Factors affecting the personal-social adjustment of the young retardate

Mary Kenneth Hrbal

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THE FACTORS AFFECTING THE PERSONAL-SOCIAL
ADJUSTMENT OF THE YOUNG RETARDATE

by

Sister Mary Kenneth Hrbal, VSC

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTERS OF ARTS IN EDUCATION
(EDUCATION OF MENTALLY HANDICAPPED)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1969
This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

Sister Gerard Marie, O.S.F.
(Adviser)

Date Dec. 20, 1968
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CHAPTER I

Introduction

Man, living in society as complex as ours, finds that many of his basic needs can be satisfied only through relationships with others. From infancy through adulthood, man is dependent upon his fellows for many vital satisfactions.

His interpersonal behavior exhibits his attained gratification of his needs as a result of interacted responses. The responsiveness of others helps to produce or maintain the individual's sense of security, self-esteem and identity.¹

Because of his relationships with others, the individual is assigned a particular status or position in society. This status is based on the ascribed roles expected from one because of his sex, age, and intelligence.

Ineffective interpersonal behavior is linked with deviant socialization for it possesses a limited knowledge of people in general, which leads to a misrepresentation of self. On the other hand, interpersonal behavior can be called healthy when it yields to an

expression of the individual's real self which is compatible with the demands of the social system.¹

**Personal-Social Traits**

There are no basic social traits which may differentiate the young mentally retarded from the average child. The difference lies between the expectancies of society and the abilities of the young retarded to meet the requirements.²

Social competence for both the young normal child and the young retardate is susceptible to growth. It is always related to the demands of the particular environment in which the individual functions. The young mentally retarded child, however, will be less able to cope with the many unfavorable conditions than to manage himself in favorable living conditions.³

There is no reason to suspect that the young retardate is immune to personality disorders. Any personality disorder, regardless of degree, may affect his total socialization. Consequently, he is more prone to have emotional problems because of limited intellectual abilities. This leads to a less clear understanding of his own problems.

¹Jourard, *op. cit.*, p. 303.


He is incapacitated in perceiving accurately the demands of society and above all is far more restricted in the number of available possible solutions to his problems. A limitation such as this dwarfs his personal-social relations.

Social maladjustment is common among retarded children. The problems may be manifested in aggressiveness, belligerent behavior, negative attitudes or passive acceptance.¹

The aggressive mental retardate makes himself unpopular by inappropriate behavior, lack of control, thoughtlessness and boisterous and destructive behavior. He does not seem to learn by experience and each situation is far more aggravated by any slight rejection received from his peers or adults.

The young retardate with a negative attitude avoids participation in group activities because of the anticipation of failure and rejection. He senses a personal failure to himself and a constant social disappointment to others.

The passive mental retardate gives vent to an unsatisfactory existence by having no part of activity itself. Engaging in daydreaming or any isolated behavior ostracizes him from the social world.²


²Ibid., pp. 24-25.
Social adjustment is a very significant part of the young retardate's experiences at home, school, and the community at large. Social adjustment cannot be said to be an isolated skill. Rather, it must be concomitant with a personal adjustment which in the preschool and school-age child is reflected, to a large degree, in the level and manner the child relates to parents, other adults, and age peers.

**Self-Concept**

Self-concept and self-evaluation are marked realities of a social relatedness which either adds or detracts from one's personal and social adjustment. The sources of the young retarded child's self evaluation may or may not be realistic, depending primarily on four factors:

The noted factors are: (1) the way other people perceive him; (2) the way they treat him; (3) how he perceives himself; and (4) his accumulation of failure and success.

The mental retardate perceives himself either as being unable to achieve or as being of little worth because of repeated experiences (direct or indirect) of failure in achievement. He possesses the desire to belong and be accepted as does the normal child. Limited as he may be, he does know if he is fully accepted, tolerated or

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just plainly rejected. He is human. In most cases, his young life results with misgivings and distrust of all relations with others. Possibly other compensatory measures beyond his control are employed to assume self identity.

