VARIABLES RELATED TO PARENTS' STATED REASONS FOR
INSTITUTIONALIZING MENTALLY RETARDED MALES

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VARIABLES RELATED TO PARENTS' STATED REASONS FOR
INSTITUTIONALIZING MENTALLY RETARDED MALES

THESIS

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By

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CHAPTER I

INTRODUCTION

Nature of Problem

This study is concerned with the reasons parents give regarding their decision to institutionalize their mentally retarded males. It was designed to ascertain if there is a relationship between the age, education, and income of the parents, and the age, level of retardation, and number of siblings of the child and the parents' stated reasons for seeking institutionalization for their child.

There have been many definitions given of mental retardation. The following definition will be used in this study:

Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior (9, p. 499).

The term "mental retardation" supercedes such terms as idiocy, imbecility, moronity, or feeble-mindedness, which are no longer considered acceptable. Theodore (18, p. 15) points out that the word "retardation" is often construed to mean a temporary holding back, a delay, rather than the permanent condition which it is.

True mental retardation lasts throughout a person's life. The symptoms can often be favorably influenced by
education, guidance, and treatment, but differences will still exist between the retarded and the normal person. The extent of these differences varies. One child in every thousand is retarded to the point of being completely dependent, requiring full-time care throughout life. Four in every thousand are semidependent. They cannot attain self-support, but are capable of some self-care. Twenty-five in every thousand American children can be educated, but will always need guidance (7).

When parents learn that they have a mentally retarded child, they face many crises. One of the most important is whether to keep the child at home or to institutionalize him. This is not a simple problem to resolve. The emotions of love, guilt, shame, and sorrow are often intermingled with the parents' feelings for their retarded child. The parents may seek the advice of friends or professional persons. Such persons may be ill-qualified to offer expert advice. Farber (4) points out that advice as to whether or not to institutionalize a child is frequently based upon acquaintance with only a few cases. Kanner comments as follows:

We are confronted more frequently than we should like to be with parents whose medical adviser has thought it expedient to tell them that their child will "outgrow" his lag and "catch up" with his coevals or, at the other extreme, that the child, being hopeless, should be "put away" in an institution, which is presented to them as something like a premature coffin (10).
On the other hand, many parents receive valuable advice from competent persons. The fact that there is a growing awareness of the need for adequate counseling for parents of retarded children is evident from the many recent studies in this area (11; 14; 15; 20).

However, with or without advice from competent or incompetent persons, in the final analysis the parents themselves must resolve the question of institutionalization or home care. For various reasons, some parents do decide that institutionalization is the best solution. The variables which have an effect upon these reasons are not clearly defined. It is hoped that this study will contribute to the knowledge in this area.

Related Research

Unfortunately, a survey of the literature reveals a paucity of research in this particular area. Many studies in the field of mental retardation, however, stress the need for more information related to institutionalization, parental attitudes, and the variables affecting these attitudes. Sarason (13, p. 347) recognized that parents must consider many factors while considering institutionalization when he wrote, "... it is somewhat surprising that so little attention has been given to the adequacy of or justification for the usual criteria for institutionalization." In suggesting criteria for institutionalization, Sarason
states that family factors, neighborhood factors, and community and school resources should be studied. Family factors to be considered are the effect of the child upon the marital relationship, the other children, the finances of the family, the effectiveness of the home environment, and the age of the parents. The neighborhood factors have to do with the relationship of the defective child and his parents to others in the neighborhood. Community and school resources have to do with the availability of education, recreation, or training facilities. Sarason points out that family factors might be given the most weight in one case, while in another case community resources might be the most important consideration.

Begab found that one of the most difficult decisions for parents of a retarded child is whether or not they should seek institutionalization (1, p. 519). He recognized also that many factors are related to how well parents can manage their decisions when he stated:

In mental deficiency, as in other problems, adjustment is facilitated or retarded by the sum total of physical, social, and emotional resources which they can bring to bear in coping with the situation. To the financially able, emotionally mature and intelligent parent, the problem is certain to be less severe than to the less capable parent and these are factors which should be considered in planning for the particular child's needs (1, p. 523).

Also commenting on the decision to institutionalize the retarded child, Stratton states that factors such as ill health of parents, behavior and delinquency problems, sexual
deviations, physical disabilities, and educational problems may precipitate referral to an institution. She feels that one can assume that all other known sources of alleviating or ameliorating the child's condition have been studied when parents do seek assistance from an institution (16, p. 783).

