

**VOCATIONAL TRAINING
AND EMPLOYMENT
OF PERSONS WITH
MENTAL RETARDATION**



**National Institute for the Mentally Handicapped
Secunderabad**

VOCATIONAL TRAINING AND EMPLOYMENT OF PERSONS WITH MENTAL RETARDATION

**(A handbook for professionals,
employers and parents in India)**



National Institute for the Mentally Handicapped

(Ministry of Welfare, Govt. of India)

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PREFACE

Vocational training and job placement is one of the major issues in the habilitation of individuals with mental retardation, The factors to be taken into consideration while planning on employment vary among the different countries, based on the culture, economy, resources and the like. Therefore it is not possible to directly use the western literature for guidance. It necessitates development of guidelines suitable to our country. The purpose of this book is to offer to professionals, parents and prospective employers, a reference material on the relevant concerns. This book is an outcome of a Seminar on identification of jobs for mentally retarded individuals held at NIMH on 4th and 5th October, 1988. It is hoped that the professionals, employers and the parents would find the book useful. The efficient secretarial assistance of Mr. A. Venkateswara Rao and the administrative support of Mr. Ram Mohana Rao and Mr. K. S. R. C. Murthy in processing the printing of this book are gratefully acknowledged.

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CONTENTS

1. Current perspectives in Vocational Training	D. K. Menon	1
2. Nature, Classification and Potentials of Mentally Retarded Individuals	A. T. Thressia Kutty	7
3. Vocational Assessment	Saroj Arya	17
4. Pre-vocational Training of Mentally Handicapped	D. R. Kurani	24
5. Vocational Training and Job Placement of Mentally Handicapped Persons	Anwar Ali Dhamani	35
6. Employment of Persons with Mental Retardation	Jayanthi Narayan	53
7. Sheltered Employment	D. J. K. Cornelius	57
8. Open Employment	Jayanthi Narayan	63
9. Home Based Self Employment	Shalini Pereira	
	Saifuddin Bijliwalla	67
10. Job Placement, Job Analysis, Job Profile and Employment Operations	A. Joshi	73
11. Employer-Union-Fellow Worker-Advocacy and a Mentally Retarded Employee	T. Madhavan	90

CURRENT PERSPECTIVE IN VOCATIONAL TRAINING

D. K. Menon

The National Institute for the Mentally Handicapped carried out a survey of special education centres in the country. The first round was completed in August, 1987 which listed 286 institutions in the country, while the second round which was completed by December, 1988 added 62 more institutions, thus raising the strength to 348 special education centres in the country. The establishment of special education centres which began in early 1940's picked up momentum in 1950's and 1960's. The analysis showed 169 (48.5%) of these institutions offered pre-vocational and vocational training facilities, while 57 (16.4%) such centres had the facility of sheltered workshops.

Craft Activities

A visit to special schools or special education centres having the facilities of vocational training show that they impart training on specific trades like candle making, chalk making, caning of chairs, basket making, weaving, book binding, printing, making of envelopes, and greeting cards, etc. Such programmes can be described as craft activities rather than any serious effort to train adult person with mental retardation in a vocation leading to employment or job placement.

The characteristics of such craft activities are as given below :

- a) Such programmes are aimed at keeping persons with mental retardation busy more as a recreational activity:
- b) In most instances training if any, is incidental as no efforts are made to ensure efficiency, nor any quality controls are observed in the production.
- c) There are no production targets, nor any pressure is put on the mentally retarded trainees in the discipline of work, efficiency and quality output:
- d) The craft activities have no profit motive. More importance is given on keeping him engaged and occupied.
- e) Such craft activities have no linkages with employment. Rarely, a few trainees may pick up proficiency in the craft activity, carry out the trade as self-employment and earn some money.

The products of such craft activities are proudly displayed in the special education centres. The quality of the products reflects more on the proficiency of the craft instructor rather than the mentally retarded trainees. Very often it is

difficult to decipher the contribution of normal persons vis-a-vis that of mentally retarded person in the product. On the positive side, there are few examples of special schools who have converted such craft activities into profit making vocational training units under protected circumstances. For example, a candle making is making profit because quota of wax is allotted on subsidised rates. Caning of chairs has been a profit making activity because of patronage by a Government department. The success of basket making and weaving units can be attributed to enterprising families of the persons with mental retardation who have picked up the art of making baskets or dusters which could be sold in the market with marginal profit. Similarly, the units producing greetings or envelopes are isolated examples of making marginal profits. One may argue that vocational training centres are not designed to make profit, their activities are primarily geared towards training in the trade. However, following are the limitations of such vocational training programmes:

- a) Vocational training has no relationship with employment. In majority of the cases, who complete the training there is rarely a job waiting for them, nor such people are trained to run self-employment units.
- b) Vocational trades taught at such centres are often complex and it takes a long time to master them;
- c) There is no fixed training period nor there is any formal graduation. Training continues as long as person with mental retardation continues to attend the centre or as long as the Principal of the Centre desires him/her to continue;
- d) There is a lot of wastage of raw materials;
- e) Such units are mainly run by few trained persons with mental retardation who have attained a relatively high level of proficiency. Majority of the remaining persons with mental retardation play a secondary role and rarely reach some level of proficiency. If these 2 or 3 proficient persons are withdrawn, the production comes to a grinding halt;
- f) Because of low production, such units are not economically viable. Overhead costs are high, marginal profits may not meet even the cost of raw materials;
- g) Training is given in protected environment, employment outside these conditions is never thought of, as a result, there are limited opportunities for replication;
- h) The trades are chosen keeping in view what the persons with mental retardation can possibly learn and perform. Rarely any market survey is done to assess the market demand and tailor the job to suit market

conditions. Any training given on trades for which there is already a saturation in the job market, it is unlikely to generate employment.

Sheltered Workshop :

As mentioned earlier, the survey conducted by the National Institute for the Mentally Handicapped showed that 16% of the special education centres had the facility of sheltered workshops. Typically the characteristics of such workshops are: (a) protected atmosphere, (b) production-cum-training centre, (c) management is in the hands of normal persons, (d) there is emphasis on efficiency, (e) production targets are clearly laid out, and (f) the training leads to employment in the same workshop.

Some of the successful projects are located in south and western India which deal with (a) manufacture of toys, and teaching aids, (b) assembly work relating to telephone components, (c) laundry, (d) packaging, and (e) production of goods for home use like bakery, pickle, papad etc.

In spite of the fact that many such units have shown profit, the idea has not proliferated for the following reasons :

- a) Sheltered workshop projects are capital intensive and majority of the voluntary organisations running special education centres, rarely have the means and resources to start such projects,
- b) It requires a group of persons with a flair in industrial production and marketing who can train and organise persons with mental retardation into a profit making team,
- c) The trades of vocational training are limited as more emphasis is given on production and profit, and therefore, those persons who show promise are absorbed in the workshop itself. The employment opportunities cease as soon as optimal strength is recruited.
- d) Sheltered workshops rarely make profits so as to pay full wages to persons with mental retardation. Most organisers are scared of attracting sales tax, or shops and establishment act or provisions under industrial act.

NEW DIRECTIONS

Many new concepts have been reported in the recent literature. due to the efforts made by scientists to find new employment opportunities for persons with mental retardation.

Self Employment : Few isolated examples are available where a person with mental retardation has installed a handloom in his own house. Dusters produced by him have assured market in bank and educational institutions. Another example is of a pickle and papad unit. Similarly, packing units installed in home setting have yielded promising results. Needless to say, such production units cannot be run successfully without the help and assistance of parents in purchase of raw material and marketing of the finished products. The drawback of this scheme is that the mentally handicapped person becomes isolated and has no company. If he becomes moody, production targets cannot be maintained. The self-employment scheme has not been seriously tried by vocational trainers for mass application. It would be interesting to introduce a small variation in this concept so as to organise neighbourhood cooperatives where 4 or 5 persons with mental retardation could join hands together to run a production unit under the supervision of a parent.

Open Competitive Employment : This concept originated primarily in the United States which advocates equal opportunities and the right to work. For the first time terms like shelter, support, or protection are eliminated. Persons with mental retardation who are capable of working alongwith other persons are encouraged to take up employment on competition basis. Wages are fixed in accordance with the production. For example, if a normal person can produce on an average 1000 units, while the person with mental retardation produces 300 units on a given day; 30% of the normal wages is paid to the person with mental retardation. Few isolated trials have been made in India to employ mentally retarded persons under open competitive employment conditions successfully. In a toy manufacturing unit, of 12 persons with mental retardation who were initially taken as trainees, all of them are continuing the job. The wages paid to them are nearly one-third of what would have been paid to a normal person. The following problems come in the way for trying this concept in Indian setting.

- a) **Workmen's compensation act** : It is not clear whether adults with mental retardation will be protected under this act. For example, in case of loss of limb, while working in industrial set up, the lawyers can easily argue that the persons with mental retardation could not understand the safety precautions.
- b) **Contract** : An employment is a contract between the worker and the employer. Because of impairment of intellectual functioning, it cannot be said without reasonable doubt that an adult person with mental retardation

understood the terms and conditions of employment. It is unlikely that the industrialists would offer a regular job to a person with mental retardation.

- c) **Shops and Establishment Act** : Those establishments not covered under industries are covered under shops and establishments act. The provisions of this act safeguard the interests of the workers by fixing the number of hours of duty, ensures continuity in service, and payment of wages fixed by the Government. Sympathetic shopkeepers may employ a person with mental retardation on trial basis for few months, but are reluctant to employ them on regular basis.
- d) **Employee's State Insurance Scheme** : Health insurance is provided to private establishments under this scheme. If a worker falls sick, free treatment is given. A small percentage of charges towards Employees State Insurance are deducted from the monthly salary of the employee. As industrialists are not willing to take adult persons with mental retardation on regular basis, they will be denied the opportunity of the health insurance.
- e) **Unions** : In large industrial establishments, there are strong unions who would oppose any sympathetic consideration to persons with mental retardation. The industrialists therefore, fear that the unions may demand lowered target of production if persons with mental retardation are allowed any concessions.

TASKS AHEAD

One percent reservation : If the statements made by the Union Minister of Labour and Welfare as reported in the newspapers are any indication, it is quite likely that one percent of jobs will be reserved by the Government of India for persons with mental retardation. This will be in addition to the already existing three percent reservation for disabled persons. The scientists and professionals working in the care, management, and training of persons with mental retardation must get ready to (a) identify jobs in the Government and public sector undertakings which can be performed by persons with mental retardation, (b) develop modules of training persons with mental retardation so that they can fulfil the requisite qualifications for employment and (c) conduct field trials so as to eliminate factors which impair or hamper satisfactory performance on the job. Earnest efforts must begin right now if this opportunity and goodwill is to be appropriately utilised.

Awareness and expectations : Very often professionals in their over enthusiasm and zealouslyness promote the concept that disabled persons can

do anything or as well as a non disabled person can, provided the disabled person works hard and has the motivation to achieve something in life. Many a time this approach backfires. There are several examples of people having visual disability making unrealistic claims that they are suitable for all kinds of jobs and that blindness in no way can hamper their work. In actual reality this is not so. It is therefore important that realistic orientation be given to persons with disability so that they are made aware of their assets and liabilities. Such an orientation will not only help the disabled person to understand clearly what he can do and what he cannot do, but also help him in having suitable adjustment in job.

Support Services : Finding a suitable job and placing a person on the job is not enough. We must consider the needs of adult disabled person and the environment in which he lives. It has been reported that finding a job is very easy but retaining the job is difficult. Planners and trainers must provide not only the periodic support on the job but also look into recreational and leisure time activities. It may be more appropriate to encourage adults with mental retardation to form a social club in their own area where they can regularly meet and jointly undertake recreational and educational activities. These may range from seeing a movie to visiting the market for shopping or an industry to study the work atmosphere, availability of jobs etc. Such social clubs would apart from providing opportunities for social interaction, would also promote self-confidence and self advocacy.

All over the world, it is only in recent years that serious efforts have been made to train persons with mental retardation for suitable employment. In a developing country like India where because of over population, even able bodies persons find it hard to seek suitable employment, the attitude of the community, particularly the employers would require to be modified and changed. This can become possible if persons with mental retardation satisfactorily fulfil the needs of the employer and the community perceives them as useful members of the society. Professionals, parents, and persons with mental retardation should join hands to create such an awareness. A lot of work in the area of vocational training, job placement, and employment requires to be done to realise such dreams.

* * *

NATURE, CLASSIFICATION AND POTENTIALS OF MENTALLY RETARDED INDIVIDUALS

A. T. Thressia Kutty

The remedy to reduce the deviance in a person with mental handicap is to lead him towards more competence. To make a person competent, the first step is to identify, understand and accept his potentials. This chapter explains the nature, characteristics and potentials of the mentally retarded persons especially the adolescent and adult group.

NATURE

Who is a mentally retarded person? This is a question that would seem rather simple to answer. The answer can be viewed from a standpoint of definition and classification system that have been used historically. The most commonly used definition was developed by the American Association on Mental Retardation (AAMR). It is a professional organization that specialises in problems of people with mental retardation and developmental disabilities. The AAMR definition reprinted here is written in a complex language and has several parts. Therefore following the definition, the meaning and significance of each is explained. According to AAMR mental retardation is :

"Significantly subaverage general intellectual functioning resulting in or associated with concurrent impairments in adaptive behaviour and manifested during the developmental period." (Grossman 1983)

"Significantly subaverage general intellectual functioning" means that the individual has an IQ score of less than 68 or 70 on one of the individually administered standard intelligence tests.

"Adaptive behaviour" refers to the skills needed for personal independence and social responsibility such as dressing, toileting, feeding, behaviour control, independence in community and interaction with peers.

"Developmental period" is defined as the time between conception and 18 years of age. An initial diagnosis of mental retardation is commonly to be made during this period.

All three of these conditions must be met to identify an individual as mentally retarded.

1. An IQ below 70.
2. Impairment in adaptive behaviour.
3. Occurance before 18 years.

CLASSIFICATION

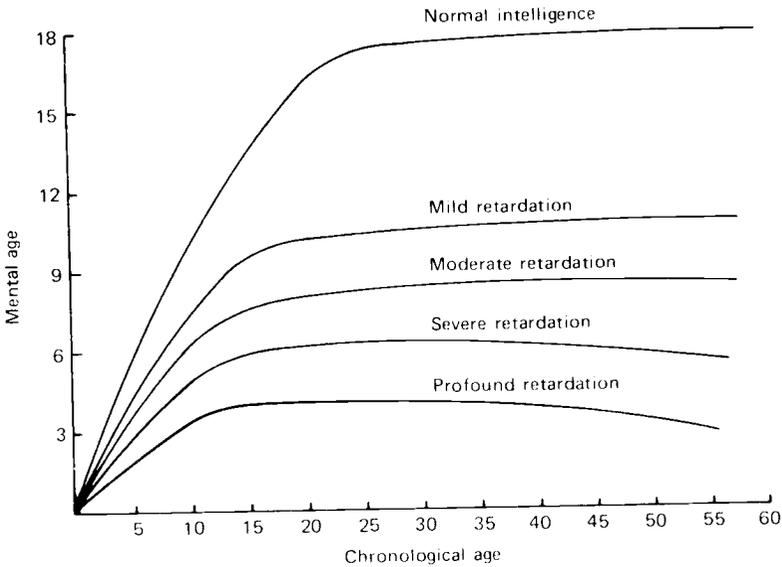
Individuals with low intelligence have been classified in various ways. Every profession has its own grouping for its own purpose. The psychologist classifies the individual according to his degree of psychological deficit as indicated by the IQ and other measures. The educator uses rate of learning or degree of deficit as the basis for organizing an educational programme for the individual. AAMR definition describes four levels of mental retardation: Mild, Moderate, Severe and Profound. Levels are determined by an individual's IQ on a standardized intelligence test. IQ scores are based on an average of 100. How far below average a person's score falls determines whether he or she is mentally retarded as well as the degree of mental retardation. These four levels as well as normal and borderline intelligence are described and summarized in Table-1 and Diagram-1.

Table-1 : Levels of intelligence in relation to IQ Scores

Levels of Intelligence	IQ Score	% of population in each group
1. Normal	between 84-85 & 115-116	68
2. Borderline	between 68-70 & 83- 84	14
3. Mild Mental retardation	between 50-55 & 67-69	2
4. Moderate mental retardation	between 35-40 & 49-54	1/2
5. Severe mental retardation	between 20-25 & 34-39	1/2
6. Profound mental retardation	less than 20-25	1/4

* Approximately 15% people score above 115-116 IQ

Source - M. Pueschel, C. Berner, E. Weidenman - The Special Child Page 48



* 1

Mental age growth curves corresponding to normal intelligence and to the four levels of retardation

Normal Intelligence

People are considered to be of average intelligence if they score between 84-85 and 115-116 on an intelligence test. This group makes up approximately 68% of population. People who score above 116 would be considered to be of above average intelligence or gifted.

Borderline intelligence

An IQ score that falls in the range from 68-70 to 83-84 suggests that an individual is of borderline intelligence. These people are not considered as mentally retarded, as they do not have impairments in their independent living skills. This group represents approximately 14% of the population. They are identified by the educators as slow learners.

