EVALUATION OF THE PREPARATION FOR ADULT LIVING
TRAINING PROGRAM FOR SEVERELY EMOTIONALLY
DISTURBED ADOLESCENTS IN A RESIDENTIAL
TREATMENT CENTER

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

Doctor of Philosophy

by

Robert A. Hunter, B.S., M.S.
Denton, Texas
May 1993
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The purpose of this study was to determine the effectiveness of the Preparation for Adult Living skills training program by measuring the learning gains and learning outcomes of students participating in the training. The quasi-experimental posttest control group design was used. A treatment sample of twelve students received the Preparation for Adult Living training. A nontreatment sample was selected by matching the characteristics of educational and reading level and the gender of twelve students with no previous independent living skills training with those of the treatment sample.

Students in the treatment sample were tested for learning gains using the Preparation for Adult Living Test. Both the treatment and nontreatment sample were tested using the post-training Preparation for Adult Living Scale to determine the level of their learning outcomes. The Preparation for Adult Living Test results were analyzed using the $t$-test for correlated samples of pretests and posttests. The $t$-test for independent samples was used to
analyze the Preparation for Adult Living Scale results to determine the students' learning outcomes. A Pearson r correlation coefficient was calculated for Preparation for Adult Living Scale scores to determine if a relationship existed between employment and the life coping skills of the treatment sample.

The findings indicated that no learning gains were made during the training, but that the training had an impact on the students' post-training life-coping skills. A strong relationship was found between the specific life-coping and employment skills of the treatment sample. Investigation of the reliability and validity of the Preparation for Adult Living Test and Scale instruments was recommended.
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## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>vi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Purposes of the Study</td>
<td></td>
</tr>
<tr>
<td>Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td>Delimitations</td>
<td></td>
</tr>
<tr>
<td>Assumptions</td>
<td></td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>15</td>
</tr>
<tr>
<td>Trends in Independent Living Services</td>
<td></td>
</tr>
<tr>
<td>Independent Living Service Models</td>
<td></td>
</tr>
<tr>
<td>Texas Independent Living Services</td>
<td></td>
</tr>
<tr>
<td>The Preparation for Adult Living Model</td>
<td></td>
</tr>
<tr>
<td>Evaluating Independent Living Services</td>
<td></td>
</tr>
<tr>
<td>Independent Skills and Employment</td>
<td></td>
</tr>
<tr>
<td>III. METHODOLOGY</td>
<td>28</td>
</tr>
<tr>
<td>Research Design</td>
<td></td>
</tr>
<tr>
<td>Instrumentation</td>
<td></td>
</tr>
<tr>
<td>Samples for the Study</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IV. PROCEDURES FOR ANALYSIS OF DATA</td>
<td>41</td>
</tr>
<tr>
<td>Restatement of the Null Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Analysis of the Data</td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.</td>
<td>48</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>A. Statistical Tables</td>
<td>62</td>
</tr>
<tr>
<td>B. Objectives for the Preparation for Adult</td>
<td>65</td>
</tr>
<tr>
<td>Adult Living Training Program</td>
<td></td>
</tr>
<tr>
<td>C. Preparation for Adult Living Test</td>
<td>72</td>
</tr>
<tr>
<td>D. Preparation for Adult Living Scale</td>
<td>94</td>
</tr>
<tr>
<td>E. Consent for Study Participation</td>
<td>101</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>104</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demographics of the Total Population</td>
<td>34</td>
</tr>
<tr>
<td>2. Demographics of the Treatment Sample</td>
<td>35</td>
</tr>
<tr>
<td>3. $t$-test for Independent Samples &lt;br&gt; Treatment and Nontreatment</td>
<td>45</td>
</tr>
<tr>
<td>4. $t$-test for Independent Samples &lt;br&gt; Life Coping Skill Items</td>
<td>46</td>
</tr>
<tr>
<td>5. $t$-test for Correlated Samples &lt;br&gt; Pretest and Posttest</td>
<td>63</td>
</tr>
<tr>
<td>6. $t$-test for Independent Samples &lt;br&gt; Employment Skill Items</td>
<td>63</td>
</tr>
<tr>
<td>7. $t$-test for Independent Samples &lt;br&gt; Preparation for Adult Living &lt;br&gt; Life Coping Skill Items</td>
<td>64</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Becoming independent and self-sufficient is a difficult task for adolescents, even under normal conditions. Development from preadolescence to adulthood requires moving from dependence on others for survival to independence in an interdependent society. Atypical adolescents who suffer the added burden of an abusive or neglected past lack the basic skills to function as adults. This deficiency of independent living skills creates an obstacle for adolescents who are trying to achieve a normal and productive life. As Mesinger (1982) points out, dependence and independence are learned, and a part of that learning is knowing which situations require dependent or independent behavior. Adolescents' ability to function independently in society can be enhanced by increasing their independent living skills.

Residential treatment centers provide a variety of programs designed specifically for youth with emotional and behavior disorders. In the past, treatment centers have traditionally worked with adolescents' immediate problems of delinquency and emotional difficulties, but have not addressed their transition from institutional care to the
demands of adulthood. As a result, discharged adolescents often returned to a treatment center, become involved in criminal activities, or become dependent on public assistance.

Residential treatment centers now take into consideration the fact that adolescents with emotional and behavioral disorders are generally unprepared for the demands of adult living (Barker 1986). The common goal of independent living skill programs is to produce skills that are universal and applicable to situations and circumstances that adolescents frequently encounter. An additional concern of treatment centers is to improve adolescents' transition into adult society by providing the necessary independent living skills.

The program selected for this study, Preparation for Adult Living, was developed by the Texas Department of Human Services and is provided to treatment centers for adolescents with emotional and behavioral disorders. Participants in the program are between sixteen and eighteen years of age and, generally, can be grouped into one of the following four categories: (1) adolescents who have some basic life skills and need little assistance in the transition to independent life; (2) adolescents with multiple placements who have emotional or behavioral problems and have run away or unable to live in a family setting and have no placement alternatives; (3) adolescents
who fall between the extremes of needing the least assistance and those requiring extensive support; and (4) adolescents who are multiple-handicapped and are developmentally disabled.

Researchers in child development suggest that because of the receptiveness of adolescents to independence, the best time to foster independent living skills is between the ages of fifteen and nineteen years. Each category of youth requires different types and levels of independent living services, and each adolescent requires assessment to select the best mix of independent living skills. One assessment is a simple skills inventory which includes monitoring for progress and application of skills.

The Preparation for Adult Living program is competency-based and focuses on basic performance skills and outcomes deemed necessary for adolescents to live and operate in society. The long-term goal of treatment is to provide independent living skills for all emotionally disturbed and behavior disordered adolescents who are in substitute care. In order to determine whether this goal is being met, treatment centers offering independent living services need to know whether adolescents with emotional and behavioral disorders are learning to apply these skills, and whether the skills are making a difference in their lives.
Statement of the Problem

The first problem of this study was to determine the level of learning gains attained by adolescents from the independent living skills training provided by the Preparation for Adult Living treatment. A second problem of this study was to determine whether the application of learning outcomes of selected independent living skills significantly improve severely emotionally disturbed adolescents' ability to live independently.

Purposes of the Study

The purposes of this study were to measure the emotionally and behaviorally disordered adolescents' learning gains of independent living knowledge and skills as provided by the Preparation for Adult Living treatment program, and to measure emotionally and behaviorally disordered adolescents' post-training application of independent living skill learning outcomes provided in the Preparation for Adult Living treatment program.

Hypotheses

The independent variable in this study was the Preparation for Adult Living training program. Dependent variables were Preparation for Adult Living Test scores and Preparation for Adult Living Scale scores.

1. There will be no significant difference between the treatment sample's pretest and posttest scores on the test
topic personal skills as measured by the Preparation for Adult Living Test.

2. There will be no significant difference between the treatment sample's pretest and posttest scores on the test topic job skills as measured by the Preparation for Adult Living Test.

3. There will be no significant difference between the treatment sample's pretest and posttest scores on the test topic money management skills as measured by the Preparation for Adult Living Test.

4. There will be no significant difference between the treatment sample's pretest and posttest scores on test topic housing and transportation skills as measured by the Preparation for Adult Living Test.

5. There will be no significant difference between the treatment sample's pretest and posttest scores on the test topic health skills as measured by the Preparation for Adult Living Test.

6. There will be no significant difference between the treatment sample's pretest and posttest scores on the test topic future planning as measured by the Preparation for Adult Living Test.

7. There will be no significant difference between the Preparation for Adult Living treatment sample's overall scores and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.
8. There will be no significant difference between the treatment and nontreatment sample's scores on employment skills as measured by the Preparation for Adult Living Scale.

9. There will be no significant difference between the treatment and nontreatment sample's scores on life coping skills as measured by the Preparation for Adult Living Scale.

10. There will be no significant relationship between the treatment sample's scores on employment and life coping skill items as measured by the Preparation for Adult Living Scale.

Significance of the Study

Research indicates that basic independent living skills training is not adequately provided for a large portion of adolescents who have severe emotional and behavior disorders (Grosenick and Huntze 1980). While it is important to provide adolescents with the skills necessary for a productive and secure life, it is also important to discover if the skills provided are worthwhile and if they are being used by the adolescents.

In a review of literature on adolescent transition, Harnish and others (1987) present numerous studies and reports on the identified needs of youths in substitute care and descriptions of available services for independent
living. A study conducted by Ryba (1989) identifies the lifestyle and independent living skill needs of eighteen to twenty-six year olds. Ryba's study revealed that approximately 69 percent of the respondents were unprepared for independent life.

Ronnau (1989), who explored the needs of emotionally disabled adolescents in the community, suggests four areas of concern: (1) the selection of appropriate educational settings for the delivery of independent living skills; (2) increase in support for adolescents from caregivers; (3) the development of independent living skills for emotionally disabled adolescents, and (4) increases in the involvement of adolescents in normal community activities.

The aspect of community involvement most familiar to the public is employment, or unemployment. The question of employment deals directly with a major portion of independent living skills and services. The nation's economic and societal conditions are judged mainly on the number of individuals who are employed or unemployed. An individual's sense of value, worth, and motivation for a productive life is often based on his or her employment status. Plata (1981), who compared emotionally disturbed and normal adolescent males' occupational aspirations, found that the occupational aspirations of emotionally disturbed adolescents were significantly lower than those of normal adolescents. Much of this disparity is due to low self
esteem and lack of successful experiences in daily living situations. The need to increase emotionally disturbed adolescents' positive perceptions of vocational programs and benefits can be improved by training adolescents for immediately successful independent living experiences.

Billingsly and Neel (1985) identified the need of adolescents to generalize trained behaviors to other environments. They found that when another behavior in the environment produced a result for the adolescents that effectively competed with a trained behavior, the newly trained behavior did not occur outside the training setting. Although trained behaviors for emotionally disturbed adolescents are often successful in the classroom environment, old habits and behaviors soon reappear once adolescents are outside the influence of the classroom. Wells (1991) suggests the need to develop more empirical hypotheses about characteristics, treatment experiences, and outcomes and to use experimental and quasi-experimental methods to assist in generalizing learning to the outside world.

