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## The effects of social involvement on work performance of adults with developmental disabilities

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THE EFFECTS OF SOCIAL INVOLVEMENT ON  
WORK PERFORMANCE OF ADULTS WITH  
DEVELOPMENTAL DISABILITIES

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

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by  
Jaclyn Leia Jones

June 2003

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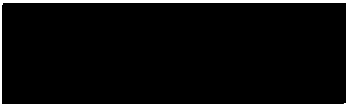
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by


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June 2003

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## ABSTRACT

The function that social interaction plays in the level of work performance of adults with a developmental disability will be discussed and the results of a quantitative study on this association in a sheltered work activity program will be presented. Data was collected in a community based workshop program in a suburban area, via interviews, and consumer chart reviews. Work performance indicators included productivity levels and displays of maladaptive behaviors throughout 2002. Social interaction indicators included family support, presence of a boyfriend or girlfriend, presence of a husband or wife, outside friends, attendance of Diversified Industries' various social activities, recreational activities, and participation in clubs or religious involvement. The results indicated that increased social interaction was not associated with higher vocational performance. Such findings may be indicative of the consumers' need for social participation that takes place outside of the vocational environment, as it seems that for many of the consumers work was their primary source of social interaction.

## ACKNOWLEDGMENTS

Dr. Mary, you stood by me from the very beginning and knew I could make it through. Now as I am graduating, I am so grateful to you for your continued support over the past two years and honored to have been able to study under such a dynamic, humanistic and compassionate woman.

Mom, I could have never made it this far through school without you. You are a woman who defies words. Always know that every accomplishment I earn is in your name. Jossie, you are my biggest supporter and best critic. Thank you for being my sister and my best friend.

Peach and Karen, your love of persons with developmental disabilities has led me to where I am today. Peach, I could not have got this done without your help and encouragement! Thank you for believing in me.

To my big fat Italian family (and not so Italian) I love you! Club Esprit, your love and laughter have made me who I am. Ang, Abbie, Simone, Jamie, and Royanne: for your life long friendship. Johnnie, you are a wonderful man and the greatest cheerleader I have. Thank you for loving me.

To Diversified Industries, it's staff, management and consumers. Thank you for letting me into your world. I can only hope to give back to persons with developmental disabilities some of what I have received from them.

## DEDICATION

To my Nona Finevia Morris, the matriarch and queen of my family, who taught me how to be a powerful woman.

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## CHAPTER ONE

### INTRODUCTION

The contents of Chapter One present an overview of the project. The problem statement and purpose of the study are discussed. Finally, the significance of the project for social work is presented.

#### Problem Statement

Since the deinstitutionalisation of persons with developmental disabilities in the 1960's, various types of vocational programs have emerged aimed at serving this vulnerable population. In attempts at improving the life satisfaction of persons with developmental disabilities, these programs have typically included supportive employment, adult development centers, day treatment centers and educational programs. One of the most popular and expansive programs available is the adult development or work activity programs which offers persons with developmental disabilities an opportunity to participate in sheltered work experiences. Within these work activity programs individuals with developmental disabilities are taught vocational skills, and are able to apply this knowledge to gainfully work for compensation. It is estimated that of all the developmentally disabled persons

receiving Supplemental Security Income (SSI) benefits, 40% are engaged in outside employment or employment programs (Muller, Scott, & Bye, 1996). Despite these programs' rising numbers and attempts to integrate the developmentally disabled into the community through employment and vocational education, little has been done to provide social or community involvement for these individuals.

The success of these work activity programs in improving the satisfaction and quality of life of people with developmental disabilities is supported by research, however the majority of these programs do not attempt to provide any increased opportunity for social interaction or community involvement (Butterworth, 2000). Previous research has indicated that independence and social acceptance are tied to increased general life satisfaction for developmentally disabled individuals (Inge, 1998). The problem analyzed here is the lack of appropriate social experiences faced by persons with developmental disabilities in adult development programs and, in particular, how this lack of opportunity affects employment performance as evidenced by maladaptive behaviors and low productivity.

While participation in social activities is limited for this population, work participation is increasing. Because of the prevalence of adult development programs focusing on employment, the effects of social interaction will be looked at within this environment. It is hypothesized that the positive outcomes shown to occur in general quality of life as a result of an adequate level of social involvement will also have positive outcomes on the vocational habits of the consumer in work activity settings.

How does the level of social participation and community involvement of adults with developmental disabilities relate to their employment performance in a work activity setting? This question is valid for exploration because it may have implications for increasing the opportunity for social and community participation for the developmentally disabled adult. It may also lead to the exploration of how these work activity programs might supply this type of growth to these individuals. Instead of addressing this social issue, most of these programs focus solely on increasing the employment skills, productivity and acceptable behaviors of their consumers. This focus is often a result of financial constraints and obligations to complete

contracts with various companies who have supplied work to these workshops. By demonstrating that the level of a consumer's community involvement corresponds to higher levels of performance, directors of these organizations will then be able to recognize the financial and emotional benefits that social activities and participation can bring to consumers and programs alike.

#### Purpose of the Study

The purpose of this study is to determine the effects of social involvement on persons with developmental disabilities' work performance. If a link between these variables can be proven, the Regional Center System, who funds most programs for persons with developmental disabilities in California, might be able to fund or develop more programs to meet these social needs. In addition, the adult work activity programs that currently exist may begin to more adequately address these vulnerable people's need for social and community activities. One local agency is particularly interested in the level of social support that their consumers receive and is concerned with how they can influence their consumer's increased involvement. OPARC once was an acronym for Ontario-Pomona Association for Retarded

Citizens. After a dispute by the developmentally disabled consumers because of the word "retarded", the name was changed to OPARC with no meaning.

OPARC was founded in 1950 by parents of children with disabilities. OPARC serves clients, typically called consumers, who have been diagnosed with a developmental disability. According to the Administration on Developmental Disabilities, developmental disabilities are defined as "severe, chronic disabilities attributable to mental and/ or physical impairment, which manifest before age 22 and are likely to continue indefinitely"

(Administration on Developmental Disabilities, 2002). Developmental disabilities generally include mild, moderate or severe mental retardation, cerebral palsy, autism and epilepsy (ARCA, 1999). OPARC sees itself as a program "enabling people with disabilities to achieve their full potential."

OPARC is a non-profit organization and an adult development center, which provides work activity programs, day programs, senior services programs, and educational opportunities to over 500 persons with developmental disabilities ages 18 and over. Of special concern to this proposal is the work activity program within OPARC known as Diversified Industries. Diversified Industries (DI) is

a program that serves adults with developmental disabilities by assisting them in acquiring vocational and social skills in an industrial setting of 18,000 square feet of workshop. The consumers involved in this program work to produce high quality products and packaging for major companies such as Pizza Hut and Toyota. These contracts might include consumers folding pizza boxes, packaging Toyota parts or bagging stickers before distribution.

Because of the concerns of the executives at OPARC, this program is more liberal in their provision of social involvement than many other adult activity programs. The executives at DI are interested in finding out if involvement in these activities increases their consumers' vocational experience, in ways such as productivity and appropriate behavior. Currently DI holds one consumer-sponsored dance per month, various fieldtrips, various trips out of town, outside seminars and is also involved in supplying one elaborate holiday party during the year. Despite these efforts, more can be done to assist in increasing consumers' social experience, especially since many consumers are not able to participate in any activities outside of their workplace



and thus are left without much community or social involvement besides work.

The nature of the research conducted for DI is quantitative. Participants, who are the developmentally disabled consumers at DI, were invited to participate under a guarantee of strict confidentiality. Participation was offered to consumers with epilepsy, cerebral palsy, autism, mental illness, and to those who are only mildly or moderately mentally retarded. In addition, all participants did not have a conservator and were able to consent for themselves.

An interview was used to ascertain the level of social interaction of the consumers. A non-employee of the agency conducted the interview during work hours of 9 to 4pm at the workshop. The portion on employment performance was evaluated by looking at maladaptive behaviors and productivity. Maladaptive behaviors were operationally defined by using DI's protocol on such behavior, and data was collected by analyzing the number of documented cases of such behaviors that were recorded by each consumer's case manager. The consumer's productivity level was evaluated by reviewing each consumer's individual file.

