

**EMPLOYERS' ATTITUDES TOWARD THE TRANSITION FROM SCHOOL
TO WORK FOR YOUTHS WITH DISABILITIES**

BY

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**A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of**

MASTER OF EDUCATION

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CHAPTER ONE

Introduction

Finding appropriate employment opportunities for individuals with disabilities has been a long-standing problem. The societal and personal costs associated with the unemployment and underemployment of these individuals have raised the issue to the level of a national priority in the United States (Rusch & Phelps, 1987) where an individual with disabilities is defined as one who deviates from the average or normal child in: 1) mental characteristics, 2) sensory abilities, 3) neuromotor or physical characteristics, 4) social behaviour, 5) communication abilities, or 6) a combination of the above. The deviation must be of such an extent that the youth requires a modification of school practices or special educational services to develop to maximum capacity (Kirk & Gallagher, 1985).

The economic dimensions of unemployment are significant among individuals with disabilities. The results of a telephone survey (Harris, 1986) showed the enormity of this problem. The survey was carried out with a cross section of 1000 Americans with disabilities 16 years of age and older. It indicated that 67 percent of all individuals with disabilities among Americans between 16 and 64 years of age who were working, 75% of them were more likely to have been employed as a part time worker.

In Canada, the bleak outlook for the majority of these youths leaving school is about the same. Less than one-third of all those who are seriously disabled enter full time work upon leaving school (Martin, 1972). For others, unemployment, exclusion from many adult vocational services, and entrapment in non-remunerative day activity programmes are all too common fates (Bellamy, Sheenan, Horner, & Boles, 1980). Few ever gain long term competitive employment of any kind.

The gloomy outlook for most individuals with disabilities leaving school is clearly presented by a number of organisations who deal with disabled. The National Union of Government Employees and the Coalition of Provincial Organisations for the Disabled (NUGE/COPOH, 1983) have estimated that at least 50 percent of all Canadian individuals with disabilities are unemployed. The Canadian Council on Social Development has stated that 30 percent of individuals with disabilities are underemployed (CCSD, 1980). Health and Welfare Canada (1980) estimated that a little under 10 percent of Canadians may be classified as having a "disability". The Canadian Council on Social Development (1980) estimated that at least 4 percent of all Canadians are severely disabled. There are many Canadians unemployed as a consequence of some type of disability.

The economic and social costs of high unemployment have been recognised by all levels of government according to the Ontario Federation of Teachers (OTF, 1983), but the costs

incurred are substantially greater for individuals with disabilities. Whereas in 1982, the typical unemployed working age disabled male in the United States had an income of less than \$10,000 (mainly from social assistance), the average full-time employed disabled male earned over \$14,000 (Bowe, 1985). Based on these data, it is evident that an individual with a disability who remains unemployed can cost society a large sum in assistance payments over a normal working lifetime. In addition, it reasonably can be expected that some of the individual workers with disabilities would return a fair portion of their earnings to society in the form of taxes and other contributions were they working (Wehman & Hill, 1982). Also, for every dollar spent on vocational rehabilitation services, there is a return to government of between \$10 and \$20 in terms of eventual lifetime employment earnings (Park & Hansen, 1984). Although the above are American data, there is little reason to doubt that Canadian figures would be markedly different. From a purely economic point of view, it appears cost-effective to spend public dollars on increasing the employment participation of these individuals.

Unemployment has serious social consequences for persons with disabilities. This is because employment is a normal and respected part of life in North America (Schrunk, 1978) and is frequently a prerequisite to gaining recognition as a fully competent adult within our work-oriented society (Foss &

Peterson, 1982). Employment promotes personal growth, expands the individual's social circle, enhances social status, provides a means for participation in normal activities, and allows the individual to contribute to and feel a part of the community (Bellamy, Sowers, & Bourbeau, 1983). Unemployment, on the other hand, leads to many long-term psychosocial and health problems (Pablo & Gareau, 1985). From a purely social standpoint, it is essential to increase the employment participation of individuals with disabilities. This is made possible with systematic training and equal employment opportunities. According to McLeod (1985) seventy-five percent of individual youths with disabilities could be completely self-supporting as adults, and another 10 to 15 percent could be at least partially self-supporting.

If employment for these youths is to become more widespread, a number of research questions need to be addressed: 1) Will employers feel that individuals with disabilities are employable? 2) What are the characteristics of work experience students with disabilities that employers desire? 3) Why do employers make their work sites available to these students? 4) What concerns do employers have with regards to the presence of these students on the job?

To assess these questions, a questionnaire will be designed and mailed to the present and possible employers or supervisors of individuals with disabilities in Winnipeg, Manitoba.

The questionnaire will focus on the attitudes of the employers towards the individuals with disabilities moving from school to the work place.

It will be divided into different sections such as a demography on the employers with reference to such variables as age, gender, and area, size and type of business. There are a number of definitions in the questionnaire intended to help respondents select their responses.

Chapter 2 of the thesis is a literature review that describes the employment of individuals with disabilities and the kinds of vocational programmes that can ensure a smooth transition from school to work. The research study, methodology, the results of the study, with a discussion, and a conclusion with recommendations form chapters 3 and 4 respectively.

CHAPTER TWO

Literature Review

Historical Review

This section includes an historical overview containing pertinent information on American and Canadian legislation, litigation, and other factors that have helped improve the general quality of life in the workplace for individuals with disabilities. These factors include an examination of supported and competitive employment, a discussion of the transition process designed to assist graduated individual youths with disabilities from school to work, and research concerning what employers desire of these workers.

The economic and educational difficulties facing individual youths with disabilities are not new. Public concern for the ability of these individuals to pursue employment first arose during World War I. At that time, thousands of American Veterans who were physically disabled required assistance in order to return to the workforce. A few programmes were formulated in the 1920s and 1930s to serve the unemployed and to help some of these youths. During the 1950s, work-study programmes for them were started. This became the main strategy in the public schools for preparing disabled youths for post-school employment (Brolin, 1976; Clark, 1976). In work study programmes, disabled students were provided with controlled, in-school work, followed by

placement in specialised job situations in the community (Miller, Ewing, & Phelps, 1980).

American legislation and litigation

During President Kennedy's term there was a period of considerable federal interest and growth in special and vocational education, and vocational rehabilitation as well as other programmes aimed at helping the individuals with disabilities. In the 1960s and early 1970s, most states enacted legislation mandating that schools provide special education services to all school age youths. In 1975, an important piece of legislation was passed. This was the "Education for All Handicapped Children Act" (PL 94-142). This Act ensured that children with disabilities ranging in age from 3 to 21 would receive a free and appropriate education "in the least restrictive environment". This means that if these individuals can receive an effective programme in a regular setting they should not be placed in a special class; if they can receive their education in a special class they should not be placed in an institution. The philosophy is to move as close to the normal setting as possible for a particular child (MacMillan, 1984).

The Education for All Handicapped Children Act was the culmination of an increased awareness throughout the United States of the need for and the right of children with disabilities to have a public education. A number of landmark district court cases such as *Brown v Board of Education*

(1954), *Diana v Board of Education* (1970), *Mills v Board of Education of the District of Columbia* (1972) and *Pennsylvania Association for Retarded Citizens v Commonwealth* (1972) ensured that children with disabilities are guaranteed certain fundamental rights under the United States Constitution. In 1974, realising the need for more comprehensive legislation to address the educational needs of children with disabilities, Congress undertook an interim study to examine more closely the problems of individuals with disabilities. Results of the study indicated that, in 1975, there were more than 8 million children with disabilities in the United States whose special education needs were not being met (Senate Report No. 168, 1975). One million of those children were completely excluded from the public schools and so did not participate with their peers in the educational system. In 1975, more than half of the children with disabilities did not receive education services appropriate to meet their special needs or to permit them equality of opportunity (Meyer, Peak, & Brown, 1991). These findings laid the foundation for PL 94-142 which dealt with six primary principles of special education law (Turnbull, 1986):

1. the right of every child to receive a free, appropriate public education,
2. the right to accurate meaningful evaluation so that proper educational planning and placement may be accomplished,

3. the right to an individualised educational programme (IEP) established specifically for each student's needs,
4. the right to placement in the least restrictive environment that will permit an appropriate education such as an opportunity to associate with nondisabled students when possible,
5. the right to due process of law--a system that allows parents and advocates to challenge educational planning when that seems necessary, and
6. the right to parental participation in planning and implementation of the educational programme.