A healthy self-concept promotes personal and social adjustment. If adults or parents were to support him in all his endeavors from infancy, more excellent possibilities would enhance his feelings as a person of worth. The development of his real self, within his own realm of abilities, encourages him to become a social asset instead of a social liability.

A variety of factors may influence the young retardate to a more or less favorable adjustment. Among the many factors, the home, the school, and the community in general play a major role.

The Family

In our society, children are often viewed by parents as "backward reflections" of themselves. Many parental unfulfilled ambitions are projected into the child's selfhood. The child's development and behavior help influence the parents' thoughts and feelings. The normal child may sustain the expectations. However,

a mental retardate cannot understand, let alone fulfill, his parents' dreams.

Not only is the relationship between a retarded child and his family more complicated and ambivalent than the normal one, but also more intense and prolonged. Parents of a retarded child often need help in dealing with their family situation. Otherwise the entire parent-child relationship is likely to be disturbed as the parents assume the burden as if it were entirely their fault.

An obvious reciprocal relationship between a young retarded child and his family is evident. The more favorable the relationship, the more stable and self possessed the child will be and the greater will be the happiness and stability of those who live with him. In turn, he will more likely gain the affection and support he needs to encourage his healthy adjustment. A wholesome family security implies a wholeness of his personality that has a carry-over to his social living with others outside the family circle.

On the other hand, where tension and rejection of the young retarded are marked, adjustment problems are present. The child is at times considered as an intruder. His relationship with his family is largely fraught with doubts, fears, guilt, frustration and anger. These elements are all barriers to his healthy integration in the family group.
The family who faces the problem of accepting the young retarded child finds it difficult to continue their own social contacts. Their own attitudes are by-products of the criticisms and non-acceptance of the community members. Normal brothers and sisters might be rather reluctant to recognize the youngster as any other human individual endowed with certain rights and privileges.\(^1\)

The family being the primary milieu of the young retarded child's social integration must, therefore, provide the necessary wholesome environment, purpose, a sense of belonging, a sense of importance, a sense of responsibility, and they must truly make the child happy.\(^2\)

**The School**

One of the many major goals of the education of the young mentally retarded child is to effect social adjustment.\(^3\) This adjustment gives evidence of the ability of the individual to adjust to situations with the least amount of tension, and independent of supervision and direction.

It is of paramount importance that the school

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make special provision to teach personal and social skills to the young retarded.

Retardation, itself, is not the main factor that necessitates the skills to be taught. In many instances it is the social and cultural deprivation these children face at home and in their community environment. The greater the degree of mental and social inadequacy, the greater the stress must be placed upon teaching social skills and adjustments. Acquisition of the social and personal skills serve as a base for affective relationships within the child's environment.¹

In general, the young mentally retarded child will certainly need more training in specific activities which involve experience in language communication, sanitation, and interpersonal skills.² These skills, like others, must be developed slowly and at the child's individual rate of development. Activities promoting cooperative learning situations with the teacher and other children should be an outgrowth of, and integrated with, a normal living and classroom activities. This will aid in the transfer of the social skills to their home and neighborhood situations.³

¹Kirk, op. cit., p. 338.


A healthy emotional classroom climate, where the self-concept can grow and thrive, consists of persons, places, things, processes, purposes, feelings and relationships blended together into harmonious living with learning situations that develop from dynamic-social needs.\(^1\)

In the hands of understanding teachers, the young retardate can enjoy the satisfaction of participating in activities at his own level where success is possible. He is also made aware of the healthfulness of some failures. Desirable personal habits essential to social acceptance are developed and he learns skills consonant with his ability to use them. He sees himself as a worthy member of society, for he is regarded as a human person rather than labelled "mentally retarded." Less understanding teachers communicate their attitudes to the class and the retarded child often reacts to the implied feelings of inadequacy by withdrawal, aggression, frustration or dislike of school.\(^2\)

Basically, the total atmosphere of the classroom should be one to improve and promote healthful development of the individual. Both acceptance and confidence from the teacher encourage harmonious relationship with others in the classes, which contribute to the broadening of the retardate's social communications that are


important to the growth and development of "living" skills.¹

Favorable conditions can produce significant changes in the child's personal and social adjustment, in the capacity for independence, and in the mastery of the concrete every day living problems.²

The teacher's sensitivity to the child's needs is said to be the keynote for providing the security necessary to school adjustment which in social terms refers to better personal adjustment. Therefore, one of the very primary aims of his school life is the whole social concept, the development of the individual.³

The Community

The young mentally retarded child is able to adjust and lead a normal life in the community if social conditions are conducive to his adjustment.⁴ His personal adjustment will be inadequate unless he can learn to enjoy social participation.

