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ABSTRACT

All major types of disabilities were represented in the Work Adjustment Program at the Cleveland Vocational Guidance and Rehabilitation Services (VGRS). During the five year project it successfully placed in competitive employment three-fourths of the 300 clients who had previously been unemployable and untrainable. The report describes the clients' problems and describes and analyzes the procedures developed for coping with these problems. The data on which the report is based are the behaviors of the clients, the counselors, and other staff members as they interact in the rehabilitation process. The two key factors in the program were the role of the work adjustment counselor and the contract workshop. The report is organized as follows: (1) a description of clients, staff, and workshop, (2) entry into work adjustment. (3) the work adjustment process: goals and techniques, (4) client problems outside the program affecting training and employability, (5) placement and followup procedure, (6) characteristics of a work adjustment counselor, (7) evaluation of the project, and (8) discussion of the VGRS work adjustment program and subsequent developments in its utilization. Case histories are appended. (MW)

WORK ADJUSTMENT: A DYNAMIC REHABILITATION PROCESS

by

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Abstract

The Work Adjustment Counselor works closely with the client in the workshop to develop acceptable work behavior and attitudes. The goal is to improve self-esteem, work confidence, interpersonal relations, physical stamina, concentration, grooming and dress and determine tentative vocational goals.

The two interrelated key elements in the program are the role of the Work Adjustment Counselor and the contract workshop. The workshop is a simulated industrial workshop which functions as a rehabilitation milieu where the client can learn and practice the various requirements of the work role. The counselor works on the production floor with the client, manipulates the workshop setting, and uses individual and group counseling techniques to help him become a productive worker.

During the 5 year project 300 clients who had been classified as unemployable and untrainable with traditional rehabilitation procedures participated in the program. Three fourths of this group, which included the major types of disabilities, were able to secure employment. Other clients were helped to move into higher level skill training or educational programs. Some were determined to be too disabled for employment or training. This in itself is an important service. Specific client reactions to the program were collected during the follow-up interview to be used in future program planning, modification, and development of the Work Adjustment Program.

Work Adjustment can be effectively used as a core training program to serve a variety of different community health, education, manpower, and rehabilitation programs. The key to success of Work Adjustment is the counselor's skills and sensitivity.

Significant Findings

The Work Adjustment Program at V.G.R.S. was successful in placing three-fourths of the clients in competitive employment who had previously been unemployable and untrainable. All major types of disabilities were represented.

The two key factors in the program are the role of the Work Adjustment Counselor and the contract workshop. The counselor, who acts as a milieu therapist, assesses client behavior, and deals with problems as they arise in the workshop. He suggests alternate patterns of behavior and selectively rewards and reprimands the client toward behavior that is appropriate to the role of worker. He guides clients' interaction with supervisors and peers and utilizes individual and group counseling techniques.

The academic training and preparation of the Work Adjustment Counselor needs to be expanded beyond that of the traditional rehabilitation counselor. Until this comes into being, intensive on-the-job training is necessary.

The Work Adjustment Counselor must take responsibility for helping the client to improve self-esteem, build work confidence, to develop his interpersonal relationships, physical stamina, concentration, grooming and dress, and to determine tentative vocational goals.

The workshop provides the opportunity for clients to respond positively to concrete evidence of their accomplishments, e.g., production charts which show progress toward competitive levels, increased wages, and promotion to more responsible positions.

There are inevitable conflicts between the operation of the rehabilitation program and the contract workshop which must be reasonably resolved so that the rehabilitation process continues and yet the industrial nature of the workshop must be preserved for this is the milieu in which the work adjustment can best be accomplished.

During the project it was determined that the counselor must help the client work out a number of problems related to: school, money, transportation, family and style of life,

criminal records, peer group relationships, racial attitudes, health, educational and vocational goals. While Work Adjustment does not attempt widespread personality or social change, there is often a good deal of improvement in these and other aspects of the client's life as well as vocational adjustment.

Effective job placement and follow-up should be coordinated by a Job Placement Counselor who assumes the responsibility for this phase of the rehabilitation process. As this position developed it came to include liaison between the Work Adjustment Program and industry, job development, specific job readiness training, placement of the client on the job, and follow-up counseling to deal with problems on the job.

A Work Adjustment Program in a rehabilitation center is greatly enriched because of the variety of supportive services which are available, e.g., vocational and educational testing, vocational counseling, work evaluation, medical evaluation, physical therapy, and physical fitness.

Work Adjustment is a basic core training program which can effectively serve a variety of different community health, education, manpower, rehabilitation and skill training programs.

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The V.G.R.S. staff specifically involved in the planning and operation of the Work Adjustment Project were: Richard Sidwell, Karl Ireland, OTR., Albert Higgins, Vernon Beedy, M.A , Robert P. Overs, Ph.D., Earl Walker, M.A., David Hyde, Jane Craggs Pittman, Joseph Ortenzi, Eugene Spiegle, and Richard Baker.

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Chapter I

INTRODUCTION

Work Adjustment programs have evolved in response to the vocational rehabilitation needs of severely disabled persons. It was felt that these individuals could not benefit from further exposure to traditional rehabilitation techniques such as individual counseling, social casework, or special skill training. Thus, these individuals were considered unemployable and untrainable given the rehabilitation technology of the time and the criteria for employment. New programs were needed which could provide more extensive vocational rehabilitation training. Work evaluation techniques had been developed so that extensive evaluation data could be supplied as a basis for broader rehabilitation programs.

The Work Adjustment Program at V.G.R.S. which evolved to fill this gap in available services drew on advances in individual and group counseling and an imaginative view of the workshop as a rehabilitation setting. Work Adjustment is an art accomplished through the process of interaction of the individual with skilled rehabilitation workers and peers in the milieu in which this process takes place. Therefore it is not a science which can be clearly defined at this point in time; however, it has been one of the most successful rehabilitation techniques used at V.G.R.S., resulting in the movement of handicapped people from the state of dependency to independence.

The purpose of the V.G.R.S. Work Adjustment Program is to enable persons with emotional, mental, physical and or social disabilities to enter a competitive work situation. Vocational treatment goals are to help the client:

a. Understand his assets and limitations and how they will assist or hamper his adjustment in a job.

b. Be productive in a structured work situation under controlled supervision.

c. Develop acceptable work behaviors and attitudes.

d. To learn about work opportunities, demands and educational requirements.

e. Move into meaningful employment at his level of productivity or into higher level skill training programs.

f. Progress to a maximum physical, social, economic, and vocational level.

This Report:

1. Describes the clients' problems which make them unemployable and unacceptable candidates for less intensive programs.

2. Describes and anlyzes the procedures which were developed for coping with the clients' problems in regard to the major goals of the program.

The data upon which the report is based are the behaviors of the clients, the counselors and other staff members as they interact in the rehabilitation process. Specific significant instances of client-staff interaction are recorded in some detail, with appropriate commentary, in an effort to answer the following questions.

a. Why are clients unemployable?
b. How are clients' problems manifested behaviorally?
c. What do the Work Adjustment Counselors and other rehabilitation workers do, on a day to day basis, to help the client become an employable person?
d. How is the simulated industrial workshop utilized as a milieu for the work adjustment rehabilitation process?

In describing the Work Adjustment process in actual behavioral terms and then providing more analytic commentary, it is hoped that this report will serve as a better guide to those who wish to utilize its results.

Before proceeding to a discussion of the various aspects of the Work Adjustment program it is necessary to present a general description of V.G.R.S. The agency setting for demonstration programs is an important factor in describing a program, evaluating its results, and in utilizing project findings in other agencies.

Vocational Guidance and Rehabilitation Services

Vocational Guidance and Rehabilitation Services (V.G.R.S.) is a voluntary, non-profit Red Feather Agency serving the Greater Cleveland area. It is a multi-discipline agency which serves as a community counseling and rehabilitation resource for those who wish help with their educational and vocational planning; for those with work limitations because of psychological, physical, social and economic problems, and for those in need of physical therapy or re-training in activities of daily living. Integrated rehabilitation services are provided to meet each client's specific problems to help him gain insight into his capabilities and to plan realistically for the future. Other vocational and rehabilitation agencies, both private and public, use V.G.R.S. services to supplement their own programs.

V.G.R.S. offers the following services: vocational and educational counseling, vocational, educational and psychological testing, employment counseling, group counseling and job placement, medical evaluation, physical therapy, activities of daily living, work evaluation, work adjustment, skill training, a homebound sewing program, design, development and production of clothing and aids for handicapped people, and transportation, including orderly service when indicated.

The agency serves anyone age 14 and over in the Greater Cleveland United Appeal area. The individual may be referred by public and private agencies, business and industry, hospitals, schools, physicians, ministers, interested persons, or he may apply directly.

People Renewal

The "People Renewal" concept was developed by community leaders and given guidance by the V.G.R.S. Board of Trustees for the purpose of bringing a group of rehabilitation agencies into one complex. The goals are to assure maximum utilization of scarce professional personnel and facilities

but more importantly to develop a system of delivering services to people who need them. This cooperative effort resulted in the establishment of the Cleveland Rehabilitation Complex (CRC) as the corporate body responsible for the further development of the rehabilitation complex and the people renewal philosophy*. Toward this goal the Goodwill Industries is currently constructing a new multi-million dollar facility in the complex and the United Cerebral Palsy Association of Cuyahoga County has the necessary land adjacent to the V.G.R.S. building for its new facility and plans are being drawn.

Currently the CRC is made up of the following agencies:

The Arthritis Foundation, Northeastern Ohio Chapter
Ohio Bureau of Vocational Rehabilitation, Cleveland East District Office
Cedar-Quincy Citizens Participation and Public Information, City of Cleveland, Department of Community Development
Chronic Illness Center of Cuyahoga County
Cleveland Society for the Blind, Industrial and Food Service Divisions
Goodwill Industries of Cleveland
National Multiple Sclerosis Society, Cleveland Chapter
Protective Services for Older Persons
United Cerebral Palsy Association

This is the agency and inter-agency setting in which the Work Adjustment Program has developed. After the completion of the SRS funded project V.G.R.S. assumed the funding of the Work Adjustment Program which is now an essential component of the V.G.R.S. and CRC rehabilitation programs.

*The development of the Cleveland Rehabilitation Complex is currently being studied under a Social and Rehabilitation Service grant "The Planning and Implementation of the Cleveland Rehabilitation Work Center, Phases I and II," (former name of the Complex) RD-2594-G.

Chapter II

CLIENTS, STAFF, THE WORKSHOP

To set the stage for a discussion of the Work Adjustment process, it is important to describe the clients, the staff and the workshop. Therefore, this chapter is concerned with:

1. The characteristics of clients served during the five year course of the demonstration project. The rehabilitation needs of the clients were the central force in the design of the original program and in its subsequent modifications. As will be shown in later chapters the counselors developed somewhat different counseling techniques with the clients depending on age, sex, race, IQ, educational background, previous work experience, and disability.
2. The characteristics of the workshop, including staff organization, physical plant and the operations of the workshop. The advantages of the industrial contract workshop setting for the Work Adjustment Program, problems encountered, and some suggested solutions to problems are also discussed.

The Work Adjustment Clients

During the five year course of the project 300 clients received rehabilitation training. The most important characteristics of these clients are that they were both unemployable and considered untrainable, given the criteria for employment and the available rehabilitation technology of the time.

Although the client population served represented a broad cross-section of persons there were some groups of disabled persons who were under represented. This fact should be taken into account when generalizing the results, and on the practical level, in utilizing the findings for the development of new work adjustment programs. For example, few of the clients were over 50, although several did suffer from disabilities such as heart disease and

stroke which characterize an older disabled population.

Approximately six clients entered the program each month and their average stay was 16-17 weeks.

Demographic data on the clients reveals that 161 males and 139 females completed the program. Two hundred and forty were white, and sixty were black. Currently the Work Adjustment Program is serving a much larger proportion of black inner city residents than it has in the past.

Age

Most of the clients were young, the model category being 20-24, with the overwhelming majority falling in the less than 30 age group.

Marital Status

The great majority, 255, were single, and, of those remaining, as many were divorced and separated as were married.

Education

Table II-1 presents data concerning the educational backgrounds of the individuals who entered and completed the program.

Table II-1

EDUCATIONAL BACKGROUND OF WORK ADJUSTMENT CLIENTS

Elementary	Junior High	Some High School	High School Diploma	Special Classes	Vocational or Technical Degree	Some College	College	Not Determined	Total
7	53	83	90	45	2	6	5	9	300

First, it is significant to note that although many of the individuals meet the formal educational requirements, high school degrees or better, they were still classified as unemployable for many jobs in the community. A second point which deserves emphasis concerns those who did not achieve a high school degree or its equivalent, and who did not progress to the degree of their ability through special classes in the community educational programs. These are the individuals who, for a variety of reasons have "dropped out" of the community's formal educational programs. Thus, they did not complete the training programs which the community feels are necessary to enter vocational roles. "Dropping out" can also be interpreted as an indicator of their lack of integration in the society. However, whether or not the clients completed formal educational programs they were, when they entered the Work Adjustment Project, unable to meet the requirements of being a worker as this role is defined in the working community.

In Table II-2 the Work Adjustment clients are classified by commonly employed IQ breakdowns.

Table II-2

IQ

Below 69	70-79	80-89	90-109	110-119	120-129	Not Determined*	Total
39	56	62	101	10	2	30	300

The work adjustment group is obviously skewed to the lower end of the IQ continuum. Yet the major point that stands out in this table is that although 113 of the clients had average intelligence they were considered unemployable.

* In a few cases an IQ test was not administered, while in other cases tests were given which are not interpreted on a numerical IQ scale.

Considering IQ alone, the 80-89 group should have been able to be trained for employment through the normal educational process. Those persons with IQs ranging from 50-75 were classified by the Ohio Bureau of Vocational Rehabilitation as retarded and eligible for their services. As shown in Table II-4 many from the retarded group suffered from other disabilities as well.

Previous Work Experience

Another important characteristic of the client population is previous work experience. The disabled individual with no work experience must not only overcome his disability but in addition he has no work history to rely upon in this learning process. On the other hand, the individual with past employment may have had very traumatic experiences connected with work which must be dealt with.

Poor experiences with supervisors or fellow workers, being fired repeatedly, or not finding work because of a disability may have led to a downward mobility with its traumatic consequences in our society.

Table II-3

PREVIOUS OCCUPATION OF WORK ADJUSTMENT CLIENTS

Professional	Clerical Sales	Skilled	Service	Semi-skilled	Unskilled	Student	Housewife	Agriculture	Never Worked	Total
3	14	4	10	15	90	58	7	0	99	300

It is important to note that 169 or 56.3% of the clients who entered the Work Adjustment Program had never worked in a competitive work setting or were students or housewives. It is easy for the worker in our society to overlook the many behaviors and attitudes associated with the role of worker which must be learned if the demands of a job are to be successfully met in addition to learning a specific set of skills associated with an occupation.

Disabilities - the client population for the demonstration project is classified by type of disability. This is an important factor in evaluating the success of the program which was initially designed and subsequently modified to meet the rehabilitation needs of these clients. It is significant to note the effectiveness of the Work Adjustment Program in the rehabilitation of individuals with a wide variety of disabling conditions. (When the program is described in the following chapters the general modifications for each of the disability groups are discussed.) Table II-4 presents an enumeration of the types of primary disabilities of work adjustment clients.

Table II-4

DISABILITIES OF THE WORK ADJUSTMENT CLIENTS

1.	Emotional Disability	92
2.	Physical Disability	55
3.	Mentally Retarded	54
4.	Psycho-social Disability	35
5.	Mentally Retarded and Emotional Disability	14
6.	Psysical Disability and Retarded	33
7.	Physical and Emotional Disability	17

Table II-4 shows that the largest category of clients suffered from an emotional disability. The clients were medically diagnosed as having emotional problems sufficient to make them unemployable and to exclude them from traditional vocational rehabilitation programs. Those clients who were physically disabled exhibited a variety of disabling conditions, e.g., hemiplegia, epilepsy, birth injury,

cerebral palsy and amputations. Classification of mental retardation was that used by the Ohio Bureau of Vocational Rehabilitation as their criterion for service, IQ level from 50-75. Persons with psycho-social problems have behavioral disorders preventing adjustment in the home, school or general community, and their problems have been severe enough to make them unacceptable for competitive employment.

Here, as so often is the case in rehabilitation, we find that many clients suffer from more than one primary type of disability. The last three categories in the table show the number of multiply disabled clients. In addition, those who have been involved in rehabilitation know that many of the clients suffer from psychological problems stemming from their disabling conditions. These points will receive further emphasis in later chapters.

In summary, Work Adjustment clients are people who for one reason or another have failed to learn the habits and attitudes of a good worker. They are handicapped by lack of confidence, fear of failure and poor interpersonal relations. They cannot simply be told what to do; what is right or wrong. A job in industry provides less opportunity for learning appropriate behavior, for experiment, since inappropriate conduct leads to dismissal. The workshop, however, provides a job setting in which the client can try various patterns of behavior without risking ridicule, defeat, or dismissal.

The V.G.R.S. Workshop

The major purpose of the workshop is to provide a simulated industrial, competitive employment setting in which clients can be evaluated and gain work experience. In this setting clients move toward assuming competitive work roles. From the client's perspective the shop is the place where the major elements of the worker's role can be learned, tried out and tested in a protected setting in which professional help is available for this learning experience. The role of worker is a major focus of this

setting. Since actual work is being performed the client can learn appropriate work behavior, work attitudes, means of organizing work and performance levels. He can learn what workers do in the variety of formal and informal situations which make up the work day. He can learn and practice role relationships with co-workers and supervisors. That is, he can learn what to expect from others and what they expect of him in the reciprocal worker-worker and worker-supervisor relationships. The workshop setting is a major mechanism utilized to reach these rehabilitation goals. In later sections of this chapter we will discuss the advantages and disadvantages of the shop for this training experience and then take up the goals of the Work Adjustment Program.

Description Of The Workshop

The workshop is a 10,000 square foot area, well lighted and air conditioned, in which a number of work benches are placed. The shop is supplied by two freight elevators connected to a shipping dock below and to a basement storage area. The Work Adjustment Program and the Work Evaluation section each utilizes about 2,500 square feet of the available area. The remainder of the shop space is utilized by the Work Experience Program for mentally retarded students in their last year of school, an Extended Work Program for clients who need further work experience before being placed and is also used for office and storage space.

The shop itself is long and rectangular. The work benches are spaced cross-wise with aisles formed at the ends of the benches. The aisles provide a means of supplying and removing work. Supplies and finished products are usually moved about the shop on skids, using hand trucks, or for very heavy work, lift trucks. Wooden and steel adjustable chairs are placed at the work benches, which are high enough for a wheelchair. The clients can either stand or sit at the benches, depending on their preference and the job to be done.

The work which the clients perform in the workshop is provided by sub-contract jobs which the agency obtains from a wide range of companies in the community. The jobs which are obtained are primarily assembly, packaging, sorting and collating: usually simple, repetitious and short run in nature. Many contracts call for the work to be completed within two to five days and occasionally short run jobs have to be completed on the same day the materials arrive. Bids for jobs are usually made days or weeks before the materials arrive for the work to be done. Therefore, it is difficult to maintain a steady flow of work since it cannot be predicted just when the materials will arrive for the various sub-contracts or if all the materials will arrive on schedule. This provides "hair raising" production problems for workshop personnel and clients but it does make the shop more realistic with its very real pressure on staff and clients. Since all work is produced under normal business contracts it must be done correctly and within the time specifications. Prime sales points are service and high quality performance.

When jobs are bid they are priced according to a time study method. The jobs are also methodized at that time and when the job arrives on the workshop floor this method is followed unless experience suggests a more efficient procedure. When work is spoiled, defective, or error ridden, it has to be re-done at a loss of income to the shop. Thus, the business nature of the shop is real and contributes to its real work atmosphere. The shop is non-profit for funds obtained from contract fees are applied to the costs of operating the workshop.

Extended work is available for a few clients who have finished the program but have not been placed. We learned through experience that it was better to keep clients employed while they were waiting to be placed if there was suitable work for them to do. When clients were sent home and not continued in the workshop some tended to backslide into the behavior and style of life they had manifested before coming into the program. An average of about six extended work clients are utilized as a source of stable productive workers to meet the production needs of the workshop.

Organization Of The Workshop

Figure 1 presents an organizational chart of the Work Adjustment Program and its workshop production staff.

