

THE INFLUENCE OF EMPLOYMENT ON INDIVIDUALS  
WITH DEVELOPMENTAL DISABILITIES

By

DAWN L. STEPHENS

Bachelor of Arts

William Penn College

Oskaloosa, Iowa

1997

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
MASTER OF SCIENCE  
December, 2000

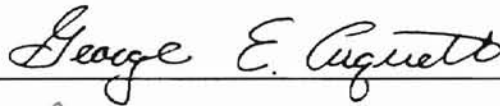
THE INFLUENCE OF EMPLOYMENT ON INDIVIDUALS  
WITH DEVELOPMENTAL DISABILITIES

By Dawn L. Stephens

Thesis Approved:



Thesis Adviser







Dean of the Graduate College

## ACKNOWLEDGMENTS

I wish to express my thanks and appreciation to all who have supported me through my masters program at Oklahoma State University. I would like to specifically thank Dr. Richard A. Dodder for his never-ending patience and support in advising and encouraging me. He has been truly an excellent role-model and friend.

I would like to also thank my other committee members, Drs. Patricia Bell and George Arquitt, for their suggestions and cooperation in this endeavor. I also sincerely thank Barbara Murray for her assistance throughout the past few months.

A special thanks to the persons with disabilities whom I have served through the Oklahoma State University Longitudinal Quality-of-Life Research Project and through Mahaska Diamond Shelter in Oskaloosa, Iowa.

Finally, I would like to thank my son, Samuel, for his undying love and a reason for this work, and my husband, Michael, for being a mentor, friend, and partner throughout this effort.

## TABLE OF CONTENTS

Chapter		Page
I	Introduction . . . . .	1
II	Literature Review . . . . .	3
	Symbolic Interactionism . . . . .	3
	Occupation as Social Identity . . . . .	7
	Quality-of-Life and Deinstitutionalization . . . . .	8
	Research Questions . . . . .	11
III	Methodology . . . . .	12
	Research Design . . . . .	12
	Participants . . . . .	14
	Measures . . . . .	16
	Validity . . . . .	18
	Reliability . . . . .	21
	Generalizability . . . . .	22
	Limitations . . . . .	22
IV	Results . . . . .	25
	Employed versus Unemployed . . . . .	25
	Employment Types . . . . .	28
V	Discussion and Conclusions . . . . .	36
	Discussion . . . . .	36
	Conclusions . . . . .	41
	BIBLIOGRAPHY . . . . .	48
	APPENDIXES . . . . .	54
	APPENDIX A: The Questionnaire . . . . .	54
	APPENDIX B: Tables 1-33 . . . . .	78



## Chapter 1

### INTRODUCTION

This project investigated the influence of employment on individuals with developmental disabilities. Symbolic interactionism places fundamental importance upon social interactions through which we learn the meanings of objects within our worlds, including physical, social and abstract objects. Human beings, due to their unique capacity for thought, are able to view themselves as objects according to how they believe others see them. This involves evaluating themselves as objects according to the view of a single other individual or the 'generalized other.'

By applying symbolic interactionism theory to social interactions within the employment setting, it is argued that these interactions define and guide interpretation of objects within one's world. Thus, individual identities and, consequently, non-work behaviors are influenced by interactions within their occupations (Pavalko, 1971), although this had not yet been investigated within the population of individuals with developmental disabilities.

The literature concerning employment issues for individuals with developmental disabilities reflected a primary concern with predictors of successful employment and the effects of other variables upon employment. Employment, as a form of social integration, may influence consumer satisfaction (Eliason, 1998) and other quality-of-life variables (Fabian, 1992; Vanden Boom & Lustig, 1997; Priebe, Warner, Hubschmid & Eckle, 1998; Eggleton, Robertson, Ryan & Kober, 1999) among individuals with developmental disabilities, thus further investigation of the possible influence could further our knowledge within

the field of developmental disabilities.

The data for this project were obtained from a database consisting of yearly interviews of all persons with developmental disabilities receiving services from the Oklahoma State Department of Human Services (approximately 3,700 individuals) and various care providers. The interviews focus upon the quality-of-life of the individuals being served by the State Department of Human Services.

This research was longitudinal in nature, as it examined the variables across types of employment during a consecutive two-year period (1997 and 1998). This allowed for the measurement of the influence of type of employment while looking for a change (increase, decrease, or consistency) in the dependent variables identified. This project examined the influence of employment type during the two-year period (utilizing t-tests and analysis of variance), upon several quality-of-life variables including consumer satisfaction, adaptive skills, challenging behaviors, personal choice, and community integration.

## Chapter 2

### LITERATURE REVIEW

#### Symbolic Interactionism

Drawing from the work of George Herbert Mead, Herbert Blumer (1969) and many others (Meltzer, 1972; Baldwin, 1986; Ritzer, 1996), Symbolic Interactionism is interested in the meaning placed upon an activity or relationship according to the actor(s) involved. This includes how they define objects in their world, how they interpret the meanings and symbols in the activity or relationship, as well as the implications of these social processes on the nature of human action.

The emphasis is upon the way in which individuals learn to create meanings and symbols through social interaction. "Social interaction is a process that *forms* human conduct instead of being merely a means or setting for the expression or release of human conduct" (Blumer, 1969, 8).

Blumer (1969) identifies three premises of symbolic interactionism: human beings act toward things (objects) on the basis of the meanings that the things have for them (including physical, social, and abstract objects); the meaning of these objects is derived from social interaction; and finally, these meanings are handled in and modified through an interpretative process used by actors in dealing with the things they encounter.

This statement presupposes several assumptions of symbolic interactionism that are pertinent to this study. First, human beings are viewed as being active rather than passive. Behavior is not determined or controlled by

forces external to the individual; rather individuals define the situation and choose to act accordingly. Second, human beings have the ability of thought, and this capacity is shaped by social interaction through which individuals learn meanings and symbols that allow them to exercise this "distinctly human capacity for thought" (Ritzer, 1996). Moreover, the modification process of the meanings and symbols is due to the ability of humans to interact with themselves. Blumer (1969) conceptualizes this as the ability of humans to 'indicate' things to themselves.

Blumer (1969), following Mead, identifies two basic forms of social interaction: non-symbolic interaction and symbolic interaction. Non-symbolic interaction is defined as being a conversation of gestures in which there is no thinking involved. An example of this is a reflexive action such as boxers throwing up their arms to avoid a punch. Symbolic interaction on the other hand requires mental processes (i.e., if the boxer instead of reflexively throwing up their arms, plans a strategy).

Thought, as depicted by Mead (1962) and Blumer (1969), is the ability to carry on an internalized conversation or talking to oneself. This view recognizes that individuals talk to and respond back to themselves in thought. This can be easily seen by reflecting back upon the last time you reminded yourself to do something, got angry with yourself, or contemplated a decision or a line of action. Symbolic interaction is possible due to language, a set of symbols, which signifies a certain meaning for all actors involved in the situation.

Meaning also lies within social interaction. "Meaning arises and lies within the field of the relation between the gesture of a given human organism and the

subsequent behavior of this organism as indicated to another human organism by that gesture. If that gesture does so indicate to another organism the subsequent (or resultant) behavior of the given organism, then it has meaning” (Mead, 1962, 75-76). Objects are social creations of which the meanings are formed, learned, and transmitted through a process of indication. Thus, through social interaction individuals form, learn, and transmit the meaning of themselves, others, trees, chairs, and situations that they are placed in such as work, church, and school.

Social interaction is important in the development of individuals' perceptions of who they are—the meaning they place upon themselves as objects. Mead calls this the 'self,' which is defined by Blumer as the ability to be an object of one's own action. Human beings may perceive themselves, have conceptions of themselves, communicate with themselves, and act toward themselves (Blumer, 1969). Mead sees the self as being the ability of humans to act socially towards themselves as toward others (Meltzer, 1972).

The self is a process which has two aspects, the 'I' and the 'me.' The I is the spontaneous action of the individuals, the creativity, and the unpredictable aspects of the self while the me is the adoption of the generalized other, the group expectations and norms.

According to Mead, the generalized other is essential to the self. It is crucial for individuals to be able to evaluate themselves from the viewpoint of the group because this allows for abstract thinking and objectivity (Ritzer, 1996). It is through the me that individuals view themselves as objects according to the perceptions of others.

Individuals learn the ability to see themselves as objects through social interaction, one form of which is socialization, during childhood. A stage that Meltzer (1972) suggests that is implied through various works of Mead, although it is not specifically named, is the preparatory stage. It is in this stage that children, or infants, commence in meaningless imitation. Children may mimic others but have no understanding of what they are doing.

The first developmental stage (explicitly named by Mead) is the play stage during which children are able to accept the attitude of a single other (such as mother and then teacher, but not simultaneously) through which they are able to become both subject and object. The second stage is the game stage during which children learn to take the role of everyone else involved in the play. A perfect example of this is a tee-ball game wherein the children are beginning to learn that they are all important to the end goal. The 'generalized other,' or the attitude of the group, is thus formed.

Perceptions of oneself, which are learned through social interaction, do not remain static; rather this is a dynamic, changing process. Individuals may relinquish old perceptions for new ones throughout their lives due to a variety of circumstances such as changing friends or groups with whom one interacts. This may be due to the individuals moving out of their parents' home, the geographical mobility of individuals over time, and occupational changes or promotions to name just a few examples. And, of course, individuals are likely to have multiple selves at any given time. For example, the occupational self probably will be very different from the family self. These can be viewed as different social roles, with different expectations, according to the different

generalized others, in which a different self is required for each.

### Occupation as Social Identity

This conceptualization has been applied pertinently to occupations. In Western culture today, many people derive their social identity as well as their internal perceptions of who they are from their occupation. Work is an important aspect of our lives as most people spend a great number of hours at the work place (Pavalko, 1971).

Occupations are conceptualized as achieved (versus ascribed) social roles. Most occupations involve interaction between two or more individuals on a regular basis. Some argue that occupational roles are a major source of personal identity in advanced industrial societies such as the United States (Pavalko, 1971). Furthermore, it has been found that individuals' occupations may be good predictors of aspects of their non-work lives. A variety of attitudes, values, and behaviors are learned through socialization in the workplace so much so that occupational groups can be viewed as distinctive subcultures (Pavalko, 1971).

To reiterate, individuals' perceptions of themselves as objects are reflective of the perceptions of them by others. Therefore, the framework of symbolic interactionism is useful in understanding the occupational socialization process and the development of individuals' identities with the implication that the learning of occupational roles and the development of personal identities are due to social interaction with others (Pavalko, 1971; Scheff, 1970). With this theoretical foundation, this project will examine the effects of employment on



other aspects of individuals' lives.

### Deinstitutionalization and Quality of Life

Recently, individuals with developmental disabilities have been “devalued or neglected,” segregated from mainstream society into dehumanizing institutions (Marsh, 1992; Gardner et. Al, 1988). Gleason asserts that “mentally retarded individuals have been understood primarily through description of their *condition*” (1989: 11). Moreover, societal perceptions of individuals with developmental disabilities included the need for pity due to their lack of intelligence, incapability of caring for themselves, and their likely resulting impoverished conditions. They were not expected (or welcome in all likelihood) to become productive citizens of society, especially in terms of the economy (Ward, 1996). Ward also noted that “[m]ost historical accounts of the life of one of the nation’s greatest presidents, Franklin D. Roosevelt, omit and thus deny the existence and implications of his severe disability” (1996: 4) thus serving to further condone the negative societal perceptions of individuals with disabilities.

According to the Accreditation Council (1991), individuals with developmental disabilities have the same rights as all people in the United States although it was standard practice to violate these rights for many years. Their need for assistance can influence people to question their ability to exercise their rights. Therefore, many individuals with developmental disabilities have legal guardians. Legal guardianship is conceptualized as “the legal transfer of the decision-making responsibility from the individual to another person” (pg. 17).



The dehumanizing attitudes of American society began to change in the late 1960s and early 1970s. Individuals with developmental disabilities began organizing and fighting for their rights following in the steps of other minority groups of the time. Community integration slowly became the focus in providing services to individuals with developmental disabilities rather than institutionalization. The evolution of deinstitutionalization has been supported by various laws such as the Education for All Handicapped Children Act of 1975 (PL 94-142), the Rehabilitation Act of 1973 (PL 93-112), and the Developmental Disabilities Assistance and Bill of Rights Act of 1975 (PL 94-103), and its Amendments in 1978 (95-602) (Ward, 1996; Gleason, 1989).

Quality-of-life issues have been investigated since the deinstitutionalization movement began in the early 1970s. Schalock has conceptualized quality-of-life as being "an organizing concept to guide policy and practice to improve the life conditions of all people" (1996; as cited in Wehmeyer and Schwartz, 1998: 4) which emphasizes that the basic needs of individuals are met. These issues primarily focus on emotional well-being, interpersonal relations, material well-being, personal development, physical well-being, self-determination, social inclusion, and rights.

In looking specifically at the issue of employment, most research has focused on predictors of employment success such as social awareness (Black, 1998), school-to-work transition programs (Fabian, 1998), job tenure (Xie, Dain, Becker, & Drake, 1997; Becker Drake, Bond, Xie, Dain, Harrison, 1998; Levine & Nourse, 1998), the cost-efficiency of supported employment for individuals with severe and multiple disabilities (Cimera, 1998), social integration in the work

setting (Chadsey, Linneman, Rusch & Cimera, 1997; Hughes et. Al, 1998), supports needed in the work place (Melchiori & Church, 1997; Reid, 1998), interpersonal decision-making (Wehmeyer and Schwartz, 1998), elimination of problem behaviors in the work setting (Umbreit, 1997), and satisfaction of supported employees (Melchiori and Church, 1997).

Conversely, very little research has investigated the effects of employment on the quality-of-life of people with developmental disabilities. The current focus on integration in the workforce assumes that employment does positively impact quality-of-life, but there is little empirical evidence of this. In fact, there have been mixed results. Lehman (1988) and Fabian (1989) found no relationships between employment status and quality-of-life for persons with mental illnesses.

Fabian (1992) found positive differences between persons employed in supported employment in comparison to persons employed in supported employment and not yet placed. Priebe, Warner, Hubschmid, & Eckle (1998) found that employed people diagnosed with schizophrenia had significant advantages in respect to their well-being, life satisfaction, and financial situations in three countries. They also suggested that pension programs for people with disabilities in the United States may provide work disincentives. In 1999, Eggleton, Robertson, Ryan & Kober found that employment positively impacted the quality-of-life of people with intellectual disabilities in Australia when comparing those who were in open employment, supported employment, or unemployed. Robinson (2000) found that paid employment was important to the self-esteem and quality of life of people with disabilities and Gillies, Knight, & Baglioni (1998) found that people with and without vision impairments viewed

employment as equally important in their lives. Lam & Rosenheck (2000) found that employment was a correlate with improved quality of life among the homeless with mental illnesses. Another study (Tan, Hawkins, & Thomas, 1999) found that job satisfaction was a significant predictor of the intent to continue working among individuals with mental illnesses.

### Research Questions

When considering perceived quality-of-life effects of employment on individuals, it is imperative to have an understanding of what employment means to that individual. Not only is employment perceived as a goal for quality-of-life, but the work environment may also influence other aspects of one's quality-of-life. Here, the influence of employment over time was examined in consideration of individuals with developmental disabilities. The question examined was whether employment in general, and more or less integrative types of employment specifically, was an instrumental factor of change in such issues as (1) adaptive skills, (2) the presence of challenging behaviors, (3) opportunities for community integration, (4) personal satisfaction, and (5) personal choice during 1997 and 1998.

To gain a greater understanding of the issue of employment and what it entails for the individuals being studied, the researcher observed a sheltered workshop setting for one week. This enabled the researcher to gain further knowledge about the topic under investigation thereby generating further insights that were valuable in the interpretation of the data.

## Chapter 3

### METHODOLOGY

#### Research Design

This research was longitudinal in nature, as it examined the variables at two consecutive points in time (1997 and 1998), while following individuals through movement across category type and looking for an increase, decrease, or consistency in the variables using 2-tailed, paired t-tests. While the theoretical foundation of this research would suggest the use of one-tailed tests, there was no documented trend for this research and much research within the field of developmental disabilities has not had expected findings. Moreover, while the courts ordered more integrated employment for persons with disabilities, many people within the field saw this as problematic. For these reasons, two-tailed tests were used.

The t-test, a measure of convergence, provides a numeric value at which we can determine that samples are so divergent on a characteristic that we think they represent populations with different means. For the purpose of this research, probability was concerned significant at .05 or less. When probability was less than .01, this was annotated as well.

Using t-tests, mean scores of those employed and unemployed during 1997 and 1998 were compared first, which provided a general picture of the possible impact of employment upon the dependent variables. Then the mean score differences between 1997 and 1998 across the dependent quality-of-life variables were examined using analysis of variance.

Again using t-tests, the type of employment (competitive, supported,

sheltered, or none), and movement across the types (i.e., no employment in 1997 to sheltered employment in 1998) and the scores on each of the scales (ex., adaptive behaviors score, community integration score) within that employment category were examined. This gave a more detailed picture of the differences of employment type by looking at the score means on each of the dependent variables (adaptive behaviors, physical ability, social skills, cognitive ability, community integration, abusive challenging behaviors, inappropriate sexual behaviors, consumer choices, and consumer satisfaction). There were sixteen possible movements across employment categories during the two-year period which included:

- ◆ Competitive employment in 1997 and 1998
- ◆ Competitive employment in 1997 to supported employment in 1998
- ◆ Competitive employment in 1997 to sheltered employment in 1998
- ◆ Competitive employment in 1997 to no employment in 1998
- ◆ Supported employment in 1997 to competitive employment in 1998
- ◆ Supported employment in 1997 and 1998
- ◆ Supported employment in 1997 to sheltered employment in 1998
- ◆ Supported employment in 1997 to no employment in 1998
- ◆ Sheltered employment in 1997 to competitive employment in 1998
- ◆ Sheltered employment in 1997 to supported employment in 1998
- ◆ Sheltered employment in 1997 and 1998
- ◆ Sheltered employment in 1997 to no employment in 1998
- ◆ No employment in 1997 to competitive employment in 1998
- ◆ No employment in 1997 to supported employment in 1998
- ◆ No employment in 1997 to sheltered employment in 1998
- ◆ No employment in 1997 and 1998

This research categorized specific individuals within a pre-existing database into types of employment and movement across those employment types over a two-year period in this longitudinal study. The identifying characteristics of the individuals, specifically the assigned ID numbers, were stripped from the data set prior to statistical analysis. Although this was a

longitudinal study, individuals were followed in terms of their employment types without examining individual data. The data under analysis were the mean scores within each employment type rather than specific individual scores. This was an ideal method of investigation as there was not a breach of ethical issues, specifically confidentiality and privacy.

