*SMALL GROUP BEHAVIORAL TRAINING TO IMPROVE
THE JOB INTERVIEW SKILLS REPERTOIRE OF
MILDLY RETARDED ADOLESCENTS*

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Four retarded adolescents, enrolled in a short-term residential treatment program, received behavioral job interview skills training. Although potentially employable, each was unable to present himself effectively in standard employment interviews. Treatment consisted of a series of behavioral group sessions using instructions, modeling and rehearsal procedures to increase, in multiple baseline fashion, such skills as the adolescents' ability to disclose positive information about their experience and background, convey interest in the position and direct relevant questions to an interviewer. Effectiveness of treatment for each client was assessed by: (1) Objective ratings of performance during individual, structured role-play job interviews following each treatment group; (2) objective ratings of pre- and posttraining performance during tape recorded in vivo generalization job interviews at a fast-food restaurant; and (3) global evaluations of pre- and posttraining in vivo generalization interviews made by experienced personnel interviewers unfamiliar with the nature of the treatment. The results indicated that potentially employable retarded citizens can be successfully taught appropriate job interview behavior using a small group behavioral procedure. The need for such techniques in community and rehabilitation centers for retarded citizens and other clinical populations is discussed.

DESCRIPTORS: social skills, job interview training, group therapy, retarded adolescents

In recent years, behavioral and applied clinicians have directed research attention to the issues of increasing employability and job finding skills among handicapped or chronically unemployed populations. For example, Azrin and his

associates have described a behaviorally based job-seeking "club" using coaching, modeling, behavior rehearsal, and reinforcement procedures to teach a variety of job-finding skills to unemployed persons (Azrin, Flores, & Kaplan, 1975; Jones & Azrin, 1973). Other investigators have targeted specific social behaviors within the pre-employment interview for training using social skills remediation techniques because previous research has suggested that candidate interview behavior substantially contributes to final hiring decisions (Cohen & Etheridge, 1975; Drake, Kaplan, & Stone, 1975). Hollandsworth, Glazeski, and Dressel (1978) successfully modified a number of verbal and nonverbal job interview behaviors in a highly anxious and socially deficient college graduate who had been unable to perform adequately in

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interviews. Similarly, Furman, Geller, Simon, and Kelly (1979) were able to increase such job interview behaviors as commenting positively about one's experience, verbally conveying employment interest, and asking relevant questions during role-played interviews with three individually treated, job-seeking former psychiatric patients. Extending job interview skills training to a group treatment format, Kelly, Laughlin, Claiborne, and Patterson (1979) were able to increase the frequency of various appropriate job interview behaviors among formerly hospitalized aftercare patients who were seeking standard (nonsheltered) employment. In the study, each behavioral group training session consisted of instructions, modeling videotape exposure, and in-group rehearsal of targeted social behaviors appropriate to the job interview. Kelly, Laughlin, Claiborne, & Patterson (1979) found that all subjects increased their rates of the targeted social skills during role-played individual job interviews following each group training session. Posttraining role-played interviews, presented to a naive genuine personnel manager, were always evaluated more favorably than pretraining role-played interviews and most subjects were actually able to obtain employment following the interaction.

Job interview skills training has been used to increase the employment potential of relatively high-functioning college students (Hollandsworth, Dressel, & Stevens, 1977; Hollandsworth *et al.*, 1978) and recently discharged psychiatric patients (Furman *et al.*, 1979; Kelly, Laughlin, Claiborne, & Patterson, 1979), but a population that has received very little attention in the social skills training literature is the mentally retarded. Retarded persons, in addition to their intellectual subnormality, frequently exhibit deficient, idiosyncratic, and repetitive social behaviors that are likely to create unfavorable impressions toward them during interactions with nonretarded individuals. Although several studies have successfully taught retarded young persons to exhibit more appropriate behavior during everyday conversational interactions with

peers (Kelly, Furman, Phillips, Hathorn, & Wilson, 1979; Kelly, Wildman, Urey, & Thurman, 1979), an important area that has not yet received experimental attention is job interview training for the potentially employable retarded.

The extension of job interview skills training to this population is important for several reasons. First, given that retarded individuals often experience difficulty in behaving in a socially skillful manner with others in everyday interactions, it is likely that they will have difficulty conveying both social and vocational competence during an employment interview. Furthermore, most job interviews require that the successful candidate convey a great deal of appropriate information over a relatively brief period of time. Given that job interviews are difficult, anxious experiences for many high-functioning persons, it appears unwarranted to expect retarded persons to perform well and successfully convey competence under the demands and stress of employment interviews without specific training.