The dependent variables being analyzed are work productivity and maladaptive behaviors of the adult

consumers with developmental disabilities at DI. The independent variables include demographic information such as ethnicity, living arrangement, employment area, level of education and disability. Social involvement is an independent variable and includes evaluating family support, presence of a boyfriend or girlfriend, presence of a husband or wife, outside friends, attendance of DI's various social activities, recreational activities, participation in clubs or religious involvement.

#### Significance of the Project for Social Work

Because of the helping nature of the social work profession, it is increasingly important for social workers to begin addressing the changing needs of adults with developmental disabilities. Social workers have historically worked to speak for and work for those persons who are disadvantaged. All of the consumers involved at OPARC and DI are vulnerable and at risk as individuals with developmental disabilities and are considered a specialized population with unique challenges. The population at DI, and many other similar programs around the country, continue to grow on a monthly basis. Szymanski and Hanley-Maxwell (1996) found that there are many possible interventions that could enhance

career development and improve the lives of employees with disabilities, yet social workers do little to implement them. It should be an utmost priority within the social work profession to move towards improving the lives of these individuals in any way possible.

It is estimated that nearly four million people in America have a developmental disability, and yet their needs are often overlooked (Administration on Developmental Disabilities, 2002). Hall and his colleagues (1986) noted that persons with mental retardation have tended to be an unappealing population to most social workers, and social workers' responses to these persons is often times negative. The discrepancy in appropriate treatment of persons with developmental disabilities perhaps lies in social work's lack of education and experience in working with this population. The needs of this group are similar to most social work clients yet intervening with people who have developmental disabilities involves expanding what most social workers know about assessment, diagnosis and treatment, because of their unique needs. In spite of social work's trepidation in dealing with these persons their profession is most often in charge of working with people with developmental disabilities, and therefore must support continued

training, research and practice with this populace (Hall et al., 1986).

Social workers adhere to a strict code of ethics that describes their responsibility towards ensuring all person's rights to self-determination, normalcy and access to appropriate resources and opportunities (Barbero, 1989). Because of these ethics, "social service professionals are ideal providers to catalyze handicapped consumers' self-determination and quality of life" (Barbero, 1989, p. 548). As more and more individuals with developmental disabilities move into adulthood, social workers need to advocate for their roles, capabilities, resources and needs in the community.

Much progress has been made by social workers in improving the lives of this population, but one of the resources that continues to be lacking is adequate social and community activity. Because many individuals with developmental disabilities do not have the opportunity to engage in any activities besides work activities, it is important that programs begin to offer more opportunities for community involvement as part of their routine services.

How does the level of social interaction and community involvement of adults with developmental

disabilities relate to their employment performance in a work activity setting? The answer to this proposed research question is one that will benefit social workers' ability to better develop programs for this population. Social workers will then be able to more appropriately serve people with developmental disabilities and may begin to offer a wide array of life changes for this often overlooked populaces' life satisfaction, employment gains, and integration into the community.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Chapter Two consists of a discussion of the relevant literature. Concerning the presented topic, a modest amount of research was found that pertained to developmentally disabled adults in adult development programs. None specifically looked at a consumer's level of outside social involvement and its affects on their work performance in a sheltered workshop setting. Research was found on individuals with developmental disabilities and their social participation and social skills, social skills deficits and their effects on employment, work-place dysfunctional behaviors and various types of available employment. Few if any, however, intertwined these variables to observe how they affect one another. Outside social participation and its resulting effects on employment performance seems to be a relatively unexplored area for research.

#### Effects of Social Interaction and Social Skills

Research on social skills and social involvement has demonstrated the benefits of such interaction for

individuals with developmental disabilities. Studies of various employment experiences and positions have found that a lack of social skills is associated with termination from employment for many adults with developmental disabilities (Salzberg, Lignugaris/Kraft, & McCuller, 1988). Hall, Dineen, Schlesinger, and Stanton (2000) studied advanced group treatment for individuals with developmental disabilities with social skills deficits and noted that a lack of social support for these individuals was associated with various social and psychological problems. Low levels of social skills and involvement were found to result in higher incidence of depressed mood in adults with developmental disabilities (Benson, Reiss, Smith, & Laman, 1985). The lack of appropriate social skills has also been shown to contribute to negative perceptions of the population among non-disabled persons in the community (Hall & Schlesinger, 1997).

Vitello and Soskin (1985) identified the importance of social integration in enabling individuals who are mentally retarded to experience autonomy, choice, freedom, dignity, respect and independence that is parallel to that experienced by "normal" members of society. In an observational study of social involvement in a residential

treatment environment, Colburn-Sullivan, Vitello and Forester (1988), found that choices for social activities for individuals with developmental disabilities were limited and often confined to the group home setting. The researcher demonstrates that there is a need for increased attention to the person with developmental disabilities' needs and social integration.

Hill, Rotegard, and Bruininks (1984) found that most persons who have been diagnosed as mentally retarded do not have the opportunity to spend their leisure time involved in active social interaction, so they tend to engage in solitary leisurely hobbies such as watching television or listening to the radio. The researchers discovered that activities are not enjoyed as much when done alone, and also noted that family and parental involvement are very important to individuals with developmental disabilities. In addition, the research also found that friendships, and social interaction led to improvements in social behavior and self-esteem for adults with developmental disabilities.

MacEachen and Munby (1996), looked at seven adults diagnosed with mild developmental disabilities and the effects of community living on their perceptions of personal control. The researchers noted that in general,



the person with a developmental disability leads a life isolated from the larger community and only usually has contact with family and service providers. They noted that despite these individuals living in the community, they still do not experience "normal" living because they continue to be segregated and isolated. Physical placement in society, rather than institutions, does not seem to be adequate for feelings of connectedness to community. In conclusion it seems that "numerous adults with disabilities have mastered the skills necessary for independent living and even gained employment only to discover that their most endemic problem is social isolation" (Hahn, 1991, p. 18).

Reitman et al. (1999) established that social functioning of people with developmental disabilities greatly affects job outcome, and that people in supportive employment are fired for social reasons as often as for productivity reasons. By using the Psychopathology Instrument for Mentally Retarded Adults (PIMRA) and Psychopathology Instrument for Mentally Retarded Adults-Sexuality (PIMRA-S) with 28 supportive employment participants the study found that the primary reason recognized for termination of individuals with developmental disabilities working within the community

was socially inappropriate behavior. Despite the valuable nature of the findings, this study did not evaluate the consumer's outside social activity and its effects on job performance, but rather focused on how social skills and displays of inappropriate behavior affect work-place ability. Reitman et al. (1999) did recognize that because of practical considerations, such as program's focus on teaching basic job skills, attention to social interaction among consumers has been relatively scarce, and even claimed that avoiding these issues is like setting these individuals up for failure in the outside job market.

#### Maladaptive and Dysfunctional Behaviors

Kim, Larson and Lakin (2001) studied maladaptive behaviors and the changes that occur in these behaviors as a result of the environment in which the individual with a developmental disability lives. In relation to deinstitutionalisation, the authors found that in 19 out of 21 studies analyzed, community settings as opposed to sheltered settings, lead to increases in adaptive behavior, which points out the importance of independence and social involvement in decreasing maladaptive behaviors. However, this study did not evaluate the work environment and its influences on behaviors.

Further research has evaluated the inappropriate behaviors displayed in work environments and found that these maladaptive behaviors occur most often in environments that are sheltered and restrictive. This research confirmed that work has a positive effect on consumer's lives and overall quality of life and also identified increases in quality of life as leading to improved community acceptance for the developmentally disabled (Inge, Banks, Wehman, Hill, & Shafer 1987). This research is valuable to the current study in that sheltered work environments such as that being analyzed were shown to bring about more maladaptive behaviors.