The SPSS mainframe in which the data were stored was used to calculate all statistical measures.

### Participants

Data were available for this project in a database that was comprised of approximately 3,700 individuals with developmental disabilities throughout Oklahoma. All persons with developmental disabilities who were receiving services through the Oklahoma Department of Human Services were interviewed yearly for the purpose of monitoring their quality-of-life upon deinstitutionalization. Each individual and a care-provider, if applicable, was interviewed yearly with the intent of measuring various quality-of-life variables. The quantitative data used were derived from the yearly questionnaires (See Appendix A for a copy of the questionnaire).

There were 2,760 participants between the ages of 16 and 65 interviewed during 1997; 1,641 were employed. During 1998, 1,456 of the 2,760 individuals who were interviewed were employed that year. Thus, there was a decrease in employment across the two years. Each of the above categories excluded individuals under the age of sixteen years and above the age of sixty-five years due to the lack of productivity and resulting overrepresentation of the "no

employment type" category. Please see Tables 1 – 8 for frequency distributions of the sample across the categories of race/ethnicity, gender, age, level of mental retardation, residential setting, principal mode of communication, need for medical care, and type of employment.

The total sample in 1997 was predominately white (84.3%), male (55.8%), 38.5 years of age, with a diagnosis of profound mental retardation (26.9%). The majority of the sample used verbal communication (65.6%), had no serious health care needs (70.4%), lived in a community setting (31.2%), and were unemployed (48.0%).

The employed sample in 1997 was predominately white (85.3%), male (59.2%), diagnosed with mild mental retardation (36.8%), used verbal communication (77.4%), had no serious health care needs (77.7%), and lived in a group home (36.2%).

The employed sample in 1998 was predominately white (84.2%), male (56.1%), diagnosed with mild mental retardation (37.0%), used verbal communication (77.7%), had no serious health care needs (79.7%), and lived in a community setting (41.7%).

The primary differences between the total and employed samples were the level of mental retardation and the type of residential setting, although persons who were employed were also more likely to be White males. The majority of the total sample in 1997 was diagnosed with profound mental retardation (26.0%) in comparison to the employed samples with the majority being diagnosed with mild mental retardation (36.8% in 1997 and 37.0% in 1998). In addition, the most common residential sample for the total sample in



1997 was a community setting (31.2%). The employed sample in 1997 primarily lived in group homes (36.2%) while the employed sample in 1998 primarily lived in community settings (41.7%). The difference in the type of residential setting could have been explained by the consistent state-wide focus upon the movement to community settings.

### Measures

The database contained three measures of employment, which included hours worked per month, wages received per month, and type of employment. Employment types consisted of no employment, vocational employment (non-paid), sheltered employment/sheltered workshop (less than minimum wage), supported employment (paid and supervised by a job coach), and competitive employment (part of the regular labor force).

Of the above mentioned measures, employment type was the best measure to use due to the inconsistency of measuring effects of employment by wages and hours which are highly variable across as well as within types of employment. For example, wages for supported employees were not consistent with hours worked in that wages received were usually piece-rate or contingent upon productivity versus hours worked. Two people may have worked the same amount of hours and had very different incomes based upon some criteria such as productivity. For this project, vocational employment was included in the 'no employment' category due to the lack of pay.

After the measure of employment was identified, it was necessary to determine which types of employment were more or less integrative and why.



No employment was chosen as the least integrative form of employment, as the person was not integrated in the workforce during the time period studied. Next was sheltered employment, which typically consisted of working in a structured workshop wherein all employed persons have disabilities and are supervised by caseworkers.

Third, supported employment included participation in the regular workforce, which is more integrative than sheltered employment; however, the individuals were supervised by a job coach to assist them with carrying out their responsibilities. Competitive employment was the most integrative as it consisted of employment in the regular workforce without assistance in performing work related duties. In summary, the four types of employment, listed from least to most integrative, include no employment, sheltered employment, supported employment, and competitive employment.

The dependent variables examined included adaptive skills, challenging behaviors, community integration, and consumer satisfaction with personal choice and life satisfaction (likes). The two consumer satisfaction variables were taken from the consumer interview portion of the questionnaire, while the other variables came from the caregiver portion of the interview. Each of the dependent variables were scaled with the highest score being the most people can achieve. Instead of using only cumulative scale scores, sub-categories within the scales were also examined where possible. A factor analysis was conducted on the 1997 database to investigate the natural breakdown of the scales.

Thirty-two adaptive behaviors were measured on the questionnaire

ranging from self-care activities to cognitive abilities. Examples of adaptive behaviors included bathing and feeding oneself, telling time, reading and math skills, attention span, awareness of others, participation in group activities, table clearing, and cleaning one's room (See Table 9 for all items).

There were seventeen measures of various challenging behaviors including self-injurious behaviors, threat and/or violence, inappropriate sexual behaviors, echolalia, hyperactivity, etc. Inappropriate sexual behaviors were measured both inside and outside the home.

Opportunities for community integration were measured by four types of weekly social interactions made available including visits with friends, recreational activities, commerce (shopping, banking, eating out), and attending church.

Consumer satisfaction variables for personal choice included selection of activities, friends, meals in and out of the home, clothes to buy, clothes to wear, and how to spend money. Consumer satisfaction with life (likes) were measured by ten questions on the consumer satisfaction section of the questionnaire including such items as do you like living here, do you like the people you work with, and do you have enough clothes to wear?

### Validity

Validity refers to the ability of the empirical measures such as scales to measure the concepts they are intended to measure. There are four types of validity that must be considered: face validity, criterion-related validity, construct validity, and content validity. Face validity refers to the indicator being a

reasonable measure of some variable. The data collection instrument used for this database was first adapted from the Pennhurst model, which was developed during the closing of institutions in Pennsylvania.

Criterion-related validity is based on external criteria while construct validity is based on the logical relationship among variables. In response to criterion-related validity, the data collection instrument was developed by experts within the field of developmental disabilities. Moreover, in consideration of construct validity, the instrument taken from the Pennhurst study was adapted to conditions pertinent in Oklahoma.

Content validity refers to the ability of a measure to adequately cover the range of meanings within the concept, or variable, being measured (Babbie, 1998). A factor analysis was conducted on the 1997 data to investigate the factoring of items within the scales to ensure that the scales break down in a meaningful way. Factor analysis is used to find patterns among the variations in values of several variables by generating factors (artificial dimensions) that correlate highly with several of the real variables and that are independent of each other. The generation of factors has no reference to meaning, only to the empirical associations. Two criteria are taken into account: (1) a factor must explain a relatively high portion of the variance found in the study variables, and (2) every factor must be more or less independent of every other factor. Tables 9 – 14 show how each of the scales and indexes factored. Unrotated items were found to be meaningful if above 0.5. Rotated items were found meaningful if they were above 6.0 and below 0.3 on another factor.

In Table 9, it was found that each item on the adaptive behaviors scale

was meaningful (above 0.5) unrotated so all items were summed as an overall measure of adaptive behavior. When rotated, three meaningful factors emerged (above 6.0). These factors were labeled Physical Ability, Social Skills, and Cognitive Ability. Factor one items included dressing, using the toilet by oneself, putting on shoes, toilet accidents, balance, and walking and running. This factor was labeled Physical Ability as each of the items measured some aspect of an individual's physical abilities. The items on factor two included initiation of activities, awareness of others, attention span, interaction, and pre-verbal skills (such as pointing to something). This factor was labeled Social Skills as each of the items was associated with some form of social skills. Factor three items included purchases at a store, money skills, writing, reading and telling time. Again, this factor was labeled Cognitive Ability as each of the items indicated a measurement of cognitive ability. Although several other items on the factor were indicative of one of the three above-mentioned subfactors, they did not factor above 6.0 and were, therefore, not useable.

In Table 10, the challenging behaviors items did not show a meaningful relationship unrotated with several items below 0.5. Two sub-factors emerged that did not even relate to the majority of the unrotated items, showing that they were measuring something other than what was intended. Factor one included rebelliousness, threats of and/or violence, profanity, and untrustworthiness. This factor was labeled Abusive Challenging Behaviors as each of the items, except perhaps untrustworthiness, included some form of abusive behavior. The items on factor two included inappropriate sexual behaviors in the home and inappropriate sexual behaviors in public. This factor was labeled Inappropriate

Sexual Behaviors as both items pertained to inappropriate sexual behaviors. Because the two sub-factors were pertinent to this study, they were both used as dependent variables although the cumulative score of the challenging behaviors scale could not be used.

In addition, the consumer interview was factored according to three sub-categories that had appeared in a factor analysis in 1993 (likes, choices, and integration). Both likes (Table 11) and choices (Table 12) factored meaningfully with no sub-categories as expected, although the loading correlations were very high (0.9 – 0.5) which indicated that each individual item was potentially measuring the same thing. The integration category (Table 13) did not give a meaningful factor; therefore, it could not be used in this study.

The caregiver integration index, which measures the number of visits per week into the community per the caregiver responses, gave a meaningful factor (.61 and above) unrotated and was used to measure community integration (Table 14). These items included visiting people, grocery stores, restaurants, church, shopping centers, recreational activities, and banks. There were no additional factors upon rotation.

### Reliability

Reliability refers to the ability of a measurement, such as a scale, to produce the same results when repeated. There are two effective measures of reliability: test-retest and interrater. Test-retest examined the variation of repeated measures of a concept and interrater reliability referred to the ability of different raters to produce consistent results.

Reliability studies have been conducted upon this database. Fullerton, Douglas, and Dodder (1999) have measured each of the scales and indices that will be used in this research (adaptive behaviors, challenging behaviors, social integration, employment, and consumer satisfaction). These scales were examined for both interrater and test-retest reliability by correlation and proportion of matched responses. The reliability of each of these was found to be acceptable (above .70); however, the challenging behaviors scale was the weakest (.73). Possible explanations for this included the lack of a clear definition of 'challenging behavior' and the subjectivity involved in caregiver assessments of occurrence and perceived severity.

### Generalizability

Generalizability can be somewhat subjective and contingent upon the issue at hand rather than being a straightforward issue. This database is inclusive of the known population of individuals with developmental disabilities receiving services from Oklahoma DHSDDSD who could be found and interviewed. The data are generalizable only to the extent that Oklahoma is similar to other states. Generalizability was not assumed in this project; rather the sample was described for others to assess the generalizability for themselves.

### Limitations

This database was inclusive of a large number of individuals with developmental disabilities. All known individuals who received services from Oklahoma Department of Human Services Developmental Disabilities Services

Division (DHSDDSD) were included in this database of approximately 3,700 individuals. The validity of the consumer satisfaction questionnaire was, in part, measured by the internal check for acquiescence. The challenging behaviors scales were the weakest in terms of reliability (.73); however, the reliability was shown to be acceptable for all scales that were used in this project (Fullerton et. al, 1999).

A current issue in research concerning individuals with developmentally disabilities is acquiescence. Acquiescence refers to "the tendency to answer a question affirmatively regardless of its content" (Matikka and Vesala, 1997). Such responses can threaten the validity of research in three ways: by the distortion of the picture presented by the respondents, creation of artificial relations between different variables based on self-reports, and creation artificial relations between background variables and self-reports (Matikka and Vesala, 1997). By using oppositely worded questions, Matikka and Vesala found the average of acquiescent responses to be twenty-five percent. Moreover, acquiescent responses were not related to level of mental retardation although there was a significant relationship with gender—males acquiesced less than females. There was also a relationship found when the gender of the interviewee and interviewer were the same; however, the relationship was not significant for males. The consumer satisfaction interview does have an internal check for this issue in that it asks a question and then restates the same question later in the interview. If the two questions are answered differently, the consumer satisfaction interview is removed from the data.

Most of the data used for this project was from the caregiver portion of the



interviews rather than directly from the individual. While the caregivers knew the individuals well, it would have been ideal to have more data directly from the individuals under study. In addition, a continuous limitation of quantitative data was putting thoughts and feelings onto paper so that they could be converted into numbers.

While it could be argued that there were other quality-of-life variables, in addition to employment, that are perhaps indicative of changes in the dependent variables proposed here, employment was the only independent variable used.



## Chapter 4

### RESULTS

#### Employed versus Unemployed

The differences between the employed and unemployed on the quality-of-life variables during 1997 and 1998 were examined first, using t-tests. Table 15 showed the results regarding changes in quality-of-life variables for the unemployed and employed in 1997 and in 1998. Significant differences ( $p \leq .01$ ) between the employed and unemployed were found on seven of the quality-of-life variables in 1997. Abusive challenging behaviors and consumer interview (likes) were also significant at  $p \leq .05$  in 1997. In 1998, significant differences ( $p \leq .01$ ) were found on all of the quality-of-life variables, except for abusive challenging behaviors, which had no statistically significant differences.

For each of the quality-of-life variables measured, (adaptive behaviors, physical ability, social skills, cognitive ability, abusive challenging behaviors, inappropriate sexual behaviors, community integration, likes, and choices) employed persons had higher means than unemployed persons in both 1997 and 1998. The mean ability to control challenging behaviors in 1998 was also greater for those employed than those unemployed; however, the mean difference was not statistically significant on this variable. In addition, the means for those employed in 1997 and 1998 as well as those unemployed in 1997 and 1998 are very similar. Although this is only a two-year period, it shows a possible pattern of consistency in quality-of-life variables, with significant differences between persons who are employed and unemployed.

The differences between the two years were examined next using analysis of variance (See Table 16). These analyses gave an overall picture of the influence of employment on the quality-of-life of individuals. The mean differences between four possible cross-classification of employed and unemployed individuals in 1997 and 1998 were examined by subtracting the differences between the means. The four types of employment were:

- ◆ Group 1 – Unemployed in 1997 and 1998
- ◆ Group 2 – Employed in 1997 and 1998
- ◆ Group 3 – Unemployed in 1997 and employed in 1998
- ◆ Group 4 – Employed in 1997 and unemployed in 1998

Significant differences were found between the four types of employment at  $p \leq .01$  on adaptive behaviors, physical ability, social skills, cognitive ability, community integration, and consumer interview (choices). Significant differences were found at  $p \leq .05$  level for abusive challenging behaviors. No significant differences were found between the four types of employment on inappropriate sexual behaviors and consumer interview (likes).

A Tukey test for significance was used then to find where the significant differences were (see Table 17). Ad Hoc tests, such as the Tukey, are generalized t-tests that determine which pair of treatment means are different after the AOV has determined that a difference does exist between at least one pair of treatment means. Significant differences were found between group four and all other groups, group one and group three, and group two and group three for adaptive behaviors, physical ability, social skills, cognitive skills, and community integration.

When the means were initially examined, it was found that group four, the

cross-classification that moved from unemployment in 1997 to employment in 1998 had significantly higher means than each of the three remaining cross-classifications and group three, which moved from employment in 1997 to unemployment in 1998 had significantly lower means than the other groups. Groups one and two, who remained unemployed or employed across the two years respectively, were not so different.

The Tukey showed significant differences between group one (unemployed across both years) and group three (moved from unemployed to employed) on the adaptive behaviors, physical ability, social skills, cognitive ability, community integration, and consumer interview (choices). Significant differences were found between group one and group four (moved from employed to unemployed) on adaptive behaviors, physical ability, social skills, cognitive ability, and community integration. Significant differences were also found between group two (employed across both years) and group three (moved from unemployment to employment) on adaptive behaviors, physical ability, social skills, cognitive ability, community integration, and consumer interview (choices). Additionally, significant differences were found between group three and group four on all the quality-of-life variables. There were no significant differences found between group one (unemployed across both years) and group two (employed across both years).

In summary, the groups of individuals who remained employed or unemployed had relatively similar means across all variables. The groups who moved from employment to unemployment had very different means (lower scores) than those who moved from unemployment to employment (higher

scores).

### Employment Types

After the examination of the overall influence of employment upon quality-of-life variables, the differences between more or less integrative types of employment upon the quality-of-life of individuals were examined. There were sixteen possible movements between the four types of employment (competitive, supported, sheltered, none) during the two-period studied (eg., supported employment in 1997 to no employment in 1998). See Tables 18 – 33.

For the first group, which was competitively employed during both 1997 and 1998, there were no significant changes in the scores on any of the quality-of-life variables. (Table 18). On adaptive behaviors, social skills, and community integration the means reflected a slight decrease in 1998. On physical ability, cognitive ability, consumer interview (likes), and consumer interview (choices), the means were slightly higher in 1998 than 1997, thus the pattern was a consistency of means on the quality-of-life variables across the two years. Abusive challenging behaviors (N=3) and inappropriate sexual behaviors (N=0) did not have enough cases for analysis. Indeed, this was the case for most of the following tables. If N=10 or less, the data were not used.

Table 19 showed that there were statistically significant mean decreases at  $p \leq .01$  on three quality-of-life variables (adaptive behaviors, social skills, cognitive ability) for persons who were competitively employed during 1997 and in supported employment during 1998. Although there were not significant differences on the remaining quality-of-life variables, the means also decreased

with the movement to supported employment from competitive on each of the variables, except abusive challenging behaviors and community integration. These variables showed not significant increases in ability to control abusive challenging behaviors and weekly visits in the community. There were not enough cases to analyze inappropriate sexual behaviors.

Persons who moved from competitive employment in 1997 to sheltered employment, a progressively less integrative form of employment, in 1998 showed mean decreases in all nine of the quality-of-life variables (Table 20). Adaptive behaviors, physical ability, social skills, cognitive ability, and community integration had statistically significant mean differences at  $p \leq .01$  in 1998 when compared to 1997. Inappropriate sexual behaviors lacked enough cases for analysis.

Those who were competitively employed in 1997 and moved to unemployment in 1998 also showed mean decreases in each of the quality-of-life variables (Table 21). Adaptive behaviors, physical ability, social skills, cognitive ability, community integration, and consumer interview (choices) were significantly different at  $p \leq .01$ . For abusive challenging behaviors and consumer interview (likes) the mean decreases from 1997 to 1998 were not significant. Inappropriate sexual behaviors lacked enough cases for analysis.

When the means of the persons competitively employed in 1997 (Tables 18 – 21) were compared to the means of those employed in 1997 and 1998 (Table 15), it was found that the means of those in competitive employment across both years had higher means than those employed. Also, when looking at the means of the competitively employed persons in 1997 (Tables 18-21), it

was found that the means on the quality-of-life variables were very similar, regardless of the movement during the next year.

In Table 22, it was found that those who moved from supported employment in 1997 to competitive employment, the most integrative form of employment, in 1998 had significant mean increases at  $p \leq .01$  on adaptive behaviors and cognitive ability. The ability to control abusive challenging behaviors decreased for this group, though not significantly. There were not enough cases for analysis of inappropriate sexual behaviors. The remaining five quality-of-life variables had not significant mean increases.