Mild Mental retardation

Mild mental retardation applies to IQ scores with the range of 50-55 to 67- 69; depending on the test used. Mildly mentally retarded people are indistinguishable from the general population, but they are unable to profit to

*1 Baroff. G. S. (1986) Mental Retardation. Page 17

any great degree from the programme of the regular schools. They are also called as educable mentally retarded having the following potentials for development :

1. Educability in functional reading and arithmetic.
2. Capacity for social adjustment to a point where he can get along independently in the community.
3. Occupational adequacy which helps him to support himself partially or totally at a marginal level.

The term "educability" refers to functional educability in the academics, social and occupational areas.

Moderate mental retardation

Moderate mental retardation includes the IQ score ranging of 35-40 upto 49- 54. The moderately mentally retarded individual is unable to profit from the normal school programme. They are also known as trainable mentally retarded who have the following potentials.

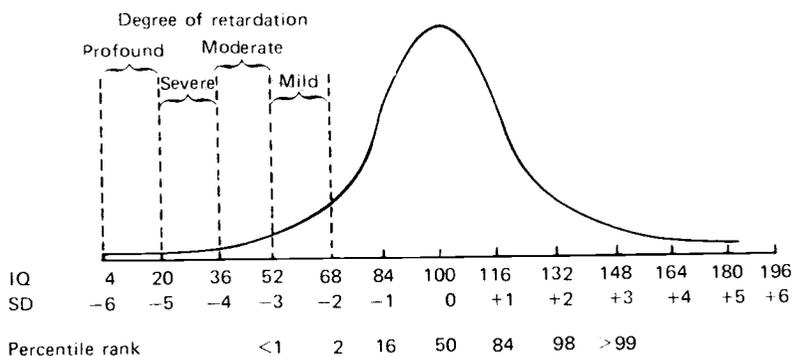
1. Learning self-care activities such as eating, dressing, undressing, toileting, etc.
2. Learning to adjust in the home or neighbourhood though not in the total community.

Severe Mental retardation

Severe mental retardation refers to the IQ scores within the range of 20-25 to 34-39. Severely mentally retarded people may have associated handicaps such as motor problems or significant speech and language deficits. Special school programmes will emphasise basic developmental skills, communication and adaptive behaviour. People who are severely mentally retarded usually can work in supervised workshop settings. Supervision in daily living throughout adulthood is necessary for the severely mentally retarded individuals.

Profound mental retardation

Profound mental retardation refers to IQ scores that fall below the range 20-25. Again there may be significant associated handicaps. Still with proper training many profoundly retarded people can learn self care skills. If their functioning is very low, if other handicaps such as hearing problems or visual problems, or motor impairments are extremely incapacitating, or if their health status is precarious, special living arrangements may be necessary. This group is called as custodial mentally retarded.



* 2

Distribution of measured intelligence in the normal and retarded range

Potentials of adolescent and adult mentally retarded persons

As this book mainly concentrates on vocational training and job placement of the mentally retarded individuals, potentials of the adolescent and adult mentally retarded persons are explained below :

The mentally retarded adolescent

Adolescence is truly a period of transition that encompasses the personal, social and educational life of the individual. Educational goals during this period are directed more toward career development and preparation for life as an adult. For the individual with mental retardation, the challenge of adolescence are obviously intensified. Many adolescents with mental retardation have the physical attributes of their non-retarded age mates, but do not possess the capacity to fully cope with the demands of their environment or their own. For the moderately and severely retarded adolescent whose physical and cognitive differences may be readily apparent, the focus is on the level of social and occupational independence that may be possible in our society.

The mentally retarded adult

Adulthood generally marks a period in the life of the person in which a transition has been made from a life of relative dependence to one of increasing independence and responsibility. Adults with mental retardation exist as a paradox. They have achieved the status of adulthood because they have lived long enough to deserve the distinction. However, some of these adults are

*2 Baroff G. S. (1986) Mental Retardation. Page 38.

unable to attain a level of total independence. They lack the intellectual skills to meet typical high school graduation requirements and may lack behavioural characteristics considered essential for adequate adult functioning.

Many individuals who are mildly or moderately retarded endure the frustration of childhood and adolescence with the hope and expectation that adulthood will bring an emancipation from many problems associated with school. While academic pressures and certain intellectual demands tend to subside on completion of school, other demands find their way into the life of a retarded adult.

An adult works, earns money, and buys the necessities of life. An adult socializes, often marries, has children and tries to be as productive and happy as possible.

- * Can a mentally retarded adult find or hold a job?
- * Can an adult retarded person earn reasonable wage?
- * Can an adult retarded person achieve competence to socialize with?
- * Can a mentally retarded adult become independent?

These are some of the questions usually parents of the mentally retarded adults ask and professionals work out solutions. Appropriate answer for possible solution to these questions is to bring out the maximum potentials in a mentally retarded individual, for a purposeful and independent living to the extent he is capable of being.

Potentials of mildly mentally retarded persons above 15 years

Independent functioning : Exercises care for personal grooming, feeding, bathing, toileting. May need health and personal care reminders; may need help in selection and purchases of clothing.

Physical : Goes about the in local neighbourhood with ease, may use bicycle and other equipment requiring coordination.

Communication : Communicates complex verbal concepts and understands them. Carries on every day conversation, uses telephone and communicates in writing through simple letter writing.

Social : Interacts cooperatively or competitively with others and imitates some group activities primarily for social and recreational purpose, may belong to a local recreation group or church group, enjoys recreation (bowling, dancing, T.V., checkers).

Economic activity : Can be sent or can go to shops to make purchases without a note to shop keeper, can make change correctly, may earn living but has difficulty in handling money without guidance.

Occupation : Can cook simple foods, prepare simple meals, and perform everyday household tasks (cleaning, dusting, laundry). As adults can engage in semi skilled or unskilled job.

Self-direction : Initiates most often own activity; will pay attention to task, conscientious about work and assumes responsibility.

Achievement of Mr. Y. S., a mentally retarded adult

Mr. Y. S. at the age of 18 years was brought to the National Institute for the Mentally Handicapped in 1985 for consultation for the problems such as lack of concentration and interest in studies, childish behaviour, inability to handle money and to tell time.

In Binet Kamat test he scored an IQ of 61 with a poor abstract thinking ability. His social age was 9 years on VSMS. He was diagnosed as mildly mentally retarded.

During initial special educational assessment he was independent in self care skills; he was able to go about in the local neighbourhood and he could communicate fairly well. In the area of scholastic performance, though he studied upto VIII class, the performance level was: in reading third grade, writing and arithmetic in the first grade. He was unable to use this acquired knowledge in handling money, telling time, writing letters, etc.

For prevocational training and job placement, an 80 item criterion referenced checklist was used. His score was 69% during the initial assessment. After six months of systematic training the score increased upto 90%. He was placed on-the-job in a factory in 1986 and since then he is successfully continuing on-the-job by earning an income of Rs.250/- per month. In comparison with the normal workers, his work out put was increased from 50% to 60% during the first year. By the end of 1988, he had a bank balance of Rs.2,500/- which was deposited monthly out of his earning from October 1986.

Potentials of moderately mentally retarded persons over 15 years

Independent functioning : Feeds, bathes, dresses self, may select daily clothing, may prepare easy foods for self and others, combs and brushes hair, may oil and shampoo, may wash, iron and store own clothes.

Physical: May have good body control, good gross and fine motor coordination.

Communication : May carry on simple conversation; uses simple sentences, recognizes words, and signs.

Social : May interact cooperatively and competitively with others.

Economic activity : May be sent for shopping with/without notes; makes minor purchases, adds coins with fair accuracy.

Occupation : May do household chores (dusting, dish washing, preparing simple foods that require mixing), may work in a sheltered workshop.

Self-direction : May initiate most of own activities, attends to tasks, may be conscientious in assuming responsibilities.

Achievements of Mr. V. F., a moderately mentally retarded adult

Mr. V. F. a 41 year old moderately mentally retarded adult discontinued his schooling in childhood due to poor scholastic performance. When NIMH started services in 1985, he was brought to the Institute by his father, seeking some future arrangement.

During initial special educational assessment, he was independent in self care skills, and was able to communicate fairly well. He was sociable and cooperative. After a period of one year of systematic training he scored 80% on the 80 item criterion referenced checklist. Though he was not able to achieve in the area of functional academics he improved in job related skills such as social behaviour, travelling alone to the place of work and attending to a task without disturbing others.

He was placed on the job after 6 months of on-the-job training. Currently he is continuing on the job from 1986 and earns a monthly income of Rs. 200/-. He is engaged in repetitive task (sand papering the machine cut wooden pieces). In comparison with the normal workers his work out put was 50% during the end of the first year after job placement.

Potentials of 15 years and older severely mentally retarded persons

Independent living : Feeds self adequately, can put on clothes and can button and zipper clothes; may tie shoes, bathes self with supervision, is toilet trained, washes face and hands without help.

Physical : Can run, skip and hop, can go up and down stairs alternating feet, can throw ball to hit target.

Communication : May communicate in sentences, understands verbal communication including words such as 'because' and 'but'. May recognize signs and words.

Social : May participate in group activities, may engage in simple games. May have friendship choices that are maintained over weeks and months.

Economic activity : May be sent on simple errands and make simple purchases with notes, aware that money has value but does not know how to use it.

Occupation : May prepare simple foods (sandwiches). Can help with simple household tasks; can set and clear table, may work in a sheltered workshop under supervision.

Self-direction : May ask if there is "work" for him to do, may pay attention to task for 10 minutes or more; makes efforts to be dependable and carry out responsibility.

Potentials of 15 years and above profoundly mentally retarded persons

Independent living : Feeds self, may spill some; puts on clothing but needs help with small buttons and zippers; tries to bathe self but needs help; can wash and dry hands but not very effectively, partially toilet trained but may have accidents.

Physical : May hop or skip, may climb with alternating feet; rides tricycles, may climb jungle gym; may throw ball and hit target.

Communication : May have speaking vocabulary to make wants known. If non verbal, may use gestures to communicate needs. Understands simple verbal communication including directions and questions ("put it on the shelf", "where

do you live?"), speech may be indistinct sometimes. May recognize advertising words: ice cream, stop, men, ladies.

Social : Participates in group activities and simple group games, interact with others with simple play.

Achievements of Mr. A. H., a severely mentally retarded adult

Mr. A. H., a 24 year old severely retarded adult was registered at NIMH in 1986. During initial special educational assessment, he was independent in self help skills. Though he was shy to speak to strangers, he could communicate fairly well to the familiar people. He was able to go to the neighbouring places and come back by himself.

He could not improve in the area of functional academics during the prevocational training. His score increased from 36% to 50% in social and vocational areas. After 6 months on-the-job training, currently he continues on-the-job, earns a monthly income of Rs.150/- and out of his earning holds a recurring deposit in Syndicate Bank from 1987 onwards.

A regular job with a regular income, though it is less than a normal person's earning, makes a mentally retarded person more competent. It leads him towards social competence. Thus he becomes a useful person in the family and society at large. The deviance in him also will be gradually tolerated as he becomes independent in daily living.

* * *

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VOCATIONAL ASSESSMENT

Saroj Arya

Vocational assessment is pivotal to the rehabilitation of mentally handicapped persons. Vocational assessment and evaluation play a key role in determining the eligibility for rehabilitation and hence forms an essential component of vocational rehabilitation.

Definition

Vocational assessment can be broadly defined as the "process of obtaining information about a worker's skills and performance in order to make appropriate training decisions" (Bellamy, Horner and Inamn, 1979).

Vocational assessment is a comprehensive process that systematically utilises work, real or simulated as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. Vocational assessment incorporates medical, psychological, social, educational, vocational, cultural and economic data in the attainment of goals for vocational training and rehabilitation.

Aim of Vocational Assessment

The main aim of vocational assessment is to help in assessing the individual's skills and capacities and in pin-pointing the strengths and weaknesses for eventual vocational programming. Vocational assessment needs to address four major issues, namely :

- a) eligibility for services,
- b) vocational potential - which involves assessment of intellectual ability, academic achievement, aptitudes and interests.
- c) social adaptation and level of psychological and emotional functioning, and
- d) evidence of problems that require treatment.

Principles of Vocational Assessment

Some of the important principles of vocational assessment include:

1. The vocational assessment must be ecological. Vocational assessment must take into consideration the relationship of work related abilities and skills being measured in the context of a variety of other related factors. The vocational assessment model should encompass four major components, namely the individual, significant others, physical environment and cultural factors.
2. Vocational assessment must be carried out in settings where the individual's response can be evaluated in relation to naturally occurring environmental cues in a work situation.
3. The assessment instruments should have predictive validity for determining the individual's ability to perform equally well in almost all instances of a given activity in anticipated work environments.
4. Vocational assessment must include both quantitative and qualitative components. Quantitative data include objective measures while qualitative data may be less objective but useful information can be obtained by observations, parental information and feedback from employers.
5. Vocational assessment instruments must reflect placement opportunities in present and subsequent work settings. The assessment batteries should reflect competencies that are necessary for successful functioning within community employment settings.
6. Vocational assessment should focus on work related skills and behaviours that could impede the employment opportunities.

Persons with handicap generally remain unemployed due to work-related deficits in behaviour rather than inability to perform work tasks. Sensitive instruments should assess work related behaviours, like interaction with co-workers and general personality characteristics which are significant predictors of maintaining employment.
7. Vocational assessment must proceed from global to specific measures as the individual prepares for gainful employment.

Initially, a baseline assessment should be done using criterion referenced norms to obtain information about the individual's vocational potentialities. Then, formative assessment should focus on information related to vocational training programme. The final stage encompasses on- the-job evaluation.

Approaches of Vocational Assessment

Since vocational assessment greatly influences vocational training and rehabilitation, professionals have become increasingly concerned about the use of appropriate assessment strategies.

Broadly there are two types of assessment approaches; namely : the **traditional** and contemporary assessment approaches.

Traditional assessment approach measures abilities and prior learning assuming that already learned traits can predict subsequent learning and performance. Traditionally, vocational assessment relied upon standardized techniques, like, intelligence tests, measures of aptitudes, interests and norm-referenced instruments to obtain profiles of vocational potential.

In recent years, the concern to develop a close interactive relationship between assessment and training activities has led to the current move towards a contemporary assessment approach that mainly relies upon situational assessment, ecological inventories and criterion referenced measures.

Typically, traditional assessment method is used in eligibility determination for vocational services and training while contemporary assessment is **useful** in vocational planning and on-the-job evaluation.

Traditional Approach to Vocational Assessment

The traditional approach to vocational assessment mainly encompasses psychological measurement approach, assessment of psychomotor skills and work sample.

Several psychological variables, like, intelligence, vocational aptitudes, occupational interests have been used to predict performance of mentally handicapped persons.

The commonly used intelligence tests include Wechsler Adult Intelligence Scale-R, Binet Scales and Maze tests for predicting performance of mentally retarded workers. Other psychological measures which have been used to assess and predict performance of mentally handicapped persons included aptitude tests, like Minnesota Paper Form Board, Bennett Mechanical Comprehension Test; interest inventories, like Kuder Preference Record, Vocational Interest and Sophistication Assessment, Wide Range Interest and

Opinion Test, and Picture Interest Inventory; and psychomotor tests, like, Manual Dexterity Test, Bennett Hand Tool Dexterity Tests and Minnesota Rate of Manipulation Test and the like.

The work sample approach represents the most popular assessment strategy used in vocational assessment. Work sample is referred to as a 'sampling of the activity and other demands of a real job or occupation' (Wright, 1980). The type of instruments advocated in work sample for vocational assessment refer to well defined work activity involving tasks, materials and tools which are identical or similar to those in an actual job or cluster of jobs. The work samples typically include tasks such as sorting, folding and assembling. Other skills assessed are counting, measuring and reading. Some of the popular work samples include McCarron-Dial Work Evaluation System, JEVS Work Samples, the Tower System, and Vocational Information and Evaluation Work Samples.

There are certain advantages in using work sample methodology, namely :

- i) they approximate real life work situations
- ii) they assess worker-characteristics, like, following directions, tool usage, and attitudes associated with work
- iii) they are relatively unbiased

However, there are problems associated with work sample approach that limits its generality for the purpose of vocational assessment. Work sample methodology have been criticised for not evaluating a very critical component of work behaviour, namely, social competence. Work sample data may be confounded by motivational variables. The evaluated work sample assessment has not been established for various categories of mentally retarded persons.

Contemporary Approach to Vocational Assessment

Contemporary approach include three newly developed areas to vocational assessment of mentally handicapped persons. These are assessment of adaptive behaviour, survival skills and process assessment approach.

Adaptive behaviour refers to a wide range of appropriate behaviours in diverse social contexts. AAMD defines adaptive behaviour "as the effectiveness or degree to which an individual meets the standards of personal independence and social responsibility expected for age and cultural group". The most commonly used adaptive behaviour are AAMD Adaptive Behaviour Scale,

Vineland Adaptive Behaviour Scale, San Francisco Vocational Competency Scale, Vocational Behaviour Checklist.

The survival skills refer to those vocational and social behaviours which facilitate to obtain and maintain employment. The currently used vocational assessment instruments include Vocational Assessment and Curriculum Guide and Vocational Problem Behaviour Inventory.