One final study by White and Dodder (2000), evaluated the relationship between adaptive and maladaptive behavior and social interaction for persons with developmental disabilities. Personal interviews were administered to 3781 individuals with developmental disabilities and their caretakers in Oklahoma. Like studies before it, this study recognized the limited social integration of the people with developmental disabilities. The research identified that persons who demonstrated higher adaptive abilities had increased opportunity to participate in more frequent social outings, reported liking to make more choices, worked more hours, and also had more contact with family

members. The results indicated that there is a link between social interaction and adaptive behaviors in the personal lives of individuals with developmental disabilities, but does this link also carry over to behavior in the work place? The limitations of this study lie in the fact that it focused on opportunities for social interaction rather than the actual participation in social interaction itself, and furthermore it utilized caregiver reports on maladaptive behavior rather than personal reports by the consumers. Unlike the study by White and Dodder, the current study evaluated adaptive behavior in the work place, and utilized documented vocational information on such behavior rather than caretakers interviews.

#### Employment Experiences

Salkever (2000) evaluated activity status for young adults with developmental disabilities and noted that active participation in some kind of work is associated with higher levels of life satisfaction. He found that no matter what the kind of employment or whether the individual was paid or not, they still had higher life satisfaction than those who remained inactive. Satisfaction with spare time activities was higher for

persons engaged in paid employment, while self identified productivity was found to positively correlate with all work activities. This study evaluated a large number of participants and found helpful information, but was limited in its narrow variety of quality-of-life measures. The research sheds light on the value of employment but differed from the current study in its look at life satisfaction and its use of strictly young adult subjects.

Hall, Ford, Moss, and Dineen (1986) established in their research on vocational training that the individuals with developmental disabilities with moderate and even severe mental retardation can learn the skills needed for competitive employment, but also noted that they benefit most from employment when given follow up care and training in independence. The researchers found that in their sample competitive employment tended to be the most desirable as it assisted in normalizing them within society. This study identified the abilities of individuals with developmental disabilities; the study did not look at how social involvement affects their employment performance.

To further identify the benefits of employment, Petrovski and Gleeson (1997) evaluated the relationship between job satisfaction and psychological health in

competitive employment settings. The researchers identified that although many people consider employment as a means for socialization, 97% of individuals with developmental disabilities interviewed reported not seeing their coworkers outside of work. Approximately 50% stated that they felt they did not fit in at work, and often cited this as a result of their not participating in conversations in the work place. The study found that workers with developmental disabilities usually feel uncomfortable and left out at work. A correlation between work satisfaction and psychological health was not established. The researchers noted that it is important that service providers begin to place increased emphasis on providing more social incorporation for workers with developmental disabilities. A few of the limits of the research lie in its utilization of only one vocational agency and a small sample of only 31. Unlike the current study, Petrovski and Gleeson, evaluated consumers in competitive employment, which is very different from work activity programs. This study is relevant to the current one, in demonstrating that the mere involvement in employment does not guarantee psychological health, or feelings of social acceptance.

One final relevant study evaluated workplace culture, social interactions and support for individuals with developmental disabilities of transition age within the employment environment. Unlike Petrovsky and Gleeson (1997), this research viewed the workplace as a primary source of social support for employees with a disability, and looked at the culture that emerged within various settings and how the level of social interaction in each setting affected the work experience of the consumer. Using participant observation, Butterworth, Hagner, Helm, and Whelley (2000) identified four characteristics of workplace environments that affect the support experienced by employees: (a) multiple context relationships where consumers interact with other employees outside of work, (b) specific social opportunities where consumers are involved in social activities with staff, (c) a personal and team-building management style, and (d) interdependent job designs where there is a high level of interaction among staff. The research described that when provided these elements of support and social relationships in the workplace setting, individuals will experience an increase in their quality-of-life in employment. Of the eight subjects studied, the level of support in each of their employment experiences varied. Although this study

identified the significance of work place social interaction and environments it was limited in only using eight subjects. Furthermore, it did not evaluate outside social involvement or community participation and how it affects employment experience and vocational performance.

### Theories Guiding Conceptualization

The main theories that have guided research on similar topics thus far have been systems, normalization and network theory approaches. All theories are seen throughout the literature evaluated and all are intended parts of the research being proposed.

Systems theory views the individual as being a product of the various environmental, interpersonal, or societal factors (systems) occurring all around them. Each system in an individual's life affects all the other systems, resulting in a cyclical reaction. Each person is a part of smaller and larger systems that affect who and what they are, and the system as a whole is more than the sum of its parts (Nichols & Schwartz, 2001). In this sense, persons with developmental disabilities have been seen in research as being part of their own system. The system may include society, community, work, family, friends, supports, programs and all other kinds of social



involvement. Research has viewed the disabled individual's system as having an effect on many different arenas of life satisfaction and function. The current research also views systems theory as relevant to its research in that the level of activity and participation in one's social system will affect the level of performance in the work system.

Network theory involves a view that a person's social network affects one's behavior and functioning. It is through networking with others that people begin to feel cohesion to a group, develop an ability to find help when needed, and experience an increased ability to problem solve. The research conducted thus far, takes a network theory approach in that it identifies the social networking of the person with a developmental disability as being a major factor in the life functioning of these individuals (Nichols & Schwartz, 2001).

Normalization theory has been prominent since the 1970's, and has had an underlying theme throughout all of the research evaluated. It posits that the population with developmental disabilities has been segregated as atypical and that if they can be given life situations similar to those of "normal" citizens, then they will be viewed as less atypical and thus become more normal. Most of the

current work programs, day treatment centers and group homes are based on this theory as they attempt to provide this population with a more normal life experience (MacEachen & Munby, 1996; White & Dodder, 2000).

#### Summary

The literature important to the project was presented in Chapter Two, and it has demonstrated that much further research is needed on evaluating ways to better meet the social needs of persons with developmental disabilities. The research has established a correlation between adaptive social skills and increased job performance and social acceptance. It has also shown that maladaptive behaviors continue to be a difficult area for many consumers in the work place and that increased social contacts result in decreased maladaptive behaviors in individuals' home lives. Last, the research evaluated has demonstrated that persons with developmental disabilities experience increased quality of life as a result of employment, and that social participation is an integral part of this employment that is often times lacking. The gaps in the research can be found in the need to link socialization outside the workplace to increased job performance and social behavior at the workplace.

## CHAPTER THREE

### METHODS

#### Introduction

Chapter Three documents the steps used in developing the project and in carrying out the study. Specifically the design of the study, the sampling methods, the data collection and instruments used, as well as the procedures for the protection of human subjects and data analysis will be explored.

#### Study Design

This research explored the relationship between social involvement and vocational performance as evidenced by on-the-job behavior and productivity for consumers with developmental disabilities in adult activity programs. Several research methods were used. A structured oral interview (see Appendix A) was given to the workers with developmental disabilities to gauge their level of social participation. An interview was chosen for utilization because many of the consumers' are unable to read a survey and because this research is particularly interested in evaluating consumer's first hand experiences. Research has shown that the histories and information provided by adults with developmental disabilities are different than

those provided by caretakers or service workers and furthermore individuals with developmental disabilities have been found to be able to provide articulate and accurate answers (MacEachen & Munby, 1996). The consumers were interviewed instead of staff or caretakers in order to assess their personal views on their level of social involvement. The seventeen-question interview contained questions relevant to assessing the social involvement and participation of the consumers.

The consumer's vocational performance was measured through secondary analysis of pre-existing data held by DI (see Appendix B). The data was collected from charts on the consumer's average productivity level during the year 2002 and presentation of negative behavior episodes during the year 2002. Productivity was measured by DI floor supervisors based on the number of completed items made by the consumer per day. Diversified Industries keeps records of these totals in order to pay consumers accurately.

Diversified Industries defines appropriate behaviors for consumers while on the job. For the purposes of this research, all behaviors were placed into two categories; anti-social and pro-social. Those anti-social maladaptive behaviors included engaging in verbal assaults, physical assaults, inappropriate sexual behavior, self-injurious

behaviors, bringing weapons to work, making threats, refusing to work, destroying product, stealing, violating safety rules, excessive absences, and insubordination. Pro-social maladaptive behaviors included social difficulties or inappropriateness. Records on displays of unsuitable behaviors are kept in each consumer's chart.