Figure 1

Organizational Chart of The Contract Shop
During The Demonstration Project

Production

Shops Manager

1 Shop Supervisor
2 Group Leaders
1 Contract Procurer
1 Methods and Time Study Person
1 Production Counter
1 Shop Clerk

Client Services

Associate Director

Work Adjustment
2 Supervisor-Counselors
1 Placement Counselor
1 Secretary

The Associate Director coordinates all client service programs in the agency, which includes the Work Adjustment Program. It is his job to integrate the program with the other programs which utilize the shop, including work evaluation. The Work Adjustment staff is comprised of three professional members, two supervisor-counselors and a placement counselor, as well as a secretary. All professional staff who have filled these positions have had educational experience through a college degree and most have had masters degrees in vocational rehabilitation, psychology or guidance. In Chapter VII a section is devoted to the training, experience and other characteristics of a good work adjustment counselor.

The shops manager is in charge of the production and general business aspects of the workshops. The shop supervisor directs the production of all work on his section of the shop floor, under the supervision of the shops manager.

He controls quality, and schedules jobs to meet production deadlines. A major part of his job is the direction of the group leaders who work under him.

The group leader is required to plan, direct, train and accept responsibility for the work of 8 to 10 clients working on contracts in the workshops. He directs arrangements or sets up tasks to be performed according to the method determined by the floor supervisor. He instructs clients in the proper methods to perform jobs, standards of production to be met, degree of quality to be maintained and safety precautions to be observed. In addition, he continually observes the clients' performance and helps those needing more instruction. He encourages those not performing at potential and corrects inappropriate behavior.

The contract procurer canvasses local industry to obtain contracts that can be handled by the shop. He makes estimates of costs for customers and follows the progress on each contract. The person in charge of methods and time study analyzes a job to discover the most efficient and profitable production methods. Through his study of a job he establishes a standard rate of production. The production counter is responsible for maintaining daily individual and group production figures on the clients, and calculating and recording percentages of performance.

Particular Advantages Of the Contract Shop For the Work Adjustment Program

The single most important advantage of a contract workshop for vocational rehabilitation is the authenticity of the work situation. It is a work laboratory which provides the client with controls, support and instruction. The work done in the shop is real and the client knows the work belongs to a contractor. Job specifications and time limits must be met. If they are not, the work has to be re-done or the contractor will not supply further work.

In order to complement the reality of the work, the structure of the shop is modeled after a factory. There are foremen and supervisors. There are set times for beginning and ending work and promptness and regular attendance are required. Clients work as part of production teams under close supervision. Clients punch in and out on a time clock and must account for discrepancies as they will have to do when they enter competitive employment.

Clients are taught to follow the prescribed method for doing a particular job unless specifically granted permission to alter the procedure. Their role as part of the total operation is emphasized. For example, a client may think he has a production short-cut that actually makes production less efficient, for while it may streamline his particular task, it slows the work elsewhere.

The client learns the importance of working steadily and is shown that jobs must be completed and orders filled, regardless of whether the workers enjoy the work or feel like working at a particular time. The client sees lift trucks bringing work on skids to his work station, and he sees them picking up the finished work to be taken to the shipping dock. He sees jobs reorganized when new instructions from the contractors come in. He sees jobs stopped because materials have run out. He may have the experience of being laid off for a short time because the day's work is done early and there is no more to do until more parts or materials arrive. He learns to handle simple tools.

One advantage the contract shop offers over "on-the-job" training is that the shop is flexible enough to make allowances for clients' who have not yet built up their work tolerance beyond a few hours a day. More important the workshop staff can manipulate the various elements of the shop in order to effect changes in the client's work habits and attitudes.

Not to be overlooked is the significance for many clients of working with others and being able to observe others wrestling with their own problems, receiving rebukes or being rewarded for a job well done. The shop also provides an opportunity, the first real one, for many clients to learn to get along with other people. With the counselor's help, the client learns acceptable ways of channeling and expressing his feelings, and of coordinating his needs and wants with those of others. Being with other people helps to relieve the sense of isolation that many clients have. Observing others' problems and successful efforts sometimes inspires clients to make similar attempts rather than giving up. Consistent rewards and impartially enforced rules help the client to accept authority.

Problems In the Shop Which Affect The Work Adjustment Program

Despite the many great advantages of a vocational adjustment workshop, there are problems. As indicated earlier, V.G.R.S. has attempted to create in its shop a realistic work setting. The pursuit of this goal is, however, tempered by the requirement that the shop also serve as a therapeutic environment. That is, a shop cannot perfectly copy industry and yet fulfill its rehabilitation function. Shop staff are faced with a clash between the demands of a business where customers' orders must be filled and those of a rehabilitation program where the clients' needs are dominant.

Because the shop is used for vocational adjustment, the kind of work force doing subcontract work is in one respect just the reverse of what one would find in a regular factory. Whereas an employer retains and awards good workers and eliminates the poor ones, in the workshop, as soon as a client becomes a good worker, he is ready to leave, hence the majority of the work force in the shop are unstable, unskilled and poorly prepared. In lining up jobs, staff must take into consideration the kind of work force in the shop although not too many

allowances can be made for the workers' handicaps or the shop will not be able to get subcontracts.

A turning point which highlights the conflict between "business" and "therapy" occurs when the work adjustment and placement counselors decide that a client is ready for placement and they have a job available for him. Understandably the clients who are ready for placement are good workers, that is, very likely the people that the shop supervisor has been depending on to keep the production moving at an acceptable rate. The supervisor, of course, knows that the aim of the program is to place the clients in competitive positions. The compromise that has evolved is to give the supervisor at least one day's notice that a client will be leaving.

Whenever there is conflict between business and rehabilitation objectives, the matter is resolved in favor of rehabilitation, for the shop program is fundamentally a service program for clients. However, there is inevitably some tension between "business" and "therapy" in a work adjustment program, and sometimes small concessions from client services will have to be made. The interrelation of the rehabilitation and business aspects of the program is complex, and balance is delicate. Throwing too much weight to one side or the other destroys the unique nature of the work adjustment shop, and results in either a straight-forward business or rehabilitation program which lacks an authentic work component.

The problems counselors have in interpreting authority and workshop responsibilities to the client are obvious. The other aspect of the counselor's role is to introduce the clients to the industrial personnel. It adds to the authenticity of the shop to have as foremen people with industrial experience, and it is also doubtful that people without such experience could keep production moving. Yet the foremen's experience in industry is likely to make him intolerant of the client who is careless about his work, has irregular attendance or is slovenly in grooming. The counselors repeatedly remind the foremen that the changes hoped for in the clients take a long time, and that the work of the foremen is not simply to produce but to produce

with the irregular work force in the workshop.

The uneven flow of contracts presents a problem in the shop. Having several jobs come in at once presents less of a problem than having too little work. When there is more work than the shop can handle, former clients who are waiting job placement will be called in for a day or two. The real conflict between work and rehabilitation goals arises though, when the shop is short of work. Rehabilitation goals dictate keeping the clients busy and at work, and the bias is in favor of a "slow-up" when work is running low. Slowing down production is, however, contrary to business demands and contrary to what clients are likely to experience in industry and negates the major purpose of the workshop. Clients and foremen must not be allowed to slow down production when work is in short supply. Clients best able to adjust to an interruption in work are laid off with an explanation of the reality situation as a problem they will encounter in competitive employment. Client reaction is one more test of the readiness for employment. Clients who are more apt to regress from a layoff are kept on the job. An up to date priority list for order of layoffs is established so that when layoffs are necessary there is no confusion as to which group goes first.

Finding the ideal long run contract remains a problem for the workshop. When there is a work shortage, the shop is often forced to accept one day jobs or very unsatisfactory jobs, which are not good teaching devices for the clients. Still some work is to be preferred to none. Generally, jobs that require gross body movements such as packing, loading and the like are better for work adjustment clients than work requiring repetitive and fine finger and hand manipulation. Errors on fine work are much harder to detect. Such work is also harder to supervise since inattention and carelessness are less apparent.

Wages pose another problem for the workshop. It is required that clients be paid, yet there is no avoiding the fact that some clients are adversely affected by low wages. Clients with these troubles are men with previous

work experience whose self esteem has suffered as a result of serious illness or injury and who find it demeaning to be paid a lower hourly rate now that they are handicapped, when before they were able to earn several dollars an hour. All that can be done in such a case is reassure the client that work adjustment is therapy, that the wages are not a measure of ability, and that as soon as his production improves, he will be able to earn industrial rates.

Another difficulty about wages is the question of whether clients should be paid a flat hourly rate or whether the shop could change to a piece rate. The advantage of paying a client for his production is that his wages rise and fall with his effort, and this demonstrates to the client in a very meaningful way the importance of working well and consistently. The problem is that some clients produce well but still have problems which are impediments to employment. It takes a long time to correct such problems, and as a practical matter the program may not be able to afford high wages for a sustained period of time. A further consideration is that paying a worker as much as he might earn in industry and yet tolerating his various problems might make the shop too attractive to him.

In summary, there are built-in conflicts and tensions between business and rehabilitation objectives in the Work Adjustment Program. However, they must be integrated for they are dependent on one another. Both elements must be kept in balance and this requires constant adjustment on the part of the industrial and rehabilitation personnel. In case of conflict between rehabilitation and business interests the problem should be resolved in whatever way will be beneficial in the long run to the rehabilitation of clients.

Further research must be conducted on the problem presented by wage regulations for the rehabilitation workshop.

Chapter III

ENTRY INTO WORK ADJUSTMENT

Referral

Clients entering the Work Adjustment Program are referred from a variety of community agencies with the largest number coming from the Ohio State Bureau of Vocational Rehabilitation. Other major sources of referral are the Veterans Administration, Jewish Vocational Service and the Cuyahoga County Welfare Department. Early in the program approximately half the clients were referred from agencies other than the Ohio B.V.R., but as B.V.R. has gradually broadened its range of eligibility, more and more of the clients are referred from that source.

The intake and referral process may have been initiated at a variety of hospitals, clinics, schools, courts, or by private physicians, or the clients themselves. A patient in a mental hospital is first brought to the attention of the B.V.R. unit within that hospital and the B.V.R. counselor then refers him to V.G.R.S. for vocational testing and work evaluation as a basis for vocational and community rehabilitation program planning. While in the Work Adjustment Program the client might continue to live in the hospital and later move to a foster home or group home, or return to his family, depending on individual circumstances.

The physically disabled person usually comes directly through the B.V.R. office, having been referred to V.G.R.S. for specialized work evaluation and work adjustment services. For example, intake procedures might be initiated by B.V.R. units which function at the Cleveland Area Heart Society, the Amputee Clinic at University Hospitals or the Neurology Clinic where the client may have been for treatment and stabilization of epileptic seizures.

The B.V.R. counselor informs the client that he is the coordinator of his vocational rehabilitation program but that to work on these problems, together with the client, he needs more information about the client.

And, while the client is in his office he might describe V.G.R.S. and its services with particular emphasis on the Work Evaluation Department. Sometimes the B.V.R. counselor brings the client to the agency, shows him around, gives him some initial impressions of the setting, and discusses some of the work sample tasks which the client will be asked to perform while in the work evaluation process. This visit is now considerably easier since B.V.R. and V.G.R.S. share common facilities and the Work Evaluation Department is only a few feet away from the B.V.R. office. Occasionally parents are invited to this initial V.G.R.S. visit so that they can see and be more knowledgeable about the services. Parents are then in a better position to support the client during his participation in the Work Evaluation Program. The client is told by the B.V.R. counselor that once the results of the evaluation are obtained, several weeks hence, they will meet for counseling to discuss the results and plan the client's rehabilitation program. He is told that they will consider the V.G.R.S. recommendation in planning.

The client is told approximately when he will begin Work Evaluation and later receives a letter stating definitely when he is to report. The letter includes information informing him on such details as where to buy his lunch, working hours and who to call if there is any problem in his appearing at the scheduled time. He then reports for Work Evaluation at the specified time and usually begins his program with three or four other new clients.

The next section briefly describes Work Evaluation at V.G.R.S. in order to provide the necessary background for a better understanding of the Work Adjustment Program.

Work Evaluation At V.G.R.S.

Work Evaluation is a dynamic, analytical process used to gather information concerning an individual's vocational potential. His current level of functioning, including his capacity for change, skill potential and

social and emotional adjustment is studied. The environment in which this assessment is made uses simulated work in a workshop situation. The information gathered is integrated with other case history material by evaluators skilled in observation, diagnosis, and understanding of personal and group dynamics. The evaluation is used to aid in realistic vocational planning.

The process usually consists of two weeks of job sample testing for a half day. This is augmented by group counseling which is used for interpretive and diagnostic purposes, observation of behavior, ability to get along with peers, management of drugs, attitudes toward supervision, and ability to take direction. Work Evaluation counselors have the assistance of other rehabilitation professionals in the agency including physical therapists, occupational therapists, psychologists, psychiatrists, physicians and vocational counselors, educational specialists, work supervisors, and the shops manager.

Handicapped persons frequently perform poorly in timed psychometric tests due to the specific disability, anxiety in pressure situations, poor school experiences, and less than adequate academic preparation. For this reason V.G.R.S. developed a Work Evaluation Department which makes use of work sample tasks and situational evaluation techniques. Many of the simulated work tasks currently used in evaluation were developed and tested in a Social Rehabilitation Service sponsored demonstration project, "Obtaining and Using Actual Job Samples in a Work Evaluation Program," (RD-412).

Late in the development of that project a significant change was made in the procedures as a result of the experiences of some work evaluation clients. Clients judged to be unfeasible for vocational rehabilitation in the work sample evaluation, for one reason or another, were sometimes referred to the contract workshop to help with extra work that was available. To everyone's surprise some clients functioned quite well and demonstrated within a short time that they clearly had the capacity for further development in vocational rehabilitation. This convinced the staff that an actual work experience ought to be

included with the job sample method of work evaluation and it was decided to change the program to include both of these elements, the virtues of which have long been debated in the field of rehabilitation. It was hoped that by having both experiences that the evaluation process would result in a clearer picture of the clients' assets and liabilities. Thus, in the later phases of the project the clients entered the Work Adjustment Program with some prior experience in the actual work in the contract shop.

In the early days of Work Evaluation at V.G.R.S. the clients were fairly isolated from the other programs in the agency and most particularly they were removed from the workshops. Frequently the client encountered adjustment problems as he moved from Work Evaluation to the shop area. Also, often clients could not see a progression beyond the evaluation phase. As a solution the Work Evaluation Department was moved to the contract workshop floor adjacent to the work adjustment area. Thus, the clients were removed from a quiet, well-structured area to the contract shop which is noisy and characterized by the high activity of an industrial work area. It is of great interest to note that absenteeism and client failures in Work Evaluation decreased although the work environment appeared more stressful in terms of noise and confusion. The work sample evaluation experience took on greater meaning for them and they could see it in relation to actual work as part of their program.

Entry Into Work Evaluation

When a client reports to Work Evaluation a counselor greets him and they move into a conference room where they discuss the program and more specific information that he needs to enable him to participate. They discuss what is expected of the client, the operation of the department, its goals and how this experience will be helpful to the client and to his B.V.R. counselor. He is given routine instructions about the lunchroom, break times, how to use time clocks and proper dress on the workshop floor, and he is provided the opportunity to ask questions to clarify any matters that he does not understand at that point. The client is helped to reduce some of his anxiety and

concern about the new situation, and reassured as much as possible. He is taken on a tour of the agency and shown, for example, the location of the lunchroom, rest rooms and the business office where he will receive maintenance and transportation funds. He is brought back to the department and begins work on simple, non-threatening kinds of job sample tasks. He is told that within approximately two weeks he will move to the adjacent area where he will work a full day doing real work, and receive wages. It is indicated that after approximately five weeks the department counselors will meet with his B.V.R. counselor to discuss findings so that he can proceed with his vocational plans. This procedure is reinforced by the Work Evaluator in his daily contacts with the client.

A few examples of the work sample tasks clients do in Work Evaluation are rocker arm assembly, change making, sorting bolts, and stock clerking. Working at these tasks, clients have the opportunity to relax and perform the operation in a less stressful setting with support from evaluation counselors. The program provides an intensive work tryout experience in which counselors can observe how clients respond to instruction, learn and remember directions, and how their disabilities affect their work and their relationships with peers and supervisors.

The basic questions that work evaluation is designed to answer are:

1. Does the client have the attitudes, interests, motivation and work goals necessary to launch into and benefit from a training program?
2. What is his current level of skill development; his manipulative, mechanical and clerical aptitudes; work habits, such as punctuality and attendance; his mental and emotional stamina; his physical capacities?
3. How adequate is he in interpersonal relations including relations with peers and supervisors?
4. Does he have the skills and other work requirements to enter into gainful or sheltered employment at the present time?
5. Can the individual learn, absorb instructions, and remember procedures?

6. Can he basically change sufficiently in the characteristics measured to become proficient after training?

7. Does he show strengths which will compensate for academic lacks or other deficiencies pictured in his medical, psychological, or vocational test findings?

8. What kind of rehabilitation program would be best suited to his need and how can it be individually tailored to meet those needs?

Work evaluation results are discussed with the counselor from the referring agency, such as B.V.R.,as the basis for the client's continuing rehabilitation program.

The work evaluation experience, as the name implies, is an evaluative judgmental process in which clients are ranked in three categories concerning their future vocational training.

1. A small number of the clients demonstrate their capacity for immediate job placement and their work evaluation results are utilized in selective job placement.

2. A few show capabilities for specific skill training in the community. This is a small group primarily because most of the clients cannot keep pace in private or public vocational schools.

3. The third group of clients have made from significant to mimimal improvement in work evaluation and are judged to be able to benefit from the Work Adjustment Program.

All clients who are referred to the Work Adjustment Program are judged to be unemployable by the work evaluation counselors, in conference with the referring counselors from other agencies, and other consultants.

Referral For Work Adjustment Program

Referral to Work Adjustment usually begins in the work evaluation conference which is held approximately the next to the last week of the client's experience in Work Evaluation. The work evaluation conference is attended by

the work evaluation counselors, the associate director in charge of client services, the work adjustment counselors, and the referring agency counselor, such as the B.V.R. counselor. Others who may also attend are social workers from other agencies in the community who are working with the client and a V.G.R.S. physical therapist who is providing services to the client. The consulting physician's and psychiatrist's reports are utilized in the conference. The evaluation conference is the work adjustment counselor's first exposure to the clients who will be entering the program.

The work evaluation counselors come to the conference prepared to describe their client's work performance and work behavior while in that program. A client's performance in various test situations is compared to norms and the counselor's predictions are stated concerning the client's capacity for vocational rehabilitation. The work evaluation counselor who has the greatest experience with the client outlines the major goals he believes the Work Adjustment Program should attempt to achieve. Goals often specified by the work evaluation counselors can be categorized in relation to the following.

1. Improving physical stamina
2. Improving self esteem
3. Building work confidence
4. Improving interpersonal relations-supervisors,peers
5. Improving concentration
6. Improving grooming and dress
7. Acquaintance with a realistic work experience

The work adjustment counselors at the conference will frequently ask questions about the client's behavior and progress in the work evaluation experience and will ask the evaluator for specific evidence concerning his recommendations and for data to justify his conclusion that the client can benefit from Work Adjustment. The key indicator is believed to be the client's capacity to change. The work adjustment counselor will also receive information in the conference concerning the kind of treatment to which the client responds. For example, a client may respond best to very definitely structured situations and controls as

exercised by a counselor. Information about methods of working with clients is passed on to the work adjustment counselor in this manner.

The work evaluation counselor submits a written report following the conference. Copies of this report are forwarded to the client's referring counselor and to the work adjustment counselors. Although the form for this report has not been completely standardized, in the last years of the Project the work evaluators initiated a check list system whereby the following determinations were routinely made: predicted employability level--competitive or sheltered; predicted benefit from work adjustment or other vocational training; or feasibility for further vocational rehabilitation. The written report is a summary of much of the pertinent information that has been collected about the client and discussed in the conference. It deals primarily with three major headings: the client's work performance, his work attitudes and behavior, and specific predictions and recommendations.

In the course of the project two problems arose concerning the work evaluation report: related to its form, and its use by the work adjustment counselors.

1. In the first year of the Project work evaluation reports were lengthy, numbering several pages. Through experience in the case conferences and discussions with work adjustment counselors it was determined that summary information with recommendations was adequate. At the present time the report is about a page and a half in length dealing with the headings described above. It should be noted, however, that it was a difficult process to get the work evaluators to change from voluminous descriptions of client's behavior and performance to the shorter method of summarizing their information and making specific recommendations.