In a study made of the families with a child on the waiting list for entrance to a state institution for the mentally retarded in Texas, the reasons given for seeking commitment were analyzed. Medical treatment and academic education appeared to be the primary reasons given by the parents (19, p. 28). Although the primary reasons are not given in another recent study, Dittmann (2) relates that the family is so very important for the child that any substitute, such as institutionalization, usually means that an overwhelming reason to place the child away from home is present.

Strnad (17) made a study of twenty children, ages five to sixteen, who were awaiting admission to a state institution in Missouri. The parents gave a wide variety of reasons for filing applications for admission of these children to the institution. Eight families stated that training in good habit formation and in academic subjects was the reason for the application. Some said that they wanted an opportunity for the child to play with other children to gain a better social adjustment. There were some families who seemed concerned with their own side of the problem, rather than the child's. These families gave such reasons as health,
difficulty in managing the child, financial considerations, and the preservation of family harmony. As to the socio-economic factor involved, the majority of the families had an income between $30.00 and $89.00 per week. Five families received public assistance, and the occupations of the others were primarily in the classification of skilled labor, clerical, and unskilled labor. The education of the parents was positively correlated with their incomes and occupations. Thus, many of the families were of low socio-economic status. Perhaps if the reasons given for institutionalization by this group were compared with those given by another group, predominantly of middle or high socio-economic status, differences would be seen.

In a study of institutionalized children in New York, Saenger (12) found that the parents were socio-economically and ethnically representative of the general population. However, he found that these families were characterized by a high incidence of family deterioration, broken homes, and parental inadequacy. This is in agreement with Farber's writings (5; 6) which indicate that the presence of a mentally retarded child in the family has a disturbing influence on marital integration and family organization.

Erwart and Green (3) made a study of the relationship between data derived from case histories, i.e., age, education, and occupational level, and the accuracy of mothers' estimates of the children's functioning age level. The results showed
that mothers who rated their child's functioning age accurately tended to be younger mothers, better educated, and representing higher occupational levels.

In a study previously cited (19), academic education was found to be one of the major reasons given for seeking institutionalization. However, Havighurst and Taba (8) pointed out that there are social class differences in the faith people have in education. Persons in the upper-middle class have a great belief in education and feel that education is the solution to many social problems, whereas lower-middle and upper-lower class persons tend to regard school merely as a way to get children ready for adulthood. Furthermore, they found that the lower-lower class individuals tend to look upon school with distrust and suspicion, and may reject the values it stands for. On the basis of these studies, it seems plausible to assume that parents who are well-educated will place more emphasis on the education of their retarded child than will parents who are poorly educated.

The literature cited above is relevant to the present study in that it gives an indication of the need for such an investigation and it offers some implications as to what might be expected in the results. Because of the absence of a sound theoretical background, this study is undertaken as an exploratory attempt to provide a basis for further research in this area.
Purpose of the Study

As mentioned previously, parents usually institutionalize their retarded child as a last resort (2; 16). For some reason, or perhaps for several reasons, they have decided that a better situation would prevail if the child lived in a completely different environment--in an institution. Yet, the variables which have an effect upon the reasons for this decision have not been studied in a systematic manner. Thus, the purpose of this investigation is to determine some of the variables related to parents' stated reasons for institutionalizing mentally retarded males. The variables to be studied are the age, education, and income of the parents and the age, level of retardation, and number of siblings of the child.

Hypotheses

On the assumption that certain variables have an effect on parents' stated reasons for institutionalizing mentally retarded males, the following hypotheses have been formulated:

Hypothesis 1. There will be statistically significant relationship between the age of the child and the reasons given for seeking institutionalization.

Hypothesis 2. There will be a statistically significant relationship between the level of retardation of the child and the reasons given for institutionalization.
Hypothesis 3. There will be a statistically significant relationship between the number of siblings of the child and the reasons given for institutionalization.

Hypothesis 4. A. There will be a statistically significant relationship between the age of the mother and the reasons given for institutionalization.

B. There will be a statistically significant relationship between the age of the father and the reasons given for institutionalization.