#### Sampling

The thirty participants involved in the study are consumers with developmental disabilities who are part of the adult activity program at Diversified Industries in Montclair, California (n = 30). The sample used was purposeful and non-random. All participants in the sample have been diagnosed with a developmental disability by a physician. Those recruited for participation had no cognitive impairment (i.e. epilepsy) or were mildly or moderately mentally retarded to ensure their understanding of the research. According to the Diagnostic and Statistical Manual on Mental Disorders IV (DSM IV), those with mild developmental disabilities can have academic skills up to a sixth grade level and those with moderate developmental disabilities can have up to a second-grade level of functioning (American Psychiatric Association, 2000). Male and female consumers were part of the sample.

The ages of the participants ranged from 18 to 50 years old, and none of the participants were conservatees.

The sample was collected by referral from case managers at Diversified Industries. Because of case managers' knowledge about the consumer's lives, their expertise was requested. All case managers were given a description of the data being collected, including the purpose, problem and rationale for the study (see Appendix C). In addition, an informal survey was attached asking for each of the three case managers to identify five of their consumers who are highly involved in social activities, and five consumers who are rarely involved in social activities (see Appendix D). The case managers were directed to use their roll sheets on who attends the functions at Diversified Industries, as well as their first hand knowledge of the consumer's family life, social participation and support system when identifying the sample. Case managers were also instructed to include only those consumers who are mildly or moderately disabled, and those who do not have a conservator.

#### Data Collection and Instruments

The dependent variables collected and analyzed included work productivity and presentation of maladaptive

behaviors of the consumers with developmental disabilities at DI. The dependent variables were measured through secondary analysis of existing records. The levels of measurement were ordinal and continuous.

The independent variables included demographic information on ethnicity, living arrangement, employment area, level of education and disability. These variables were measured by utilizing a structured oral interview. The level of measurement for employment area, disability, living arrangements, religion, education, and ethnicity was nominal, while the data for age was continuous. Social involvement was also an independent variable and was measured through a structured oral interview as well. The level of measurement was ordinal, nominal and categorical. The answers were solicited on an ordinal Likert scale, nominal with the selection of yes or no or the opportunity to give any answer they choose, and categorical in the availability of categorized answers to select. Measures of social involvement included evaluating family support, presence of a boyfriend or girlfriend, presence of a husband or wife, outside friends, attendance of DI's various social activities, recreational association, participation in clubs or religious involvement.

The instrument used was a twenty-question interview, provided in English only. The entire experience took approximately twenty minutes to complete for each consumer. The instrument was designed to gather first hand information from developmentally disabled adults about their social involvement. With this in mind, the interview format was designed to be brief and basic so that the questions could be easily understood by the participants. The instrument explored many possible areas of social involvement and community participation for the consumer.

The instrument's strengths lie in its ability to assess the individual with a developmental disabilities' sense of their own personal social involvement without depending on staff or caregivers ideas. The interview was concise yet does elaborate on the various opportunities available to the consumer. The interview's weaknesses lie in it being a newly designed tool that has no proven validity as well as its reliance on the consumer being honest and fully understanding each question. The interview was successfully pre-tested on a six-year-old first grade female who is academically at the possible level of a moderately mentally retarded adult according to the DSM IV (American Psychiatric Association, 2000). The interview questions on "work" were changed to "school" to



accommodate her not being employed. The interview took her eleven minutes to complete, and she was able to answer each question appropriately.

#### Procedures

The data was collected at Diversified Industries in Montclair, California. Data was gathered in 2003, and took approximately one month to collect. The data was collected on Tuesdays and Thursdays during regular business hours of 9-4pm at DI. Consumers were asked if they were interested in participating. If they showed interest in participation, they were then removed from their work sites for about twenty minutes to complete the interview. The interviewer was a Caucasian female in her mid-twenties who was a non-employee of DI.

The research informed consent form was read aloud slowly and clearly to the consumer (see Appendix E). Once an understanding of the consent was expressed, the consumer was asked to sign and date it. The OPARC consent form for consumer's participation in public relations as well as consent for release of chart information was then explained to the consumer (see Appendix F). Once the consumer stated an understanding, the consent was signed. Each consent form had a code assigned to it, and the code

from the consent was placed on the interview forms, in order to keep information confidential and organized.

After consenting, the twenty-question interview began. The first portion of the protocol gathered identifying information that was used to collect data on the consumers via their charts. The second portion of the interview was read aloud to the consumer by the interviewer. Special care was taken to read slowly, clearly and to repeat any questions that were puzzling. Consumers were allowed and encouraged to ask questions if they were at any time confused. To assist with the seven Likert scaled questions, a handout was given to the participant for them to visualize the concept of a one to five scale. The five-point scale was written out, with visual pictures of happy and sad faces that correlate to the numbers.

Once the interview was complete the consumer was read and given a debriefing statement. The statement summarized the research and advised the participant to contact the researcher or the director of DI if they had further questions concerning the interview (see Appendix G). Finally, the portion of the data collection on work performance was gathered by analyzing consumer records.

After all data was collected, it was then entered into the Statistical Package for Social Sciences (SPSS) to be analyzed. The data is currently kept in a safe and isolated location and will be destroyed after three years. During this time the research will only be made available to the researcher or research supervisor.

#### Protection of Human Subjects

Confidentiality was a great concern for the researcher and for DI, so all efforts to ensure this were taken. The researcher read OPARC's employee manual on confidentiality and signed a document created by OPARC stating that their policy was understood and would be adhered to (see Appendix H). All consumer information was presented in group-form only, with no names or identifying information so confidentiality can be maintained.

Because of the nature of the research design anonymity was not achieved during data collection. Consumer interviews had to be matched with consumer files, so names were initially used on consents to accomplish this. However names only appeared on the consents and were then tied to a matching code that was matched to interviews and records. It is this code that was entered

into SPSS. No names were included in the final presentation as well.

All consumers participating were adults who did not have a conservator. This ensured that they were eligible to consent for themselves once they have an understanding of the research. Participants were instructed that the study is not a requirement, is not part of their work, and is voluntary. They were reminded that they could stop at any time.

#### Data Analysis

The data analysis involved inferential and descriptive statistics. The general relationship to be analyzed was correlational. The data was explored by using univariate and bivariate analysis. Univariate analysis was utilized to explain the identifying information or demographics of the sample. The statistics used were measures of central tendencies, frequency distributions and dispersion. By using these statistics, the mean, median and mode were identified as were the frequency of particular answers and the dispersion of results from the sample. For example, these statistical analyses will allow for the research to present what the most common

disability of the sample was, or the living arrangements of most consumers.

Bivariate analysis was used in order to compare two variables with one another. To accomplish this, correlations, t-tests and chi-squares were used. In utilizing bivariate analysis, the study was able to demonstrate if there was an association between the level of productivity and a consumer's perceived level of social participation.

#### Summary

The data was collected via face-to-face interview and secondary data analysis. The participants were consumers of DI's adult activity program and were recruited after case managers at DI identified a sample. Care was taken to ensure that participants thoroughly understood the study through three consent forms, and discussion of questions. Participant's confidentiality and anonymity in the final form was a major concern of this research. The data collected was analyzed in several ways in order to verify if there was a significant association between social activity and work performance. In addition other relationships between the variables were explored.

## CHAPTER FOUR

### RESULTS

#### Introduction

Included in Chapter Four is a presentation of the results. Information on demographics, hypothesis testing, statistical analysis and notable significance identified in the data are discussed. Lastly, the Chapter concludes with a summary of what was found.

#### Presentation of the Findings

##### Sample Demographics

Data analysis included descriptive and inferential statistics. Descriptive analysis assisted in identifying the qualities that best described the demographics of the sample used. The sample was made up of thirty adults with developmental disabilities ( $n = 30$ ), all of whom successfully completed the entire interview process. The average participant was in their late 30's, single, Caucasian, mildly mentally retarded, with no religious affiliation, living in a group home and having worked for 0-5 years in packaging.