The group of individuals who remained in supported employment in both 1997 and 1998 had no significant changes on any of the mean scores on the quality-of-life variables (Table 23) across the two years. No increases or decreases were found on the quality-of-life scores across the two years. There were not enough cases to analyze inappropriate sexual behaviors.

Those who moved from supported employment in 1997 to sheltered employment in 1998 (see Table 24) had statistically significant mean decreases on adaptive behaviors, physical ability, social skills, cognitive ability, and community integration at  $p \leq .01$ . In addition, inappropriate sexual behaviors, and likes and choices per consumer interviews had mean decreases across the two years although they were not significant. The mean for abusive challenging behaviors remained the same across both years studied.

Table 25 shows significant mean decreases at  $p \leq .01$  on adaptive behaviors, physical ability, social skills, cognitive ability, community integration, and consumer interview (choices) for those who moved from supported

employment in 1997 to unemployment in 1998. Abusive challenging behaviors showed a slight increase in the ability to control the behaviors with the movement to unemployment. There were not enough cases to analyze inappropriate sexual behaviors. The means of those in supported employment during 1997 (Tables 22 – 25) were similar on all quality-of-life variables regardless of the movement in 1998.

The individuals who moved from sheltered employment in 1997 to competitive employment in 1998 (Table 26) showed statistically significant mean increases at  $p \leq .01$  on adaptive behaviors, physical ability, social skills, cognitive ability, and community integration. On abusive challenging behaviors, consumer interviews (likes), and consumer interview (choices), not significant mean increases were found with the movement to a more integrated form of employment.

In Table 27, the individuals who moved from sheltered employment in 1997 to supported employment in 1998 had mean increases across all quality-of-life variables with only three of those not significant (abusive challenging behaviors, consumer interview (likes), and consumer interview (choices)). The five quality-of-life variables with significant increases were significant at  $p \leq .01$ . Inappropriate sexual behaviors again did not have enough cases for analysis.

The group who remained in sheltered employment across both 1997 and 1998 (Table 28) had only two significant mean differences ( $p \leq .05$ ) on the quality-of-life variables measured—social skills and abusive challenging behaviors. In addition, there was no pattern found in means decreasing or increasing for this



group. Notably, there were enough cases ( $n=12$ ) to analyze inappropriate sexual behaviors in this group.

Those individuals who were in sheltered employment in 1997 and were unemployed in 1998 (Table 29) showed mean decreases across all quality-of-life variables. Each of these were significantly different ( $p \leq .01$ ) except for abusive challenging behaviors, inappropriate sexual behaviors, and consumer interview (likes). Inappropriate sexual behaviors again did not have enough cases for analysis.

After looking at the mean scores on the quality-of-life variables for those in sheltered employment during 1997 (Tables 26 – 29), it was found that the means were similar before the movement in 1998.

In Table 30, the group that was unemployed in 1997 and obtained competitive employment in 1998 had mean increases on all quality-of-life variables. Adaptive behaviors, physical ability, social skills, cognitive ability, and community integration were significant at  $p \leq .01$  while consumer interview (choices) was significant at  $p \leq .05$ . Abusive challenging behaviors and consumer interview (likes) showed not significant increases. There were not enough cases to analyze inappropriate sexual behaviors.

The group of individuals who were not employed in 1997 and in supported employment in 1998 (Table 31) had statistically significant mean increases at  $p \leq .01$  on adaptive behaviors, physical ability, social skills, cognitive ability, and community integration. In addition there were significant mean increases at  $p \leq .05$  on consumer interview (likes) and consumer interview (choices). Abusive challenging behaviors showed a not significant mean increase. There were not



enough cases to analyze inappropriate sexual behaviors for this group.

The individuals who were unemployed in 1997 and moved to sheltered employment in 1998 (Table 32) had significant mean increases at  $p \leq .01$  on adaptive behaviors, physical ability, social skills, cognitive ability, and community integration. Inappropriate sexual behaviors, consumer interview (likes), and consumer interview (choices) showed not significant increases. Abusive challenging behaviors showed a not significant decrease.

Table 33 showed that the group which was unemployed in both 1997 and 1998 had mean decreases in all of the quality-of-life variables examined, although none of these were significantly different statistically. Again, inappropriate sexual behaviors could not be analyzed due to the lack of cases.

In Tables 30-33, it was found that the mean scores on the quality-of-life variables were again somewhat consistent in 1997, before movement between employment types in 1998.

In summary it was found, first, that there were significant decreases, overall, on most of the nine quality-of-life variables when comparing groups of employed and unemployed persons (Tables 15 – 17). Second, in Tables 18 – 33, it was found that when the sixteen possible movements between four types of employment were followed, there were significant mean increases as persons moved to more integrative forms of employment, significant mean decreases as persons moved to less integrative forms of employment, and consistent means on the quality-of-life variables measured as persons remained in the same employment across the two years.

Moreover, the increase, decrease, and consistency in mean scores came

after the movement in employment type. Those in competitive employment during 1997 (Tables 18-21) had similar mean scores on the quality-of-life variables, as did those in supported employment in 1997 (Tables 22-25), sheltered employment (Tables 26-29), and those in no employment (Tables 30-33). Thus, a consistent base was found for mean scores by employment type in the first year. Regardless of where the base scores were (depending upon the type of employment) in 1997, significant decreases or increases in the mean scores on the quality-of-life variables were found with movement to less or more integrative types of employment in 1998, while a consistency in mean scores was found for those remaining in the same type of employment across the two years.

When looking for exceptions to the above described patterns, very few were found. The consumers satisfaction (likes) and the ability to control challenging behaviors (both abusive challenging behaviors and inappropriate sexual behaviors) did not appear to be influenced by movements between more or less integrative employment at all. Consumer satisfaction (choices) had significant differences half of the time with a decrease in integrative employment and only two out of six time with an increase in integrative employment. Adaptive behaviors, including the three sub-scales (physical ability, social skills, and cognitive ability), and community integration was consistently influenced by the movement between more or less integrative employment.

Out of the four groups that remained in the same type of employment across both years, only one had any significant changes on the quality-of-life variables measured. Those who remained in sheltered employment (Table 28)

had a significant increase in social skills and a significant decrease in the ability to control abusive challenging behaviors.

## Chapter 5

### DISCUSSION AND CONCLUSIONS

#### Discussion

The central purpose of this study was to assess the influence of employment upon the quality-of-life of persons with developmental disabilities using symbolic interactionism as the theoretical foundation. This was accomplished via a longitudinal research design conducted upon a pre-existing database with the use of various statistical tests.

There has been little research found to date that investigated the influence of employment upon the quality-of-life of persons with disabilities and has produced somewhat mixed results (Lehman, 1988; Fabian 1989; Fabian, 1992; Priebe et. Al, 1998; Vanden Boom et Al, 1997; Eggleton et Al, 1999). While the answer to this question may seem to be common sense, there should be documentation of any influence, what it is, and how this can assist people with disabilities. Literature has focused essentially upon the investigation of predictors of successful employment for persons with disabilities. While this was important for furthering the knowledge within the field, the influence of employment upon the quality-of-life of persons with disabilities was felt to be equally important to understanding the importance of community integration for persons with developmental disabilities.

Upon the initial analysis of the mean differences between the employed and unemployed on each of the quality-of-life variables, it was shown that there were, in fact, significantly different mean decreases on each of the quality-of-life

variables in 1997. In 1998, there was not a significant difference between the mean scores of the employed and unemployed on abusive challenging behaviors while the rest of the mean decreases were statistically significant (see Tables 15 and 16).

In addition, when comparing the mean differences between four groups of employed and unemployed persons during 1997 and 1998 significant differences were found again, excluding abusive challenging behaviors and inappropriate sexual behaviors. Those moving from unemployment to employment across the two years had significantly higher means on each of the quality-of-life variables than those who remained in either unemployment or employment and those moving from employment to unemployment (see Table 17).

These data supported the research question; therefore, a more detailed analysis of differences by more or less integrative types of employment was in order. There were sixteen possible movements between the four types of employment during 1997 and 1998. Using t-tests, the mean scores on each quality-of-life variable during 1997 and 1998 were analyzed looking for an increase, decrease, or consistency in scores.

The four types of employment, listed from most to least integrative, were competitive, supported, sheltered, and not employed. Competitive employment was the most integrative as it consisted of employment in the regular workforce. Supported employment was also in the regular workforce; however, the individuals with disabilities were supervised by a job coach. Sheltered employment typically consisted of working in a workshop in which all employed persons have disabilities and are supervised by caseworkers. No employment

was the least integrative form of employment, as the person had no employment at the time.

It was found that, overall, as individuals moved to more integrative employment, their scores on quality-of-life variables significantly increased. Likewise, as individuals moved to less integrative employment, their scores on quality-of-life variables tended to decrease significantly. Persons who remained in the same type of employment across both years studied, generally had consistent mean scores on each of the nine quality-of-life variables.

The evidence of these patterns lies in Tables 15 – 33. In Tables 22, 26, 27, 30, 31 and 32, the type of employment increased in terms of community integration (e.g., sheltered employment in 1997 to competitive employment in 1998). In Table 22, the movement was from supported to competitive employment, a slight increase in terms of integration, and there were significant mean increases on two of the quality-of-life variables (adaptive behaviors and cognitive ability). Table 26 showed five significant increases with the movement from sheltered to competitive employment and in Table 27, there were five significant mean increases with the movement from sheltered to supported employment. In Table 30, six significant increases were found with the movement from no employment to competitive employment; in Table 31, seven significant mean increases were found with the movement from no employment to supported employment; and in Table 32, five significant mean increases were found with the movement from no employment to sheltered employment.

In Tables 19, 20, 21, 24, 25, and 29, the type of employment decreased by definition of integration into the community. Table 19 showed three significant

mean decreases with the movement from competitive to supported employment and Table 20 showed five significant decreases with the movement from competitive to sheltered employment. In Tables 21 and 24, five significant decreases were again found with the movement from competitive employment to no employment and from supported employment to sheltered employment, respectively. Tables 25 and 29 both showed six significant decreases with the movements from supported to no employment and sheltered to no employment, respectively.

No movement in employment types are found in Tables 18, 23, 28, and 33. The persons here remained in competitive, supported, sheltered, or no employment across both years. Table 28 had two significant differences ( $p \leq .05$ ) (increase on social skills and decrease on abusive challenging behaviors). The remaining three tables had no significant mean increases or decreases. Although there were nine dependent variables, two of these were difficult to obtain data on during the analysis, thus only seven of the variables provided reliable data.

There were problems with analyzing abusive challenging behaviors and inappropriate sexual behaviors throughout the study due to the low number of completed interviews for this section of the questionnaire. In addition, the challenging behaviors total scale score did not show a meaningful factor, as mentioned in the research design section, and so was not included. These two sub-factors were kept and analyzed without using the total scale score; however, they possibly should not have been included.

The groups that were in competitive employment, supported employment, sheltered employment, and no employment during both years studied had few, if

any, significant differences in mean scores on any of the quality-of-life variables.

The groups that moved to less integrative forms of employment had significant decreases in many of the quality-of-life variables measured. For example, those who moved from competitive employment in 1997 to no employment in 1998 had a decrease of 44.97 on their adaptive behaviors score (see Table 21). Conversely, the groups that moved to more integrative forms of employment had significant increases in many of the quality-of-life variables measured. For example, those who moved from sheltered employment to supported employment had an increase of 13.52 on their cognitive abilities score (see Table 27).

In addition, it was found that the mean scores for individuals not only increased, decreased or remained consistent with movement across employment types, but that the total scores on quality-of-life variables were, in general, much higher for persons in more integrative employment. For example, those who were in competitive employment during both years studied (Table 18) had mean scores above 88 while those in sheltered employment during both years (Table 28) had mean scores below 62. Moreover, it was found that consistent base scores existed on the quality-of-life scores in 1997 by type of employment. All groups in competitive employment in 1997, for example, had similar scores on each of the quality-of-life variables, regardless of their movement in 1998. This gave additional support to the finding that more or less integrative employment may effect the quality-of-life of people with developmental disabilities.

It was also found that employment may have influenced some quality-of-life variables more than others. The adaptive behaviors scores, including the



three sub-scales (physical ability, social skills, and cognitive abilities) consistently had significant increases or decreases with movements as did the amount of community integration (weekly trips in community). Consumer satisfaction (choices) showed significant increases or decreases about one-half of the time. Consumer satisfaction (likes), abusive challenging behaviors, and inappropriate sexual behaviors showed no significant changes with movements across the types of employment during the two years studied.

While it is difficult to ascertain the reason for this, it is possible that more or less integrative employment did not effect consumer satisfaction or challenging behaviors although it may have effected adaptive behaviors. At the same time, the validity of the challenging behaviors scale was questionable.

### Conclusions

Based upon the results of this study, employment may have an influence upon the quality-of-life of individuals with developmental disabilities. Specifically, as the individuals studied moved to more or less integrative types of employment, their scores on quality-of-life variables increased or decreased respectively from a consistent base score.

Symbolic Interactionsism, the theoretical foundation of this research, suggests that human conduct is formed by the process of social interaction (Blumer, 1969). Meaning is placed upon an activity or relationship through social interaction. When this was applied to employment for persons with disabilities, it was found in this research that the meaning of employment may be defined through social interaction with the world. This is one explanation for the

decrease, increase, and consistency in quality-of-life variables across the movements between more and less integrative types of employment.

It has been found that increased choice availability, in consideration of ones residential setting, was significantly related to adaptive behaviors, especially with daily living activities but also with work activities (Kearney, Bergan, and McKnight, 1998). Wehmeyer, et al. (1998) also found that increased self-determination was significantly correlated with increased quality-of-life. Given this, if people with disabilities have defined employment as meaningful and wish to work, this too may influence adaptive behaviors as shown here.

Fabian, et al. (1998) found that successful completion of school-to-work internship programs greatly increased successful employment outcomes for high school students with disabilities. One suggestion for this was "students with disabilities who participate in Bridges-type programs apparently are strongly motivated to work and are most likely to accept job offers if they are extended to them" (pg. 315). In relation to this research, it is possible that students, through social interaction at the internship program, defined employment as meaningful. They saw it as an expectation whereas students without the advantage of work place integration through an internship program may not have done so.

Reid & Bray (1998) interviewed fourteen people with disabilities who were identified as successfully employed in New Zealand to investigate their satisfaction with work, pay, choices about social opportunities and career paths. The majority of the workers had clear views about the purpose of work and enjoyed their jobs. In addition, money was the primary reason for employment.

Two people earned enough to no longer receive disability benefits and others wished to obtain full-time employment so that they would earn enough funds to live without the benefits.

According to Reid & Bray, “[w]ork was not perceived by people with learning difficulties as a means to fulfill other people’s goals, such as ‘community integration’. It was clear that their reasons for and motivation to work mirrors that of the general population. They wanted to earn a living, valued their jobs, wanted the chance to progress to more hours or greater challenges—*real pay for real jobs*. (1998: 238).”

If their motivations to work mirrored that of the general population, then it is possibly safe to assume that they had defined employment as meaningful through social interactions. In addition, if they lost their jobs, their quality-of-life would be negatively affected—as it had already been positively affected by the obtainment of jobs.

It is pertinent here to reference qualitative work that the researcher has done within the field of developmental disabilities. The researcher spent one forty-hour week conducting participant observation in a workshop setting (supported employment) during the beginning stages of this research project. There were approximately eighty persons with developmental and/or psychological disabilities employed at this workshop.

During that week, it was found that many who were employed there assumed that employment was an expectation of adults and enjoyed working. When asked if they liked their work there, why they worked there, or why they wanted a better job, comments were quite often that “you are supposed to work,”

“everyone works when they finish school,” “everyone works,” or “because I like to work.” Clearly, the importance of employment has been defined in social interaction. Employment is expected, and striven towards, for persons with disabilities.

One person at this workshop was about to move to competitive employment for the first time. She had just been hired by McDonald's. She, like others, had wished to obtain a “real job” for quite some time and had spent many hours learning how to complete a resume and interview process in preparation for this job opportunity. She was excited about the new job. She talked a lot about filling out the application by herself, going to the interview, and what her new job was going to be like. She spoke of independence as well. She was going to have to ride a bus to work everyday, be on time, and dress appropriately without any assistance from her caseworker. She relished these expectations and was determined to succeed.

A major goal in this woman's life was achieved; a goal that was defined meaningful through social interaction. Integration in residential settings, churches, and the community overall is not complete without integration in the area of employment for people with disabilities. If employment had not been defined as important before, it will probably become meaningful once persons with disabilities are integrated into the community and learn what expectations exist for adults.

Another individual at the workshop had just lost his job in the workforce a month earlier due to increased problems related to his disability that made it impossible for him to meet the responsibilities required. According to his

caseworker, he had been very "unmanageable," since he came back. He would not perform at the levels she knew he was capable of and had extreme behavioral problems. Her frustration was that she had worked with him for over three years on these very issues and now felt that it was all in vain. During my week's visit, he had at least one outburst every day that lasted at least thirty minutes. The outbursts consisted of verbally abusing other workers, throwing chairs, crying and screaming. When I spoke with him, his frustration was obvious. He hated his job at the workshop, the strict supervision, and not being at "a real job." This man believed himself to be a failure because he had to leave the regular workforce and come back to the sheltered workshop. As a result, his quality-of-life was declining.

The best time for socializing during my week at the sheltered workshop was during the lunch hour and breaks. Many people gave similar examples as the two presented above. They wished to have a real job and, of course, to make more money. "Everyone is supposed to work." "I work, but I wish I could find a better job." "I need a good job that pays good money. Look at my shirt, I like it but it costs. I want cowboy boots to go with my shirt." When asked why he likes to work, one man laughed and asked me why I like to work. I responded that I enjoyed working. He laughed again and said, "Well, maybe, but I like pay better." While these are only a few examples, they give an important qualitative perspective to this study.

In summary, work is an important social role through which we learn how to define objects in our world. Occupations have been shown to provide a major source of identity as many of our attitudes, values, and behaviors are learned in

the workplace. We define who we are and what work means to us through our social interactions.

There are several implications to be drawn from this research. First, employing people with developmental disabilities not only provides economic benefits to the individuals and the community, but it also positively influences the quality of life of individuals with developmental disabilities. This research provides strong support community integration; therefore, also for current policies that focus upon the integration of people with developmental disabilities into the competitive workforce. In addition, it provides support in funding organizations that provide supportive services in the area of employment for people with disabilities.

Second, it was found throughout the literature and through observations at the workshop that there are many advantages to employing persons with developmental disabilities. Because many persons with developmental disabilities define employment as important, and realize how difficult it is to obtain a job, they are often very reliable employees with a strong work ethic. For example, the sheltered workshop had very few people call in sick or show up to work late. The case managers also expressed that they tried to emphasize the importance of a strong work ethic as they knew the disadvantages that persons with disabilities face in obtaining competitive employment.