Process approach emphasizes the importance of direct assessment of actual competencies in contrast to product approach of relying on measures to infer performance. The process assessment mainly include two methods, namely, Learning Potential Assessment and Functional Analysis of Behaviour.

Hence, the process assessment approach in combination with assessment of survival skills and social competence represents a functional relationship between vocational assessment and vocational training.

Both traditional and contemporary assessment techniques contribute valuable information for decision making in vocational rehabilitation.

The use of standardized instruments offers the advantage of providing useful information regarding potentialities and limitations of mentally handicapped persons across a number of vocations, settings and time. Standardized tests also have the advantage of objectivity, reliability and validity which provides means of obtaining comparative data. These tests can be used as repeated measures for impact evaluation of vocational training.

Although standardized tests can contribute significantly to understanding and monitoring individuals with mental handicap, the special consideration must be given to the selection, administration and interpretation of test results in most appropriate and maximally useful way.

The contemporary assessment techniques like situational tests and ecological inventories provide useful situation specific information necessary for making decisions about vocational training and evaluating employment success. Situational tests can also serve as method to measure change in constructs, like adaptive functioning, socialization and life- style satisfaction.

Future Perspective

The successful placement of mentally handicapped individuals into an integrated work setting depends upon a multitude of inter-related personal and situational variables and hence it is imperative to assess a wide range of personal skills and vocational attributes.

Professionals are faced with the task of devising vocational assessment package that adopts the best of both traditional and contemporary approaches. The package should provide information that is maximally useful for :

- a) identification of target population,
- b) programme planning for vocational training,
- c) placement and gainful employment,
- d) monitoring worker progress,
- e) programme evaluation.

The vocational assessment package should be simple and time and cost effective.

Some of the important areas which can be used as framework for vocational assessment of mentally handicapped persons include general mental ability, skill levels, language and communication, adaptive behaviour, daily living skills, social competence, level of independence and level of integration. These parameters can be measured by use of relevant assessment techniques which would serve the purpose of vocational planning, monitoring progress and evaluating programme effectiveness. Information about occupational interests and aptitudes will be useful in matching a person with job that is not only feasible but is also of interest to the employee. In this way vocational assessment can be sensitive to the interaction between skill level and job requisites, thus providing more relevant information for vocational training and vocational rehabilitation.

Improving quality of life for handicapped individuals should be overriding concern of all human service programmes and measures of life-style satisfaction should be the primary yardstick to evaluate success in vocational rehabilitation.

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PRE-VOCATIONAL TRAINING OF MENTALLY HANDICAPPED

D. R. Kurani

INTRODUCTION

The ultimate goal of Rehabilitation is to develop optimum personality, potentials and functions of the individual through treatment and training. Pre-vocational training is part of a total rehabilitation programme. It is an important phase of training between School (Education) programme to Vocational (Work) programme. Many individuals find it difficult to adjust into the vocational rehabilitation programme directly from classroom situation because of their low adjustment potentials, physical capabilities and new psycho-social role as a worker (Emotional, Social and Developmental). Pre-vocational training helps in developing individual's personality from being a student to a worker. This type of programme is carried out at our Society since last seven years. It is carried out in three situations namely :

- a) Classroom situation (to teach practical application of academic skills)
- b) In the community (to acquire personal and social skills) and
- c) In the workshop situation (to acquire work related skills)

DEFINITION (OPERATIONAL) :

Pre-vocational training is, systematic training, by which an individual acquires such skills and behaviours which are necessary for a particular vocation.

ASSESSMENT

The main goal of assessment is to locate or find out skills and behaviour deficits in an individual and to analyse skills and behaviour deficits in terms of expectations for entry into vocational rehabilitation programmes. To achieve this goal it is necessary to research the skills and behaviours that are required for vocational rehabilitation in a particular vocation.

There are certain skills and behaviours which are essential for any kind of vocation.

- a) **COGNITIVE SKILLS** : Individuals should have adequate comprehensive abilities, he should be able to understand oral or written instructions. He

- should have adequate cognitive skills in reading, arithmetic, time and money concept.
- b) **PERSONAL SKILLS** : Individual should be independent in self help skills of eating, dressing, toileting etc. He should have proper personal hygiene and able to groom himself properly. He should be able to take care of personal belongings, he should be able to use the telephone and public transportation.
 - c) **SOCIAL SKILLS** : Individual should have good inter-personal relationship i.e. he should be able to relate or interact healthily with his co-workers and supervisors. He should have good social language i.e., he should be able to use phrases such as "Please" and "Thank you". He should be aware of community facilities and how to use them eg. post office, hospitals, bank etc. He should cooperate with and have consideration for others.
 - d) **EMOTIONAL SKILLS** : Individual should be emotionally sound enough to perform his work and should not have any psychological pressures on him i.e., family tension, anxiety, worries etc. He should have adequate frustration tolerance i.e., he should not react adversely to any criticism or failure in performances etc. He should have good motivation and interest to work. He should have self confidence and good concentration.
 - e) **PHYSICAL AND SENSORY MOTOR SKILLS** : Individual should be physically fit to take any kind of job. He should have good psycho-social tolerance to work for the required number of hours. He should have adequate percepto motor skills i.e., individual should be able to perceive the environment (work) as it is through tactile, visual, auditory sensation and understand it properly and then act accordingly.
 - f) **LIFE SURVIVAL SKILLS AND SAFETY SKILLS** : Individual should have adequate life survival and safety skills i.e., he should know how to put out fires, treatment of minor cuts and burns, basic poison antidotes. He should be able to read basic signs eg. Danger, Caution, Exit, Keep Off, Explosives, Traffic signals, Keep to Left, No Smoking, Stop-Look-Listen, Cross Roads etc. He should be able to take care of his health, eating habits and diets, good working posture. He should be able to take care of himself while working with sharp tools or working on a machine etc.
 - g) **WORK RELATED SKILLS** : Individuals should be punctual in attendance and regularity i.e., he should attend the class on every working day and on time. He should not remain absent without valid reason. He should be able to work alone as well as in a group. He should be able to seek help from

co-workers or supervisors when required. He should be able to take initiative in his work i.e., he should start his regular work on his own without waiting for supervisors to tell him. He should ask if there is anything else to do etc. He should be aware of his safety as well as care for others' safety.

Pre vocational Evaluation or Assessment is a method utilising a variety of techniques and assessment tools to evaluate or assess individuals potentials and behaviours in various areas. The common evaluation or assessment techniques which various disciplines use are :

SOCIAL WORKER (Clinical) : Social worker obtains detailed background information about the individual from the parents and family members. The Social worker also makes the home visit for gathering additional data which helps in psycho-social diagnosis and gives a picture of family interaction between the individual and his family members, family expectations of an individual, values, beliefs and communication patterns. The above information helps in training and selecting a vocation for the individual.

PSYCHOLOGICAL EVALUATION : Psychologist uses various standardised tests eg. Stanford-Binet Intelligence Test, Bender Gestalt Test, Draw a Person Test and Thematic Aperception Test to get information about individual's cognitive functionings, visumotor functioning, self image, emotionality and *interpersonal relationships.*

OCCUPATIONAL THERAPY EVALUATION : Occupational Therapist uses various evaluative techniques and methods to get information regarding individual's independent functioning, physical disability and his abilities to perform tasks, his personal social skills, his sensory motor and perceptomotor functioning. Occupational Therapist does work evaluation by using the work sampling method and evaluates the individual's ability to work in the workshop situation. Work sampling method is a method in which Occupational Therapist simulates, the working situation in the workshop itself and then assesses the individual by putting the individual into that situation. Occupational therapist also uses the workshop observation scale (adapted by B. M. Institute of Mental Health, Ahmedabad, from the Goodwill Industries, Supervisory Observation Guide) to get information on individual work attitude, quality of work, reaction to supervisors and co-workers, personality characteristics and general observation (Occupational Therapist assessment format is attached).

SPECIAL EDUCATION : Special education assessment by special education teacher consists of assessment of skills in reading, writing, arithmetic, general knowledge, orientation of the individual to his surroundings, Time and Money concept and Language ability.

There are other evaluation and assessment tools also, for eg. :

1. **ADAPTIVE BEHAVIOUR SCALE** : This scale is developed by the American Association of Mental Deficiency and B.M.Institute of Mental Health, Ahmedabad, has modified this scale to suit Indian population. This scale provides information on personal social adaptation and indicates maladaptive behaviour of an individual. This scale provides progressive assessment which can become the guideline for further training of an individual.
2. **PREVOCATIONAL ASSESSMENT AND CURRICULUM GUIDE** : This scale is also like an Adaptive Behaviours scale i.e., also gives progressive assessment of an individual. This is developed by Mithan, Mar and Steward 1978. This scale provides information in the area of attendance/endurance, individual independence, production, learning behaviour, communication skills and social skills
3. **JOB ANALYSIS METHOD** : This is the method in which a particular job is analysed in terms of academic skills, work skills and behaviour skills. A particular individual is assessed according to these skills, requirements and gathers information about individual's abilities and deficits, for eg.

Activity of Sewing : Individual should know measurement, should have (Academic skills) time concept, should do basic planning while sewing, should comprehend instructions etc.

Work Skills: Eye hand coordination, folding of clothes, basic machine functioning, removal of dust and lint, lubrication of machine, speed control and posture, maintaining tension, selection of proper needle, threading, bobbin filling, sewing, hand sewing

Behaviour Skills: Good concentration, attention, good frustration tolerance, good interpersonal relationships, etc.

OBJECTIVES : Objectives or goals of prevocational training of any individual is based on his assessment. Main objectives will be to reduce deficit in the individual and to improve his behaviour.

- 1) To prepare mentally retarded Individuals towards a work oriented programme.
- 2) To impart training and create opportunities for development of cognitive skills, personal social skills, life survival and safety skills, physical motor and sensory motor skills, psycho-social (emotional) skills, work related skills and basic work skills.
- 3) To provide special education emphasizing the development of practical application of cognitive skills in day to day living and work life.
- 4) To develop adjustment potentials in the individuals by putting them through various situations i.e., in the workshop, community, meeting with different people and to improve interpersonal relationships.
- 5) To normalize work related behaviours and to develop their work personality through graded exposure and training in work situation.

TRAINING : Training of an individual in prevocational training programme should be started with adjustment process. Many individuals find it difficult to adjust into the new training set up. These individuals should be helped in their adjustment to the new environment by making it congenial and tolerable to the individual's limited potentials. In the initial stage of training it would be wise not to make demands but to create an atmosphere which encourages interactions with co-workers, teachers and supervisors. This can be done initially by group introductions so that individuals get to know each other. This can be achieved by talking about day to day happenings in the home and community through news papers, T.V., introducing group games, singing etc. By this, individual's emotional need of security and protection will be taken care of and his anxiety will be resolved. In the workshop situation supervisor helps the individual to interact with co-workers by accompanying him and giving him simple tasks which he can perform in the group. Once the individual is adjusted to the new environment, gradually the demands on him should be increased. As the training goes on, individual should be put into various situation (environment) having various work demands, so that he starts adjusting himself into various working situations and work demands.

SPECIAL EDUCATIONAL PROGRAMME : In the special education programme teaching in reading, writing and arithmetic should be directly related

to practical application in day to day living and work life, for eg. if the special education teacher wants to teach addition and subtraction it can be directly related to the activity of monetary handling. This can be done by 'Role Playing' in the classroom itself. In this, one can become a shop owner or a bus conductor and others may become customers or passengers. They should play out their role appropriately, by actual usage of money and items. Teacher should supervise and guide them if necessary. In the same kind of 'role playing' you can also involve reading and writing by preparing a list of items to be purchased and then reading out the items to the shop owner. Later on same activity can be carried out in real life situation. By this the teaching becomes meaningful and motivating for the individual.

In the special education programme you can improve general knowledge by arranging field trips in the community i.e., to post office, bank, hospitals, movies, departmental stores etc. Later on teacher asks the individuals to write about their experience, collecting pictures on that topic and pasting them in the drawing book and then again writing about the pictures and so on.

Similarly the skills of reading and telling time, scales, weights and measurement, counting etc. should be taught. Their social language should be improved by teaching them phrases such as "Please" and "Thank you" etc. By arranging field trips and giving them an opportunity to interact with various people. You can improve communication skills as well as the way of interaction, you can also improve personal skills i.e., they can learn how to buy postal stationary, how to stand in a queue etc.

PERSONAL SKILLS : Individual should be independent in his personal skills. Otherwise job skills become meaningless. Individuals should be independent in self-help skills of eating, eating in public, dressing, dressing appropriately for the occasion, toileting i.e., he should be able to care at toilet and control his toilet needs according to the situation. He should be taught proper personal hygiene i.e., he should take care of his clothes, cutting nails regularly, washing hands before and after eating etc. Girls should be taught to take care and manage herself during menstruation. They should be taught how to take care of personal belonging how to use the telephone and so on. This all can be taught by giving them practical lessons. These things can be well taught when the individuals are taken for educational tour of 2-3 days. By this practical training, gradually the individuals will learn how to use public transport and commute by themselves to workplace etc.

LIFE SURVIVAL & SAFETY SKILLS : Training in life survival and safety skills is also important because this will be helpful in their job. They should be given practical training in first aid i.e., how to clean the minor cuts, with what to clean, to apply ointment, what ointment to apply. How to take care of minor burns, how to tie bandages etc. They also should be given practical lessons on safety skills, reading basic signs and following them appropriately. Working carefully with sharp tools and working on machines. They should also be taught how to seek help when and from whom when in trouble.

WORK SKILLS & WORK RELATED SKILLS : In this training individual should be exposed gradually to work. They should be oriented with hand tools, their names and uses and then given training on how to operate them. Gradually they should be given simple assignments to perform, planned on the skills we have taught. They should also be taught to operate sewing machines, threading needles, bobbins etc. They should also be given training in tasks like cleaning the floor, taking proper care of tools, putting them back appropriately in proper places after finishing the work. They should be given training in various kinds of operations for eg. Rotation, winding, twisting, paper folding by matching ends and corners, pasting, locking, unlocking, screwing and unscrewing, stitching, cleaning, chopping and peeling foods, scraping dishes and stacking dishes etc. In the pre- vocational training programme teaching various kinds of work skills is important. Apart from work skills training, work related skills is also important because without that, work skills and job skills become meaningless. They should be trained in punctuality in attendance and regularity. They should be taught to take responsibility in personal and general responsibility. They should be taught to complete assigned task, take care of tools, to take permission before leaving the task, to display proper respect for peers and supervisors, to behave appropriately in a working situation. They should be taught to work cooperatively with other co-workers. They should pay attention to their own work and should not disturb others. They should be taught to control their anger and emotional outbursts. They should not react adversely to criticism or teasing. They should be taught to follow and adhere to supervisors directions etc.

While giving pre-vocational training individuals should be given orientation about the activity they are performing, its importance and how it is going to help them in future. Also give recognition to their work so that they will feel secure and satisfied. To sustain the interest of the individual in their work, the activities must be within the individual's capabilities but should also offer some challenge in

order to increase the individual's capabilities. This will help in motivating the individual to put forward their best and will also increase their self confidence.

In the Pre-vocational training it is important to teach various kinds of work skills, work related skills and behaviour to develop proper work personality. From our pre-vocational training programme, we have placed fifteen individuals as apprentices in suitable jobs, in open employment (file manufacturing, tailoring etc) when they mastered the skills, they were absorbed as workers on a daily wage basis. Out of the fifteen individuals, two have faced difficulties in their job, for eg. case 'R' is a 19 year old averagely built male. He is a case of borderline mental retardation. He has gone through our pre-vocational training programme and became independent in his functioning. He could commute by himself and has developed adequate psycho-social behaviour and work related behaviour. He has been trained in work skill of fitting clips in the office file in a file manufacturing unit of a private concern. He was doing his work of fitting clips into the office file well, but when that work was over he was free because he could not do any other work such as pasting, cutting the corner of files, making creases on files etc. So when there was no work of fitting the clips, he was free and occupying the place without doing any work which the employer resented. So the employer complained about this to us during the follow up.

So from the case 'R' it was learnt that it is necessary to train an individual the whole skill, required for a particular job. So now in our training programme, we make sure that the individual is taught all skills necessary for a particular job.

Case 'I' is a 20 year old well built male. He is a case of borderline mental retardation. He has been given training in the school and pre-vocational training programme. He has learnt to read and write and can do arithmetic sums and money transactions. He can commute independently. He has also learnt the various kinds of work skills relating to file manufacturing unit since he was interested in that. His psycho-social skills were not adequate. He used to get irritated easily, he had fair degree of frustration tolerance. On seeing other individuals of his group working in the file manufacturing unit, he was showing a lot of motivation and eagerness to do the same job, so due to his motivation to work and having the required work skills, he was put into that unit for training, thinking that by working in actual real open environment, he would improve his psycho-social behaviour. During his training a regular follow up was maintained. The owner of the unit used to give us a feedback regarding his behaviour. The unwanted behaviour reported were thought to be minor adjustment problems

which were tolerable, so regular counselling was given to him regarding his psycho-social behaviour and he was showing improvement. His employer was satisfied with his work, so after 3 months he made him a regular worker on daily wage basis. Once due to minor teasing he could not control his emotional outburst and out of anger he hit the other co-worker. Due to this the employer got scared and asked him to sit at home. Hence it was felt that placement of 'I' into the open employment situation was premature.