2. The second problem revolved around the work evaluators' beliefs that the information they were supplying was not utilized sufficiently by the work adjustment counselors. The work adjustment counselors on the other hand believed that work evaluation results should be utilized initially in working with the client, but then

after they knew the client they should begin to design the program. Experience has shown, however, that the Work Adjustment Program for a client is usually tailored along the general guidelines of the work evaluation recommendation.

During the Work Adjustment Project the time lapse between the work evaluation conference and the entrance of the client into the Work Adjustment Program ranged from a few days to two months, depending on the waiting list at the time. The size of the waiting list is difficult to control since there are a number of factors which account for the number of clients at any one time in need of work adjustment. First, clients progress through the program at different rates and available openings are difficult to control. Some clients may stay in the program longer depending on available job openings in the community. At certain times many clients are judged feasible for work adjustment while at other times there are few referrals. Also the variance in the client population is dependent upon referrals from a number of outside agencies making prediction and control difficult. The referring counselor is provided with a date at which time the client can be taken into the Work Adjustment Program. Thus, the client usually waits for a short period of time before he enters the program.

Chapter IV

THE WORK ADJUSTMENT PROCESS: GOALS AND TECHNIQUES

In discussing the Work Adjustment Program, the entry process, the clients, the staff, and the workshop as the setting for the program have been described as the necessary background for an analysis of the work adjustment process. This chapter considers the goals of the program and describes the work adjustment techniques which were developed in the course of the project in relation to each of the goals. Techniques are discussed in terms of the on-going interaction between counselor and client. Problems are analyzed from the perspectives of both client and counselor.

The goals of the Work Adjustment Program are:

1. Improving self esteem
2. Building work confidence
3. Improving interpersonal relations - supervisors and peers
4. Improving physical stamina
5. Improving grooming and dress
6. Improving concentration
7. Determining tentative vocational goals

Initial Work With The Client

The work adjustment counselor who is to work with a new client attends the work evaluation conference and thus has information about the client upon which he can base his initial work. He has the data and recommendations of the work evaluators, the counseling experiences of the referring counselor, the consultation results from the physician, psychiatrist and physical therapist and perhaps the experiences of caseworkers and professionals from the other agencies who have worked with the client. The work evaluation counselors pass on information they have concerning which counseling techniques seem to be most effective with the client. His task is to utilize these data to plan for his initial work with the client.

When the client reports to the Work Adjustment Program the counselor meets him and identifies himself as the counselor who will be working with him. He may then conduct an initial interview in which he acquaints himself with the client, gives the client information concerning the program and tests the client's ideas and goals concerning work adjustment and future employment. He also orients the client as to what will be expected of him in the program in terms of productivity and application to work. Expectations concerning the client's behavior, mode of dress, grooming, as well as shop rules and regulations are reviewed. A more intensive orientation to the program and the agency is not necessary because the client has already been in the agency for several weeks in Work Evaluation and is familiar with the work and work setting, e.g., lunch room, working hours, time clocks.

The counselor then takes the client to the work bench. He introduces him to the other clients and to the supervisors, and sits down with him to teach him the first job that he will do. The work is frequently familiar to the client since he has been involved in similar job tasks in the work evaluation area. Although the client is familiar with the people, the work and the work setting, the move into the Work Adjustment Program is often accompanied by reluctance, fear and anxiety. These feelings are brought forth even though the client has not moved over 100 feet from the setting in work evaluation. He may perceive the situation not only as something new but as a step closer to competitive work and the assumption of responsibility for his own care and support. During the initial phase of the client's experience the counselor fulfills an information giving type of role in defining acceptable production levels.

As mentioned above, the new client is anxious concerning the expectations and requirements of the new program. He does not personally know the other members of his immediate work force. He often has misgivings concerning the program and is not sure that he wants to continue. Clients often feel that they are quite different from the other clients whom they see as odd and

unusual people. He adopts a "wait and see" attitude concerning the program, keeping mostly to himself, covertly noting what is going on around him. The initial impression is that he is going to behave very well in the work situation.

A first symptom of problems is appearing late for work. To deal with this, the work adjustment counselor appears at the work bench a few minutes before starting time so that he can greet the clients as they arrive at the work stations. He may also choose to greet some of the clients in the area of the time clock so that the problems of being late can be dealt with immediately. Clients, in explaining lateness to work, frequently use such excuses as buses not running regularly, getting up too late, and so forth. The counselor deals with these problems on the spot in a short discussion with the client rather than saving problems for discussion several hours after their occurence. The counselor reminds the client that many working people have to be on the job by 8:00 a.m. or earlier, that arising early is not unusual for people who work and that possibly his friends or parents have been doing this for a number of years. He explains that if the client caught a late bus that he should leave earlier. At this point, little sympathy is offered.

During the first few days in the program the client will frequently stand around and watch the other clients and not become a valuable participating member of the work force. He may avoid work, work very slowly, or produce work of poor quality. The counselor is close by the work bench to note this reluctance and to move the client into work with the others. This is most often accomplished by conversing with him, recognizing his reluctance and dealing with it in a factual manner by asking him to move ahead and pointing out, sometimes repetitiously, that valuable workers are generally busy turning out good work and that they don't have to stand around and frequently be told what to do.

At the beginning of a client's stay in Work Adjustment, when his acceptance of the program is still very fragile and tentative, the counselor is alert to the fact that a client may try to escape from troubling situations in the shop by simply leaving. The counselor tries above all to prevent a client from leaving since doing so seriously diminishes the chances that the client will return to complete the program. The counselor is especially watchful of new clients and intercepts them whenever he sees them leaving the shop floor at other than a regular time. If a client is leaving in anger or frustration, the counselor tries to draw out the reasons for his action. The hope is that if the counselor can get the client to express his fear or anger in some way other than leaving, he can persuade the client to stay. This is a difficult time for the counselor because he becomes the focus for much of the client's hostility, yet he tries to absorb this without becoming upset himself. Above all the counselor needs to give the client the assurance that he and the rest of the staff are sincerely concerned about him and are interested only in promoting his welfare.

Improving Self Esteem

Often in Work Adjustment the recommendation for a client will be that he needs to acquire an improved self-concept. A person's "self-esteem" is the picture he has of himself and his abilities, and we have found that the typical work adjustment client thinks very little of himself. He sees himself as altogether inept or unlucky, he devalues what talents he has, he has virtually no confidence and he usually sees his problems as irremediable. In view of the clients' background, it is not hard to understand why they have such a negative view. The average client is a young person (late teens to late twenties) who has met with a failure at every turn. He has not succeeded in school and the chances are that his family life is not a source of encouragement. He has either failed repeatedly at employment or never been able to obtain a job. Some clients blame themselves for their failures, others blame external factors, but regardless of how they rationalize their failings, they will not regard themselves as worth-

while, fortunate or able persons.

Since employment represents only disappointment and frustration for the work adjustment client, many have lost what incentive they had to seek work. The benefits of stable employment -- self-esteem, independence, a measure of financial security -- these, no doubt are attractive to the work adjustment client, but his sense of failure is so overwhelming that he believes these goals are forever beyond his reach.

The most devastating aspect of a client's poor self-esteem is that it can be a self-fulfilling phenomenon. Regardless of the client's actual abilities, his belief that he is inadequate may be enough to render him so. His poor self-concept gives rise to failures which in turn confirm and reinforce the negative impression he has of himself.

A client's poor self-esteem manifests itself in many ways and handicaps him in every aspect of employment, from job interview to job performance and interpersonal relations on the job. Most work adjustment clients are disadvantaged people to begin with. They have little education, few skills, non-existent work history, and a poor love life, in addition to some mental or physical handicap. In short, such people are not superficially attractive to employers. And if, prompted by fear of failure and lack of confidence, a client can speak of nothing but his sense of inadequacy to a prospective employer, he will likely destroy what small chance he has of landing a job. Even if by chance a client gets a job, it is unlikely that he will be able to keep it as long as he sees in the smallest incidents confirmation of his own inadequacy. An example is that of the client whose employer made an error on his pay check and paid the man less than he was entitled to. Rather than mentioning the discrepancy, the client construed the error as the employer's way of indicating that the client was not worth the amount that had originally been agreed upon. Feeling that he had failed again, the client simply left the job.

Clients express the low estimation they have of themselves in many ways in the workshop. The most obvious signal of a client's low self-esteem is his claim that he is unable to learn the simplest task. It is almost never the case that the client is actually unable to perform the job, his fear of failing is so great that he is unwilling to attempt anything. Such a client requires a good deal of encouragement. The counselor must patiently urge the client to try and praise his efforts when he does.

Not all symptoms of poor self-esteem are *so* transparent as the lament, "I can't do that". Frequently a client will try to compensate for his sense of inadequacy by interrupting explanations, saying "I know how to do that". Such a client is doubtful that he can do the task at hand, but he interprets the acceptance of a detailed explanation as an admission of his inability. He cuts short explanations in an attempt to cover up. But such behavior only expedites the results he fears: not having listened to the explanation, the client is unable to do the work and he fails again.

The counselor makes every effort to be aware not only of the client's abilities but of the client's assessment of his own abilities. As the above example suggests, the counselor cannot take the client at his word. If a client attempts to interrupt an explanation, the counselor explains that it is helpful for anyone to hear instructions repeated and that often what is being explained is something different from what one anticipates. Such instructions help the client in doing his job better and thus in increasing his self confidence. They also help the client acquire habits which will give rise to accurate and careful work.

Clients who are very careless in their appearance are often indicating how little they think of themselves. Although the clients have little money for dressing well, those who are dirty, unshaven and unkempt may be expressing a lack of pride more than a lack of money. Improving a client's self image is difficult, but the counselor must reinforce a positive and realistic concept at every juncture. In work adjustment, helping a client to become more

personable is as important as helping him learn a simple skill. All of the factors contributing to a self image are so interrelated that if the counselor can reach the client on any front, this is likely to affect many areas of the client's life: improved work performance may lead to a neater appearance or smoother interpersonal relations.

Clients who do not interact with their fellow workers at work or on breaks are encouraged to join the interaction, for they often remain alone for fear of being rejected. In such a case other clients may be more effective than the counselor in giving encouragement. It is often more helpful to a withdrawn client to have another client invite him to coffee or to initiate a conversation than to receive the professional attention of the counselor. Successful clients also serve as realistic models. For these reasons counselors guide the clients to help one another.

With such seriously troubled people as the work adjustment clients, the counselor is alert, however, to the fact that not all client-client relations are beneficial. Some clients attempt to compensate for their own sense of inadequacy by detracting from others' accomplishments, and some will attempt to differentiate themselves from other clients by ridiculing and taunting them for their handicaps. The counselor must move rapidly to put an end to such behavior, for it can seriously disturb the clients and is advantageous to no one.

Failure in employment is but one source of frustration for the work adjustment client. Although their primary difficulty as far as the Work Adjustment Program is concerned is the vocational one, the counselor must bear in mind that the client's sense of inadequacy is reinforced in every area of his life. Usually the counselor can do little to the client to carry over techniques he learns for coping with problems at work into other areas of his life. It is a boon to many clients simply to find in a counselor a sympathetic listener who can bring correct information and some measure of objectivity to the client's problem situation.

We observed one boy in the workshop who felt not just that he was inadequate but that he would surely destroy anything he attempted to work on. It turned out that the boy's parents were considering a divorce, that they had not been getting along well for ten years or more and that the boy had been the pawn in their struggles. The mother claimed that if it were not for her sense of obligation to the boy, she would have left the father long ago. The father in turn claimed that if the mother had not made the home so miserable, he could spend more time with his son. The boy felt that he was responsible for his parents' quarrels, that he had in some sense driven them to divorce. In this particular situation, the parents were not amenable to our suggestion that they undertake family counseling or at least refrain from involving the boy in their difficulties. The best the counselor could do was give the boy support, explain that he was not to blame for his parents' problems, and encourage him to draw some sense of satisfaction from his progress in the workshop.

One way in which the Work Adjustment Program attempts to improve the client's poor self esteem is through role playing in group counseling sessions. Assuming a different role enables some clients to see situations from a new perspective from which they can begin to see how their own poor estimation of themselves distorts their relations with others. This understanding can be a first step toward gaining confidence, if they see that they did not fail so much because of what they are, but because of what they say they are.

In summary, improving a client's self esteem is not a fixed or easily specified procedure. The remedy in any particular case is dictated by the client, his problems and the ways in which he responds to them. All that can be said with certainty is that the counselor must take every opportunity in his relation with a client to improve the client's estimation of himself. The counselor must not falsely encourage the client to an overly optimistic view of himself, but he can help the client to assess realistically his abilities and this involves taking pride in

one's accomplishments as well as recognizing and accepting one's limitations.

Building Work Confidence

Related to improving a client's self concept is building his work confidence. Attitudes such as taking pride in one's work, deriving a sense of satisfaction from completing a job, and having a conviction that one can work and work well are indicative of *work confidence*. Clients who have confidence take an interest in their work. They might ask the counselor whether the work they are doing is eventually going to a particular company, or they might note that the production board shows that their group's output is up over yesterday. Confidence is also evidenced by accepting mistakes or setbacks without becoming disproportionately discouraged or quitting.

Building work confidence is a slow process. Initially the client may have no confidence that he can do anything. At the work bench he may be tense, anxious or reluctant. He might feign boredom by exaggerated yawning or fidgeting. Sometimes he will attempt to avoid trying a job he does not think he can do by saying that he does not want to do it. But each of these attempts at delay are simply efforts on the part of the client to avoid being put to the test.

In developing work confidence the counselor usually adopts a supportive attitude. He praises the client's efforts frequently. Even if the quality of the client's production is not good, the counselor will praise the client for sticking to the job and reassure him that improvement is often gradual and almost imperceptible, but none the less real. It is all the more convincing though, if the counselor can point out concrete evidence of his progress. For this purpose, it is good to be able to point to production counts, to demonstrate that, for example, the client's output was up to 50% of the minimum industrial standard whereas when he started he was working at 37%.

The counselor encourages group discussion in order to foster a supportive and helpful attitude within the work group. When the group as a whole can be engaged in the production effort, they will aid one another, correcting mistakes before the supervisor notices them, showing a new worker how to do a job or perhaps suggesting a way to speed up production. The group acts as a buffer for clients: an individual working in a group is much less "on the spot" since the responsibility and pressure are shared by all group members. Yet an individual can rightly take pride for his part in an accomplishment of the group.

A problem counselors must deal with in building work confidence is convincing the clients of the "genuiness" of their work. Ultimately the counselors hope to instill in the clients the conviction that they are employable in a competitive situation. It happens sometimes that a client will become confident that he can do the work at V.G.R.S. but will not identify it with the sort of work done in industry. A tactic the counselor frequently employs to allay the suspicion that workshop work is "fake" is discussing with the clients how their work is similar to that done in industry. He may emphasize the connection that the work done in the workshop has with other companies, e.g., which company sub-contracted the work, or in which company a particular client has been placed. And if, for example, a client has worked in a job, the counselor can remind the client of his former work and its relation to what he is doing now.

The counselor can show the clients the similarity between their work and that done in industry by taking groups of clients to visit in plants and factories. Another excellent way of reinforcing the idea that success in work adjustment prepares a client for competitive work is to have clients visit shops in which former clients have been placed. It is instructive to invite a successful work adjustment graduate back to tell the clients in work adjustment about his job and how the V.G.R.S. program helped him. In this way the role of worker in the shop is connected to the role of worker in industry.

Most work adjustment clients respond only to very concrete evidence of their accomplishments. A client may not grasp the significance of being told that he is beginning to acquire a more positive view of work. But it is meaningful to him to see that his output for the afternoon has been packaged and is ready to be shipped to industry. He sees that his efforts have culminated in something tangible, something useful to others. Occasionally clients will see products on which they have worked in a store. Not only does seeing a workshop product on sale give clients an important sense of accomplishment, but this also confirms the genuiness of the work.

A problem that many clients have is that they are confused by the slightest change in routine. They lack the ability to adjust to a flexible situation. Yet being able to adapt readily to small changes is an important capacity for work adjustment clients to develop. Many jobs require a worker to do a variety of tasks, although all of them may be quite routine. Further, unless the client has some confidence in his ability to cope with a changing situation, it is unlikely he can successfully negotiate the transition between the workshop and competitive employment.

Because the shop at V.G.R.S. does sub-contract work, there is an opportunity to change the clients' job frequently. Seldom does a client do exactly the same work on each contract. There is enough leeway in the shop, though, that a client who is very unsure of himself and resists change strongly can be kept at approximately the same task until he gains some confidence.

Clients who are very resistant to change will often simply tell the counselors that they want to do one thing and one thing only. On such a matter, it seems best to take the client's word for it. Consequently, the counselor will explain to the supervisor that a particular client prefers to do the same task for a while, and he will also check periodically with the client, asking him if he feels ready to try something new.

A client who is fearful of new tasks may become withdrawn when his work is changed: he may fidget or become depressed. While the counselor usually permits the client to take on new work at his own rate and when he feels ready, some clients need prodding. If for example a client evidences anxiety at being placed at a new job but seems to be performing fairly well, it is better to give him praise and encouragement at doing a new job well rather than allowing him to retreat to a familiar routine.

Since the V.G.R.S. Work Adjustment Program is located in a rehabilitation facility, there is for the clients an immediately available opportunity for real work experience. Toward the end of the Work Ajdustment Porgram, clients are often moved into other areas of the agency. They work in maintenance, shipping, receiving, food service, packing, general clerical, as receptionists, mail girls, errand boys and parking lot attendants. Having the clients work in the agency helps to increase their confidence in the ability to function competitively, and it also provides them with a wider variety of work experience than would be available in the workshop alone.

As the trainees become more productive and better adjusted to the work situation, an important way of developing their confidence and reinforcing their sense of progress is by rewarding them in terms of wages and responsibility. After they have mastered the work bench routine, they might be promoted to jobs such as seeing that the work benches are adequately supplied, counting the other workers' output, or taking the finished products from the work tables to the shipping area. When a client is rewarded for working well, it is important to discuss his improvement with him. The counselor might point out that he has now mastered a task that only a week ago he claimed to be unable to do. The counselor emphasizes that occasions might arise again in which the client feels uncomfortable or incapable, but that he would do well to try before deciding that he is not equal to the task.

In building work confidence, the counselor seeks to improve the client's self concept as a worker. The counselor attempts above all to give the person a realistic view of his capabilities. They need to be taught standards for good work and that they are capable of meeting them. The smallest progress is praised. A sense of progress, capability and accomplishment can best be communicated in concrete terms by production charts, increased wages, and by promotion to more responsible positions in the workshop. In the workshop the counselor hopes to replace the client's concept of work as an occasion for failure with the view that work can be a source of satisfaction and accomplishment.

Improving Interpersonal Relations - Supervisors and Peers

Difficulty in interpersonal relations is often cited as the reason a client cannot hold a job. Although clients attempt to cope with the problems of getting along with others in a variety of ways, beneath the many adaptive maneuvers the central difficulty is a super sensitivity to the requests and demands of others. The client's sense of failure is so great that it is his sole touchstone: every occurence is personalized and interpreted in terms of the client's lack of self esteem. An accidental jostling by a co-worker becomes to the client a deliberate attempt to ruin his work or make him look bad. A supervisor's suggestion that the client work more and talk less is taken to be confirmation that the client can't do the job. Here, as in other areas, the counselor's goal can be characterized as helping the client to a more realistic understanding of himself in the work situation. The counselor interprets troubling incidents more realistically for the client and shows him acceptable ways of dealing with his feelings and with conflicts with others.

Work adjustment clients consistently have difficulty with interpersonal relations, because they have been deprived of normal social relations as a result of their handicaps. Few clients have contact with others outside of school or the family, and the experiences that they have had in school or in the family, may make the

difference between acceptable and unacceptable behavior.

Consider the case of the boy whose father was a very harsh and demanding person. He continually berated him for being at home rather than getting a job and contributing to the family's income. To compensate for the father's behavior and because of the boy's handicap, the mother was very permissive and indulgent. She made virtually no demands of him, and although he was in his twenties, she persisted in treating him as a small child. Not surprisingly, the client was very confused as to what constituted appropriate behavior and had great difficulty in dealing with authority.

Because the adjustees social experience has been so limited and often atypical, the approach counselors take is to urge them to express themselves, then to attempt to explain or show the client what behavior is acceptable and what is appropriate in a work situation. To the end of improving the clients' social relations, it is of utmost importance for the counselors to be consistent about what sort of behavior they condone, since consistent discipline is what is lacking in most clients' backgrounds.