Third, internship programs have been found to be a successful way, in a longitudinal study, of obtaining post-high-school employment for students with disabilities. As mentioned above, one possible explanation for this is found in symbolic interactionism. Further research is needed in this area, as this seems

to have great potential for integrating persons with disabilities into the competitive workforce and at a young age.

Last, the findings of this research show that many people with developmental disabilities wish to work. It is important to continue to strive to place people with developmental disabilities in the competitive workforce, if they choose this as a goal, as it may increase other areas of their quality-of-life. While “community integration” is our goal, their goal is often to have jobs. This researcher posits that community integration is not complete without integration in the workforce.

This is a preliminary study that gives valuable insights into the independent effects of employment and justifies a need for additional research on this topic with more stringent research designs. One question might be the comparison of the effects of employment on one’s quality-of-life across persons who like the specific job they have and those who would chose to have a different job.

Another important question would be differences in the effects of the type of employment (more or less integrative) as compared to the effects of employment stability—remaining at a specific job over a long period of time. Moreover, the issues of occupational status affecting the non-work behaviors of individuals have not been extended to the population of individuals with developmental disabilities.



## BIBLIOGRAPHY

- Babbie, E. (1998). The practice of social research. 8<sup>th</sup> Ed. CA: Wadsworth Publishing Co.
- Baldwin, J. D. (1986). George Herbert Mead: A unifying theory for sociology. CA: Sage Publications, Inc.
- Black, R. S., & Rojewski J. (1998). The role of social awareness in the employment success of adolescents with mild mental retardation. Education and Training in Mental Retardation and Developmental Disabilities, 33(2), 144-161.
- Blumer, H. (1969). Symbolic Interactionism: Perspective and method. Berkeley: University of California Press.
- Becker, D., Drake, R., Bond, G. Xie, H., Dain, B. & Harrison K. (1998). Job terminations among persons with severe mental illness participating in supported employment. Community Mental Health Journal, 34(1): 71-81.
- Botuck, S. & Levy J. (1998). Post-placement outcomes in competitive employment: How do urban young adults with developmental disabilities fare over time. Journal of Rehabilitation, 64(3): 42-47.
- Cimera, R. E. (1998). Are individuals with severe mental retardation and multiple disabilities cost-efficient to serve via supported employment programs. Mental Retardation, 36(4): 280-292.
- Chadsey, J. G., Linneman, D. Rusch, F., & Cimera R. (1997). The impact of social integration interventions and job coaches in work settings. Education and Training in Mental Retardation and Developmental Disabilities, 32(4): 281-292.



Dodder, R. A., Foster, L., & Bolin B. (1999). Measures to monitor developmental disabilities quality assurance: a study of reliability. Education and Training in Mental Retardation, 34: 67-76.

Eggleton, I., Robertson, S., Ryan, J. & Kober, R. (1999). The impact of employment on the quality of life of people with an intellectual disability. Journal of Vocational Rehabilitation, 13: 95-107.

Eliason, S. L. (1998). Social integration and satisfaction among individuals with developmental disabilities: A sociological perspective. Education and Training in Mental Retardation and Developmental Disabilities, 33(2): 162-167.

Enright, M. S. (1996). The relationship between disability status, career beliefs, and career indecision. Rehabilitation Counseling Bulletin, 40(2): 134-152.

Fabian, E. (1989). Work and the quality of life. Psychosocial Rehabilitation Journal, 12(4), 39-49.

Fabian, E. (1992). Supported employment and the quality of life: Does a job make a difference? Rehabilitation Counseling Bulletin, 36: 84-97.

Fabian, E., Lent, R., & Willis, S. (1998). Predicting work transition outcomes for students with disabilities: Implications for counselors. Journal of Counseling and Development, 76(3): 311-316.

Fullerton, A., Douglas, M. & Dodder R. (1999). A reliability study of measures assessing the impact of deinstitutionalization. Research in Developmental Disabilities, 20(6):387-400.

Gardner, J., Chapman, M. Donaldson, G., & Jacobson S. (1988). Toward supported employment: A process guide for planned change. Baltimore: Paul H. Brookes Publishing Co., Inc.

Gillies, R. M, Knight, K., & A. Baglioni. (1998). World of work: perceptions of people who are blind or vision impaired. International Journal of Disability, Development & Education. 45(4): 397-409.

Gleason, J. (1989). Special education in context: An ethnographic study of persons with developmental disabilities. NY: Cambridge University Press.

Hickson, L., Golden, H., Khemka, I., Urv, T. & Yarnusah S. (1998). A closer look at interpersonal decision-making in adults with and without mental retardation. American Journal on Mental Retardation, 103(3): 209-224.

Hughes, C., Kim, J. & Hwang, B. (1998). Assessing social integration in employment settings: Current knowledge and future directions. American Journal on Mental Retardation, 103(2): 173-185.

Kearney, C., Bergan K., & McKnight, T. (1998). Choice availability and persons with mental retardation: a longitudinal and regression analysis. Journal of Developmental and Physical Disabilities, 1(3): 291-305.

Lam, J. A. & Rosenheck, R. (2000). Correlates of improvement in quality of life among homeless persons with serious mental illness. Psychiatric Services, 51(1): 116-118.

Lehman, A. (1988). A quality of life interview for the chronically mentally ill. Evaluation and Program Planning, 11:51-62.

Levine, P. & Nourse, S. (1998). What follow-up studies say about postschool life for young men and women with learning disabilities: A critical look at the literature. Journal of Learning Disabilities, 31(3): 212-233.

Mank, D., Cioffi, A. & Yovanoff, P. (1998). Employment outcomes for people with severe disabilities: Opportunities for improvement. Mental Retardation, 36(3): 205-216.

Marsh, D. (1992). Families and mental retardation: New directions in professional practice. NY: Praeger Publishers.

Matikka, L., & Vesala, H. (1997). Acquiescence in quality-of-life interviews with adults who have mental retardation. Mental Retardation, 35(2): 75-82.

Mead, G. (1934). Mind, self, and society. Chicago: University of Chicago Press.

Melchiori, L. & Church, A. (1997). Vocational needs and satisfaction of supported employees: The applicability of the theory of work adjustment. Journal of Vocational Behavior, 50: 401-417.

Palmer, S. & Wehmeyer, M. (1998). Students' expectations of the future: Hopelessness as a barrier to self-determination. Mental Retardation, 36(2): 128-136.

Pavalko, R. (1971). Sociology of occupations and professions. IL: F. E. Peacock Publishers, Inc.

Priebe, S., Warner, R., Hubschmid, T. & I. Ecker. (1998). Employment, attitudes towards work, and quality of life. Schizophrenia Bulletin, 24(3):469-477.

Reid, P. & Bray, A. (1998). Real pay for real jobs: The perspectives of workers with learning disabilities," Disabilities & Society, 13(2): 229-239.

Ritzer, G. (1996). Sociological theory. NY: McGraw Hill.

Robinson, J. (2000). Access to employment for people with disabilities: findings of a consumer-led project. Disability & Rehabilitation: An International Multidisciplinary Journal, 22(5): 246-253.

Scheff, T. (1970). On the concepts of identity and social relationship. In T. Shibutani (Ed.), Human nature and collective behavior: papers in honor of Herbert Blumer, (pp. 193-207). NJ: Prentice-Hall, Inc.

Simon, H. & Morbey, A. (1998). The ADA's 'interactive process' for determining reasonable accommodation: How much interaction is enough? Employee Relations Law Journal, 24(1): 5-34.

Tan, P., Hawkins, W., & L. Thomas. (1999). Job satisfaction and intent to continue working among individuals with serious mental illness. Psychological Reports, 85(3): 801-807.

The Accreditation Council on Services for People with Disabilities. (1991). Enhancing the rights of people with developmental disabilities. Landover, MD: Tina M. Campanella.

Umbreit, J. (1997). Elimination of problem behavior at work through an assessment-based antecedent intervention. Education and Training in Mental Retardation and Developmental Disabilities, 32(2): 129-137.

Umbreit, J. (1997). Eliminating challenging behaviors in multiple environments throughout the entire day. Education and Training in Mental Retardation and Developmental Disabilities, 32(4): 321-330.

Ward, M. (1996). Coming of age in the age of self-determination: A historical and personal perspective. In D. J. Sands and M. L. Wehmeyer, Self-Determination Across the Life Span: Independence and Choice for People with Disabilities (3-16). Baltimore: Paul H. Brookes Publishing Co., Inc.

Wehmeyer, M. & Schwartz, M. (1998). The relationship between self-determination and quality of life for adults with mental retardation. Education and Training in Mental Retardation and Developmental Disabilities, 33(1): 3-12.

Xie, H., Dain, B., Becker, D. & Drake, R. (1997). Job tenure among persons with severe mental illness. Rehabilitation Counseling Bulletin, 40(4): 230-239.

Appendix A  
The Questionnaire

OKLAHOMA STATE UNIVERSITY  
DEPARTMENT OF SOCIOLOGY  
STILLWATER, OKLAHOMA

**DEVELOPMENTAL DISABILITIES  
QUALITY ASSURANCE  
QUESTIONNAIRE  
1998/1999 - 1999/2000**

This document and attachments are confidential and are available only to participants in the assessment project. Contents are not to be read or duplicated without authorization by Developmental Disabilities Services Division or the individual/guardian.

Revised 8-8-96



PLEASE DO NOT WRITE IN THIS AREA

10855

**OKLAHOMA STATE UNIVERSITY  
DEPARTMENT OF SOCIOLOGY  
STILLWATER, OKLAHOMA**

**DEVELOPMENTAL DISABILITIES QUALITY ASSURANCE QUESTIONNAIRE**

This document and attachments are confidential and are available only to participants in the assessment project. Contents are not to be read or duplicated without authorization by Developmental Disabilities Services Division or the individual/guardian.

**SECTION I: DEMOGRAPHICS, RESIDENTIAL HISTORY, FAMILY/ADVOCATE CONTACT  
and CIVIC INVOLVEMENT**

\*Interviewer – code this page from ADDENDUM sheet.

<p align="center"><b>Interviewer</b></p> <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	<p align="center"><b>ID Number</b></p> <input type="checkbox"/> No ID <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 0 0 0 0 0 0 1 1 1 1 1 1 1 2 2 2 2 2 2 2 3 3 3 3 3 3 3 4 4 4 4 4 4 4 5 5 5 5 5 5 5 6 6 6 6 6 6 6 7 7 7 7 7 7 7 8 8 8 8 8 8 8 9 9 9 9 9 9 9	<p align="center"><b>Class Status</b></p> <input type="checkbox"/> Focus <input type="checkbox"/> Balance <input type="checkbox"/> Non Member <input type="checkbox"/> Don't Know  <input type="checkbox"/> OBRA Member
<p align="center"><b>Interview Date</b></p> M <input type="checkbox"/> 0 1 M <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 D <input type="checkbox"/> 0 1 2 3 D <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 Y <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 Y <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9		
<p align="center"><b>Sex</b></p> <input type="checkbox"/> Male <input type="checkbox"/> Female	<p align="center"><b>Race</b></p> <input type="checkbox"/> White <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Other: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	<p align="center"><b>D.O.B.</b></p> M <input type="checkbox"/> 0 1 M <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 D <input type="checkbox"/> 0 1 2 3 D <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 Y <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 Y <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9
<p align="center"><b>Level of Retardation</b></p> <input type="checkbox"/> Not MR <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe <input type="checkbox"/> Profound <input type="checkbox"/> Unknown	<p align="center"><b>Site Code</b></p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 0 0 0 0 0 0 1 1 1 1 1 1 1 2 2 2 2 2 2 2 3 3 3 3 3 3 3 4 4 4 4 4 4 4 5 5 5 5 5 5 5 6 6 6 6 6 6 6 7 7 7 7 7 7 7 8 8 8 8 8 8 8 9 9 9 9 9 9 9	<p align="center"><b>Residential Setting</b></p> <input type="checkbox"/> Public ICF/MR <input type="checkbox"/> Private ICF/MR <input type="checkbox"/> Private Home <input type="checkbox"/> Group Home <input type="checkbox"/> Nursing Facility <input type="checkbox"/> Community Placement  <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9





**6. Has s/he ever lived in an institution?**  
(MARK ALL THAT APPLY)  
If no, skip to #3.

NO       UNKNOWN

State School  
 Private ICF-MR  
 Nursing Home  
 Mental Health  
 Other: \_\_\_\_\_

0 1 2 3 4 5 6 7 8 9  
  0 1 2 3 4 5 6 7 8 9

**6A. What year did s/he leave her/his last institutional placement?**

Currently institutionalized  
 Unknown

    M M Y Y  
  
 0  0  0  0  
 1  1  1  1  
 2  2  2  2  
 3  3  3  3  
 4  4  4  4  
 5  5  5  5  
 6  6  6  6  
 7  7  7  7  
 8  8  8  8  
 9  9  9  9

**3. How many times has s/he changed home address in the past year?**

Unknown

0  0  
 1  1  
 2  2  
 3  3  
 4  4  
 5  5  
 6  6  
 7  7  
 8  8  
 9  9

**1. What is your relationship to him/her? (principal respondent):**

A family member  
 A non-relative guardian  
 A friend  
 A direct contact staff person (paraprofessional/adult companion)  
 Case Manager/Social Worker/QMRP  
 Other professional or administrator  
 Foster Parent  
 Other (define): \_\_\_\_\_

0 1 2 3 4 5 6 7 8 9  
  0 1 2 3 4 5 6 7 8 9

**1A. What is this person's principal mode of communication?**

Verbal communication  
 Sign Language  
 Communication Device  
 Alerting Device  
 Gestures  
 Other: \_\_\_\_\_

0 1 2 3 4 5 6 7 8 9  
  0 1 2 3 4 5 6 7 8 9

**100. Is s/he an adult who has a guardian (not conservatorship) appointed by a court?**

Person is an adult with a guardian  
 Person has had a guardian recommended but not yet appointed  
 Person does not have a guardian but may need one. (Skip 101)  
 Person is an adult who does not need a guardian. (Skip 101)  
 Person is under 18 years of age. (Skip 101)  
 Don't Know (Skip 101)

**101. What kind of guardianship has been ordered?**  
(MARK ALL THAT APPLY).

General guardian of property  
 Limited guardian of property  
 General guardian of person  
 Limited guardian of person  
 Don't know

**Other Disabilities (Mark all that apply)**

Visually Impaired       Mental illness  
 Hearing Impaired       Feeding Tube  
 Physical disabilities     Cerebral palsy  
 Autistic like behavior     Tracheostomy  
 Other: \_\_\_\_\_

0 1 2 3 4 5 6 7 8 9  
  0 1 2 3 4 5 6 7 8 9

**What is this person's average monthly income:**

**93. from employment?**

0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9  
 None  
 Unknown/unavailable

**93A. From entitlements:**

0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9  
 None  
 Unknown/unavailable

Now, I'd like to ask some questions about the amount of contacts s/he has with family, case managers and advocates in the past year.

Lives with family  
 About once a week or more  
 About 2-3 times a month  
 About once a month  
 About every 3 months  
 Twice a year or less  
 Never in the past year  
 No family, or no DDS case manager or No Advocate (does not apply)  
 Unknown

7. In the past year, how often has there been contact by phone/mail/letters with the consumer's family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How often did family member(s) (biological/adoptive) visit him/her in the consumer's home in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How often did s/he visit the family (biological/adoptive) home or go on outings in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. How often did the DDS case manager make contact with consumer by phone in the last year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How often did the DDS case manager make contact with the consumer in person in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11A. How many times do neighbors visit this person in their place of residence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11B. How many times do other people visit this person in their place of residence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. How often did other advocates visit him/her or their family in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now some questions about how often s/he left the facility for various social interactions in the past year?

More than twice a week  
 Twice a week  
 Once a week  
 2-3 times a month  
 Once a month  
 Less than once a month  
 Not sure or refused  
 Never

95. Go out to visit with friends, relatives, or neighbors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Go out to visit a supermarket or food store.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Go out to a restaurant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Go out to church or synagogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Go out to a shopping center, mall, or other retail store to shop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99A. Go out to recreational activities (movies, arcades, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99B. Go out to the bank.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

102. Has s/he participated, during the past year, in an organization which supports or promotes self-advocacy by persons with disabilities? (Has attended or sponsored meetings or events of such organizations as People First, or other local self-advocacy group).

- Yes
- No (Skip to #104)
- Don't Know (Skip to #104)

103. How often does s/he typically participate in organized self-advocacy activities? (CHOOSE ONE).

- Daily
- Weekly
- Every other week
- Monthly
- Quarterly
- Semi-Annually
- Annually

104. How often does s/he typically participate in a civic organization (Lions Club, Kiwanis, Zonta, Scouts) or Social Club (Garden Club, Church Group, etc)? (CHOOSE ONE).