Therefore during the pre-vocational training it is our main concern to ensure overall growth of an individual before placing into vocational training in an open environment.

PHYSICAL DEVELOPMENT AND RECREATION : They should be given training in physical exercises to build their proper posture and endurance. Recreation is a very important aspect in everyone's life. It teaches the individual how to use leisure time activity. Recreational activities become a media of socialization by facilitating interaction with other individuals. It also becomes a good physical activity. Depending upon the need and level of the trainee's recreational programmes should be organised. Indoor and outdoor games such as cricket, dodge ball, football etc. are interesting to them. Apart from this organising specific events or matches boosts their motivation. They should also be encouraged to take part in District, State and National level events for the handicapped and integrated events such as dance, drama, picnics etc. which gives them a status and equal rights as other citizens.

THERAPUETIC STRATEGIES : During the training programmes, problems of individuals are revealed for eg. adjustment problems, emotional problems, behaviour problems, sensory motor perceptomotor problems and work related problems, which have to be intervened therapeutically by the Occupational Therapist, Psychologist and others. If these problems are not intervened with, therapeutically they could create problems later on and individuals may fail in their jobs. The therapeutic method to be used in such cases should be counselling during their work, individually or in a group, behaviour modification techniques, interpersonal approach i.e., building strong personal relationships with individuals and helping them in solving their problems. Occupational therapy for sensory motor and perceptomotor dysfunction. Apart from this, group meetings with parents should be arranged so that they can be guided in solving the problems of their wards. Sometimes Occupational therapist uses the adaptive strategies to help the individual in adjusting into an environment by

accommodating the individual into the environment and making an effort to modify or develop behaviour patterns which will enable him to cope with the existing demands of his environment, or by locating a suitable environment for the individual. Behaviour modification techniques are to be used in day to day handling of the individual. Undesired behaviour of the individual should not be reinforced at all. On the occurrence of such behaviour, either, it should be ignored or social reinforcement (mostly therapist stops giving attention) is withdrawn. For positive and desirable behaviour the individual should be praised and should be reinforced by extra attention. Sometimes the counselling is needed for parents in settling the goals for the individual and further discuss the problems and how to solve them.

Occupational therapy is needed in cases with sensory motor dysfunction and percepto-motor dysfunction. Poor sensory motor dysfunction means individual does not adequately gather and understand the information from motor, tactile, visual, auditory senses. Percepto-motor dysfunction means individual does not perceive the items or letters/numbers in the correct perspective, i.e. he may perceive the items/letters/numbers in a reverse manner. Perceptual dysfunction itself affects vocational potentials in many ways. Gross motor, fine motor and tactile problems affect physical skills, visual dysfunction affects visual skills. Occupational Therapist uses sensory motor training and percepto-motor training to correct these dysfunctions. Hence during prevocational training it is necessary to assess the overall growth of individuals before putting them into Vocational Rehabilitation or on a job.

After prevocational training, transfer of an individual to a vocational rehabilitation unit should be done gradually. This is necessary, because it is an established fact that Mentally Retarded individuals react adversely to any sudden change, as the vocational rehabilitation environment is different from the previous classroom and well protected work environment. The individuals should be gradually exposed to a workshop atmosphere and the relevant activities. This will facilitate the adjustment process. As the individual starts adjusting to the new environment by mixing and interacting with co-workers and supervisors their duration and time in the new environment should be gradually increased and then ultimately he will be totally adjusted to the new environment.

The support of earlier workers from the Prevocational Training unit should be gradually withdrawn, as the individual is totally transferred to vocational rehabilitation unit.

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VOCATIONAL TRAINING AND JOB PLACEMENT OF MENTALLY HANDICAPPED PERSONS

Anwar Ali Dhamani

Preparing the mentally retarded for an adult Work-role.

Theoretical concept by William Gellman, Executive Director, Jewish Vocational Service, Illinois.

Introduction

The adolescent and adult mentally retarded are the products of developmental disadvantage which results in inability to meet cultural norms and poor performances of societal roles. This impact of mental retardation is experienced through the process of disadvantage which exercises a limiting effect throughout the retardate's life span. The handicapping area disadvantages the retardate by depriving him of access to vital cultural experiences. A review of research on psycho-social deprivation and personality development by the National Institute of Child Health & Human Development (1968) indicates the following as significant aspects of disadvantage.

1. The syndrome quality of deprivation of disadvantage leads to associated difficulties in all life sectors for the disadvantaged.
2. The immediate antecedents of disadvantage are a small set of interactional variables: parental neglect, failure experience stigma, deviant models, limited access to opportunity, diffuse rather than specific verbal reinforcement, and low teacher expectations.

Disadvantage constitutes a personality syndrome with such components as low achievement orientation, low perception of opportunity, low sense of control, poor imaginative capacity, inadequate or inappropriate social role development and limited interpersonal skills.

The parallel between the developmental patterns of mentally retarded and of disadvantaged individuals is evident in the similarity of the growth sequence and outcomes. Both experience deprivation and failure. They face difficulty in assuming the major societal roles - social, vocational, familial and community. The developmental equations are similar: disability creates a handicap which results in psycho-social deprivation leading to disadvantage which spreads in all aspects of personality and all life areas. The sequence of

disadvantage suggests the need for programmes which enable retardates to meet social goals by assuming appropriate cultural roles.

The adolescent/adult mentally retarded are usually stigmatized by failure. They are treated differently by others because of their publicly recognized inability to meet societal norms at home in school or in society. Dubrow (1970) finds that the profile of failure of retardates extends to all life areas. If there has been continuing exposure to failure or excessive overprotection, other attributes appear such as unrealistic self-esteem, tendency to underperform and the separation of success or failure from one's own efforts. The adult image appears with culturally appropriate experiences such as working. Its basis is the self-perception of the young adult, that he is a man or woman who can accept adult responsibilities in his eyes and the eyes of others. The shift to adulthood is particularly difficult for the retarded because of the "halo effect". Poor performance or incompetency in significant life sectors resulting from developmental deficits leads to the tendency for others to regard him as a child in all aspects other than physical size and physiological functions.

The transition from adolescent to adult requires the retardate to accomplish two cultural tasks :

1. Preparation for the major societal roles - social, vocational, familial and communal
2. Enactment of these roles in society with the concomitant shift from dependency to partial independence.

While the roles differ from each other in many ways, there is sufficient similarity to use the **vocational or work role as a developmental model.**

Definitions of the concepts used :

Vocational adjustment : The compatibility of the work personality to the range of available work roles in the work sub-culture. Job adjustment, the more specific term, is defined as on the job work behaviour and is measured by the relationship between the work personality and the work roles.

Vocational development : A series of changes beginning in early childhood and occurring throughout life which results in the formation and modification of the semi-autonomous work personality and the attributes and competencies necessary for functioning appropriately in a work or productive role.

Work : Goal directed activity directed towards socio-economic ends. Unpaid volunteer activity is deemed productive work, if the individual and society consider it socially useful.

Work personality : An integrated, semi-autonomous part of the total personality which functions as a constellation of work-behaviour, attitudes and values manifested in typical work or achievement demanding situation. Operationally it is defined as the set of behaviour patterns exhibited in a work situation or the manner in which an individual enacts a work role.

Work-role : Work role requires the ability to work, the ability to secure work and the ability to adapt to work. The productive role a broader term includes unpaid activities.

Jewish Vocational Service (JVS) in rehabilitating deaf clients developed five stages of vocational development based on Erikson's (1963) formulations on personal development. Each stage represents a level in the development of the work personality and the ability to adjust vocationally. These stages appears applicable for adolescent and adult mentally retarded also.

Stage 1 - Psycho-social Adequacy

The clients usually have experienced extreme experienced deprivation and presents behavioural problems, which must be dealt with before any steps towards preparation for employment can be undertaken. Clients need to develop emotional, cognitive and social capacities for interacting appropriately with peers or supervisors in a work situation. Clients at this stage frequently lack in self confidence, they are sensitive to criticism and reacts inappropriately to work demands. They have limited ability to communicate.

Services to this group includes intensive counselling tutoring which includes both academic training and social experience. They require a good deal of attention in the workshop. The main objective is appropriate social behaviour.

Stage 2 - Work readiness

Clients at this stage have overcome most of the behavioural difficulties of the first stage, particularly with peers and supervisors. Social behaviour for the most part is appropriate. But they lack experience and understanding of the world of work; like rules of the work place, work habit and attitudes etc. for eg. regularity in attendance and punctuality, follow and adhere to supervisors direction, ability

to concentrate on a particular task and remain with a job for an assigned period. Understanding of work related concepts like speed, quality, consistency of performance, cleanliness etc. Relationship between production and earnings. Measurements such as time, weight, etc.

The first phase is the formation of work-personality. The second phase is the effective use of the work-personality in work situation.

In practice, the line of demarcation is seldom as sharp as in theory, and individual clients are provided service on the basis of their needs.

Stage 3 - Vocational Choice

During this stage emphasis is on personal, educational and vocational guidance and planned exposure to training and employment situations. Counselling provides the relationship and the process through which the client is helped to secure further training or select an appropriate job.

Stage 4 - Job Placement

This stage focus on adaptable, well motivated and work ready clients, who are capable of performing in open employment. Role playing for job search, interviews, job-orientation and job development with industry are tried.

Stage 5 - Occupational Upgrading

This is a continuous process through which rehabilitatee is evaluated and steps taken to improve his potential for acquiring the skills needed for higher occupational performance and position. Emphasis is on improving work personality and on skill training as well as preparation of the employer for full use of the client's abilities. On the job training, special vocational classes or planned job transfers are often used.

The adult mentally retarded faces the challenges and goals in all the major societal roles. The operational definition for the **work-role** is functioning as a worker in a recognised occupation in a competitive or non- competitive work setting. Work-role performance entails securing a position functioning adequately, and adjusting to the personal and impersonal demands of the job.

A number of studies (Gold 1972, Ziegler 1966) indicate that the mentally retarded is able to do complex tasks, given a structured situation and adequate preparation. The retardate's assumption of work-roles in competitive or

non-competitive employment calls for three types of assistance. The first is the **simplification of environment** stimulation to those stimuli to which the retardate can respond promptly and efficiently. The second type of assistance is preparation of the retardate for work through the formation of a **work personality** and through specific preparation of the retardate for the tasks comprising the position in which he is to be placed. The attitudes of supervisors and fellow employees may determine whether a retardate with the ability to perform job tasks will remain on the job. Menninger (1955) states that more positions are lost because of poor personal relations than because of lack of skill. The third step in preparation calls for the development of supporting roles for the retardate in the family, at work and in the community.

The absence of emotional, social and psycho-social supports in the working environment creates problems for the retardate if he faces job related difficulties. This may be dealt with by group discussions of working retardates, which can provide an opportunity to deal with on-the-job interpersonal problems and prejudices.

Environmental complexity is another cause of work failure for retardates. The complexity of a job increases with the number of persons in the work area, the rapidity of job changes, the degree of variability in tasks, the possibilities of the job shifts and instability in the immediate work group.

The examination of successful and unsuccessful work-role performance indicates that the work preparation of the retardate requires the use of work experience and workshops if he is to perform adequately in a work role.

Thus, it is evident that adolescent and adult retardates emphasize the thrust towards changing work behaviour to prepare the mental retardate to enact the work role which society expects him to play. Vocational development for retardates should begin with a program of **psycho-social adaptation**. It would stress coping with the social disabilities of the retardate. The process of **work adaptation** which follows requires task orientation as a necessary step towards achievement motivation. **Learning how to learn** in varied situations which do not shelter him. Preparation for success at work requires the ability to deal with failure, emotionally and cognitively. The retardate should learn how to begin a new task by reanalysing the problem or by asking for assistance.

The suggested programme uses work in a workshop as a primary tool for modifying work behaviour. A work-study programme based on the rehabilitation workshop integrates the educational programmes to improve the retardate's work performance. Family therapy is a necessary component if the self-image of the retardate is to be changed. Placement in industry or a sheltered workshop should follow completion of the programme. Above all, it is necessary to develop positive public attitudes towards retardates so that they can live and work more effectively.

Multicategory Rehabilitation Centre

Aims and Objectives

This programme imparts training to the adolescent and adult mentally handicapped clients in various work skills and develop their work-readiness so that they can work either in sheltered employment which may be transitional or long term, or could be placed in open employment in community, so that they can work independently and lead independent life in the community.

Vocational development training programme of the centre is divided in two phases 1. Pre-vocational phase, 2. Vocational phase.

Pre-vocational Phase :

During this phase, emphasis is given on the following areas :

1. Extended educational programme in 3R and general knowledge.
2. Socialization and group behaviour.
3. Use of art and craft work, clay work etc. to facilitate motivation and creativity, improve social skills etc.
4. Short educational visits to places like the post office, bank, garden, work places, dairy, villages etc. The purpose is to improve their general knowledge, personal-social skills, awareness about community facilities, behaviour in public places etc.
5. Recreation.
6. Health education.
7. Self help skill development.
8. Pre-work training like knowledge and use of work tools, work discipline, basic work skill training in activity situation, orientation of workshop culture.

Vocational phase :

The clients who enter in this phase of programme have less psycho-social and behavioural problems; since these problems are dealt with in earlier phase of the programme. They are less confused and more emotionally adjusted. They have more stable relationship with their supervisors and co-workers. Now the emphasis becomes in making them good workers so that they can meet the normal work demands, work independently with minimum supervision and also must maintain quality of work and keep good speed. Work discipline and work behaviour becomes the important dimensions along with the work training, on which the adjustment of the client in community depends in future.

Keeping above goals in mind, the clients in this phase have been divided in 3 groups according to their needs and level.

Group 1 :

This group comprises of clients who require intensive supervision, training and behaviour modification strategies for developing work discipline and work behaviour within the work environment. Usually these clients are newly admitted and are going through adjustment phases within the work-environment. General work skill development is emphasised in this state, in order to refine their motor skills, coordination and dexterity. This is achieved by giving maximum exposure to clients by rotating through different work areas, and allowing them to handle different tools, equipments and material.

Group 2

This group consist of clients who are better adjusted in work environment and require some supervision for developing their work potentials in production activities. They are still going through a process of vocational development, beginning to settle down to a specific work area of their interest and choice. Their behavioural problems in the workshop situation has reduced considerably and they begin to observe workshop rules and discipline.

Group 3

This group consists of clients who are well adjusted and settled in work environment. They are more or less independent in functioning and may require very minimal supervision and guidance. The emphasis in this group is on developing their accuracy, quality and speed in production activities. This is achieved by putting them under constant work demand and pressure for executing the orders within the stipulated time. It also helps in developing their

stamina, tolerance and speed. Simultaneously these clients are also undergoing "employment experience", where workshop discipline rules and behaviour are followed strictly. In this process they become ready for community employment, self-employment or sheltered employment.

The programme

Multicategory Rehabilitation Centre of the B. M. Institute imparts work skills and life skills training to adolescent and adult mentally handicapped clients. It is a day care programme and most of the clients are independent in transportation from their residence to the centre. The training is imparted from 9.30 a.m. to 4.00 p.m. on all working days of the Institute. Clients bring their lunch and eat together with other clients in lunch break. Besides lunch break, a short recess of 15 minutes is kept for tea/nasta. Everyday, as part of recreation, an hour is set apart for indoor and outdoor games and other recreational activities like music and drama.

Clients are referred to the centre after assessment from the out patient department (OPD) of the Institute or the school for the mentally retarded children of the Institute. A multidisciplinary evaluation of the client from the vocational rehabilitation point of view is done as an extended evaluation. Before admitting the client in rehabilitation centre, the client is kept in **transitional phase**. Here he/she is attached to one of the clinicians for providing initial support and motivation. This period is also used to understand the interest and abilities of the client; understand motivation and attitudes of parents towards the clients and training programme. (For details, please refer the paper Appendix-1, Mental Health Review, Page 5 to 11).

Once the parents alongwith the clients indicate readiness to undergo the training programme, the client is admitted for observation for 2 hrs everyday. During transitional phase individual work with the clients as well as parents continue till the need is felt. After the initial adjustment/exploration phase the clients are admitted to either pre- vocational phase or vocational phase of the training programme.

The clients are given work adjustment and work skill training for the period of 2 to 5 years. After this training as part of preperation for placement in open employment/self employment the clients are tried on work station placement or employment experience phase. The placement of the clients are initiated with the help and commitment of the parents to be responsible to provide initial

support and guidance by them on the actual situation. Follow-up of the clients in placement are maintained on need basis. In the later part clients are encouraged to visit the centre to share his employment experiences with his past co-workers, supervisors and clinicians as part of followup. This also motivates other work ready clients to initiate for their placement efforts (For details please see paper Annexure-1, Mental Health Review, page 21 to 27).

All the clients in training area are assessed regularly at six months interval. Besides work skill training individual and/or group counselling, workshop counselling, occupational therapy, parent counselling are provided to clients who require it.