Trainees respond to troubling personal relations in a varity of ways: it is important for the work adjustment counselor to recognize these. Often they will cope with their problems in interpersonal relations by withdrawing. When troubled by a co-worker or supervisor, a client may simply get up, leave the work bench and ring out his time card. He associates the difficulty with the work situation and the only way he sees of alleviating the problem is by withdrawing altogether.

If the counselor sees a person leaving the work bench at other than the regular times, he intercepts him and attempts to discover why he is leaving. If the client is indeed withdrawing from some problem situation, the counselor will try to draw him out to determine what happened and how he understands what happened. The counselor then attempts to correct the interpretation of the incident if it is mistaken and suggests some alternative to withdrawal.

For example, if the supervisor has mistakenly blamed the client for someone else's error, the counselor will urge him to see that it is sometimes difficult for the supervisor to keep track of everyone. He can explain that there was no personal malice in the supervisor's error and suggest that a more satisfactory solution to the problem is telling the supervisor that he has made a mistake.

Not all adjustees,of course, signal their withdrawal by leaving the workshop physically. Some respond to a conflict by very deliberately disengaging themselves from their work and what is going on around them. Their work production drops; they pay little attention to what they are doing; they act as though nothing going on in the workshop concerns them. Clients adopt such an approach when they sense that they are again on the verge of failure, for if the importance of the situation can be minimized, so also can their failure within it.

On occasion, clients' having difficulties in interpreting supervision will break into loud and noisy arguments with supervisors. He will express great hostility for the supervisor and likely refuse to do the work or otherwise follow the supervisor's instructions. It is the job of the counselor to move into this situation, find out what happened and suggest some workable solution. The counselor attempts to provide an objective interpretation of the incident, and if a rebuke is in order, he points out to the client that his behavior was unacceptable and likely to make anyone, in or out of the workshop, angry with him. While the counselor's attention is directed primarily to his counselee, he does not overlook the possibility that the supervisor was at fault. Sometimes it is in order to draw the supervisor aside, explain the adjustees problems and suggest less explosive ways of dealing with the person. On the whole, however, workshop personnel encourage adult behavior, instead of making allowances for immature behavior.

Interestingly, it was observed that when clients became sufficiently involved in the workshop and in work to become angry with the supervisor the prognosis was good.

The problem with a client who expresses himself and his hostility by shouting or physical action is to teach him different ways of channeling his reactions. The greater difficulty is with the client who is so fearful of the work situation that he does not permit himself to become at all involved or express any of his reaction. It is virtually impossible to deal with a person's response to conflict if he expresses none.

In the case of an unresponsive person, the counselor will sometimes find it necessary to try to provoke a reaction, a technique which is used sparingly and with care. It is one thing to criticize a client or his work if this prompts a response and can serve as the beginning of a dynamic counselor-client relationship. It is quite another matter, however, if the counselor's efforts to goad the client into a reaction fail. Not only has the counselor not succeeded, he might have made the situation worse.

Counselors try to be conscious of their own relations with the client as well as mediating the client's interpersonal relations with those in the workshop. A situation to which counselors always try to be alert is that which arises when a new client tests the counselors in an effort to determine the limits of workshop discipline. A pitfall for a counselor dealing with such a client is over commitment to a specific course of action. It is tempting to a counselor who is correcting a client to say, "If you do that again, I will do X," (and describe a severe consequence.) What may happen is that the client will do again whatever is in question to learn whether the counselor will make good his threat. The counselor is then faced with the dilemma of having to impose an undesirable and dire penalty in order to appear consistent or else go back on his threat and lose considerable authority. The counselor retains more control over the situation if he does not commit himself to extreme and specific courses of action, but simply warns the client that certain behavior will have serious consequences.

Counselors must be on guard against rewarding the clients for undesirable behavior. Not that doing so is easy. It requires a cool head and intimate knowledge of

the client. An example is the case of a girl who had a hysterical seizure. The typical response to such an incident would be great fuss and bother, possibly calling some emergency service, but at any rate excusing her from work and exempting her from having to face up to the workshop situation. In one case, the counselors were able to recognize the behavior for what it was. They removed the girl as quietly as possible from the workshop. They pointed out to her that in such a state she was unable to work, make progress or earn money. They then offered her the option of going home until she felt better or resting until she wanted to return to the shop floor. In either case she was to ring out her time card.

A specific difficulty in client-client relations is occasioned by sexual interest. The clients are sometimes attracted to one another and the ensuing competition and jealousy give rise to conflicts in the workshop. The wisest course for the counselor is to steer clear of intrigues, but advise the client against bringing personal problems to work. Sometimes, too, clients who have formed an attachment for one another will want to spend all their time together and behave in ways inappropriate for the workshop. The role of the counselor is not to discourage such relations <u>per se</u>, but simply to instruct the clients in appropriate work conduct.

Sometimes clients like to engage in distracting conversations with one another or ask irrelevant questions of the supervisor or the work adjustment counselor who is near-by. This problem is handled in a forthright manner and usually involves the counselor telling the client that many people often have a hard time working and talking at the same time. There have been times when counselors have forbidden clients to talk while on the job, particularly when it is distracting to other people. Counselors attempt repeatedly to interpret that respect for other people is very important on the job and that a person should not detract from others' capabilities on the job. These and other explanations are stated simply and directly. Counselors should try to avoid abstract explanations. There are times when clients are permitted to engage in conversation so long as the work continues. This is a highly individual matter.

A remedy often invoked for the very shy client is introducing him to another client who is fairly out-going and comfortable in the workshop. The counselor may ask the older client to take the newcomer in hand and show an interest in him by inviting him for coffee or showing him where to buy lunch. It is also customary in the workshop that old clients accompany new clients to the business office where they pick up maintenance and transportation money. Usually these maneuvers are successful and within a day or two the shy and withdrawn client can be seen engaging in tentative social relations with the other workers. Such client-client relationships are important for the success of the Work Adjustment Program, for unless a new client can identify with his work group and the other shop personnel there is little chance he will become involved in the program itself.

Occasionally friendly gestures from others will not succeed in enticing the reluctant new member into the group. When an adjustee hangs back after repeated efforts at friendship on the part of other workers, the counselor takes the client from the work bench into his office to discuss the problem. Often he will express the idea that he does not want to form any close relationships with other persons because they are retarded or handicapped or in some way unattractive to him. Such a client may have a history of failure and is feebly trying to escape his inadequacy by differentiating himself from others. It is seldom helpful to force such a client into relations with others. The counselor must use his ingenuity to engage the client in work with the hope that success in work will give enough confidence to become involved with the others in the workshop. The counselor may, for instance, emphasize the advantages of working (independence, financial security) to the withdrawn person and remind him that, though pleasant, it is not by any means required that he like or enjoy the people he works with.

An effective approach to the problems of interpersonal relations is group counseling early in the program. It is an important step for some adjustees to find that others share their feelings and frustrations. This awareness lessens feelings of isolation and conviction of being

some how marked for failure. It also appears to be more effective to have others criticize and correct the behavior of a client who is having difficulties than to have the counselors do so. The other clients can bring group pressure to bear to correct a member's behavior, and their testimony to the fruitlessness of certain responses has more validity for other clients than the counselor's injunction. As with any group, correction from within the group carries more weight than correction from an external authority.

Improving Physical Stamina

An issue in the initial phases of Work Adjustment for some persons is physical stamina. Some clients are simply not able to work eight hours a day. A client's physical capacity for work is a factor which must be carefully assessed. It certainly does not benefit a person to be reprimanded for slacking off in his work when he is doing so only because he is weak. It is important to seek medical attention for these persons and to put them on a reasonable schedule of gradually increasing work hours so that they can build up tolerance for the regular work day.

It may be difficult for the counselor to determine whether the client's poor physical condition is the problem, for people are not usually eager to confide such information in the counselor, if indeed they recognize that they are not up to par physically. Counselors should be especially alert to a weakened physical condition in mental patients who have been hospitalized for a long time. Few mental hospitals have physical fitness programs, and a daily routine of sitting around, for several years, is enough to diminish anyone's stamina.

In response to the poor physical condition of many clients, V.G.R.S. set up a physical fitness area. A running machine, rowing machine, bicycle, pool table, ping-pong table, weights and punching bags were installed. The aim of the physical fitness area is to provide clients with an opportunity for healthful recreation. Adjustees are free to use the equipment during their breaks, although

they are not required to do so. In fact, a number use the physical fitness area throughout the program.

In addition to improving the clients' physical condition the physical fitness area is beneficial in providing an opportunity for non-threatening competition. Many of the clients have never had the normal experiences of childhood games and athletic competition. The physical activities at V.G.R.S. promote a healthy sense of competition and better interpersonal relations.

When the client's condition is such that he cannot work a full day, arrangements are made for him to begin work later in the day or leave earlier. It is emphasized however that such arrangements are only temporary and that he is expected eventually to carry a full work load.

Sometimes the person evidences lack of physical stamina more because of his style of life than because of a weakened physical condition. Fatigue on the job might result, for instance, from the client's habit of staying up to watch television until the early hours of the morning, or staying out too late. Poor physical stamina can also be related to the excessive use of alcohol or to the use of drugs. If the counselor can determine that some habit of the client's is contributing to his inability to work a full day, he counsels the client to alter his behavior.

A not uncommon problem of the type under discussion is that of clients who do not eat properly. Trainees who complain of weakness or dizziness are sometimes found to have skipped breakfast. Some clients do not bring lunch because they didn't have time to prepare it or there wasn't any food. Some clients miss meals because after years in an institution they are not accustomed to making arrangements for their own food. Alleviating the problem may require the attention of a social worker especially if the source of the problem is the institution in which the client is living, his family's patterns of living or lack of adequate food in the family.

Occasionally the cause of a client's fatigue cannot be removed easily. In the summer particularly, clients are often tired because they live in poorly ventilated, hot buildings and are not able to sleep at night. It is also unrealistic to counsel a client to go to bed at ten o'clock when the weather is warm and street noises interfere with sleep. Although the client cannot be held responsible for shortcomings of his environment, the counselor has to guard against making too many allowances. The counselor's intention is not to make life difficult for the client, but the fact of the matter is that an employer will not permit a client to come late or leave early because he has not slept well, and the client should not be allowed to believe that he can suit the job to his particular conditions.

A problem related to physical disability and stamina is the one in which the client has become accustomed to thinking of himself as sick, and it is often difficult to re-orient his thinking. For some clients, concern for their physical comfort takes precedence over anything else. With some of these persons the slightest pain assumes great importance. The client must be taught to differentiate between symptoms of serious physical problems and the minor discomforts that everyone must bear from time to time. Above all the client must learn that a headache or a slight back pain is not reason enough to take a day off from work, or leave early. Clients who have not learned how to manage their own medications must be instructed in these procedures, sometimes with the aid of the physician and followed up by the physician and workshop personnel.

Improving Concentration

A number of clients who come to Work Adjustment are unable to concentrate on a job or apply themselves productively for a sustained period of time. Unless a client can learn to work more or less consistently for eight hours, he cannot hope to keep a job. One aim then of the Work Adjustment Program is to teach him to stay with a task.

A problem that frequently occurs with the new adjustee is that he complains to the counselor of receiving incorrect or confusing directions about the work. The counselor first finds out why he feels the instructions are confusing. Sometimes the client's source of confusion is simply that he does not know which supervisor to listen to. A client with no previous experience and poor powers of concentration may not realize that he is to pay attention only to the instructions of his supervisor and not to what is going on outside his work group. Another may be confused about how to do his work because he does not know how to listen to directions. The counselor advises him that many different activities go on at the same time in every workshop, that he must listen carefully to his own supervisor and not worry about the clients at the next work bench.

Some behavior which shows poor concentration is more obvious than others. Clients who spend a great deal of time in the rest room or at the drinking fountain have clearly not settled down to their work. Others may simply spend a good deal of time at the work bench day dreaming. Still other clients make a pretense of being very busy, moving around the shop and examining the work that has been done and is yet to be done, but failing to actually contribute to the production. Often a client's failure to work diligently is reflected in the production records. The counselor can show the client unequivocally that each day his production falls off after lunch, or that it is very erratic.

The counselor's first effort to correct a client's inattentive behavior is to point out to him that his talking or frequent breaks walking around the shop does not contribute to his productivity. He advises the client of the importance of working steadily. If the client does not heed the counselor's suggestions and persists in his unproductive behavior, the counselor might dock his pay for the period of time that he was not doing his work or send him home for the day. The counselor's intent is to make the client take seriously the idea of concentrating on doing his job while at work.

Another form of non-productive activity is asking for excessive counseling and attention. The counselor tries to be sympathetic to the client and attempts to help him

work out his problems. But when the counselor suspects that he is using his recital of woes as a way of procrastinating or avoiding work, the time has to come to impose limits. The counselor advises the client that one is not paid for having problems and that although it is good to seek help for one's difficulties, this activity is not part of the work situation. In order to reinforce the idea that work time is not to be spent on personal matters, when the client of his own initiative seeks counseling, he is asked to bring his time card with him and he is not paid for the hour or so that he spends with the counselor. Such an arrangement means that the counselor is available to clients with genuine problems, but those who are eager to pass the time of day will have to do so without pay.

A technique for dealing with unproductive clients, to which the counselor may resort, is to emphatically explain to the client that he must make up his mind to apply himself or leave the program. The counselor tells the client that there are others, eager to use the opportunity to their advantage, who are on the waiting list for Work Adjustment. The counselor asks the client to take time to consider whether he is serious about improving his vocational adjustment. The client is usually sent home and told to return at a specified time (a day or two hence) and to have decided by that time whether he will continue in the program. He is also explicitly advised that if he decides in favor of continuing the program, he will be expected to meet the requirements of the work adjustment shop. These requirements are often stated concretely. The counselor may also contact the client's parents or referring counselor to help with problems of this nature.

It is a learning experience for most adjustees who are disciplined in the above fashion to have to make an independent decision. The counselor, of course, gently steers the client toward a decision to stay by pointing out the advantages of employment and independence as compared with unemployment and dependence. In the end, the decision is the client's. Most, when faced with the choice, are for remaining in work adjustment, and their involvment in the program is then usually greater.

In asking a client to determine whether he will stay in work adjustment, there is the risk that the client will decide to leave, and some do. Although the counselor is disappointed if a client favors leaving, he attempts to convey to the client that he is concerned about him. The client has for the moment rejected work adjustment, but at some future date he may recall the counselor's interest in him and re-apply himself to becoming employable.

In attempting to stimulate the client to productive behavior, the counselor uses any means available, some rather unorthodox. For example, as a rule, it is thought to be bad policy to reprimand employees in front of their peers. In work adjustment, however, sometimes the counselor can mobilize group pressure to effect change in a client's behavior by publicly reproaching him. Another technique counselors occasionally employ is creating teams of workers in an effort to foster beneficial competition. Offering small rewards, such as bonuses, tickets for a ballgame or free cokes, often adds to the spirit of such competition.

Improving Grooming and Dress

Clients seldom know how to fit standards of dress and grooming to work. Some clients will be dirty and unkempt, and others, in an effort to make themselves attractive, will wear clothing completely inappropriate for work. The goal of the Work Adjustment Program with respect to grooming and dress is not to glamorize the clients, but simply to teach them the fundamentals of good grooming as a way of improving their employability. Work adjustment clients have handicaps which count against them when they attempt to find a job and they make themselves less desirable as prospective employees by being careless in personal appearance.

V.G.R.S. maintains a grooming clinic operated by qualified volunteers. There trainees are taught about appropriate dress, hair and skin care, and personal hygiene in general. Many are taken to a local vocational

high school for hair cutting, styling, shampooing and setting. Volunteers frequently take the girls with them to their own beauty shops. The male clients are provided with grooming kits which include shoe polish, a razor, shaving cream, deodorant, and comb. If clients are unable or unwilling to shave or comb their hair before coming to work, counselors ask them to do so in the restrooms before appearing on the shop floor. Counselors, of course, must acquaint themselves with the clients and assess their living conditions in order to avoid faulting a client for some lapse in grooming over which he has no control. Grooming standards have changed somewhat during the span of the program. Any program must stay abreast of changes remembering that employers change more slowly.

A problem confronting physically handicapped clients is obtaining specially designed clothing. At V.G.R.S. there is a special designs department that also helps the clients with alterations of their clothing or makes them special clothing designed to minimize their disability. Alteration is often necessary because clients are wearing clothes that were given to them or purchased when the client's build was decidedly different.

Chapter V

CLIENT PROBLEMS OUTSIDE THE WORK ADJUSTMENT PROGRAM WHICH AFFECT TRAINING AND EMPLOYABILITY

There are a number of problems experienced by clients previous to their entering the program or ones that they experience during the program; problems which affect their training and, if unresolved, affect their employability following the program. These problem areas must be coped with by the counselor if the client is to make any substantial progress in his vocational rehabilitation. The counselor must be prepared to deal with these difficulties on a day to day basis in counseling sessions with the client and must often enlist the services of other community agencies in an attempt to find solutions.

Problems which stem from the client's experiences before coming into the program (for example, those having to do with school) have contributed to his unemployability and continue to inhibit his work adjustment training. Some problems such as handling money arise in the course of the program when the client begins to receive wages. If they remain unresolved they will contribute to difficulties on the job. Another series of problems, e.g., those stemming from the home and general life style, contribute to the client's unemployability, deter from his training experiences and result in unstable employment following the Work Adjustment Program if they are not dealt with. The following sections of this chapter deal with these problems under the following headings: school, money, transportation, family and style of life, public offenders, peer group, and minority group attitudes.

School

There are clusters of problems associated with the client's past difficulties in school which continue to affect his work adjustment training. First, his poor experiences in school have contributed to his disability, and second, the client may see work adjustment as a

school and adopt a stance toward the program which interferes with learning to be a worker.

The obvious difficulty is that the client's school experience has been inadequate. He lacks basic skills in reading, writing and arithmetic. School was often unpleasant, an occasion for failure, both academically and socially. The Work Adjustment Program does not attempt to teach basic skills in arithmetic and writing but it shows the individual how he can utilize the skills he does have on the job. The counselor shows him the practical value of these skills and how they can assist him in job success. The counselor may also help him arrange for remedial classes.

A significant initial problem for the counselor is to convince the clients, especially the younger ones, that the program is not like school. This differentiation is necessary so that clients do not approach work adjustment with negative anticipations. Another major reason for emphasizing that work adjustment is not school is to reinforce the client's role as a worker rather than a student. The student role, as defined by many clients, is passive and dependent. As a student the individual often attempts to do as little as possible to meet the mimimum obligations of the role. By contrast, as a worker one is expected to be more independently motivated, more of a self-starter, and able to control one's behavior without constant supervision. Obviously it is easier to teach these behaviors in an industrial like setting where the worker role can be practiced than in a school setting.

Surprisingly, one problem that appears with certain clients is their reluctance to abandon the student role. The importance of formal education to vocational success has been repeatedly stressed to them and reinforced by their families and they cling to this goal, no matter how unrealistic it may be for them. Until they can be persuaded to adjust their aspirations to their abilities, they are unlikely to apply their energies very seriously toward becoming good workers. In some cases, all the counselor can do is advise the client that if he concentrates on acquiring good work habits and getting a job,

that he will be able to afford to go to school in the evening. As with other problems, the counselor may need to work with parents on these difficulties.

Patterns Of Living

The role of worker is supported by a great number of patterns of living in our society. Normally these are learned in the family, school, and the general community. The child is taught these behaviors and sees them enacted by adults who act as role models. As he learns to be a student he learns many of the patterns of living which will enable him to function as a worker. Many disabled persons for a variety of reasons have not developed these living patterns. Sometimes their disabilities preclude normal learning experiences. Others, due to institutionalization, extended unemployment, or poor family patterns, have developed styles of life and living patterns which are incompatible with the work role.

It is not the plan in work adjustment to change a client's style of life but to modify those particular habits which interfere with employment. Here we have in mind a broad spectrum of patterns which may need modification including everything from poor dietary habits to the timing and scheduling of activities throughout the day. A client may have developed eating habits which do not provide him with the energy to work, particularly at certain times throughout the day. A person who does not work has many free hours to pass during the day and he may develop habits of scheduling his activities so that he sleeps through part of the work day as a result of staying up late at night watching T.V. or in various activities with his friends. Being bored, he slows down normal activities to pass the time. He has become accustomed to using working hours for a variety of activities that the worker schedules at other times. Thus, seeing his social worker, visits to the medical clinic, purchasing food stamps, etc., can become a full time job. Patterns of living of this nature must be changed enough to allow the person to report to work on time and to engage in productive work throughout the day.

As with other problem areas the counselor deals with these problems on the spot, as they occur and suggests concrete alternative courses of action as each of the problems arise.