Billingsly and Neel (1985) present four points to consider as fundamental to independent living skill services:

1. The need to develop delivery systems that teach direct skills in places where the problems exist.
2. The need for additional information by direct observation and behavior measurement, and a need to develop standardized skill check lists based on individual youths.

3. The need to develop alternative, non-school environments designed for emotionally disturbed and behavioral disordered students.

4. The need to focus on present problems and interventions that have an immediate impact.

Trupin, Forsyth-Stephens, and Low (1991) found that emotionally and behaviorally disordered adolescents were deficient in basic independent living skills, and that additional post-training evaluation of independent living skill learning outcomes was needed.

Definitions of Terms

The following terms were defined for use in this study:

Behavior disorder is the manifestation of an emotional instability of an adolescent, which may be presented as delinquency, criminal activity, inability to interact with others, or the inability to function adequately in society.

Competency-based is an instructional approach that uses specific criteria stated in the form of performance objectives. Achievement of the performance objectives is determined by successful completion of the performance criteria.
Emotional disturbance describes an adolescent with symptoms of emotional distress, as determined by a licensed mental health professional.

Independent living services are programs and instructional curriculum designed specifically to deliver independent living skills to persons who demonstrate an inability to function without substantial outside assistance.

Independent living program is a supervised program designed to provide adolescents with a realistic living experience and an opportunity to apply learned skills in an apartment setting where apartments are owned and operated by the treatment center and monitored by assigned staff. The program also provides a good method for helping adolescents with their transition from the treatment center to full separation from treatment.

Independent living skills describes an individual's ability to undertake self-care and self-advocacy; to live with limited or no outside supervision; to undertake competitive employment, training or education; to travel in a community using public or private means; to use community services; to participate in community recreation; and to interact with others on an equal basis.

Performance criteria are the specific steps or demonstrated tasks required to successfully complete a core element skill or objective.
**Performance objectives** are the stated goals of the core element which must be correctly demonstrated or performed by criteria standards.

**Preparation for Adult Living** is the independent living skills training program used for sixteen- to eighteen-year-old adolescents with emotional or behavioral disorders at the Lena Pope Home residential treatment center.

**Residential treatment centers** are a private or public, non-profit or for-profit facilities that focus on specific treatment populations, such as emotionally or behaviorally disordered adolescents. The treatment centers offer a variety of programs. Some programs are located off-campus. Living arrangements are designed to separate adolescents into small family-style groups of no more than eight adolescents which are lead by family-teachers.

**Substitute care** describes the care of adolescents who are under the guardianship of an agency or are placed in a public or private institution other than with their parents or original legal guardians.

**Emancipation** is the age at which an adolescent is free to live without parental or guardian supervision. Emancipation is determined by the courts, affords adolescents the legal responsibilities of adulthood, and increases their legal capacity to enter business transactions. At emancipation, adolescents lose the legal protection provided for minors.
Limitations

Subjects for the treatment sample were limited to adolescents between sixteen and eighteen years of age who had not received previous independent living skills training and who had completed the minimum performance requirements of the Preparation for Adult Living training at the Lena Pope Treatment Center in Fort Worth, Texas.

Subjects for the nontreatment sample were limited to adolescents whose age, gender, and reading and educational levels were similar to those of subjects in the treatment sample and who had not received independent living skills training in the past.

The population and ecological validity of this study can only be generalized to an experimentally accessible population with the same characteristics of age, gender, reading and educational level, lack of previous independent living training, and emotional and behavioral disorders. The results of treatment can be generalized to subjects receiving an equivalent training program treatment under environmental conditions that are similar to those experienced by the subjects in this study.

Delimitations

Only those skills and competencies directly related to the course objectives were investigated. It was understood that the various levels and causes of emotional disturbances
and behavioral disorders would, to some degree, influence students' learning during and after the training, and that subjects would participate in the sessions learning activities. The measurement used for adolescents' application of the skills learned in the Preparation for Adult Living gathered data only on the subjects available at the conclusion of the training period.

The Hawthorne Effect was minimized by the design and procedures of the study. The design prevented interaction of the treatment and non-treatment groups, which eliminated the competitive influence on the treatment group. References about the non-treatment group and the variables of this study were not made to the treatment group during the study. The purpose of the study given to the subjects was unrelated to the true purpose of the study. The subjects had participated in research and were familiar with testing. The John Henry and Pygmalion Effects were reduced by comparing the learning gains and outcomes of the treatment and nontreatment samples after the training period and by preventing the conveyance of study expectations to the subjects.

Assumptions

The following assumptions applied to this study:

1. The respondents who completed the Preparation for Adult Living Scale had direct knowledge of the daily
behavior and activities of the subjects and used adequate
time and care in reporting their rating of the subjects.

2. The instruments used were valid and reliable.

3. The statistical methods used to determine
differences and relationships between the treatment and
nontreatment samples were appropriate.

4. The subjects had opportunities to display and use
their acquired skills in their daily activities.
CHAPTER II

REVIEW OF THE LITERATURE

Trends in Independent Living Services

A survey completed by the Department of Health and Human Services (Cook 1986), found that 40 percent of youths in substitute care were adolescents and that most of the adolescents were unlikely to return to their families. Approximately 34 percent of the eighteen year olds in substitute care had completed high school. Less than half of the youths discharged from treatment centers and institutions had received any independent living services, or had received little experience in independent living. They also found that almost all adolescents in substitute care were from neglected or abusive homes, and that 33 percent of the adolescents who had been discharged relied on public aid for their support. The survey reflects a review of the literature and telephone interviews with administrators from twenty-five states, and from more than sixty public and private child welfare agencies that provided independent living services.

In a survey of forty-three state special education directors, Weiser (1984) found that the respondents anticipated an emphasis on development of career and
independent living skills, early intervention, and in-service education for regular teachers and principals. Weiser also traced a trend of special programs from dependence on regular education instructional materials, curriculum approaches, and infrequent assessments, to increased participation of interdisciplinary staff and placement of formerly institutionalized students in public schools. Weiser's findings suggest that there is a trend to mainstream students who have received treatment into the public education system, which requires preparation of treated students for mainstreaming in public school systems.

Most independent living services have four phases: informal learning through trial and error experience, formal learning through traditional schools and classrooms, supervised practice using experiential learning, and self-sufficiency learning by placing the adolescent in a realistic and independent situation. Most adolescents learn independence skills over a period of several years, with the support of adults. Adolescents from dysfunctional families have very limited opportunities to practice independence in the typical manner. Multiple placements, low self-esteem, and fear of failure and embarrassment greatly hinder their learning and use of independent skills. The cognitive and performance aspects of the mastery of skills are often missing for adolescents in residential treatment centers. A multilevel approach provides the combination of information,
problem solving, self-instruction, practical experience, and communication skills, and the support system required by adolescents to master independent living skills.

Allen, Bonner, and Greenan (1988) reviewed legislation for independent-living services, beginning with the 1986 Independent Living Initiative (Section 477, Title IV-E of the Social Security Act). The Title IV Initiative was designed to provide services to help sixteen- to eighteen-year-old adolescents in the transition from substitute care to independent life in society. The legislative acts were prompted by reports and news articles about the state of the nations' foster care system and its inadequate support of older adolescents. A longitudinal study by Valdes (1990) revealed that one-third of the eighteen- to twenty-year-old population discharged from substitute care became dependent on public aid within fifteen months of their discharge. In addition, two-thirds of the inmates in the state prison system and one-third of the youths in juvenile detention had been in foster or substitute care. Almost 45 percent of the individuals in substitute care at the end of fiscal year 1985 were thirteen or older. Although the total number of youths in foster and substitute care has declined sharply in the last decade, those currently entering the foster care system are older, on average, and have more troubled histories.
Before 1980, the objectives of the foster care system were to prevent out-of-home placements and to achieve a level of permanency for youths when out-of-home placement was necessary. The objectives for preventing out-of-home placement and achieving permanency were not responsive and were not able to support the needs of youths who were unable to return home. While the foster care system does not have the aim of preparing youths for independent living, studies consistently indicate that youths in foster care require specific preparation for independent living (Mech 1988). Currently, the most popular mechanisms for helping discharged youths are independent living programs. The majority of independent living programs are new, because legislation specifically for independent living services began after 1980. The central aim of the services is to prepare youths to function without relying on public aid or the social safety net.

**Independent Living Service Models**

Most programs for emotionally disturbed adolescents operate in a restrictive environment. According to Levine and Greer (1984), adolescents do best in a restrictive environment with a small number of students and increased teacher contact. This environment allows students to concentrate on the skills needed without the additional distractions that mainstream students face in a regular
school. A five-year program developed in Salem, Oregon, for emotionally disturbed adolescent students, trains for vocational and associated skills. The vocational program has shown that special needs population adolescents can be prepared for competitive employment in the community (Evans 1987).

Models for treating emotionally disturbed adolescents generally use a combination of three approaches; intervention, behavior management, and teacher-learning (Lyndall 1982). Individual treatment centers often operate philosophically on one strategy or approach.

Lyndall (1982) describes three common approaches--intervention, behavioral, and teaching-learning--used in delivering the curriculum and skills. The intervention approach uses psychoeducational, environmental, or supportive techniques which are more therapeutic, and uses counseling methodology to identify and treat adolescents' problems. Hagborg (1988) found that strong interventions can make a lasting impact when conducted in a structured learning environment. Interventions are very specific and structured for behavior modification (Skinner 1966). The most prevalent intervention strategy, as identified in three research studies, uses behavioral methods and techniques. In a study by Morse, Cutler, and Fink (1964), 33 percent of the intervention techniques were behavioral. Fink, Glass, and Guskin (1975) found that 36 percent were behavioral.
Kavale and Hiroshen (1980) reported that 62 percent of the intervention approaches used the behavioral methodology.

Behavior management is similar to the intervention strategy, but is designed toward the prevention of inappropriate behaviors. This strategy draws from several behavioral theories, but generally follows the sequence of surface management, interpersonal management, group management, and classroom environment management. This approach aims at the systematic and self-management control of behaviors (Brickman and Dey 1991).

The teaching-learning strategy is more dependent on the curriculum experiences of the teacher and students. A teacher’s style may range from authoritarian, problem-solving, and guiding to individual learning (Friedman 1982). Classroom dynamics become a consideration in delivering the curriculum and are a significant factor. Examples of successful programs include Project WorkAbility (Henderson 1989) and the Independent Living Lifebook (Knutson 1986). Both use the vocational education premise of product and process to train for independent living skills.

Employability development, described by Modrcin and Rutland (1989), entails four basic components: fundamental educational skills of reading, writing, speaking, and computation; pre-employment skills of job finding, application, and interviewing; work maturity using good work habits and behaviors; and marketable skills for a trade or
occupation. In a New York Jobs and Independence for Youth program operating since 1988, 50 percent of the participants found immediate employment, and more than 70 percent were employed six months after graduating from the program (Moynihan 1988). The jobs obtained by the youths were not subsidized or supported by any other job program. The youths found and secured the jobs without substantial help and were selected by the employers based on the merit of their own skills. The New York program focused on training youths to identify potential employers, prepare applications, handle interviews, and cope with job rejections.