The community can best enhance the personal-social adjustment of the mentally retarded child by adapting itself to his needs. It can provide for self-realization through the security of practical training and supervision.

¹Baumgartner, op. cit., p. 11.
²Robinson and Robinson, op. cit., p. 195.
⁴Kirk, op. cit., p. 115.
As a matter of social expediency, the well-organized and interested community will determine what measures can be instrumental in helping the young retarded child to function as a satisfactory social being.\(^1\)

In the past, the retardate witnessed an attitude of social ostracism within his community of neighbors. The result was, and in some small degree is, the same tendency to cast off the retarded which is far from any solution to the problems of mental retardation.

In recent years, the NARC has been successful in changing this attitude. Its efforts have affected the relationships of the community members to the retardate. The activities of local interested groups have accentuated the fact that the young retarded child is a person, unique as any other child in the community. Recognition, acceptance, and unlimited love for him is a guarantee of his efforts to cooperate and please his community.

**Definition of Terms**

**Personal adjustment** is referred to as the young retardate's ability to live with himself in some sort of equilibrium.

**Social adjustment** refers to the adequacy of the child in his interaction with adults and other children.

**Personal-social adjustment** is the interaction and reaction of both elements. One is dependent upon

the other. If the young retardate is guided to accept himself because of his individual worth he is more likely to react favorably to his surroundings and the people with whom he interacts. Thus, he is accepted by himself and by others because of his efforts to conform to society's demands.
CHAPTER II
REVIEW OF RELATED LITERATURE

General Studies

In recent years, the scope of activities related to the adjustment of the young retardate has broadened considerably. The adjustment problems of the mentally retarded have been recognized. Hence, an impetus was felt in research attempts to determine the best possible approaches to promote healthy social adjustments among the young retardate. A common goal pervades the whole effort to guide the mentally retarded child to further his individual personal acceptance and social adjustment. It is believed that once this element is established, the retardate can develop his capacities to the fullest. He then may be more competent to carry on activities in his limited environment and become an integral part of society's everyday living.¹

The interest of society calls for socially responsible citizenry. It is assumed that in a democracy, the citizen must act wisely in matters of his own welfare, and for the common good. Limited as the young retardate

may be, he is still to be considered as a social citizen. His potential can be most productive when his individual needs are met, particularly his need of acceptance into the existing society.

The objective of personal growth has been placed first in the sequence of objectives because it is most evident to the achievement of social competence.

Johnson notes that unless the retardate is personally accepted as "himself", he will be unable to achieve satisfying social relations. He will have extreme difficulty in establishing and maintaining necessary interpersonal relationships.

Studies have indicated the need of continued social experiences and expansion of self-direction. Attention has been given to the much needed training of social skills to promote adjustments compatible with the young mental retardate's developmental level. As the child learns to adjust to social situations, greater social maturity and understanding is required.

Social relationships with his parents, siblings, neighbors, and classmates have been noted to improve when expanded experiences include more and more complex situations demanding greater amount of self-direction.

Follow-up studies have indicated that the majority of the mentally handicapped adults have made wholesome personal and social adjustments as a result.

\[1\text{Cruickshank and Johnson, op. cit., pp. 194-195.}\]
of the early training in social skills.

A number of studies have attempted to determine the social maladjustment of mentally retarded children. In general, no one has come up with any specific characteristics among these children that don't exist in normal children. Their personal reactions to social relations appear exaggerated because of the situation they have been placed in.