- Daily     Every other week     Quarterly     Annually  
 Weekly     Monthly     Semi-Annually     Not in the past year

105. Is s/he registered to vote?     Yes     No     Don't Know     Underage

106. Has s/he voted in the past two years?     Yes     No     Don't Know     Underage

	Yes (may be assisted)	Sometimes	No (Paid staff makes these decisions)	No (Family/Friends makes these decisions)	Don't know	Not Applicable
111A. Does s/he choose their activities or does someone else choose their activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111B. Does s/he choose their friends or does someone else choose their friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111C. Does s/he choose what food to eat at home or does someone else choose what food they eat?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111D. Does s/he choose what food to order in a restaurant or does someone else choose for them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111E. Does s/he choose how to spend their money or does someone else choose for them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112-113. In the past year, has this person experienced discrimination in: (MARK ALL THAT APPLY)						
<input type="checkbox"/> Physical access to buildings						
<input type="checkbox"/> Access to employment services						
<input type="checkbox"/> Access to educational services						
<input type="checkbox"/> Access to other human services						
<input type="checkbox"/> Access to transportation						
<input type="checkbox"/> Interaction with non-handicapped neighbors and friends						
<input type="checkbox"/> Participation in civic events (with non-handicapped individuals)						
<input type="checkbox"/> Participation in recreation/leisure						
<input type="checkbox"/> Other (Describe): _____						

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  
 ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱

**SECTION II: ADAPTIVE EQUIPMENT NEEDS**

What adaptive equipment does s/he have or need? No Needs <input type="radio"/>	Does not need NEEDS but does not have HAS			
				Has but needs REPAIR
17. Glasses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Hearing Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Wheelchair/Geri Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Helmet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Communication Device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21A. Dentures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21B. Walker/Cane	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21C. Braces/Splints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21D. Aids For Toileting/Bathing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21E. Aids for Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21F. Transportation Aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  
 ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱

### SECTION III: ADAPTIVE SKILLS (ADAPTIVE DEVELOPMENT SCALE)

This section covers adaptive behavior skills. Please answer yes only to those things that s/he actually does, not for what s/he "might be able to do." Verbal prompts are ok (unless otherwise noted), but do not give credit for behaviors performed with physical prompts (unless otherwise noted). [Give credit for a behavior if it is performed at least 75% (3/4) of the time. Enter zero (0) if the item is not applicable, or if the person is too young or unable, or if there is no opportunity. LEAVE NO BLANKS]

23. How is his/her body balance? Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓐ Stand on "tiptoe" for ten seconds
  - Ⓑ Stand on one foot for two seconds
  - Ⓒ Stand without support
  - Ⓓ Stand with support
  - Ⓔ Sit without support
  - Ⓘ Can do none of the above
  - Ⓚ Unknown
24. Does s/he use silverware? (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓐ Use knife and fork correctly and neatly
  - Ⓑ Use table knife for cutting or spreading
  - Ⓒ Feed self with spoon and fork - neatly
  - Ⓓ Feed self with spoon and fork - considerable spilling
  - Ⓔ Feed self with spoon - neatly
  - Ⓘ Feed self with spoon - considerable spilling
  - Ⓙ Feed self with fingers or must be fed
  - Ⓚ Unknown
25. Does s/he: (VISUAL AIDS ARE ACCEPTABLE) (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓐ Order complete meals in restaurants
  - Ⓑ Order simple meals like hamburgers or hot dogs
  - Ⓒ Order soft drinks at soda fountain or canteen
  - Ⓓ Does not order food at public eating places
  - Ⓚ Unknown
26. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓐ Drink without spilling, holds glass in one hand
  - Ⓑ Drink from cup or glass unassisted - neatly
  - Ⓒ Drink from cup or glass - considerable spilling
  - Ⓓ Does not drink from cup or glass
  - Ⓚ Unknown
27. Does s/he ever have toilet accidents? (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓐ Never has toilet accidents
  - Ⓑ Seldom has toilet accidents during the day (but may have problems at night)
  - Ⓒ Occasionally has toilet accidents (less than 1 a day)
  - Ⓓ Frequently has toilet accidents (more than 1 a day)
  - Ⓘ Is not toilet trained at all
  - Ⓚ Unknown
28. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓐ Prepare and completely bathe unaided
  - Ⓑ Wash and dry self completely
  - Ⓒ Wash and dry reasonably well with prompting
  - Ⓓ Wash and dry self with help
  - Ⓔ Attempt to soap and wash self
  - Ⓘ Actively cooperate when being washed and dried by others
  - Ⓙ Makes no attempt to wash or dry self
  - Ⓚ Unknown

29. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓔ Completely dress self
  - Ⓕ Completely dress self with verbal prompting only
  - Ⓒ Dress self by pulling or putting on all clothes with verbal prompting and by fastening (zipping, buttoning, snapping) them with help
  - Ⓓ Dress self with help in pulling or putting on most clothes and fastening them
  - Ⓗ Cooperate when dressed, e.g., by extending arms or legs
  - Ⓙ Must be dressed completely
  - Ⓚ Unknown
30. How is his/her sense of direction? Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓒ Go several blocks from grounds, or from home, without getting lost
  - Ⓓ Go around grounds or a couple of blocks from home without getting lost
  - Ⓕ Go around cottage, ward, yard, or home without getting lost
  - Ⓙ Demonstrates no sense of direction
  - Ⓚ Unknown
31. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓕ Use money with little or no assistance (e.g., assistance with budgeting is OK)
  - Ⓓ Use money with minor assistance (e.g., checking for correct change, etc.)
  - Ⓒ Use money with some assistance (e.g., being told the correct bills or coins)
  - Ⓗ Use money with complete assistance of staff
  - Ⓙ Does not use money
  - Ⓚ Unknown
32. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓕ Choose and buy all own clothing without help
  - Ⓓ Choose and buy some clothing without help
  - Ⓒ Make minor purchases without help (e.g., snacks, drinks)
  - Ⓕ Do some shopping with slight supervision
  - Ⓗ Do some shopping with close supervision
  - Ⓙ Does no shopping
  - Ⓚ Unknown
33. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓕ Write complete lists, memos or letters
  - Ⓗ Write short sentences
  - Ⓓ Write or print more than ten words without copying or tracing
  - Ⓒ Write or print own name or other words without copying or tracing
  - Ⓗ Trace or copy own name or other words
  - Ⓙ Does not write, print, copy, or trace any words
  - Ⓚ Unknown
34. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓓ Sometimes use complex sentences containing "because," "but," etc.
  - Ⓒ Ask questions using words such as "why," "how," "what," etc.
  - Ⓕ Communicates in few words, short phrases or simple sentences that make sense
  - Ⓙ Does not communicate verbally, with sign language or with communication device.
  - Ⓚ Unknown
35. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- Ⓕ Read books or other materials suitable for 4th grade level or above
  - Ⓗ Read books or other materials suitable for 2nd or 3rd grade level
  - Ⓓ Read simple stories or comics suitable for kindergarten or first grade level
  - Ⓒ Recognize 10 or more words
  - Ⓕ Recognize various signs, such as "EXIT" or "STOP" or "WOMEN" or "MEN" or Street Signs.
  - Ⓙ Recognize no words or signs.
  - Ⓚ Unknown

36. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- ⑤ Do simple addition and/or subtraction
  - ④ Count 10 or more objects
  - ③ Mechanically count aloud from one to ten
  - ② Count two objects by saying "one, two"
  - ① Discriminate between "one" and "many"
  - ① Has no understanding of numbers
  - ① Unknown
37. Does s/he clean his/her room? (MARK HIGHEST NUMBER THAT APPLIES).
- ④ Cleans room well, e.g., sweeping, vacuuming, tidying
  - ③ Cleans room but not thoroughly
  - ① Does not clean room at all
  - ① Unknown
38. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- ④ Prepare an adequate complete meal
  - ③ Mix and cook simple foods
  - ② Prepare simple foods requiring no mixing or cooking
  - ① Does not prepare food at all
  - ① Unknown
39. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- ③ Clear table of breakable dishes and glassware
  - ② Clear table of unbreakable dishes and silverware
  - ① Does not clear table at all
  - ① Unknown
40. Does s/he go to: (MARK HIGHEST NUMBER THAT APPLIES).
- ④ Any type of paid employment
  - ③ Workshop
  - ② Prevocational training, in school, or retired
  - ① Performs no outside work
  - ① Unknown
41. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- ④ Initiate most of own activities
  - ③ Initiate some of own activities
  - ② Will engage in activities only if assigned or directed
  - ① Will not engage in assigned activities
  - ① Unknown
42. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).
- ⑤ Pay attention to purposeful activities for more than 20 minutes
  - ④ Pay attention to purposeful activities for about 15 minutes
  - ③ Pay attention to purposeful activities for about 10 minutes
  - ② Pay attention to purposeful activities for about 5 minutes
  - ① Will not pay attention to purposeful activities for as long as 5 minutes
  - ① Unknown
43. How is s/he at taking care of his/her personal belongings? (MARK HIGHEST NUMBER THAT APPLIES).
- ④ Very dependable, always takes care of belongings
  - ③ Usually dependable, usually takes care of belongings
  - ② Unreliable, seldom takes care of belongings
  - ① Not responsible at all, does not take care of belongings
  - ① Unknown

44. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).

- ④ Interact with others for more than five minutes
- ③ Interact with others for up to five minutes
- ② Interact with others in limited ways, e.g., eye contact, handshakes, responsive to touch
- ① Does not interact with others
- ⑤ Unknown

45. Does s/he: (MARK HIGHEST NUMBER THAT APPLIES).

- ④ Initiate group activities at least some of the time (leader and/or organizer)
  - ③ Participate in group activities spontaneously and eagerly (active participant)
  - ② Participate in group activities if encouraged to do so (passive participant)
  - ① Does not participate in group activities (unless physically guided)
  - ⑤ Unknown
- 
- 

46. Does s/he: (With cane, crutches, brace, or walker, if used). (MARK ALL THAT APPLY)

- Walk alone
- Walk up and down stairs alone
- Walk down stairs by alternating feet
- Run without falling often
- Hop, skip or jump
- None of the above
- All of the above
- Unknown

47. At the toilet, does s/he: (MARK ALL THAT APPLY)

- Lower pants at the toilet without help
- Sit on toilet seat without help
- Use toilet tissue appropriately
- Flush toilet after use
- Put on clothes without help
- Wash hands without help
- None of the above
- All of the above
- Unknown

48. Does s/he: (MARK ALL THAT APPLY)

- Wash hands with soap
- Wash face with soap
- Wash hands and face with water
- Dry hands and face
- None of the above
- All of the above
- Unknown

49. Does s/he: (MARK ALL THAT APPLY)

- Clean shoes when needed
- Put clothes in drawer or chest
- Put soiled clothes in proper place for laundering/washing, without being reminded
- Hang up clothes without being reminded
- None of the above
- All of the above
- Unknown



50. Does s/he: (MARK ALL THAT APPLY)

- Put on shoes correctly without assistance
- Tie shoe laces without assistance (Velcro is ok)
- Untie shoe laces without assistance (Velcro is ok)
- Remove shoes without assistance
- None of the above
- All of the above
- Unknown

51. Does s/he: (MARK ALL THAT APPLY)

- Say a few words
- Sign a few words
- Nod head or smile to express happiness
- Indicate hunger
- Indicate wants by pointing or vocal noises
- Express pleasure or anger by vocal noises
- Chuckle or laugh when happy
- None of the above
- All of the above
- Unknown

52. Does s/he: (MARK ALL THAT APPLY)

- Understand instructions containing prepositions, e.g., "on," "in," "behind"
- Understand instructions referring to the order in which things must be done, e.g., "first do this, and afterward, do that"
- Understand instructions requiring a decision, e.g., "Put on your shorts, but if they're dirty, put on your jeans"
- None of the above
- All of the above
- Unknown

53. Does s/he: (MARK ALL THAT APPLY)

- Tell time by clock or watch correctly
- Understand time intervals, e.g., there is one hour between 3:30 and 4:30
- Understand time equivalents, e.g., "9:15" is the same as "quarter past nine."
- Associate time on clock with various actions and events, e.g., 6:00 means dinner time
- None of the above
- All of the above
- Unknown

54. Does s/he: (MARK ALL THAT APPLY)

- Recognize significant others
- Recognize others
- Have information about others, e.g., relation to self, job, address
- Know the names of people close to him/her, e.g., in neighborhood, at home or day program
- Know the names of people not regularly encountered
- None of the above
- All of the above
- Unknown

Would you say Adaptive Behavior information is:

- Generally reliable/respondent seems to know individual
- Not reliable/respondent does not seem to know individual well



**SECTION V: MEDICAL NEEDS/SERVICES**

**HEALTH INFORMATION**

Please rate the individual's overall health, and the quality of the health care they are receiving. If a service is not needed and not being used, mark Not Applicable. (Ask for all consumers)

Very Good  
Good  
OK  
Poor  
Very Poor  
Not Applicable  
Unknown

<b>71A. Does this person receive medical services through a managed care organization?</b> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown							
<b>71B. General Health: In general, how is this person's health?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Please rate the quality of the following services:</b>							
<b>71C. Primary Physician</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71D. Nursing Services</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71E. Emergency care (First aid, ER)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71F. Dental care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71G. Psychiatrist(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71H. Inpatient hospital care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71I. Neurologist(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71J. Medical management of Seizures</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71K. Nutrition Services</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71L. Other specialties (Surgery, Allergy, Skin, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>71M. General Health Care: Overall, how good is the health care this person is receiving?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**72. In general, how urgent is his/her need for medical care? (MARK ONLY ONE)**

Generally has no serious medical needs  
 Needs visiting nurse and/or regular visits to the doctor  
 Has life-threatening condition that requires very rapid access to medical care  
 Unknown

**73. How often does s/he receive care for a specific medical need from a doctor or a nurse (OTHER THAN MEDICATION ADMINISTRATION)?**

<input type="radio"/> Not in last year	<input type="radio"/> Once a week
<input type="radio"/> Once a year	<input type="radio"/> Once a day
<input type="radio"/> Twice a year	<input type="radio"/> More than once a day
<input type="radio"/> Three to six times a year	<input type="radio"/> Unknown
<input type="radio"/> Once a month	

**73A. How many times in the past year has this person received treatment at a hospital emergency room?**

<input type="checkbox"/> ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	<input type="radio"/> Never
<input type="checkbox"/> ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱	<input type="radio"/> Unknown

**73B. How many times in the past year has this individual been admitted to a hospital for any reason?**

<input type="checkbox"/> ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	<input type="radio"/> Never
<input type="checkbox"/> ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱	<input type="radio"/> Unknown

**74. To your knowledge, has s/he had difficulty receiving medical services in the past year?**

No problem  
 One to three times  
 Four to six times  
 Seven to nine times  
 Over nine times  
 Don't know

What type of problem? \_\_\_\_\_

<input type="checkbox"/>	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
<input type="checkbox"/>	⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱

76. What was the date of the last dental examination?

M	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1								
M	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Y	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Y	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

- never
- unknown

77. What was the date of the last eye exam?

M	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1								
M	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Y	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Y	<input type="text"/>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

- never
- unknown

79. How often does s/he experience seizures (INCLUDE ALL TYPES AND OCCURRENCES)? (MARK ONLY ONE)

- Daily
- Weekly
- Monthly
- Yearly
- One to six during the past year
- Seven to 11 per year during the past year
- Has documented history of seizures but no seizures in past year
- No seizures in past five years (Skip 79A)
- No history of seizures (Skip 79A)
- Unknown (Skip 79A)

79A. Does this represent a change from the previous year?

- Same
- More
- Less
- Don't know

## SECTION VI: MEDICATIONS USED

### DRUG USAGE (QUESTIONS 80-85)

**DRUG** Compare medications received to the Drug Table. If medication appears on the table, insert the numerical code for the drug. (OTHERWISE LEAVE BLANK)

**FREQUENCY of Administration**

TD or total daily dosage if they take several different doses of the same drug in one day

PRN or when needed

QID or four times daily

TID or three times daily

BID or two times daily

HS or one time daily

AVG or average daily dosage if they take a medication less than one time daily

<p><b>Drug:</b> <input style="width: 100%;" type="text"/> <b>A</b></p> <p><b>Frequency</b></p> <p><input type="radio"/> TD</p> <p><input type="radio"/> PRN</p> <p><input type="radio"/> QID</p> <p><input type="radio"/> TID</p> <p><input type="radio"/> BID</p> <p><input type="radio"/> HS</p> <p><input type="radio"/> AVG</p> <p><input type="radio"/> Other</p> <p><b>Purpose</b></p> <p><input type="radio"/> behavioral control</p> <p><input type="radio"/> seizure control</p> <p><input type="radio"/> other</p> <p><input type="radio"/> unknown</p> <p><b>drug code</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Dosage</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Units</b></p> <p><input type="radio"/> Milligram</p> <p><input type="radio"/> Gram</p> <p><input type="radio"/> Milliliters</p> <p><input type="radio"/> CC's</p>	<p><b>Drug:</b> <input style="width: 100%;" type="text"/> <b>B</b></p> <p><b>Frequency</b></p> <p><input type="radio"/> TD</p> <p><input type="radio"/> PRN</p> <p><input type="radio"/> QID</p> <p><input type="radio"/> TID</p> <p><input type="radio"/> BID</p> <p><input type="radio"/> HS</p> <p><input type="radio"/> AVG</p> <p><input type="radio"/> Other</p> <p><b>Purpose</b></p> <p><input type="radio"/> behavioral control</p> <p><input type="radio"/> seizure control</p> <p><input type="radio"/> other</p> <p><input type="radio"/> unknown</p> <p><b>drug code</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Dosage</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Units</b></p> <p><input type="radio"/> Milligram</p> <p><input type="radio"/> Gram</p> <p><input type="radio"/> Milliliters</p> <p><input type="radio"/> CC's</p>
<p><b>Drug:</b> <input style="width: 100%;" type="text"/> <b>C</b></p> <p><b>Frequency</b></p> <p><input type="radio"/> TD</p> <p><input type="radio"/> PRN</p> <p><input type="radio"/> QID</p> <p><input type="radio"/> TID</p> <p><input type="radio"/> BID</p> <p><input type="radio"/> HS</p> <p><input type="radio"/> AVG</p> <p><input type="radio"/> Other</p> <p><b>Purpose</b></p> <p><input type="radio"/> behavioral control</p> <p><input type="radio"/> seizure control</p> <p><input type="radio"/> other</p> <p><input type="radio"/> unknown</p> <p><b>drug code</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Dosage</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Units</b></p> <p><input type="radio"/> Milligram</p> <p><input type="radio"/> Gram</p> <p><input type="radio"/> Milliliters</p> <p><input type="radio"/> CC's</p>	<p><b>Drug:</b> <input style="width: 100%;" type="text"/> <b>D</b></p> <p><b>Frequency</b></p> <p><input type="radio"/> TD</p> <p><input type="radio"/> PRN</p> <p><input type="radio"/> QID</p> <p><input type="radio"/> TID</p> <p><input type="radio"/> BID</p> <p><input type="radio"/> HS</p> <p><input type="radio"/> AVG</p> <p><input type="radio"/> Other</p> <p><b>Purpose</b></p> <p><input type="radio"/> behavioral control</p> <p><input type="radio"/> seizure control</p> <p><input type="radio"/> other</p> <p><input type="radio"/> unknown</p> <p><b>drug code</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Dosage</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Units</b></p> <p><input type="radio"/> Milligram</p> <p><input type="radio"/> Gram</p> <p><input type="radio"/> Milliliters</p> <p><input type="radio"/> CC's</p>
<p><b>Drug:</b> <input style="width: 100%;" type="text"/> <b>E</b></p> <p><b>Frequency</b></p> <p><input type="radio"/> TD</p> <p><input type="radio"/> PRN</p> <p><input type="radio"/> QID</p> <p><input type="radio"/> TID</p> <p><input type="radio"/> BID</p> <p><input type="radio"/> HS</p> <p><input type="radio"/> AVG</p> <p><input type="radio"/> Other</p> <p><b>Purpose</b></p> <p><input type="radio"/> behavioral control</p> <p><input type="radio"/> seizure control</p> <p><input type="radio"/> other</p> <p><input type="radio"/> unknown</p> <p><b>drug code</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Dosage</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Units</b></p> <p><input type="radio"/> Milligram</p> <p><input type="radio"/> Gram</p> <p><input type="radio"/> Milliliters</p> <p><input type="radio"/> CC's</p>	<p><b>Drug:</b> <input style="width: 100%;" type="text"/> <b>F</b></p> <p><b>Frequency</b></p> <p><input type="radio"/> TD</p> <p><input type="radio"/> PRN</p> <p><input type="radio"/> QID</p> <p><input type="radio"/> TID</p> <p><input type="radio"/> BID</p> <p><input type="radio"/> HS</p> <p><input type="radio"/> AVG</p> <p><input type="radio"/> Other</p> <p><b>Purpose</b></p> <p><input type="radio"/> behavioral control</p> <p><input type="radio"/> seizure control</p> <p><input type="radio"/> other</p> <p><input type="radio"/> unknown</p> <p><b>drug code</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Dosage</b> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p><b>Units</b></p> <p><input type="radio"/> Milligram</p> <p><input type="radio"/> Gram</p> <p><input type="radio"/> Milliliters</p> <p><input type="radio"/> CC's</p>