Hypothesis 5. A. There will be a statistically significant relationship between the amount of education of the mother and the reasons given for institutionalization.

B. There will be a statistically significant relationship between the amount of education of the father and the reasons given for institutionalization.

Hypothesis 6. There will be a statistically significant relationship between the income of the parents and the reasons given for institutionalization.
CHAPTER I BIBLIOGRAPHY


CHAPTER II

METHOD

Subjects

The subjects under consideration were 100 males, between the ages of five years, ten months, and twenty-two years, four months. The mean age of the subjects was twelve years. The subjects were residents of a state institution for the mentally retarded located in a metropolitan area. The investigation was confined to male subjects since Aberle and Maegle (1) and Ausubel (2) have found that parents place more emphasis on the achievement and instrumental conduct of boys than of girls. Thus, the sex of the child might have an effect upon the parents' stated reasons for seeking institutionalization for their child. All of the Ss had been judged to be mentally retarded by their performance on an intelligence test prior to admission to the institution.

The sample of subjects was chosen by utilizing all of the males admitted to the state institution within a three-month period who had previously lived in a home environment with one or both parents. The applications for admission had been made by the parents at various times during the previous two years. Because of an enlargement of the institution, it became possible to admit many students within a
short time. Thus, the youth eligible for admission according to their intelligence quotient were admitted even though some had been on the waiting list for a longer period of time than others. Because of the relatively small number of subjects available, it was impossible to select a random sample. It was felt, however, because of the nonselective method of admissions to the institution at that time, that the sample could be considered representative of the population from which it was drawn.

Materials

When the parents expressed a desire to admit their child to the state institution, they were given an application blank to complete. One of the questions on this blank was, "Why is application being made at this time?" All of the parents gave at least one reason and none of the parents gave more than three reasons for applying for their child's institutionalization. Fifty-two parents gave one reason, thirty-seven parents gave two reasons, and eleven parents gave three reasons.

Design

In order to abbreviate the data for statistical analysis, it was necessary to categorize the reasons given by the parents. To accomplish this, every third name was drawn from a list of the 100 subjects until twenty names were drawn.
The reasons the parents gave were then written out verbatim and categorized by three judges. The judges agreed that the majority of the reasons fell into one of seven mutually exclusive categories. Several of the reasons, however, were so individualistic that they could not be grouped with the others. For such reasons, a miscellaneous category was included. The categories are as follows:

A. Adverse effect on home.
B. Lack of facilities. (Example: lack of medical or nursing facilities, or lack of school or training facilities.)
C. No companions the age and level of subject.
D. Social problem. (Example: delinquent behavior, wanders from home.)
E. If parent died, no one to care for subject.
F. Special training. (Example: speech therapy, physical therapy, training in self-help skills.)
G. Academic and/or vocational training.
H. Miscellaneous. (Specified)

It should be noted that these reasons were categorized from the words which the parents wrote. This will explain the fact that the outlook of the categories varies. For instance, if a reason falls under category B, then the parents stated the inadequacy or lack of facilities for helping the child in their present environment. Whereas, a reason falling under category F was an emphasis, by the parents, of the training available at the institution. The
reason for maintaining separate categories such as these becomes clear only when the orientation of the parent is considered.

Shortly after the subjects were admitted to the institution, within a week in most cases, an intelligence test was administered by a clinical psychologist. The *Stanford-Binet Intelligence Scale*, Form L-M (4), or the *Wechsler Intelligence Scale for Children* (5) was administered in most instances. However, if previous intelligence test results indicated that the subject's mental age was below two and one-half years, the *Stanford-Binet* or *WISC* could not be used; in such cases, the *Vineland Social Maturity Scale* (3) was administered. The result of the intelligence test was used to determine the level of retardation of the child. Table I shows the breakdown of the levels of retardation and the number of subjects in each level. Twenty-one of the subjects are classified as mildly retarded, twenty-nine as moderately retarded, thirty-seven as severely retarded, and thirteen as profoundly retarded.