Family And Home Life

There are several patterns of family life that have contributed to the client's disability and which tend to affect his rehabilitation experiences. One pattern that counselors have noted is the strict authoritarian father and the over protective mother. Another is when, due to guilt or for other reasons, the family has not expected as much of the disabled child as they have of their other children. Some parents of disabled children seem unable to face the reality that the child must learn to make his own way. When, with advancing age, for example, they do come to this realization, patterns of dependency are often so deeply set they are difficult to break down in the rehabilitation process. In these cases the child lacks confidence and is overly dependent on one or both parents.

Some clients have grown up in homes where there were inappropriate or no worker role models from which behavior can be learned. In this and other ways as children they were not exposed to and did not learn work related attitudes and behaviors. They often do not have any notion of a work future or aspirations built around work as a mechanism for goal attainment. In other cases the family's aspirations for the child may be completely beyond his capabilities.

The counselors in this project often felt that they did not have enough contact with the clients' families during work adjustment. There were some instances where the family came into the agency to discuss the client's situation with the counselor and the counselors believe that family support is a major factor in keeping the client in the program. The family was often relieved to discover the Work Adjustment Program as an alternative to

school and provided an important source of encouragement and support. On the other hand, some families have become very dependent upon having the client at home. The family may want the client to remain at home to run errands, stay with the younger children, or as a fulfillment of parental needs, particularly those of the mother.

Clients' living quarters are also a source of work problems. Most clients live at home, in a foster home or a rented room and it is often difficult to recommend one living arrangement over another. Sometimes a client's problems seem directly related to the family and counselors are tempted to jump at solutions, such as having the client move away from home. The problem is complicated in that, more often than not, regardless of how much the client claims to want to leave home, he is so dependent and inexperienced at coping with daily necessities that moving away from the family creates more problems than it solves. On the other hand, clients who have been institutionalized for a long time find it hard to adjust to living alone and need guidance in making the transition.

Such experience and the other indication of ways in which factors outside work adjustment affect a client's employability suggest that many clients could benefit from some kind of controlled growth living experience. Not only do people need work adjustment, they need adjustment in living in the community as an adult.

Problems In Handling Money

A factor which interferes with a client's employability is his lack of experience in money matters. Some clients have never worked, have always lived in a very sheltered situation and simply have never handled money. Other clients have had more contact with money but have *no* idea how to budget their income. Not only is poor money management likely to bring the client quasi-legal difficulties such as having his wages garnisheed, but it affects his ability to hold a job. For example, some clients spend their wages immediately and largely on recreation. They then claim to be unable to come to work

because they lack carfare or lunch money. To the opposite extreme, some clients have been institutionalized so long that they hoard their money and depend on others for necessities; they have no idea of buying something for themselves. As the counselor becomes aware of what a client's money problems are, he can advise him as to a wiser course of action.

In reality, the work adjustment counselor has little control over how a client spends his money. It is sometimes necessary for a client to learn by unpleasant experiences to handle his money more carefully. In general the policy should be against lending clients money. If a client wants to borrow money, the counselor explains that V.G.R.S. cannot compensate for the client's poor judgment, just as a regular employee cannot and will not. If the client's situation is particularly dire or unusual, he may be advanced some money, but always with an understanding as to how and when the loan will be repaid.

The Work Adjustment Program attempts to promote better money management by handling client wages in a business way. Clients, for example, are paid by check for their work. If a client does not understand the mechanics of check cashing, a counselor explains this to him and if necessary will accompany him to the bank. If the workshop does advance the client money, the client receives a receipt when he re-pays the loan. Thus, the client also gets realistic training in receiving and handling wages.

Some of the problems which clients experience in connection with handling money are very difficult to solve. Because of past experience or limitation of intelligence, some simply do not have any conception of how to plan and deal financially. Such clients are easy prey for the unscrupulous. All the counselor can really do is be alert to the problem and to counsel with the client in an attempt to prepare him to handle his financial problems.

Transportation

How to get to work or a training program bewilders some clients. Many have lived all their lives in the same neighborhood, and it is not unusual to find clients with such limited experience that they have no idea how to use public transportation, or at least have no conception of using buses to commute daily to work. A client may not see the connection between taking a bus to town for Christmas shopping or a ball game and taking the bus to work. Having to travel some distance from home each day apparently strikes many clients as qualitatively different from using public transporation once or twice a year for a special occasion. Also, many have not traveled alone on public transportation.

Clients who have little experience around the city understandably need instruction about which bus to take, how to transfer, make connections and the like. If a client is particularly apprehensive about getting to work or to work adjustment, the counselor suggests that a family member accompany the client on a few trips to familiarize him with the route. Even better, if it can be arranged, is having a more experienced client travel with a new client. The client is always encouraged, however, to travel independently.

Clients sometimes fail to grasp that it is up to them to arrive on time and keep appointments despite the vagaries of public transportation systems. When a client arrives late and explains to the counselor that he is tardy because the bus was a few minutes behind schedule, the counselor counters that the client should allow some leeway, and should have taken an earlier bus.

Inclement weather also seems to pose an insurmountable difficulty for some clients. Perhaps because of very protective parents or perhaps because they feel no urgency about their work, some regard rain or snow as sufficient reason for staying home. Again the counselor counsels the client to the idea that every day workers have to change their schedules a bit one way or the other to make allowance for some accidental factor.

Public Offenders

The client with a criminal record differs from other clients in work adjustment in the respect that his probation officer checks his attendance and punctuality as well as his progress in training. Sometimes parolees in the program exhibit uneasiness, not knowing quite why they are in the program, not trusting anyone. The parolee may challenge or test the counselor's authority by talking tough, but usually if the counselor largely ignores what the client says and concentrates on preparing him for gainful employment, the client settles down. Additional incentive for a parolee remaining in the program is that progress in work adjustment is seen as good parole behavior, whereas dropping out of the program might jeopardize his parole altogether.

The counselor's important role in determining a parolee's future often raises unusual problems. One client on parole felt that every man had his price and tried to buy off the counselor. Without preaching to him or expressing shock or indignation the counselor attempted to discourage such behavior by discussing its implications and to encourage productive behavior. He patiently guided the client to make an effort to acquire work habits and skills with the goal of being able to secure and keep a job.

Peer Group

Occasionally it becomes obvious that a client's peer group is exerting a destructive force on his vocational adjustment. Two incidents are pertinent. One young man who was married and had a family had a very poor attendance record in work adjustment. It transpired that he belonged to a singing group. He would go out with his friends in the evening to sing at some social function. Rather than returning home, however, after the singing engagement was over, the group would adjourn to a bar or pool hall. The result was that the client was hardly ever able to get up in time to be at work at 8 o'clock.

The other incident involved a young man in work adjustment who persuaded another young man and two girls from the program to go off for the weekend with him. During the weekend he encouraged them to smoke marijuana. As a result of the "lost weekend," one of the girls became pregnant, and because of the marijuana, the police became involved. The incident was destructive to all four clients: one boy was returned to a penal institution; the other boy, who was emotionally disturbed but had evidenced some improvement, regressed badly; the girl who was pregnant was oblidged to leave; and the other girl was very much distressed by the fates of her companions and failed to make significant progress in work adjustment. The incident posed an additional problem in the respect that all of the other clients had learned about it through the grapevine, before the staff knew the particulars of the incident, and were waiting with considerable interest to see what happened to the offenders.

In an effort to treat the clients as adults, the usual position taken by the counselors is that what the clients do after working hours is their own responsibility and that of their parents. In incidents such as those related above, however, it is necessary to explain to the client that there is a proviso: employers and counselors do not interfere with what the person does after working hours so long as those activities do not affect his capacity to do good work. When outside activities have a detrimental effect on the client's work, the counselor reprimands him and tries to suggest some way of correcting the situation. The counselor is not so much interested in policing the client's activities as in bringing home to him that employers will not tolerate poor performance and that a disruptive social life could cost the client a job.

Minority Group Attitudes And Feelings

Minority group attitudes have an important bearing on a persons progress in work adjustment. Many of the work adjustment clients are from minority groups, and two major types of problems arise in the workshop. The first problem is the prejudice of non-minority group clients: the

second is the outlook of the minority group members themselves.

Insecure lower class clients occasionally feel threatened by associating with members of minority groups in work situations. Being at the lower end of the spectrum themselves, lower class whites may indulge in prejudice in an effort to achieve status by degrading someone else. Some believe it is degrading to themselves to be working on a par with minority group members. It is very difficult to try to change the client's attitudes especially if they are reinforced at home and in their own group of associates. But the counselor can emphasize the tolerance of differences and concentration on working well together, regardless of differences.

Equally difficult are the attitudes of minority group members. Prevalent here is a kind of defeatism: they see their employment failure as a result of prejudice rather than poor work habits. Consequently, they feel that regardless of what they do, whether they are good workers or bad, they are unlikely to be able to get or hold good jobs. As with any conviction of failure, this point of view may become self-fulfilling. While it is true that there is discrimination in employment, this should not be used as an excuse by minority group clients. The most fair minded employers can not continue to employ a poor worker and clients are counseled with these thoughts in mind.

Within the workshop and on the job some minority group members interpret situations involving work orders or other behaviors in terms of their sensitivity to prejudice. Sometimes as a way of testing counselors they will demand special favors and charge that the counselors are prejudiced if the demands are not met. Counselors should be understanding of the problems of minority group members, but all the same, they must stand firm on shop rules and resist making special exceptions. Counselors can help such clients to a balanced point of view by treating them with friendly but scrupulous fairness.

Chapter VI

PLACEMENT AND FOLLOW-UP PROCEDURE

Placement and follow-up procedures are the responsibility of the placement counselor, who works in cooperation with the work adjustment counselors and counselors from the referring agency, e.g., the Ohio State Bureau of Vocational Rehabilitation. Specific duties of the placement counselor that evolved are as follows:

1. Building a market for the placement of clients and maintaing relations with prospective employers. The placement counselor also develops community resources to aid the program.
2. Gathering information concerning prospective work settings and specific job tasks. This information is fed back into the program.
3. Working in cooperation with the work adjustment counselors, referring counselor, and other rehabilitation personnel to learn everything possible about each client before initiating the placement phase of the program. The placement counselor must know the capabilities, limitations,behavioral problems, medical problems, etc., of the client in order to place him in the right kind of job.
4. Conducting pre-placement counseling to determine the degree of the client's job readiness in all aspects of work in cooperation with the work adjustment counselors.
5. Conducting job readiness programs. This consists of teaching the client the formal and informal aspects of the job for which he is being prepared; specifically application procedures, personnel testing procedures, employer expectations, factors related to union membership, and solutions to common employment problems.* The placement counselor also discusses such things as work clothing, budgeting, and use of earned income with the client.

*Deductions, taxes, social security, etc., fringe benefits, hospitalization insurance, life insurance, retirement, etc.. Usual payroll methods, dates, check cashing, etc..

Role playing situations are quite useful in teaching the client what to expect and how to conduct himself in the new situations that he will encounter. The V.G.R.S. Personal Grooming Clinic is made available to the client. This clinic, staffed by volunteers, is concerned with personal hygiene including, grooming, appropriate dress, hair care, make-up, manicuring, posture, etc.

6. Arranging employment interviews and placing the client on the job. He discusses the trainee with the employer (personnel director and immediate supervisor). He discusses the job with the client and prepares him for the interview with the personnel director. If the client is unsuccessful in his first job interview, the information gained from this experience is used in further training. A few selected personnel directors, on occasion, will interview clients, not with the thought of hiring in mind, but rather to provide experience in what is often a stressful situation.

7. Discussing with the client how he is to get to and from the job, appropriate clothing, plans for taking medications, etc. At times, in the case of an insecure or retarded client, the counselor has taken the bus with him and aided in finding his work place at the new job location.

Follow-Up Procedure

The placement counselor has an understanding with the employer that if problems with the client arise on the job, he will help solve them. The client is asked to call the counselor, after his first day of employment, to discuss the job and to iron out any problems. During the early days on the job the counselor may talk daily with the client. The first week of employment is critical because during this period most problems arise. He may need counseling sessions with the counselor to gain support; he is therefore urged to contact the counselor at any time. The counselor will also discuss the clients' work problems, if any, with the employer. After the first month the counselor contacts the employer for an evaluation of the clients' performance on the job thus far.

Follow-up conversations are also conducted by the work adjustment counselors if the client wants to call or come in to discuss problems with them. Clients may want to discuss specific work or personal problems with their counselors and should feel free to do so. Although adequately prepared, many clients find their first work experiences frightening or perplexing and need the counselor's support. Clients should be permitted the opportunity to "disappear" into the work force, the door should always be kept open should he need further assistance. Follow-up information that is collected by counselors should be fed back into further program planning and development because the real test of the program is just how well it prepares clients for the world of work. Follow-up interviews can also be used to encourage and help the client up-grade his position.

Clients Who Do Not Complete The Program

Clients who do not complete the Work Adjustment Program fall into two general categories: 1) those who leave within the first few days and, 2) those who leave after several weeks or months. More often than not, clients who leave the program early leave on their own initiative, while clients who leave after some time in the program do so because of a staff decision to the effect that the program is not helping them.

In actuality there are relatively few drop outs from the Work Adjustment Program. Most work adjustment clients have been involved in the Work Evaluation Program which serves to screen out those who would not benefit from the program. Those clients who reamin for the full work evaluation period are more likely to remain for the entire Work Adjustment Program if that is recommended as the next step in the rehabilitation program.

The bulk of those who leave the program early have very severe emotional illness. Some alcoholics, diabetics and epileptics whose disabilities are not medically under control are included in this group. A client may be

terminated after a few days because the severity of his problem may be too disruptive to the group and the program may further aggravate his problem. Clients with considerable education, who have held responsible jobs may drop out because they are unable to accept their disability and to see its effect on future employment possibilities. Therefore, they deny that they have anything in common with the other clients or that they can be helped by the Work Adjustment Program.

The second category, those who leave after some time in the program, seldom leave of their own accord. Usually clients who leave late in the program are terminated as the result of a staff decision that they are making no meaningful progress toward employability. It is always difficult to make the decision that a client should be terminated, and in the V.G.R.S. program counselors probably err on the side of keeping unpromising clients too long. It is always a temptation to see in a client's slightest social or personal adjustment a sign of progress. While it is true that a client's overall adjustment is a factor contributing to his employability, the shortage of available facilities makes it necessary to terminate those who are not making sufficient progress toward vocational adjustment.

Sometimes clients leave late in the program because some change in their lives precipitates a deterioration in their condition. For example, mental patients who have been hospitalized and return to unstable home situations (clients with a diagnosis of undifferentiated schizophrenia or paranoid schizophrinia), are most prone to sudden regression for no apparent reason. Thus, they are the poorest risks for work adjustment. Whatever gains that can be made in work adjustment have little lasting effect for some of these patients. If they do not have severe problems in work adjustment, there is a likelihood that they will, once placed in a job.

Chapter VII

CHARACTERISTICS OF A WORK ADJUSTMENT COUNSELOR

If any one factor in the Work Adjustment Program were to be singled out as most essential, it would be the role of the Work Adjustment Counselor. The work adjustment counselor and his relationship with the client are the core of the work adjustment process. It is the counselor who seeks, by interacting with the client, and manipulating various elements in the work situation, to alter the client's dysfunctional behavior and attitudes. Because the counselor's role is such a significant one, an important secondary purpose of work adjustment demonstrations should be to determine the type of professional training experience and personal characteristics which contribute to effective performance of this role.

In designing the program it was thought that, when possible, a work adjustment counselor should have a Master's Degree in counseling, rehabilitation, psychology, or some related field. The rationale for this requirement is that a person with graduate work in one of these relevant areas would be better grounded in theories of, and in techniques to change, human behavior. Ideally, he would be better able to understand why people behave as they do. His familiarity with the developmental process should give him insight into the maladjustments that prevent a person from being gainfully employed and enable him to help the client through a difficult change. A Master's Degree is not a charm which transforms a person into an excellent work adjustment counselor. Rather, the idea is that persons with this educational attainment at least had the necessary background and that counselors should be selected from this group. As it turned out, this assumption is open to question.

One fact about the current situation that makes the Master's Degree requirement somewhat questionable is that few rehabilitation, psychology, or counseling programs offer a curriculum that truly prepares a person to be a work adjustment counselor. The demands of this job are somewhat different from those of the traditional positions.

Aside from the fact that training programs are not specifically geared to work adjustment counseling, there is the added, but inevitable, difficulty of the distance between theory and practice. A good theoretician is not necessarily a good practitioner. One has no assurance that a person schooled in psychology, counseling or rehabilitation will be a good practitioner. Successful experience in counseling or rehabilitation is perhaps a better indication of success in this position than an academic degree.

The number of qualified people with the Master's Degree is so limited that V.G.R.S. is oblidged to make exception to the requirement that counselors have extensive academic backgrounds. Due to the nature of the position, and perhaps its image to counselors, the job is not widely sought after. It is also a position that is very demanding both emotionally and physically.

Problems Experienced By Work Adjustment Counselors

Certain important aspects of the work adjustment counselor's position diverge from what is considered the norm for counseling positions. The stereotype of the counselor is that of the professional person in an attractive office dispensing therapeutic advice by appointment. By contrast, the work adjustment counselor operates in an industrial setting in which he is physically involved with the work of the clients. This aspect of the position makes it unappealing to persons who are seeking the prestige and style of work connected with white collar professional positions.

A pitfall that work adjustment counselors must guard against is losing objectivity with their clients. Counselors with working class backgrounds are especially susceptible to this hazard. They see the client's struggle to make the transition from a nonproductive to a productive role as analogous to their own upward movmment. This may lead to an over protective reaction to the client, or a harsh reaction in which the counselor overlooks the client's problems and feels that since the client has been

able to overcome his background he should also be able to achieve upward mobility. However, regardless of the motive the loss of objectivity is disruptive to the entire workshop. In one particular case, a counselor began to feel that the workshop was peculiarly organized to frustrate his own efforts as well as those of his clients. He relaxed many rules with respect to his clients, and felt that they should be exempted from the demands of the workshop routine, since the requirements were, to his mind, designed solely for the purpose of adding to the client's already considerable burden. Not only was the counselor's conviction that he and his clients were being singled out for unfair treatment harmful to his clients, but it also disturbed other clients and staff.

To the opposite extreme, counselors sometimes respond to clients with the attitude, "I've made it on my own, why can't they?" The problem here is not being able to identity with the clients and their very great difficulties. Again, such a point of view can only be detrimental in the workshop. It is of no service to the client to identify either completely or not at all with his situation. At either extreme the counselor is unable to alter the debilitating factors in the client's situation: in one case because he sees them as being inalterable and the fault of others, and in the other case because he sees them as negligible, manageable and the result of the client's own ineptness In short, the work adjustment counselor must strive to maintain a balance between his own point of view and that of his client; he must be "objective", difficult as it may be.

The physical demands of the work adjustment counselor's position are not to be ignored. The counselor normally moves around the shop floor handling material, directing clients, and performing some of the work himself by way of demonstration. But the counselor's job is not confined to the shop floor. The success of a Work Adjustment Program depends on the counselor's constantly amending client behavior, not only at the work bench but also at coffee breaks and during the lunch period. Even such small efforts as showing a client how to operate a candy machine is part of the work-a-day world.

The position of the counselor is also demanding by its very diversity. The counselor is faced with a variety of clients and client problems, and what is more, his counseling is an all inclusive, minute to minute operation. It is not a matter of a few hours in an office over a desk. It is a matter of constant association with the clients, week after week. The counselor must respond immediately to situations as they arise. He must teach by actions as well as words, and in such diverse areas as job techniques, interpersonal relations, grooming, money, management, family problems, and health.

It is imperative that the work adjustment counselor be sensitive to the needs and moods of others. He must be alert for the subtle indicators of a client's frame of mind. In order to manipulate the work situation effectively, the counselor should be sensitive to client responses to counselors, to work, to supervision, and also to other clients. The counselor has to be alert for signs that a client is dissatisfied, angry, or bored. The intent is that the counselor should recognize the client's problems and help the client deal with them before they reach crisis proportions. This might take the form of encouraging a discouraged client, pointing out that he has progressed; that big gains do not come at once but gradually. If a client is dissatisfied with his work, the counselor might encourage him to take pride in a job well done, or point out that there is a certain amount of tedium to every job, but that one reward of working is having the means to do something pleasurable later. Such guidance from the counselors shows the client more effective and less destructive ways of dealing with his problems.