## MEDICATIONS TABLE

001 acetophenazine	096 Diphen (R)	070 Mesantoin (R)	039 Revia (R)
020 Adapin (R)	098 Diphenhist (R)	034 *mesoridazine	039 Revia (R)
002 alprazolam	096 diphenhydramine	036 methamphetamine	103 *Risperdal (R)
003 amantadine	090 divalproex sodium	065 methsuximide	103 risperidone
100 Ambien (R)	101 Doral (R)	037 methylphenidate	037 Ritalin (R)
004 amitriptyline	020 doxepin	035 *metoclopramide	041 Serax (R)
006 amoxapine	104 Effexor (R)	033 Miltown (R)	034 *Serentil (R)
007 amphetamine sulfate	004 Elavil (R)	011 Mitran (R)	083 sartraline
090 Anafranil (R)	004 Endep (R)	038 *Moban (R)	105 Serzone (R)
026 Anxanil (R)	004 Enderp (R)	038 *molindone HCl	020 Sinequan (R)
087 Artane (R)	006 Epitol (R)	072 Mysoline (R)	066 Solifon (R)
006 Asendin (R)	033 Equagesic (R)	061 nadolol	018 Spancab (R)
026 Atarax (R)	033 Equanil (R)	039 naloxone	056 *Stelazine (R)
030 Ativan (R)	029 Eskalith (R)	039 naltrexone	058 Surmontil (R)
040 Aventyl (R)	102 estazolam	039 Narcan (R)	003 Symmetrel (R)
066 Barbita (R)	079 ethosuximide	044 Nardil (R)	108 tacrine
096 Beldin (R)	043 *Etraton (R)	052 *Navane (R)	081 *Taractan (R)
096 Benadryl (R)	076 felbamate	105 nefazodone	060 Tegretol (R)
096 Benylin (R)	076 Felbatol (R)	107 Neurontin (R)	050 temazepam
008 benztropine	021 fenfluramine	096 Nidryl (R)	051 *thionidazine
007 Benzedrine (R)	022 fluoxetine	010 Noctec (R)	052 *thiothixene HCl
007 Biptetamine (R)	023 *fluphenazine	027 Norfranil (R)	012 *Thorazine (R)
091 bupropion	024 flurazepam	017 Norpramin (R)	001 Tindal (R)
009 Buspar (R)	107 gabapentin	040 nortriptyline	027 Tiplramine (R)
009 buspirone	096 Genahist (R)	096 Nytol (R)	027 Tofranil (R)
059 Calan (R)	055 Halcion (R)	035 *Octamide (R)	053 tranlycypromine
060 carbamazepine	025 *Haldol (R)	045 *Orap (R)	015 Tranxene (R)
014 Catapres (R)	025 *haloperidol	041 oxazepam	054 trazodone
065 Celontin (R)	026 hydroxyzine	018 Oxydess (R)	039 Trexan (R)
047 Centrax (R)	027 tamimine (R)	040 Pamelor (R)	043 *Triavil (R)
010 chloral hydrate	027 imipramine	073 paramethadione	055 triazolam
011 chlordiazepoxide	063 inderal (R)	073 Paradione (R)	077 Tridione (R)
012 *chlorpromazine	063 Ipran (R)	053 Parnate (R)	056 *trifluoperazine
081 *chlorprothixene	028 isocarboxazid	082 paroxetine	086 *trifluopromazine
029 Cibalith-S (R)	055 Isoptin (R)	082 Paxil (R)	087 trihexiphenidyl
090 clomipramine	027 Janimine (R)	042 pemoline	043 *Trilafon (R)
013 clonazepam	013 Klonopin (R)	023 *Permitil (R)	077 trimethadione
014 clonidine	106 Lamictal (R)	043 *perphenazine	058 trimipramine maleate
013 Clonopin (R)	106 lamotrigine	017 Pertofrane (R)	062 Valium (R)
035 Clopra (R)	011 Libritabs (R)	075 phenacemide	080 valproate sodium
015 clorazepate	011 Librium (R)	044 phenelzine sulphate	064 valproic acid
095 *clozapine	098 Limbitrol DS (R)	066 phenobarbital	062 Valrelease (R)
095 *Clozaril (R)	029 Lithane (R)	075 Phenurone (R)	104 venlafaxine
008 Cogentin (R)	029 lithium	067 phenytoin	059 Verelan (R)
108 Cognex (R)	029 Lithobid (R)	045 *pimozide	059 verapamil
048 *Compazine (R)	029 Lithonate (R)	046 piperactazine	047 Verstran (R)
096 Compoz (R)	029 Lithotabs (R)	021 Pondimin (R)	086 *Vesprin (R)
061 Corgard (R)	030 lorazepam	047 prazepam	026 Vistaril (R)
042 Cylert (R)	031 *loxapine	072 primidone	049 Vivactil (R)
024 Delmane (R)	031 *Loxitane (R)	048 *prochlorperazine	091 Wellbutrin (R)
064 Depakene (R)	032 Ludiomil (R)	023 *Prolixin (R)	002 Xanax (R)
080 Depakote (R)	066 Luminal (R)	063 propranolol	079 Zaronin (R)
033 Deprol (R)	032 maprotiline	102 Prosom (R)	062 Zetran (R)
017 desipramine	028 Marplan (R)	049 protriptyline	083 Zolof (R)
036 Desoxyn (R)	035 *Maxolon (R)	022 Prozac (R)	100 zolpidum tartrate
054 Desyrel (R)	069 Mebaral (R)	101 quazepam	
018 Dexedrine (R)	051 *Mellaril (R)	046 Quide (R)	CONVERSIONS:
018 dextroamphetamine	070 mephenytoin	035 *Rieclomide (R)	1 ml = 1 cc
062 diazepam	069 mephobarbital	035 *Reglan (R)	5 ml = 1 teasp
067 Dilantin (R)	033 meprobamate	011 Reposana-10 (R)	15 ml = 1 tablesp
	033 Mesprospan (R)	050 Restoril (R)	30 ml = 1 fl oz

\* = neuroleptic, major tranquilizer, or potential cause of drug-induced movement disorder

	Yes	No	Don't Know	Not applicable
86. If s/he receives a medication for behavior control, has a written behavior management plan been developed and implemented? (if not YES skip to #90)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
87a. What does the plan authorize you to do? (MARK ALL THAT APPLY)				
Ignore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Verbal Reinforcement (positive or negative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Redirection/Alternative Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Time Out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Withdrawal of Privileges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Restraint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
89. Have behaviors of concern improved since the behavior management plan started?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
90. If the individual received a drug identified with an asterisk has the individual received a screening for Tardive Dyskensia (an AIMS/DISCUS test) in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Have screening results been positive for Tardive Dyskensia in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION VII: OBRA INFORMATION**

91A. Have any of the following conditions occurred during the last year: (ASK FOR OBRA CLIENTS ONLY)  
(MARK ALL THAT APPLY)

**HEALTH CONDITIONS**

- Allergies
  - Drug
  - Skin
  - Other
- Anemia
- Arthritis
- Bed Sores
- Broken Bones
- Bladder/Kidney Problems
  - UTI
  - Other
- Cancer
  - Breast
  - Cervix
  - Lung
  - Prostate
  - Uterus
  - Other
- Chronic Constipation/Diarrhea
- Dementia
- Depression
- Diabetes
- Dizziness
- Electrolyte Imbalance
  - Sodium
  - Potassium
- Falls
- Gallbladder Problems
  - Gallstones
  - Other

**HEALTH CONDITIONS**

- GI Problems
  - Colostomy
  - Reflux
  - Ulcers
- Hearing Problems
  - Wax build up
  - Other
- Heart Problems
  - Congestive Heart Failure
  - Myocardial Infarction
  - Shortness of Breath
  - Hypertension
- HIV (AIDS)
- Liver Problems
  - Cirrhosis
  - Hepatitis
  - Other
- Mental Health Problems
- Osteoporosis
- Paralysis
- Seizures
- Sleep Disorders
- Stroke
- Thyroid Problems
  - Graves
  - Myxedema
- Vision Problems
  - Cataracts
  - Glaucoma
  - Other

**OBRA Specialized Services - (Ask the following only for OBRA people living in Nursing Facilities)**

Is this person receiving Specialized Services?  Yes  No  Unknown (If no, or unknown, skip to question #114)

If Yes, describe the 3 most important or most comprehensive services and indicate which of the seven major life areas each service addresses?

1. Self Care Activities
2. Receptive/expressive language
3. Learning
4. Mobility
5. Self Direction
6. Capacity for independent living
7. Economic Self-sufficiency

Specialized Service #1 \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9  
 0 1 2 3 4 5 6 7 8 9  
 \_\_\_\_\_  
 \_\_\_\_\_

Area addressed: ① ② ③ ④ ⑤ ⑥ ⑦

Specialized Service #2 \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9  
 0 1 2 3 4 5 6 7 8 9  
 \_\_\_\_\_  
 \_\_\_\_\_

Area addressed: ① ② ③ ④ ⑤ ⑥ ⑦

Specialized Service #3 \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9  
 0 1 2 3 4 5 6 7 8 9  
 \_\_\_\_\_  
 \_\_\_\_\_

Area addressed: ① ② ③ ④ ⑤ ⑥ ⑦

**SECTION VIII: SERVICE PLANNING/DELIVERY**

114. Does s/he have an individual habilitation plan (IHP) or individual program plan (IPP) or (IEP) or (IDP) or plan of care?

- Yes, and it is under one year old
- Yes, but over 1 year old (Skip to question #128)
- Yes, but not on site or can not find (Skip to question #128)
- No written plan (Skip to question #128)

115. What was the date the most recent written plan was developed?

Date Unknown

M  0 1  
 M  0 1 2 3 4 5 6 7 8 9  
 Y  0 1 2 3 4 5 6 7 8 9  
 Y  0 1 2 3 4 5 6 7 8 9



Are paid supports addressing the following goal/skill areas?	Yes	No
	<input type="radio"/>	<input type="radio"/>
116. Work skills?	<input type="radio"/>	<input type="radio"/>
117. Recreational skills?	<input type="radio"/>	<input type="radio"/>
118. Self-care skills?	<input type="radio"/>	<input type="radio"/>
119. Domestic skills (including food preparation)?	<input type="radio"/>	<input type="radio"/>
120. Community living skills?	<input type="radio"/>	<input type="radio"/>
121. Sensory, motor skills (ambulation; arm use and hand-eye coordination; sensory awareness)?	<input type="radio"/>	<input type="radio"/>
121A. Health issues?	<input type="radio"/>	<input type="radio"/>
121B. Money management skills? Use of money?	<input type="radio"/>	<input type="radio"/>
122. Communication skills? (vision, hearing, use of verbal language; use of nonverbal communication; use of written language; use of numbers and numeric concepts)?	<input type="radio"/>	<input type="radio"/>
123. Reductions of challenging behavior?	<input type="radio"/>	<input type="radio"/>
124. Development of social skills?	<input type="radio"/>	<input type="radio"/>
125. Citizenship instruction?	<input type="radio"/>	<input type="radio"/>
126. Other goal directed activities?	<input type="radio"/>	<input type="radio"/>
127. Other educational goals?	<input type="radio"/>	<input type="radio"/>

For the following, what is the total number of hours spent per MONTH for him/her by:	Prescribed but not received. Why not received?
128. Hours spent on habilitation objectives identified in the IHP. <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	Reason: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9
129. Homemaker Services by certified homemaker: <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	Reason: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9
130. Occupational Therapy Services: <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	Reason: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9
131. Physical Therapy Services: <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	Reason: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9
132. Psychological Services by licensed psychologist or psychological assistant: <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	Reason: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9
133. Psychiatric Services: <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9	Reason: _____ _____ <input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9

10855

For the following, what is the total number of hours spent per MONTH for him/her by:

Prescribed but not received.  
Why not received?

134. Speech and Communication Therapy:

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

135. Audiology Services:

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

136. Nursing Services by RN or LPI:

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

137. Pre-Vocational Services: (non paid employment)

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

138. Sheltered Employment/ Sheltered Workshop: (provided by workshop but receive less than minimum wage).

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

139. Supported Employment: (Paid & supervised by job coach, mobile work crews, job enclave).

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

140. Competitive Employment:

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

141. Public School (regular classes):

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

142. Public School (special classes):

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

143. Special School:

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

144. Private School: (Paid for by school system)

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

145. Private School: (other than above)

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

Reason: \_\_\_\_\_  
\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

For the following, what is the total number of hours spent per MONTH for him/her by:

Prescribed but not received.  
Why not received?

146. Formal infant stimulation or preschool development training program outside of home:

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9

Reason: \_\_\_\_\_

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
--------------------------	---------------------

147. Homebound Education:

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9

Reason: \_\_\_\_\_

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
--------------------------	---------------------

148. Respite Services:

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9

Reason: \_\_\_\_\_

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
--------------------------	---------------------

148A. How many hours of HTS are prescribed on the IHP?

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9

149. Any other services received:

<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9
<input type="checkbox"/>	0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

If yes, what service: \_\_\_\_\_

150. Any transportation services prescribed:

Yes  No

If Yes, from:  DDSD  Agency  Facility  Other

151. Any other services needed?

Yes  No

If Yes, what service: \_\_\_\_\_

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

## PART II: CONSUMER INTERVIEW (COPYRIGHT COA 1986)

Interviewers: Gather this information prior to consumer interview to personalize conversation.

Family \_\_\_\_\_ Case Manager \_\_\_\_\_ Advocate \_\_\_\_\_ Favorite Thing \_\_\_\_\_

These questions should be answered in private by the client. Attempt to interview all clients, even if there is doubt about their ability to respond.

Hi! My name is \_\_\_\_\_. How are you today? Can I ask you a few questions? (Note: OBRA responses are not confidential and respondents should be aware of that) OBRA respondents informed?  Yes  No

Willing Why unwilling \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9

Unwilling \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9

Unable Why unable \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9

(If unwilling, or unable, skip to Question # 26) \_\_\_\_\_  0 1 2 3 4 5 6 7 8 9

Is your favorite (food/toy/hobby) \_\_\_\_\_? I'm going to ask you some silly questions now. Just tell me yes or no, even though they are silly, OK? Do cats fly?   Do dogs bark?   Now I've got some questions that aren't so silly.

Which person is SMILING?  CORRECT  INCORRECT  
Which person is STANDING?  CORRECT  INCORRECT

10855

	Yes (nice, like, good, always, frequently)	Sometimes (occasionally)	No (mean, bad, never, don't like)	Did not answer	Not applicable
1. Do you like living here or not like living here?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you like _____ (the people who work with you) or not like them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is the food here good or bad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you have enough clothes to wear or not enough?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you have any really good friends? Who?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5A. Do you have any other good friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are _____ (the people who work with you) mean or nice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. (What do you do during the day?) Do you like _____ (these things you do in the day) or not like them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. (Do you work? If so:) Do you earn money?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Please let me check - is the food here bad or good?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Do you choose how you spend your money or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you choose the clothes you will buy or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10A. In a restaurant, do you choose the food you will eat or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At home, do you choose the food you will eat or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Do you choose the clothes you will wear or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do you choose what you will do or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Do you choose your own friends or partners or does someone choose for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. How often do you visit with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. How often do you visit with your friends? If never, skip #17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Can you visit your friends in privacy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. How often do you visit with your advocates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20A. How often do you visit with your case manager?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Do you go places for recreation or stay at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How do you feel about living here?  
 Likes a lot    Likes    OK    Dislikes    Dislikes a lot    Unable to assess

What is the best thing about living here? \_\_\_\_\_  
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  
 ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱

What is the worst thing about living here? \_\_\_\_\_  
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  
 ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱

If you could live anywhere you wanted, \_\_\_\_\_  
 where would you live?  
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  
 ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱

24. Is there something you would like to do someday?  Yes  No, skip to #25

If yes, What? \_\_\_\_\_  
\_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Is someone working with you to do that?  Yes  No

25. If you had one wish, what would you wish for?

\_\_\_\_\_  
\_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

25A. Generally, does this person seem happy?  Yes  No  Unable to assess

Do you believe these answers are:  Reliable  Not reliable

Did you use our Adaptive Communication Device?  Yes  No

Did you work with a facilitator?  Yes  No

### PART III: OBSERVATIONS

26. Is s/he dressed appropriately?

Yes Explain 'No' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

27. Is s/he clean and groomed appropriately?

Yes Explain 'No' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

28. Is s/he free of visible bruises, rashes, sores, cuts, or other signs of ill health?

Yes Explain 'No' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

### PART IV: PHYSICAL QUALITY

1. Do you have any concerns about the neighborhood?

Yes Explain 'Yes' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

2. Do you have any concerns about the exterior of the residence?

Yes Explain 'Yes' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

3. Do you have any concerns about the interior of the residence?

Yes Explain 'Yes' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

4. Do you have any concerns about the health or welfare of the consumer(s) living here?

Yes Explain 'Yes' answer: \_\_\_\_\_  
 No \_\_\_\_\_

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

10855

**Appendix B**  
**Tables 1 – 33**

Table 1

N and Percent of Race/Ethnicity for Total Sample in 1997, Employed Sample in 1997 and Employed Sample in 1998

Race/Ethnicity	1997 - Total Sample		1997 - Employed		1998 - Employed	
	N	Percent	N	Percent	N	Percent
White	2327	84.3%	1399	85.3%	1226	84.2%
African American	254	9.2%	148	9.0%	141	9.7%
Asian	8	0.3%	4	0.2%	6	0.4%
Native American	146	5.3%	78	4.8%	74	5.1%
Hispanic	3	0.1%	12	0.7%	1	0.1%
Other	21	0.8%	0	0.0%	8	0.5%
Missing	1	0.0%	0	0.0%	0	0.0%
TOTAL	2760	100.0%	1641	100.0%	1456	100.0%

Table 2

N and Percent of Gender for Total Sample in 1997, Employed Sample in 1997 and Employed Sample in 1998

Gender	1997 - Total Sample		1997 - Employed		1998 - Employed	
	N	Percent	N	Percent	N	Percent
Male	1541	55.8%	971	59.2%	817	56.1%
Female	1219	44.2%	670	40.8%	639	43.9%
TOTAL	2760	100.0%	1641	100.0%	1456	100.0%