Back in 1799, Jean Itard, himself, had taken the initiative to employ techniques for socialization. He had attempted to convert the Wild Boy of Aveyron to a civilized creature with a functioning personality. Although Itard was disappointed that his techniques failed to make the child an active social member of society, his limited accomplishments can be appropriately labelled as phenomenal. The period of the boy's training did give evidence to a development of a surprisingly complex personality.

The most important conclusion that educators have drawn from Itard's work is that the quantity and quality of interpersonal relationships is an important variable. Its importance tends to determine the level of complexity and efficiency of the retardate's psychological functioning. In other words, regardless of the degree of

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2Ibid., p. 325.
retardation, the child's potential cannot be meaningful without consideration of his environmental opportunity to participate as a social being.¹

Clark makes special reference to Itard's work and attributes the changes in the boy to the unusual amount of attention, love, and stimulation which both, Itard and the governess gave him.² He notes that an obvious unconscious sense of self-concept evolved within the boy. Clark further points out that the establishment and use of an interpersonal relationship will increase the range and adequacy of the individual's behavior. Consequently, he will more likely be socially competent and accepted into society's circle.

Both, Tizard and O'Connor, are in agreement with Clark. Their reviewed literature has expressed the possible attainment of a personal-social adjustment for the subnormals. They do, however, see a need for further research on methods of training and on the factors favoring success in the attainment of this adjustment.³

According to Clarke, all young retardates above the very lowest level have some degree of social

¹Masland, Seymour and Gladwin, op. cit., p. 331.
²Ibid., p. 331.
adaptation. This level will vary widely. He lists various reasons for social maladjustment among young retardates. Some of the reasons include the lack of educational achievement, poor home and background conditions, poor emotional control, lack of experience, resentful attitudes towards themselves and others, poor work habits and the lack of initiative.

Clarke emphasizes the need of a program based upon learning of good personal habits in order to effect proper social adjustment.

Capobianco and Cole showed that play activities produce more acceptable behavior among mentally retarded children. Their study verified the fact that the level of social behavior has a positive, however, not absolute, relationship to the mental age of the person. The lower the mental age, the lower, one can expect the social level of the young retardate to be. Both claim the rate of social growth to follow the rate of chronological growth.

In a study of the retardate's personality, Sarason found indications of aggressiveness on the Thematic Apperception test. The prevailing state of aggression is explained to be a result of an unsatisfied desire for

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2 Ibid., p. 472.
affection and love which ended in frustration and aggression.\(^1\)

Abel's\(^2\) findings were essentially the same. Similar feelings of aggression among retarded children were listed. He even found greater feeling of aggression among mentally retarded blacks than among similar whites.

Both, Burks\(^3\) and Leahy\(^4\) have also confirmed that the personality traits were more influenced by environment than were the intellectual traits. Such findings have bolstered the agreement that there are many modifiable factors which are important in the determination of social adjustment. Those, who are responsible must maximize the adjustments of the young retardate whatever his intellectual capacity may be.

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\(^1\)Seymour B. Sarason, "The Use of the Thematic Apperception Test with Mentally Deficient Children: I. A Study of High Grade Girls," American Journal of Mental Deficiency, XLVII (April, 1943), 414-442; "II. A Study of High Grade Boys," American Journal of Mental Deficiency, XLVIII (October, 1943), 169-173.

\(^2\)J. M. Abel, "Responses of Negro and White Morons to the Thematic Apperception Test," American Journal of Mental Deficiency, XLIX (April, 1945), 463-468.


Penrose agreed and summed up his lifetime work with the retardates in the following statement.

"Reward is to be expected not so much in scholastic improvement as in his personal adjustment to social life."

**Family Studies**

Various studies have shown that differences in personal-social adjustments among the young mental retardates are closely related to differences in the nature of family relations.

