subjects said they had lived on their own previously. One had lived with a girlfriend for a year before they were married. This marriage lasted three months, a child was produced and then they were separated. The young man now lives with his family again. A few other said they had run away from home, anywhere from one month to one year, during which time they had lived on their own.

SUBJECTS' INPUT ON SPECIAL EDUCATION SERVICES

With only one exception, all subjects reported the special education program was very helpful or satisfactorily helpful at one time or another during their enrollment. It is noteworthy that several subjects mentioned the quality of the service depended upon the teacher they had at the time. Some teachers, they reported made a great difference in their improvement, but others did not. All the subjects equated their progress with a helpful teacher who cared about them, understood their problems and was there when they
needed them for counseling. When asked about relationships with regular teachers, the majority responded they had not been very good and that they had a better and much more personal relationship with the special education teacher.

Ten subjects said their special education program helped them with behavior problems, particularly with controlling temper and with self-concept, because the teachers provided a great deal of encouragement. The remaining subjects said they didn't know if their behavior was changed. The significance of indifferent responses in this area was unclear, because it was hard to tell whether the subjects were just unwilling or unable to express their feelings in this area. Two subjects said they had no problems with behavior.

It was found the majority of the students experienced a great deal of embarrassment and humiliation during their enrollment in special education classes. First, the subjects commented their peers often made derogatory remarks about the special education classroom. One student suggested special education be called something else, for example, Study Hall. Secondly, the students reported they were frequently humiliated when forced to expose their deficits in a regular classroom.

In the area of the need for further assistance after leaving school, many of the subjects expressed
that they still needed help, particularly in the areas of reading and job training. Two subjects expressed a lesser need for assistance, but did mention there is no one to go to for help other than parent. The two students attending the community college said they received some assistance there.

In the instances when the subjects denied needing additional help in any area, it was difficult to determine if they really meant it, because the contrary responses seemed to be intertwined with emotions of pride and hostility.

The final topic the subjects were asked to share their feelings about was discipline and whether or not they felt there was enough of it. The responses were interestingly varied. Quite a few subjects felt it was too easy to be truant and that they did very little work while they were in school. They expressed they might have done better in school if there had been more control and structure. Others stated there was too much discipline. Several subjects commented that, because of the discipline, (not their behavior), they were in trouble all the time. One student said he was unable to sit still for a whole period and he needed more freedom. When asked if more structure and control didn't teach him better concentration skills, he said he just ended up not going to those classes. Approximately a third of the group were indifferent on the
topic of correct amount of discipline.

**VOCATIONAL ADJUSTMENT - JOB STATUS**

Nine of the subjects were employed at the time of the interview. They had been at their current jobs anywhere from one month to two years. The one student who had been employed at the same place for two years worked at his father's business painting cars. Two other subjects had been employed at the same place for one year. The others had developed a pattern of working for a few months at one job, then quitting or getting fired to be either unemployed for a period of time or to find a new job for a few months somewhere else. A couple of subjects reported they sometimes worked two jobs at the same time, but not for long periods at a time. The current and past job areas included working in family businesses such as painting cars, roofing and carpet laying. The other positions were mainly boxboys, busboys, working in fast-food restaurants, dishwashers, cook, theaters, gardening and pitching watermelons.

**VOCATIONAL GOALS**

When vocational goals were discussed, the majority of the subjects exhibited deep concerns and difficulty projecting into the future. Most of the subjects had no idea of what kind of job they would like to have in five or 10 years. It seemed that working was solely seen as a means to get money rather than to also ful
fill some other goal or interest. One subject who works as a dishwasher at the Marriott Hotel said he had a good job and hoped he would still have it in five years. The subject who works with his father painting cars said he will have the same job in ten years. A few others expressed more sophisticated goals, though quite unrealistic when taking into consideration their present education, educational goals and capabilities. For example, one subject said he would like to work with computers, yet he had previously commented he had difficulty filling out job applications and he had to quit working for his father laying carpets because he was unable to do the paperwork.