**Texas Independent Living Services**

The Texas Department of Human Services agency is responsible for the provision of child protective services. The agency operates with ten administrative regions, each responsible for implementing and delivering services. The Texas Department of Human Services develops policies, allocates funds, and monitors programs and services for federal and state compliance.

The creation of independent living services in 1985 focused on the purpose of helping youths in substitute care to prepare for emancipation by enhancing their ability to live independently. The policy of the independent living services is to provide the minimum level of independent
living skills to all youths who are sixteen years or older. The services include fundamental training for independence, group and individual counseling to deal with issues of emancipation and independence, and educational and vocational training. Approximately $2 million allocated annually for independent services from federal agencies. State funding is used to serve sixteen- to eighteen-year-olds who are not eligible for federal funding.

The Texas Department of Human Services suggests the following skill areas for independent living services:
(1) career planning; (2) finding and keeping a job; (3) locating and maintaining housing; (4) maintaining health and family planning; (5) money management; (6) knowing legal rights and responsibilities; (7) using community resources; (8) home management; (9) finding and arranging transportation; (10) child rearing and parenting skills; (11) educational and vocational skills; (12) socializing skills; (13) communication skills; (14) time management; (15) problem solving and decision making; (16) interpersonal skills; (17) setting realistic goals; (18) self-esteem; (19) value clarification; (20) dealing with aggression, anger, frustration and rejection.

The Texas Department of Human Services requires follow-up contact with individual youths between 85 and 100 days after their discharge. Each region has its own curriculum for independent living services. In September 1988,
standardized pretests and posttests were developed statewide to evaluate adolescents' skill competencies. To determine adolescents' success in adapting to independent living after discharge, six factors were considered in the agency evaluation: employment status, income level, dependence on public assistance, criminal records, marital status, and parental status.

The Preparation for Adult Living Model

The independent living skills training at residential treatment centers focus on skills that are not addressed in other on-site individual and group programs. Related skills such as interpersonal skills, self-esteem enhancement, and values clarification are not directly addressed by the Preparation for Adult Living treatment.

The Preparation for Adult Living course has six core skill components and is designed to be delivered over a six-month training period. The training environment uses both classroom and field-based learning. Classrooms are furnished to create a casual and open atmosphere and accommodate a maximum of twelve students. Classrooms are intended to serve primarily as a meeting place for discussions, practice work, simulations of field learning encounters, and preparation for scheduled field-learning activities. The strategy of the training is
competency-based and involves extensive rehearsal before performing the skills at the actual location.

The two main material components of the Preparation for Adult Living course, are the student kit and the teacher manual. The student kit contains a training notebook binder which is used by students to keep completed core skill worksheets. The student kit also contains notepads, pens and pencils, a personal record organizer, a pocket sized organizer and calendar, posters, a pocket calculator, a dictionary, imitation money, and a variety of road maps. The teacher manual contains the training schedule, attendance sheets, training session evaluations, student evaluations, pretest and posttests, the core element session objectives and outcomes, final student evaluations, billing and mileage reports, and certificates of achievement.

Evaluating Independent Living Services

More than two-thirds of the states currently conduct individual assessments of the independent living skills needs of adolescents in substitute care and track discharged students. One-half of the states relate independent living skills to education and vocational training and employment (Evans 1987). In the last decade, attention has been focused on assessing the value of independent living services and on the impact of the services on the consumer.
Tatara and others (1988) suggest that independent living skills programs be evaluated using pretests and posttests of performance skills and comparing the scores to determine the level of competence. They suggest that the impact of the skills on participants' living conditions be determined using a follow-up posttest comparison between treatment groups and control groups.

Few of the existing services have been formally evaluated to determine whether the skills taught are beneficial and realistic for youths and whether the skills meet the goal of increasing youths' abilities to function without public support. New models for independent living services are emerging, due to the Title IV-E Independent-Living Initiative and the decreasing level of federal and state funding. Programs are expanding to include preteens and early adolescents, and the issues of employment and career.

With demonstration projects, guidelines are becoming better defined and more useful to the administrators and staffs of residential treatment centers. Attention is now being directed to documenting the effects of independent living services under actual operating conditions.

**Independent Skills and Employment**

A literature survey conducted by Harnish and others (1987), indicates a strong emphasis on the use of employment
outcomes as a means to determine the effectiveness of independent living skills training. The rationale presented is that employment outcome is the single most important factor in a person's sense of worth, motivation, and ability to use related skills. The ability to secure and manage a household, to arrange for transportation, to have a healthy relationship with others, and to enjoy recreational activities is largely influenced by having a satisfying and productive job.

The most frequently used variables of employment outcomes are employment status, income, nature of job, unemployment rates, retention rates, job satisfaction, work history, number of hours employed, and method of job attainment (Harnish and others 1987).

Titone (1988), who investigated the independent variables of age, educational level, living situation, interpersonal skills, and training and employment outcomes, found a high correlation between the variables of employment outcome and training, employment history, and interpersonal skills, in order of importance. Titone's findings suggest that training that is job-related and skill building may be more useful than formal education skills.

Review of the literature reveals a wide variety of approaches and models used by independent living services to deliver skills to adolescents who need help to live independently in society. Although most models include the
basic skill subjects of occupation and work, housing and home management, health, money management, transportation, parenting, and interpersonal skills, there is disagreement about which skills and outcomes should be used as a standard measure for assessing the effectiveness of independent living services. The high percentage of studies conducted on employment outcomes, however, indicates some degree of consensus on the use of employment outcomes as an important reference for skill relevance.
CHAPTER III

METHODOLOGY

The design of the study, the instruments, the experimentally accessible population and sample, the procedure used to collect the data, and the method used for data analysis are described in this chapter.

Research Design

A quasi-experimental posttest control group design was used for this study (Campbell and Stanley 1963). This design was selected in order to determine the effects of the Preparation for Adult Living training program offered to adolescents under the substitute care of a residential treatment center, and because the true experimental design requirement of randomly assigned subjects to the treatment and control groups could not be met due to the use of intact groups.

The quasi-experimental posttest control group design controls for most internal and external threats to validity, except for regression, selection interaction, and pretest interaction (Campbell and Stanley 1963). The threat of statistical regression, selection interaction, and pretest interaction is minimized by the six-month training period, selection of independent group samples for the treatment and
nontreatment groups, and use of a non-reactive test of achievement (Gay 1987).

The quasi-experimental design also provides a more representative reflection of the actual environment and conditions of the subjects' skills and yields a more accurate measure of the outcomes of the subjects' use of the learning gains. This increases the generalization of the findings by conducting the study in the subjects' current educational and community setting.

Instrumentation

The data for this study were collected from student and staff responses on the Preparation for Adult Living Test and Scale instruments. The first instrument, the Preparation for Adult Living Test, was used to determine the level of learning gains of students participating in the training. The second instrument, the Preparation for Adult Living Scale, was used to determine students' learning outcomes and behavior after the training as compared to a nontreatment sample. Each of the six components of the Preparation for Adult Living Test addresses the topic of personal skills, job skills, money management, housing and transportation, health and future planning (Appendix B). The post-training Preparation for Adult Living Scale was developed from the training program performance objectives and criteria, and consists of two elements. The first element addresses
independent living skills that directly relate to employment. These are referred to as employment skills in this study. The second element addresses independent living skills that directly relate to skills that are not employment related. These are referred to as life coping skills in this study. The Preparation for Adult Living Scale uses a seven point Likert-Type scale to record the occurrence and performance of selected independent living skills. The scale was administered to the training staff and employers in order to rate the post-training treatment and nontreatment samples.

The reliability of the Preparation for Adult Living Test was determined by calculation of Cronbach's Alpha, the Guttman split-half, and the Spearman-Brown coefficient.

Cronbach's coefficient indicates a relatively low internal consistency of .5920 and the standardized item alpha of .5984, with the split-half and Guttman indicating a low overall test reliability of .3286 and .4852, respectively. The equal and unequal length Spearman-Brown coefficients are almost identical with an alpha of .4947 and .4950 respectively, which indicates the split-half length is adequate for computation.

The reliability of the Preparation for Adult Living Scale, which was constructed specifically for measuring post-training learning outcomes, used the same statistics as the Preparation for Adult Living Test. The internal consistency is acceptable with a Cronbach coefficient of
.9703 and a standardized item alpha of .9671. The split-half and Guttman indicate a corresponding coefficient of overall reliability of .7494 and .8450, respectively. The similarity of the equal and unequal length Spearman-Brown coefficient of .8567 and .8568 respectively, indicates the split-half length is adequate.

The content validity of both instruments was based on the behavior objectives of the Preparation for Adult Living program (Appendix B). The Preparation for Adult Living Test (Appendix C) was constructed by the Texas Department of Human Services, and test items were derived from a curriculum that was determined to be essential for an adolescent to succeed in living independently in the community. The Preparation for Adult Living Scale was constructed directly from the behavior objectives of the training, and scale items were designed to measure specific learning outcomes (Appendix D).

Preparation for Adult Living Scale items were designed for the specific population of participating adolescents. Because both instruments are based on the curriculum objectives of the Preparation for Adult Living program, the content validity is representative of the behaviors and performances measured in this study. No information was available concerning the criterion validity of either instrument, or the predictive validity of the Preparation for Adult Living Test.
Samples for the Study

The cluster sampling method was used for this study, because of the naturally occurring and pre-selection of the treatment sample. Subjects for the nontreatment sample were selected from the target population of adolescents in residential treatment at the Lena Pope Treatment Center. The nontreatment sample was selected by matching the characteristics of educational and reading level and the gender of students with no previous independent living skills training. Characteristic matching of the subjects in the nontreatment sample improves the precision of the statistical analysis, and reduces the standard error in the test of statistical significance (Borg and Gall 1986).

The training sample size \(n = 12\) was predetermined by the use of an intact group. Sampling bias was minimized by three factors: the subjects were nonvolunteers because of selection by predetermined criteria; there was no loss of training sample subjects during the training; and the subjects for the nontreatment sample were selected from the target population to match the training sample.

The rationale for using a similar control group refers to a quasi-experimental study by Brown (1970), who used behavioral and characteristically referenced groups rather than a traditional experimental control group. Brown indicates that it is appropriate to use characteristically and behaviorally similar groups for comparison.
Data Collection

The Preparation for Adult Living Test is made up of six tests on the topics of personal skills, job skills, housing and transportation, money management, health and future planning (Appendix B). Each of the six tests includes a pretest and posttest which have identical test items that are presented in the same order and format. The test topic personal skills has twenty test items, and the remaining test topics of job skills, housing and transportation skills, money management skills, health skills, and future planning skills have twenty-five items. The test items are multiple choice, true and false, and sentence completion.

The Preparation for Adult Living Scale was designed for staff members and employment supervisors with direct knowledge of subjects' daily activities. Appendix C contains a sample of the scale and the instructions that were given to the respondents. The scale items consist of a behavior statement with an adjoining seven-point Likert-Type scale. There are thirty-seven items on the scale, with the employment and life coping skill items intermixed.