The important features and provisions of PL 94-142 deserve some attention. The features and provisions are:

1 Free appropriate public education

A free appropriate public education is defined as special education and related services which: 1) have been provided at public expense, 2) meet the standards of the state educational agency, 3) include an appropriate preschool, elementary or secondary school education in the state involved, and 4) are provided in conformity with an individualized education programme (Education for All Handicapped Children Act, 1978). The act defines related services as transportation and such developmental, corrective and other supportive services that may be needed including speech pathology, audiology, psychological service, physical

and occupational therapy, recreation, medical and counselling services (Education for All Handicapped Children Act, 1988).

2 Protection in evaluation procedures

Various court cases preceding the passage of PL 94-142 established the minimal basic requirements for nonbiased, meaningful evaluation procedures. These included requirements such as the need for tests and other materials which are provided and administered in the child's native language or other mode of communication and that the tests and materials must be validated for the specific purpose for which they are used.

3 The Individualised Educational Programme (IEP)

As a result of PL 94-142, all students who are placed in special educational programmes must have an IEP. In the past, all individuals with disabilities in special classes received similar educational programmes. Public Law 94-142 states the IEP must include a statement of the present level of educational performance, a statement of annual goals including short-term instructional objectives, as well as a statement of the specific educational services to be provided to individuals with disabilities.

4 The right to due process of law

Before the passage of PL 94-142, due process was primarily limited to matters involving identification, evaluation, and placement. The law extended due process to include any matter relating to the provision of free

appropriate education, and specifically provided parents the right to a specific procedure whereby they might present concerns or complaints (Gearheart, Weishahn & Gearheart, 1988).

5. Education in the least restrictive environment

Public Law 94-142 requires that special classes, separate schooling or other removal of individuals with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily. However, it is important to note that the law first mandates a "free, appropriate education". Least restrictive environment means learning that takes place in as normal an environment as possible.

A number of litigations seeking clarification of PL 94-124 occurred and brought greater benefits and attention to the disabled community. The development of the IEP is the means by which PL 94-124 mandate was tailored to the unique needs of the individual youth with disabilities (Rowley v Board of Education, 1982). This landmark case also made clear the educational benefits of these youths under the Education Handicapped Act, 1975.

Amy Rowley, the student whose education was at issue in Rowley v Board of Education, was a child of normal intelligence with a hearing impairment who was being taught in a regular classroom with the assistance of special education

and related services. The Court was quick to point out that achieving passing marks and advancing from grade to grade as in Amy's case were not the only criteria for determining whether a child was receiving educational benefit (Rowley, 1982). It was also noted that benefits obtained by children at the end of the spectrum will differ dramatically from those obtained by children at the other end (Rowley, 1982). The court observed the same principle in another case, *Hall v Vance City Board of Education* (1985). In the Rowley's case the Court was of the opinion that Congress intended the school system to provide more than minimal academic advancement.

In another case, the level of educational benefit required by the Act was at issue in *Board of Education of East Windsor Regional School v Diamond* (1986). This case was different from Rowley because the child in question was not being educated in the regular classroom. Andrew Diamond was born with severe congenital physical abnormalities. Andrew's parents contended that the school district was denying Andrew a free appropriate public education. The Court ruled against the school board as PL 94-142 clearly imposes a higher standard than simple benefit.

The Third Circuit Court of Appeals in *Polk v Central Susquehanna Intermediate Unit 15* (1988) made interpretation of the educational benefit test. The Court felt that the Act intended individuals with disabilities to be productive members of society rather than forcing them to remain burden

dependent (Polk, 1988). Children with severe disabilities were entitled to receive more than trivial benefit.

The federal court had to decide the state's policy and practice of refusing to provide these students with educational programme in excess of 180 days that satisfied the Act's requirement that eligible children receive a free appropriate public education. At first, the court in a number of cases such as *Hilden v Evans* (1980), *Lee v Clark* (1981) and *Moore v Roberts* (1981) stated administrators were required by PL 94-142 to consider the needs of children with disabilities in excess of the 9 month school year. However, *Crawford v Pittman* (1983) and *Yaris v Special School District of St. Louis* (1983) the court stated that the Act violated the procedural command as well as its substantive requirements. In 1986, in *Alamo Heights Independent School District v State Board of Education*, the Fifth Circuit Court found that if an individual with disabilities experienced severe or substantial regression during the summer months, the disabled child may be entitled to year-round service (Alamo Heights, 1986).

In 1986, amendments to PL 94-142 (PL 99-457) provided for educational and related services with the same free and appropriate education guarantees for preschool children ages 3 to 5 that were mandated for older students ages 3 to 21. Integrated elementary and secondary schooling may be accomplished fully and most completely when infants and toddlers experience integration in the preschool years.

Congress declared the ultimate integration objective to minimize the need for special education and related services after infants and toddlers with disabilities reach school age to reduce likelihood of institutionalization as well as maximize the potential for individuals with disabilities to live independently in society (PL 99-457).

In 1990 the Education for All Handicapped Children Act was renamed Individuals with Disabilities Education Act (IDEA). At the same time transition planning for secondary students was mandated.

Canadian Contribution

In Canada, the most outstanding contributions to the growth of legislation to protect the rights of individuals with disabilities can be attributed to the patriation of the Constitution, the legal challenges made by the parents of individuals with disabilities, and the disabled themselves.

Canadian parents of these children, like their American counterparts, have organised themselves into associations which have inspired major changes in education. They encouraged local school boards to provide programmes to help their children. In the 1940s and 1950s, parents decided that fundamental changes were needed in the allocation of resources at the local, provincial, and federal levels and that more concentrated efforts along with better organisation were needed.

The Canadian Council for Exceptional Children, completed two nationwide surveys and then set standards for teacher training in special education as well as set out principles to guide the formulation of new legislation. The publications of this work laid the foundations for future growth in special education across the country and helped to inform Canadians about the huge size of the task that lay ahead.

The first survey was concerned about the status of special education legislation and service provision in Canada. This survey was undertaken by Ballance and Kendall (1969). They discovered there were no School Acts or similar legislation with clear and unequivocal statements about the rights of exceptional children to receive an education suited to their needs, nor about the duties of school districts to provide them. Despite this shortcoming, all provinces have developed special education programmes.

The aim of the second report was to find out how many exceptional children there were in Canada. This publication entitled *One Million Children* (1970) clearly indicated the magnitude of the problem Canadian educators faced. The report also emphasized the need for appropriate legislative provisions to ensure the rights of exceptional children to education. The authors of the report recommended changes in teacher education programmes in response to criticism that teachers of exceptional children were inadequately trained for

the job. This was discussed in the Standards for Educators of Exceptional Children in Canada (1971).

This report contained several key concepts which dealt with the method of training special educators. Among them was the idea that each school must have a staff that includes at least one teacher who was competent to carry out educational diagnoses and prescriptive teaching, to work directly with children with special needs, and be readily available as a consultant to the regular classroom teacher. Another recommendation urged teacher training institutions to include some special education training as a compulsory component in the preparation of all elementary teachers.

The disabled themselves effectively brought the needs of the disabled to the attention of the Federal Government during the International year of the Disabled 1981. In 1980, the Government of Canada set up a Special Committee on the Disabled to seek out and identify key obstacles faced by these individuals in Canada and to outline practical actions which would help overcome them.