The work adjustment counselor's job differs somewhat from that of the work evaluation counselor. The work evaluation counselor is interested in the client's capabilities and behavior as they are. The work evaluation counselor describes the client and makes certain predictions. By contrast, the work adjustment counselor's role is much more active. He interacts with the client and seeks to manipulate various elements in the environment to effect the desired changes in the client's behavior and attitudes. The work adjustment counselor has something

in common with the work evaluation counselor in the respect that he must repeatedly assess and re-assess the client's abilities and progress, but unlike the work evaluation counselor the work adjustment counselor attempts to alter rather than describe the client's behavior and abilities.

Problems Encountered Frequently By Counselors

It is difficult to deal with the problem raised by the client's complaint that he is bored with the work he is doing. The complicating factor is that the counselor, too, regards the client's work as boring - perhaps unbearably so. The trick for the counselor is to steer a middle course between insincerely praising a dull task or discouraging the client by disparaging his work.

When a counselor is confronted by a client who is bored with his work, the counselor usually sympathizes with him, but goes on to point out that there are boring aspects of any job. If the client balks at the suggestion that every worker must tolerate some tedium, the counselor may find it necessary to tell him that few employers are concerned with whether their employees find their work stimulating. Most employers have jobs that need to be done and if an employee is dissatisfied with the work, he can leave and someone else will take his place. The ideas the counselor strives to convey to the client are that he must adapt himself to the job, not vice versa; that no job is consistently pleasurable; and that tolerating occasional tedium on the job has its rewards - namely employment and the financial independence that goes with it.

Sometimes clients not only complain that their work is boring, but scorn it as being "beneath" them. Clients often have unrealistic work goals, and they are also unaccustomed to delaying gratification of their desires. They lack the notion of starting at the bottom and working their way up in a job; if they feel they should be working at a higher level they want to do so immediatly. The counselor's concern is to teach the client that starting at the bottom does not mean that one remains there if one does a good job. A client may not need the full sixteen

weeks of work adjustment and in such a case, the client is placed on a job as quickly as possible. Work readiness is not, however, something which the client can determine for himself.

When a client evidences great impatience with the program, the counselor usually tries to distract him from dwelling on how soon he will be employed. The counselor might call to the client's attention ways in which his work needs improvement, and in general, the counselor will emphasize the job to be done here and now, trying to draw the client's attention to mastering what is before him. He assures the client that he will be moved into a competitive position when he is ready insofar as it is possible to do so. The key is to give the client specific, attainable, concrete goals within the time limit. Yet, the goals of work adjustment are somewhat amorphous and so slowly accomplished that it is not encouraging to the client to have the counselor tell him that he will be placed as soon as he has acquired improved self-esteem and better work confidence. The counselor may suggest something quite specific to the client such as that he has not yet learned to return promptly from coffee breaks and that promptness is something that he must master before going into a factory. By breaking work adjustment goals down into smaller components, the counselor makes them intelligible to the client, gives him a definite idea of how he is to improve, and also holds out the promise that such improvement is possible.

A unique problem is posed by the work adjustment client of relatively high potential. Often such a client has done high level work in the past, and it is easy for the counselor to be beguiled into minimizing the client's problems. It is all the more difficult to insist that high potential clients concentrate on very routine work. The danger in dealing with a high potential client is that the counselor will tend to move him too rapidly through the program. The client may be excused from much of the routine, for the counselor will think that such work is too boring for the client. Yet, often such high potential clients need to re-establish themselves in very routine work before they are able to withstand the pressures of higher level jobs.

At the opposite end of the spectrum are severely retarded clients, and they too pose particular problems. The single greatest difficulty is in communicating with retarded clients. Counselors are seldom able to understand just how simplified instructions must be in order to be intelligible to these clients. The matter is further complicated by the fact that retarded clients are well practiced at smiling and nodding and giving every indication of having understood what they are told. With retarded clients, the counselor is obliged to check them frequently to make sure that they have indeed understood.

Class differences between counselors and clients can also be an impediment to progress in work adjustment. A counselor is likely to base his counseling techniques on assumptions which are valid only for the middle class. For example, a counselor might suppose that steady employment is universally desired and that money is a strongly motivating factor. For a lower class client, however, low wages have little appeal over welfare, and perhaps less if the client associates failure and humiliation with his attempts at employment. Counselors do not always appreciate the extent to which the client's environment diverges from their own. It is often impossible for a client to adopt middle class norms even if he wants to. For example, the counselor may advise the client to shave and bathe regularly, not realizing that such grooming is a virtual impossibility in a crowded tenement with a single bathroom and little or no hot water. A mental patient may be counseled to be neater in his appearance and not to wear rumpled clothes. The client's clothes can hardly be other than rumpled, though, when he is obliged to keep everything he owns in a very small locker at the hospital. The difference in the counselor's experience and that of the client might also cause the counselor to misinterpret the client's behavior. In one case a client always sat cross-legged on the shop floor during the breaks. Such behavior seemed deviant until the counselor learned that the client had been confined to a mental hospital for seventeen years and had acquired a habit of sitting on the floor because there was no other place for him to sit.

Chapter VIII

EVALUATION OF THE WORK ADJUSTMENT PROJECT

Much has already been said in previous chapters of this report concerning the evaluation of the project, particularly certain aspects of it. When new techniques were tried out, they were either retained or dropped as a result of the staff's evaluation of their contribution to the program. In order to be able to describe the characteristics of a good work adjustment counselor, the behaviors of several counselors were observed and evaluated in terms of their effect on the clients' rehabilitation. Thus, in many respects as the program grew and was changed there was an implicit evaluation process taking place.

However, the effectiveness of the program in reaching its rehabilitation goals cannot be judged unless methodological procedures are utilized to measure its effects on the clients served. Therefore, a follow-up study was conducted on the clients who had completed the program and this chapter presents the major findings from this study in useful summary form. More specific sidelights of the evaluation study will be published in the professional rehabilitation journals.

Follow-Up Study Methods

The follow-up studies were conducted by interviewing those persons who had completed the program. Although the questionnaire included thirty questions, answers were related to the following major areas:

I. Current and Past Employment
   a. level of employment and job duties
   b. number of jobs and months employed at each job
   c. job satisfaction
   d. how clients secured jobs
   e. wages, raises and promotions
   f. problems and difficulties on the jobs
   g. reason for leaving jobs

II. Client Evaluation of the Work Adjustment Program
   a. specific likes and dislikes
   b. how the program aided them
   c. subsequent services
   d. felt need for more vocational services

Follow-up interviews were conducted with 112 of the clients during the last summer of the project and the other 188 clients were contacted by telephone the following summer by counselors and V.G.R.S. research department staff. As some of the questions require the client to evaluate the program, including the counselors, interview assignments were made so that no client was interviewed by a counselor with whom he had been in close association.

The Demonstration Sample

A total of 300 clients completed the Work Adjustment Program during the five year course of the demonstration project. The basic descriptive characteristics of these clients were provided in Chapter II. Follow-up interviews were completed with 238 of this group. Following is a breakdown of the reasons why interviews could not be conducted with the remaining clients:

2	dead
1	in jail
5	refused to be interviewed
2	unable to contact after client was located
7	hospitalized in mental hospitals and unable to be interviewed because of hospital regulations
1	the counselor requested that the client not be interviewed lest it affect the clients adjustment
44	had moved once or several times and no addresses were known
62	

The follow-up study therefore is based on the 238 former clients that could be interviewed. The average stay in the program was approximately 16 weeks, the range from 3 to 53 weeks.

As the follow-up interviews were conducted at the close of the study, the clients had been out of the program variable lengths of time. Thus, we have data on the more lasting effects of the Work Adjustment Program, up to five years, as well as the usual short term follow-up data.

Table VIII-1

Time Elapsed Between Leaving Work Adjustment And Follow-Up Interview

	Percent
3 months	1.2%
6 months	3.7
9 months	8
1 year	5.4
1 1/2 years	10
2 years	26.5
3 years	17.2
4 years	13
5 years	10
undetermined	4.6
Total	238

Thus, more than 80% of the clients had been out of the program a year or more when interviewed. The modal category was two years and 40% had been out of the program more than three years at the time of the research follow-up interview.

Employment

The major outcome variable in the work adjustment project is employment. The program was designed to attempt to take persons who had been judged unemployable and unacceptable for traditional rehabilitation programs and make them employable. Thus the effectiveness of the program must be judged in terms of this goal. Yet we are interested in more than just the initial employment of clients when they complete the program. We are concerned with the type of employment they secured, their job stability, and their success in maintaining employment.

First, however, the data which were collected in regard to how the client secured a job should be discussed. Table VIII-2 shows the means by which the client secured his current employment, and if he is currently employed. The following columns show how he secured his first, second, etc. jobs after leaving the Work Adjustment Program. It should be remembered that for some clients their present job is their first job. When this is the case they appear in the first column of the table.

Table VIII-2

Means of Job Procurement

Means for Job Procurement	Current Job	Jobs After Leaving Work Adjustment			
		1st Job	2nd Job	3rd Job	4th Job
	Percent				
V.G.R.S.	35.7	40.9	18.8	18.5	28.5
O.S.E.S.	5.7	7.8	4.7	3.7	14.2
B.V.R.	4.0	4.7	3.1	3.7	
Private Employment Agency	4.8	4.0	7.8	7.4	14.2
Acquaintance	17.8	13.3	21.8	14.8	14.2
Walk In	26.0	20.4	39.0	44.4	28.5
Other	5.7	8.6	4.7	7.4	
Total	123	127	64	27	7

Table VIII-2 shows that the largest percentage of current and/or first jobs secured by the clients were the result of V.G.R.S. placement efforts, which were often done in cooperation with the B.V.R. counselor. The next highest percentage secured their jobs on their own, e.g. by searching the want ads and walking into the employer's offices to apply for a position. Third highest was the group who got jobs through acquaintances. Small numbers of clients were placed by the Ohio State Employment Service, Ohio Bureau of Vocational Rehabilitation,

or private employment agencies. There are some trends which can be noted when we compare the means by which first jobs were secured with the sources of procuring later positions. To some extent the clients did not utilize the services of V.G.R.S. in securing subsequent jobs. Instead they seemed to rely more on their own resources of information and help, by walking in to ask for jobs on their own, consulting acquaintances, or to a minor extent, using private employment agencies.

In the 238 successfully completed follow-up interviews it was determined that 124 of the clients, 53.1%, were employed at the time of the interview. However, this figure is of little value, as stated above, unless a more comprehensive study is undertaken which analyzes the clients' employment record and specific job stability.

In order to be able to compare clients who had been out of the Work Adjustment Program for variable lengths of time, we used the percentage of time employed since leaving the program as the indicator of employment stability. This was computed simply by dividing months employed by the number of months they had been out of the Work Adjustment Program when the follow-up interview was completed.

Table VIII-3

Employment Stability

Percent of Time Worked	Percent of Clients
100%	15.1
75-99%	7.5
50-74%	17.5
25-49%	20.6
1-24%	13.8
0%	18.4
No answer	6.7
Total	238

There are several evaluative criteria which can be used to interpret the findings in this table. First, at least 74.9% of the clients derived some benefits from the program in terms of their subsequent employment. In fact, 40.1% have been employed more than 50% of the time since leaving the program. The largest group was employed 25 to 49% of the time. Perhaps the most interesting finding is that only 18.4% of the group have not worked since leaving the Work Adjustment Program. It should be remembered that all work adjustment clients had been judged unemployable and untrainable by conventional rehabilitation methods before entering the program. Thus, these original predictions concerning unemployability were reversed in 74.9% of the cases and proved to be correct for only 18.4%.

Employment stability is next analyzed by the disability category of the client, for the evaluation must show the effectiveness of the program for different types of disability. Future program planning and development should definitely take these findings into account, specifically in re-designing part of the program to meet the needs of those types of clients who exhibit lower success rates than the others. The disability classifications utilized at V.G.R.S. are: physically disabled, emotionally disabled, mentally retarded, and psycho-socially disabled. As some clients suffer from more than one primary type of disability these clients are treated separately in the analysis.

Table VIII-4

Employment Stability by Disability Type*

Percent of Time Worked	Percent in Each Type of Disability						
	Emotional	Physical	Mental Retardation	Physical and Mental Retardation	Psycho-social	Physical and Emotional	Mental Retardation and Emotional
100%	17.5	11.9	22.7	3.3	25	6.7	16.6
75-99%	4	16.6	23	3.3	12.5	20	8.3
50-74	16.2	21.4	18.2	26.7	6.3	6.7	25
25-49%	13.5	26.1	2.5	20	18.8	46.6	8.3
1-24%	13.5	11.9	20.5	6.7	31.2	6.7	8.3
0%	27	7.1	12.3	33.3	6.3	13.3	33.3
No answer	8.1	7.1	2.3	6.7	-	-	-
Total	74	44	42	30	16	15	12

*See pages 9&10 for a description of disability types.

In interpreting the data presented we will first compare the disability categories concerning percentages of clients who have been employed 100% of the time since leaving V.G.R.S. and those that have not worked at all since leaving. The disability category with the highest percentage which has been employed 100% of the time, is the psycho-social disability group. Another high group in this category is the mentally retarded followed by those who are disabled due to emotional problems. The groups with medium high percentages are the retardates with emotional problems and physically disabled, while the lowest rates of full time employment are exhibited by the groups of clients who combine physical disability with emotional or retardation problems.

The second important finding comes from analyzing percentages of persons in each disability category who have not been able to work since leaving V.G.R.S. Fully one third of those in the physical-mentally retarded and the retarded-emotionally disabled groups have not been able to secure a job following work adjustment training and 27% of the emotionally disabled have not worked. Only small percentages of the physically-emotionally disabled, physically disabled, and mentally retarded have not been able to get jobs. It is significant to note that, those who entered the program disabled from psychosocial problems have the highest rate of full time employment, they also have one of the lowest rates of lack of employment. Whereas, those who suffer from physical disability and mental retardation have one of the highest percentages of members who have not worked at all since leaving the program they also have the lowest rate of full time employment.

However, as noted above, full time employment or lack of employment is only one measure for evaluating success relative to disability type. In the following comparisons of disability types we collapsed rows one, two and three and thus added those in each category who had worked at least 50% of the time. Table VIII-5 shows the results of the ranking of the groups according to these different methods. In column one the disability groups are ranked according to the percentage of the group which attained full employment since leaving the Work Adjustment Program. Column two presents ranks according to the percentage of the members who had been employed 50-100%, and the last column ranks the disabilities by the percentages who had attained no employment since leaving the program.

Table VIII-5

Rankings of Employment Stability By Disability Type

Disabilities	Ranking of Employment Stability		
	Rank of 100% Employment	Rank of 50-100% Employment	Rank of NO Employment
Psycho-social	1	4	7
Mental Retardation	2	1	5
Emotional	3	5	3
Mental Retardation & Emotional	4	2	1
Physical	5	2	6
Physical and Emotional	6	6	4
Physical and Mental Retardation	7	6	1

Several fairly clear patterns can be drawn from Table VIII-5. First, the table shows that whereas the psycho-socially disabled group has the highest percentage of persons employed full time since leaving the program and the lowest percentage who have not been employed at all it still ranks in the middle of the total group for half to full time employment.

It is interesting to note that the mentally retarded rank high in employment, first in column two and second in column one, as well as low in the percentage of the group which had not worked at all. Mental retardation coupled with emotional problems, comparatively, is associated with a high percentage of clients who worked 50% or more of the time but is in about the middle of the total group in the full employment column. Yet this group had one of the two largest percentages of persons who have not worked at all. And, we find that when mental retardation is coupled with physical disability the group ranks lowest on all the employment measures. It appears that many of the mentally retarded did not have great difficulty in securing and keeping jobs compared to the other disability groupings. When emotional problems are added to

retardation many are still able to work better than 50% of the time but a large group are not able to secure employment. However, when mental retardation is combined with physically disabling conditions the chances of employment are the lowest, compared to the other groupings. This can probably be explained by the types of work which the mentally retarded perform, for most of these jobs require physical activity and stamina. Modern technology furnishes many jobs which can very adequately be performed by the mentally retarded.

The clients who suffered from emotional problems ranked third in the percentage of the group that had been employed full time but also ranked third in percentage that had not been employed since leaving the program. Compared to the other groups they ranked low in percentage employed 50-100%. Employers' and fellow workers' attitudes toward the mentally ill impair these clients in securing and keeping employment.

The category of physically disabled clients ranked low in percentage who had secured and maintained full employment but ranked high in terms of employment 50-100% of the time. When physical and emotional disabilities are combined the result is low percentages of employment. In interpreting this finding it must be remembered that rehabilitation agencies are now seeing the more severely disabled client than was true several years ago.

Before continuing with the analysis one point deserves special attention. In all the disability categories there were those who were able to secure and keep stable employment following the Work Adjustment Program. At the same time there were those in every category who were not able to secure employment following the program. In the following analysis and in future research we must seek to determine the factors that account for lack of employment success with certain clients so that program changes can be made to change this result to the greatest extent possible. However, we must recognize the reality of the problem. Not all clients are employable regardless of available employment opportunities.

Table VIII-6 gives findings concerning the wages which the clients received in their employment following work adjustment. Again data were presented for current jobs and then for the first and subsequent jobs which the clients have held.

Table VIII-6

Client's Wages*

Wages per hour	Jobs Held				
	Current	1st Job	2nd Job	3rd Job	4th Job
$2.50 and above	6.8		3	3	
2.00 - 2.49	12	3.2	6	3.5	
1.40 - 1.99	44	31.4	35.8	35.7	25
1.00 - 1.39	25.8	49	41.7	46.4	50
Less than 1.00	11.2	16.1	13.4	10.7	25
	116	124	67	28	8

Table VIII-6 shows that the largest number of clients received between $1.40 per hour in wages or near the minimum wage at the two times that follow-up studies were made. Of those employed at the time of the follow-up studies almost one-fifth were making more than $2.00 per hour. However, 37% were receiving less than the minimum wage at the time of the study. These wages reflect their positions in marginal and service jobs not covered by minimum wage laws and, for a few, sheltered employment. Of 124 clients who were employed at the time of the follow-up interviews 34 held industrial jobs, 41 service, 37 marginal jobs, and 12 were employed in sheltered workshops.

* These wages data should be interpreted in relation to wage scales in 1967 and 1968 when the follow-up interviews were conducted. The minimum wage at the time was $1.40 per hour.

Other important indicators of job success are the raises and promotions that former clients have received on their jobs. Table VIII-7 presents data regarding the number of raises and promotions the clients received on their current jobs and then for first and subsequent jobs. Raises and promotions and length of employment can also be interpreted as good indicators of employers' beliefs and attitudes concerning the value of these rehabilitated workers.

Table VIII-7

Raises and Promotions

Number of Raises & Promotions	Jobs Held				
	Current	1st Job	2nd Job	3rd Job	4th Job
0	42.2	68.2	76.6	82.8	87.5
1	24.1	17.5	15.6	6.9	
2	12.9	5.6	7.8	6.9	
3	11.2	6.3		3.4	12.5
4	6.9	.8			
5	2.6	1.6			
Total	116	126	64	29	8

First, the current job column shows that 57.8% of the clients had secured raises and promotions at the time of the follow-up interview. Almost a third of the clients received raises or promotions on their first jobs. And many of these clients left their jobs in order to get a better job or to receive higher wages. The table also shows a tendency for the number of raises and promotions to decrease on subsequent jobs. However, this may be due to the length of time on subsequent jobs. Those who are currently employed have had the best raise and promotion records. These persons have demonstrated their job potential and have been rewarded accordingly. Thus, the results of this table can be interpreted as an indication of community employers' evaluation of the client and, indirectly, their evaluation of the program.

Former Clients' Problems On The Job

The follow-up was also concerned with the kinds of problems that former clients have when they are on the job. This information is fed back into improving the Work Adjustment Program. The findings are analyzed separately for those who were employed at the time of the follow-up interview and those who were unemployed but had been employed in the past. The questionnaire was structured in this manner so that information on each of the client's jobs, if he had more than one job, could be analyzed.

As stated above, 124 of the clients were employed at the time of the follow-up interview. Twenty-nine or 23.4% of these clients stated that they were having problems associated with the pressures exerted on them by the job. The next largest numbers were related to problems with supervision (5) and long hours (5). Four clients were experiencing problems with co-workers. The other problem areas were listed by a few clients: complexity (2), travel (2), physically too heavy work (2), dislike of job tasks (3). It is significant to note that none of these clients listed boredom as a problem on the job.

Tables VIII-8 and VIII-9 provide data on those persons who have had more than one job since leaving the Work Adjustment Program. Data were collected from the respondents concerning why they left a particular job. Table VIII-8 presents the reasons the clients listed as to why they were dismissed from a particular job.