The participants' age was asked as an open-ended question and answers ranged from 22 to 54 with a mean age of 38. Disability was assessed based on type and level of

severity. Six of the participants had multiple diagnoses of mental retardation, epilepsy, autism, or cerebral palsy. The most common disability among the sample was mental retardation with 27 (90%) of the sample having been diagnosed. Further disabilities included 6 (20%) having epilepsy and 3 (10%) having cerebral palsy. The sample's distribution for level of severity indicated that 24 (80%) of the sample were diagnosed as mild and 6 (20%) were diagnosed with a moderate disability.

The racial distribution of the sample was; 16 (53%) Caucasian, 7 Hispanic (23%), 3 Asian (10%), 2 African American (6.7%) and 2 (6.7%) other. The religious distribution of the sample was; 12 (40%) none, 8 (26%) Christian, 7 (23%) Catholic, 2 (6%) other and 1 (3%) Judaism. Marital status assessment revealed that the majority at 26 (86%) were single, 2 (6.7%) were living with a boyfriend/girlfriend, 1 (3.3%) was married, and 1 (3.3%) was divorced.

The distribution for education demonstrated that 18 (60%) of the sample were high school graduates, 9 (30%) were involved in some college courses, 2 (6.7%) had completed some high school and 1 (3%) had finished junior high school. Of the thirty respondents 18 (60%) had been working 0-5 years, while 6 (20%) had worked over 15 years,

3 (10%) had worked 6-10 years and 3 (10%) had worked 11-15 years. The type of job was examined and it indicated that 15 (50%) worked in packaging, 12 (40%) worked in assembly, 2 (6.7%) worked as a machine operator and 1 (3%) worked as a material handler. The majority of the sample, 15 (50%), lived in a group home, 13 (43%) lived with family and only 2 (6%) lived independently.

#### On The Job Behaviors

Frequencies collected on behavioral concerns among the sample indicated that work behaviors monitored in 2003 ranged considerably from 0 to 400, with a mean of 89. The distribution for type of behavioral problem was 12 (40%) pro-social, 11 (36%) antisocial, 5 (16%) none and 2 (6%) both. Work performance as measured by productivity also demonstrated a wide range of variance ranging from 4% to 56% with the mean productivity level at 16% from a possible total of 100%.

#### Life Satisfaction and Social Involvement

Further descriptive data depicted the sample's feelings about life satisfaction and their level of social involvement. On a question assessing satisfaction with life the majority 13 (43%) indicated they were very happy, the second most common answer of relatively happy was selected by 12 (40%) followed by 3 (10%) who selected



happy, 1 (3.3%) unhappy and 1 (3.3%) very unhappy. Similar results were found for assessing satisfaction with social participation as 13 (43%) selected very happy, the second most common answer of relatively happy was chosen by 11 (36%) followed by 6 (20%) for happy.

The majority (73%) of the sample had had a boyfriend/girlfriend for at least six months before, one-third saw their families every day, two-thirds had 0-5 close friends, and 43% had attended a Diversified Industry functions at least once a month. Table 1. displays the most common and least common activities that consumers engaged in within the past thirty days.

Table 1. Most Common and Least Common Social Activities

Most Common Activities	Least Common Activities
Gone on an outing (90%)	Attended function at another work program (86%)
Saw friends (86%)	Gone on a trip out of town (83%)
Saw Family (70%)	Participated in a club function (73%)
Gone to church (56%)	Participated in a community activity (70%)
Gone to the movies (53%)	Played a sport (60%).

A social scale was created by adding the scores on all items of interview question 14, which assessed the

participant's level of social involvement. This scale was used throughout the data analysis. The scale ranged from 11 (low social involvement) to 22 (high social involvement). Support for this scale was illustrated by its significant correlation with the level of social involvement categories already assigned to the participants by the case managers at .760 ( $p > .05$ ) level.

A relationship was established between social involvement and the demonstration of pro social behaviors demonstrated at the work site. The t-test demonstrated the difference between individuals who engage in pro-social behaviors -- socially appropriate behaviors (i.e. difficulties communicating with friends), and antisocial, socially inappropriate behaviors (i.e. hitting, stealing etc.) on the scale with a significant difference  $p = .000$  ( $p < 0.05$ ). The relationship demonstrated that the highly socially involved individuals tended to show more pro-social behaviors and the rarely socially involved tended to show more antisocial behaviors.

### The Hypothesis

This study hypothesized that social involvement would have a positive relationship with the work performance of adults with developmental disabilities in a work activity program. Using a Pearson's  $r$  correlation data was analyzed

for a relationship between productivity, total average behaviors shown in 2003, and the social scale in order to test this study's hypothesis. The correlation coefficient reflecting the correlation between productivity and the social scale was  $-.050$  ( $p > .05$ ) and the correlation coefficient reflecting the correlation between number of problem behaviors and the social scale was  $-.028$  and the correlation between number of behaviors in the last year and the social scale was  $-.076$  ( $p > .05$ ). Both of these coefficients specify that the null hypothesis cannot be rejected. The relationship between social involvement and occupational performance as measured by work productivity and behaviors is not as strong as was predicted. These findings do not support the hypothesis of this study.

#### Factors Affecting Social Life

Additional findings indicate the strong relationship between the attendance of Diversified Industries functions with several other social factors in the consumer's life. The factors include having played a sport, having been on an outing, and having taken a trip out town within the past month. These relationships can be seen on Table 2.

Table 2. Correlations between Attendance of Diversified Industry Functions and Other Social Variables

Spearman's Rho	Sig. (2-tailed)	Correlation Coefficient
Social Scale score	.000	.812**
Played sport	.006	.812**
Outings	.014	.445*
Trip out of town	.010	.418*

\* Correlation is significant at the 0.05 level (2-tailed)

\*\*Correlation is significant at the 0.01 level (2-tailed)

Spearman's rho analysis for correlation showed that the social scale that was created was significantly related to several other factors. Analysis identified several important individual variables within the social scale that correlated with a higher score on the scale. Such variables included the consumer having done one of the following in the last month; attending a Diversified Industry function, going to the movies, taking a trip out of town, playing a sport and attending other work activity program functions. The correlation among these variables can be viewed on Table 3.

Table 3. Results from Correlations among Social Scale and Significant Social Variables

Spearman's Rho	Sig. (2-tailed)	Correlation Coefficient
Attendance of DI functions	.000	.873**
Played a sport	.000	.633**
Trip out of town	.000	.609**
Attended movies	.001	.556**
Community activity	.028	.402*
Outing	.031	.394*
Attended other function	.047	.365*

\* Correlation is significant at the 0.05 level (2-tailed)  
 \*\*Correlation is significant at the 0.01 level (2-tailed)

#### Factors Affecting Productivity

Several variables were identified that significantly affected the participant's productivity at work. If a consumer did not participate in community activities, if they went to church, and if they did not see their family as often, they tended to be more productive. Table 4 illustrates these findings.

Table 4. Results of t-Test on Productivity and Social Variables

Social Variable participation		n	mean	t	p
Community activity	No	9	23.000	2.215	.035
	Yes	21	13.9048		
Church	No	17	12.8824	-2.292	.030
	Yes	13	21.5385		
Saw Family	No	21	19.0952	1.967	.059
	Yes	9	10.8889		

p < 0.05

#### Other Relationships

Further correlations were assessed among ordinal-level data using the Spearman's rho. Demographic information was analyzed and several significant findings were noted. There was a significant relationship between the education level of the consumer and their years of work, with a coefficient of .476 as well as with the age of the consumer and their level of involvement on the social scale with a coefficient of .643. A weak relationship was also identified between happiness with social participation and church attendance with a coefficient of .385.

By using the t-test a few important findings were discovered. The t-test indicated several differences among the participants who exhibit pro-social versus antisocial behavior. The first finding indicates that those more pro-social attend more DI functions ( $p = .000, p < .05$ ). The second finding demonstrates a trend that pro-social and antisocial behaviors also differed depending on a consumer's age. It seems that as age increases so does pro-social behaviors while on the job ( $p = .058, p < .05$ ).

#### Summary

Chapter Four reviewed the results extracted from the project. Demographic analysis showed that the average participant in the study was in their late 30's, single, Caucasian, mildly mentally retarded, with no religious affiliation, living in a group home and having worked for 0-5 years in packaging.