Through its hearings, the committee identified two major kinds of obstacles faced by more than two million disabled Canadians. One kind, results from the fact that many men, women and children are deprived of good health or have disabilities which prevent them from using their feet, legs, arms, hands, ears, eyes and minds in a way that other Canadians take for granted. The other kind of obstacles

result from the attitudes of nondisabled Canadians, who tend to disregard the needs of such individuals when planning Canada's protection of human and civil rights, health care services, employment opportunities and the various facilities and systems of housing, education, recreation, communication and transportation (Smith, 1981).

The Special Committee's comprehensive reports to the government contained 188 recommendations for action. The recommendations called for legislative, fiscal and organisational initiatives on the part of the Federal Government to remove the obstacles and speed up the process of achieving full participation and equality for the disabled in society (Smith, 1981). Educational obstacles faced by the individual with disabilities were also addressed. In general, the committee was convinced that Canadians no longer saw the education of children as a privilege to be reserved only for those who could afford it. Rather, it was universally agreed that education is a basic right to which all Canadians are entitled, including disabled children (Smith, 1981).

Of concern, however, was the fact that there was substantial evidence to indicate that children with disabilities, especially those with learning disabilities did not have equal opportunities to be educated (Smith, 1981). The Federal Government was urged to exercise leadership in pointing out the "scope and seriousness" of the inequities that existed in many parts of Canada. It recommended that the

Federal Government encouraged all provinces to make the right to an education part of their human rights legislation. The argument put forward by the members of the Special Committee was that Canadian citizens in every province deserve this same protection for their children (Smith, 1981). According to the CEC, lack of a provision for equal educational opportunities for individuals with disabilities, for whatever reason, represents a violation of Principle Seven of the United Nations Declaration of the Rights of the Child. The Declaration states that every child is entitled to receive an education, which is to be free and compulsory at least at the elementary stage. One Canadian implementation of this principle states that each child shall be given an education which will promote his or her general culture and enable him or her on the basis of equal opportunity to develop his or her abilities, individual judgement, and sense of moral and social responsibility and to become a useful member in society (Saskatchewan Council Report, 1979).

The Special Committee strongly urged the Federal Government to include the disabled in the wording of subsection 5(1) of the Canadian Charter of Rights and Freedoms (Government of Canada, 1982), to ensure the disabled equal protection under the law.

The disabled people of Canada convinced the Government of Canada that concerted action is required to enable the disabled to take their rightful place in Canadian society.

In response to the Special Committee's Report, a major legislative amendment enshrined the rights of the disabled in human rights legislation with Bill C-141--an Act to amend the Canadian Human Rights Act and to amend certain other Acts in consequence thereof (Government of Canada, 1983).

Canadian Charter of Rights and Freedom

The Charter of Rights and Freedom in the Canadian Constitution of 1981 states, in part that, "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability." The Canadian Constitution states further that... "Parliament and the legislatures together with the Government of Canada and the provincial governments are committed to (a) promoting equal opportunities for the well being of Canadians, (b) furthering economic development to reduce disparity in opportunity; and (c) providing essential public services of reasonable quality to all Canadians."

Equality of opportunity implies the right to educational opportunity for all children, including the disabled--the right to the full realisation of individual potential whether that be great or small. In the United States, court decisions have confirmed the rights of all children, disabled or nondisabled, to an appropriate education and have mandated public schools to provide that education. In Canada,

individuals and groups have started to use the power of the courts to settle disputes of an educational nature. Before the Charter of Rights and Freedoms, many different Acts of Parliament and provincial legislatures defined rights and freedoms in a fairly exact way leaving the courts with only limited power to interpret them. Now, with the Charter of Rights, we enter an era when lawyers will debate for years what those rights mean and courts must make new decisions based on the Charter (Csapo & Goguen, 1990).

In 1982, Canada legislated a Canadian Charter of Rights and Freedoms as part of her patriated constitution. The first significant Charter case involved Section 7 in the special education context. Section 7 of the Charter states that, "Everyone has the right to life, liberty, and security of the person, and the right not to be deprived thereof except in accordance with the principles of fundamental justice". This was the case of *Bales v Board of School Trustees* (McKay, 1985). It was about a child who had been placed in a segregated facility for the moderately handicapped, after spending a period of time in a regular school. The parents brought the Board before the court accusing it of depriving their child of an appropriate education. The court discussed the parents' actions, stating that the Board's action had not violated the child's rights to life, liberty and security of the person and acknowledged the parents' rights to procedural fairness.

In 1980, the Ontario legislature passed an amendment to the Education Act which became known as Bill 82. The amendment required all school boards in the province to provide special educational programme and services for pupils designated as exceptional. This Bill was to come into effect by 1985. In comparison to its U.S.A. 1975 counterpart, Federal Public Law 94-142, parts of the Ontario amendments are non-prescriptive. Principles of law confirming rights of pupils and their parents are incorporated into the legislation. Ontario regulation 554/81 prescribes the structure and terms of reference of the Identification, Placement and Review Committee (IPRC) which has the task of recommending whether or not the pupil is exceptional and the placement of their exceptional child. There were several key principles excluded in the legislation. These were the least restrictive environment and culturally-appropriate assessment.

Canadian litigation

In one case, *Dolmage v Muskoka Board of Education* (1985), the parents were dissatisfied with the tribunal ruling and applied to the Divisional Court of Ontario. This court ruled on behalf of the school board but expressed an opinion (*obiter dictum*) which proposed that the distinction between placement and programme was artificial and could not be maintained. In a subsequent case, *Ormerod v Wentworth County Board of Education* (1987) the tribunal permitted parents to appeal aspects of placement that refer to programme.

In Ontario, parents have recently launched a legal proceeding at the Ontario Supreme Court, claiming both Board of Education and Ministry of Education have violated the rights of pupils who have been designated by an IPRC as trainable retarded under the discrimination clause in Section 15 of the Canadian Charter of Rights and Freedoms. One of the allegations is that the 1980 amendments to the Ontario Education Act are ineffective since they violate Section 15 of the Charter denying the pupils a placement in an age-appropriate regular classroom in a neighbourhood school. The outcome has not been resolved by the court but this is indicative of what school boards face in complying with the act and regulations.

The earliest and most controversial Charter of Rights challenges to the existing educational structure has come from parents of individual youths with disabilities. Individual youths with disabilities and their parents are trying to define educational rights in Canada and in the process give some shape to the elusive concept of equality enshrined in the Charter. The range of complex and important issues raised by these challenges is great. Do we want a Canadian society which has no place for minorities such as the disabled? Who should have the final say about the education of a child? Must it be the parents, the school authorities or the students? What should be the role of legislators, administrators and courts in trying to answer some of these

difficult questions? In raising these basic value disputes, the disabled and their advocates are on the front lines of the general struggle to define what is meant by education in Canada and how the guarantees of the Charter of Rights may affect this definition.

The case of Elwood (Elwood, 1987), is a landmark case in education rights of individual youths with disabilities in Canada and it has major implications for educational practice.

In the Elwood case, Luke Elwood's parents wanted to have the rights of the mentally disabled to be integrated into the mainstream of Canadian schools. The Halifax County-Bedford School Board was opposed to the integration of children with mental disabilities.

This case raised a number of important Charter issues. First, a Constitutional Right to education with reference to Section 7 of the Charter stating that without an education there is no right to a quality of life, liberty or security of person. The School Board rejected these views with the belief that education was still a matter to be defined by statute and regulation and delivered by educational administrators. Second, was the due process and Fundamental Justice. Luke's parents claimed that they were denied fair procedures in the different administrative and board rulings concerning Luke's placement and programming. There seemed to be a denial of both natural justice and fairness at common law as well as a breach of the procedural guarantees of Fundamental Justice in

Section 7 of the Charter of Rights. Third, was equality and integration. The most controversial legal issue was whether equality of Luke Elwood necessitated integration. However, Luke's parents felt that integration was the constitutional right of all individual youths with disabilities and was the only way Luke would receive the equal benefit of the law as guaranteed under Section 15 of the Charter. Since placement of Luke in a special class was on the face of it a discrimination based on mental disability the burden of proof had to be justified by the school board. Lawyers for the school board argued that there was no discrimination under Section 15 of the Charter because Luke as a member of a class of mentally disabled students, was not similarly situated to nondisabled students. Secondly, they argued that a special placement was an affirmative action programme designed to give Luke equality of opportunity rather than deny it. Thirdly, the school board's lawyers argued that if there was any violation of equality, it was saved under the reasonable limits provision of Section 1 of the Charter.