Severely limited knowledge of the cost of living was exhibited when the subjects were asked how much money they would need to make a year to live comfortably in their chosen lifestyle. On a five point scale of 5, 10, 20, 30 or $50,000, most of the subjects said $10,000 would be the right amount. One subject reported he would need to make $10,000 a year only if he had a family to support. Another subject also commenting that he didn't want to be too greedy and felt $5,000 a year was fine. Two subjects stated that they would like to make $50,000 yearly. Of those two, one mentioned he wanted a Rolls Royce and the other had dropped out of school, was unemployed at the time of the interview and expressed no specific vocational
goals.

**JOB TRAINING**

When previous job training was discussed, the subjects generally demonstrated a defeatist attitude with undertones of desperation mingled with a lack of motivation. Parents also expressed great concern making requests that encouragement to finish school or obtain some kind of job training be done. The absence of vocational goals discussed in the previous section seemed directly related to a lack of job training. The interview results revealed non-existent or inadequate vocational counseling, job training and overall career education information. These results, however, are rather puzzling because several vocational classes including a wide variety of Regional Occupational programs were offered at the time the subjects attended school. With a few exceptions, it seems this particular group just somehow fell between the cracks and did not benefit from what was available. Two subjects did mention taking auto body and small engines for two years, but since they had no desire to be mechanics, the classes were of little value. One subject who had taken auto mechanics said that the course helped him with getting side jobs and with working on his car.

On the whole, the subjects exhibited very limited awareness of available programs. Many subjects recommended that a wider variety of programs be provided,
however, the subject areas they suggested were already provided. Information gathered from interview questions in this area suggested that LD students need more guidance, follow-up and monitoring than they have received in the past. Counselors and special education teachers need to provide much more career education information. There is a need for discussing with LD students their interests, informing them on what is available, making sure they enroll in the programs and consistently and regularly monitoring and following up on their progress.

RESPONSIBILITY

Irresponsible behavior was demonstrated in many instances prior to the interview. A great deal of confusion surrounded locating, making contact and meeting with the subjects according to plan with numerous no-shows and excessive lateness. With the absence of psychological testing at follow-up, continued information processing difficulties and memory problems cannot be ascertained, but may be assumed. Interview questions asking the subject how they would react in certain situations also revealed a tendency towards irresponsible behavior.

SELF-CONCEPT

Information on self-concept was difficult to obtain and assess. First, with only one meeting problems are not always clearly visible. Second, to
avoid leaving oneself vulnerable, it is human nature to not admit difficulties in this area. The personal nature of some of the interview questions were discussed with the subjects. They were told they didn't have to answer questions which were too personal, but it was also impressed upon them any information they offered would remain confidential and would help this study and other students involved with special education in the future. Other than a few exceptions, most of the subjects were very helpful and cooperative with giving the most honest answers they could. Third and fourth, the absence of a control group of non-LD school leavers and, the fact the interview questions were designed in such a way that interpretation was subject to author bias regarding what indicated good or bad self-concept, posed additional limitations on the conclusions.

When asked questions relating to sensitivity and situations where insight into the subject's own or someone else's feelings were sought, the majority of the subjects exhibited deep understanding and perceptiveness. For example, all except two subjects felt that negative endeavors such as breaking the law might actually be a cry for attention. When asked if they knew how to make their boyfriend or girlfriend feel good about themselves, again, on a five point scale of always, sometimes, rarely, no or don't know, the
majority answered always. Perhaps their own experiences and good counseling had helped these subjects to become sensitized in these areas. Of the two exceptions, one subject who was married said it was impossible to always make his wife feel good about herself and the other subject commented this was something he could rarely do.

Questions geared towards their feelings about having a learning disability and receiving special services revealed the majority of the subjects experienced some embarrassment while at school and continued insecurities into adulthood. The subjects who reported continued embarrassment concerning their learning disabilities described uncomfortable situations such as not being able to read road signs and restaurant menus when they were out with friends. One subject added that his friends didn't care and they respected him for other reasons.

A question that seemed to suggest difficulties with poor self-worth involved asking the subject to describe their greatest accomplishment since leaving high school. This question often needed additional explaining. One subject said his greatest accomplishment was getting married and another felt the fact that he could hold down a job was something he could be proud of. The others had extreme difficulty responding to this question.
The same individual who had been married, fathered a child, and held a job for one year reported his greatest accomplishment was getting his puppy.