Multicategory Rehabilitation Centre Programme Structure Analysis

Time	Activities in Vocational Phase	Purpose	Activities in Pre-Vocational Phase	Purpose
9.00 AM to 9.15 AM	a) Morning greetings between staff and clients and amongst client occurs and is encouraged b) Signing in muster roll. c) Preparation for prayer	1) Socialization 2) Belongingness 3) Security 4) Practical application of academic skills. The main purpose of this activity is to convey and recognise the importance of all the clients as 'Individuals'.	As in vocational phase	1) Integration with vocational phase clients. 2) As in vocational phase.
9.15 AM to 9.30 AM	a) Assembly and prayer. b) Sharing of news and events	1) Improve group behaviour 2) Self-expression in group 3) Emphasis on importance of knowledge of day to day happenings in the community through news paper, T.V. etc. 4) To help them integrate other facets of their environment besides work. 5) To facilitate speech and communication skills through group process. For eg. a Down's Syndrome adult with minimum vocabulary seeing others praying started with slight imitation and during the course of 3 yrs has acquired the capacity to participate in prayer meaningfully.	As in vocational phase	1) Integration with vocational clients. 2) As in Vocational phase.
9.30 AM to 12 NOON	Vocational development training	Developing work readiness and independent living.	Comprehensive educational programme (academic skills, general knowledge, visits, personal hygiene, self-care, gardening, exercise, art, craft and clay, work, socialization and group behaviour)	Preparation for vocational development training.

Time	Activities in Vocational Phase	Purpose	Activities in Pre-Vocational Phase	Purpose
12 NOON to 1.00 PM	Lunch and recreation	1) Group living and socialization 2) Recreation 3) Eating habits and table manners.	Lunch and Recreation	1) Integration with vocational clients. 2) As in vocational phase.
1.00 PM to 3.30 PM	Vocational development training	Developing work readiness & independent community living.	Vocational education & pre-vocational training.	1) Preparation for vocational development training.
3.30 PM to 4.00 PM	Tea/Nasta Recess: 1) Participation in tea, snacks, preparation, distribution, collection of money by a group of clients in rotation. Washing & cleaning the cups & dishes & arranging. 2) Keep the work tools & materials in their proper place. Changing the dress, grooming etc. as part of readiness to return home.	1) Learning kitchen activities 2) Preparation from work place to home.	As in vocational phase	1) Integration with vocational clients. 2) As in vocational phase.

Following meetings are organised for better communication and quality control of the training programme. Presentation of the cases and projects related to clients training in the group leads to discussions, self- evaluation, comments and suggestions from the multidisciplinary group members. it also improves sensitivity and helps in consistant and better handling of the clients.

Frequency of meetings	Members	Purpose
Once a week, 1/2 hr.	Special education teachers, Instructor, occupational therapist, psychologist.	Communication related to clients, parents and training programme.
Once a week, 1/2 hr.	Special education teacher, Instructor, occupational therapist, psychologist, speech therapist, psychiatrist.	Presentation of evaluation, training reports like teacher's weekly report, Instructor's report etc. Discussions of clients's problems, it's understanding and method of dealing.
Thrice a week, 1/2 hr.	Occupational therapist, Instructors.	Discussion and planning of work skill training of clients. Discussion for appropriate approach and attitude during work skill training. Obtaining feed back of each client's progress in workshop Discussion on production planning and materials requirement etc.
Once a week, 1 hr.	All the members of team along with few professional members of the Institute (Case conference)	Presentation of therapeutic and educational work by members. Case presentation etc.

Specific concepts developed and used during the training programme for vocational development of the clients

1. Adult Education and Postal Training Service :

This service is organised by Special Education teacher to provide a need based education and orientation to adult clients of workshop, to facilitate independence in community living and application of academic skills in practical situations. This is achieved by class room teaching and by frequent visits to various places in the community such as library, post office, bank etc.

As part of adult education programme postal service is started in collaboration and cooperation with G.P.O., Ahmedabad. This service gives a practical training to clients for purchasing and selling, keeping account and knowing rates of the postal stationary.

2. Work-site visits :

Industrial and factory visits are arranged to acquaint the clients with normal working situation in community and to prepare and motivate them for open employment.

3. Banking Service (1978) :

Workshop with the cooperation and collaboration of Vijay Cooperative Bank, Ahmedabad, started banking service facility for the clients for the following purpose :

To make them aware about the community facilities like banks, its purpose and knowledge to use the facilities like operations required in depositing and withdrawing savings. This service help the clients in practical application of academic knowledge gained.

Assistance of few capable clients are taken to assist distribution of money; help other clients in filling pay-in or withdrawal slip etc. This opportunity provide a "work role" of "Help Giver" to these clients.

Banking service has given a status to the clients like any other adults of the community. They felt proud and secure of having a bank account besides reinforcing their reading, writing and arithmetic skills. (For details please refer paper on use of banking service in vocation development training programme for M. R. - Appendix-4).

4. Work-Station Placement :

Those clients who appear ready for employment in workshop situation are exposed to work-station placement before initiating outside placement in

open market. Clients are placed for few hours in other units of the Institute such as school for mentally retarded children as helper to teachers, as maintenance worker, clerical assistant, assistance to librarian, telephone operator under supervision, etc.

This placement gives an opportunity for trying out and facilitating clients skills and adjustability under different (unknown) supervisor and work environment. The link between workshop and work-station supervisor to facilitate the placement successfully is important, so that clients can be provided necessary help guidance and training for successful adjustment. Small shops nearby Institute's premises can also be tried for work-station placement. Here clients may attain the work station placement for an hour or two and continue to workshop training.

5. Sheltered Employment :

Those clients who have undergone intensive workshop training and are ready to participate in productive work benefit from this service. These clients have limitations in social emotional areas, work quality speed etc. Because of their limitations they cannot compete and work under pressure, hence they are allowed to work according to their abilities and within their limitations. These clients because of their poor work capacity can work only for few hours and require other facilities for participation like recreation and leisure time activities to maintain their work motivation. These clients are paid incentive wages on piecemeal basis.

6. Recreation programme :

All the clients of workshop are exposed to this facility few hours a week. Clients at the work-adjustment phase and sheltered employment phase are exposed to this facility as part of their training. While clients at work ready phase and who are on the way for job-try-out outside are exposed after their training hours to this facility as part of normal experience. However, all the clients get benefit of the recreation and leisure time activities during lunch break.

This programme proved very useful in exposing the hidden potentials of the clients which is evident by their active participation in various recreational activities. Many clients won the prizes in athletic events, are competitions and in stage performances. They get opportunity to prove their worth in extra curricular abilities.

7. Vocational Evaluation :

Case representation and discussion by multi-disciplinary team consisting of psychiatrist, medical person, social worker, speech therapist, special

education teacher, occupational therapist, psychologist and work instructors are important of vocational development training and vocational evaluation. Occupational Therapist is responsible for the coordination of multicategory rehabilitation workshop. Use of "Workshop Observation Scale" and work and behaviour observation chart are important tools for assessment of the clients in workshop situation (For details see Appendix 2 & 3).

8. Psychiatric Occupational Therapy Group :

This service was started by occupational therapist to take care of the psycho-social and adjustment problems of some of the mentally handicapped clients, who were unmanageable in the workshop situation. This therapeutic group consisted a small group of clients to plan the programme on individual need basis to help them solve their social emotional difficulties and give them a stable relationship. This group helped them in developing social skills, they felt secured and their adjustment potentials improved.

(For details, refer dissertation on "Group occupational therapy for self and psycho-social development of emotionally disturbed mentally handicapped - A. Dhamani).

9. Group Counselling :

Depending upon the level and needs of the clients three groups were made for counselling to improve social emotional and vocational adjustment in the workshop, home situation and in the community. For eg. Group 1 required more of behavioural and discipline oriented discussions. Group 2 required discussion about how to develop good work skills how to solve the problems arising at work, at home or during social situations and how to behave at different places. While the Group 3, discussion are directed towards occupational information, how to get a job, how to hold a job, expectations in employment etc. Clients of both the sexes were taken in the group. (For details refer paper, Appendix-1, Mental Health Review, page 12 to 20). Psychologist and occupational therapist participated in this responsibility.

Group of Female Clients : This group is conducted by a female worker to take care of their social personal difficulties in work situation, home or community. Topics like sex education, social attitudes, home management etc. are taken for discussion.

Workshop Counselling : On the spot counselling in workshop is provided by occupational therapist to deal with social-emotional difficulties of the clients in work situation like disobedience, aggression, provocation etc.

10. Reception :

Work skill training is given to the clients in the following work areas: wood work, metal work, pringing, book binding, composing, tailoring, weaving, spinning, embroidery, typing, clerical skills, gardening, maintenance work, laundry, kitchen activities, etc.

"Reception" activity is introduced for those clients who are capable of communicating well and can deal with people. The trained clients are also made responsible for training new clients in this activity. The responsibilities of these clients include receiving and giving message on telephone, receiving and guiding visitors appropriately, keeping record of clients attendance, etc. Being a table chair work, this activity is seen as "status symbol" by many clients.

11. Outing tour and picnics :

Picnic and get together of clients and their parents are organised 2-3 times during the year. Local visits and movie programmes in theatre are also organised. The emphasis is on making the clients independent and free during such social and recreational opportunities.

Week long tour to different parts of the state are also organised. Besides its recreational value such tours give an opportunity to evaluate the client's capacity to function independently, sense of responsibility, client's behaviour and capacity to manage themselves when they are away from their family and parents as well as their non-engagement in work- activity.

12. Incentive Money Programme :

The incentive money is paid to the clients based on "Daily work and behaviour observation chart" on once a month basis. Earlier this money was paid twice a month. This once a month basis of incentive money payment brings a normal experience as the workers get their salary once a month in most of the places. But this strategy should be tried with higher level clients. However with lower level phase clients where incentive money is used for reinforcing their work output, behaviour, discipline etc., it should be paid weekly or fortnightly.

Initially the incentive money chart showing work behaviour and work ability are used for writing daily observations and incentive money earned on the basis of these factors.

This was useful in providing external control on client's behaviour and productivity in workshop. It is decided to pay a fixed amount as incentive money to those clients who are consistent in their work behaviour and productivity. Thus the use of "money" as one of the "external control" is removed. Many clients were observed for nearly 3 months in this programme. Those clients who exhibited appropriate and consistent behaviour and productivity after removing this "major" external control, continued in this programme.

The incentive money paid to the clients are utilized for social role training and developing ability to use one's earning properly, budgeting, selecting the articles to be purchased and purchasing the required things from market. However, they are encouraged to save their substantial earning in banking service.

13. Health Education :

Health education is provided to the clients in small groups by Special Education teacher under the guidance of medical person. The purpose is to orient them in some of the common ailments and their causes, preventive measures, how and when to seek help of a medical practitioner. Knowledge about hygiene and nutrition, nature, quantity and content of the food to be consumed for balanced diet, etc. Few high level clients were given training in use of "First Aid", so that these clients cannot only help themselves but also other clients in minor injuries.

14. Client's Library :

As a leisure time activity at home and encouraging reading habits, the library is maintained and run by the clients under the supervision of a special education teacher. Clients who cannot read, use and enjoy this facility by listening to stories read by their family members. Few clients enjoy picture reading books.

15. Night Stay Programme :

Night stay programmes are organised 3-4 times a year. Clients are required to bring their beddings along with materials needed for morning activities like bathing, toilet, brushing, dressing etc. Clients are expected to eat dinner. Recreational programme for a short period is organised before they go to sleep.

The purpose of this activity is to prepare clients to spend a night away from their parents, learn to take care and manage their belongings like bed, clothes, towel, etc. This activity is also used for observation and on the

spot training for self help skills like brushing, bathing, combing, dressing, etc. Trained clients are used for assisting in this activity.

Besides above mentioned purpose, this activity is used for observation and preparation of the clients for their readiness to participate in week long educational tour. This also becomes a motivational factors for learning in self help skills and taking care of the belongings during night stay programmes by the clients, since long educational tour is an exciting events for all the clients.

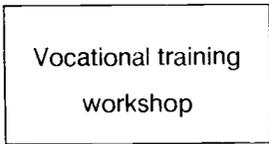
16. Communication Skill Development :

A small group of clients who have ability to speak but their communication is not effective and clear are taken by Speech Therapist. Practical help by demonstration and group participation is used to improve their communications with each other. (For details please see paper Appendix-1, Mental Health Review, Page 14 to 15).

CONCLUSION

Preperation of adolescent and adult mentally retarded persons for vocational training and job placement is a comprehensive developmental process involving multidisciplinary approach. The adolescent and adult mentally retarded persons because of their disadvantage not only need to learn work skills, but requires a comprehensive workshop training involving experiences through different activities and work to develop their social, emotional, personal, vocational and recreational potential. This workshop training would prepare them for work readiness and independent living in the community, so that they should not only have opportunity to participate in open/sheltered employment, but should also be able to hold the job and participate in the community meaningfully as an "adult". Such vocational training workshop should have "Production" as one of the purposes beside imparting training for work readiness and independent living in the community. This will help in making the vocational training workshop economically self-sufficient and the production work would also provide the clients an employment experience to improve their work capacity, work quality and speed.

**Diagram representing vocational training workshop:
its purpose and involvement of workers.**



- 1) Work readiness for placement as "Worker".
- 2) Independent living in the community.
- 3) Production for self sufficiency of project and employment experience of clients.

Involvement of Workers :

Work Readiness

Occupational therapist
Special Education Teacher
Work Instructor

Independent living in the community

Total Team consisting of:

- Speech therapist
- Occupational therapist
- Sp. Ed. Teacher
- Psychologist
- Social Worker
- Medical Recreational Instructor

Production

Work Instructor
Occupational therapist
Production incharge
(Marketing, Industrial relations, maintenance of tools etc.)

Work readiness : Here the workers are expected to work directly with the clients in the actual workshop situation. Use of relationship, activity and work by the occupational therapist along with the integration of educational concept in the activity and work as well as work calibration to impart work skill training to develop work personality and work behaviour is part of the work readiness programme.

Independent living : Here the members of the team individually as well as with the help of other team members takes the clients individually or in group to develop their personal, social, emotional, psychological, recreational and communication skills. Eg. Group and Individual Counselling, Recreational programme, outings, etc.

Production : The workers with the help of few trained and employment ready clients concentrates on production from profit point of view to make project economically viable. Other concept like speed, capacity, quality etc. are emphasized.

* * *

EMPLOYMENT OF PERSONS WITH MENTAL RETARDATION

Jayanthi Narayan

The ultimate aim of any education and training is gainful employment. This is true with every individual including the mentally retarded persons. Because of their limited abilities, it requires additional efforts from the trainers in effectively training a mentally retarded person for a gainful employment. There is a general belief that mentally retarded persons cannot be gainfully employed like those with other disabilities. This is not true. With appropriate training and provision of opportunities for employment many mentally retarded individuals can be gainfully employed.

EMPLOYMENT AVENUES FOR MENTALLY RETARDED PERSONS

There are three major areas where the mentally retarded individuals can be employed.

1. **Sheltered Employment** : The one that is very popular is sheltered employment. A sheltered workshop trains a mentally retarded person in an occupation and employs him in the workshop itself. Moderate and mildly retarded individuals also benefit from sheltered employment because they are trained in specific tasks matched for their ability and they work under supervision. As they work under sheltered environment, developing social competence required for such a situation is relatively easier. Examples of sheltered employment are assembling and packing units in workshops, carpentry units and spray painting.
2. **Open Employment** : There are certain routine repetitive jobs in the market which can be successfully performed by the mentally retarded individuals. With initial support from the trainer a retarded person can function gainfully in an open employment situation provided he has developed the necessary social competence also. For open employment the jobs must be carefully selected so that the retarded individual cannot be exploited. For instance, a job that requires interacting with varied customers everyday will be less suitable for a retarded person as he is more suitable for a routine job which will have minimal changes in his daily activities. The mildly retarded individuals are relatively more suitable for open employment. The suitable jobs for open employment are office boys, helper in canteens, helper in stationary and grocery shops, helper in vehicle workshops and in printing

press, photocopying and cyclostyling machine operator and washing machine operator.

3. **Self Employment** : There are certain families of mentally retarded individuals with resources for ensuing self employment. If the mentally retarded person has been given appropriate training in the particular job task that the family has in mind and when the family is ready to supervise his work and support him, self employment can be very successful..India being a country predominantly with rural areas, self employment can be counted as a good prospect for mentally retarded individuals. Dairy farms, poultry and agriculture are good examples of self employment. In urban areas there is documented evidence of some families having taken efforts to employ the retarded persons successfully using their own resources. This includes envelope making, agarbathi and candle making and ensuring a small pan shop for their retarded child.

STEPS INVOLVED IN EMPLOYMENT OF MENTALLY RETARDED PERSONS

1. The abilities of the retarded person has to be assessed based on which a vocational skill should be selected for training. Selection of a vocational skill and then trying to fit a retarded child to the skill will prove to be ineffective as the individual may not have the aptitude or ability for the given skill.
2. The job in which he is trained should be systematically analysed and then the training should be given.
3. The mentally retarded individual needs to be simultaneously trained in appropriate social competency skills such as routine, discipline, good manners and inter-personal relationships so that he functions effectively in the given job.
4. Time and money skills need to be taught which are necessities for gainful employment.
5. Before placing the mentally retarded individual on job the prospective employer should be suitably oriented with regard to strengths and limitations of the retarded person. The trainer should initially monitor the employees work regularly, clarify any problems that the employer might have and in short be a support to the employer and the employee. Gradually, as the employer and employee are comfortable with each other the help of the trainer may be faded.