In an extensive survey by Saenger the findings indicated an obvious reciprocal relationship between a retarded child and his family. Saenger notes that a more favorable relationship proved the child to be more stable and self-possessed. In turn, he was more likely to gain affection and support he needed to enhance his healthy adjustment. The survey was a follow-up of retarded children into adulthood with IQs below 50, who, as children had attended special classes in New York City. He had discovered that the presence or absence of personal-social adjustment problems illustrated—

"an exceedingly high relationship to the extent of parental acceptance, family cohesion, and degree of

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2G. Saenger, The Adjustment of Severely Retarded Adults in the Community, (Albany, N.Y.; Interdepartmental Health Resources Board, 1957), Table 10, Chapter 22.
one's protection, as measured in an index of family relations."

Of cases from families with satisfactory relationships, only one-fourth of parents reported serious adjustment problems of their retarded children. In contrast, of the families in which tension and rejection of the children were marked, more than three-fourths of the cases presented adjustment problems.

Thus, Saenger found that acceptance or rejection of the retarded linked with the general emotional adjustment of their parents and to some extent to their ethnic group.

Mahoney, Michaels and Schucman discovered that the parents' intelligence is an important factor entering into the adaptation. For bright families, in which intellectual attainment is highly valued, a discrepancy was noted in the comparison of the ideal child and the retarded child. The young retardate was achieving far below his parents' expectations and his interests differed from the rest of the family. Consequently, his interpersonal relations were greatly affected.

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2Stanley C. Mahoney, "Observations Concerning Counseling With Parents of Mentally Retarded Children," American Journal of Mental Deficiency, LXIII (1958), 81-86.

Farber and his associates have perhaps done the most systematic research in the realm of family integration. Their work suggests that the presence of a young retarded child arrests the usual family cycle.

To investigate the effects of the retarded child on marital integration, Farber compared indices of the existing adjustment of 240 families having a retarded child with the estimates of the adjustment they had attained early in their marriage. Farber and Blackman had previously found that marital integration held an even keel when all children were normal. Families possessing stability early in their marriage proved to fare better after the birth of a retarded child than those, whose prospects were poor.

Farber also found that the marital integration of parents of mentally retarded boys was lower than that of parents of mentally retarded girls. The difference was not true when the child was institutionalized. Like Saenger, he notices that a retarded boy in a lower-class family had a more effect than did a retarded girl. This effect was discovered to become increasingly disruptive as the youth

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3Ibid., 595-601.
grew older. This difference was not true of middle-class families.

Opposing his findings concerning the marital integration of the parents, Farber\(^1\) found that the retardate's sex and the family's social status made little difference in the adjustment of the normal siblings. The evidence suggests that most normal children can adapt themselves to the retardate's presence. They tend to adopt the attitudes of their parents toward the family situation. It is not the realistic demands made by the retarded but usually the irrational elements in the parents' behavior toward the retarded that carries a weight over to the normal children.

Zuk's\(^2\) writing are in harmony. Parental attitudes were of paramount importance in his study. His data were written within the framework of psychology. He pointed out that the presence of feelings of anger and guilt in the parents produced rejection. Zuk states that these feelings may in turn cause feelings of over dependence in the young children.

Studies have directed attention to the consequences of the mental retardate's failure to be a worthy object. In terms of his family's and society's theoretically high

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value of children, he never really made the grade. His personal-social adjustment was thwarted and bore no fruits of healthy relations with himself or others.

**Educational Studies**

One of the major goals of the education of the young mentally retarded is to effect adequate social adjustment.¹ This adjustment implies behavior that assists the individual in adjusting with the least amount of tension. Likewise, it is to be a behavior that furthers the growth of the individual, and which does not interfere with the lives of others.

Itard expounds in detail the drama of a curious, gigantic education which attempted to overcome psychical darkness and transfer a child to a social living world.² He endeavored to lead the child from the natural life to social life. In Itard's pages, we find vivid description of the moral work which led the little savage to civilization, multiplying the needs of the child and surrounding him with loving care. It is believed that no other such document exists which offers so poignant, so eloquent a contrast between the life of nature and life of society.

In the education of the young mentally retarded,

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Itard's educative drama is repeated as suggested in the following statement.