**TABLE I**

**LEVEL OF RETARDATION AS DETERMINED BY INTELLIGENCE QUOTIENT**

<table>
<thead>
<tr>
<th>No. of Subjects and IQ Range</th>
<th>Mild 1</th>
<th>Moderate 2</th>
<th>Severe 3</th>
<th>Profound 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Subjects</td>
<td>21</td>
<td>29</td>
<td>37</td>
<td>13</td>
</tr>
<tr>
<td>IQ Range</td>
<td>50-70</td>
<td>35-49</td>
<td>20-34</td>
<td>&lt; 20</td>
</tr>
</tbody>
</table>
The other information needed for the study was obtained from the records of the subjects kept at the institution. The subjects' ages and each parent's age were recorded. The parents' ages were rounded to the nearest year, although the subjects' ages were recorded to the nearest month. The fathers' ages ranged from twenty-seven to sixty-seven years, with a mean age of 44.2 years. The mean age of the mothers was 40.1 years with a range from twenty-five to sixty-two years.

The education of the parents was listed separately as highest year completed by the father and highest year completed by the mother. The fathers' education ranged from completion of the third grade to completion of eight years of college. The mean amount of education was 11.1 years for the father. The education of the mothers ranged from completion of the fourth grade to completion of five years of college. The mean number of years completed by the mothers was 11.3.

The number of siblings of the subjects ranged from zero to eleven. The mean number of siblings was 2.1.

The combined net annual income of the parents of each child ranged from $1,000 to $33,000. The mean annual net income was $5,464. Table II is a summary of the data derived from the case records.
TABLE II
A SUMMARY OF DATA OBTAINED FROM CASE RECORDS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Ages</td>
<td>5-10--22-4</td>
<td>12.0</td>
<td>4.4</td>
</tr>
<tr>
<td>Fathers’ Ages</td>
<td>27--67</td>
<td>44.2</td>
<td>9.0</td>
</tr>
<tr>
<td>Mothers’ Ages</td>
<td>25--62</td>
<td>40.1</td>
<td>9.0</td>
</tr>
<tr>
<td>Fathers’ Education</td>
<td>3--20</td>
<td>11.1</td>
<td>3.3</td>
</tr>
<tr>
<td>Mothers’ Education</td>
<td>4--17</td>
<td>11.3</td>
<td>2.9</td>
</tr>
<tr>
<td>No. of Siblings</td>
<td>0--11</td>
<td>2.1</td>
<td>1.8</td>
</tr>
<tr>
<td>Annual Net Income</td>
<td>$1,000--$33,000</td>
<td>$5,464</td>
<td>$4,583</td>
</tr>
</tbody>
</table>

Procedure

Each name was coded by means of a number system so that all persons were anonymous. Mimeographed cards, size 5" x 8", were used to record the data (See Appendix, Figure 1). As the application forms were read, the reasons for seeking institutionalization were categorized by checking one of the letters A through G on the card; if the reason did not seem to fit any of the categories, then the letter H, miscellaneous, was checked. The reason was written below H.

Statistical Procedure

Point biserial correlation was selected as the method for analysis of data for testing the hypotheses. The .05 level of confidence was chosen as the critical point of significance.
CHAPTER II BIBLIOGRAPHY


CHAPTER III

RESULTS, DISCUSSION, AND CONCLUSIONS

The hypotheses presented in Chapter I were tested by means of point biserial correlation. An assumption made when using point biserial correlation is "that for the trait underlying the dichotomy the values can be thought of as falling at two points instead of being distributed in a continuous fashion" (1, p. 173). In the case of this data, the reasons given by the parents were the discontinuous point distributions.

It was stated in the first hypothesis that there would be a statistically significant relationship between the age of the child and the reasons given for seeking institutionalization. Table III gives the results of the correlations between the age of the child and the reasons for seeking institutionalization which were found to be significant at the 5 per cent level or better. An examination shows that reason C, reason D, and reason F were significantly correlated with the student's age. The correlation between reason F, special training, and the student's age is a negative correlation. Thus, the younger the student, the more likely it is that his parents will have admitted him for special training.
### TABLE III
SIGNIFICANT CORRELATIONS BETWEEN STUDENTS' AGES AND REASONS FOR INSTITUTIONALIZATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Point Biserial Correlation (rpb)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Age—reason C (No companions the age and level of subject)</td>
<td>.35</td>
<td>.05</td>
</tr>
<tr>
<td>Student's Age—reason D (Social problem)</td>
<td>.23</td>
<td>.05</td>
</tr>
<tr>
<td>Student's Age—reason F (Special training)</td>
<td>-.22</td>
<td>.05</td>
</tr>
</tbody>
</table>

The second hypothesis was that there would be a statistically significant relationship between the level of retardation of the child and the reasons given for institutionalization. Three reasons, A, E, and G were significantly correlated with the level of retardation of the child. Table IV gives these correlations and the level of significance of each correlation. The negative correlation between reason G and level of retardation of the subject indicates that as the retardation of the subject increases the likelihood of the parents to give academic or vocational training as a reason for institutionalization decreases. On the other hand, as the level of retardation increases, there is a greater chance that the parents will give as a reason for institutionalization either: 1) the subject has an adverse effect upon the
home or 2) if parents died, there would be no one to care for the subject.