Fifty percent of the subjects reported they did not feel their parents were proud of them when they were growing up and that this affected them badly. A greater percentage of subjects who experienced a divorce in their family felt their parents were not proud of them than those who did not experience a divorce. This finding backs Doreen Kronick's 1978 theory that Learning Disabled individuals have a tendency to be extra vulnerable to family problems and other stressful situations.

RELATIONSHIPS

Questions on relationships were designed to seek information on common interests with friends, social activities, depth of relationships, goals concerning marriage and parenthood and also, working relationships with employers and fellow employees.

Other than a few whose social activities seemed solely family-oriented, the subjects' friendships were mostly work-related or continuing high school relationships. The subjects generally did not mention having more than one or two friends. Both married subjects said they had no friends other than their wives now that they were married. Social activities centered around meeting their friends at the new mall, partying
together and one subject said he enjoyed playing baseball on Sundays.

When asked about marriage and parenthood all except two subjects said that they desired both very much. One male subject who had experienced severe family problems including the murder of one parent by another said he will never get married or have children. The other individual who was against marriage and parenthood would not say why but interestingly, he also scored very low on other personal relationship questions which indicated that he had difficulty seeing things from his friends' point of view, making his friends feel good about themselves and also reacting to difficult situations.

The two subjects that were married said they would like to have children right away despite of the fact they were both having financial difficulties and were receiving aid from their families.

Information on relationships with employers and fellow workers was revealed through questions that asked for reactions to particular situations. The subjects exhibited an inability to take criticism and suggestions from their employer regardless of whether they were at fault or not demonstrating a limited understanding of employer/employee relationships. If criticized for being late or otherwise not doing their job adequately, the majority preferred to leave the
situation with the use of strong language or violence. A few of the subjects said that how they reacted would depend on how important the job was to them. As far as relationships with fellow employees were concerned, the subjects tended to report that they usually overlooked problems and stuck together. This indicated a sign of immaturity resembling classroom situations where students protect or cover for each other so they won't get into trouble.

BEHAVIOR

Information gathered on the subjects' behavior after leaving school included a question both during and after leaving school on the number of encounters with the law.

The results supported Rogans' study (1976) which reported contrary to many other investigations, a very low percentage of major or minor offences among LD individuals.

Most of the subjects reported their special education classes helped improve their behavior considerably. They commented that behavior was no longer a problem in their lives. The students were asked if they pout or throw temper tantrums if things don't go their way. The majority said always or sometimes, four said no. The subjects who answered "yes" to the above question were asked if they can think of other ways to control their temper. Six
reported they could leave the situation or discuss the problem, but two subjects added they are not always able to do that.

CONCLUSION

The results of the interview provided several insights into the vocational, social and school adjustment of young adults who received services for learning disabilities in the Desert Sands Unified School District. The information needs to be viewed with several limitations (noted in the next section) in mind.

The demographic information demonstrated low educational attainment. The subjects generally displayed a lack of motivation and an absence of any specific future occupational goals. A considerable amount of dependency on their families was displayed both financially and for residence. Most of the subjects were not secure enough with employment to have acquired bank accounts.

Findings on vocation adjustment were particularly alarming. The subject's lack of vocational guidance and training was evident through their inconsistent and low level occupational status. The programs were available, but these individuals lacked information and exposure to these services.

In the past few years, there has been a growing awareness of the need for career education in the field
of special education. It is now required that vocational education goals be included in individualized educational plans. However, results of studies such as this one demonstrate that problems still exist and counselors and teachers need to confront the situation much more seriously and conscientiously. It cannot be over-emphasized that learning disabled students need additional assistance and monitoring (a) to assure they are placed in programs matching their interest, (b) to make sure that appropriate modifications of the programs are made and, (c) to expose and identify the various job areas and the kinds of training necessary.

For the parents of these individuals, the vocational area was also characterized by concern and frustration. Parents need to be informed about vocational programs at the high school and other facilities available in their community so that they also can provide guidance, support and encouragement for their sons and daughters.