The Lena Pope Home serves a population of approximately 183 adolescents whose ages range from sixteen to nineteen years. Residents are categorized as having mild to severe emotional disturbances and behavioral disorders. The demographics of the total population of the treatment center are presented in Table 1.
The reading level of the population ranges from 2.2 to 12.9, as determined by the Wide Range Aptitude Test instrument. The average length of an adolescent's residence is 7 1/2 months. Residents' Intelligence Quotient ranges from 68 to 109 as determined by the Wechsler Intelligence Scale for Children instrument.

TABLE 1

DEMOGRAPHICS OF THE TOTAL POPULATION

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percent (N = 183)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
<td></td>
</tr>
<tr>
<td>12th grade</td>
<td>13.0</td>
</tr>
<tr>
<td>11th grade</td>
<td>18.0</td>
</tr>
<tr>
<td>10th grade</td>
<td>21.0</td>
</tr>
<tr>
<td>9th grade</td>
<td>32.0</td>
</tr>
<tr>
<td>8th grade</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>48.0</td>
</tr>
<tr>
<td>Females</td>
<td>52.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: As of January 1, 1992

The demographic characteristics of educational level and gender for the training sample are presented in Table 2. The reading level of the sample ranged from ninth to twelfth grade level, as determined by the Wide Range Aptitude Test. Intelligence Quotients ranged from 91 to 107, as determined by the Wechsler Intelligence Scale for Children. The sample
tended to score in the upper ranges on the educational, reading and Intelligence Quotient levels compared to the total population. The gender of the sample was markedly dissimilar from that of the total population. Seventy-five percent of the students in the treatment sample were female.

TABLE 2

DEMOGRAPHICS OF THE TREATMENT SAMPLE

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percent (n = 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
<td></td>
</tr>
<tr>
<td>12th grade.</td>
<td>18.0</td>
</tr>
<tr>
<td>11th grade.</td>
<td>32.0</td>
</tr>
<tr>
<td>10th grade.</td>
<td>32.0</td>
</tr>
<tr>
<td>9th grade.</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>25.0</td>
</tr>
<tr>
<td>Females</td>
<td>75.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: As of January 1, 1992

The procedure for the collection of data began by informing students the purpose and procedures of the study. This was followed by a question and answer period. Next, consent forms for human subjects were explained, completed, and placed in the students personal files (see Appendix E). Students in the treatment sample were not informed about the nontreatment sample.
The six topic tests of the Preparation for Adult Living Test were administered to the Preparation for Adult Living training treatment group only. Students in the treatment sample were administered a pretest and posttest for each of the six topics. The six tests were administered approximately one month apart. A pretest of each topic was given at the beginning of the training session. A posttest followed each session. The amount of time required to complete the tests ranged from thirty-five minutes to one hour. None of the students in the sample required special arrangements for completing the tests. The pretests and posttests were scored after each class session and were returned to the students at the following session.

The tests were scored by assigning points to each test item. The test of personal skills, which has twenty items, was scored by assigning five points per item. Each of the tests—job skills, money management skills, housing and transportation skills, health skills and future planning skills—had twenty-five items, and each item was assigned four points. Test items were marked incorrect if all or part of the answers were missing or incorrect.

The subjects for the nontreatment sample were selected at the conclusion of the six-month Preparation for Adult Living training to prevent contamination of the treatment and nontreatment samples. Nontreatment subjects were matched with the treatment subjects on characteristics of
educational and reading level and gender and had no previous independent living skills training.

After nontreatment subjects were selected from the population, the staff and supervisors for rating the treatment and nontreatment samples were selected. This was accomplished by matching subjects with staff and supervisors who could provide the information required by the Preparation for Adult Living Scale (Appendix D). The Preparation for Adult Living Scale was then administered to the selected staff and supervisors for rating the post-treatment students and nontreatment subjects. The Preparation for Adult Living Scale respondents were given a sealed envelope containing a cover letter explaining the purpose and use of the data, the scale, and directions. After each respondent completed the scale, materials were returned in a sealed envelope. Follow-up calls were required to collect all of the scale instruments.

Statistical tests for significance were conducted using the Statistical Program for the Social Sciences (SPSS) computer program.

**Data Analysis**

A separate hypothesis was formulated for each of the six test topics. A $t$-test for correlated samples was computed for Hypothesis 1 through 6 to determine if there was a significant difference between the means of the
pretest and posttest of the training sample as measured by the Preparation for Adult Living Test (Appendix C). The .05 level of significance with a two-tailed probability was selected for the test statistic for hypothesis 1 through 6. The six null hypotheses for determination of significance were as follow:

**Hypothesis 1:** There is no significant difference between the treatment sample pretest and posttest scores on the test topic personal skills as measured by the Preparation for Adult Living Test.

**Hypothesis 2:** There is no significant difference between the treatment sample pretest and posttest scores on the test topic job skills as measured by the Preparation for Adult Living Test.

**Hypothesis 3:** There is a significant difference between the treatment sample pretest and posttest scores on the test topic money management as measured by the Preparation for Adult Living Test.

**Hypothesis 4:** There is no significant difference between the treatment sample pretest and posttest scores on the test topic housing and transportation as measured by the Preparation for Adult Living Test.

**Hypothesis 5:** There is no significant difference between the treatment sample pretest and posttest scores on the test topic health skills as measured by the Preparation for Adult Living Test.
Hypothesis 6: There is no significant difference between the treatment sample pretest and posttest scores on the test topic future planning skills as measured by the Preparation for Adult Living Test.

Null Hypotheses 7 through 9 were formulated to address the statistical significance of the Preparation for Adult Living Scale. For Hypotheses 7 through 9 the t-test for independent samples with a .05 level of significance for a two-tailed probability was used.

Hypothesis 7: There is no significant difference between the treatment sample overall scale scores and the nontreatment sample scores as measured by the Preparation for Adult Living Scale.

Hypothesis 8: There is no significant difference between the treatment sample scores on employment skills and the nontreatment sample scores as measured by the Preparation for Adult Living Scale.

Hypothesis 9: There is a significant difference between the treatment sample and nontreatment sample scores on life coping skills as measured by the Preparation for Adult Living Scale.

Hypothesis 10: There is no significant relationship between the treatment sample scores on employment and life coping skill items as measured by the Preparation for Adult Living Scale.
To determine if there was a relationship between the employment and life coping items of the training sample, a Pearson $r$ correlation coefficient was computed comparing the item groups of employment and life coping skills as measured by the Preparation for Adult Living Scale. A coefficient of .80 was selected for the level of significance.
CHAPTER IV

PROCEDURES FOR ANALYSIS OF THE DATA

Analysis of the data resulting from the responses of the students and staff are presented in this chapter. The data were gathered in July 1992 for the Preparation for Adult Living training period from January 1 to June 29, 1992. Subjects were residents on the campus of the Lena Pope Treatment Center in Fort Worth, Texas.

Restatement of the Null Hypotheses

1. There is no significant difference between the treatment sample pretest scores and posttest scores on the test topic personal skills as measured by the Preparation for Adult Living Test.

2. There is no significant difference between the treatment sample pretest scores and posttest scores on the test topic job skills as measured by the Preparation for Adult Living Test.

3. There is no significant difference between the treatment sample pretest scores and posttest scores on the test topic money management skills as measured by the Preparation for Adult Living Test.

4. There is no significant difference between the treatment sample pretest scores and posttest scores on the
test topic housing and transportation skills as measured by the Preparation for Adult Living Test.

5. There is no significant difference between the treatment sample pretest scores and posttest scores on the test topic health skills as measured by the Preparation for Adult Living Test.

6. There is no significant difference between the treatment sample pretest scores and posttest scores on the test topic future planning skills as measured by the Preparation for Adult Living Test.

7. There is no significant difference between the treatment sample overall scale scores and the nontreatment sample scores as measured by the Preparation for Adult Living Scale.

8. There is no significant difference between the treatment sample scores on employment skills and the nontreatment sample scores as measured by the Preparation for Adult Living Scale.

9. There is no significant difference between the treatment sample scores on life coping skills and the nontreatment sample scores as measured by the Preparation for Adult Living Scale.

10. There is no significant relationship between the treatment sample scores on employment and life coping skill items as measured by the Preparation for Adult Living Scale.
Analysis of the Data

The data gathered from the Preparation for Adult Living Test and the Preparation for Adult Living Scale instruments were statistically analyzed using the $t$-test for correlated samples and the $t$-test for independent samples, respectively. The relationship between the treatment sample's employment skills and the life coping skill items on the Preparation for Adult Living Scale was analyzed using the Pearson $r$ correlation coefficient.

**Hypothesis 1**: There is no significant difference between the treatment sample pretest and posttest scores on the test topic personal skills as measured by the Preparation for Adult Living Test.

**Hypothesis 2**: There is no significant difference between the treatment sample pretest and posttest scores on the test topic job skills as measured by the Preparation for Adult Living Test.

**Hypothesis 3**: There is no significant difference between the treatment sample pretest and posttest scores on the test topic money management skills as measured by the Preparation for Adult Living Test.

**Hypothesis 4**: There is no significant difference between the treatment sample pretest and posttest scores on the test topic housing and transportation skills as measured by the Preparation for Adult Living Test.
Hypothesis 5: There is no significant difference between the treatment sample pretest and posttest scores on the test topic health skills as measured by the Preparation for Adult Living Test.

Hypothesis 6: There is no significant difference between the treatment sample pretest and posttest scores on the test topic future planning skills as measured by the Preparation for Adult Living Test.

The t-test for correlated samples indicated no significant difference for test topics one through six as shown in Table 5, Appendix A. Thus, the null hypothesis of no significant difference is retained.

Hypothesis 7: There is no significant difference between the treatment sample's overall scale scores and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.

Results of the t-test for independent samples for the treatment and nontreatment samples are displayed in Table 3. As indicated, the test statistic of .000 demonstrates a significant difference between the treatment sample and the nontreatment sample. Thus, the null hypothesis for no significant difference is rejected.

Hypothesis 8: There is no significant difference between the treatment sample's scores on employment skills and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.
TABLE 3

t-TEST FOR INDEPENDENT SAMPLES
TREATMENT AND NONTREATMENT

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.22</td>
<td>.826</td>
<td>4.03</td>
<td>.708</td>
<td>4.89</td>
<td>.000*</td>
</tr>
</tbody>
</table>

*p < .05 level of significance (two-tailed probability)

The t-test analysis for differences of means between the employment skill items of the treatment sample and the nontreatment sample are displayed in Table 6, Appendix A.

The resulting .094 test statistic does not meet the .05 level of significance, and indicates no significant difference between the treatment and nontreatment sample's. Thus, the null hypothesis of no significant difference is retained.

**Hypothesis 9:** There is no significant difference between the treatment sample scores on life coping skills and the nontreatment scores as measured by the Preparation for Adult Living Scale.

The results of the t-test to determine significant differences of means for this hypothesis are presented in the following Table 4.
TABLE 4

**t-TEST FOR INDEPENDENT SAMPLES**

**LIFE COPING SKILL ITEMS**

<table>
<thead>
<tr>
<th>Treatment (N = 18)</th>
<th>Nontreatment (N = 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td><strong>SD</strong></td>
</tr>
<tr>
<td>5.41</td>
<td>.579</td>
</tr>
</tbody>
</table>

*p < .05 level of significance (two-tailed probability)*

The *t*-test statistic of .000 indicates a significant difference between the mean score on the life coping skill items of the treatment and nontreatment sample's. Thus, the null hypothesis of no significance is rejected.