Preparation for the Elwood trial was about to begin when on June 1, a settlement was signed in the shadow of Charter litigation clearly in Luke's best interests which all parties agreed was the crucial guiding principle. This agreement is an important precedent in practical terms and it is a classic illustration of the out of court uses of the Charter of Rights as an important negotiating tool for students and parents.

Another significant feature of the Elwood case and the agreement which resolved it, is a recognition of the rights of parents in the educational process. By virtue of the agreement the Elwoods have not only obtained the placement but also guaranteed a role in the designing of his programme.

Impact of Canadian Charter on special education

The impact of the Charter of Rights on the provision of special education in Canada will certainly be felt into the 1990s. School boards must now face the reality of the courts reviewing their placement and/or programme decisions on the basis of whether they are in line with the guarantees of an appropriate education under Section 7 or with the equal benefit of the law protection under Section 15. This new era of substantive review will cause school boards to take more care in the implementation, assessment of placements and programmes for children with special needs.

Section 1 of the Charter may lead to more legislation across Canada specifically aimed at the provision of special education services. This section requires any limitation on an individual's constitutional rights to be prescribed by law. It effectively requires the legislatures to put their policies and procedures into writing if they intend to rely on their discretion in a courtroom battle over the appropriate education for a particular child. The presence of the Charter of Rights means that the 1990s will be an era of hope and

encouragement for those people who fight for appropriate services for disabled children.

Canadian Programmes for individuals with disabilities

Only about 6 to 15 percent of individuals with disabilities receiving vocational rehabilitation services in Canada are presently placed into competitive employment within any given year (Canada House of Commons, 1981). Less than half of these individuals manage to maintain their employment beyond six-months post-placement. The factors that frequently prevent these individuals from attaining greater participation in the Canadian work force are most often unrelated to the individual's actual physical or cognitive limitations (Canada House of Commons, 1981). Instead, limitations are imposed by a host of social and educational factors, in particular inadequate prevocational and vocational training in the schools and a lack of functional school-to-work transition services to bridge the gap between education and employment (OET, 1983; Whelan & Speake, 1983).

Although considerable advances have been made over the years in aid of vocational, technical and occupational training for the disabled at the secondary level, there are still many deficiencies existing in the delivery of these programmes (Cavanagh, 1985). To provide quality education for adolescents with more severe disabilities, high school programmes must make a commitment to reduce dysfunctional student behaviour, develop knowledge and functional skills to

help students to master nonschool environments, and to train saleable entry-level vocational skills (Brolin & Kokaska, 1979). Further, for greater employment participation, individuals with disabilities need in-school programmes that will help ease the often difficult transition from the relatively structured school environment to the more complex world of work and adult roles (Cassidy, 1983). For students who are vocationally disadvantaged by physical or cognitive disabilities, changes in the secondary school approach to prevocational and vocational training as well as transition to work could very well make the difference between chronic unemployment and economic self-sufficiency.

In the last decade numerous changes have taken place with respect to the education of individuals with disabilities. Throughout North America there has been a movement toward deinstitutionalisation of all services to these individuals and the implementation of social policies that reflect the principles of normalization and equal access (Nirje, 1969; Wolfensberger, 1979). Normalisation is a principle that implies service delivery for individuals with disabilities who should be organised to reside in a manner as close as possible to what is normal in a given society based on the individual's capabilities. In the United States, pieces of legislation such as Education for all Handicapped Children Act (1975) have had profound influence on improving educational and vocational services to these individuals. These legislative initiatives

placed a clear responsibility on the public system in the United States to educate all children and youths to their fullest potential within a "least restrictive" environment. In Canada, the new Constitution with its Charter of Rights and Freedoms may play a significant role in the education of the disabled. The majority of the provinces have implemented education policy guidelines and grant systems that have encouraged the development and implementation of many programmes for individual youth with disabilities who require special services in order to attain basic educational goals (Kysela, Anderson, & Marlo, 1981).

Most of the programme development for the disabled has been focused at the elementary school level where vocational preparation is not emphasised. The general focus on prevention and early intervention has directed both attention and resources away from the needs of the disabled (Wilcox & Bellamy, 1982). While it is commonly the case that individuals with disabilities receive valuable special programming in basic self-help, social and cognitive skills, they generally receive little guidance or specialised skill development programming in the secondary school years that would directly assist vocational success (Snart, Barton, & Hillyard, 1983). Few school districts operate special secondary programmes for students with more severe handicaps. In most cases, such students are simply placed into a modified programme that may include some individualised academic

instruction and a few extra periods of industrial arts each week. The predominant theme continues to be one of teaching academic skills (Snart et al., 1983).

Regular vocational education programmes offered at the junior and senior high school levels are quite inadequate to meet the special needs of more severely disabled individuals (Wilcox & Bellamy, 1982). Most vocational education classes are found at the senior high school level and are targeted towards regular education students who are not planning on attending college (Coughran & Daniels, 1983). Training is geared towards persons who require no adaptation of the normal learning situation and often requires a certain level of academic competence. Research has demonstrated that such conventional vocational education programmes confer no advantage in either gaining or maintaining competitive employment for individuals with disabilities (Flynn, 1982). Similarly, the "work experience" model used in many high schools to serve the academically-unmotivated student (Canadian Education Association, 1984; McKay & Doherty, 1982) fails to adequately meet the intensive training needs of students with more severe physical or mental disabilities. Only programmes which are vocationally relevant, intensive, highly structured and systematic and which include a supervised, work experience component have demonstrated success in helping individuals with disabilities develop the skills necessary to obtain and maintain competitive employment

(Halpern, 1978; Mithaug, 1983; Moss, 1979). Vocational programmes are needed that apply direct teaching, systematic programming for generalisation, and careful selection of work skills (Wilcox & Bellamy, 1982).

To provide relevant education for adolescents with more severe disabilities, secondary school programmes must differ from the common models of services for disabled elementary students and also from secondary programmes designed for academically-unmotivated students. Meaningful secondary programmes cannot be made by simply moving the elementary model into the high schools. Different student needs and the administrative structures of the secondary schools rule out such a transfer and demand a service model made specifically for the secondary school environment and the more adult needs of older disabled individuals (Wilcox & Bellamy, 1982). These goals can only be achieved through greater integration between school programmes and the working world while students are still in school (Canadian Education Association, 1984). This linkage can be accomplished through the development of cooperating program and funding agreements between school districts at both the provincial and local levels and those agencies that provide vocational rehabilitation, job placement, and services to individual adults with disabilities (Cavanagh, 1984).

Individuals with disabilities do not participate in the workforce to the same extent as nondisabled. Today, despite

improved public awareness of the rights of disabled persons and significant increases in the number of day programmes for adults (Bellamy, Sheenan, Horner, & Boles, 1981), hundred of thousands of potentially employable adults remain idle. Unemployment rates of 50 - 75 percent and average annual wages of \$435 for disabled persons (Whitehead, 1980) provide a dramatic description of the current deplorable situation.

Research activities have resulted in improvements in vocational training and placement of persons with severe disability. Early emphasis was placed almost exclusively on training individuals to perform sheltered workshop tasks (Bates, Renzaglia, & Clees, 1980). Recently, additional efforts have been directed toward training and placing individuals into nonsheltered settings which focus on competitive employment (Rusch, 1981; Wehman, 1981). Sheltered workshop is a nonprofit facility that provides sheltered employment for mentally disabled individuals. Work is usually contract work and workers are paid on a piece-rate basis (MacMillan, 1983). Competitive employment is a real job providing the federal minimum wage in a work area with predominantly nondisabled workers.