Additionally, developmental centers, retardation centers, and public schools have historically directed a substantial part of their work with the retarded toward vocational training. Mentally retarded adolescents and adults are frequently placed in job training programs and sheltered workshops with the aim of increasing employability, improving work habits, and eventually facilitating movement from sheltered training programs to standard (nonsheltered) jobs. However, regardless of a retarded individual's vocational competence, if he or she is unable to convey that competence in a job interview, it is unlikely that the individual will obtain community employment and economic self-sufficiency. Thus, an unexplored but crucial issue is whether retarded citizens who are potentially employable can be systematically taught to convey their vocational ability during job interviews.

The purpose of the current study was to extend job interview training to moderately retarded, potentially employable adolescents. Al-

though most previous experimental job interview training has intensively treated single subjects (Furman et al., 1979; Hollandsworth et al., 1978), the use of group training techniques seems potentially more practical for most applied settings (Kelly, Laughlin, Claiborne, & Patterson, 1979). Therefore, the present investigation used a small group training procedure. Additionally, previous research in this area has almost exclusively evaluated treatment effectiveness based on the performance of subjects during role-played job interviews, leaving largely unanswered the issue of whether subjects will use trained job interview behaviors during in vivo interviews under stimulus conditions different from those of training. Therefore, the current study assessed subjects' response to group job interview training through both role-played interviews and pre- and posttraining generalization interviews in a realistic in vivo employment setting appropriate to teenage job-seekers (a McDonald's fast-food restaurant).

METHOD

Participants

Four adolescent males who were enrolled in a short-term (6 to 9 months) residential treatment program for mildly retarded behavior problem youth participated in the investigation. Subject 1 was a 15-year-old male who had achieved a WISC IQ of 74 (VIQ = 69, PIQ = 84) and a Wide Range Achievement Test (WRAT) reading score of 3.5 during educational testing prior to enrollment in the program. Subject 2 was 14 years old (IQ = 63, VIQ = 65, PIQ = 68, reading level 3.0). Subject 3, a 15-year-old, had achieved a WISC IQ of 66 (VIQ = 60, PIQ = 74) and a reading level score of 2.0. Subject 4, who was 16 years old, was the lowest functioning of the group; earlier educational assessment indicated a full-scale IQ score of approximately 45, with reading skills reported by his teacher to be on a second-grade level. Thus, all were functioning within or near the mildly retarded level, as assessed by standardized tests. Each had expressed interest

in obtaining part- or full-time employment following discharge from the facility. Although staff judgments and program records indicated that each adolescent would be potentially employable (e.g., had some previous work experience, good work habits), the program staff felt that these adolescents all lacked the social repertoire to present themselves favorably in standard employment interviews. Consequently, they were referred for job interview skills training.

General Procedure

Training was evaluated for each adolescent with a multiple-baseline design across three job interview behaviors: (1) providing favorable information to the interviewers about previous work, training experience, hobbies, or other relevant positive information; (2) asking the interviewer questions related to the job; and (3) expressing verbal interest and enthusiasm in the prospective position. These behaviors were selected because previous research (Furman et al., 1979; Kelly, Laughlin, Claiborne, & Patterson, 1979) has demonstrated that increases in these behaviors are associated with favorable global ratings of candidate competency by personnel managers. Group sessions were held three times per week for 6 weeks, with each session lasting approximately 45 minutes. Each participant's response to the group treatment intervention was assessed individually following each training session using tape-recorded, structured role-played job interviews. These were rated objectively to determine the frequency with which each participant exhibited those interview behaviors that had been targeted for training. In addition, generalization to a natural setting was assessed through pre- and posttreatment in vivo interviews by the manager of a local McDonald's restaurant. These in vivo generalization interviews were rated objectively to assess changes in the target behaviors following treatment. Additionally, tape recordings of these generalization interviews were evaluated on global criteria of effectiveness by other experienced personnel managers naive to the purposes of the research.

Structured Job Interview Format

A standard interview script was developed in order to assess the performance of participants during each phase of the study. To select the most relevant questions for a job interview, several personnel managers were asked to provide feedback on the relevance of an initial pool of potential interview questions. Based on their information, 10 standard interview questions were selected, such as: "Can you tell me something about your work experience?" "How do you think you'll be able to handle both school and job?" and "Do you have any questions for me?"