Significant difference of individual item means were investigated. Test statistic data for the life coping items are provided in Table 7, Appendix A. As shown, thirteen of the total nineteen items are significant at the .05 level.

**Hypothesis 10:** There will be no significant relationship between the treatment sample scores on employment and life coping skill items as measured by the Preparation for Adult Living Scale.

The correlation coefficients of the treatment sample were determined by use of the Pearson *r* coefficient statistic method. The items, in order of relationship, resulting in a coefficient of .90 or greater were the three
life coping items of identifying and changing personal behavior, making and maintaining friendships, and keeping personal records, as compared to the three employment items of determining consequences of actions, using an acceptable and consistent method of decision making, and developing a life plan for career and life goals.

The items, in order of relationship, resulting in a coefficient between .80 and .90 were the four life coping items of household budgeting, use of bank accounts and credit, comparison shopping and consumer rights, as compared to the four employment items of acceptable work habits, working with others, proper termination of a job, and understanding the elements of a paycheck.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the background for the study, the purposes and procedures, and a review of the related literature is provided in this chapter. The findings of this study, the conclusions drawn from the findings, and the recommendations proposed are also presented in this chapter.

Summary

A major task for adolescents is to learn to operate independently in an interdependent society. Emotionally and behaviorally disordered adolescents have additional burdens in learning the skills required for independent living. Residential treatment centers have, in the past, focused exclusively on adolescents' specific disorders. Recently, however, researchers have discovered that adolescents are deficient in the basic skills of independent living. The Preparation for Adult Living program, developed by the Texas Department of Human Services, addresses this deficit by providing competency-based training for independent living skills.

The purpose of this study was to measure disordered adolescents' learning gains from participation in the
Preparation for Adult Living treatment program, and to measure their application of the independent living learning outcomes after graduating from the Preparation for Adult Living program.

In order to achieve the purpose, ten hypotheses were formulated to determine the impact of the Preparation for Adult Living program on adolescent participants.

1. There is no significant difference between the treatment sample pretest and posttest scores on the test topic personal skills as measured by the Preparation for Adult Living Test.

2. There is no significant difference between the treatment sample pretest and posttest scores on the test topic job skills as measured by the Preparation for Adult Living Test.

3. There is no significant difference between the treatment sample pretest and posttest scores on the test topic money management skills as measured by the Preparation for Adult Living Test.

4. There is no significant difference between the treatment sample pretest and posttest scores on the test topic housing and transportation skills as measured by the Preparation for Adult Living Test.
5. There is no significant difference between the treatment sample pretest and posttest scores on the test topic health skills as measured by the Preparation for Adult Living Test.

6. There is no significant difference between the treatment sample pretest and posttest scores on the test topic future planning skills as measured by the Preparation for Adult Living Test.

7. There is no significant difference between the treatment sample's overall scores and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.

8. There is no significant difference between the treatment sample's scores on employment skills and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.

9. There is no significant difference between the treatment sample's scores on lifecoping skills and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.

10. There is no significant relationship between employment skills and life coping skills as measured by the Preparation for Adult Living Scale.

A quasi-experimental posttest control group design was used, with a pretest and posttest to determine the Preparation for Adult Living treatment sample's (n = 12)
learning gains. The Preparation for Adult Living Scale was used to determine the post-training learning outcomes of the Preparation for Adult Living treatment sample and the nontreatment sample. During the Preparation for Adult Living program, a pretest and posttest for the topics of personal skills, job skills, money management skills, housing and transportation skills, health skills and future planning skills were administered to the treatment sample. After completion of the program, the Preparation for Adult Living Scale was administered to staff and supervisors to rate the treatment and nontreatment subjects. The Preparation for Adult Living Scale was then used compare the treatment and nontreatment samples' applications of the learning outcomes.

The review of literature shows a national trend to emphasize career and independent living development for youths in substitute care, and an increase in the mainstreaming of youths who have received treatment (Weiser 1984). Forty percent of the youths in substitute care are adolescents, and less than half of the youths discharged received any or more than minimal independent living services (Cook 1986). Valdes (1990) discovered that one-third of the discharged eighteen- to twenty-year-old population became dependent on public aid within fifteen months. Agencies involved in child protection and services have moved from the exclusive prevention of out-of-home
placements to the inclusion of services to assist youths who are unable to return home.

Current independent living services and treatment programs generally include a combination of three models, intervention, behavior management and teaching-learning. The most prevalent model, the behavioral management model, incorporates a systematic application of self-management techniques. The teaching-learning model is the second most frequently used model, and is based on the vocational education premise of product and process to train for independent living skills (Lyndall 1982).

According to the Texas Department of Human Services, the increasing number of non-placeable youths made it necessary to provide additional services for assisting youths who are in substitute care. This need for youths to become better prepared for emancipation from treatment centers led to the creation of independent living services in 1985. The Preparation for Adult Living model is a product of the independent living services effort, and focuses on skills that are not addressed in other on-site treatment programs.

The Preparation for Adult Living program has six core components or skill groups and is designed to be delivered over a six-month period. The program is competency-based and is limited to a maximum of twelve students per class. The teaching methods include a high level of hands-on
activities and experiential skill development. Practice of the skills is the focus of the learning curriculum.

The evaluation and assessment of the existing services are becoming the current focus. Several studies suggest that additional research is needed to determine the impact and worth of existing services (Evans 1987). This need is becoming even more important because of emerging new models for independent skills and the transition of adolescents who are exiting the treatment programs. Harnish and others (1987) indicate a strong emphasis on the use of employment outcomes as a means to determine the effectiveness of the services. Employment can greatly influence a person's sense of worth, motivation, and use of related personal skills. Tatara and others (1988) recommend the development of specific pretests and posttests for adolescents who are under substitute care and who receive independent living services. The data collected from the pretests and posttests would be used for comparison to determine learning gains from the program. A follow-up post-training measure is also necessary to determine the adolescents' use of their learning outcomes.

Harnish and others (1987) indicate that the use of employment outcomes as a measure of independent living skills training can be reliable as a determinant of program effectiveness. An investigation conducted by Titone and others (1988) revealed a correlation between the variables
of employment and training, employment history, and interpersonal skills, in order of importance. While there is some disagreement concerning which outcomes should be used as measures of program effectiveness, there is some consensus on using employment outcomes as a reference.

The treatment of emotionally and behaviorally disturbed adolescents has moved from a disorder-specific treatment approach to a more encompassing strategy for improving personal deficits. Treatment programs now include the provision of basic living skills as needed by adolescents to successfully function in the community. Services for providing a transition from a highly supportive treatment environment to self-dependence in the community are new and require assessment to determine whether they are providing the skills needed.

**Findings**

**Hypothesis 1:** There is no significant difference between the treatment sample pretest and posttest scores on the test topic personal skills as measured by the Preparation for Adult Living Test.

**Hypothesis 2:** There is no significant difference between the treatment sample pretest and posttest scores on the test topic job skills as measured by the Preparation for Adult Living Test.
Hypothesis 3: There is no significant difference between the treatment sample pretest and posttest scores on the test topic money management skills as measured by the Preparation for Adult Living Test.

Hypothesis 4: There is no significant difference between the treatment sample pretest and posttest scores on the test topic housing and transportation skills as measured by the Preparation for Adult Living Test.

Hypothesis 5: There is no significant difference between the treatment sample pretest and posttest scores on the test topic health skills as measured by the Preparation for Adult Living Test.

Hypothesis 6: There is no significant difference between the treatment sample pretest and posttest scores on the test topic future planning skills as measured by the Preparation for Adult Living Test.

The t-test statistic for correlated samples indicated no significant difference between the training sample pretest and posttest based on personal skills, job skills, money management skills, housing and transportation skills, health skills and future planning skills. Null Hypotheses 1 through 6 were retained.

Hypothesis 7: There is no significant difference between the treatment sample's overall scores and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.
The $t$-test statistic of .000 demonstrated a significant difference between the treatment sample's Preparation for Adult Living Scale means and those of the nontreatment sample. The null hypothesis for no significant difference was rejected.

Hypothesis 8: There is no significant difference between the treatment sample's scores on employment skills and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.

The $t$-test statistic of .094 indicated no significant difference between the employment mean scores of the treatment sample and those of the nontreatment sample. The null hypothesis of no significant difference was retained.

Hypothesis 9: There is no significant difference between the treatment sample's scores on lifecoping skills and the nontreatment sample's scores as measured by the Preparation for Adult Living Scale.

The $t$-test statistic of .000 indicated a significant difference between the means of the life coping skill items of the treatment sample and those of the nontreatment sample. The null hypothesis of no significant difference was rejected.

Hypothesis 10: There is no significant relationship between employment skills and life coping skills as measured by the Preparation for Adult Living Scale.
The correlation coefficients of the treatment sample were determined using the Pearson $r$ Coefficient statistic method. The three life coping items, in order of relationship, resulting in a coefficient of .90 or greater, were identifying and changing personal behavior, making and maintaining friendships, and keeping personal records, as compared to the three employment items of determining consequences of actions, using an acceptable and consistent method of decision making, and developing a life plan for career and life goals.

The four life coping items, in order of relationship, resulting in a coefficient between .80 and .90 were household budgeting, use of bank accounts and credit, comparison shopping, and consumer rights, as compared to the four employment items of acceptable work habits, working with others, proper termination of a job, and understanding the elements of a paycheck.

Conclusions

Based on the findings of this study, the following conclusions were drawn.

1. There was no significant difference in the pretest and posttest scores of students who received the Preparation for Adult Living training, thus indicating that no significant learning gains were made during the training. The reliability of the Preparation for Adult Living Test was
less than .50 on the Spearman-Brown and Guttman statistics. No information was available concerning the basis for the content validity of the Preparation for Adult Living test. No significant difference between the pretest and posttest may be due to the tests' inability to accurately measure the students' learning gains.

2. The lack of a significant difference between the pretest and posttest of the Preparation for Adult Living Test may be due to the low reading levels of the students, which may have been a confounding factor for the test respondents.

3. The Preparation for Adult Living Scale indicated a significant difference of learning outcomes between students receiving Preparation for Adult Living training and students not receiving training. The reliability of the Preparation for Adult Living Scale was greater than .90 on the Spearman-Brown and the Guttman statistics. The content validity of the instrument was considered adequate, due to the design of the scale items which were specific to the training objectives and the population.

4. No significant difference on employment skills was found between students who received training and students who did not receive training.

5. Students who received training demonstrated a significantly higher score in life coping skills than did students who did not receive training.
6. Students who received training demonstrated a significant relationship between employment and life coping skills. Students who rated highest on the life coping skills of identifying and changing personal behavior, making and maintaining friendships, and keeping personal records, also rated highest on the employment skills of determining consequences of actions, using a consistent method of decision making, and developing a life plan for career and life goals. The second highest relationship indicated that students who rated high on the life coping skills of household budgeting, use of bank accounts and credit, comparison shopping, and consumer rights, also rated highest on the employment skills of work habits, working with others, proper termination of a job, and understanding the elements of a paycheck.