Table 3

N, Mean Age, Standard Deviation by Gender for Total Sample in 1997

Gender	1997 - Total Sample		
	N	Mean	SD
Male	1541	37.73	11.76
Female	1219	39.50	11.41
TOTAL	2760	38.51	12.13

Table 4

N and Percent of Level of Mental Retardation for Total Sample in 1997,  
Employed Sample 1997 and Employed Sample 1998

MR Level	1997 - Total Sample		1997 - Employed		1998 - Employed	
	N	Percent	N	Percent	N	Percent
No MR	52	1.9%	12	0.7%	9	0.6%
Mild MR	721	26.1%	604	36.8%	538	37.0%
Moderate MR	449	16.3%	354	21.6%	316	21.7%
Severe MR	425	15.4%	265	16.1%	231	15.9%
Profound MR	742	26.9%	321	19.6%	273	18.8%
Unknown	356	12.9%	79	4.8%	75	5.2%
Missing	15	0.5%	6	0.4%	14	1.0%
TOTAL	2760	100.0%	1641	100.0%	1456	100.0%

Table 5

N and Percent of Residential Setting for Total Sample 1997, Employed Sample 1997  
and Employed Sample 1998

Setting	1997 - Total Sample		1997 - Employed		1998 - Employed	
	N	Percent	N	Percent	N	Percent
Public ICF-MR	512	18.6%	348	21.2%	213	14.6%
Private ICF-MR	109	3.9%	64	3.9%	40	2.7%
Private home	184	6.7%	74	4.5%	34	2.3%
Group home	636	23.0%	594	36.2%	476	32.7%
Nursing facility	458	16.6%	27	1.6%	39	2.7%
Community	861	31.2%	534	32.5%	607	41.7%
Greer Center	0	0.0%	0	0.0%	47	3.2%
TOTAL	2760	100.0%	1641	100.0%	1456	100.0%

Table 6

N and Percent of Principal Mode of Communication for Total Sample 1997, Employed  
Sample 1997 and Employed Sample 1998

Mode of Comm.	1997 - Total Sample		1997 - Employed		1998 - Employed	
	N	Percent	N	Percent	N	Percent
Verbal	1811	65.6%	1270	77.4%	1132	77.7%
Sign language	51	1.8%	27	1.6%	27	1.9%
Comm. device	25	0.9%	12	0.7%	23	1.6%
Alerting device	3	0.1%	1	0.1%	4	0.3%
Gestures	452	16.4%	213	13.0%	145	10.0%
Other	411	14.9%	116	7.1%	125	8.6%
Missing	7	0.3%	2	0.1%	0	0.0%
TOTAL	2760	100.0%	1641	100.0%	1456	100.0%



Table 7

N and Percent of Need for Medical Care for the Total Sample 1997, Employed Sample 1997 and Employed Sample 1998

Medical Care	1997 - Total Sample		1997 - Employed		1998 - Employed	
	N	Percent	N	Percent	N	Percent
Life threatening	142	5.1%	52	3.2%	31	2.1%
Visiting nurse	659	23.9%	311	19.0%	258	17.7%
No serious needs	1943	70.4%	1275	77.7%	1160	79.7%
Unknown	11	0.4%	3	0.2%	6	0.4%
Missing	5	0.2%		0.0%	1	0.1%
TOTAL	2760	100.0%	1641	100.0%	1456	100.0%

Table 8

N and Percent of Employment Type for 1997 and 1998

Employment Type	1997		1998	
	N	Percent	N	Percent
Competitive	211	6.6%	192	7.0%
Supported	414	13.0%	419	15.2%
Sheltered	1016	32.4%	845	30.6%
None	1119	48.0%	1304	47.2%
TOTAL	2760	100.0%	2760	100.0%

Table 9

Loadings on First Unrotated Factor and on Three Rotated Factors for Adaptive Behavior Items in 1997

Item	Unrotated	Physical ability Rotated Factor 1	Social skills Rotated Factor 2	Cognitive ability Rotated Factor 3
Bathing	0.90	—	—	—
Table utensils	0.88	—	—	—
Dressing	0.87	0.79	—	—
Toilet (self)	0.85	0.81	—	—
Wash	0.84	—	—	—
Shoes	0.84	0.77	—	—
Clothing	0.83	—	—	—
Order meals	0.83	—	—	—
Numbers	0.83	—	—	—
Purchases	0.82	—	—	0.73
Sense direction	0.82	—	—	—
Clean room	0.81	—	—	—
Money	0.81	—	—	0.72
Toilet accidents	0.80	0.72	—	—
Complex sentences	0.79	—	—	—
Completes instructions	0.79	—	—	—
Care of belongings	0.78	—	—	—
Clear table	0.78	—	—	—
Balance	0.77	0.81	—	—
Writing	0.77	—	—	0.75
Walk and run	0.77	0.78	—	—
Cook	0.76	—	—	—
Initiate activities	0.74	—	0.69	—
Aware of others	0.74	—	0.67	—
Read	0.71	—	—	0.74
Drink	0.70	—	—	—
Tell time	0.68	—	—	0.73
Attention span	0.68	—	0.74	—
Interaction	0.67	—	0.79	—
Pre-verbal	0.66	—	0.68	—
Group activities	0.64	—	—	—
Employment	0.55	—	—	—

Table 10

Loadings on First Unrotated Factor and on Three Rotated Factors for Challenging Behavior Items in 1997

Item	Unrotated	Abusive	Inappropriate
		Behaviors	Sexual Behaviors
		Rotated	Rotated
		Factor 1	Factor 2
Disruptive	0.70	–	–
Rebellious	0.70	0.64	–
Threats of and/or violence	0.68	0.70	–
Screams and yells	0.61	–	–
Profanity	0.59	0.76	–
Damages others' property	0.57	–	–
Untrustworthy	0.44	0.54	–
Sexual behaviors-home	–	–	0.86
Sexual behaviors-public	0.31	–	0.84
Injures self	0.39	–	–
Undresses	0.42	–	–
Stereotyped behavior	–	–	–
Listless	–	–	–
Runs away	0.33	–	–
Hyperactivity	0.44	–	–
Echolalia	0.39	–	–

Table 11

Loadings on First Unrotated Factor for Consumer Interview (Likes) Items in 1997

Item	Unrotated
Caregiver	0.95
Good friends	0.95
Enough clothes	0.94
Caregiver	0.94
Day activities	0.94
Living here	0.93
Food	0.91
Food	0.91
Other friends	

Table 12

Loadings on First Unrotated Factor for Consumer Interview (Choices) Items in 1997

Item	Unrotated
Clothing to purchase	0.96
Friends	0.95
What to wear	0.93
How to spend money	0.92
Clothing to purchase	0.92
Food in home	0.92
Food in restaurant	—

Table 13

Loadings on First Unrotated Factor for Consumer Interview (Integration) Items in 1997

Item	Unrotated
Visit friends in privacy	0.96
Visit friends often	0.96
Visit advocate	—
Visit case manager	—
Visit family	—
Go places	—

Table 14

Loadings on First Unrotated Factor for Caregiver Integration Index Items in 1997

Item	Unrotated
Visits people	0.90
Grocery store	0.88
Restaurant	0.88
Church	0.82
Shopping center	0.80
Recreational activities	0.75
Bank	0.61

Table 15

N, Mean, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Dependent Variables in 1997 - 1998

Group	N	M	SD	SE	F	t	DF	2-tail Prob
<u>Adaptive behaviors - 1997</u>								
Unemployed	1077	39.87	26.76	0.82				
Employed	1578	70.82	24.71	0.62	1.17	-30.18	2187	<.01**
<u>Adaptive behaviors - 1998</u>								
Unemployed	1124	37.32	26.10	0.78				
Employed	1398	71.69	24.24	0.65	1.16	-33.92	2322.8	<.01**
<u>Physical ability - 1997</u>								
Unemployed	1115	37.38	29.76	0.89				
Employed	1641	66.27	22.83	0.56	1.70	-27.40	1969.4	<.01**
<u>Physical ability - 1998</u>								
Unemployed	1167	34.56	28.66	0.84				
Employed	1456	67.05	22.20	0.58	1.67	-31.82	2157.3	<.01**
<u>Social skills - 1997</u>								
Unemployed	1115	62.54	25.23	0.76				
Employed	1641	77.19	20.22	0.50	1.56	-16.17	2034.7	<.01**
<u>Social skills - 1998</u>								
Unemployed	1167	60.42	25.99	0.76				
Employed	1456	78.16	19.29	0.51	1.82	-19.42	2095.7	<.01**
<u>Cognitive ability - 1997</u>								
Unemployed	1115	19.22	25.38	0.76				
Employed	1641	45.03	29.80	0.74	1.38	-24.41	2618.3	<.01**
<u>Cognitive ability - 1998</u>								
Unemployed	1167	17.95	24.39	0.71				
Employed	1456	46.21	30.94	0.81	1.61	-26.16	2620	<.01**
<u>Abusive challenging behaviors - 1997</u>								
Unemployed	458	24.07	17.88	0.84				
Employed	748	26.57	17.37	0.64	1.06	-2.38	945	0.017*
<u>Abusive challenging behaviors - 1998</u>								
Unemployed	413	25.36	18.14	0.89				
Employed	655	25.90	18.81	0.74	1.08	-0.46	1066	0.65
<u>Inappropriate sexual behaviors - 1997</u>								
Unemployed	104	32.21	26.46	2.59				
Employed	182	43.54	26.47	1.96	1.00	-3.48	215	<.01**

\*p<.05. \*\*p<.01.

Table 15 (cont'd)

N, Mean, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Dependent Variables in 1997-1998 (cont'd)

Group	N	M	SD	SE	F	t	DF	2-tail Prob
<u>Inappropriate sexual behaviors - 1998</u>								
Unemployed	102	17.65	19.14	1.90				
Employed	158	27.06	22.21	1.77	1.35	-3.63	238	<.01**
<u>Community integration - 1997</u>								
Unemployed	1119	3.51	4.06	0.12				
Employed	1641	5.93	3.68	0.09	1.21	-15.99	2245	<.01**
<u>Community integration - 1998</u>								
Unemployed	1169	3.22	3.84	0.11				
Employed	1456	6.06	3.57	0.09	1.15	-19.45	2419	<.01**
<u>Consumer interview (likes) -1997</u>								
Unemployed	442	41.18	9.50	0.45				
Employed	1087	42.36	8.49	0.26	1.25	-2.27	742	.023*
<u>Consumer interview (likes) - 1998</u>								
Unemployed	442	40.50	9.85	0.47				
Employed	949	42.48	8.44	0.27	1.36	-3.64	753	<.01**
<u>Consumer interview (choices) - 1997</u>								
Unemployed	403	28.72	8.10	0.41				
Employed	1055	31.52	6.30	0.20	1.65	-6.23	598	<.01**
<u>Consumer interview (choices) - 1998</u>								
Unemployed	411	26.40	9.18	0.45				
Employed	920	32.10	5.92	0.20	2.41	-11.56	568	<.01**

\*p<.05. \*\*p<.01.

Table 16

Degrees Freedom, Sum of Squares, Mean Squares, and F Probabilities on  
Dependent Variable Differences Between 1997 and 1998

Source	DF	SS	MS	F Prob
<u>Adaptive behaviors</u>				
Between	3	866902.70	288967.57	<.01**
Within	2424	2384810.70	983.83	
Total	2427	3251713.40		
<u>Physical ability</u>				
Between	3	864630.66	288210.22	<.01**
Within	2615	2970787.54	1136.06	
Total	2618	3835418.19		
<u>Social skills</u>				
Between	3	218923.81	72974.60	<.01**
Within	2615	2148849.01	821.74	
Total	2618	2367772.82		
<u>Cognitive ability</u>				
Between	3	602737.38	200912.46	<.01**
Within	2615	3290473.34	1258.31	
Total	2618	3893210.73		
<u>Abusive challenging behaviors</u>				
Between	3	5099.33	1699.78	0.04*
Within	472	277724.66	588.40	
Total	475	282823.99		
<u>Inappropriate sexual behaviors</u>				
Between	3	1356.57	452.19	0.56
Within	27	17232.14	638.23	
Total	30	18588.71		
<u>Community integration</u>				
Between	3	4177.92	1392.64	<.01**
Within	2621	56978.78	21.74	
Total	2624	61156.70		
<u>Consumer interview (likes)</u>				
Between	3	1061.92	353.97	0.03
Within	826	100983.60	122.53	
Total	829	102045.52		
<u>Consumer interview (choices)</u>				
Between	3	5115.89	1705.30	<.01**
Within	767	61130.42	79.70	
Total	770	66246.31		

\*p<.05. \*\*p<.01

Table 17

Mean and Tukey Value on Dependent Variable Differences Between 1997 and 1998

Mean	Group	4	1	2	3
<u>Adaptive behaviors</u>					
-29.73	4				
-1.96	1	*			
1.29	2	*			
30.79	3	*	*	*	
<u>Physical ability</u>					
-29.10	4				
-2.59	1	*			
1.38	2	*			
28.69	3	*	*	*	
<u>Social skills</u>					
-14.21	4				
-1.76	1	*			
1.05	2	*			
14.80	3	*	*	*	
<u>Cognitive ability</u>					
-22.58	4				
-0.77	1	*			
1.44	2	*			
25.85	3	*	*	*	
<u>Community integration</u>					
-2.06	4				
-0.08	1	*			
-0.03	2	*			
1.96	3	*	*	*	
<u>Abusive challenging behaviors</u>					
-3.14	4				
-1.55	1				
1.15	2				
6.01	3	*			
<u>Consumer interview (choices)</u>					
-5.32	4				
-2.08	1				
0.40	2	*			
2.78	3	*	*	*	

Note. Group 1 was unemployed in 1997 and 1998, Group 2 was employed in 1997 and 1998, Group 3 was unemployed in 1997 and employed in 1998, and Group 4 was employed in 1997 and unemployed in 1998.



Table 18

N, Mean, Mean Difference, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Competitive Employment - 1997-1998

Quality-of-Life Variables	Competitive employment, 1997 - 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	21	88.89	0.70	14.54	3.17	0.22	20	0.83
1998		88.19						
<u>Physical ability</u>								
1997	22	78.05	-0.52	11.65	2.48	-0.21	21	0.84
1998		78.57						
<u>Social skills</u>								
1997	22	89.33	1.98	11.60	2.47	0.80	21	0.43
1998		87.35						
<u>Cognitive ability</u>								
1997	22	65.72	-1.70	31.62	6.74	-0.25	21	0.80
1998		67.42						
<u>Abusive challenging behaviors</u>								
1997								not enough cases
1998								
<u>Inappropriate sexual behaviors</u>								
1997								not enough cases
1998								
<u>Community integration</u>								
1997	22	8.59	1.57	3.55	0.76	2.07	21	0.05
1998		7.02						
<u>Consumer interview (likes)</u>								
1997	14	43.26	-0.96	9.40	2.51	-0.38	13	0.71
1998		44.21						
<u>Consumer interview (choices)</u>								
1997	14	32.79	-1.50	6.42	1.72	-0.87	13	0.40
1998		34.29						

\*p<.05. \*\*p<.01.

Table 19

N, Mean, Mean Difference, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Competitive Employment, 1997 and Supported Employment, 1998

Quality-of-Life Variables	Competitive Employment, 1997 - Supported Employment, 1998 (Diff)							2-tail Prob	
	N	M	M	SD	SE	t	DF		
<u>Adaptive behaviors</u>									
1997	42	89.60	10.69	21.65	3.34	3.20	41	<.01**	
1998		78.89							
<u>Physical ability</u>									
1997	44	75.71	2.99	24.85	3.75	0.80	43	0.43	
1998		72.73							
<u>Social skills</u>									
1997	44	90.32	6.13	14.87	2.24	2.73	43	<.01**	
1998		84.19							
<u>Cognitive ability</u>									
1997	44	70.27	19.22	36.33	5.48	3.51	43	<.01**	
1998		51.04							
<u>Abusive challenging behaviors</u>									
1997	11	26.14	-1.14	31.35	9.45	-0.12	10	0.91	
1998		27.27							
<u>Inappropriate sexual behaviors</u>									
1997									
1998			not enough cases						
<u>Community integration</u>									
1997	44	8.26	-0.58	4.36	0.66	-0.88	43	0.38	
1998		8.84							
<u>Consumer interview (likes)</u>									
1997	27	45.13	1.81	10.19	1.96	0.93	26	0.36	
1998		43.32							
<u>Consumer interview (choices)</u>									
1997	26	33.69	2.52	6.85	1.34	1.87	25	0.07	
1998		31.18							

\*p<.05. \*\*p<.01

Table 20

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Competitive Employment, 1997 and Sheltered Employment, 1998

Quality-of-Life Variables	Competitive Employment, 1997 - Sheltered Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	62	86.81	16.18	24.33	3.09	5.24	61	<.01**
1998		70.63						
<u>Physical ability</u>								
1997	67	76.93	10.92	24.60	3.01	3.63	66	<.01**
1998		66.01						
<u>Social skills</u>								
1997	67	87.15	8.50	20.99	2.57	3.31	66	<.01**
1998		78.65						
<u>Cognitive ability</u>								
1997	67	63.99	21.95	32.23	3.94	5.58	66	<.01**
1998		42.04						
<u>Abusive challenging behaviors</u>								
1997	11	29.55	12.50	19.37	5.84	2.14	10	0.06
1998		17.05						
<u>Inappropriate sexual behaviors</u>								
1997								not enough cases
1998								
<u>Community integration</u>								
1997	67	7.64	2.04	4.72	0.58	3.54	66	<.01**
1998		5.60						
<u>Consumer interview (likes)</u>								
1997	32	44.62	0.87	9.96	1.76	0.49	31	0.63
1998		43.75						
<u>Consumer interview (choices)</u>								
1997	32	33.30	1.14	5.24	0.93	1.23	31	0.23
1998		32.16						

\*p<.05. \*\*p<.01

Table 21

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Competitive Employment, 1997 and No Employment, 1998

Quality-of-Life Variables	Competitive Employment, 1997 - No employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	62	86.42	44.97	24.32	3.09	14.56	61	<.01**
1998		41.45						
<u>Physical ability</u>								
1997	65	77.98	39.78	29.58	3.67	10.84	64	<.01**
1998		38.20						
<u>Social skills</u>								
1997	65	86.42	18.93	22.47	2.79	6.79	64	<.01**
1998		67.49						
<u>Cognitive ability</u>								
1997	65	62.12	41.73	32.16	3.99	10.46	64	<.01**
1998		20.38						
<u>Abusive challenging behaviors</u>								
1997	12	32.29	11.46	26.36	7.61	1.51	11	0.16
1998		20.83						
<u>Inappropriate sexual behaviors</u>								
1997								
1998			not enough cases					
<u>Community integration</u>								
1997	65	7.85	3.06	5.36	0.67	4.61	64	<.01**
1998		4.79						
<u>Consumer interview (likes)</u>								
1997	23	45.00	1.64	9.74	2.03	0.81	22	0.43
1998		43.36						
<u>Consumer interview (choices)</u>								
1997	20	33.72	4.83	9.37	2.10	2.30	19	.02**
1998		28.89						