One of three undergraduate students was assigned as an interviewer to each adolescent for the duration of the study. Each role-played interview was handled in an identical manner throughout the study. The participant was escorted to an office where the interviewer was seated. The participant sat down and was asked each of the 10 questions by the interviewer. Questions were asked one at a time and in the same order during each interview. Following a reply, the interviewer summarized or acknowledged the response in one sentence. After an 8-second silence, the interviewer asked the next question from the script. Each participant responded to the questions as though applying for a position of interest (e.g., gas station helper, supermarket clerk, or baker's helper) which had been identified prior to baseline sessions. Each interview was audiotaped and was later scored using a behavioral code in order to assess treatment effectiveness.

Skills Training

Three baseline interviews were conducted during the week prior to the beginning of treatment. During baseline interviews, each teenager was instructed to "do your very best."

The three job interview skills taught during training sessions were introduced in a sequential and cumulative fashion, in order to demonstrate experimental control using a multiple-baseline design within the treatment group

(Kelly, in press). The skills were taught in the following randomly chosen order: (1) providing positive information about job-related past experience and other relevant positive information about oneself (5 group sessions); (2) directing questions to the interviewer (7 group sessions); and (3) expressing verbal enthusiasm and interest in the position (5 sessions).

Training was conducted in a group with two or three experimenters present. One or two experimenters led the group session while the third provided technical assistance (e.g., activating or pausing the modeling videotape apparatus). No experimenter who was present in the group training session ever served as a role-play interviewer. Each session began with a brief introduction to the skill being targeted in that day's group. One of three modeling tapes showing a socially skilled individual interviewing for an employment position was then shown to the group for approximately 10 minutes. The modeling tapes were presented in a random order with the limitation that the same tape not be shown during two consecutive sessions. The interviewees on the tapes were similar to the participants in age and of the same sex, in order to increase the likelihood that they would be viable peer models. The modeling tape interviewers differed from one another in sex and age, in order to expose the subjects vicariously to a wide range of individuals. While the subjects observed the tape, the experimenters commented upon statements made by the interviewee which illustrated the target component being trained during that session. Following exposure to the modeling tape, the experimenters provided a rationale for the importance of the target behavior in a job interview situation and gave further examples. In all cases, participants were encouraged to organize and verbally rehearse the kinds of information each would like to convey to an interviewer, or the kinds of information each would like to learn concerning any prospective positions during an interview (depending upon the skill targeted in that session). Participants were occasionally asked to rehearse their

responses to questions similar to those asked in job interviews (e.g., "Can you tell me about job experiences you have had?"). However, most of the group session was devoted to increasing their ability to make appropriate verbalizations about experience and interests, and to organize and rehearse how they would present this information to an interviewer if they were asked to describe their background during an interview. In all cases, participants were verbally reinforced for exhibiting the targeted class of skill, rather than for memorizing or "parroting" answers to specific interview questions. Feedback was provided by the experimenters, who also encouraged the boys to comment upon the performance of other group members. Appropriate responses were shaped by both the experimenters and other participants through social reinforcement.

Immediately following the group session, each adolescent was escorted to a separate office to meet his assigned interviewer and engaged in the standard role-played interview. Role-play interviews did not take place in the same building that training had occurred, and only the participant and his interviewer were in each office. The interviewers were seated behind a desk and the participants in front of the desk to further simulate a genuine job interview setting.

Response Definitions

The audiotaped, structured role-played interviews were scored by undergraduate students. The observers had been trained prior to the beginning of the study in scoring the target behaviors and, although they were familiar with the general purpose of the project, they were naive as to when training components were introduced.

The following four response categories were scored on all tapes:

1-a. *Positive information about job-related past experience and training* was defined as vocation-relevant declarative statements that con-

veyed favorable information about the past experience, training, expertise or qualifications. Examples include "My former boss felt I did an excellent job," "I know how to operate a cash register," "I repaired small engines for two years in my last job," and "My former employer will recommend me if you want to call him/her."

1-b. *Positive information about oneself* was defined as a statement offering relevant, positive information about the participant's activities or hobbies. Job-related information was excluded and scored in the above category. Examples include "I like to swim," "My hobbies are fishing and baseball," and "I do well in school so should have no problem working while I finish school."

2. *Questions directed to the interviewer* by the interviewee were rated as occurring if the question was job related. Examples include "What does this position pay?" "Will I be able to work overtime?" and "When can I expect to hear from you?"

3. *Verbal expressions of enthusiasm and interest* in the position being applied for. This category was defined as any declarative statement indicating *current* interest in the position, rather than a statement of past experience which was rated in the first category described above. (Examples: "I will do a good job for you" or "I am extremely interested in this job.")