Competitive employment

Competitive employment is usually superior to placement in any type of sheltered work environment. It offers the possibility of dramatically improving the disabled's lifestyle as well as resulting in tremendous financial savings for

social service agencies (Wehman & Hill, 1985). Competitive employment allows individuals with disabilities to earn better wages and receive fringe benefits unavailable to sheltered workshop workers. The work performed in competitive environments is often more meaningful and challenging to the individual. It also offers the greatest opportunity for long term job retention and advancement. Competitive jobs are usually not affected by lack of available work or the personal variability that often affects sheltered work programmes. Perhaps, the most important factor in competitive employment is the increase facilitation of integration into all facets of community life for individuals with disabilities. Opportunities to travel more independently and develop friendships with nondisabled co-workers are greatly enhanced for individuals working in the competitive sector (Wehman, Kregel, & Seyfarth, 1985a).

Supported employment

A supported work model has been effective when applied to improve competitive employment opportunities for the disabled. This model used in both U.S.A. and Canada, gives the disabled intensive ongoing support throughout the term of their employment. It includes placement, job site training, ongoing monitoring, and follow up (Meyer, Beck, & Brown, 1981). The support work approach provides a vocational placement alternative that meets the needs of many individuals who have been historically and chronically underemployed or unemployed.

It is consistent with the federal conceptualisation of supported employment and it is characterised by paid competitive employment that occurs in integrated work settings that requires ongoing support provided by a local adult service agency (Will, 1984).

Central to the debate around supported employment is the issue of pay. Bellamy, Rhodes, Mank and Albin (1988), stated that to be engaged in supported employment, an individual must be working for pay and other benefits. They noted that a major benefit of supported employment is that people are given the opportunity to do work of value as reflected by the willingness of the employer to pay a competitive salary. This income is seen as creating new opportunities for people to participate in the community and to expand their role as consumers.

Wehman and Moon (1982), supported Bellamy's position that supported employment and adequate pay go hand-in-hand. Work without pay is demeaning. If a job is worth having then there must be a decent pay level associated with it. They feel that having a person with a disability begin a job by volunteering and not being paid will present the image that the person is too low functioning or not ready. This image will influence employers' perceptions of other people with similar disabilities.

Brown (1985), on the other hand, argues that the work experience itself and the opportunity for interaction with

nondisabled individuals far outweigh the issue of pay. His concern is that people with severe disabilities may in fact be denied employment opportunities if it is insisted that they be paid immediately on joining the workforce. However, he suggests that, with adequate instruction and support, direct pay is attainable within a year for almost all individuals with severe intellectual disabilities.

Nisbet and Callaghan (1987), suggest that both integration and wages are important and we should strive for both. They suggested the type of wage may be negotiable and can range from short term training that leads to regular employment (as in work experience) to pay that coincides with the quality and quantity of work. Whatever arrangement is made, however, some form of reimbursement is necessary.

Other studies have shown that an individual with disabilities, who is engaged in competitive employment enjoys financial advantages such as being able to buy things for oneself and others (Metropolitan Toronto Association for Community Living, 1988).

Numerous federal initiatives and emerging legislation have resulted in a significant allocation of federal and state resources for supported employment in the U.S.A. (Rusch & Hughes, 1988). One of the most significant pieces of legislation to date in the area of supported employment has been the Rehabilitation Act Amendments of 1986 (PL 99-506), which authorised a new formula grant for the State Supported

Employment Services Programme in addition to allowing state rehabilitation agencies to purchase supported employment-related services such as situational assessment and job placement training (Meyer, Peck & Brown, 1991). The Federal Register (1987), published rules and regulations governing the implementation of this Act. According to the rules and regulations, the purpose of the amendments was to assist states in developing and implementing collaborative programmes with appropriate public agencies. The rules and regulations defined supported employment as competitive work in an integrated work setting for individuals who because of their disabilities need ongoing support services to perform that work.

The data provided by supported employment programmes around the country have indicated that: 1) persons with disabilities of any type and severity can earn significantly greater wages in supported employment than in sheltered programmes (Hill, Wehman, Kregel, Banks & Metzler, 1987; Noble and Conley, 1987), 2) employers have shown a strong commitment to the employment of individuals with disabilities and indicated that nondisabled do not have to be isolated from disabled persons, and 3) supported employment programmes are more cost-effective in the long run than day activity jobs such as workshop programmes.

By placing individuals in an integrated setting where the opportunity for increased earnings and interactions with

nondisabled co-workers exists, it is believed that supported employees will ultimately participate more fully in services available to everyone in the local community (Hill, 1986).

Studies on employment of individuals with disabilities

A big issue facing researchers and service providers in attempting to meet the transitional needs of individual youths with disabilities is a scarcity of information once they leave or graduate from high school (Donnellan, 1984). The majority of studies investigating the past school adjustments of these youths were conducted in the 1960s and 1970s. This was before the inclusion of disabled in school based programmes prior to the expansion and reform of secondary and vocational programmes to accommodate disabled learners. In addition, most of these studies focused only on disabled youths. They were confined to single communities or cities and collected information on former students at a single point in time (Dinger, 1961; Howe, 1967; McFall, 1966).

There were a few studies which included a state-wide sample of former students who had received special services (Strickland & Arrell, 1967). One study in Texas was designed to determine the effectiveness of a school work programme on employment opportunities for disabled participants. It was reported that students who had received specific vocational training could, for the most part, be placed in jobs for which they had been trained.

Other post secondary studies were conducted between 1970-1980. Halpern (1973) carried out a state-wide study in Oregon to investigate the relationship between community economic conditions and employment opportunities for individual youths with disabilities. He found that vocational training programmes could be effective in assisting individuals with disabilities in finding jobs regardless of prevailing economic conditions.

Don Brolin (1973) conducted a study using field interviews with 80 former students who attended school in Minneapolis between 1966 - 1972. Overall, he found a 44 percent employment rate with better post school vocational adjustment correlating with post enrolment in work study programmes. Brolin's results provided support for the establishment of career educational programmes.

Recent studies in 1980 - 1986 continued to show that individuals with disabilities who received vocational training in school and participated in work experience within the community were more employable than others without it. One such study was conducted by Hasazi, Gordon, Roe, Funk, Hull and Salembien (1985). This study showed the results of a state-wide follow-up survey in Vermont. It consisted of 243 individuals with disabilities who graduated during the period from 1981 - 1983. This group of graduates, showed significantly higher employment rates than others who did not

participate in actual work experience during school years and post-school employment.

There were two additional studies completed in Colorado and Virginia. The study in Colorado was conducted by Mithaug, Horiuchi, and Fanning (1985). The second study was conducted by Wehman, Kregel and Seyfarth (1985) in Virginia and provided similar results to the study in Colorado. They found high unemployment, estimated at 58 percent, among the disabled who dropped out of school without completing a vocational programme.

WIRTC vocational models

Researchers of Western Industrial Research and Training Centre (WIRTC) in Alberta, Canada, believe that a large number of individuals with disabilities leaving the public education system without basic vocational skills contribute significantly to the problem of unemployment (Wehman, Kregel, & Seyfarth, 1985). It is WIRTC experience that many disabled individuals with disabilities entering post-secondary vocational training settings are lacking in those basic skills and behaviours generic to most vocational tasks that they cannot immediately enter and benefit from a work training programme. These individuals require an extension of prevocational training programmes into the upper elementary grades and the development of specialised, highly structured, and supervised vocational training programmes at the junior high school level. These must be followed by supervised work

experience and specialised school to work transition programmes in senior high school.