Scores on the Preparation for Adult Living Test indicated that no learning gains were made by students during the training. However, the inadequate reliability and validity of the test must be considered as a possible source for inaccurate measurement. A difference was evident in the overall learning outcomes of students after the training, as measured by the Preparation for Adult Living Scale. The high coefficient of reliability suggests that the scale accurately measured the behavioral objectives of the training. The added consideration of adequate content validity points to a representative instrument.
Further investigation of the overall difference in the scale scores indicated that the life coping skills of the training was the reason for the overall difference in learning outcomes. Employment skills did not appear to have an impact on students who were in the training. Students who did well in the learning outcomes of changing personal behavior, initiating and maintaining friendships, and keeping personal records, also did well in employment related skills of understanding consequences of actions, being consistent in making decisions, and having a plan for career and life. The learning outcomes of budgeting and banking and consumer skills did correlate highly with the skills of work habits and working with others, and understanding a paycheck.

**Recommendations**

Based on the results of this study, the following recommendations are suggested concerning the effectiveness of the Preparation for Adult Living training program.

1. Although the Preparation for Adult Living Scale presents a high reliability coefficient and assumption of adequate content validity, a comprehensive study of the instruments' criterion and predictive validity is needed to improve its usefulness as a measurement of program effectiveness. Additionally, continued study is needed to assess the instrument for changing community standards.
2. Because of the nature of the student population and the learning environment, further study is needed to investigate internal and external variables of the classroom environment that affect students' learning gains and learning outcomes.

3. The low test reliability statistic of the Preparation for Adult Living Test, indicates additional study is needed to determine the accuracy and validity of the pretest and posttest instruments. The Preparation for Adult Living Test has no available data concerning its content and criterion validity. Because of the low reliability coefficient, a review of the instrument is needed to determine the cause for the inadequate reliability.
### TABLE 5

**t-TEST FOR CORRELATED SAMPLES**

**PRETEST AND POSTTEST**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pretest Mean</th>
<th>Pretest SD</th>
<th>Posttest Mean</th>
<th>Posttest SD</th>
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p = .05 level of significance (two-tailed probability).

### TABLE 6

**t-TEST FOR INDEPENDENT SAMPLES**

**EMPLOYMENT SKILL ITEMS**

<table>
<thead>
<tr>
<th>Treatment (N = 18)</th>
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*p > .05 level of significance (two-tailed probability)
TABLE 7

*t*-TEST FOR INDEPENDENT SAMPLES
PREPARATION FOR ADULT LIVING
LIFE COPING SKILL ITEMS

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<tr>
<th>Item</th>
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p < .05 level of significance (two tailed probability)
APPENDIX B

OBJECTIVES FOR THE PREPARATION FOR
ADULT LIVING TRAINING PROGRAM
Topic 1: Personal Skills

Objectives:

1. Each student will be able to handle conflicts with others by recognizing and preventing potential conflicts and be able to apply the appropriate steps in resolving conflicts.

2. The student will be able to apply the behaviors and skills necessary in getting along with others at work and in their daily encounters with others.

3. Each student will be able to recognize problems and apply solutions encountered in living with a roommate.

4. The student will demonstrate the techniques in listening accurately and actively in various situations, and will be able to accurately describe the listening partners meaning and conversation.

5. The student will be able to recognize various types of prejudice which may be encountered, and will understand the meaning of prejudice in everyday living.

6. Each student will demonstrate essential courtesies and manners towards others, and will be able to describe the reasons for courtesy.

7. Each student will be able to design a schedule of daily activities, resources and hobbies for leisure time.

8. Each student will be able to describe the consequences of sexual activities, describe basic family planning, birth control methods and AIDS protection.
Topic 2: Job Skills

Objectives:

1. The student will understand the importance of setting vocational goals, and each will produce a vocational goal plan for the next five years.

2. Each student will list the resources and activities required for finding a job, and will be able to read and interpret a personnel agency agreement.

3. Each student will be able to accurately complete a job application, and will be able to find the information needed to complete the application.

4. Each student will be able to locate available job positions using a newspaper, and will be able to interpret the job ad terms.

5. The student will demonstrate the appropriate dress for various jobs and situations, demonstrate the skills needed for a successful job interview, and will write a proper followup letter.

6. The student will be able to demonstrate the appropriate techniques of dealing with job frustrations.

7. Each student will correctly interpret a paycheck and its terms, how to report late arrival, requesting time off.

8. Each student will demonstrate dealing with undesirable assignments, proper handling of anger, appropriate behaviors in dealing with co-workers, and preparing for promotions.
Topic 3: Money Management

Objectives:

1. Each student will be able to correctly count money and make change.

2. Each student will demonstrate cashing a check at various locations, and will be able to obtain a money order.

3. Each student will be able to correctly complete an income tax form, and will be able to find and understand the needed information for the form.

4. The student will develop a household budget, and will demonstrate the decisions required for maintaining the budget.

5. Each student will demonstrate the activities in banking, using checking accounts, balancing the checkbook, interpret the bank statement, making deposits and withdrawals, and demonstrate the basic math needed in dealing with banks.

6. The student will be able to describe the steps in establishing good credit, using and understanding a credit card, use and understand the loan application, and interpret a lease to own agreement.

7. Each student will be able to comparison shop as a consumer in supermarkets and retail stores, and will develop a shopping list for food, clothing, and furnishings.
Topic 4: Housing and Transportation

Objectives:

1. Each student will demonstrate the steps in locating housing and understanding the newspaper ad abbreviations.

2. Each student will describe, interpret, and complete the steps in housing deposits, rental lease agreements, utilities, tenant rights, and household supplies.

3. The student will plan the steps in buying furnishings, and demonstrate the skills in making common household repairs and maintenance.

4. Each student will demonstrate the considerations and skills needed to select an appropriate roommate.

5. The student will describe the types of transportation, describe the costs of each transportation.

6. The student will demonstrate the use of public transportation in selecting routes and transfers.

7. The student will describe the costs, maintenance of a private vehicle, obtaining and maintaining a drivers license and insurance, demonstrate reading a map and intercity traveling.

Topic 5: Health

Objectives:

1. Each student will understand the importance of personal hygiene and grooming, and will be able to describe and demonstrate the steps in hygiene.
2. Each student will be able to correctly read a prescription bottle.

3. Each student will demonstrate the skills in applying first aid, list the basic first aid supplies, and be able to access the emergency care sources of fire, police and hospital.

4. Each student will describe the consequences of substance abuses in terms of legal issues, effects on self and others, dangers of abuse and prevention.

5. The student will be able to select a balanced menu from the four food groups, describe and demonstrate reading food labels, plan a seven day menu, and prepare meals from the planned menu.

Topic 6: Planning for the Future

Objectives:

1. Each student will develop a personal history and record book, and will complete forms for birth certificate application, drivers license, and other required documents.

2. Each student will describe the legal rights and responsibilities of being eighteen years old.

3. Each student will describe the skills needed for parenting and requirements for child support.

4. Each student will demonstrate the use of resources for free legal assistance, the post office, housing, and medical assistance.
5. Each student will describe, demonstrate, and understand civic issues of voting, state and federal elections, and issues of arrest.
APPENDIX C

PREPARATION FOR ADULT LIVING TEST
PERSONAL AND INTERPERSONAL SKILLS
PRE/POST TEST

1. If you are feeling low, a healthy way to feel better about yourself may be:
   a. overeating
   b. going to a party where drugs and alcohol are used
   c. volunteering to help someone in need

2. You are responsible for the happiness of:
   a. yourself
   b. everyone you know
   c. your family

3. If something bad happens to you that you have no control over, the best thing to do is:
   a. feel sorry for yourself and try to get everyone else to do the same.
   b. smoke a joint or go out drinking to show everyone you don't care.
   c. understand that you have control over your own feelings and can decide not to let them get you down.

4. When you get angry at your boss, the most responsible thing to do is:
   a. leave the job
   b. talk to your boss about your feelings after you've had time to "cool off"
   c. tell your boss how you feel immediately

5. In setting a vocational goal for yourself, the first thing to do is:
   a. talk to your school counselor about how to achieve the goal
   b. forget it, you probably couldn't do it anyway
   c. quit school and start on it immediately
6. List three leisure-time activities outside your home in the town where you live:

7. A good skill to use in listening to others is:
   a. turn on your radio for background music
   b. tell them to talk to someone else
   c. look them in the eye when they are talking to you

8. If someone asks you to do something you consider wrong, but you want the person to like you, you should:
   a. do what they suggest so they will like you
   b. act as though you are going with them but don't really do it
   c. tell them no

9. An example of a hobby is:
   a. working overtime because you like your work
   b. building a model airplane
   c. going to school

10. If someone's behavior is really bugging you, you should:
    a. try to change his/her behavior
    b. change your own attitude so it doesn't bother you
    c. punch their lights out

11. Write one or two sentences that you would use to introduce two people to each other:

12. Give two examples of good table manners:

13. Give two examples of bad table manners:

14. In planning to visit a friend out of state, which of these steps would not be helpful:
   1. contacting your friend to schedule you trip
   2. since you're not sure how long you will be gone, don't tell your boss when you'll be back

15. Give three conflicts that might arise with a roommate.

16. Give three steps you would take in resolving one of these conflicts:

17. List three negative consequences that might result from promiscuous sex:
18. List three negative consequences that might result from doing drugs:

19. List three negative consequences that might result from lying to your boss, parents or caretakers:

20. List the following items in order of importance in scheduling your time after you move out on your own:

   1. going out on a date
   2. getting to work on time
   3. watching television
   4. washing dishes and taking out the trash
JOB SKILLS
PRE/POST TEST

1. List four resources you could use to find a job:

2. A good resume will not include:
   a. list of all dates of employment
   b. social security number
   c. educational background
   d. job objective

3. Which is most important to a good job interview?
   a. feeling you can do the job
   b. wearing expensive clothes
   c. bringing a friend
   d. telling how many different schools you went to

4. Which of the following will help in an interview?
   a. bringing your parent or guardian
   b. good eye contact
   c. telling the interviewer you are in foster care
   d. honestly telling that you were fired from previous jobs

5. Standard job applications typically require all but one of the following:
   a. employment history
   b. social security number
   c. W-2 form
   d. educational history

   TRUE OR FALSE

   ___6. You should use a pencil to fill out a job application.

   ___7. You should skip or leave blank questions on the job application that do not apply to you.
8. If you apply for ten jobs, and do not get hired, you should give up because there is something wrong with you.