The first category of positive self-statements was subdivided for scoring purposes into information statements about vocational or work-related background (1-a) as well as nonvocation-specific positive statements about personal background, interests, or hobbies. (1-b). When positive statements about background were targeted during group training, *both* types of statements were given attention because employment interviewers frequently ask candidates about both their work experience and more general background information about activities and interests. However, even though these two response classes were simultaneously targeted in the group sessions, they were scored separately in order to distinguish the frequency with which each occurred during the role-played interviews.

Generalization Assessment

In order to determine the external validity of the training procedures and generalization of training to novel stimulus conditions, each participant's pretreatment and posttreatment job interview performance was also assessed in an *in vivo* setting. One participant (Subject 4) left the program and the geographical area between the end of training and the *in vivo* generalization posttest; those data could therefore not be obtained.

During the week that baseline measures were obtained and again 2 weeks following the termination of treatment, participants were taken to a local McDonald's restaurant and were interviewed for a position by the store's manager. This manager had, as a part of his job, interviewed hundreds of adolescent job-seekers and developed a personal interview format. He was asked to help with a community project but was not told about the exact nature and purpose of the training program. The only suggestion given to the manager was that he conduct each of these interviews just as he would ordinarily. Participants, at the time of both their pre- and posttreatment generalization interviews, were told that these would be "practice" interviews and that they should do their best. No specific training preceded the posttraining interviews. Each was interviewed individually by the McDonald's manager and the sessions were audio-taped so that each applicant's performance could be assessed. The trained observers, who were blind as to whether a particular interview occurred during the pre- or posttraining period, coded the tapes using the same response definitions as for the role-played interviews.

In order to assess whether the participants would be globally perceived as "better" by experienced personnel interviewers after treatment, two additional experienced personnel managers who had extensive experience interviewing entry-level job applicants were asked to listen to all of the pre- and posttraining *in vivo* generalization interviews. These judges were naive as to

the nature of the research, the characteristics of the participants (e.g., that they were retarded) and the skills that had been taught; they were simply asked to evaluate the interview performance of teenage job seekers. A global evaluation form, using 7-point rating scales from 0 = extremely poor to 6 = extremely good, was used to evaluate each participant on five qualitative criteria: (1) the applicant's previous experience, training, and work background; (2) the applicant's real interest in working; (3) how "well-rounded" the applicant's personality appears to be; (4) the applicant's competence and ability to succeed on the job; and (5) the likelihood that the judge would actually hire the applicant following this interview. If applicants received higher posttraining evaluations on these criteria, it would demonstrate that they appeared qualitatively improved to experienced personnel managers.

Both managers listened to all the pre- and posttraining generalization interviews. For each participant's pair of tapes, the order (pre- or post-) in which the manager listened to them was randomly determined. In order to eliminate the likelihood that a judge would compare an applicant's pre- and posttraining tapes before rating them, the manager was always asked to evaluate the first interview to which he listened before judging the second interview by the same applicant.

RESULTS

Interrater reliability

Interrater reliability on the targeted interview behaviors was assessed by randomly selecting 25% of the taped interviews for scoring by a second, independent observer. Reliability ratings were performed after training was completed and were based upon interviews from baseline, each training phase and the *in vivo* interviews for each participant. Because observers recorded frequency of occurrence of target behaviors for the entire interview, interrater reliabilities were obtained by computing Pear-

son product-moment correlations on each rater's reported frequency of occurrence for each target behavior in a manner advocated by Hartmann (1977) and Johnson and Bolstad (1973). Interrater reliabilities were above .90 for each target behavior: .94 on the positive information categories, .99 on questions, and .97 on current interest/enthusiasm statements. Additionally, interjudge agreements were further checked using a divisional procedure (the smaller frequency divided by the larger frequency obtained by each observer) for each skill. In this manner, the interrater reliabilities were .98, .96, and .75 for the questions, positive information, and interest/enthusiasm categories, respectively.

Effectiveness of Job Interview Training

Figure 1 presents graphs of the frequency of occurrence of each target behavior for each participant on each of the structured role-played job interviews. Inspection of Figure 1 indicates that those adolescents were extremely skills deficient prior to the initiation of specific training on each component. In response to the interviewer's questions, they offered little positive information about themselves or their previous job experiences, asked few questions of the interviewer, and demonstrated little enthusiasm or interest about their prospective jobs.

