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Social Work with Mentally Retarded Adults in a Rehabilitation Setting

ARTHUR SEGAL

THE NEED of mentally retarded persons for social work assistance and their ability to use it constructively has been documented by reports from agencies in several areas of the United States. However, the problems of mentally retarded adults living at home are often not adequately met through social work. Two reasons are lack of information about these persons and lack of knowledge about how to help them. There is, however, evidence that social work services—both casework and group work services-can be effective in meeting the needs of mentally retarded young adults, and the Independent Living Rehabilitation Program to be described in this article is one example.

The ILRP is a multidisciplinary service designed to help mentally retarded adults live as adequately as possible in their own homes or in foster homes. The program is built around the belief that, in most instances, the mentally retarded need not be institutionalized — and, furthermore, that they have a right to grow emotionally and to develop as much independence as possible.

Every Monday through Friday, from 9:30 A.M. to 3:00 P.M., each ILRP enrollee participates in a sheltered-workshop training program, in home-living unit activities, and in leisure-time activities. He also takes part, as do his parents, in a social work program that utilizes both casework and group work methods.

The program serves a group of thirty-two young adults between the ages of eighteen and thirty-one, only five of whom are older than twenty-six. Their level of retardation can be classified as between severe and mild, their I.Q. scores ranging from 30 to 70. The majority have always lived with their parents and attended the public schools of San Francisco, either in special classes for the educable (I.Q. over 50) or in a special school for the trainable (I.Q. 50 and under). Some come from other communities and have had little, if any, schooling. Several have been in residential schools and in state hospitals during part of their lives but are now living with their parents or in foster homes.

A survey of case material indicates that most of the enrollees did not have any healthy developmental experiences during their child-hood. Because of their limitations, they were not permitted to assume tasks and responsibilities expected of normal children, such as household duties, the selection of personal items, and simple shopping. Opportunities to socialize with their peers were limited to parallel play in school and at some play-grounds.

Most enrollees have had no peer relationships outside the school setting; they have spent their time watching TV, playing with persons younger than themselves in the household or neighborhood, or keeping busy in any way they could. Such isolation has proved especially detrimental to the enrollees who have had little schooling or have come to the ILRP several years after leaving school.

The Diagnostic Evaluation

The social worker's function is to help the enrollee in the ILRP make more effective use of his environment and to function more

Resettling Retarded Adults In A Managed Community

Terry C. Jones

Resettling Retarded Adults In A Managed Community:

Resettling Retarded Adults in a Managed Community Arnold Birenbaum, Samuel Seiffer, 1976 **Developmental** Community Services for the Mentally Retarded Arnold Birenbaum, Herbert Jesse **Disabilities Abstracts** ,1977 Cohen, 1985 To find more information about Rowman and Littlefield titles please visit www rowmanlittlefield com The **Social context of helping** Merlin A. Taber,1980 The Built Environment for the Elderly and the Handicapped United States. Department of Housing and Urban Development. Library Division,1979 International Review of Research in Mental Retardation ,1984-10-11 International Review of Research in Mental Retardation Day Services for Adults Jan Carter, 2021-11-07 Originally published in 1981 this book describes day services for adults a relatively recent development in health and social services at the time Most people assume immediately that day care is only provided for young children Day Services for Adults will make it clear that a growing number of services exist by day for adults and in a diversity and variety which have enormous potential both for those who use them and for those who work in them Day Services for Adults reports the results of a five year national survey The broad terms of reference of the research were to review the present provision of day centres for adults To consider the policy questions of staffing and accommodation and to suggest which groups in the community might benefit most from day centres and to advise on how these centres might contribute to the integration and development of local services for those in need The result was the first comprehensive investigation of day services in the world Jan Carter analyses services for the elderly the mentally handicapped the mentally ill the physically handicapped offenders drug addicts and those in family care centres sponsored by health social services probation and voluntary agencies By a full coverage of all these groups and their sponsors unique comparisons between services for the various groups can be made Day Services for Adults was intended for those who made decisions about day units and particularly for local authority policy makers and executive civil servants in local authority health authorities and central government It was also addressed to those senior professionals practising inside and outside day services psychiatrists geriatricians those practising rehabilitation medicine senior nursing officers psychologists senior social workers and social work administrators

Education and Training of the Mentally Retarded ,1981 The Willowbrook Wars David J. Rothman,2017-07-12 The Willowbrook Wars is a dramatic and illuminating account of the effort to close down a scandal ridden institution and return its 5 400 handicapped residents to communities in New York The wars began in 1972 with Geraldo Rivera's televised raid on the Willowbrook State School They continued for three years in a federal courtroom with civil libertarian lawyers persuading a conservative and conscience stricken judge to expand the rights of the disabled and they culminated in a 1975 consent decree with the state of New York pledging to accomplish the unprecedented assignment in six years From 1975 to 1982 David and Sheila Rothman observed this remarkable chapter in American reform of mental disabilities care Would the state live up to its agreement without dumping residents into other nightmarish institutions Would the lawyers prove as

interested in meeting client needs as in securing client rights Could a tradition bound bureaucracy create a new network of community services And finally would a governor and a legislature tolerate such outside intervention and if so for how long In answering these questions The Willowbrook Wars takes us behind the scenes to clarify the role of the judiciary the fate of the underprivileged and the potential for social justice In their new afterword the authors bring the story up to date describing the results of the closing of the institution in 1987 from the experiences of integrating the former residents into communities to the legal battles between the state of New York and advocates for the mentally handicapped Services for Handicapped Persons ,1981 Selected Publications Concerning the Handicapped, Dec. 1974 United States. Health, Education and Welfare Department, 1974 Social Behavior of the Mentally Retarded Manny Sternlicht, George Mental Retardation and Developmental Disabilities Abstracts ,1977 **Housing and Planning** Windholz, 1984 References ,1978 **Housing and Planning References** United States. Department of Housing and Urban Development. Library, 1978 Developing Responsive Human Services Jack Thaw, Anthony J. Cuvo, 2014-01-09 First published in 1986 The authors and their contributing associates have spent most in some cases all of their professional years working both with mentally handicapped individuals and with the men and women who serve them in residential facilities This book at its core is about the future of these people Mental Retardation Robert B. Edgerton, 1979 Explains the causes of retardation the prevention of retardation through such means as genetic counseling and prenatal care and the methods of helping retarded children on the familial social and educational levels Twenty-two Years Stephen A. Richardson, Helene Koller, 1996 Twenty Two Years presents the results of a unique longitudinal study of the first 22 years in the lives of more than 200 young people with varying degrees of mental retardation By following their paths through available services job histories leisure activities friendships and marriages the authors provide objective information about the quality of life of young people with mental retardation The book makes a unique contribution by determining what factors in childhood predict who will and who will not require mental retardation services and for those who disappear from services why some fare better than others Most important the results help answer a question that haunts parents What will happen when my child grows up This study expands on an internationally acclaimed clinical and epidemiological study of children with mental retardation published in 1970 It provides prevalence rates by severity of mental retardation gender social class and family stability and shows how these change over time The authors confirm the central role of biomedical factors in the etiology of severe mental retardation For the etiology of mild mental retardation the book examines the relative contributions of biomedical and intergenerational genetic factors as well as psychosocial adversity. The book should be of interest to a broad range of clinicians researchers and students as well as the families of people with mental retardation and it will serve as a model for future epidemiological and Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1977 follow up research Focus on the Retarded Adult Eveline D. Schulman.1980

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