To achieve an effective continuum of vocational preparation and improve the employability of individuals with disabilities, WIRTC (1985) has developed a model for a comprehensive secondary vocational education program that includes supervised work experience and school to work transition components. The model consists of five integrated service modules that are activated in junior high and culminated in either job placement or post-secondary training after high school graduation. The program is designed to integrate vocational education services in the secondary schools with post-secondary vocational training and rehabilitation and job search and placement services operated and funded by the provincial and federal governments. Based on a model of the school to work transition process developed by the United States Office of Special Education Services (OSERS), the WIRTC model was originally prepared in response to a request for submissions on secondary education in Alberta made by the Minister of Education for Alberta (Ebert, Dennis, Mueller, & Vargo, 1985).

The first component of the program provides a means of assessing the entry level skills and educational and vocational potential of each individual with disabilities entering the junior high school system. This assessment is envisioned as a multidisciplinary process that will include

classroom and industrial arts teachers, parents and specialists in both special education and vocational rehabilitation. The focus will be on assessing functional, academic, social, practical and prevocational skills domains. The goal is to discover which instructional objectives have already been mastered, to develop an Individual Program Plan (IPP) that includes both educational and vocational objectives (Ebert, Harris, Duba, & Bevan, 1983), and to assign each student to the most suitable training module. Most students will likely be assigned to the prevocational skills module but some may be directly assigned to the more advanced work adjustment module or even the work experience module.

The prevocational skills module is an entry level phase which develops basic work support behaviours and skills that appear to be common requirements of work or work preparation programmes (Mithaug, 1978). These may include: basic academic skills (e.g.; "survival" arithmetic and reading, telling time), crucial self help and independent living skills that are functional within the local community (e.g., grocery shopping, using public transportation, banking services, pay telephone), basic social and interpersonal skills (e.g., appropriate greeting, appropriate behaviour in common social situations, social problem-solving, dealing with criticism), personal hygiene (e.g., appropriate attire and appearance, personal care), and such personal qualities as promptness, responsiveness to instruction, ability to attend to task and

work tolerance (Bellamy, Rose, Wilson, & Clarke, 1982). Prevocational training must prepare students to function as independently and productively as possible in a wide variety of community environments, teach skills in natural extraschool environments, and focus on chronological-age-appropriate skills (Brown, Certo, Belmore, & Crownen, 1978). Specific instructional objective and curricula are chosen on the basis of their relevance and functionality within the local community and as preparation for further vocational training (Taylor, Close, Carlson, & Larrabee, 1981).

The work adjustment module is a means to develop within the school setting two domains: work personality (i.e., self-concept as a worker and personal motivation for work) and work-related behaviours and competencies generic to many vocations (i.e., work habits, physical and mental skills applicable to work and work-related interpersonal skills). Instructional objectives will be based on empirical data regarding those generic skills and behaviours viewed as most important to employment success and tenure (Alper, 1985; Rusch, Schutz, & Agran, 1982) and will be taught within the industrial arts shops and simulated work environments with the school. As well as training basic skills required in a number of jobs with similar descriptions, students will also be exposed to the various tools and equipment that they will encounter in actual working situations.

Since the work adjustment module is designed as a bridge between prevocational skills activities and on the job skills training that will occur in the later work experience module, it is expected that the majority of students will initially split their instructional time between prevocational skills activities and work adjustment activities. As more advanced prevocational objectives are attained, the proportion of time spent in prevocational skills activities will decrease and the proportion spent in work adjustments will increase.

The work experience module is designed to enhance the employability of students by giving them actual work experience within the community. Work experience will be integrated with half-time prevocational and work adjustment training in the school and will be used to train generalised work support behaviours and specific saleable job skills within an actual work setting. Based on the supported work training model (Wehman & Arnold, 1984), the work experience module will provide for direct training of occupational and job-related social skills on the job site. Work experience will also permit students to explore occupations to facilitate career choices and help maintain motivated school performance.

Envisioned as a half-time temporary placement in an industrial or commercial establishment, each work experience placement would be individually arranged and tailored to each student's needs. Once an appropriate community job is found, job requirements would be carefully analysed (Belmore & Brown,

1978; Colvin, 1983) to provide a basis for identifying students behavioural assets and deficiencies and assist in defining specific training objectives for each student. Each student will then be trained to meet the various job requirements at the selected work site by an on-site vocational trainer who would coach the student until he or she is thoroughly familiar with all crucial work requirements and is comfortable in the work environment. Job-site supervision will be carried out by vocational rehabilitation professionals who, unlike special educators are experienced in both job analysis and on-the-job training methods. Once job skills are well established, this site supervision would be downgraded to part-time supervision or occasional site visits.

Placing students in real work settings will allow them to actually experience the conditions of a given job and compare their work abilities against competitive industrial standards of quality and quantity. At the same time, the work setting will provide vocational teachers with an unsurpassed opportunity to observe how each student reacts to the daily stresses and pressures of work, supervision, co-workers, demands and criticisms and many other aspects of the workplace. These observations could then lead to further training and instruction on specific weak areas within the more structured and controlled school setting. In many cases, students would be encouraged to try more than one job

placement during their period of work experience enrollment as a means of increasing general skills.

Regardless of the quality of earlier school preparation, transition is a critical period for all adolescents, particularly those who are mentally or physically disabled. For individuals with disabilities, explicit and extensive planning is necessary to successfully bridge the gap between school experience and adult life (Wilcox & Bellamy, 1982). This is because leaving school entails exchanging the security of a single service, education, for the confusion of multiple services each with different eligibility requirements and goals. Typically, this leads to functional education in support services at a point in time when community expectations for independence and productivity increase. Also, leaving school forces adolescents and their parents to consider a number of difficult and important decisions regarding residence, further education training or work selection, income maintenance, mobility, independent socialisation, altered family relationships and so on (Wilcox & Bellamy, 1982).

Transition planning

The transition services module of a secondary vocational programme is a mechanism for smoothing the often turbulent school to work transition for students with vocational disabilities. The objective of this service module is to develop awareness of factors and services in the community

that will support successful adult living, avoid institutionalization or nonremunerative day activity programmes and prevents the interruption of needed services. This objective is accomplished through the supply of a number of evaluation, counselling and planning services prior to school-leaving that are directed toward the integration of students' school experience with their next environment.

One year before school-leaving, regardless of progress made to that point in other programme modules, all students will be assigned to the transition services module. This module will include several components: 1) a review of progress in the program and assessment of exit level skills and motivation, 2) development of an Individual Transition Plan (ITP) that will outline a set of decisions about particular services desired for a student when he/she leaves the educational system, 3) counselling students and their parents with respect to appropriate post-secondary education/training or vocational options, and 4) familiarising students and their parents with a broad range of available community support services and alerting them to available options and the steps necessary to avail themselves of appropriate assistance in making the transition from school to work.

Although the transitional services module will be primarily school-based and forms an integral part of the total vocational programme for individuals with disabilities, its

success will be dependent on the active participation of private and public sector agencies at the municipal, provincial and national levels that supply post-secondary services to individuals with mental and physical disabilities. This is because the majority of services to be included within the transition services module will be supplied by personnel from such extra school agencies. In this manner resources existing within the greater community can be linked with the schools to assure that the vocational individual with disabilities is given the widest possible range of opportunities for post-school success.

At the school board/district level, such service linkage would necessitate the formation of a "school-community linkage committee" (SCLC) comprised of representatives from school, home, social service agencies, vocational rehabilitation and business/industry (Goldstein & Garwood, 1983). This committee would have the task of identifying the resources in the community and determining the most effective means of integrating these with the school's programmes and resources. The role of this committee would go beyond simply integrating the various services within the transition module. The SCLC would also develop procedures for communication between involved agencies, create a resource bank of employees, establish mechanisms to create community awareness, set local policies for programme implementation and develop necessary

cooperative agreements for service delivery and funding (Goldstein & Garwood, 1983).