"We must prepare man, who is one among the living creatures and therefore belongs to nature, for social life being his own peculiar work, must also correspond to the manifestation of his natural activity."¹

The merit of having completed a genuine educational system for young unhappy deficient children was due to Edward Sequin. Based on the experiences of Itard, Sequin's Physiological Method was first experienced with children taken from the asylums and placed in a little school in Rue Pegalle in Paris.² The primary aim of his method was to educate and bring forth the children's personal self development with a gradual growth into the social interrelationship of society. He states that the growth must be --

"from the education of the senses to general notions, from general notions to abstract thought, from abstract thought to morality."³

For Maria Montessori, the voice of Sequin seemed to be like the voice of the forerunner crying in the wilderness. She sensed the immensity and importance of his work to reform the education of subnormals. Dr. Montessori employed the didactic techniques with feebleminded within her first elementary class of normal children.⁴ Not only did the

²Ibid., p. 153.
³Ibid., p. 34.
⁴Ibid., p. 41.
method make growth possible to the mental personality of
the young retarded; but also personal-social adaptation
had begun to take its course. She noted that many of the
social problems had diminished as a result of regarding the
individual worth and potential of the retarded child. Re-
cognition and total acceptance rendered greater security to
his personal life, thus helping him to become a more desir-
able person with which to live.

Many studies have been made of the effects of school
placement, but so far, most of the evidence is the result of
the comparisons of children placed in special classes with
those who were retained in regular ones. ¹

Some research studies claim retarded children have
more fear of failure than normal children. Other studies
have shown that children who are placed in special classes
feel less rejected than those who are placed in regular
classes. In all of these studies significant individual
differences are noted.

Studies concerned with a comparison of the personal
and social adjustment characteristics of the retarded attend-
special classes with those in regular grades have utilized
sociometric techniques. Johnson,² in a sociometric study,

¹Lorene C. Quay, "Academic Skill," In N.R. Ellis (Ed.),
Handbook of Mental Deficiency, (New York: McGraw-Hill, 1963),
pp. 664-665.

²G. Orville Johnson, "A Study of the Social Position
of Mentally Handicapped Children in the Regular Grades,"
American Journal of Mental Deficiency, LV (1950), 60-89.
found that the peer acceptance and rejection scores of the retarded were significantly inferior to the scores of the normal children of the same class.

In a later study, Johnson\(^1\) found the social acceptance of special class retarded children to be superior to those in regular classes. Lapp,\(^2\) however, didn't find the significant rejection scores claimed by Johnson. Although the findings would suggest regular classes not to be conducive to adequate personal-social development, the studies do not provide specific information concerning actual incidence or types of problems existing in a regular classroom environment.

All information was gathered from the nonretarded children concerning their reasons for rejecting the young retarded. Inappropriate behavior characteristics were reported to be the crucial factor determining low acceptance or active rejection.

Blatt,\(^3\) has reported a greater frequency of behavior

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\(^1\)G. Orville Johnson, "A Comparative Study of the Personal and Social Adjustment of Mentally Handicapped Children Placed in Special Classes With Mentally Handicapped Children Who Remain in Regular Classes," (Syracuse, N.Y.; Syracuse University, 1961).


disorders among retarded remaining in regular classes as well as among those in special classes.

Ainsworth,¹ and Johnson₂ reported personal and social adjustment difficulties as evaluated by the California Test of Personality. They found no differences between the regular and special class children in the California Test of Personality. In contrast, Ellenbogen,³ Cassidy and Stanton,⁴ Mullen and Itkin,⁵ and Kern and Pfaeffle,⁶ all noted some minor superiority of social adjustment in favor of the special class group.


²G. Orville Johnson, "A Comparative Study of the Personal and Social Adjustment of Mentally Handicapped Children Placed in Special Classes With Mentally Handicapped Children Who Remain in Regular Classes," (Syracuse, N.Y.; Syracuse University, 1961).


⁵Frances A. Mullen and W. Itkin, "Achievement and Adjustment of Educable Mentally Handicapped Children in Special Classes and in Regular Grades," (Chicago; Chicago Board of Education, 1961).