9. When you leave the interview, you should always thank the person and shake his/her hand.

10. Private personnel agencies often charge a fee to the employee.

11. Speaking clearly and loud enough to be understood is an important part of a successful job interview.

12. Want ads can be found in what section of the newspaper?
   a. sports section
   b. comic section
   c. lifestyle section
   d. classified section

13. A letter to follow up an interview will:
   a. tell the employer what he/she did wrong in the interview
   b. thank the employer for taking the time for the interview
   c. make suggestions for changes the employer should make
   d. tell the employer about your family

14. What is the difference between gross income and net income?

15. Your co-workers are talking about you behind your back. List two positive ways you would deal with this job frustration:

16. John is working in a bank as a teller. The most appropriate clothing for this job would be:

17. If you miss your bus and are going to be late for work, what should you do?
18. Your supervisor tells you to sweep the floor. This is not in your job description, and no one told you that you would have to do this. You should:

   a. call the supervisor's boss and tell him/her
   b. report this to the abuse hotline
   c. sweep the floor
   d. call a lawyer

19. List three things which may cause a person to be fired:

20. A good way to handle anger during work is:

   a. talk to one of your co-workers about how angry you are and why
   b. call your therapist or friend when you get angry
   c. take time out by walking outside until you calm down
   d. ask your supervisor if you can take a break and go outside and calm down

21. Which is the best way to ask for a raise?

   a. set an appointment with your supervisor and ask politely
   b. write a letter to the owner of the company
   c. remind your supervisor of how much you do, and demand a raise
   d. call the equal opportunity commission

TRUE OR FALSE

22. When you call in to say you will not be at work, it is alright to leave the message with the receptionist or a co-worker if the boss is not there.

23. If you find a better job, you should give your present employer at least two days notice so he or she will have time to find a replacement.

24. If someone at work says something bad about you or your family, you should quit your job immediately.

25. If you leave a job in the right way, you can use that employer for a good reference for future jobs.
BUDGETING

1. What is a budget?

2. If your money isn't lasting from one paycheck to the next, you should re-adjust your budget?
   true or false

3. List 6 regular expenses you would have to budget for each month.

4. You have budgeted $100.00 a month for the amount you can afford to spend on your car payment. Joe's Auto Sales has a car for no money down and only $30.00 a week. This is within your monthly budget.
   true or false

5. You earn $600.00 per month ($150 per week) in income. Your food is $50.00 per week. Your share of the rent per month is $150.00. Your share of the utilities is $35.00 per month, and you spend fifty cents per weekday on the bus to and from work. How much do you have left each month to save or spend on other items?
   a. $305.00
   b. $205.00
   c. $290.00
   d. $400.00

6. What is an emergency item that should be budgeted for?
   a. dry cleaning
   b. clothing
   c. car repairs
   d. concert tickets
CONSUMER EDUCATION

7. What is the best sales price for a six-pack soda?
   a. $2.99
   b. $1.99
   c. 3 six packs for $5.00
   d. 20% off regular price of $2.29

8. Which of the cans of tomato juice pictured below is the best buy?
   a. can A
   b. can B
   
<table>
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<th>16oz</th>
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9. Which item is the best sale?
   a. regular price $1.00; sale price $ .60
   b. regular price $ .25; sale price $ .17
   c. regular price $ .85; sale price $ .80
   d. regular price $ .90; sale price $ .45

10. If a box of cereal costs $4.60 and weighs 20 oz., and you use a .40 coupon, what would the price per ounce be?

CURRENCY

11. You give a store clerk a 5 dollar bill and a dime for an item that costs $3.10. How much should you get back?
   a. $1.10
   b. $2.00
   c. $2.10
   d. $2.90

12. How many quarters are there in two dollars?

13. You have a 5 dollar bill. You want to buy something that costs $2.99 plus 8% sales tax. How much change should you get back?
   a. 4 quarters, 2 dimes, 1 nickel
   b. 1 dollar bill, 3 quarters, 2 pennies
   c. 2 dollar bills, 1 penny
   d. 1 dollar bill, 1 quarter, 1 dime, 1 nickel
14. Fred has $3.00 for lunch. He goes to Tom's Hamburger Shack and looks at the menu. Fred wants a burger, fries and coke. Which one of the following items can Fred afford?

- super cheeseburger $1.99
- cheeseburger $1.69
- burger $1.50
- small fry $.50
- large fry $.75
- jumbo soda $.90
- small soda $.69

a. super cheeseburger, small fries, small soda
b. cheeseburger, small fries, small soda
c. hamburger, large fries, jumbo soda
d. cheeseburger, small fries, jumbo soda

15. If a pair of jeans cost $20.00 and they are on sale for 1/4 off, how much will you pay for the jeans?

BANKING

16. What is a money order?

17. Which would have the highest interest rate for a loan?

   a. bank
   b. credit union
   c. savings and loan
   d. finance company

18. Where can you cash your paycheck if you don't have a bank account?

19. What is a service charge on a checking account?

20. Joan has $430.00 in her checking account. She has written checks for the following amounts: $20.00, $36.00, $10.50, $75.00

   What is her new balance?___________

21. Kirk's bank sent a bank statement that was not the same as his check register. The first thing Kirk should do is:

   a. call the bank and complain about the difference of balances
   b. find out which checks have not cleared the bank
   c. withdraw all money from the bank
   d. write another check to correct the balance
CREDIT

22. What would be the most probable credit card you could get if you've never had a credit card before?
   a. visa
   b. american express
   c. department store
   d. mastercard

23. List one way to establish good credit.

24. Define the following terms on a credit card statement:
   a. unpaid balance
   b. monthly payment
   c. finance charge

25. What is the problem with "low weekly payment" type of credit?
1. List three things you need to consider when you are looking for a place to live?

2. What do the following words mean?
   1. apartment security deposit
   2. utilities
   3. lease agreement

3. If you were evicted from an apartment and you left your sofa and chair temporarily, the landlord has the right to keep them.
   true or false

4. If you think a deposit for electricity is too high, you should contact southwestern bell.
   true or false

5. Explain the following abbreviations which might appear in the apartment rental ads.
   1. nr bus
   2. $300.00 mo
   3. no lse
   4. utils pd

6. The television goes out as well as the lamp in the same room. The rest of the power in the house is on. What should you do first?
   a. check the circuit breaker
   b. call the power company
   c. buy a new television and lamp
   d. call an electrician
7. The toilet is about to overflow. Which should you do first?
   a. call a plumber
   b. call the maintenance man
   c. put drain cleaner in the toilet
   d. turn off the water supply to the toilet

8. List two places you could go to buy inexpensive furniture.

9. If you fail to pay your rent you could be evicted. 
   true or false

10. List four things to consider when looking for a roommate to share expenses:

11. If you break a lease, three of the following may happen. Which one will most likely NOT happen?
   a. lose your deposit
   b. have difficulty getting approved for another lease elsewhere
   c. establish poor credit
   d. the landlord will give you another apartment in the same complex

12. If you were in Dallas and were on your way to Houston to visit friends, you would be heading?
   _____north _____south _____east _____west

13. List three methods you could use to get to work, if you did not have a car?

14. List three things you should consider when buying a car.

15. When John filled up his car on July 1, with 12 gallons of gas, the odometer reading was 20,589. On July 8, he refilled the car with 12 gallons and the odometer reading was 20,778. How many miles per gallon is John getting?
   _____ mpg
16. How often does a drivers license have to be renewed?

17. What are three reasons why the state would take away your drivers license?

18. You should change the oil in your car every _____10,000 miles_____7,000 miles _____12,000 miles _____3,000 to 5,000 miles.

19. To charge your dead battery you put the black cable on the (-) negative battery pole and the red cable on the (+) positive battery pole.

   true or false___________

20. Your radiator is very hot and smoking. It is important to get the cap off as soon as possible and add water.

   true or false___________

21. Everytime you change city buses on your way home you must purchase a new ticket.

   true or false___________

22. List three types of transportation available if you are going from San Antonio to Corpus Christi.

23. Identify the following abbreviations found in car ads.

   1. at
   2. ac
   3. hdtp
   4. 4spd

24. Which is the least expensive way for traveling to and from school or work:

   a. taxi
   b. city bus
   c. greyhound
   d. amtrak
25. You are using a city map to find Main street. The map index shows the following: Main Street, D-9. What does D-9 mean?

a. Main Street is near Hwy D-9
b. the zip code for Main Street is D-9
c. Main Street is on the grid D-9
d. D-9 is the state number for Main Street
HEALTH PRE/POST TEST

FIRST AID

1. If you cut your arm or leg and are bleeding a lot, what should you do?
   a. apply band aids
   b. run the wound under water
   c. nothing
   d. apply direct pressure over the wound

2. What should you do first if someone has swallowed something poisonous?
   a. make him/her throw up in all cases
   b. make him/her drink a lot of water
   c. seek medical attention as soon as possible
   d. make him/her lie down and go to sleep

3. Mary Smith picked up the pills her doctor had told her to take. The druggist gave her the bottle shown below. How many pills should Mary take in one day?

   +-----------------------------+
   | TOPS DRUGS                 |
   | 320 Ash street             |
   | 201-7940                   |
   +-----------------------------+
   Rx Mary Smith
   Take 2 pills twice a day
   (morning and evening)
   No refill J. Smith MD
   2-1-91

4. What first aid supplies should you have in your apartment? List four.
5. What is a reason to go to the emergency room?
   a. cold
   b. hay fever
   c. fever of 104
   d. sore throat

SELF-CARE/HYGIENE

6. An example of good hygiene is:
   a. bathing once a week
   b. brushing your teeth daily
   c. wearing soiled clothing
   d. bathing on Saturday nights

7. List three things you should do daily to make sure you have a good appearance and do not have body odor.

8. Which item is not a personal hygiene item?
   a. toothpaste
   b. deodorant
   c. scarf
   d. soap

9. Janie is going for a job interview in an office and wants to impress the employer. Which is the right type of dress for an interview?
   a. shorts, tank top, tennis shoes
   b. jeans, sweatshirt, sandals
   c. skirt, sweatshirt, tennis shoes
   d. skirt, blouse, nylons, dress shoes

10. When do you use bleach in your laundry?

HEALTH/NUTRITION

11. Describe a healthy, balanced meal:

12. List the four basic food groups:

13. Which will lead to good health?
   a. skipping breakfast
   b. eating only junk food and not exercising
   c. exercise and good eating habits
   d. getting 5 hours of sleep a night
14. Raw vegetables provide more nutrition than canned vegetables.
   true or false

15. Describe an inexpensive, fast, nutritious breakfast:

**SUBSTANCE ABUSE**

16. Drugs and alcohol can do all but one of the following:
   a. lead to psychological and physical addiction
   b. increase your performance in school or on the job
   c. cause heart problems
   d. destroy brain cells.

17. Smoking marijuana during pregnancy is not a health risk to the baby.
   true or false

18. Alcoholism is a disease.
   true or false

19. Driving while under the influence of marijuana does not slow down your reaction time or impair your judgement.
   true or false

**SEXUAL RESPONSIBILITY**

20. A woman can get pregnant the first time she has intercourse.

21. Withdrawal is not a safe method of birth control if the man pulls out before ejaculation.

22. The best birth control method for you may not be the best method for your friend.

23. Douching can prevent pregnancy.

24. Condoms do not prevent the spread of VD.

25. What are the three known ways to get AIDS?
PLANNING FOR THE FUTURE
PRE/POST TEST

1. Suppose your case has been closed for 1 year and you need a certified copy of your birth certificate. What source would be used to obtain it?

   a. Texas employment commission
   b. hospital where you were born
   c. chamber of commerce
   d. vital records department in the capital city of the state in which you were born

2. The driver's license application you complete will have medical history questions? _______true _______false?

3. What skills do you feel that you need to learn to live out on your own? List four.

4. To register to vote you would contact the________ for an application.

   a. post office
   b. grocery store
   c. western union
   d. dept of public safety

5. Jane's boss gave her a W-2 form telling her how much she made and how much taxes she paid during the previous year. Jane should now?

   a. wait for her employer to file her taxes
   b. send the W-2 form to her bank
   c. attach the W-2 form to her completed federal income tax return
   d. discard the W-2 form

6. You should keep your birth certificate, social security card, high school diploma, drivers license number, credit card numbers all in one fire proof place.