It can be seen that this secondary vocational programme model is designed to accomplish two very important and basic goals. The first is helping individuals with disabilities within the secondary schools build the skills necessary for the transition from school to the working world. The other is bridging the gap between student's school experience and post-school environment through school-community linkage. The programme's mission is to assist students with moderate to severe disability in their transition from school to employment through provision of the following services:

1. The development of a career education curriculum designed around a work experience set of instructional objectives that are directly relevant to vocational success in the local community.
2. The comprehensive assessment of all individuals with disabilities entering junior high with respect to basic self-help, social communication, and work-related skills.
3. The establishment of individual instructional programme plans which includes vocational instruction plans at an early point in the student's secondary career.
4. The training of work relevant skills in a hierarchically arranged system that is graduated

from full-time in school, to part-time in school and part-time in community work setting, to eventual full-time community placement.

5. The evaluation of student progress and assessment of skills and competencies prior to school leaving and the preparation of individual transition plans for each exiting student.
6. The provision of basic orientation to students and their parents on the availability of community-based services.
7. Assisting students in obtaining permanent competitive employment or an appropriate post-secondary training placement.
8. Encouraging direct and continued contact between school personnel and persons in charge of placements in vocational training programmes, job placement for disabled workers, and residential settings to provide valuable circular feedback; ensuring that school curricula will remain relevant and up to date and that consumers will be aware of the skills they may expect from graduates of public school programmes.

Although the idea for special vocational needs programme with work experience training component is not new (Cavanagh, 1984, Wilcox & Bellamy, 1982) and similar programmes are presently operating in the United States (Rise Incorporated,

1984; Vautour, Stocks & Kolek, 1983), implementation of the model presents a number of special challenges to service providers, government policy-level, particularly the integration of education, employment, vocational rehabilitation and social services resources to supply the continuum of service and funding necessary for such a comprehensive programme.

This programme may be considered clearly within the mandate of the educational system which is a matter of provincial concern. It is aimed mainly at improving the employability of individuals with disabilities upon leaving the school system, an area that falls within the federal mandate. When students leave school and enter the labour market they also move from provincial agencies' jurisdiction (schools) to those of federal jurisdiction (Employment and Immigration Canada). In terms of government policy such jurisdictional change occurs instantly at the moment of school-leaving but the actual transition from school to work is a developmental process that occurs over some time. The developmental process cannot be adequately addressed by separate service systems. Successful transition from school to work requires an integrated continuum of services.

Employment and Immigration Canada (EIC) was established to develop and administer employment, immigration, and unemployment to insurance programmes and services. It is involved in developing and administering employment transition

programmes such as adult training, work experience, youth training, and job creation schemes. Through such programmes and its Canada Employment Centres, the EIC provides no vocational guidance services within the schools as this is deemed a matter of provincial responsibility. Within the schools, EIC provides only counselling materials and promotes vocational guidance.

The transition from school to adult roles may be viewed as a part of a developmental continuum which runs from birth to death. The present arrangement of jurisdictional change from provincial to federal that occurs when the individual leaves school for employment, creates a break in the developmental continuum and a gap in services that is particularly difficult for individuals with disabilities to bridge. For special needs students, the jurisdictional confusion at transition is further exacerbated by the fact that many services they require come under the jurisdiction of the health and welfare system which is cost shared by provinces and the federal government.

One possible solution to this problem is for the Government of Canada, through Employment and Immigration Canada and Health and Welfare Canada to negotiate cost sharing agreements with the provincial ministries of education for the development and implementation of transition services programmes for individuals with disabilities within the secondary schools. Precedents for such agreements have

already been set. For example, EIC, through a cooperative venture with Alberta Manpower and Alberta Education, is providing pilot project funds to Alberta school districts interested in offering special summer intervention programmes for potential secondary school drop-outs. These school-based programmes are aimed at assisting students in exploring their educational and career aspirations, developing essential employee attributes and encouraging students to continue their education or seek further post-secondary training appropriate to their career aspirations. Similar cooperative agreements might be arranged to assist individuals with disabilities in making a successful transition from school to work.

Manitoba's government policy on transition planning

Transition planning is a very important component in providing continuity of programmes and services for individuals with disabilities reaching adulthood. In Manitoba, transition planning is based on cooperation between Departments of Education and Training, Family Services and Health (Stephan, 1989).

A transition planning process is essential to support the successful transition from school to community living for students requiring rehabilitation support services. It is a difficult process and involves much more than the physical transfer of administrative responsibility for an individual's service programme from school to adult service agencies.

Individuals with disabilities are a heterogeneous population presenting a broad range of support service needs. Some need only minimal and temporary support to make a successful transition from school to adult living. Others need support services on a continuous basis.

The level and type of services required to support any individual in making a successful transition from school to adult living must be determined on an individual basis through the development of an Individual Transition Plan. This transition plan will help individuals with disabilities to make worthwhile adjustment in the vocational area as well as in the areas of independent community living and recreation.

A worthwhile Individual Transition Plan is based on a comprehensive assessment of the individual to determine transition goals and programmes. Transition planning involves the particular student, parents, teachers, social and other related service staff who know the student.

Here are some recommended guidelines to facilitate an individual transition planning process involving educators, social and health care staff at the local level.

1. An Individual Transition Plan should be developed for the student on reaching his/her sixteenth birthday. The student will need community based support services to make transition successful from school to independent adult living. The Plan must identify individual programme and service needs as

well as arrange long term goals for each student involved.

2. The Special Education Coordinator must act as liaison between student and community.
3. The transition team will include appropriate Education, Health and Family Services personal, parents/guardians as well as the student.
4. Transition plans must be reviewed on a yearly basis.
5. Regional Director of the Department of Family Services is responsible for Family Services and Health Staff carry out duties.

Manitoba's Government Transition Plan has many components such as: personal data, a Life Skills Performance Profile, and a Vocational Performance Profile.

The author of this plan hopes that the process will help the individuals with disabilities to make the transition from school to the workplace a smooth and successful move as well as develop more useful plus employable people within the community.

Individuals with disabilities require an education that focuses early attention on developing important vocational survival skills and on providing needed work experience. To improve the future employment situation of individuals with disabilities, it is crucial that the federal government support the development and implementation of secondary special needs, vocational programmes that link education,

manpower, vocational rehabilitation and social service resources to ensure adequate school to work transition for those adolescents who presently face the most uncertain future.

Individuals with disabilities who have received vocational training based on a work experience programme from elementary to graduation with a transition plan to move from school to a job, are better equipped for the working world. The Western Industrial Research and Training Centre (WIRTC), model is being used across Canada including Winnipeg, Manitoba (Perring, 1987). Many school divisions have planned vocational programmes for the individual with disabilities to help improve their daily living, social, survival and independent skills. As the latter improve, steps are taken to place the students in the community for periods of work session (2 - 3 weeks) under the supervision of a Coordinator of the Work Experience Programme. The Coordinator meets with the employers and explains the programme and the potential of the students. During the work experience sessions at the work site, the coordinator visits to evaluate the students' performance, behaviour and attitude. After leaving school, some disabled work experience students are hired by employers as full-time workers.

This programme has been a success in Manitoba and other Canadian provinces. The success can be attributed to the Work Experience Model and the close cooperation of the coordinator

with the community and employers. In part, the success of the programme is also due to employers who have become aware of individuals with disabilities.

The most prevalent factor motivating employers to hire new workers is to fill or meet existing labour needs. In fact, the need to fill a position was identified as the primary reason for hiring workers with disability by 55 percent of respondents in a recent survey of employers (Shafer, Hill, Seyfarth, & Wehman, 1987).