\*p<.05. \*\*p<.01

Table 22

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Supported Employment, 1997 and Competitive Employment, 1998

Quality-of-Life Variables	Supported Employment, 1997 - Competitive Employment, 1998							
	N	M	(Diff) M	SD	SE	t	DF	2-tail Prob
<u>Adaptive behaviors</u>								
1997	35	80.18	-8.28	20.15	3.41	-2.43	34	0.02*
1998		88.46						
<u>Physical ability</u>								
1997	35	71.92	-4.90	22.08	3.73	-1.31	34	0.20
1998		76.82						
<u>Social skills</u>								
1997	35	85.47	-2.24	17.31	2.93	-0.76	34	0.45
1998		87.70						
<u>Cognitive ability</u>								
1997	35	54.17	-15.48	31.17	5.27	-2.94	34	<.01**
1998		69.64						
<u>Abusive challenging behaviors</u>								
1997	7	25.00	10.71	20.95	7.92	1.35	6	0.23
1998		14.29						
<u>Inappropriate sexual behaviors</u>								
1997								
1998			not enough cases					
<u>Community integration</u>								
1997	35	7.96	-0.31	4.61	0.78	-0.40	34	0.69
1998		8.27						
<u>Consumer interview (likes)</u>								
1997	17	38.40	-5.59	12.31	2.99	-1.87	16	0.08
1998		44.00						
<u>Consumer interview (choices)</u>								
1997	17	30.39	-3.67	9.45	2.29	-1.60	16	0.13
1998		34.06						

\*p<.05. \*\*p<.01

Table 23

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Supported Employment, 1997 - 1998

Quality-of-Life Variables	Supported Employment, 1997 - 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	76	79.45	-0.01	21.77	2.50	0.00	75	1.00
1998		79.46						
<u>Physical ability</u>								
1997	80	73.00	-0.21	20.33	2.27	-0.09	79	0.93
1998		73.21						
<u>Social skills</u>								
1997	80	84.46	2.07	17.58	1.97	1.05	79	0.30
1998		82.39						
<u>Cognitive ability</u>								
1997	80	50.68	-5.00	34.95	3.91	-1.28	79	0.20
1998		55.68						
<u>Abusive challenging behaviors</u>								
1997	19	26.32	3.95	29.18	6.70	0.59	18	0.56
1998		22.37						
<u>Inappropriate sexual behaviors</u>								
1997								
1998			not enough cases					
<u>Community integration</u>								
1997	80	6.83	-0.68	4.34	0.49	-1.40	79	0.17
1998		7.51						
<u>Consumer interview (likes)</u>								
1997	44	43.99	0.64	10.26	1.55	0.41	43	0.68
1998		43.35						
<u>Consumer interview (choices)</u>								
1997	43	32.40	-0.39	7.23	1.10	-0.35	42	0.73
1998		32.79						

\*p<.05. \*\*p<.01

Table 24

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Supported Employment, 1997 and Sheltered Employment, 1998

Quality-of-Life Variables	Supported Employment, 1997 - Sheltered Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	118	79.80	11.50	25.71	2.37	4.86	117	<.01**
1998		68.30						
<u>Physical ability</u>								
1997	124	72.65	8.78	25.10	2.25	3.89	123	<.01**
1998		63.87						
<u>Social skills</u>								
1997	124	84.22	6.84	21.67	1.95	3.51	123	<.01**
1998		77.38						
<u>Cognitive ability</u>								
1997	124	51.75	10.01	35.93	3.23	3.10	123	<.01**
1998		41.73						
<u>Abusive challenging behaviors</u>								
1997	34	29.04	0.00	22.82	3.91	0.00	33	1.00
1998		29.04						
<u>Inappropriate sexual behaviors</u>								
1997	4	31.25	12.50	32.28	16.14	0.77	3	0.50
1998		18.75						
<u>Community integration</u>								
1997	124	7.67	2.08	4.46	0.40	5.20	123	<.01**
1998		5.59						
<u>Consumer interview (likes)</u>								
1997	50	44.31	1.71	12.40	1.75	0.97	49	0.34
1998		42.60						
<u>Consumer interview (choices)</u>								
1997	47	31.95	0.11	9.29	1.36	0.08	46	0.94
1998		31.84						

\*p<.05. \*\*p<.01.

Table 25

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Supported Employment, 1997 and No Employment, 1998

Quality-of-Life Variables	Supported Employment, 1997 - No employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	149	77.18	33.47	32.54	2.67	12.56	148	<.01**
1998		43.71						
<u>Physical ability</u>								
1997	155	70.88	30.51	32.88	2.64	11.55	154	<.01**
1998		40.37						
<u>Social skills</u>								
1997	155	82.83	19.94	29.86	2.40	8.31	154	<.01**
1998		62.89						
<u>Cognitive ability</u>								
1997	155	48.79	24.52	40.12	3.22	7.61	154	<.01**
1998		24.27						
<u>Abusive challenging behaviors</u>								
1997	18	29.86	-5.56	19.75	4.66	-1.19	17	0.25
1998		35.42						
<u>Inappropriate sexual behaviors</u>								
1997			not enough cases					
1998								
<u>Community integration</u>								
1997	155	7.03	2.65	5.14	0.41	6.42	154	<.01**
1998		4.38						
<u>Consumer interview (likes)</u>								
1997	45	44.00	0.89	7.52	1.12	0.79	44	0.43
1998		43.12						
<u>Consumer interview (choices)</u>								
1997	40	31.73	4.44	9.16	1.45	3.07	39	<.01**
1998		27.29						

\*p<.05. \*\*p<.01



Table 26

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Sheltered Employment, 1997 and Competitive Employment, 1998

Quality-of-Life Variables	Sheltered Employment, 1997 - Competitive Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	53	70.82	-19.47	20.17	2.77	-7.03	52	<.01**
1998		90.29						
<u>Physical ability</u>								
1997	61	64.64	-14.80	22.57	2.89	-5.12	60	<.01**
1998		79.44						
<u>Social skills</u>								
1997	61	78.69	-10.55	16.32	2.09	-5.05	60	<.01**
1998		89.24						
<u>Cognitive ability</u>								
1997	61	48.29	-20.36	27.09	3.47	-5.87	60	<.01**
1998		68.65						
<u>Abusive challenging behaviors</u>								
1997	9	29.17	-2.78	34.67	11.56	-0.24	8	0.82
1998		31.94						
<u>Inappropriate sexual behaviors</u>								
1997								
1998			not enough cases					
<u>Community integration</u>								
1997	61	6.03	-1.64	4.80	0.62	-2.67	60	<.01**
1998		7.67						
<u>Consumer interview (likes)</u>								
1997	35	42.81	-1.60	8.57	1.45	-1.11	34	0.28
1998		44.41						
<u>Consumer interview (choices)</u>								
1997	33	31.64	-2.64	8.28	1.44	-1.83	32	0.08
1998		34.27						

\*p<.05. \*\*p<.01

Table 27

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Sheltered Employment, 1997 and Supported Employment, 1998

Quality-of-Life Variables	Sheltered Employment, 1997 - Supported Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	133	65.33	-13.52	25.44	2.21	-6.13	132	<.01**
1998		78.85						
<u>Physical ability</u>								
1997	147	63.83	-9.66	25.20	2.08	-4.65	146	<.01**
1998		73.49						
<u>Social skills</u>								
1997	147	76.01	-7.63	19.40	1.60	-4.77	146	<.01**
1998		83.64						
<u>Cognitive ability</u>								
1997	147	37.67	-13.58	33.55	2.77	-4.91	146	<.01**
1998		51.25						
<u>Abusive challenging behaviors</u>								
1997	38	25.33	-1.32	23.75	3.85	-0.34	37	0.74
1998		26.64						
<u>Inappropriate sexual behaviors</u>								
1997								
1998			not enough cases					
<u>Community integration</u>								
1997	147	5.30	-2.22	4.67	0.39	-5.77	146	<.01**
1998		7.52						
<u>Consumer interview (likes)</u>								
1997	76	42.55	-1.02	10.54	1.21	-0.84	75	0.40
1998		43.56						
<u>Consumer interview (choices)</u>								
1997	73	32.36	-3.39	7.48	0.88	-0.45	72	0.66
1998		32.75						

\*p<.05. \*\*p<.01

Table 28

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Sheltered Employment, 1997 - 1998

Quality-of-Life Variables	Sheltered Employment 1997 - 1998						2-tail Prob	
	N	M	(Diff) M	SD	SE	t		DF
<u>Adaptive behaviors</u>								
1997	372	59.08	-2.35	29.52	1.53	-1.54	371	0.13
1998		61.43						
<u>Physical ability</u>								
1997	401	57.63	-1.95	32.23	1.61	-1.21	400	0.23
1998		59.59						
<u>Social skills</u>								
1997	401	66.62	-2.71	26.84	1.34	-2.02	400	0.04*
1998		69.33						
<u>Cognitive ability</u>								
1997	401	34.32	-1.87	33.17	1.66	-1.13	400	0.26
1998		36.19						
<u>Abusive challenging behaviors</u>								
1997	83	24.55	5.57	22.87	2.51	2.22	82	0.03*
1998		18.98						
<u>Inappropriate sexual behaviors</u>								
1997	12	31.25	10.42	27.09	7.82	1.33	11	0.21
1998		20.83						
<u>Community integration</u>								
1997	401	4.54	0.30	3.95	0.20	1.54	400	0.12
1998		4.23						
<u>Consumer interview (likes)</u>								
1997	144	42.91	0.06	9.89	0.82	0.07	143	0.94
1998		42.86						
<u>Consumer interview (choices)</u>								
1997	139	31.33	-0.43	8.79	0.75	-0.58	138	0.57
1998		31.75						

\*p<.05. \*\*p<.01

Table 29

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across Sheltered Employment, 1997 and No Employment, 1998

Quality-of-Life Variables	Sheltered Employment, 1997 - No Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	309	63.61	24.86	31.58	1.80	13.84	308	<.01**
1998		38.74						
<u>Physical ability</u>								
1997	338	61.11	26.41	34.76	1.89	13.97	337	<.01**
1998		34.70						
<u>Social skills</u>								
1997	338	73.05	10.68	27.94	1.52	7.03	337	<.01**
1998		62.35						
<u>Cognitive ability</u>								
1997	338	36.83	18.01	35.54	1.93	9.32	337	<.01**
1998		18.82						
<u>Abusive challenging behaviors</u>								
1997	67	26.31	1.68	23.73	2.90	0.58	66	0.56
1998		24.63						
<u>Inappropriate sexual behaviors</u>								
1997								
1998		not enough cases						
<u>Community integration</u>								
1997	338	4.93	1.60	4.93	0.27	5.98	337	<.01**
1998		3.33						
<u>Consumer interview (likes)</u>								
1997	86	41.53	1.78	12.63	1.36	1.31	85	0.19
1998		39.75						
<u>Consumer interview (choices)</u>								
1997	75	31.57	5.91	10.53	1.22	4.86	74	<.01**
1998		25.66						

\*p<.05. \*\*p<.01

Table 30

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across No Employment, 1997 and Competitive Employment, 1998

Quality-of-Life Variables	No Employment, 1997 - Competitive Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	69	44.00	-43.78	28.99	3.49	-12.54	68	<.01**
1998		87.78						
<u>Physical ability</u>								
1997	74	37.61	-38.92	30.23	3.51	-11.08	73	<.01**
1998		76.53						
<u>Social skills</u>								
1997	74	68.68	-21.62	25.17	2.93	-7.39	73	<.01**
1998		90.31						
<u>Cognitive ability</u>								
1997	74	22.92	-43.52	38.13	4.43	-9.82	73	<.01**
1998		66.44						
<u>Abusive challenging behaviors</u>								
1997	13	21.15	-2.88	19.87	5.51	-0.52	12	0.61
1998		24.04						
<u>Inappropriate sexual behaviors</u>								
1997								
1998		not enough cases						
<u>Community integration</u>								
1997	74	5.04	-2.58	4.76	0.55	-4.66	73	<.01**
1998		7.62						
<u>Consumer interview (likes)</u>								
1997	26	42.32	-1.99	7.01	1.37	-1.45	25	0.16
1998		44.31						
<u>Consumer interview (choices)</u>								
1997	24	27.54	-4.71	8.81	1.80	-2.62	23	0.02*
1998		32.25						

\*p<.05. \*\*p<.01

Table 31

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across No Employment, 1997 and Supported Employment, 1998

Quality-of-Life Variables	No Employment, 1997 - Supported Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	128	44.21	-33.60	31.77	2.81	-11.96	127	<.01**
1998		77.81						
<u>Physical ability</u>								
1997	148	40.87	-31.58	35.81	2.94	-10.73	147	<.01**
1998		72.45						
<u>Social skills</u>								
1997	148	68.13	-16.28	24.55	2.02	-8.06	147	<.01**
1998		84.40						
<u>Cognitive ability</u>								
1997	148	22.75	-28.80	36.67	3.02	-9.55	147	<.01**
1998		51.55						
<u>Abusive challenging behaviors</u>								
1997	25	23.50	-8.50	27.89	5.58	-1.52	24	0.14
1998		32.00						
<u>Inappropriate sexual behaviors</u>								
1997								
1998			not enough cases					
<u>Community integration</u>								
1997	148	5.44	-2.17	5.26	0.43	-5.03	147	<.01**
1998		7.61						
<u>Consumer interview (likes)</u>								
1997	54	40.29	-3.16	11.75	1.60	-1.98	53	0.05*
1998		43.45						
<u>Consumer interview (choices)</u>								
1997	50	29.95	-3.23	9.44	1.33	-2.42	49	0.02*
1998		33.18						

\*p<.05. \*\*p<.01

Table 32

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across No Employment, 1997 and Sheltered Employment, 1998

Quality-of-Life Variables	No Employment, 1997 - Sheltered Employment, 1998							2-tail Prob
	N	M	(Diff) M	SD	SE	t	DF	
<u>Adaptive behaviors</u>								
1997	231	40.94	-25.35	33.57	2.21	-11.48	230	<.01**
1998		66.29						
<u>Physical ability</u>								
1997	251	38.77	-23.96	35.28	2.23	-10.76	250	<.01**
1998		62.73						
<u>Social skills</u>								
1997	251	62.93	-11.92	30.02	1.90	-6.29	250	<.01**
1998		74.85						
<u>Cognitive ability</u>								
1997	251	19.94	-18.89	37.59	2.37	-7.96	250	<.01**
1998		38.83						
<u>Abusive challenging behaviors</u>								
1997	39	24.04	-5.45	26.87	4.30	-1.27	38	0.21
1998		29.49						
<u>Inappropriate sexual behaviors</u>								
1997	5	25.00	15.00	22.36	10.00	1.50	4	0.21
1998		10.00						
<u>Community integration</u>								
1997	253	3.72	-1.66	5.06	0.32	-5.22	252	<.01**
1998		5.38						
<u>Consumer interview (likes)</u>								
1997	66	42.73	-0.45	8.36	1.03	-0.44	65	0.66
1998		43.18						
<u>Consumer interview (choices)</u>								
1997	61	29.51	-1.66	8.75	1.12	-1.48	60	0.14
1998		31.17						

\*p<.05. \*\*p<.01

Table 33

N, Mean, Mean Diff, Standard Deviation, Standard Error, F, t, Degrees Freedom, and Probabilities on Quality-of-Life Variables Across No Employment, 1997 - 1998

Quality-of-Life Variables	No Employment 1997 - 1998						t	DF	2-tail Prob
	N	M	(Diff) M	SD	SE				
<u>Adaptive behaviors</u>									
1997	568	36.63	1.96	35.06	1.47	1.33	567	0.18	
1998		34.67							
<u>Physical ability</u>									
1997	607	35.12	2.59	40.00	1.62	1.59	606	0.11	
1998		32.53							
<u>Social skills</u>									
1997	607	59.62	1.76	36.70	1.49	1.18	606	0.24	
1998		57.85							
<u>Cognitive ability</u>									
1997	607	16.33	0.77	31.96	1.30	0.59	606	0.55	
1998		15.56							
<u>Abusive challenging behaviors</u>									
1997	87	22.56	-1.15	23.40	2.51	-0.46	86	0.65	
1998		23.71							
<u>Inappropriate sexual behaviors</u>									
1997									
1998			not enough cases						
<u>Community integration</u>									
1997	611	2.77	0.08	4.17	0.17	0.45	610	0.66	
1998		2.70							
<u>Consumer interview (likes)</u>									
1997	91	40.73	1.77	15.74	1.65	1.07	90	0.29	
1998		38.96							
<u>Consumer interview (choices)</u>									
1997	77	28.67	2.08	11.06	1.26	1.65	76	0.10	
1998		26.59							

\*p<.05. \*\*p<.01



Oklahoma State University  
Institutional Review Board

Protocol Expires: 7/2/01

Date : Monday, July 03, 2000

IRB Application No: AS99060

Proposal Title: THE INFLUNENCE OF EMPLOYMENT ON INDIVIDUALS WITH DEVELOPMENTAL  
DISABILITIES

Principal  
Investigator(s) :

Dawn Stephens  
012 CLB  
Stillwater, OK 74078

Richard Dodder  
012 CLB  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt                      **Continuation**

Approval Status Recommended by Reviewer(s) : Approved

---

Signature :



Carol Olson, Director of University Research Compliance

Monday, July 03, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Dawn Lanette Stephens

Candidate for the Degree of

Masters of Science

**Thesis: THE INFLUENCE OF EMPLOYMENT ON INDIVIDUALS WITH  
DEVELOPMENTAL DISABILITIES**

**Major Field: Sociology**

**Biographical:**

**Personal Data:** Born June 13, 1973 in Yuba City, California,  
daughter of Donna L. and Andrew C. Stephens

**Education:** Graduated from Wilburton High School, Wilburton,  
Oklahoma in May 1991; received Associates of Arts Degree in  
Sociology and Psychology from Eastern Oklahoma State College,  
Wilburton, Oklahoma in 1997; received Bachelors of Arts Degree in  
Sociology and Psychology from William Penn College, Oskaloosa,  
Iowa in 1998. Completed the requirements for the Masters of  
Science degree from Oklahoma State University in Stillwater,  
Oklahoma in December, 2000.

**Experience:** U. S. Army, 1991-1997; Graduate Student Research  
Assistant during the 1997- 1998 academic year; Crisis Intervention  
Services, 1998 to present.

**Professional Memberships:** Iowa Coalition Against Domestic  
Violence, Iowa Coalition Against Sexual Assault, Alpha Kappa  
Delta, Alpha Chi, and Phi Theta Kappa