Table VIII-8

Reasons For Dismissal

Problem Areas	Jobs 1	2	3	4
Supervision		3.4	8.7	*
Unable to do work	54.5	55.2	17.4	
Co-workers		3.4		
Layoff	34.5	35.4	21.7	
Other	7.3	3.4	47.8	
Don't know	3.6		4.3	
No answer				
Total	55	29	23	4

*number too small to percentage

A survey of Table VIII-8 shows that clients felt they were dismissed from jobs for two major reasons; their inability to do the job and the laying off of employees, a fairly common event in the types of jobs they secure, ones which are apt to be seasonal.

Table VIII-9

Reasons For Quitting Jobs

Problem Areas	Jobs 1	2	3	4
Supervision	4.5	3.4	14.3	*
Unable to do job	10.4	17.2	7.1	
Co-workers	10.4	6.9	7.1	
Better job	37.3	24.1	14.3	
More pay	13.4	20.7	14.3	
Other	23.9	27.6	42.9	
Total	67	29	14	4

*number too small to percentage

In analyzing Table VIII-9 it is significant to note the high percentage of individuals who quit their jobs for better positions or more pay. This escalation in the job market is one of the goals of work adjustment and the fact that it is being realized is shown here.

Client Reactions To The Work Adjustment Program

In the follow-up study former clients were asked to evaluate the Work Adjustment Program and to state specifically what they liked and disliked about the program. They were also asked first, if they felt that the program had helped them and second, specifically how it had. This evaluation is particularly important for it is from the perspective of the client who has experienced the program and is, at the time of the follow-up, out in the community where he has had the opportunity to test the effectiveness of the program in the real economic world.

We asked the former clients, "What did you think of the Work Adjustment Program?" Their replies were classified into the evaluative categories which are presented in Table VIII-10.

Table VIII-10

Clients' Opinions Of The Work Adjustment Program

Excellent	24.1%
Somewhat helpful	47
Neutral	14.8
Waste of time	12
Detrimental	2
Total	215

We find that the largest group (47%) of clients thought that the program was somewhat helpful. Twenty-four percent regarded the program as excellent while 14.8% had neutral opinions. Twelve percent thought the program a waste of time. A very small percent thought the program was deterimental. However, later in the questionnaire we asked, "Did your Work Adjustment Program help you?" We found that 87.4% of the clients felt that the program had helped them in some way. Next we probed to get at specific ways in which they felt that they had benefited from the work adjustment experience. Answers were classified and are presented in Table VIII-11.

Table VIII-11

How Clients Felt They Benefited From The Work Adjustment Program

Learned to work	65 %
Got a job	30.6
Felt better	27.3
Learned to work faster	23
Other	46.4
Could not answer	6
Total	183*

*Adds to more than 100%, for each client could list multiple reasons

The largest percentage of clients felt that the program had helped them by teaching them to work, while another group specifically stated that the program had helped them to learn how to work faster. A total of 30.6% saw the program as aiding them specifically in terms of getting a job. It is significant to note that slightly over a fourth of the clients stated that the program made them feel better. Besides specifically work related benefits, this group felt a general uplift as a result of the program.

The following table presents client answers elicited by the question, "What did you like about work adjustment?"

Table VIII-12

Aspects Of The Program Liked By Clients

Work Experience	96.1%
Counselors	53
Supervisors	56.9
Helped client	55.4
Something to do	42.3
Group counseling sessions	48.4
Other clients	63
Total	130

We also asked the clients about what they specifically disliked in the program and their answers, as categorized, are listed in Table VIII-13.

Table VIII-13

Aspects Of the Program Disliked By Clients

The work	51.3%
Counselors	15.1
Supervisors	8.4
Rules	5.9
Pay	23.5
Program too long	10.9
Boring	27.7
Too much pressure	15.1
Other clients	12.6
Group sessions	14.3
Total	119

Comparison of Tables VIII-12 and VIII-13 proves to be very interesting. (First, however, the reader should be reminded in evaluating the data elicited by those two questions that the tables are based on 130 clients who responded to the first question and the 119 clients who responded to the second question. Many former clients did not respond when inquiry was made concerning their specific opinions of the program.) We find that almost all, 96.1% of the clients who responded to this question liked the work experience that they received. However, in rating their dislikes, half of the clients stated that they did not like the actual work that was done. Our interpretation is that clients like the total work experience that they receive in the program but do not like the actual work which is involved, viz. sorting, collating, simple assembly and the like. It may be these tasks that one quarter of the clients made reference to when they stated that they felt the program was boring. Fifty-three percent stated that they specifically liked the counselors whereas 15.1% said that they disliked the counselors. The same general relationship emerges in the clients' feelings toward supervisors. This is an interesting finding, for the supervisors play a role similar to that of a foreman in industry. Many of the clients had trouble dealing with supervision before and during the program, only a few stated that they specifically disliked the supervisors. More than half stated that supervisors helped them. Almost half stated that they particularly liked the group counseling sessions. A little more than forty percent liked the program because it gave them something to do.

Often a clients' original feelings about other clients were a mixture of attitudes of dislike, and awareness of the oddity of the others and a conviction of their own normalcy. In view of these original responses, it is interesting to note that following the program 63% of the clients stated that one aspect of the program that they particularly liked was the other clients, while only 12.6% disliked the other clients. Approximately one-fourth stated they did not like the pay which they recieved for work done in the program. This finding would be interpreted in line with the discussion on wages which appears in Chapter II.

The Unemployed

As previously noted, 114 of the clients were unemployed at the time of the follow-up interview. We asked the clients whether or not they were looking for a job and 77 replied in the affirmative to this question. We then went on to get information regarding how they were going about finding a job. Then we asked of those clients who were not looking for a job to list specific reasons.

Table VIII-14

Techniques Which Unemployed Clients Are Using To Find Employment

Walk-in interviews	46.8%
Contacting agencies	28.6
Acquaintances	26
Newspaper ads	31.2
Private employment agencies	7.8
Total	77

First, it should be noted that several of the clients were utilizing more than one technique to find employment. Yet, by far the most important finding in this table is that the clients who are not employed are seeking employment on their own and are not relying on service agencies to find employment. Only 28.6% were utilizing agency help. Dependence on the rehabilitation agency sometimes accompanies the rehabilitation process and these data can be interpreted to show that this is not the case in this program. However, this finding could also show that the client had been unsuccessful in his attempts to find a job through service agencies.

We also probed to find out why certain clients who were unemployed were not looking for employment. The largest number, 59.6%, were not seeking employment due to illness. Several of these people were hospitalized at the time. Almost 13% were married and thus were not looking for work. We did, however, discover that 13 or 27.7% of this group had given up the hope of finding a job, at least temporarily. They had tried but had been unsuccessful in their attempt to find work. This is one of the specific values of this type of follow-up procedure. Clients who have given up searching for employment and have often retreated to their home are obviously in need of further agency service.

Subsequent Agency Services

Clients were also asked if they had received services from other agencies and the tabulation of these findings is presented in Table VIII-15.

Table VIII-15

Services Received By Clients From Other Agencies Following Work Adjustment

Services	% of Clients
Counseling	59.2
School	12.8
Training programs	16.8
Hospitalization	44
Other	5.6
Total	125

A total of 125 clients had received services from other agencies following the Work Adjustment Program. Several clients had received more than one type of service. The largest number, 59.2%, had received further counseling service and a large percent, 44%, had been

hospitalized, while 12.8% had entered shool and 16.8% had advanced to subsequent training programs as a result of the work adjustment experience.

Felt Needs For More Vocational Services

In making up the evaluation questionnaire we were also concerned with the former clients' *felt needs* for more vocational services. Accordingly respondents were asked if they felt the need for more vocational services and it was discovered that 82 individuals reported such needs. Replies are classified in Table VIII-16.

Table VIII-16

Clients' Felt Needs For More Vocational Services
At Follow-Up Time

Training	52.4%
School	28.1
Work Adjustment	15.8
Counseling	26.8
Medical	8.5
Total	82

It is interesting to find that the greatest percent were concerned with more training. These clients felt the need for more specific training other than the non-specific training which was listed by a much smaller group. Such training has since became available in several occupational areas at V.G.R.S. More than a fourth felt in need of more schooling and almost the same percent felt that more counseling would be helpful. These needs must certainly be taken into account in developing a continuing service program.

Chapter IX

DISCUSSION OF THE V.G.R.S. WORK ADJUSTMENT PROGRAM AND SUBSEQUENT DEVELOPMENTS IN ITS UTILIZATION

Work Adjustment at V.G.R.S. was developed to meet the vocational rehabilitation needs of the large numbers of severely disabled clients who were not able to be helped by the then existent methods. Counselors had felt that this group could benefit given extensive training and sufficient time in a specifically designed program. The Work Evaluation Department at V.G.R.S. had developed evaluative techniques which made the selection of clients for a new program feasible. The dissemination of the Work Adjustment Program results at the Jewish Vocational Services in Chicago gave the staff the original concept of the principles and procedures whereby such a program could be developed and demonstrated at V.G.R.S. This report then summarizes the five year experimental period in which the program was designed, tested and adjusted to meet the requirements of severely disabled clients.

The major goals of the Work Adjustment Program are to help those clients who have been classified as unemployable to progress to their maximum physical, social, economic, and vocational level. Two interrelated key elements in this program deserve special emphasis and consideration: the workshop as the setting for work adjustment training and the role of the work adjustment counselor.

The workshop is the setting which presents a "real" work atmosphere for the work adjustment - learning process. The social organization and psychological atmosphere approximates that of an industrial company. The major roles of worker, co-worker, foreman, manager and staff personnel are interrelated in its social organization. Its economic production elements reflect the actual business world. Thus, in terms of structure and function it is a simulated industrial work place. The workshop's major purpose is to provide a real setting for the client's learning to meet the demands of the work role. There are conflicts, however, between the business and therapeutic goals in the workshop which must be recognized and dealt with. The

V.G.R.S. staff found that such conflicts were not insurmountable and were not disruptive to the program when there is a mutual recognition of the problems by both business and rehabilitation personnel, communication of the problems and some give and take to arrive at a solution for the clients' benefit.

The major actors in this setting are the counselor, (the socialization agent) and the client. Nothing magical takes place in the workshop, instead the work adjustment process is accomplished through the personal relationship between the counselor and the client. It is the job of the counselor to manipulate both this relationship and the setting in which it takes place toward the goal of helping the client become a productive worker. To accomplish this task the counselor must be out on the workshop floor with the clients. Although he does see clients in his office for counseling when required, he handles most problems in a direct manner as they arise on the floor. Gradually, as the client progresses towards becoming a worker, the counselor changes the protective nature of their relationship, and begins to institute a more work-like role. He expects the client to become more independent, and to fulfill the requirements of a good worker. Therefore, one of his major tasks is to outline and teach the rights and obligations of the work role.

The V.G.R.S. Work Evaluation and Work Adjustment staff have found that the major limiting factors in clients becoming employable have been in the areas of:

1. self esteem
2. work confidence
3. interpersonal relations
4. concentration
5. physical stamina
6. grooming and dress

General procedures and mechanisms for changing attitudes and behaviors in regard to each of these problem areas were discussed in terms of the actual behavior of the counselor as he interacts with the clients.

The duties of the work adjustment counselor differ in many ways from those of the more traditional counseling positions. As the position has developed at V.G.R.S. it diverges sharply from the medical model where the counselor sees clients by appointment in the controlled setting of his office. The position closest to it is probably the professional who conducts milieu therapy, particularly those who spend the majority of their time in interaction with clients.

The counselor must be the kind of person who can apply his knowledge of rehabilitation as he works with the client out in the workshop. He must be able to deal with client problems as they arise so that he can perceive, evaluate, and respond to situations as they develop. He must be able to suggest alternative attitudes and actions and selectively reward behaviors he wishes to encourage. The counselor has to have an understanding of problems that occur outside the agency that inhibit the clients' training and his employability. And he often has to help the clients adjust to difficult problems that he can work with only indirectly through the client. To say the least, it is a psychologically and physically demanding job. And, the staff has felt that most formal education programs for rehabilitation counselors are not aimed at teaching this type of counseling so that much on-the-job training is required.

Client Characteristics

During the five year project 300 clients received work adjustment training. Approximately six clients entered the program each month and their average stay was 16-17 weeks. Important client characteristics are:

1. The clients were unemployable and untrainable given the criteria for employment and the available rehabilitation technology preceding the Work Adjustment Project.
2. 161 males and 139 females
3. 240 whites and 60 blacks
4. majority were young

5. great majority were single

6. most had some high school or had completed high school, almost a sixth in special classes.

7. I.Q. was skewed to the lower end of the continuum, although 114 were average or above in intelligence.

8. previous work experience - those who had worked had been predominantly in unskilled occupations. Half had never worked.

9. disabilities - almost one third suffered from emotional disabilities, 1/6th physical disabilities, 1/6th mental retardation, with the rest divided between psycho-social disabilities, and the multiple disabilities of mental retardation, and physical-emotional.

Specific follow-up for evaluative research purposes was conducted with 112 of the clients during the last summer of the project and with 188 clients during the following summer. Thus, aside from the usual more short term follow-up data, data on the more lasting effects of the program was collected.

The clients' employment record and job stability since leaving the program were analyzed as dependent variables and as the major criteria for evaluating the success of the Work Adjustment Program. It was determined that at least 74.9% of the clients had been employed following work adjustment. Forty percent had been employed more than 50% of the time since leaving the program.

Next, employment success was examined by type of disability with the following conclusions.

1. In all disability categories there were those who were able to secure and keep stable employment.

2. At the same time there were those in every category who were not successful in gaining employment.

Specifically, in regard to each of the disability categories we found that:

3. The <u>psycho-social</u> disability group ranked highest in those who had been employed 100% of the time, lowest in those who had not secured employment, but in the middle of the group concerning those employed 50-100% of the time

since leaving the program.

4. The mentally-retarded group was consistently high in employment.

5. The emotionally disabled group was third in full employment, but also third in rank of no employment. It was in the lower end of the scale for those who had been employed more than 50% of the time.

6. Comparatively, a large number of clients who suffered from mental retardation and emotional problems were employed more than 50% of the time. However, this disability group ranked high in no employment and in the middle of the total group on full employment.

7. The physically disabled ranked high in 50-100% employment, and also had relatively few persons who remained unemployed. However, comparatively fewer of this group secured and kept full time employment during the test time.

8. Physical disability coupled with either emotional problems or mental retardation resulted in compartively lower rates of employment.

Future research must be devoted to measuring the severity of these disabilites and ancillary problems which account for these differences so that programs can be planned taking these factors into account.

In terms of wages, the largest number of clients received near the minimum wage at the time the follow-up was made. Approximately a fifth of the clients received more than $2.00 per hour in wages. However, more than a third received less than the minimum wage. These findings should lead to research into the feasibility of wage supplements for the disabled who need them and into the more complicated question of the value of work for the disabled in our society.

It was found that a good deal more than half of those currently employed had received raises or promotions on their jobs. This finding can be interpreted as an indicator of community employers' evaluation of the client and indirectly, of their positive evaluation of the Work Adjustment Program.

It is of interest to note that less than a fourth of those clients who were employed at the time of the follow-up interview listed problems that they were having on the job. Those who had been dismissed from jobs gave two major reasons: their inability to do the job or the laying off of employees, a fairly common event for the types of positions that most clients hold. Those clients who voluntarily left jobs did so primarily to get better positions. In relation to job placement it is of interest to note that the largest percentage of dismissals was due to the clients' inability to do the job and of those currently employed the largest number of problems was related to pressures on the job.

No attempts were made to learn the reason the client was unable to do the job, e.g. whether it was due to lack of physical stamina, of confidence, or of specific skills required by the job. This information should be determined so that individual training programs can be designed to better meet the requirements of a particular job. It is heartening to note, however, that although this category represented the largest percentage of those who were dismissed from their jobs, in actual number, it represents a comparatively small number of those who completed the program. Only a small number were having interpersonal problems on the job either with supervisors or with fellow employees. It will be remembered that training in interpersonal skills was a major goal of the Work Adjustment Program.

The clients' evaluation of the program showed that a large percent thought that it was somewhat helpful while a fourth thought it was excellent. More than a tenth of the clients thought it was a waste of time and a few thought it actually detrimental. However, 87% felt that the program had helped them in some way. Specifically, a large majority felt that learning to work had benefited them, while almost a third stated that they had benefited because the program had resulted in their getting a job. It is interesting to note that more than a fourth of the clients stated that they had "felt better" as a result of the program. That is, besides the specifically work related benefit, this group felt a general uplift as a result of the program.

Another aspect of the research tapped the clients' likes and dislikes concerning the program. Almost all the clients who responded to this part of the questionnaire stated that they specifically liked the work experience they received in the program, and yet half said that they disliked the actual work that was done in the shop. Analysis of this question shows that there is a great deal more to work experience than the specific job tasks that are learned, for the clients themselves separated specific work experiences that had helped them from the specific work that was required as a basis for work experience. It is also of interest to note that they liked the counselors and the supervisors. Program planning for specific clients must take into consideration the types of clients (more than a fourth) who found the program boring. Perhaps these clients received insufficient stimulation from the program and could have benfited from a more complex program that could have resulted in entering the job market at a higher level position. Yet, programs have to be individually tailored, for 15% thought there was too much pressure exerted on them in the training. Those who emphasize the importance of group counseling should know that almost half the clients specifically selected this form of counseling in answering what they liked about the program. In all, the analysis of the clients' evaluation of the program is important in designing programs which interest and motivate the clients. The factors which interest and motivate clients that were uncovered in this analysis should prove useful to those interested in setting up similar types of work adjustment training programs.

Of those clients who were unemployed at the time of the research follow-up interview, the great majority were relying on their own resources to find jobs rather than contacting service agencies for help. This finding can be interpreted to mean that the Work Adjustment Program did not result in dependence on the agency but fostered greater independence on the part of the client.

About half of the clients had received some service from other agencies, mostly counseling or hospital care, since leaving the agency. Approximately a third felt the need for more vocational services at the time of the follow-up interview. This is an indication of their maturation and readiness. The majority felt the need for more training while a fourth of the clients felt the need for more schooling and counseling. These clients needs should be further investigated and taken under consideration in providing subsequent services for those who finish work adjustment and can benefit from further counseling or perhaps more specific job training. Almost 17% of the clients did go on for further training following work adjustment but, as these data show, another 25% felt the need for more training. Perhaps this need for more training developed after the client was placed on a job. At any rate, we do know that work adjustment does prepare some clients for further training, indeed, it may be a necessary step to enable the client to benefit from special skill or educational programs. Sometimes a client may need to work a while on a competitive job before he sees the need or feels that he can benefit from more preparation. Thus, the work adjustment counselor must also be proficient at evaluating those who can benefit from programs following work adjustment. V.G.R.S. has recently instituted training courses in electronics and business to meet this need. Some clients do progress in the program to the point where they can complete more formal education or compete in regular skill-training programs that are available in the community. The Work Adjustment Program should never be seen as the end point but, rather for most as a stepping stone to higher levels of training and better positions in the economic community.

Subsequent Developments In The Utilization Of The Work Adjustment Program

As V.G.R.S. has expanded its services and assumed new roles in the community the Work Adjustment Program has been utilized as the foundation service in a variety of new programs. The Work Adjustment Program has become a fully integrated part of the rehabilitation service at

V.G.R.S. Services are available for utilization by a wide variety of referral agencies including the Ohio Bureau of Vocational Rehabilitation.

As a result of our experiences in the work adjustment program, a School Work Project was developed in cooperation with the Cleveland School System and the Ohio Bureau of Vocational Rehabilitation for retarded students in their last year of school. In this three year demonstration project, supported in part by the Social and Rehabilitation Service, students came to the agency one-half day and went to school one-half day.* The students were involved in a work adjustment process for at least nine months during the school year. When they completed the program they were placed on jobs and approximately 80% were initially employed in competitive positions in the business community. The major aspect of the program is a work adjustment experience which depends heavily upon the work adjustment techniques which were developed and tested in this project. The program proved so successful that this V.G.R.S. Program is being financially supported by the Cleveland School System. (Teachers reported that the students became more manageable in the classroom situation, and in one class there was a noticed reduction in the number of pregnancies and delinquencies.)