Enos\(^1\) found poor adjustment among girls and an above average adjustment for boys. However, Klausmeier and Check,\(^2\) and Chazan\(^3\) noted that there was no satisfactory evidence relative to the question of age and sex differences. Maladjustment simply proved to be an individual problem of one's unhealthy acceptance in any school situation.

In view of the studies, the consensus of many special educators favor special class placement for the young retarded when it renders a healthier approach to his personal-social betterment.

**Social Measurements**

**The Vineland Social Maturity Scale**

Most definitions of mental retardation have given a great amount of weight to the individual's social competence, that is, to his ability to become a mature and independent person, who is adequate to the personal and social demands made on him. No one really doubts that an I.Q. alone is insufficient to predict social behavior, especially in the


subnormal person. The assessment of everyday social behavior has almost been completely ignored. Few psychologists have given serious attention to the appraisal of children's social competence in terms of standardized norms.

Edgar A. Doll has been the prime advocate of the necessity for careful attention to social competence in reaching diagnosis of mental deficiency. In 1935, Doll, then Director of research at Vineland Training School formulated a system of measuring various elements of social development. The scale, known as the Vineland Social Maturity Scale, was later revised and standardized on normal subjects.

The Vineland Social Maturity Scale is not a test, rather a scale intended to provide:

"a definite outline of detailed performance in respect to which children show progressive capacity for looking after themselves and for participating in those activities which lead toward ultimate independence as adults."2

Doll has reviewed a large number of studies which show the value of this instrument in diagnosing mental deficiency. The use of a numerical "social age" is used to indicate performance at least equal to that of similar scores on intelligence tests. The systematic exploration of social behavior demanded by the scale is significant in forming a clinical picture of the subject.3

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1Robinson and Robinson, op. cit., p. 442.

2Hilliard and Kirman, op. cit., p. 289.

A 660 page book of every possible information about the use of the *Vineland Social Maturity Scale* was collected in 1953 by Doll. The reliability of the scale and its relation to I.Q. have been studied and both are quite high.\(^1\)

**The Cain-Levine Social Competency Scale**

Cain, Levine and Elzey (1963) published a social competency scale for use with trainable mentally retarded children.\(^2\) The *Cain-Levine Scale* consists of 44 items which are relevant to the social competence of mentally retarded children. The four subscales consider the children's ability of self-help, initiative, social skills and communication which gives an insight into his own personal competence.\(^3\)

The test will probably be most useful in investigating the comparative social adjustment of a child in the four areas covered by the scale. The interviewer is warned, however, to exercise considerable caution in the process on interpretation. The reason for this is simply because of the restriction of the standardization sample to trainable mentally retarded children. Further studies are pending with this scale.


Summary

The reviewed literature has given evidence to the fact that the young retardate has the same basic need of recognition and acceptance as does any normal child. The studies have cited various factors affecting the child's personal-social adjustment. Attention has been called to the particular conditions affecting personal-social adjustment areas, namely, the home, community, and school environment.

It has been noted that research has developed some scales to measure the adjustment of the retarded child. However, further studies are wanting in this area. A better training program of social skills, on the part of everyone involved with the retardate is highly recommended by the researchers.
CHAPTER III

SUMMARY

Personal-social adjustments of the young retardate were considered in view of his active role in society. A description of the personal-social traits indicate reasons for the particular self-concept and evaluation the young retardate has of himself. A variety of factors at home, school, and the community, effect and promote a healthy or unhealthy adjustment.

It has been noted that favorable experiences associated with his acceptance, love, affection, and recognition insures him of a more stable personal adjustment. Consequently, his personal adjustment carries over to a social interrelationship with all those he comes in contact with. To society, then he is an asset rather than a liability.

Studies have highlighted the young, retardate's individual right to his God-given ability. Each study has in one way or other, directly or indirectly, implied that the young retarded child is as unique as any other normal child. Therefore, he has the basic needs of a personal and social living.

It is further suggested that society, at home,
school or at the community level assist the child to develop his human potential. It is incumbent upon the more fortunate in society to give a helping hand to the less fortunate brethren. Acceptance and love of the young retardate is truly the best remedy.
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Yearbook

Social Scales


Unpublished Material