Although the hypothesis was not supported other significant findings were demonstrated. Significant is the finding related to productivity. It was found that those who did not participate in community activities, did not see their families often and did attend church, tended to be more productive. The majority of the sample tended to be very happy with their lives and with their social

participation. Those consumers who display more socially acceptable behaviors at work tended to be older and attended DI functions more often. In addition those who had higher levels of overall social participation were more likely to attend DI functions.



## CHAPTER FIVE

### DISCUSSION

#### Introduction

Included in Chapter Five is a presentation of the conclusions reached as a result of completing the project. Further, the limitations of the research as well as the recommendations are presented. Lastly, the Chapter concludes with a summary of the major findings from the study.

#### Discussion

The data collected on the demographics of the sample demonstrate that many of the consumers live very meaningful and fulfilled lives. Some compelling findings regarding the social abilities of the consumers included the fact that the vast majority (73%) had had a boyfriend or girlfriend for at least six months during some point in their lives. Furthermore almost all (90%) of the consumers reported having had the opportunity to go on outings in the community during the month. An interesting finding concerning their lack of participation was in religion where 40% reported having no religious affiliation.

Information gleaned concerning the consumers' personal satisfaction is encouraging. The majority of the

sample was very happy with their lives overall and very happy with their social participation. Although this information may be specific to DI consumers it does demonstrate that given the right opportunities and chances, persons with developmental disabilities can not only participate in society but also find a great deal of personal satisfaction in doing so.

The data did not support the hypothesis that social involvement positively affects work performance but did support the relationship between attending functions at DI and a high level of social participation. Those who attended DI functions were more likely to be involved in the more rare social activities such as engaging in sports and having had gone on a trip out of town, than those who did not attend the DI social functions.

In addition those consumers who were referred to their case managers for difficulties with socially appropriate behaviors (vs. those referred for socially inappropriate behaviors) were also more likely to have frequented more functions at DI. This information supports the efforts of DI in increasing the social awareness and appropriateness of their consumers through community involvement and social recreation. One can conclude that

the more involved a consumer is in DI functions, the more they may tend to explore the world outside DI.

The social individual is not more productive at DI. Rather, the individual who is most productive may be the one who engages in more limited social participation. The data on this variable is interesting and demonstrates that although social involvement is healthy across all developmental levels, it can also hinder one's ability to concentrate on a task at hand. The consumers who displayed more socially appropriate behaviors were not more productive, possibly because they would be more likely to engage in an increased level of conversations and interactions with fellow colleagues while on the job.

As the age of the consumer increases so does their involvement in more socially acceptable behaviors and attendance of DI functions. In addition, as age increases so did the consumer's participation on the social scale, which measured a wide-array of social activities. The data demonstrates clearly that older individuals with developmental disabilities engage in more social activities. Based on information concerning developmental stages this is not surprising. An individual with a developmental impairment may take more years to gain social skills based on their reduced developmental growth.

As they age and become further socially capable they are able to interact appropriately and more fully enjoy meaningful social participation in later life.

One final finding demonstrated that individuals with limited contact with family tended to be more productive at work. This may be attributed to the fact that those consumers who see less of their family have increased opportunities for venturing out into the community independently and making their own decisions about work and social life. Finally consumers who attended church once per month had higher levels of productivity. This data may indicate that these opportunities for social interaction at church as well as a chance to exercise one's independence might lead to an increase in appropriate social skills and work productivity. This is worth future exploration.

#### Limitations

The first and most significant limitation to this project lies in the small sample size of only thirty. Due to the small sample it is difficult to generalize the findings to other adults with developmental disabilities much less other work activity programs. Future studies might consider using a larger sample.

Another limitation of the sample was that it was taken from only one work activity program. Because each program has its own culture, rules and staff, data collected from one particular agency is inherently biased towards that program. Future research should consider utilizing several different work activity programs in order to gain a broad and more representative sample.

Although the instrument that this study was based on was tested and found to be appropriate for persons with mild to moderate cognitive impairment, some participants did have difficulties understanding questions. The interviewer had to explain questions multiple times in order for some consumers to fully understand the questions. This trouble comprehending questions may have distorted the accuracy of some participant's answers. Future research would be wise to re-evaluate the instrument used and to test it on several persons with developmental disabilities prior to testing.

#### Recommendations for Social Work Practice, Policy and Research

The information collected points out that there is much room for improvement and increased opportunity when serving persons with developmental disabilities. Specific to DI, the information concerning the more social

individual not being the most productive calls for continuing and furthering their social education especially as it pertains to when and where consumers should engage in social interaction. Perhaps increased opportunities for breaks or social engagement apart from work time might bring about further concentration and focus on consumers' work. Social activities on the weekends and apart from work time may allow for increased concentration and productivity while on the job. Work activity programs may also need to consider the consumer's need for stimulation and interaction, and reflect on placing them in a different position or an entirely new site that best meets their needs and work ability level. Perhaps the congregate "social" setting of the work activity program is very conducive to socializing, but a more isolated or even mainstreamed setting would be more conducive to productivity. For those individuals who do not have as many opportunities as the majority population for social involvement, socialization at the workplace may actually inhibit work productivity. Therefore, the more motivated worker may need a different environment to realize maximum productivity.

The information gleaned regarding the significance of the consumer's age supports the notion that programs

should continue providing opportunities for social participation especially in later life. Currently OPARC operates a Round About program specifically for older persons with developmental disabilities who wish to remain active and social. Other work activity programs might consider evaluating their needs for such programs rather than allowing older consumers to retire and remain home most of the day.

It appears that some specific social variables such as the attendance of church, was important in increasing the productivity level. Fifty-six percent attended monthly, while over 40% did not consider themselves affiliated with a religion. In addition only 30% engaged in any type of community activity, 13% attended a function at another work activity program and only 16% took a trip out of the area. With such low numbers for participation in these areas, it does seem that there is room for assisting consumers in locating more opportunities for community involvement. Work activity programs such as DI are in an ideal position for case management and referral to social activities because of their continued contact with the consumers five days a week. By posting local activities on a bulletin board or listing them in a flyer programs may assist in not only increasing the social

skills involvement of consumers but also their overall satisfaction with life.

### Conclusions

Literature tells us that adults with developmental disabilities desire, need and enjoy social participation. They tend to participate in similar activities as persons without impairment, and seek the same social opportunity. Increases in social participation did not increase work performance of consumers in this work activity program. However consumers' ability to display more socially appropriate behaviors was affected by their increased attendance of functions at DI. Furthermore the life satisfaction was high for consumers who attend a work activity program that takes special consideration of its consumers' social needs, indicating that such increased opportunity has positively affected DI consumers. It appears that industry activities in the occupational setting may be a first step to greater, more "normalized" patterns of socialization for adults with developmental disabilities. Through increased case management activities at DI and other work activity programs, social involvement may help move some consumers along the continuum towards



further social appropriateness and more healthy community interaction.

APPENDIX A

INTERVIEW

## Interview

To be administered by the researcher

- 1) Coding Number: \_\_\_\_\_
- 2) Level of Social Involvement:  
Highly Socially involved  
Rarely Socially involved
- 3) Job: \_\_\_\_\_
- 4) What is your Ethnicity/ race?  
Native American  
Asian/Pacific Islander  
Hispanic or Latino  
African American  
Caucasian/White  
Other Please Specify \_\_\_\_\_
- 5) What is your religion?  
Catholicism  
Judaism  
Christianity  
Buddhism  
Islam  
Hindu  
None  
Other Please Specify \_\_\_\_\_
- 6) Where do you live?  
With Family  
With Friends  
In a group home  
Independently  
Other Please Specify \_\_\_\_\_
- 7) How long have you been working? \_\_\_\_\_

- 8) What is your highest level of education?  
Elementary School  
Jr. High School  
Some High School  
High School graduate  
GED  
College
- 9) What is your marital status?  
Married  
Divorced  
Single (Never Married)  
Live in Boyfriend/Girlfriend
- 10) Have you had a boyfriend or girlfriend for at least six months?  
Yes  
No
- 11) How often do you see your family?  
Every day  
Once a week  
Once a month  
Once every six months  
Once a year  
Never
- 12) How many close friends do you have, that you see on a weekly basis?  
\_\_\_\_\_
- 13) How often do you attend DI's functions (dances, bowling team, trips, or company parties)?  
At least once a month  
Once every three months  
Once every six months  
Once every year  
Never

- 14) Within the past month please tell me if you have done one of the following things:
- Gone to the movies
  - Attended a community activity you enjoy (sporting event, concert)
  - Gone on an outing to the park/mall or other place in the community
  - Gone on a trip
  - Attended a church function
  - Attended a club function
  - Participated in a sport you enjoy
  - Visited with friends
  - Visited with family
  - Attended a DI function
  - Attended a function at another work program

- 15) On a scale of 1-5, five being very happy, how happy are you with your social participation or the amount of time you spend in the community?