As can be seen in Figure 1, participants substantially increased the frequency with which they engaged in each of the component behaviors, only after that particular skill was introduced in group training sessions. During the fourth session, after three baseline interviews, training on disclosing positive information about past employment experience and about one's interests was begun. After training was initiated, participants increased the frequency of positive statements about experience, training, and work skills during their role-played interviews from a baseline phase mean of 1.9 to a mean of 10.4 for the balance of the phase following training on it. Concurrently, positive information statements about hobbies, interests, etc., during role-played interviews also increased contingent upon

Fig. 1. Objective ratings of each participant's role-played job interviews. The graph shows the number of occurrences for each target behavior during each adolescent's interviews. Data points to the left of the broken vertical line were before group training had targeted that skill; points to the right of the broken line were subsequent to group training. Occasional missing data points indicate absence due to illness or a visit home.

group training (baseline phase mean = 2.2 to training phase mean = 5.7). Treatment on the second component, directing job-relevant questions to the interviewer, began on session 0. As evident in Figure 1, interviewees markedly increased their rate of job-related questions only after specific training was introduced in the group; the mean number of questions for interview during the 8-session baseline was .7, whereas after training, the mean frequency increased to 5.7. During the final training phase, participants were taught to make statements appropriately conveying their interest and enthusiasm about the job and about working. The frequency of these verbalizations also increased contingent upon group training (baseline phase mean on this component = 1.5, training phase mean = 9.8).

Generalization of Training to In Vivo Restaurant Interviews

The structured interview data demonstrate that these adolescents learned to apply specific job interview skills to the role-played interactions which followed each group treatment session. However, the most stringent test of generalization is whether they would apply these skills in a real interview setting, which included an unfamiliar interviewer, different physical surroundings, and questions different from those asked in the role-played interviews.

The frequency with which applicants made positive statements to the restaurant manager concerning their previous experience, training, and work skills during the pretreatment in vivo interview was quite low (mean = 3.6 per interview, range: 1-8). During the posttraining in vivo generalization interview, interviewees substantially increased the frequency of such statements to the manager (mean = 18.3 per interview, range: 12-22). Similarly, positive statements about activities, interests, and hobbies increased from pretest (mean = 4.0, range: 1-6) to posttest (mean = 5.7, range: 4-7) generalization interviews. Questions directed to the interviewer did not occur during either the pretest

nor posttest in vivo interviews, and interest/enthusiasm statements decreased slightly from pretreatment (mean = 5.7, range: 5-6) to posttreatment (mean = 4.3, range: 3-6) interviews at the restaurant.

Personnel Managers' Global Evaluations of In Vivo Interview Tapes

The two different naive personnel interviewers' mean ratings for each applicant's pre- and post-training McDonald's interviews are summarized in Figure 2. As the figure demonstrates, all pre-training tapes were evaluated by the managers as highly deficient on all five global, qualitative indices. Based on scales ranging from 0 (extremely poor) to 6 (extremely good), the two judges' ratings averaged across the three applicants were: 1.8 (on candidate's previous experience, training, and background); 1.8 (on candidate's interest in working); 2.0 (on candidate's "well-rounded" personality); 2.3 (on competence and ability to succeed on the job); and 2.0 (on actual likelihood of hiring this applicant). On the other hand, all three applicants' posttraining in vivo tapes were evaluated much more favorably by the two experienced interviewers. On the same 0 to 6 scale, the ratings averaged across the three applicants had improved to: 5.0 (on candidate's previous experience, training, and background); 4.2 (on interest in working); 4.0 (on "well-rounded" personality); 4.3 (on competence and ability to succeed on the job); and 4.5 (on actual likelihood of hiring this applicant). Thus, each applicant was viewed much more favorably by the naive interviewers during the in vivo generalization interviews following the training intervention.

DISCUSSION

These findings demonstrate that a behavioral social skills group training procedure can be successfully used to increase appropriate job interview behaviors among mildly retarded adolescents who would later be seeking employment. Contingent upon the targeting of a spe-

NAIVE EXPERIENCED PERSONNEL MANAGER'S GLOBAL EVALUATION OF SUBJECT PRE-& POST-TRAINING RESTAURANT GENERALIZATION INTERVIEWS

Fig. 2. Naive experienced personnel managers' global evaluations of applicant pre- and posttraining restaurant generalization interviews. The evaluations of both managers are averaged together for each adolescent on each of the five criteria. The bars to the left of the broken vertical line represent the judges' mean ratings during the in vivo McDonald's pretest; bars to the right of the broken line are for the in vivo posttest.