The third hypothesis was that there would be a statistically significant relationship between the number of siblings of the child and the reasons given for institutionalization. However, no significant correlations were found between the number of siblings and any of the reasons for institutionalization.

It was stated in the fourth hypothesis that there would be a statistically significant relationship between the age of the parents and the reasons given for institutionalization. There was a correlation of .39, significant at the .05 level, between the age of the mother and reason C, no companions the age and level of subject. There was also a significant
correlation, .23, between the age of the father and reason C. No other correlations were found to be significant between the ages of the parents and any of the reasons for institutionalization.

The fifth hypothesis was that there would be a statistically significant relationship between the number of years of the parents' education and the reasons given for institutionalization. A negative correlation of .23, significant at the .05 level, was found between the father's education and reason G, academic or vocational training. Although there was no significant correlation between any of the reasons given and the mother's education, the highest correlation was a negative one with regard to reason G. Hence, as the education of the parents increases, the likelihood that they will stress academic or vocational training as a reason for institutionalizing their child decreases.

The sixth and final hypothesis was that there would be a statistically significant relationship between the income of the parents and the stated reasons for institutionalization. There were no significant correlations between these variables.

Discussion and Conclusions

There were significant correlations between one or more of the reasons given for institutionalization and the age of the subject, level of retardation, age of parents, and
education of fathers. No significant correlations were found between any of the reasons given and the number of siblings, mother's education, or parents' income.

The age of the student was positively correlated with reasons C and D. Reason C, no companions the age and level of subject, evidently is more likely to be given as the subject's age increases. An explanation might be that mental retardates can mix fairly well with children of average intelligence until a certain level of development is reached by the children of average intellectual endowment. Perhaps as normal children begin to engage in activities requiring abstract reasoning, such as playing card games or working arithmetic puzzles, they begin to pick their friends from persons who are near them in mental ability. Blodgett and Warfield (1, p. 52) have noted that the pre-school child who is mildly mentally retarded may not be conspicuous. As he reaches school age, however, his failures cause his age-mates to make negative judgments of him.

The second positive significant relationship was between the age of the student and reason D, that the youngster is a social problem. Blodgett and Warfield gave an account of the reasons that the older child is more likely to be a social problem than is the younger. In speaking of the trainable child, they state:

As the trainable child moves into adolescent years, however, new problems arise. Intellectually,
his growth has ceased; school programs . . . find it harder to create meaningful and interesting content for him. Sexual development and physical drive combined with lack of judgment, impulsiveness, and emotional immaturity may produce community problems . . . either because the child is aggressive toward others, generally toward much younger children, or because he is a potential victim for unscrupulous adults. The problem of adequate supervision becomes more difficult; it is much harder to keep a fifteen-year-old in the yard than a five-year-old. (1, p. 54).

The preceding quotation gives some indication that the educable child would not be quite as likely to become a social problem because the school would occupy part of his time. However, some of the reasons which are mentioned, e.g., the possibility of falling prey to unprincipled adults, would probably be valid for almost all levels of mental retardation.

There was a significant negative correlation between the age of the subject and reason F, special training. This reason includes such training as speech therapy, physical therapy, and training in self-help skills. Theodore (4, p. 19) has explained that the retardate follows the same pattern of development as a normal child, but at a slower and more irregular rate. If this is accepted, then it follows that the younger retarded child will be the most likely to need the training described under this category. Like the normal child, the retarded child will need to learn training in self-help skills, such as dressing, bathing, and toilet training, before he learns academic skills.
Significant positive correlations were found between the level of retardation of the child and reasons A and E. The fact that reason A, adverse effect on home, is related to the severity of the child's retardation is understandable. The youngster who is severely or profoundly retarded is likely to have certain stigmata which mark him as being retarded. This might cause embarrassment to siblings. Moreover, the parents may have to spend a disproportionate amount of time in caring for such a child.