Interview results in the category of social adjustment also revealed some areas of concern. Many of the problems with irresponsibility, poor self-worth and dependence on others are directly related to deficits in vocational adjustment. Responsible behavior, good employer/employee relationships and work related social skills need to be taught alongside job training.
Low motivation and self-esteem are generally the result of a sense of failure and inadequacy. Once these young people are provided with appropriate training, support, encouragement and sense of success, no doubt they will demonstrate improved self-worth and motivation.

It is recommended that more follow-up studies on vocational and social adjustment of former LD students be conducted in this particular locality. Future research should include control groups, longer follow-ups and the use of diagnostic testing at follow-up to give broader and more specific information regarding the needs of LD individuals during their schooling and later in young adulthood.
LIMITATIONS

Several limitations of this type of descriptive study need to be noted when viewing the results. First, the sample size being small and limited to only one geographic area was not representative of the total LD population.

Second, inconsistencies within the group may have influenced the results. Socio-economic backgrounds varied remarkably from one extreme to the other. A few of the subjects came from poor Black and Mexican migrant families, others from wealthy White and educated backgrounds and yet others were average middle class individuals.

The subjects differed in childhood I.Q. and in the severity and characteristics of their learning disabilities. Remediate services included the Resource Specialist Program which normally serves students with lesser disabilities and special day classes in which students have more severe difficulties. The subjects were chosen on the basis of having received remediate services without further investigation into the specifics of their problems. Needing notation is the fact that special day classes in particular, for lack of other available services, often serve as a dumping ground for severely emotionally disturbed and retarded individuals who do not qualify for LD programs. It is possible that some of the subjects interviewed fitted
in either of those categories and were therefore not good representations of the LD population.

Third, the absence of a control group prevented comparison with adult outcome of non-learning disabled school leavers.

The interview technique was dependent on the subject's recall and accuracy which may have differed from actual behavior or performance. Last, the possibility of author bias in interpreting the subject's responses must be considered. What constitutes good or bad self-concept or responsible or irresponsible behavior might be debatable.
INTERVIEW

NAME ____________________________ Age _______ Sex _______
Date Graduated ________________ Years in Special Program ______
Which Program? ________________ Employed ________________

1. Do you feel that your special education program helped you?
   Very Much    A Little    Very Little    No    Don't Know
   _______    _______    _______    _______    _______
   Explain:

2. Was there one particular person whom you felt helped you during those years?
   Very Much    A Little    Very Little    No    Don't Know
   _______    _______    _______    _______    _______
   Explain: Who?

3. Do you feel that your Special Education teachers should have been more helpful?
   Very Much    A Little    Very Little    No    Don't Know
   _______    _______    _______    _______    _______
   Explain: How?

4. Do you feel that Special Education had a stigma attached to it?
   Very Much    A Little    Very Little    No    Don't Know
   _______    _______    _______    _______    _______
   Explain:
   Do you still feel it?

5. Did you have a good relationship with your regular teachers?
   Very Much    A Little    Very Little    No    Don't Know
   _______    _______    _______    _______    _______
   Explain:

6. Was your relationship with your Special Education teacher different from your relationship with your other teachers?
   Very Much    A Little    Very Little    No    Don't Know
   _______    _______    _______    _______    _______
   Explain:
7. Did your Special Education Program help you with your behavior?

- Very Much
- A Little
- Very Little
- No
- Don't Know

Explain:

8. Now that you have left school, do you feel that you would like to go somewhere for help?

- Very Much
- A Little
- Very Little
- No
- Don't Know

What areas do you need help in?

9. When you have a problem, who do you go to?

10. Do you feel that a reading or math problem affects or interferes with your life socially and/or vocationally?

- Very Much
- A Little
- Very Little
- No
- Don't Know

Explain:

11. What do you have in common with your friends?

- For example: Job; Hobbies; interests?

12. How many of your friends are employed?

- All
- Almost All
- Very Few
- None
- Don't Know

Where?

13. Do you live at home with a roommate, alone or other?

14. Do your friends live at home, with a roommate, alone or other?

15. Have you ever been in trouble with the police?

- Alot
- A Little
- Once
- Never
- Before leaving school
- After leaving school

16. Have any of your friends had problems with the police?

- Alot
- A few times
- Once
- Never
- Don't Know

What for?
17. Can you see things from your girlfriends/boyfriends point of view?