Another program in which work adjustment methods proved particularly useful was the Bellefaire - V.G.R.S. School Work Project. This was a cooperative effort between Bellefaire, a regional treatment center for severely disturbed young people, and V.G.R.S. Young persons who had seemed to be unable to benefit from casework, psychiatric therapy, group therapy or other traditional methods, and who were unsuccessful in school were referred for a work adjustment experience in a program supervised by their teacher in a specially equipped room adjacent to the contract workshop. This program, using work adjustment

* A Work Experience Program for the Mentally Retarded in Their Last Year of School (RD-2058-GD).

techniques, was also very successful. A number of these young people were able to work in the competitive market and several went on to higher levels of training or were able to return to their educational program. Again, work seemed to be the point around which the person could gain a new conception of himself and ways of adjusting to others.

A program was designed in cooperation with a special operant conditioning unit of Hawthornden State Hospital, a treatment hospital for the emotionally disturbed and mentally ill, whereby ten young patients were brought to V.G.R.S. for a school work experience. They spent the summer working half-days at V.G.R.S. and attending school for the remainder of the day. They were accompanied by their teacher, who with the V.G.R.S. staff, provided a work adjustment experience.

For two summers the Black Economic Union referred ten young persons for a summer work experience in an effort to engage them in a productive, worthwhile activity. The goal was to involve the student in an organized program where he would be able to gain knowledge of work attitudes and behaviors. It was planned that they would return to school and be in a better position to benefit from school experiences as a result of this training. A follow-up provided information that all did return to school.

Throughout the years of the Work Adjustment Project a number of County Welfare recipients and ADC mothers have been referred for work adjustment experience. Success was frequent enough that the County Welfare Title V Program referred approximately 50 chronically unemployed people, mostly men, to V.G.R.S. for a separate work adjustment type of experience in the contract workshop. Using work adjustment techniques the program was able to consistently place approximately 40% of this group.

Recently AIM-JOBS and the Ohio Parole Authority through B.V.R. has b n referring a number of its clients to the V.G.R.S. pro . The work experience at V.G.R.S. is sometimes used a "holding slot" but it can also serve as a

place where people can come to grips with work tasks and move quickly to other skill training programs or, possibly, directly into jobs. Work adjustment techniques have also been used very effectively in programs in which V.G.R.S. has cooperated with the Neighborhood Youth Corps and the Summer Neighborhood Youth Corps.

V.G.R.S. in cooperation with the office of Mayor Carl B. Stokes of Cleveland received a grant to demonstrate a rehabilitation program for the socially and culturally disadvantaged.*

The program is centered around proven vocational rehabilitation techniques, many of which were demonstrated in this project. The project encompasses a coordinated program of vocational testing, counseling, work evaluation, work adjustment, selected job placement and follow-up proecdures, supported by family casework services and any and all community services that are required to assist long term jobless persons and their families. The project is based on the knowledge gained in this project and the belief that these vocational rehabilitation procedures can be utilized to meet the rehabilitation needs of the hard-core unemployed.

V.G.R.S. has also initiated a program for the rehabilitation of narcotic addicts under contract with the Narcotics Addicts Rehabilitation Branch, National Institute of Mental Health, Department of Health, Education, and Welfare. The rehabilitation program which has been designed for these clients will also utilize the work adjustment experience, when applicable, in association with individual therapy, counseling, group therapy and other more traditional rehabilitation procedures.

*This project, "A Coordinated and Responsive Rehabilitation Program for the Socially and Culturally Disadvantaged," (RD-3011-G), is supported in part by the Social and Rehabilitation Service, Department of Health, Education, and Welfare. The project is funded through the Department of Human Resources and Economic Development of the City of Cleveland.

The Work Adjustment Department has throughout the years been a resource from which clients moved into other training programs in the V.G.R.S complex. Recently V.G.R.S. received a training grant from the Social and Rehabilitation Service to demonstrate training programs in electronics and business. The program allows those work adjustment clients who can profit from further skill training to take courses which will prepare them for occupations in electronics, clerical, including typing and secretarial work, bookkeeping, and office machines plus automatic data processing equipment operation. Many of the basic counseling and training procedures developed in the work adjustment project are utilized in these new training courses. Above all, these programs enable clients who still do not have the prerequisites, to compete in and benefit from regular, private or publicly sponsored courses moving them into higher level, well paying, skilled employment.

The use of work adjustment training in a variety of different types of programs demonstrates the versatility of the program in meeting the rehabilitation needs of many clients. The results show that the work adjustment experience is a basic therapeutic process which enables people to move into and profit from other specific training programs or directly into employment. The Work Adjustment Program has become one of the core rehabilitation services in the development of the Cleveland Rehabilitation Complex, an organization of rehabilitation agencies at a common site in Cleveland.

Appendix A

CASE HISTORIES

In Appendix "A" five case histories are presented, each one providing a short study of a total case, so that the reader can gain further knowledge of the Work Adjustment Program.

Case Study - Multiple Disability

Bill, age 18,was referred to V.G.R.S. by a nearby suburban school system because his academic performance was at the second to third grade level and the school felt he could no longer profit from a classroom environment. He was extremely obese weighing 335 pounds and as a result was not accepted by his fellow students.

Bill felt rejected at home and both the school and his mother indicated he cried and was very unhappy. His mother and grandmother felt they had to "protect" him from the rest of the family. His family objected to his dropping out of school and it was his mother who was pushing for vocational training at Vocational Guidance and Rehabilitation Services. Bill had difficulty in talking about his relationship with his family. He did not have any hobbies and most of his leisure time was spent eating and watching television. One positive aspect was his intense desire to learn to read.

Psychological and vocational tests corroborated the school's information. Bill was placed in Work Evaluation to get an estimate of his vocational potential. His attendance was excellent and he seemed to want to involve himself in the program but he did poorly on most of the evaluation tasks and had difficulty relating to other clients. His behavior continued to be quite immature, his attention was poor, as was his personal hygiene and appearance. He exhibited passive hostility to supervision and did not respond to pressure to improve his performance. Although encouraged to start dieting he was not able to control his compulsive eating habits.

Bill was then referred to the Work Adjustment Program with the hopes that the program could:

1. Increase work speed and attention span.
2. Reduce hostility and develop ability to work under pressure
3. Build work tolerance.
4. Develop better grooming and hygiene.
5. Provide him with remedial help.

Bill was placed in a Vocational Guidance and Rehabilitation Services remedial reading program and over a period of three months showed some improvement. His initial reaction to work adjustment was to do as little as possible and making frequent trips to the rest room. He made frequent requests for an interview with his work adjustment counselor and then would talk about anything that came to mind. The staff applied more pressure in the work situation and he was given specific times when he could report for private counseling off the workshop floor. He then began to use counseling sessions more effectively. After several months during which his weight problem did not improve he was admitted to a hospital for a crash weight reduction program. He lost thirty pounds in two weeks and then returned to work adjustment. He was proud of his weight loss, and was able to stick to his diet better, and his personal hygiene and work behavior improved. He seemed to be learning some self control and ability to handle his feelings. His work became more consistent and his social behavior more mature.

After nine months in the program Bill expressed interest in joining the Job Corps and the staff encouraged this move. He made his own arrangements to enter the program and was sent to a camp in another state where he is still in training. He has corresponded fairly regularly with his counselor and reports progress in the academic aspects of the program, bringing his reading and math level up to a seventh-eighth grade level. He has lost another 50 pounds and is taking advanced courses in welding He is quite proud of his accomplishments.

Bill's work adjustment program was the start of his rehabilitation. It provided him a chance to mature and to have positive experiences with work and with other people. He was motivated to begin to plan for his vocational future and to take positive steps toward his vocational goals.

Case Study - Physical Disability

George, age 20, suffered from cerebral palsy and was referred by B.V.R. as he was unable to find a job because of his disability and unrealistic employment aspirations. Upon graduating from high school he had one job delivering telegrams, but became bored with this work. He was quite depressed and had been upsetting his family.

The initial impression of George was one of an effeminate neatly dressed young man who handled himself well during interviews and was pleasant and outgoing. He had a slight speech problem - talked slowly and hesitantly, but articulated clearly. On psychological testing he received a full scale IQ of 84, but this is somewhat misleading as he scored a performance IQ of 106. He had poor visual motor perception, low hand dexterity difficulty in seeing significant small details and his visualizations were affected. He expressed interest in verbally oriented settings, which would seem realistic, as he seemed to sense his disability in areas involving technical jobs. He was motivated and had a desire to become independent, possibly feeling somewhat over protected by his parents.

In Work Evaluation, George was given a variety of tasks that involved mechanical assembly and clerical activities to aid in the determination of a suitable vocational goal. Only on a mail sorting task containing a large memory component was he able to reach a competitive performance. He also performed well on a messenger task within the building. George was then placed on an actual production evaluation to determine production level, general work habits, and physical tolerance for a

full work day. Initially his performance was below sheltered shop standards. He did not seem to try to improve and continued to express unrealistic goals. It is significant to note that following a group counseling session on the purpose of the workshop, time studies and production goals he began to demonstrate immediate growth. By the time he completed his evaluation he had begun to accept more realistic vocational goals, show the ability to produce at sheltered levels, and develop good basic work habits.

As a result of George's ability to make some improvements and his demonstrating a reasonable expectation of employability, a work adjustment program was recommended. The basic goals of his work adjustment were: continued building of speed, realistic work goals and confidence in his work abilities. George remained in work adjustment for a month making satisfactory progress, but then left abruptly. He was not satisfied with the program and did not feel that he would ever obtain employment working at V.G.R.S. The staff also realized that his parents were putting pressure on him to get a job.

It appeared in a follow-up interview that he had gained more from the program than the staff realized. He felt the program increased his self-confidence and exposed him to many facets of work. He indicated that group counseling sessions were most helpful.

George's increased awareness of his abilities brought about growth and maturity. When his counselor talked with him, he reported that he had found employment through his own initiative, working in the Will Call Department of a large department store. He had just been given a raise and expressed satisfaction with the job.

Case Study - Emotional Problems

A forty year old former school teacher, Betty had a long history of emotional difficulties before coming to Vocational Guidance and Rehabilitation Services. Diagnosed as manic-depressive, she was extremely shaky, appeared very confused and lacked confidence. During her last employment she became ill and had to leave school. However, she had been told that she could not return to teaching, her great desire, until she had demonstrated emotional stability in another field for a long period of time.

Psychological testing as well as Work Evaluation found her to be a bright, above average individual making good use of her verbal ability, and she showed excellent clerical skills. She performed job tasks at a high level but, lacked tolerance for prolonged routine activity, and expressed boredom on filing and typing tasks. Interpersonally Betty was, in general, pleasant but spoke superficially without attempting to establish close relationships, moving from one topic to another with very loose connections between lines of thought. Her behavior was rigid, compulsive and dependent in that she constantly sought expert advice and she used comments given by her religious counselor, her psychiatrist and the slogans of self-help group to explain her behavior and to establish guide lines for future behavior.

During the rehabilitation program designed for her the staff tried to capitalize on her academic achievement, her ability to handle detail and her interest in teaching. The major goals were to help her stabilize her work and develop confidence and tolerance. As her counselor came to more fully realize her great dependency throughout the program, the development of self-sufficiency became an additional goal. The staff was hopeful that she could gain better control of her mood shifts and initally hoped that she could progress in clerical work. Later Better determined that her interests were not in clerical work.

After a few months in Work Adjustment she was given additional responsibilities in a minor supervisory capacity.

Initially she performed well but then had difficulties in interacting with persons under her, in that she over-reacted to any inconsiderate behavior of others. She was tardy and absent frequently during Work Adjustment with periodic complaints of sickness and depression. After six months of Work Adjustment she was transferred back into production work awaiting employment. Meanwhile she was encouraged to apply and finally obtained a Christmas job in a book store. When she returned she began working out acceptable goals with the counselor's help. She decided to seek employment as a librarian and the staff felt this was an excellent choice because the structured setting would be beneficial and that her interests in working with children and in intellectual activities would also be met by this position. After a month of job seeking she secured a position in a library. During the initial months of employment the work adjustment counselor saw her regularly twice each month, encouraging her to contact him if she were having any difficulties. Contacts were reduced to every month, to every other month, and then to once in a four or five month period. Betty has been on the job now about a year and three months and has been doing a very good job. Her only difficulty has been with another worker.

While in Work Adjustment, Betty participated in few outside activities but with successful employment she developed a number of interests and sees her life as going well. She will continue to need the support of regular psychiatric treatment.

As the staff looked back on her program we found that placing her in a situation with concrete goals in which she could be independent, although supported by counseling, was the most successful way of working with her. This was exhibited particularly in her job hunting experiences. The staff's insistence upon independent action (supported by individual counseling) seems to have generalized into several different aspects of her life.

Case Study - Mental Retardation and Emotional Problems

Bob, age 19, mentally retarded, with a history of emotional and vocational instability was referred to Work Evaluation. His general health was good. He had attended a state school for the retarded and had worked in several areas in the institution, but had poor work habits and was slow to follow instructions. Since being discharged his work habits, and a physical assault on an employer, had resulted in the loss of three jobs.

In Work Evaluation, Bob was described as a likeable, yet immature person who sought much attention. He displayed hostility and rebellion toward supervision and continually challenged authority figures. He interacted with other clients only on a superficial level. He demonstrated some responsibility by reporting when it was necessary for him to be absent. His learning speed was fair and he showed the ability to improve with repetition on mechanical assembly and sorting activities. On the actual production tables Bob's performance was somewhat erratic, but the quality of his work was good. He was frustrated by new jobs and situations. During Work Evaluation he began to show some insight into his difficulties and made some gains in controlling his hostility.

Work Adjustment was recommended to help Bob understand and gain better control of his hostile feelings; to develop better relationships with peers and supervisors; to be more comfortable in work situations and to develop realistic vocational goals. In Work Adjustment he appeared fearful and immature. Extreme anxiety and hostility were manifested in his frequent movement, a flinching movement when someone approached, and by his "big talking" to authority. He was, however, able to apply himself to the tasks assigned and to work with some degree of facility on jobs which he did not find acceptable. He needed and wanted acceptance and understanding. His vocational aspirations were quite unrealistic, saying that he wanted to be a surgeon.

While in Work Adjustment Bob acquired a more wholesome view of himself. He began to see himself as someone who could do things. He made some progress in controlling his anger as his anxiety lessened and he began to be able to trust and to develop relationships with other people. The staff frequently consulted with Bob's counselor at the referring vocational service agency concerning his progress. After he had been in Work Adjustment a short time he was placed through this agency in a job delivering messages. Although he was still quite immature, this move was viewed as a good wholesome practice work experience. Bob wanted to try the job providing he could return to Vocational Guidance and Rehabilitation Services if it did not work out and this was agree. While on the job he was seen several times by his work adjustment counselor who attempted to reinforce what was expected in terms of job responsibilities, attitudes and personal appearance. However, the job became too difficult for him, mainly because his reading difficulty led to confusing several of the job orders.

As agreed, Bob returned to Work Adjustment. He continued to make progress in relation to his problems in dealing with authority. He learned to avoid arguments and conflict because such a way of action benefited him more than his past behavior. After several months he was placed again as a messenger where he did well in terms of controlling his feelings and in following orders. Although he was laid off from this job due to his reading ability, his employer gave him an excellent recommendation which helped him to find work as a bus boy in a restaurant. He worked there for six months, did an excellent job and then took a better job at another restaurant where he continues to work.

Throughout Work Adjustment there was definite changes in the way he handled his problems, from aggression and fighting the world to an attitude of planning and concern with his work and future. This reduction of his hostility was possible as he began to feel some success in his work and his ability to relate to others.

Since leaving Work Adjustment Bob has made a number of important adjustments. He is now living with four other young men, supporting himself, owns a car and is saving money. He is involved in volunteer work with young people in the gymnasium of a church. He is continuing his education part-time and will soon get his high school diploma. The growth and progress that Bob has made is indeed remarkable.

One has to ask why Bob was placed in an institution in the first place. How much of his retardation resulted from the institutional environment in which he grew up? How many more Bob's are there in institutions who could benefit from rehabilitation services?

Case Study - Psycho-Social Problems

Harry, a tall slender 19 year old black youth, was a participant in the Vocational Guidance and Rehabilitation Services Work Experience Project for slow learners. He was not in special classes for slow learners in school, but had an IQ on the WAIS of; full scale 72, verbal 75, and performance 71, making him eligible for the project. During his last year at vocational school, he attended the project during the morning and went to school in the afternoon. Harry was born in the south and had lived in a Cleveland slum area for a little over a year. He lived with and was supported by his mother and step-father.

Harry was well dressed, verbalized well, and related to the Vocational Guidance and Rehabilitation Services staff in a relaxed manner. He seemed to derive joy from talking and at times gave the impression of being a "con man" (smooth talking, throwing compliments and saying the right things at the right time.) However, he related poorly to peers, usually sitting by himself at coffee breaks and asking to be put on jobs where he could work away from other people.

Harry had no history with other agencies with one exception. He was seen at a hospital when he was 13, complaining of epigastic pain. Although he returned

several times the hospital was unable to discern an etiology.

In the first nine months of his program at Vocational Guidance and Rehabilitation Services Harry retained a part-time job as a bus boy. In the south he had worked several years in a barber shop cleaning up after school.

Work Evaluation showed that he had fairly good motor skills; his overall speed was average, his accuracy was average to above average, and his speed improved with practice. He became quite anxious when assigned to a new job, preferring to perform in a familiar one. It was felt at the time he might be able to work in an industrial setting at a fairly well structured job. It was also noted that he seemed overly sensitive where his health and medical examinations were involved.

At Vocational Guidance and Rehabilitation Services, Harry ofted asked to speak to his counselors as his seemed an endless dilemma of small problems with which he had a hard time coping. Initially, much time was spent in individual counseling, but this decreased as time passed. A pattern developed that whenever he was asked to try a new job task, he complained of pain in his stomach and felt he could not work. However, through often continued counseling and work in the shop he began to adapt to new situations as the staff continued to expose him to changes. Harry then began to talk of factory work when he completed the program.

On several occasions he was sent to assist the drivers in helping disabled patients in and out of the station wagons when they came to Vocational Guidance and Rehabilitation Services for physical therapy. The head of that department reported that he did extremely well and Harry reacted to the work with obvious enthusiasm. In counseling although he expressed interest in this type of work, he refused to consider working as an hospital orderly.

Upon completion of the school year, he was hired by Vocational Guidance and Rehabilitation Services to work

full time in the Transportation Department. It was the staff's intention to keep him at the agency for a longer period, in full employment, to better prepare him to accept the working conditions that would exist elsewhere. At Vocational Guidance and Rehabilitation Services, he would continue to develop confidence but at the same time retain some contact with the Work Experience staff. He progressed nicely in his new job; only a few times did he feel the need to see a counselor. During this time, his mother remained in close contact with the staff and the staff was able to involve her in planning for the client. He remained in the Transportation Department for nine months. At that time it was felt that he was ready for placement in another setting. In discussing this with the client, he voiced doubts, wishing rather, to remain at Vocational Guidance and Rehabilitation Services. It was explained to both the client and mother that Vocational Guidance and Rehabilitation Services was not an employer, rather a rehabilitation agency and he then agreed to interview for another job.

An interview was secured for Harry at a company that makes boxes. He intervewed well and was to be hired upon passing an industrial medical examination. He failed the examination because of a heart condition and the physician reported that Harry had told him that he often "falls out" during extreme physical stress. Past records, corroborated an examination by the Vocational Guidance and Rehabilitation services physician, showed no heart condition. Harry explained that during the examination he became confused and felt that he had to tell the doctor something in response to his inquiries. Obviously he felt guilty and repeatedly told the counselor how bad he had wanted the job. The staff had different thoughts and decided to help the client grow up.

It seemed apparent that Harry had become dependent upon the staff and wanted to stay at Vocational Guidance and Rehabilitation Services. In his job duties, he had become quite independent once he learned what to do and he performed his work without being told. He had an ability to relate to disabled patients, making small

talk and displaying concern over their comfort. It was felt he would work in a service area, such as a hospital. Harry was not sure of this but indicated he would try. Much of this bravado was a result of his desire to prove to the staff that he was a man and was able to make it on his own. Also, his mother had a hand in his decision.

Harry was interviewed at a hospital for a position as an orderly in the surgical ward. The staff were somewhat apprehensive but the client wanted to try. The hospital staff were impressed with his politeness and manners and hired him for a trial period.

The result was that Harry made a very quick and successful adjustment in the estimation of the hospital. Close follow-up contact was kept with both client and the hospital for the first four months after placement. The reports from both were positive. Harry was happy with this job and revealed he was even able to talk to the surgeons. According to the hospital reports, performance was more than adequate. Follow-up continued for six months before the case was closed. At the time of closure, he was earning good wages with the promise of future increments and was planning to get married during the summer months.