   _______true _______false
7. Your resume should include the name of the high school or program from which you graduated or received your GED.

______true _________false

8. If you sent to a doctor for treatment for the first time would they ask you for your medical history?

______true _________false

9. You may obtain free legal advice at?

   a. social services office
   b. public prosecutors office
   c. public defenders office
   d. legal aid office

10. When you reach age 18 am I automatically given all the rights and responsibilities of an adult?

_______yes _________no

11. Can a store automatically withhold wages from my paycheck if I fail to make regular payments?

_______yes _________no

12. Can a father be required to support a child of his if he is not married?

_______yes _________no

13. What does the term collateral mean?

14. If you were arrested who should you call first?

   a. 911
   b. a friend you can trust to find a lawyer
   c. a bail bondsman
   d. the judge

15. If arrested, you have the right not to speak to the police or answer any questions until your attorney is present.

________true _________false
16. Which describes the difference between a college loan and a college grant?
   a. loan you don't pay back, grant you do
   b. grants are payable once a year, loans paid monthly
   c. loans you pay back, a grant you don't
   d. both a loan and grant are free

17. If you receive a grant to attend college can you receive more than one?
   ______ yes ______ no

18. You have to make good grades in high school or play sports well to be able to get a grant to pay for college?
   ______ yes ______ no

19. Which would give the best information about educational programs while you are in high school?
   a. armed forces
   b. guidance counselor
   c. encyclopedia
   d. the local job service

20. Vocational testing will not help you determine a career for the future?
   ______ true ________false

21. Which service is not offered by the post office?
   a. money orders
   b. income tax forms
   c. selective service registration
   d. housing information

22. If you needed to see a doctor but had no money, where would you go to receive medical attention?

23. When you are no longer in custody of the state, where are three places you could go for help if you had no money, food or a place to sleep?

24. If you are lonely or depressed, who could you call for assistance other than family or friends? List two:
25. Which of the following is a state elected official?

a. mayor
b. president
c. governor
d. city manager
APPENDIX D

PREPARATION FOR ADULT LIVING SCALE
TO: ___________________________ DATE: ____________
FROM: Career Services.

Career Services is interested in the quality of the Preparation for Adult Living (PAL) training being offered to the youth at Lena Pope Home. With Mr. Blevins approval, I have been assisting Angela Wooley by gathering information on the learning outcomes of the students who participated in the training. This package you have is a followup survey of that training.

Enclosed are directions along with the two surveys. Confidentiality is preserved by numbering each survey and ensuring no names are written on the surveys. Once the surveys are returned to Career Services, the data will be used to evaluate the retention level of PAL skills, after which the surveys themselves will be given to Career Services for disposition.

I know you are pressed for time, and so I've tried to keep the instrument as brief as possible. The survey should not take more than a total of ten minutes to complete two instruments. Thank you for your time in completing the survey. The information will help Career Services to improve their efforts to provide quality career choices and preparation for the youth.

sincerely,

Robert Hunter
DIRECTIONS

Please check to see if you have two surveys.

Please look at the following list of names:

DO NOT CIRCLE OR MARK THE NAMES ON THE LIST

THE LIST OF NAMES HAVE BEEN DELETED FROM THIS SAMPLE FOR PURPOSES OF CONFIDENTIALITY

IF YOU ARE FAMILIAR WITH ONE OR TWO OF THE YOUTH LISTED (E.G.: WORK WITH OR HAVE PERSONAL KNOWLEDGE OF THEIR DAILY BEHAVIOR), PLEASE COMPLETE A SURVEY FOR EACH OF THE YOUTH YOU KNOW.

If you select only one of the youth listed, please complete the second survey for another youth you know well.

At the top right hand corner of the survey is an "X". If the survey is for someone on the list, please circle the "X".

IF YOU ARE NOT FAMILIAR WITH ANY OF THE YOUTH LISTED, PLEASE SELECT TWO YOUTH YOU HAVE PERSONAL KNOWLEDGE CONCERNING THEIR DAILY BEHAVIOR AND COMPLETE THE TWO SURVEYS.

Please do not circle the "X".
**Instructions:**

There are 37 statements of behavior skills given on the left side of the survey. Read each statement and circle the number which indicates your first impression of how well the youth performs the skill. If you cannot respond to a statement because of a lack of knowledge about the youth, please leave blank.

7-Excellent: needs no supervision  
6-Very Good: rarely needs supervision  
5-Above average: occasionally needs supervision  
4-Average: needs supervision half the time  
3-Below average: needs supervision more than half the time  
2-Above unsatisfactory: can perform with continual help  
1-Unsatisfactory: cannot perform at all

<table>
<thead>
<tr>
<th>Behavior Skills:</th>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finds acceptable housing.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2. Demonstrates knowledge of landlord and tenant rights and leasing.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>3. Demonstrates knowledge of startup and maintenance costs of selected housing.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4. Locates and selects acceptable transportation.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>5. Demonstrates knowledge of costs for public/private transportation.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>6. Demonstrates use of maps/schedules in navigation.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>7. Demonstrates a specific plan to achieve selected goals for job search.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8. Demonstrates complete use of all available resources for locating a job.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
7-Excellent: needs no supervision
6-Very Good: rarely needs supervision
5-Above average: occasionally needs supervision
4-Average: needs supervision half the time
3-Below average: needs supervision more than half the time
2-Above unsatisfactory: can perform with continual help
1-Unsatisfactory: cannot perform at all

9. Produces an accurate, presentable resume. 1 2 3 4 5 6 7

10. Demonstrates ability to gather data for an application and fully completes an application accurately. 1 2 3 4 5 6 7

11. Demonstrates the proper arrangement of an interview, preparation and conduct of the interview and interview followup. 1 2 3 4 5 6 7

12. Demonstrates acceptable work habits and works well with others. 1 2 3 4 5 6 7

13. Demonstrates knowledge of proper termination of a job. 1 2 3 4 5 6 7

14. Demonstrates understanding of the elements of a standard paycheck. 1 2 3 4 5 6 7

15. Produces and uses a practical and reasonable budget for the situation. 1 2 3 4 5 6 7

16. Demonstrates opening and proper use of checking and savings account. 1 2 3 4 5 6 7

17. Demonstrates completing credit application and acceptable use of credit. 1 2 3 4 5 6 7

18. Demonstrates the practice of comparison shopping for food, clothing and household items. 1 2 3 4 5 6 7

19. Demonstrates an understanding of consumer rights and use of those rights. 1 2 3 4 5 6 7
7-Excellent: needs no supervision
6-Very Good: rarely needs supervision
5-Above average: occasionally needs supervision
4-Average: needs supervision half the time
3-Below average: needs supervision more than half the time
2-Above unsatisfactory: can perform with continual help
1- Unsatisfactory: cannot perform at all

20. Expresses emotions in an acceptable way. 1 2 3 4 5 6 7
21. Determines consequence of actions before acting. 1 2 3 4 5 6 7
22. Identifies desired personal behavior to change and uses methods to make change. 1 2 3 4 5 6 7
23. Uses an acceptable and consistent method of decision-making. 1 2 3 4 5 6 7
24. Demonstrates acceptable way to select and make friends, maintaining or terminating friendships if needed. 1 2 3 4 5 6 7
25. Actively plans and participates in group and individual recreation. 1 2 3 4 5 6 7
26. Demonstrates daily hygiene care. 1 2 3 4 5 6 7
27. Demonstrates acceptable grooming and appearance care. 1 2 3 4 5 6 7
28. Demonstrates safe use of medication by following label directions. 1 2 3 4 5 6 7
29. Demonstrates knowledge and use of local health resources. 1 2 3 4 5 6 7
30. Demonstrates knowledge of nutrition in planning meals and eating habits. 1 2 3 4 5 6 7
31. Demonstrates safety in cooking, using recipes, and cooking methods. 1 2 3 4 5 6 7
32. Describes types and use of birth control, family planning, and demonstrates a knowledge of sexual responsibility. 1 2 3 4 5 6 7
7-Excellent: needs no supervision
6-Very Good: rarely needs supervision
5-Above average: occasionally needs supervision
4-Average: needs supervision half the time
3-Below average: needs supervision more than half the time
2-Above unsatisfactory: can perform with continual help
1-Unsatisfactory: cannot perform at all

33. Consistently keeps ongoing and daily records needed for budgeting, taxes, social security, birth certificate, educational, health and medical, and personal items. 1 2 3 4 5 6 7

34. Uses original life plan for short and long term goals. 1 2 3 4 5 6 7

35. Uses educational plan consistently to help achieve life plan. 1 2 3 4 5 6 7

36. Uses educational resources. 1 2 3 4 5 6 7

37. Uses career plan along with life plan and educational plan. 1 2 3 4 5 6 7
APPENDIX E

CONSENT FOR STUDY PARTICIPATION
CONSENT TO PARTICIPATE IN PREPARATION FOR ADULT LIVING STUDY

I, __________________, agree to participate in a study of individuals participating in the Preparation for Adult Living at the Lena Pope Home campus in Fort Worth, Texas. The Preparation for Adult Living is a 6-month program designed to help the youth at Lena Pope learn how to live independently after graduating from the Lena Pope program.

The purpose of this study is to evaluate the effectiveness of the Preparation for Adult Living course in delivering the independent living skills to the students. We hope to use the information obtained from this study to modify and improve the course so that it will better serve you and others who participate in the course.

As a participant, I understand that my involvement in the study will have no effect on my participation in the Preparation for Adult Living course. I understand that periodically (2 or 3 times) I will be asked to participate in a number of interviews for my input and comments, occasional observations during the classtime, and complete questionnaires on my application of the skills I have learned. I understand I may be asked to participate in a survey after I graduate from the course.

I have been informed that any information obtained in this study will be recorded with a code number that will allow the researcher to determine my identity. The information will be kept secure and confidential at all times. At the conclusion of the study, the key that connects my name with the assigned number will be destroyed. Under this condition, I agree that the information obtained from the study may be used in any way thought best for publication or educational purposes.
I understand that there is no personal risk or discomfort directly involved in this study and that I am free to withdraw my consent and discontinue my participation in this study at any time. A decision to withdraw from the study will not affect my participation in the Preparation for Adult Living course. If I have any questions or concerns related to my participation in the study, I should contact the instructor or Preparation for Adult Living staff member.

__________________________________________  _________________
signature of participant                        Date
______________________________________________  _________________
investigator/researcher                         Date
______________________________________________  _________________
witness/instructor                             Date

THIS PROJECT HAS BEEN REVIEWED BY THE UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN PARTICIPANTS (Phone 817/565-3946; Dr. Peter Witt, Chairman Institutional Review Board).
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