IDENTIFICATION OF JOB

The potentials of a mentally retarded person and the resources available in the family and/or given community vary to a great extent. Therefore, identification of job cannot be uniform. It is ideal to use an ecological inventory. By this, one can find out what are the kinds of job being done in a given area and what are the roles of those employed in the jobs identified. As the retarded individual lives in this area, it is likely that he will be expected to perform a job pertaining to his area. The job identified should then be matched for the potentials that the retarded individual has and analysed to see if he could perform effectively or he needs any kind of adaptation so that he can efficiently perform the job. This rule will hold good for all avenues of jobs namely, open, sheltered and self employment. The advantages of such job identification based on the needs of the environment are that the retarded individual's acceptance will be better, what he needs to learn is very specific and focussed to the activity that he needs to perform and the compensatory skills needed can be developed based on the requirements.

FUTURE PROSPECTS

While employment is the ultimate goal for everyone in life, countries like India with high unemployment rate even among normal individuals pose specific problems for employment of the handicapped persons. However, there are a number of jobs which, given an opportunity, a mentally retarded person will perform as effectively as normal individuals especially, those that are routine, repetitive and requiring relatively minimal social contact. Such jobs can be made available in sheltered, open and self employment. It could be further enhanced by developing certain specific policies for employment by the Government. The suggestions are: (1) Open employment: Incentives can be offered to those employers who are ready to employ the mentally handicapped individuals. Incentives can be in the form of awards, tax reduction and access to easy availability of raw materials if needed, for the trade; (2) Sheltered employment: Sheltered workshops can be encouraged by the Government by making loans available, by providing support services if needed such as transport or access to raw materials and incentives by way of awards to the workshop; (3) Self employment: Self employment can be highly beneficial if the parents/family are encouraged by loans for starting the self employment scheme and providing them for the materials made wherever possible by having the government sector, procuring them for their use in the offices.

RESERVATION OF JOBS

In public sector 1% jobs can be reserved for the mentally handicapped persons.

In addition certain rules should be relaxed to make it suitable for the mentally retarded individuals. For instance, the minimum literacy of passing 8th standard as it is existing now will not hold good for a mentally retarded person, because they can not be educated till class 8, but when it comes to job competency they would be able to perform certain jobs without the required educational qualification as mentioned above. The rule could be relaxed on such aspects basing the selection for job, only on the job and social competency of the individual.

Such efforts will encourage the private and public sector to give job opportunities to mentally retarded persons and find that they too are capable of performing jobs if given right kind of opportunity.

* * *

SHELTERED EMPLOYMENT

D. J. K. Cornelius

The role of useful and gainful employment in providing for meaning to the life of any individual, be he complete or handicapped, needs no elaboration. The knowledge that one is contributing to the home, community and society, in whatever measure, fulfils a basic need; which additionally provided for their acceptance by Society. The economic aspect of employing the handicapped is a matter of national concern. Their employment could save the exchequer hundreds of thousands of rupees - which would otherwise be spent on maintaining a large segment of the population on Welfare subsidies.

The work environment of today has been essentially developed for the non-handicapped person. Only if one considers the handicapped as a different type of people, they could be assisted to function most adequately in work and living environments, specially designed to meet their needs.

In looking at the assets of the trained mentally retarded person, ready for employment, one would be struck by the following :-

- (1) The productivity of a fairly large number of persons located near the work place.
- (2) Individuals who will be willing to start off for a minimum wage.
- (3) A stable population with low potential for mobility.
- (4) A positive desire to work, relating the same to a reward, through a wage.
- (5) With no dispute on methods or procedures to be followed and
- (6) With a desire to learn and accept instruction in good faith.

It will be seen from what has been stated, that in the mentally retarded person, we have the potential of an almost ideal worker; waiting to be utilised.

Having identified a productive useful set of persons straining, as it were, towards gainful vocations; it is left to the habilitator to develop effective training programmes for them. It should be remembered that, to the largest extent, the severe to moderately retarded persons will be those for whom sheltered employment would be essential.

In planning for Sheltered Employment, the two essential aspects; habilitation as a total concept and sheltered employment as one essential step in it, along with the ultimate objective should be kept sharply in focus. Meaningful programmes for the adolescent adult mentally retarded person, would desirably include a supportive aspect to gain skills for living in the limited community in which they would be placed and a vocational aspect for developing a high degree of manipulative coordinated motor skills, to equip them for productive employment. Depending on the job opportunities that are available and those which can be created, the training methods most suitable will have to be evolved. The area which will be considered in the chapter will be light engineering assembly and it is hoped that it will serve as an illustrative example for other avenues of training and employment.

The programme should take into account that quality and output are the two principal parameters for their design. Only then, the training would enable the mentally retarded person to maintain consistent quality (to given standards) with outputs closely approximating standard industrial norms. Only then, will it be possible for the retarded person to earn a reasonably self supporting wage. Although ideally, it will be most desirable to suit the job to the person, through appropriate aptitude tests etc.; in a developing country such as ours, where a variety of jobs are not generally available, this approach would appear unrealistic. We would therefore have to develop in the mentally retarded person, skills that are generally transferable.

They would need to be trained in eye-hand, hand-hand and hand-foot coordination, the use of small hand tools, specially protected light power tools, working in groups and individually, in work sections specially planned for them. Taking a priority in training would be the preparation of "Position templates" for each of the trainees, based on anthropometric measurements taken. This would determine the extent of hand arcs and the optimum position of Bins and fixtures. They would have to be trained in symmetric movement in two handed coordination for sequenced operations. Simulated training manoeuvre for placing of small components in copied patterns leading to PCB assemblies would equip them for assembly of electronic components. They would be exposed to the use of small hand tools and special tools including forceps for minute parts, used in assembly work. All the training would be progressed from coarse to finer and even finer movement. Every training mode should be time referenced, as productivity is a function of accuracy and the least time in which the task is completed. The need for practice and over learning in this context cannot be

too strongly stressed. The learning rate and the developing of skills is highly individualised in the case of the retarded person and every opportunity needs to be afforded to them to avail of the potential within them. Time, consequently should not be a constraint and the duration of training programmes should not be circumscribed.

Recent work in the field and the experience of many workers have shown that the mentally retarded persons are quite capable of considerable achievement, given the opportunity and to pursue meaningful vocation activities and that there are potentials in them that can be enhanced through the application of carefully prepared training programmes and job design. Some workers have even advanced suggestions that no specific change beyond our attitudinal one, is needed. One may have to, however, accept such over optimistic impressions with caution. It must be recognised that an optimal interaction between training and opportunity needs to be planned for meaningful contribution by them. In developing proper training programmes, it should be remembered that motor defects in physically intact persons is related to cognitive processes. A theoretical distinction can be made between memory processes which are susceptible to training (termed - Control) and processes that are unchanged (termed - Structural). Maintenance and generalisation are requisite to fundamental behaviour change. Accurate distinction between structural and functional deficits hold great potential for the training of the mentally retarded persons to perform skilled motor tasks. Tasks which require structural processes for their successful execution would require significant alteration of the task itself. Tasks which were within the difficulty range of retarded persons or which could be modified to be placed within this range, would be representative of the control processes and will be an essential part of the training. Task analysis may be divided into three phases viz. Method, Content and Process. The method would refer to the procedural aspects of the task assembly: Content to the sub-division of the task into teachable components that are within the competency of the retarded person and, the process, to the strategies to be developed that will enable the planning of an effective programme.

Task analysis requires the recognition of the functional capacity of the subject and training, the developing of optimal programming for the use of these capacities. Considerable research has been carried out since 1975 in this field and many papers have been published on Studies on Reaction Time (RT) and Movement Time (MT). This showed beyond doubt that training exerted an

improved influence on both the rate of response initiation and the speed of accurate movement. It is necessary for trainees and job designers to make use of all available knowledge about the performance of the mentally retarded. Progress in integrating the Mentally Retarded Person into regular contexts of vocational and leisure activity would depend on the opportunities, as much as on developing techniques of training and task analysis. Most workers in the field believe, rightly, that there exists a very considerable interface between "training" and "Opportunity". They, including the writer, have based their work generally on these principals and have, added their contribution to creating a greater awareness of what the trained mentally retarded person is really capable of.

It is necessary, that throughout the training programme and as cardinal guidelines for supervision in the Sheltered Workshops; the following aspects should be paid special attention to :

- (1) The assisting of setting up of individualised goals and adequately reinforcing their attainment.
- (2) Taking into account that the mentally retarded (like every one else) are very responsive to social approval.
- (3) The fact that the "Work-atmosphere" has a profound effect on motivation (as the demand for output is emphasised by the rate of overall production).
- (4) Individual behavioural change (in preference to group behavioural change), with an emphasis on success.
- (5) Recognising that the ability to improve with practise, bears little relationship to intelligence.
- (6) Accepting that since social age is generally higher than mental age; their potential for social learning is much greater than is indicated by their mental age. It would consequently appear that mental age and IQ of minor importance in vocational training; and finally
- (7) That temperament, partly determines the outcome of training.

The training period for each student is related to his capacity and is determined by him attaining his, "Plateau of learning". Consequently there should be no "Academic year" and broadly the training period should be extended from a minimum of two years to a maximum of five years, depending on individual needs. The ability of the mentally retarded person, to generalise and transfer, is often limited. The aids should be so designed that they take into account, the

very significant fact, that a change in one function alters any other, only in so far as the two functions have, as factors, identical elements.

A Sheltered Workshop may be defined as a work facility, structured specially to meet the emotional and physical needs of the employee, offering individualised working goals. It is planned differently from those obtaining in open industry, only in areas of personal relations and the aids and fixtures used. Complex assemblies with a variety of parts/components are perhaps the most remunerative - and one should always opt for them. The myth that only "simple" "repetitive" jobs need to be handed out to retarded person should be realised and effective task analysis and job simplification should be undertaken by the habilitator to simplify complex jobs for them. Fixtures and methods should be so devised that the assemblies are principally based on the assembly techniques acquired by the employees during his vocational training.

A variety of work opportunities may be offered to the severe to moderately mentally retarded persons in sheltered workshops, with most rewarding results. Work in this area has proved beyond measure that sheltered workshops when well planned can employ solely the trained mentally retarded person, to great advantage. There is really no case whatsoever for the view point that they can be "contributive" only when placed in multicategory workshops or amongst the normal. There is considerable scope for employment of the moderately mentally retarded person in Sheltered Workshops - with perhaps the greatest potential for rewarding employment in the sphere of light engineering industrial Assembly. Industrial requirements are similar, no matter what comprises the end products. In large Scale manufacture the basic components are produced in large quantities and the maximum labour is required in bringing these parts together, Almost all this work is highly repetitive in nature, and in admissible suited to Sheltered Employment. The fixtures on which the assemblies are to be completed would have to be designed keeping sharply in focus the latent abilities which are available in the mentally retarded person and those which have been brought out by means of the vocational training afforded earlier. The staff, would of course have to be specially trained to handle the generally poor emotionality and low frustration levels of the mentally retarded employees. Many of the employees in a properly organised sheltered workshop have outputs approximating the normal and often times even exceeding them.

Most sub-contracting industries are highly satisfied customers who have discovered for themselves that jobs need not be handed out to the retarded out

of pity and that a comprehensive contractual obligations of a realistic business relationship can truly exist between them and the Sheltered Workshop. Sheltered Workshops (for the severe to moderately retarded persons - as the mild and borderline retarded persons can generally find open placement), set up as a direct continuation of the training programmes and having continuing close links with it, in terms of feed back, innovation and data banking, would yield most fruitful results in truly goal linked habilitation programmes.

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OPEN EMPLOYMENT

Jayanthi Narayan

Open employment is the most competitive one, among the employment avenues. It is well known that in a country like India with high unemployment rate, the opportunity for open employment for the mentally retarded individual is limited. Even in developed countries like the U.S.A., 50% - 70% of disabled are unemployed and the mentally retarded individuals are below the poverty line (Pietruski, Everson, Goodwyn and Wehman, 1987). However, the doors for the mentally retarded individuals are not totally closed in the open employment market. In rural areas the mild and some of the moderately retarded ones are spontaneously integrated in job setting in agriculture, dairy farm or poultry farm without getting identified and labelled as mentally retarded. In urban setting with appropriate identification and matching of jobs, quite a number of retarded individuals can be placed in open employment.

To place a mentally retarded person successfully in open employment, the basic consideration should be the social competence of a person in addition to the workskill. Many a time, a mentally retarded person tends to lose his jobs, not due to poor work skill, but due to inappropriate and undesirable social behaviour. While selecting the job attention should be paid to work skill that is not socially challenging and as far as possible routine involves work with interaction in a limited circle.

While identifying the job for the mentally retarded person in the open market, certain considerations should be made. The latest trend in career education of handicapped individuals which shows promise is ecology based training. The primary step in this approach involves, identification of common, daily, functional tasks to be performed by non-handicapped and handicapped persons in a particular environment (Baine 1988). The tasks are then analysed for age appropriateness, frequency of need for performance in the environment in which to be performed, compensatory skills or adaptive equipment that should be developed if a particular mentally retarded individual should perform the task and the method of training the person. Whether it is for vocational training or other activity training, Baine (1988) suggests developing and using a comprehensive ecological inventory guide. This clearly would indicate the specific tasks in which the mentally retarded persons needs to be trained. Tasks thus selected would be totally functional and trained in the environment in which it has to be performed. Therefore, for open employment the training would

directly be on the job site after identifying the tasks to be performed and matched to the abilities of the individual requiring training. This minimizes transfer of learning and the person is prepared for the job he needs to perform. Such a preparation and training, it is assumed, would increase the chances of sustaining of jobs by retarded individuals in the open employment market.

However, successful placement of mentally retarded persons in the open market largely depends on the acceptance of retarded individual as a co-worker by the rest of the employees. This necessitates preparation of employer, co-workers, and also provision of support in the initial stages to the retarded employee, which may then be faded off when both the employer, employee and co-employees are adjusted to each other. For this purpose, the concept of supported employment is quite popular in the western country. In supported employment model, the handicapped individual is placed in a competitive work, in an integrated setting and is provided with on going support services (Federal Register U.S., 1987). This essentially means that under this programme extended services must be provided to each individual by the government. A job coach would follow along a number of handicapped individuals in their job sites and function as a link between the employer, co-employees and the handicapped employee.

While this supported employment model is documented to be effective in the western setting (Wehman & Moon, 1988) the feasibility of such an approach for Indian conditions is debatable. When there is a high rate of unemployment even for the general population, employing mentally retarded individuals and consequently employing another normal individual to provide support for him at Government's cost is obviously not a suitable proposition for our setting.

Under such circumstances, when open employment is proposed for retarded individuals, the following points may be considered.

1. Initiate open employment programmes for mild and some of the moderately retarded individuals.
2. Inform the employer and co-employees regarding the abilities of the retarded person to be employed. Worker Education Centres under the Ministry of Labour, which are situated in various parts of India can be involved in education of the co-employees. Give importance to the employer's angle of the situation and incorporate his suggestions if possible.

3. After placement, follow up for a while and gradually fade assistance.
4. As far as possible select such jobs that do not require changes in daily routine, does not have socially challenging situations and does not involve customer demand counters. Tasks involving problem solving, delivering goods following multiple instructions and frequent handling of money may not prove to be very successful with mentally retarded persons.
5. Routine tasks which are repetitive and involving interaction with limited number of people will be appropriate.

Some of these tasks can be performed by mentally retarded individuals more accurately than the normal individuals.

As Conley (1985) notes the most important characteristic of the job market is that there are thousands of different types of jobs, each requiring a particular combination of training - vocational and academic, physical strength, dexterity and so on. He further states that in competing for unskilled jobs, a physically healthy person with limited intellectual capacity might be seen as actually having a slight advantage over his highly skilled counterpart who would be bored and frustrated by such jobs and who might not continue in this job if another better one is available. Problems specific to open employment situations include: following rules, understanding circulars and memoranda, participating in social activities and/or activities of the association or union and guarding against exploitation of the retarded individual. One way of assisting the mentally retarded individual in open employment situation is to have him appointed through special employment exchanges. Any adverse issues regarding the retarded persons should be informed to special employment officer or one appointed for this purpose. He and the guardian in turn can further enquire for the details and arrange for legal help if necessary. This, to some extent would safeguard the rights of the retarded person.

Relaxation in certain rules should be considered, for instance, changes in rules for relaxation of minimum qualification requirement exclusively for mentally retarded individuals and selection criteria modified appropriately. A scheme on incentives for the employers of mentally handicapped will enhance employment opportunities in the open market for mentally retarded individuals. However, one should keep in mind that scope of open employment for mentally retarded is limited in the existing conditions in India and therefore attention should be focussed more on sheltered and self employment for habilitating mentally retarded individuals.