1                      2                      3                      4                      5

- 16) On a scale of 1-5, five being very happy, how happy are you with your life right now?

1                      2                      3                      4                      5

- 17) How can DI help you in getting your need for social activity met?

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APPENDIX B  
CHARTING FORM

## Charting Form

Coding number: \_\_\_\_\_

Highly Social                      or                      Rarely Social

Type of Disability:

Cerebral Palsy

Mental Retardation

Epilepsy

Autism

Other \_\_\_\_\_

Degree of Disability: Mild                      or                      Moderate

Conservator: Yes                      or                      No

Years at DI: \_\_\_\_\_

Case Manager Name: \_\_\_\_\_

Average Productivity Level for 2002: \_\_\_\_\_

Frequency of Negative Behavior Episodes in 2002: \_\_\_\_\_

Average type of Behavior shown:

Pro-social                      or                      Anti-social

APPENDIX C  
CASE MANAGER RESEARCH  
INFORMATION FORM



## **Case Manager Research Information**

I am an MSW student from California State University San Bernardino and will be conducting research here at Diversified Industries. It is a great privilege to be able to work with you, your coworkers and the consumers at Diversified Industries. Your assistance in creating a sample for this research is greatly appreciated but is not in any way required. DI is not associated with this research, thus whether you participate or not, will in no way affect your job.

This study will be evaluating the affects that social involvement has on the work performance of the developmentally disabled in a work activity program. The purpose of the research is to determine if there is a link between these two variables so that Diversified Industries, and other programs like it, might be able to implement more opportunities for social involvement.

Consumer's charts on maladaptive behaviors and productivity will be evaluated and a short interview will be conducted. In order to select a proper sample, case manager's input is important because of the level of familiarity you have with each consumer. It would be very helpful to the study if you could fill out the attached forms involving consumers' social involvement.

Each case manager is being asked to refer ten consumers. Please take into consideration the roll sheets that DI provides on their activities as well as your observations on the consumers' social involvement. These ten consumers should include five who you recognize as being involved in outside social participation and five who are not very involved. The definitions for each of these categories are contained on the following pages. Please read each of the criteria and circle those that apply to the consumer you are referring.

All consumers referred must not have a conservator and must be at least 18 years of age. In addition, it is requested that they be mildly to moderately disabled.

Your support for this research is greatly appreciated. If you have any further questions about the study you may contact Jaclyn Jones at (909) 425-6199, or you may speak to Butch Jones at DI. Thank you for your time.

APPENDIX D  
CASE MANAGER SURVEY

## Case Manager Survey

Please circle the type of referral:

Highly socially involved

Rarely socially involved

Case Manager's Name \_\_\_\_\_

Consumer's Name \_\_\_\_\_

**Please circle the items that apply to the consumer you are referring:**

**Highly Involved** in social participation should have at least 4 of the following:

- 1) Has a steady boyfriend/girlfriend
- 2) Has supportive family with weekly interaction
- 3) Has attended at least 3 OPARC/DI functions in 2002
- 4) Participates in religious activities at least twice per month
- 5) Participates in recreational activities at least twice per month
- 6) Has a steady support system, friends or coworkers they spend time with each week

**Rarely involved** in social participation should have at least 4 of the following:

- 1) Does not have a steady boyfriend/girlfriend
- 2) Does not have a supportive family with weekly interaction
- 3) Has not attended at least 3 OPARC/DI functions in 2002
- 4) Does not participate in religious activities at least twice per month
- 5) Does not participate in recreational activities at least twice per month
- 6) Does not have a steady support system, friends or coworkers they spend time with each week.

Thank you for your assistance in completing this survey!

APPENDIX E  
RESEARCH INFORMED CONSENT FORM

## Research Informed Consent Form

### The Affects of Social Involvement on Work Performance

This study will look at your involvement in social activities and your work performance at Diversified Industries. Jaclyn Jones, an MSW student at California State University San Bernardino, is conducting this study. This study will be supervised by Dr. Nancy Mary, Professor of Social Work, and has been approved by the Institutional Review Board at California State University San Bernardino, which makes sure research projects will not harm people. In order for you to join the study, a consent form must be signed.

In this study you will be asked by the interviewer to respond to some questions about your social life. In addition, your chart will be reviewed in order to understand your work performance at DI. Your participation is not part of your employment at Diversified Industries and will not at all affect your job. Diversified Industries will not know if you participate or not. The interview should take you about 15 minutes. Your name will not be on any of the final research, so your answers will be confidential. Your decision to be part of this study is up to you. It is not a requirement.

If at any point in the interview you decide not to finish you may stop. After you finish the interview you will be given a debriefing statement that will tell you more about the study. Remember this study is only voluntary. There are no foreseeable risks in being part of this study. It is hoped that the benefits might allow DI and other programs like it to provide you with more chances to get involved with social activities

If you have any questions about the study you may contact Dr. Nancy Mary at (909) 880-5560. You may also speak to your case manager or to the director of Diversified Industries, Butch Jones.

By signing in the space below, I understand that I have been informed about this study and know about the topic and reasons for the study. I am at least 18 years of age, and do not have a conservator.

Sign here \_\_\_\_\_

Print Name here \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX F  
OPARC CONSUMER CONSENT FORMS

ASSOCIATION FOR RETARDED CITIZENS, ONTARIO POMONA (OPARC)

ADC-O     ADC-M     ADC-RC     ADC-MV     S.S.     WAP     SES

CONSENT FOR RELEASE OF INFORMATION FROM OPARC RECORDS

CONSUMER: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_  
SOC. SEC. NO. : \_\_\_\_\_

I understand that information in my records will be kept confidential and maintained by Consumer Services/ADC/S.S. Program Departments. I further understand that only the information written on this authorization will be released to the party/agency written on this authorization.

I Authorize OPARC to release the following information:

1. Consumer Behavior's for 2002
2. Consumer productivity for 2002
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

I Authorize OPARC to release the information above to:

Name: Jaclyn Jones  
Title: MSW student  
Agency: California State University  
San Bernardino

The information will be used to Complete a Master's Thesis  
and be released:     Audio     Visual     Verbally     Written

All the above information has been read and explained to me. This release statement is effective for one year from the date above, and may be revoked at any time by the consumer or conservator.

_____	Date: _____
Consumer Signature	
_____	Date: _____
Witness	
_____	Date: _____
Parent/Legal Guardian	

ASSOCIATION FOR RETARDED CITIZENS, ONTARIO POMONA (OPARC)

ADC-O     ADC-M     ADC-RC     ADC-MV     S.S.     DI

PUBLIC RELATIONS RELEASE FORM

CONSUMER NAME: \_\_\_\_\_ Date: \_\_\_\_\_

I consent to participate in the following checked public relations endeavor. Please check at least one of the following:

\_\_\_\_\_ I give my consent to be photographed/videotaped as part of my training and/or vocational program.

\_\_\_\_\_ I give my consent to be photographed/videotaped by OPARC representative or by press for promotional purposes.

\_\_\_\_\_ I give by consent for my name and/or photograph to be included in a brochure or OPARC videotape, to be used for marketing and/or promotional purposes.