Always Sometimes Very rarely No Don't Know

Explain:

18. Are you able to make your friend feel good about himself or herself?

Always Sometimes Very rarely No Don't Know

Explain:

19. Do you pout or throw temper tantrums when things don't go your way?

Always Sometimes Very rarely No Don't Know

20. If you answered yes to number 19, can you think of any other way to control your behavior?

21. Before making a final commitment--like marriage--do you think it is important to know how you and your partner feel about finances, children, relatives, sex -- so that you can work out differences before marriage?

Very Much A Little Not Really No Don't Know

22. Do you think that fighting or breaking the law, for example, stealing or selling drugs might be a cry for attention?

Very Much A Little Rarely No Don't Know

23. What is Love?

Sex Having a family Caring and loyalty towards others

Commitment between man and woman All Four

24. What kind of love is important for a relationship? Marriage?
25. Do you see yourself married someday?

<table>
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<tr>
<th>Very Much</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>No</th>
<th>Don't Know</th>
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26. Do you see yourself as a parent in the future?

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<th>Very Much</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>No</th>
<th>Don't Know</th>
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27. Do you ever have difficulty in expressing yourself or making yourself understood?

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<th>Very Much</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>No</th>
<th>Don't Know</th>
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   Explain:

28. What would you do in the following situations?

1. A fellow worker blames you for a mistake he made and you get into trouble for it.

2. Someone close to you lets you down REALLY BAD.

3. Because you are often late for work, your boss tells you that you are doing a terrible job--either shape up or ship out.

   Choices:
   
a. Leave the situation
   b. Express your feelings. How? Punch his lights out?
   c. Try to talk things over. Consider that you could be wrong.
   d. Forgive and forget

29. What do you feel is your greatest accomplishment since you left school?

Why?

30. Do you feel that you are able to read well enough on your own to take care of your needs?

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<tr>
<th>Definitely</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>No</th>
<th>Don't Know</th>
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   How?

   Why?

31. Do you have a credit card?

32. Do you have a bank account?
33. Do you read any of the following?
   a. Newspaper
   b. Magazines
   c. Novels

34. Do you have concerns about employment now or in the future?
   Very Much   Occasionally   Rarely   No   Don't Know

   Explain: How?

35. What kind of job do you hope to have in 5 to 10 years?

36. How much money do you think you will need to make a year?
   $5,000   $10,000   $20,000   $30,000   $50,000   Don't Know

37. Do you feel that the school helped you with getting a job?
   Very Much   A Little   No   Maybe   Don't Know

38. Did you take a job training class, for example ROP?

39. If you answered yes to number 38, do you feel it helped you in finding a job?
   Very Much   A Little   No   Maybe   Don't Know

   Explain:

40. Do you feel that we need more job training programs in high school?
   Very Much   A Little   No   Not Really   Don't Know

   Explain:

41. Did you receive enough counseling in high school regarding occupational matters?
   Very Much   A Little   No   Not Really   Don't Know

   Explain:

42. Do you think that there was enough discipline in your high school?
42. (Cont.)
   Too Much  Right Amount  A Little  No  Don't Know
   _______  _______  _______  _______  _______
   Explain:

43. Do you have a Drivers License?

44. Did you experience a divorce in your family when you were growing up?

45. If so, how did this affect you?

46. Do you feel that your parents were proud of you when you were growing up?
   Very Much  Sometimes  Rarely  Never  Don't Know
   _______  _______  _______  _______  _______
   Explain:

47. Do you feel that your parents should have been proud of you when you were growing up?
   Very Much  A Little  Rarely  No  Don't Know
   _______  _______  _______  _______  _______
   Explain:

THIS INTERVIEW IS NOW OVER. YOU HAVE ANSWERED 47 QUESTIONS.
THANK YOU FOR YOUR COOPERATION AND HELP. IS THERE ANYTHING THAT YOU WOULD LIKE TO ADD OR ARE THERE ANY QUESTIONS THAT YOU WOULD LIKE TO ASK ME?
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