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HOME BASED SELF EMPLOYMENT

A Trend in Vocational Training of the Mentally Retarded Persons

*Shalini Pereira **
*Saifuddin Bijliwalla ***

More than 50% of the years that a person lives, he spends while working to earn a living. A mentally retarded individual also has to work to earn a living and the time he takes to learn vocational skills, is much more than a normal individual. Though few of them, especially borderline cases may adjust to open employment, most of them require a partially or totally sheltered working environment all their lives.

Every workshop has a limited capacity to train and employ mental retardates and is continuously faced with the problem of taking new clients into the workshop. Even an Institute as large as ours, catering to over 500 mentally retarded individuals faces precisely the same problem viz. admitting more retardates into the training programme.

Our Institute was started in 1944 and till today, we still have our early clients working in our sheltered workshop. The work capacity of these elderly clients is still good (even at their age of about 50 years) and as they continue working, it is difficult to accommodate younger clients.

At the diagnostic-cum-research centre of our Society, we assess approximately 400 cases per year and as required, recommendation for vocational training, sheltered workshop etc. are given. Table-1 shows the number of cases recommended vocational training as compared with the number of clients who we can admit to our workshop every year.

TABLE-1

YEAR	CASES RECOMMENDED VOCATIONAL TRAINING	NEW CASES ADMITTED
1983-84	60	23
1984-85	83	24
1985-86	78	15
1986-87	79	13
1987-88	77	8

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(Authors did not attend the seminar, but sent the paper)

As can be noticed, a large number of cases are refused admission and referred to other workshops, but most of them come back to our Institute as other workshops in the city face the same problem and there are no vacancies. Hence it has become necessary to rehabilitate the mentally retarded beyond the walls of the school and workshop.

Open employment is another alternative for rehabilitating individuals especially the mild and borderline retardates. Unfortunately unemployment rates are so high, that even a normal person finds it difficult to get a job, even after being trained in a particular vocation. With their handicap, the retardates find it even more difficult and are faced with stiff competition. Moreover no jobs or posts are reserved for them nor does the Government give subsidy or provide outlets for the sale of goods made by them. Our Mentally retarded clients rely more on family contacts or sympathetic friends to employ them. In case they have not received any systematic psycho-social and work personality development training, they have difficulty in adjusting to the work and its environment. Moderate and Severe retardates are usually unsuitable for open employment.

HOME BASED SELF EMPLOYMENT : is a trend for meeting the vocational training and employment needs of the mentally retardates. **Home-based** means that the individual works at home under supervision of family members or even along with them. Working under supervision or even along with them is a very important aspect as it might be difficult for Mental Retardates to work individually by themselves. Another family member working along with them would motivate them to work for longer hours and also act as a control. Self employment entails that the family member is responsible for procuring the raw materials, completing the order by a specific time and finding outlets for the completed products.

The type of work selected should be appropriate to the retardates capacity and the family's ability to manage it. On a broad classification there are 3 categories of work that one can choose from :

I **SMALL SCALE PRODUCTION**

- | | | |
|----------------|---------------------------|-------------------|
| a. Aggarbattis | g. Wire baskets | l. Chalk making |
| b. Envelopes | h. Screen printing | m. Kite making |
| c. Paper bags | i. Hangar making | n. Xerox machines |
| d. Embroidery | j. Stationary printing | o. Plastic bags |
| e. Stitching | k. Preparing edible goods | |
| f. Tailoring | Squashes, Chivda, Pickles | |

II **CONTRACT WORK** : This work is more suitable where investment of capital and retail of goods is a problem, but such work needs to be delivered within short spans of time and hence the retardate should be a speedy worker :

- a) Assembly
- b) Sorting
- c) Packing
- d) Moulding, punching, typing

III **EXISTING FAMILY OCCUPATION** : After surveying the occupation of the family members it may be possible to train the retardates to adjust in the business :

- a) Tailoring
- b) Farming
- c) Peons
- d) Delivery boys

The following points would be an important consideration for this kind of programme to be effective :

1. **Attainment of Basic Skills** : Through a pre-vocational programme in the Institute the individual has to master skills like folding, cutting, pasting, sticking, matching, sewing, sorting, assembly, etc. It is advantageous to expose and train every mentally retarded individual in various skills during the pre-vocational training period, so that a wider choice of activities is possible later. Besides developing manual skills it is also important to develop work habits and personality traits eg. the ability to work individually or in a group as the task demands, work with minimum supervision. Motivation and involvement in work, ability to handle tools carefully, work for prolonged periods of time etc., concepts of money, the ability to use it meaningfully, independence in commuting, some basic knowledge of reading and writing, ability to count or calculate are also assets to successful vocational rehabilitation.
2. **Parent Cooperation** : At the outset most parents do not want to be involved in such a programme, the responsibility of their retarded child is once again shifted back to them. With counselling and training it is possible to lessen their apprehension and get them to cooperate in this programme. The following factors when present are advantageous to the programme :
 - a) Parents or family members should be in good health, motivated and resourceful for such a programme to be carried out at home.

- b) They should be able to obtain raw material and find suitable sale outlets.
- c) The interpersonal relationship between parents and their child should be good, so that parents can control and get their ward to work as desired.
- d) At least one member of the family is required to be present at home and should be able to spend a good amount of time on this programme.

3. **Socio-Economic background of the Family** : As the initial investment of buying raw material, tools or machines required for the work, has to be done by the family members, their socio-economic background has to be taken into consideration. A job which does not require buying of sophisticated machines or expensive tools is suitable for lower or even middle income group parents. An evaluation of the financial resources of the parents becomes essential. If a parent can afford to invest sufficient capital, the scope of activities that an individual can be trained for are many eg. installing a xerox machine etc.

Besides financial ability, one should also consider the social background of the family, eg. if suggestions to train an individual to do washing and ironing clothes or making paper bags is given to families of higher socio-economic groups the family members resent, are reluctant and even uncooperative to follow the programmes. Hence it is essential to select jobs which suit the socio-economic status of the family.

- 4. **Work Space** : It is obvious that the kind of work suggested will have to be done at home, within the space available. Hence this factor should be kept in mind. Raw and finished material should not occupy too much space, or it will inconvenience the family. Space should also be available for intermediate processes like cutting, drying, etc.
- 5. **Availability of raw material and outlet for finished products** : Raw material required for the job should be easily available. Parents or their ward have to be trained to select the appropriate material, know where it is available at wholesale rates and know when it is advantageous to buy in wholesale. Sometimes scrap material too may yield return. Hence parents have to be taught to work efficiently and economically.

An important aspect of any production is the saleability of the product and outlets for its sale. To ensure that sales are easy for the parents, items suggested should be those which are in constant demand in the market.

Items where the style or fashion vary or are seasonal are not ideally recommended as the family needs to keep abreast with the changing trends and the retarded person would have to be trained whenever the product style is changed. Handicrafts too are not suitable items for production, as they are not articles of daily use and specialised outlets are necessary. The quality of goods should have a consistent standard to increase saleability. The packaging too should be neat and attractive.

Initially our Institute helps in developing contacts in the neighbourhood of the parents for selling and finding outlets for the finished product, or even buying from the families and marketing through the school.

In cases where the family is unable to manage the purchase of raw material or sale, contract work is a suitable alternative. Here too, the Institute helps by introducing families to prospective employers.

6. **Remuneration** : Jobs selected should be able to fetch profit on sale or generate sufficient sum on the amount of work completed at the end of the day. As the programme is in the developing phases, most of the students work in the evenings after returning from school or workshop or on the weekends, and are able to earn upto Rs. 100/- to Rs. 150/- per month. As they put in more time for this programme and develop better contacts, it may be possible for each client to earn about Rs. 500/- to Rs. 600/- per month. At times the efforts of the retarded person may not be very remunerative, but this programme can be seen as a method of occupying them meaningfully.

CASE HISTORY : 'S' is a 28 year old mildly retarded worker (IQ - 66 pts). He has been attending special schools and came to our Institute at the age of 15 years. During the next 7 years he learnt to read and write in English (Approx: 11th Std), could solve arithmetic problems, do money transactions, tell the time and travel independently. He interacted with other students and got along well. He left at the age of 22 years and took up a job outside (Cable Corporation). Reportedly at work he could not put up with the teasing and harrasing of his co-workers and though he tried to make many friends, he could not interact adequately. At this time he also started developing epileptic fits, which on closer evaluation was noted to be malingering. As the frequency of fits increased to 3-4 per day, a year later he was asked to discontinue work. He returned back to our sheltered workshop. He was exposed to various activities like weaving, paper bag and envelope making, mat and basket weaving etc. He showed an aptitude for basket weaving and longs to get them. His interaction skills have

improved. He now buys his own material, choosing and matching colour combinations and experiments with new designs. He gets his own orders mainly through social contacts and says that it is not difficult to sell off the bags. His mother too is happy that he has developed an interest in a constructive activity and is continuously busy making or selling his bags. Though he works at home in the evenings and on holidays, during the day he prefers to do his work at the sheltered workshop as he gets a chance to meet other workers and enjoys their company.

This programme is being followed at our Institute since the past 3 or 4 years. For such a programme to achieve its full benefits, requires long term planning, training and follow-ups. Our experience in developing this kind of a programme have been mixed. After training the worker and assessing his aptitude and the parents' capacity, a suitable vocation is chosen. In order to be able to guide their child, the parents too need to be trained in the job. To get parents motivated and involved in this programme is one of the most difficult aspects we encounter. However, with regular follow-ups and guidance, more and more families are beginning to show an interest in this programme. The main difficulty that they face is getting their ward to work at home, but with more home-visits and at home training by the teachers and therapists from the Institute, parents gradually learn to control and get their wards cooperation.

Our long term aim is to get out clients to work full time at home, independent of the Institute. This would creat a vacancy for new clients in the workshop. As retardates begin spending more time working at home, the time to socialise or maintain contacts with their friends is gradually reduced, and we already feel the need to develop the programme further so as to include a recreational programme or a facility where they can bring their job and work at the Institute.

We are aware that though this programme creates suitable sheltered work environment at home, it shifts the responsibility of the retarded back to the parents or family membets, and is not suitable in every case. Yet if sincerely followed, it can be a solution to the problem of difficulties in open employment and the small number of sheltered workshops and vacancies in these workshop available in our country.

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JOB PLACEMENT, JOB ANALYSIS, JOB PROFILE AND EMPLOYMENT OPERATIONS

A. Joshi

Job placement is a process of matching the skills and abilities of a particular individuals with the skill requirement of a job. Before any individual with disability is placed in a particular job critical information is necessary from 2 distinct sources i.e., 1) Client Assessment, 2) Job Requirements. For adequate community job placements to occur, placement agencies must have intricate knowledge of the community, of actual local community job/services demand, environment as well as the individual waiting for job placement.

To work most efficiently, a skilled employment/placement specialist has several client referrals waiting for job in mind while involved in the on going job development in the community. When a job opening is found in areas of clients compatibility, then a placement is arranged by employment specialist.

The skilled placement/employment specialist gathers information on individuals waiting for jobs/placement through individual assessment and information on jobs/services in the community through community market surveys.

Client Assessment :

Individual assessment information is necessary in order to gain thorough knowledge of individuals waiting to be placed. The information is gathered through uncomplicated process of assessing skills, abilities and interest of client referrals. Developmentally organised instruments are inadequate in predicting vocational skills. use of formal evaluation instruments such as Velpar, Singrod and other extensive packages is minimised. These instruments usually succeed in screening individuals out of employment opportunities rather than providing information useful for identifying jobs for people. Appendix 1 is a sample assessment form providing a list of questions that might be used to gather information to consider different opportunities for individual with disabilities. The assessment areas listed in the figure assist the job placement professionals in matching individuals skills with specific jobs. The best way to compile this information is by direct observation and interview of client which may be supplemented and validated by consulting significant others - parents/Guardians, homemates, school and rehabilitation personnel, workshop staff etc.

Job Requirement : As indicated earlier the information on job demands is gathered through community market screening/surveys which may progress from assembling general information about employment opportunities to a microscopic analysis of jobs.

1. Community job market analysis :

Checking the business and labour market needs of a local community. What type of business and occupation are present? (Appendix-2)

2. Job Development :

Contacting local employers to gather first hand information on specific jobs, assessing specific job placement possibilities in the community.

3. Job Analysis :

Breaking down the work day(s) of a specific job into separate tasks that are required and gathering information on actual job requirements work environment and so forth, to use in matching with client assessment. (Task Analysis - separate tasks may be broken down into step by step sequence of behaviours required for complete task. It is used for training or enabling the person to do all work).

A sequential process of Community Job Market Screening

Before exploring employment situations in community for individuals with mental handicap, it is helpful to do the following :-

- i) Briefly review the professional literature/experiences to find out what vocations have been successful for individuals with mental handicap.
- ii) Conduct a simple follow up study to see in what type of jobs other individuals with mental handicap are already engaged, its success claims/failures can be ascertained from local rehabilitation personnel and employers.
- iii) Examine client interest survey data from client assessment to get an idea of what type of job they want? All mentally handicapped may not give but it is fair to obtain their choice. However, choices shall fall within the suitability criteria.

Given a general idea of some vocations that have been successful in the local community and other geographical areas and a notion of the career goals of atleast some of the individuals, a community analysis of job possibilities can be initiated. In fact, these provide clues for job development and not set limits.

Job Development

After gathering general information on the local labour needs, the employment specialist begins a process of more specific job development by using and scanning various resources like telephone, news papers, employment offices etc. and contacts the Employers to gather first hand information on specific jobs. Unmet labour needs and record of expansion is tracked. Job development for persons with mental handicap is more fruitful in service areas such as, food service (Hotel/Restaurant) janitorial, house-keeping, laundry, automobile service stations and porter service. The jobs in service sector of this type require more mobility and do not make use of higher cognitive abilities and have nearby supervision. Appropriately, clients in mind are discussed with potential Employers in relation to specific job.

Job Analysis :

If the employer is receptive, the further exploration of specific job requirement is done. Specific job opening will need to be broken and evaluated from a number of angles to ascertain the skill and requirement for its successful execution. The process is referred to as JOB ANALYSIS (Rusch and Mithaug 1980, Schutz & Rusch, 1982, Vanderpool and Warrol, 1979). It is the counter part of work assessment. It provides information on

1. Physical demands of Job : What the job is?
2. Mental Demands of Job : Where it is?
3. Social Demand of Job : What the job entails?
4. Job related stress factors/skills : Names of supervisors/co- workers
5. Characteristics of work : Name of employees at job site environment
6. Existing & Potential hazards :

The critical factor is that adequate details be provided in terms of job requirements providing a complete task by task analysis of job, characteristics of job environment and other features like projected time frames in which specific tasks are to be completed. prospectus work related desired behaviours, contra indications that may facilitate job placement and influence job retention. Adequate emphasis be given on work related behaviours since workers are more apt to lose their jobs due to work related deficits than inability to perform job tasks. Work related task is any activity outside the actual performance of the jobs which have a bearing on success of employment. Some work related tasks

are performed simultaneously with job orders at homes or in community. For eg.

1. Getting ready for work and arriving at work.
Setting time,
Performing grooming routine.
Select appropriate clothing.
Preparing eating/cleaning after breakfast,
preparing and taking lunch for work.
Carrying necessary items to work.
2. Emergencies.
3. Taking time off.
4. Money management.
5. Appearing busy during dawn time.
6. Transportation/Travel

The factor of equal importance is that material collected shall be presented in such a way that any placement professional will find it understandable and useful, however, remembering always that character of jobs can change and that no home made reference file on such a topic can be comprehensive.

The books like National classification on Occupations published by DGE & T, Ministry of Labour which lists jobs by name and itemizes the process involved and publications like job information manual which gives cross reference with different titles but for which skills required are same - may be referred. However, neither touches functional aspects. To secure relevant information about the demand of specific job employment specialist may structure an interview with employer, supervisor or co-worker and gather the details. Public relation is significant part of it. The best way is to observe the job being performed by a fellow worker and if necessary work in the position for sometime. When the information gathered is through fellow workers or directly by performing the job it is necessary to consult the Supervisor/Employer to ensure the way employer wants it to be done. Careful attention should be given to employer's standards of performance with regard to quality and productivity. (Appendix 3) The sample interview with a supervisor of cleaning persons at a Hotel industry reflects the subjective appraisal of the vital skills related to the position under consideration. As a result of conducting interview with additional hotel supervisors in local community, more information is gathered and more objectively qualified analysis

can be documented. Accurate job analysis decreases placement error, ensures effective and successful placement. Further, such information also allows for possibility of replacement job notification/individual adaptations. (Appendix 4)

Job match - Placement :

Results of the analysis can be used to determine fit between client and job. The employment specialists examines all aspects of job and determines which client from existing pool is best suited and jobs in question. The following is the outline of functional relationship between client assessment and job analysis.