Other (specify type of media, agency, and purpose): Participation in  
Research Interview conducted by  
Jaclyn Jones, MSW student 909.425.0199

\_\_\_\_\_ Date: \_\_\_\_\_  
Consumer Signature

\_\_\_\_\_ Date: \_\_\_\_\_  
Witness

\_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Legal Conservator

Videotape and/or still photography will be used for vocational, educational or promotional purposes only.

This authorization is effective for one year from the date signed.

f:\admin\forms\PR-REL:10/88  
Rev. 7/89, 4/90, 8/91, 6/93, 8/97



APPENDIX G  
DEBRIEFING STATEMENT

## Debriefing Statement

### The Affects of Social Involvement on Work Performance

Thank you for being part of this study. The purpose of this study is to gain information about how your social activities outside of work affects your performance at work. Hopefully this information will help to create more chances for you to get involved in social activities at Diversified Industries and in the community.

All of the information collected from this study will be put into group form. Your name will not appear anywhere in the study, so what you have said is confidential. A copy of the final study will be available to you at Diversified Industries. You may ask Butch Jones if you would like to see it, or you can contact me, Jaclyn Jones, at (909) 425-6199.

If you have any concerns or problems because you were part of the interview, please feel free to call me at the number listed above. You can also call Dr. Nancy Mary at the Department of social work at California State University San Bernardino at (909) 880-5507.

Thank you again for your time.

APPENDIX H  
OPARC EMPLOYEE CONFIDENTIALITY  
STATEMENT

OPARC

**POLICY ON CONFIDENTIALITY OF CONSUMER INFORMATION**

Consumer "confidential" information is to be discussed only by authorized personnel.

Release of information regarding income, productivity, psychological and physical characteristics requires a signed release. Such information must be used only for specified purposes.

Allegations of abuse are to be discussed only by authorized personnel in an area where confidentiality is assured.

## OPARC Initial Orientation and Training Guidelines

The following outlines the established orientation and initial training program for all new staff. In order to use this outline, you must also consult the job title training matrix, which will clearly state which Competency Based Training Modules and all other training each position must complete. All assigned training must be complete and documented by the end of the employee's probation. This completed guideline must be submitted with the employee's probationary review. Additional training during the employee's first six months may be required and is detailed separately.

There is a variety of information, training resources and materials which will be used for training. The major resources to be used in training:

- \* Competency Based Training Program Topics 1-16 (available each site) except 6. (CBT's)
- \* New Employee Packet (each new employee received from Administration Director)
- \* OPARC Training Resources Binder and Training Videos (available each site)
- \* OPARC ADC Consumer Services Manual and Diversified Industries Rehabilitation Services Manual (available each site)
- \* OPARC Policy and Procedure Manual (available each site)

### Initial Orientation and Training - all employees.

Sections 1-5 to be completed prior to employee assuming regular duties.

- \* Welcome New Employee \_\_\_\_\_
- \* Orient employee to : a) Training site \_\_\_\_\_  
b) Work site (first day at site) \_\_\_\_\_
- \* Review Job Description in detail, including overall expectations, and the probationary period process and review \_\_\_\_\_
- \* Review Personnel Change Papers; sign; send to Administration Director \_\_\_\_\_
- \* Review names of titles of staff, employee will have contact with on a regular basis \_\_\_\_\_

Employee	Date	Trainer	Date
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### Section 1: Orientation

- \* CBT Topic 1 - Orientation \_\_\_\_\_
- \* New employee packet, Review \_\_\_\_\_
  - OPARC overview and history \_\_\_\_\_
  - Organizational chart; board staff, director chart \_\_\_\_\_

- Developmental disabilities: Overview of causes and preventative strategies, Ronald P. Wolff \_\_\_\_\_

Employee	Date	Trainer	Date
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**Section 2: Administrative Requirements**

- \* CBT Topic 2 - Administrative Requirements \_\_\_\_\_
- \* New employee packet, review
  - Personnel Manual, answering any questions and with particular coverage of following: \_\_\_\_\_
    - Employee's category of employment \_\_\_\_\_
    - Breaks/lunch \_\_\_\_\_
    - Phone use \_\_\_\_\_
    - Smoking \_\_\_\_\_
    - Dress Code \_\_\_\_\_
    - Driving \_\_\_\_\_
    - Pay periods/Timesheets \_\_\_\_\_
    - Salary/changes \_\_\_\_\_
    - Attendance/Punctuality \_\_\_\_\_
    - Absences/requests for time off \_\_\_\_\_
  - Policy on Timesheets \_\_\_\_\_
  - Any additional information and/or addendum's on personnel and/or administrative policies included in packet: \_\_\_\_\_
- \* Have new employee sign personnel manual acknowledgment; send to Administration Director \_\_\_\_\_

Employee	Date	Trainer	Date
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**Section 3: Rights of Consumers; Health and Safety**

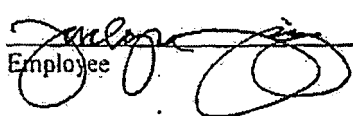
- \* CBT Topic 3 - Normalization \_\_\_\_\_
- \* CBT Topic 4 - Ethical Issues \_\_\_\_\_
- \* Safety Manual, answering any questions and with particular coverage of following: \_\_\_\_\_
  - Emergency plans \_\_\_\_\_
  - Accident/incident procedures and reporting \_\_\_\_\_
  - Emergencies in community and/or on site; review when to call 911 \_\_\_\_\_
  - Vehicle accidents \_\_\_\_\_
  - First aid/CPR requirements \_\_\_\_\_
  - Seizures: protocols and first aid \_\_\_\_\_
  - Safety rules/reporting \_\_\_\_\_
  - Safety Committee \_\_\_\_\_
- \* Have employee sign safety manual acknowledgment, send to Administration

Director \_\_\_\_\_

- \* Policies and Procedures Manual, review information below, answering any questions: (note: staff receive some material in the new employee packet) \_\_\_\_\_
- Accessibility \_\_\_\_\_
- Informed Consent \_\_\_\_\_
- Rights of Consumers, Health and Safety \_\_\_\_\_
- Consumer Grievance Procedure \_\_\_\_\_
- Confidentiality of Consumer Information \_\_\_\_\_
- Medication Policy \_\_\_\_\_
- Release of Consumers Policy \_\_\_\_\_
- Missing Consumer Procedure \_\_\_\_\_
- Human Dignity and Personal Safety Policy \_\_\_\_\_
- Dependent Adult Abuse \_\_\_\_\_
- Disaster Policy \_\_\_\_\_
- Safety Policy \_\_\_\_\_
- Aids \_\_\_\_\_
- Prevention and Screening for Communicable Diseases \_\_\_\_\_

Other Safety Procedures/Training: (Resources manual and video)

- \* Hazardous Communication Program (use Hazardous Communication Program) \_\_\_\_\_
- \* Disaster Plans (each program), review in detail, walk through facility with staff person, point out emergency supplies and exits \_\_\_\_\_
- \* Training and Safety Program: Chemicals and Pesticides - complete for all chemicals staff will use \_\_\_\_\_
- \* Occupational Exposure to Bloodborne Pathogens: Review policies, show video, "Bloodborne Pathogens," and have employee take test \_\_\_\_\_
- \* Transportation of Consumers by Staff \_\_\_\_\_
- \* Drivers Training (as applicable) Review information, have employee take test \_\_\_\_\_
- \* Vehicle Checklist (as applicable) \_\_\_\_\_
- \* Medication Certification \_\_\_\_\_
- \* Forklift Operators Training and Safety Program (as applicable) \_\_\_\_\_
- \* Lifting Safety: (as applicable)
  - 1. Lifting (general) \_\_\_\_\_
  - 2. Material Handling \_\_\_\_\_
  - 3. Lifting consumers (review video tape "Safe Patient Lifting" and two person lift) \_\_\_\_\_
- \* Emergency Management: (as applicable)
  - 1. Emergency Management - review tape, Tom Willis, I.A.B.A. \_\_\_\_\_
  - 2. Crisis Prevention Intervention (CPI) Training (as applicable) \_\_\_\_\_
- \* Ergonomics \_\_\_\_\_

 \_\_\_\_\_ 11/11/02 \_\_\_\_\_  
Employee Date Trainer Date

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