cific type of interview skill in the training group, the frequency of the skill increased during each participant's role-played job interview following the group session. Because this improvement always depended upon the actual targeting of the skill in the group, it is evident that simple practice was not responsible for the behavior change. The results revealed some variability across the four participants' response to the intervention. Two adolescents (Subjects 1 and 2) exhibited consistently high rates of the component skills in their role-played interviews once those skills had been targeted for training, whereas Subject 4 exhibited relatively fewer of the targeted skills during his role-played interviews. However, it was evident that all four participants improved substantially over their individual

baseline performances when training was initiated. It seems likely that intersubject variability in degree of improvement was a function of subject intellectual level; Subject 4's intelligence test score of 45 was the lowest of the group.

Applicants' performance during the pretraining in vivo interviews at the McDonald's restaurant was consistent with their baseline role-play interviews. All were highly deficient in their ability to convey appropriate information to the store manager interviewing them. Because they conveyed so little favorable background information in these pretraining in vivo interviews, even to a manager highly experienced in interviewing adolescent job applicants, it is unlikely they would have been able to obtain actual employment. Subsequent to training, all appli-

cants conveyed much more positive information about their background and experience in the McDonald's posttest, indicating they were able to use this skill with an unfamiliar interviewer asking novel questions under in vivo stimulus conditions unlike those of training. Further, additional personnel managers' global ratings of pre- and posttraining generalization interviews consistently evaluated all participants' posttraining performance more favorably than their pretraining performance. Because these managers were naive as to which tapes were before or after training, their evaluations provide "social validation" of the overall training outcome (Minkin, Braukman, Minkin, Timbers, Timbers, Fixsen, Phillips, & Wolf, 1976). Thus, not only did these adolescents greatly increase their rate of positive statements about experience and background in the generalization posttest interviews, but they were evaluated positively on qualitative criteria by the experienced managers who listened to their taped interviewers. It should be emphasized that these global evaluations were made of the participants' in vivo generalization McDonald's interviews and not the less stringent training phase role-plays under stimulus conditions more familiar to them. Thus, it seems likely that all participants would be evaluated more positively by genuine interviewers in "real world" employment settings subsequent to the intervention. On the other hand, they did not increase their objective rate of question-asking or expressing interest from pretest to posttest generalization interviews. It is unclear why these skills components were essentially unimproved. One possibility involves the difference in interviewing style of the McDonald's manager compared to that of the role-play interviewer. Although the role-play structured interview script required the participants to provide information spontaneously to the interviewer, post hoc analyses of the McDonald manager's behavior indicated that he provided applicants with a great deal of information about the prospective position, company benefits, and work requirements. This may have obvi-

ated the need for applicants to question him in these areas. However, because favorable global evaluations were associated only with increased positive information statements, future research should explore the relative contribution of specific job interview skill behaviors (such as positive information statements, verbally expressing interest, asking questions, and nonverbal behaviors) to the interviewer's overall evaluation of a candidate.

In addition to the social validation of interview performance, an important question is whether job interview training assisted the subjects in actually obtaining employment. At follow-up contact (approximately 6 months post-treatment), two of the participants (Subjects 1 and 2) were employed; one of these adolescents spontaneously reported that the interview training was of help to him and recounted how he used the skills that were taught to him. The other two participants, who were not working, had apparently not sought jobs when discharged from the program. However, larger scale, non-anecdotal data will be needed to assess the impact of job interview training on the actual employability of retarded citizens.

Although social skills remediation techniques have been extended to various populations in recent years, relatively little attention has been directed toward enhancing the interpersonal repertoire of retarded persons. Given that most mildly and moderately retarded individuals will be expected to function in nonsheltered, "non-retarded" community environments, continued efforts to increase their social reinforcement value and interpersonal competency are needed. Historically, education and training programs for mentally retarded adolescents and adults have focused a great deal of attention on the acquisition of specific vocational skills, often in special workshop settings. However, in order to actually become economically and personally independent, potentially employable retarded persons will need to convey their employability to prospective employers. If the retarded individual lacks the social repertoire to communicate favor-

able, relevant information effectively to an interviewer and thereby "looks" retarded, it is unlikely he or she will be hired in a standard employment setting. Successfully obtaining work is determined by a number of factors, including candidate vocational competency, motivation, work habits, and local job availability. However, by incorporating job interview training into rehabilitative programs for retarded citizens (as well as other disadvantaged or handicapped populations), it should be possible to increase not only employability, but also the self-esteem and independence associated with productive employment.

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