Functional Relationship between Client Assessment and Job Analysis :

<p>A) Physical Description Hand use Hand control Arms extension Mobility</p>	<p>Physical Requirement Hand use Hand resistance Lifting carrying Mobility</p>
<p>B) Communication Abilities Oral speech Alternative communication mode Follows multiple compound instructions</p>	<p>Communication Requirements Must talk with co-workers Must talk with Supervisors Must use telephone and follow</p>
<p>C) Academic Information Reading skills Maths skills Perceptual skills Visual acquity Manages/tells time</p>	<p>Academic Requirements Approximate reading level required Writing/Typing skills Perceptual skills required Visual acquity required Time management skills required</p>
<p>D) Endurance Strength Endurance Physical strength Manipulative capabilities Speed of operation/manipulating of material/equipment</p>	<p>Demands of Jobs Length of working day Lifting requirement Fine motor skills required Equipment used</p>

<p>E) Work Behaviour/Responsibility Promptness Completes work in time Ability to work independently Attendance record school Appearance Distractibility</p>	<p>Work Environment Employee rules Production requirements Degree of supervision Absenteeism policy Dress requirement Distraction in work space</p>
<p>F) Transportation needs Ability to board transportation vehicle Mobility</p>	<p>Accessibility Type of transportation available to job site Architecture in work environment</p>
<p>G) Others Work interest Social skills Medical needs Self help /Industrial Living skills Financial needs</p>	<p>Others Type of work Social interaction required Provision for medical care Financial assistance</p>

If compatibility appears between specific individual assessment and job prescription, the client is recommended for the specific job. Thus, individuals with mental handicap found prima facie (in table) appropriate for a job are not expected to start performing all of the jobs requirements without assistance. The placement professional/agency helps the client through necessary means to close the gaps between clients abilities and ultimate job expectations. However, clients with negative indications of compatibility in areas critical to this position with no reasonable means of eliminating the discrepancy should not be considered for placement in this position. While considering placement for individuals with mental handicap, the placement professional must explore wide variety of avenues. Broadly all job avenues suitable to them can be grouped under

1. Sheltered employment
2. Salaried employment (wage paid jobs)
3. Self employment

Their gross analysis on factors like level of protection, initiative required, capabilities for expansion, range of tasks, social atmosphere, economic viability, and participation in decision making is given with the examples in Table.

Hitherto held views and options that individuals with mental handicap would benefit from sheltered and segregated service options have fallen into disrepute. Although it may be inevitable in some cases, empirical studies on institutional residential settings deinstitutionalization (Bruininks, Meyers, Singford and Lakin, 1981), and facility based vocational settings (Greenleigh Assocaited, 1975, White Head, 1979) have indicated that individuals with disabilities do not grow more or prosper within specialized but isolated environments. The importance of social interaction (Chandsey - Rusch, 1986, Shores 1987, Vogelsberg, Askin and Schonfeld, 1987) in addition to simple physical integration has been recognised as a vital contributor to full community participation. Therefore salaried jobs and in view of growing unemployment, shortage of wage paid jobs even amongst non-handicap self employment of simple nature also should be explored. Job market surveys and analysis should not be limited to find only jobs but also search for product or service, job contract of simple nature be kept in mind so that certain clients exhibiting some requisite enterpreneurial skills may be encouraged for it and thus optimum possible placement can be achieved.

Details on employment avenues

AVENUES OF EMPLOYMENT BROAD GROUPS	Level of Protect Analysis	Initiative Required	Capacities to expand	Range of Tasks	Social Atmosphere	Economic Viability	Participation in Decision making	Examples
1	2	3	4	5	6	7	8	9
Sheltered Employment	High	Low	Very limited	Limited	Segre- gated	Difficult some subsidy support required	Minimal	Agency provides training & work, shelter & supervision. Job works of simple nature procured. Finished product to workers. Example Paper envelops, assembly of linen to a bottle cap, candle making, packing, etc.
Salaried : Service Sec. Employment (Wage paid jobs)	Limited	Moderate	Moderate	Moderate	Good- possibility of integration	inbuilt	Some	Manufacturing Government : Private Sec. Urban : Rural Agricultural : Non. Agrl. Dustman, Liftman, Shop Assistant, Day care aid, Waiter, Linen keeper, Gardener, Cleaners, Crop Hay hatcherers, Waterman, Dairy attendant.
Self Employment	Low	Very high	Unlimited	Unlimited wide range	Possibility of family & community participation	Very	Total	Manufacturing: Chalk, crayon making, candle, agarbathi making. Trade: Selling items like papad, candle, agarbathi. Service: Air filling, porters, valcanizing, PCO attendant.

Systematic client assessment and Job Analysis are pre-requisite for selective placement of mentally handicapped persons. Its advantages to demonstrate that persons with mental handicap are also effective manforce in selective jobs and to develop appropriate atmosphere for their job placement cannot be over-emphasized.

The employers play a control and dominant role in placement of handicapped persons and represent a third leg along with handicapped employees and placement agency in the placement triangle.

Social environment influences employer and employee positive and negative ways and social environment is influenced effectively by feedback/demonstration on successful placement and helps to bring more success. A determining factor is that the employers acceptance of the mentally handicapped as a productive and contributing member of his business. Therefore employment provider must assume primary responsibility to train and support to fulfill the expectations of the employers.

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* * *

SAMPLE CLIENT ASSESSMENT FORM

1. Personal Data

- a) Name
- b) Address
- c) Date of Birth
- d) Parent/Guardian name
- e) Evaluation
- f) Date of Evaluation

2. Description of Client

- a) Disability
- b) Medical Needs
- c) Use of upper extremities
- d) Voluntary Head Control
- e) Use of Lower Extremities
- f) Mobility
- g) Vision/Hearing

3. Communication

- a) Oral speech

5 4 3 2 1
Intelligible to strangers : Very difficult to understand

- b) Alternative Communication Mode
- c) Follows multiple verbal commands

4. Adaptive Behaviour skills:

- a) Eating Independent Require assistance
- b) Grooming " "
- c) Dressing " "
- d) Transportation needs : Automobile Bus
Ability to board independently - requires assistance.

5. Academic Information (brief Grade Level)

- a) Reading
- b) Maths
- c) Perceptual/Learning skills
- d) Manages/tells time
- e) Manages/uses money
- f) Communicates per data

6. Clients work interest (summarise from the interview from the guardian/significant other)
 - a) Jobs state as desirable
 - b) Jobs stated as undesirable
 - c) Expressed feeling about work
 - d) Limitations stated concerning work
 - e) Past work history
7. Related Vocational Skills (Gathered from Training staff and Officers)
 - i) Social skills
 - a) With Teacher/Therapist in authority role
 - b) With Peers
 - c) With Family
 - ii) Appearance
 - iii) Desirable Social Skills
 - iv) Generalization of skills from one task to another similar task
 - v) Perseveration/Distractibility
 - vi) Utilizes the equipment
 - vii) Type of prompts needed for learning
 - viii) Statement of Attendance Record
 - ix) Endurance/Physical Strength
 - x) Speed of manipulation/operation of materials/equipment
 - xi) Level of supervision
8. Other pertinent information :

RESOURCES FOR IDENTIFYING LOCAL LABOUR NEEDS

- i) Business Bureau
- ii) Business and Trade News Letters
- iii) Chamber of Commerce
- iv) City and Country Employment Offices
- v) Clubs & Organizations
- vi) Friends, Family & Associates
- vii) Local Employers
- viii) News Paper Classical Sections
- ix) Private Retail Group
- x) Professional Journals
- xi) State Employment Directorate/Commission
- xii) Private/Voluntary Placement/Agencies
- xiii) Telephone Book (Yellow pages)
- xiv) Trade Union
- xv) Department of Labour (State/Central)
- xvi) University and College Job Placement Office
- xvii) Vocational Rehabilitation Agencies

C. Sensory Skills required :
(Specify

Vision
Hearing
Tactile

D. Cognitive Abilities :
(Specify

- i) General Intelligence
- ii) Comprehension of written & spoken material
- iii) Reading level
- iv) Writing level
- v) Perception of form, colour
- vi) Speed and accuracy
- vii) Maths required - counting, calculations
- viii) Any other

E. Communications:
(Specify

Must follow simple instructions
Must speak with customers
Must speak with supervisors/co-workers
Must use Telephone
Any other

IV Contra indications :

Restricted Mobility
Impaired hand functions
Impaired hearing
Impaired vision
Impaired speech
Severe enough to cause anxiety/embarrassment

Sample interview with a Supervisor of Hotel Industry reflects the subjective appraisal of job - the cleaning personnel.

Job Title : Cleaning Personnel

Date : 15-4-1989

I Firm Overview :

Name of the Firm : Haridwar
Address : Lakdi-ka-pool Hyderabad
Phone :
Type of Industry : Hotel
Name & Title of the person interviewed : Mr. X
No. of Employees : 200
Fire/Accident : Nil in last 2 years

II Position Overview :

Duration & Title : Full Time-Maid
Stability : Rotation in shifts once a week
(2 shifts in a day)
Reasons for previous abandonment : Low Pay, scheduled default

Not a desirable job says Supervisor. The only thing is we work out a basement and there is always work to be done.

1. 60% occupancy per month. Special week ends/Project's Seminars in areas increase occupancy.
2. Worker must be able to completely clean a room/bathroom to standard in half an hour.
3. Contacts work: Trainee worker work directly with Direct contact with executive house keeper, 2 Assistants, trainees and 11 maids.
4. Supervision: Executive house keeper with minimal supervision runs checks from time to time as well as front desk checks to see if rooms are ready from time to time.
5. Cooperation of other employees: Co-workers have their own schedule of work in design and 8 hours of shift but would help in necessity and if free.

6. General Social Environment: Family environment within department, hotel friendly warm-pleasant.

III Job Interview :

A. Work related behaviour

Appearance : White shirt, foot shoes, Apron, clean hair, no odour, must make good impression on public being served.

B. Task Analysis :

1. 8.00 A.M. : Punch in
(9.00 A.M. on Saturdays & Sundays)
2. 9.05 AM. : Load chart with all maid supplies
3. 9.10 A.M. : Check vaccuum to see
4. 8.15 A.M. : Sign out master key for room entry/sign time
5. 8.20 A.M. : Pick up linen sheet
6. 8.25 A.M. : Begin room check to see what rooms are vacant/
ready to be completed
7. 8.30 A.M. : Begin cleaning rooms that is vacant
8. 8.30 A.M. to : Check list of things to be done in each room in
half an hour
9. 9.00 A.M. : Move to next room
10. 9.30 A.M. : Move to next room so on till lunch till 11.00 A.M.
11. 11.00 A.M. : Lunch
12. 11.30 A.M. : Moves to next room till 4.30 P.M. with a break of
10 minutes for tea. Makes sure all 15 rooms are
cleaned and ready for sell out.

Comments :

- i) Timings are appropriate.
Supervisor emphasized importance of cleaning
rooms quickly and control areas.
- ii) Linen Sheet: Lisiting 15 rooms to be cleaned by
shift and accounts maids work.
- iii) Maid Supplies: Safe guard body towels, hand
towels, Toilet paper, cleaning supplies.

Objective qualified Job Analysis collected from more cleaning supervisors of the same and other hotels.

Job Title: Cleaning Personnel

Job Locations: Hotels/Metal Industry

Job Overview:

- i) Regular
- ii) Job of routine nature but persons may be rotated in shift once in a week/fortnightly.
- iii) Pay ranges from Rs. 400/- to Rs. 1,000/- p.m.
- iv) Work Environment: Indoor good.
- v) General Social Environment - Friendly, Family environment within Department
- vi) Supervision: Checking time to time done by supervisor. No close supervision during task.
- vii) Cooperation - Workers usually busy in their work.
- viii) Contacts at work - co-workers, supervisor, customers

Job Interview

- a) Personality Requirement (work related behaviour)
 - 1. Good appearance & dress
 - 2. Courteous to customers
 - 3. Gets along with Supervisors & co-workers
 - 4. In-time to work
 - 5. Willing to work hard
 - 6. Has got good attitude

- b) Routine Physical Demand
 - 1. Walks a lot upstairs/in corridors
 - 2. Pushes carts with supplies
 - 3. Carries bundles of linen
 - 4. Bends all day
 - 5. Moves room furniture

- c) Sensory Skills Required : Vision - Tactile - Olfactory needed.

- d) Cognitive General Intelligence
- Reading - Reads charts/Linen sheet
 reads labels for work products
 - Maths - Counts linen - needed for
 round required
 - Communication - Should follow instructions,
 oral communications not much
- e) Contraindications : Restricted mobility, impaired vision, impaired hand function, severe enough to handle work.

* * *

EMPLOYER-UNION-FELLOW WORKER-ADVOCACY AND A MENTALLY RETARDED EMPLOYEE

T. Madhavan

Considering the current focus on the 1% reservation of jobs for the mentally retarded individuals and the thrust on opportunities to be created for them in the open job market, it is necessary that certain issues specific to open employment should be considered. Self employment and sheltered employment provide a certain amount of protection to the mentally retarded persons unlike the open employment. Though the Government of India has made a number of concessions with regard to employment opportunities and on-the-job conditions for the disabled in general, the fact remains that they compete with others in the society for their livelihood. Individuals with visual, hearing and orthopaedic handicap have proved their competence in open job market, while it is yet to be seen for a mentally retarded person. It is well known that it is relatively easier to develop support services for those sensory or motor impairment when compared to intellectual impairment. Before sending a mentally retarded individual in the job market certain aspects regarding their suitable jobs, protection of rights, relationship with employer and co-workers and provision for advocacy need to be considered.

Job Selection

It has been discussed in detail in the earlier chapters with regard to selection of suitable jobs in the open market for the mentally retarded individuals, whatever is the job selected. Guarding the retarded person against exploitation is the responsibility of the employing authorities. To reduce the chances of exploitation, the jobs that are thrown open for the mentally retarded persons should be such that they are repetitive and routine, do not involve customer dealings and require minimum need for decision making.

Employer & Co-worker Relationship

The nature of relationship among the co-workers depends largely upon the job mentally retarded person is in. Whatever is the job, the relationship will be relatively smoother if there is an understanding of the condition of the retarded person among the people around him. Therefore, the placement officer should be actively involved at the time of placement, to prepare the people in the job site.

Workers Education Programme

One way of preparation of the co-workers and employer is to include coverage of information on mentally retarded persons and their work potentials in the worker's education scheme of Government of India. This nation wide programme of workers education serves the trade unions in industrial undertakings, mines and plantations, in public, private and cooperative sectors under the auspices of the Central Board of Workers Education. The objective of the programme is to stimulate and promote all sections of workers including rural workers in social and economic development of nation, develop strong, united and more responsible trade unions and to develop leadership among the rank and file of workers (Workers Education Scheme, 1979). There are 40 such units in the country and they conduct short and long term training courses for all levels of workers from directors to labourers. Inclusion of a course on mentally retarded workers would certainly help the employers and co-workers in preparing themselves for working together with the mentally retarded person with better acceptance.

In addition, the retarded individuals and their custodians may also be included for special training programme to make them aware of their rights, special provision made by the Government for them and the legal and ethical issues:

Union

In the workers' union, there are possibilities of a mentally retarded person being exploited. This is especially true when it comes to the casting of votes, putting up strike and participation in dharnas and bandhs. Under such circumstances the mentally retarded person must be explained of the event in such a manner that he understands the event and its consequences. It is advisable to have his custodian or appointed placement officer while he is being briefed, and his opinions/reactions are obtained and when he expresses his views regarding involvement. Ideally the custodian and the placement officer should have legal provisions to make decisions on behalf of the retarded person keeping in view his welfare, so as to check against manipulation of the ignorance of mentally retarded persons.

Advocacy

Article 41 of the Constitution of India emphasizes equality of opportunity of citizens. It directs the State to make effective provisions for securing the right to work, education and public assistance in case of unemployment, old age, sickness, disablement and other cases of undeserved want. This necessitates

the legislature to have laws that make the rights and privileges effective for the disabled individuals. There are certain legal provisions for persons with vision, hearing and orthopaedic disabilities. Ramamani (1988) reports that Trade Union Act 1926, Industrial Disputes Act 1947, Industrial Employment Standing Orders 1946, Minimum Wages Act 1948, Payment of Bonus Act 1965, Employees Provident Funds and Family Pension Fund Act 1952 do not apparently discriminate between the normal and disabled persons. The Apprentices Act (1961) does not provide any relaxation on the required physical and educational standards and therefore the industries are not obliged to consider the disabled person for employment. The 3% reservation for the visual, hearing and orthopaedic disabilities does not provide for employment chances to mentally retarded persons. Specific relaxations in educational standards must be provided for the mentally retarded persons and selection criteria need to be developed for them exclusively. Care should be taken to see that the borderline or dull-normal persons do not have access to the jobs reserved for the mentally retarded persons.

When the retarded persons are on the job they and/or their custodian should be aware of the rights and privileges of the retarded person.

International Labour Organization (ILO, 1955) as quoted by Ramamani (1988) recommended guideline for vocational rehabilitation. It covers the essential elements and scope of vocational rehabilitation, principles and methods to be applied, the vocational guidance, training, placement and followup of the disabled and an outline of the administrative organization and vocational rehabilitation service and ways to enable disabled persons to make use of these services. The conscious efforts for employment of mentally retarded are on the increase in the country. For success of such an effort it is imperative that there is coordination and co-operation among the planners, policy makers, trainers, various service providers, employers, co-workers and the retarded person and his family members.

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