The relationship between the level of retardation and reason E, if parent died, no one to care for child, is also to be expected. The more retarded a child is, in most cases, the more supervision he will need throughout his life. The parents evidently realize that such a child would be helpless in the event of their death, unless some source of care was available. In giving this reason, some of the parents wrote that they were applying for admission now because they felt that the child could make a better adjustment to the institution at this time. They felt that if the transition to institutional care was made after their death, the child would be older and less able to accept the change.

The level of retardation of the child was negatively correlated to reason G, academic and/or vocational training. The more severe is the retardation, the less apt are the parents to admit the child for academic or vocational training.
The fact that this result was found shows some acceptance by the parents of their child's limitations. Yet, there are evidently many parents who do not accept, or do not realize, the limitations or this correlation would probably be higher than .28.

Significant positive correlations were found between the age of the parents and reason G, no companions the age and level of subject. The literature in this area gives no implications as to the reason for this relationship.

A finding with regard to the education of the fathers was that the amount of education was negatively correlated with reason G, academic and/or vocational training. There was also a negative correlation between the amount of education of the mothers and reason G, although this correlation was not high enough to be significant. This finding would not be expected in view of the research previously cited by Havighurst and Taba (2). They related that there are social class differences in the attitudes persons have toward education; generally, those in the highest social classes have the most favorable attitudes.

The number of siblings, mother's education, and parents' income were not significantly related to any of the reasons given for institutionalization. However, additional studies need to be undertaken before any definite conclusions can be made.
CHAPTER III BIBLIOGRAPHY


CHAPTER IV

SUMMARY

This study was an attempt to determine the variables related to parents' stated reasons for institutionalizing mentally retarded males. The variables studied were the age, education, and income of the parents, and the age, level of retardation, and number of siblings of the child.

The subjects were 100 males, between the ages of five years, ten months and twenty-two years, four months, who had recently been admitted to a state institution for the mentally retarded. The reasons given by their parents for institutionalizing them were categorized. The level of retardation was determined by the results of an intelligence test and the other data were derived from the subjects' case records.

It was hypothesized that there would be statistically significant relationships between the parents' stated reasons for institutionalization and 1) the age of the child, 2) the level of retardation, 3) the number of siblings, 4) the age of the parents, 5) amount of education of parents, and 6) the income of the parents. Point biserial correlation was the statistical method used to test the hypotheses.

There were significant correlations between one or more of the reasons given for institutionalization and the age of
the subject, level of retardation, age of parents, and education of fathers. No significant correlations were found between any of the reasons given and the number of siblings, mother's education, or parents' income.

From the results of this study the following conclusions were made:

1) The younger the student, the more likely it is that his parents have admitted him for special training.

2) As the age of the subject increases, there is an increasing chance that his parents have admitted him because there were no companions his age and level in the home environment or because he was a social problem.

3) The more retarded is the child, the less likely are the parents to give the need for academic or vocational training as a reason for admission to the institution.

4) As the level of retardation increases, there is a greater chance that the parents will give as a reason for institutionalization either: A) the subject has an adverse effect upon the home, or B) if parents died, there would be no one to care for the subject.

5) The older the parents are, the more likely they are to admit their child because there are no companions his age and level in the home environment.

6) The more education the father has, the less likely are the parents to give the need for academic or vocational training as a reason for institutionalization.
7) There is no significant relationship between the number of siblings, education of the mother, or income of the parents and any of the reasons given for institutionalization.

In view of the lack of previous research in this particular area, it was felt that more studies are needed before any definite conclusions can be made.
**APPENDIX**

**Figure 1**

**EXAMPLE OF CARDS USED TO RECORD AND CATEGORIZE DATA**

<table>
<thead>
<tr>
<th>NUMBER:</th>
<th>STUDENT INFORMATION</th>
<th>PARENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BORN:</td>
<td>FATHER</td>
</tr>
<tr>
<td></td>
<td>AGE:</td>
<td>MOTHER</td>
</tr>
<tr>
<td></td>
<td>IQ OR SQ:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LEVEL:</td>
<td></td>
</tr>
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