Altruism has also been shown to play a significant role in the employer's decisions to hire workers with disabilities (Easterday & Denver, 1987). Riccio and Price (1984), found that the desire to help individuals with disabilities was often cited by employers as a reason for hiring them. The prospect of enhancing public and community relations has been identified as influencing employers to hire workers with disabilities (Easterday & Denver, 1987). Some employers or corporations may view employment of individuals with disabilities as part of their corporate responsibility to the community as one means of making the corporate image shine a little brighter within the community (Freedman & Keller, 1985). The Southisland Corporation for example, recently initiated a campaign to employ individuals with disabilities as sandwich makers in their 7-11 Stores (Smart, 1987). Similar corporate initiatives have also been recently

undertaken by Pizza-Hut, McDonald's Restaurants, Marriott Corporation, Kentucky Fried Chicken and others.

Easterday and Denver (1987) surveyed 84 employers in the Columbus, Indiana area to assess the influence of 10 incentives associated with employment. Those incentives most frequently identified by employers as affecting their decisions to hire individuals with disabilities included: regular attendance, ongoing availability of agency personnel, on-site training and social behaviour.

Linking research questions with literature review

The research questions are based on the literature review data. The data have shown that solid, systematic vocational programmes with work experience and transition plan components are important to individuals with disabilities preparing for the world of work. This programme has helped to make the students develop employable skills such as social, interpersonal, social problem solving and other related qualities necessary to use on the job. It has also helped to inculcate positive characteristics and competencies related to many vocations.

There are a number of companies such as Pizza Hut and McDonald's that have opened up their work sites to individuals with disabilities to improve their employment situation. There are many other companies that have done the same for other reasons such as filling labour needs, acting as a good

corporate citizen, and making a contribution to improve the welfare of these students.

The issues mentioned above form the basis or framework for the research questions. The research questions will be used to assess what factors employers feel are necessary when hiring work experience individuals with disabilities. Since employers are engaged in the hiring of individuals with disabilities, they will be the subjects to complete the questionnaire.

Research questions

The study will seek answers to the following questions:

1. Do employers feel that individuals with disabilities are employable?
2. What are the characteristics of work experience students with disabilities that employers desire?
3. Why do employers make their work sites available to these students?
4. What concerns do employers have with regards to the presence of these students on the job?

CHAPTER THREE

Method

The subjects, instrument, design and procedures used in the study are described in this chapter. There is also a data analysis section which will show how the material collected will be analysed.

Subjects

A comparison was made between two groups of employers or their supervisors who had direct contact with work experience students with disabilities and other employers who had never had such students at their job sites. Both groups of subjects responded to the questionnaire (See Appendix A). Information about the subjects' age, gender, size and type of business, and other related factors was collected at the beginning of the survey.

The subjects were drawn from the St. Boniface and St. Vital urban areas in Winnipeg, Manitoba. In this geographical area, there are many types of actual and potential work sites such as grocery stores, drug stores, florist shops, restaurants, laundry shops, lawn maintenance centres, and others where the services of the work experience student with disabilities could be used.

The subjects were 100 in number. There were fifty subjects drawn from employers or supervisors who have had work experience students with disabilities and fifty from employers who have never had such students at their workplaces.

A list of supervisors who had opened their work site doors to work experience students with disabilities in the past was obtained from the St. Boniface and St. Vital School Divisions. The other list, provided subjects who had no direct contact with these students was taken from the phone directory of the St. Boniface and St. Vital areas.

After selecting the two subject groups, they were matched according to business size, location, and type.

Sample method

A simple random sample was constructed by picking names from a hat. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

There were two sessions of selecting who would respond to the questionnaire. First, 100 subjects from the St. Boniface and St. Vital School Divisions' work site list were tossed into a hat and 50 were randomly selected. Next, 100 subjects from the same area were selected from the phone directory and tossed into a hat. Fifty subjects were randomly selected. To match the subjects, the 50 taken from each group were picked and arranged as closely as possible according to size, location and business type. These 100 subjects completed the questionnaire.

Instrument

The research questions were addressed by the use of a questionnaire. The questionnaire was designed to collect the opinions of employers or supervisors on the employability and characteristics of work experience students with disabilities on the job. Concerns employers might have about these students and why employers allowed their work sites to be used as training centres for these workers were also examined.

Design and procedure

A descriptive research design was used to determine the opinion of the employers. This research involved collecting data to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are at the time (Gay 1987). The results from the questionnaire reflected the opinion and judgment of the employers. In order to receive a good return of the questionnaires, the items were kept simple, intelligible, and clear. All the items were related to the objectives of the study.

Pilot Study

A pilot study was conducted to assess the clarity, preciseness, and simplicity of the questionnaire items. This examination of the questionnaire items was carried out by 4 of the employers or supervisors who had not been selected from the 100 subjects chosen to complete the questionnaire. Their suggestions were used to improve the quality and format of the

questionnaire. Interviews were conducted with them to solicit their suggestions.

The mailed questionnaire was accompanied by a cover letter (See Appendix B) which explained the purpose of the survey. The letter included a deadline date of 10 days for respondents to reply.

Each letter was individually signed as an indication of the interest taken by the researcher. To speed up replies a stamped self-addressed envelope was included in the package. After a 10 day period, a telephone call was made to 15 subjects who had not responded to the questionnaire.

It was important to receive a high percentage of the questionnaires to make the results more valid and reliable.

CHAPTER FOUR

Results and Discussion

This chapter includes a data analysis section in which the results are presented and discussed.

Results and discussion

The results of the questionnaire are described in terms of the response rate for each item, and percentages of respondents at each point on the Likert scales for each item. Three dimensional histograms were developed to compare relationships.

A comparison of the two groups of subjects on their attitudes toward employability, characteristics of work experience students with disabilities on the job, concerns of employers, and reasons why they allowed these students at their job sites.

There were 100 questionnaires sent out to two groups. The first group was made up of 50 employers who had work experience individuals with disabilities (WE) use their job sites as work stations. The second group of 50 employers never had these students (NWE) at their work place. There was an 84% response rate to the questionnaire. Forty-six of the 50 respondents of the WE group and 38 of the 50 respondents of the NWE group replied.

The questionnaire was completed by 53 men and 31 women. This could be an indication that there were more men than women employers or supervisors at work stations. Most of the

work stations were operated by managers, followed by owners in both groups of subjects.

The area of St. Boniface seemed more prepared than St. Vital to make available its work sites as training centres for individuals with disabilities.

It would appear that the age group of 30 - 45 was most receptive to the individuals with disabilities than other age groups.

The most favourable size of work sites for individuals with disabilities seemed to be those with more than 41 employees as well as between 11 - 30 workers.

The types of business most suitable for these students were retail and other which included non-commercial or wholesale in nature (See Table 1).

The vast majority of employers who took part in the study felt there were important qualities that the students must possess to enter the world of work. These were attendance, punctuality, and the ability to follow instructions. Work habits and performance were also deemed important, but levels of agreement showed lower support in comparison to the first 3 items (see Table 2).

Comments from many subjects clarify the results. With regards to attendance, one respondent noted, "everyday is a new experience, if not attending miss valuable opportunity". Concerning punctuality, one comment stated, "it reflects the

Table 1

Demographic information about questionnaire respondents

Characteristics	Respondents			
	<u>WE</u>		<u>NWE</u>	
	Number	%	Number	%
Age:				
1 = < 30	12	26	13	34
2 = 30 - 45	25	55	19	50
3 = 46 - 61	8	17	6	16
4 = > 62	1	2	0	0
Gender:				
Male	33	72	20	53
Female	13	28	18	47
Employer role:				
1. owner	14	30	10	26
2. manager	23	50	21	55
3. supervisor	9	20	7	19
Area:				
1. St. Boniface	30	65	18	47
2. St. Vital	16	35	20	53
Size:				
1 = < 11	15	33	19	50
2 = 11 - 20	5	11	8	21
3 = 21 - 30	8	17	4	11
4 = 31 - 40	3	7	2	5
5 = 41 - 50	5	11	0	0
6 = > 50	10	22	5	13
Type:				
1 = retail	24	52	23	61
2 = wholesale	0	0	0	0
3 = commercial	5	11	1	3
4 = individual	3	7	1	3
5 - other	14	30	13	33

Note: WE = Employers who have had work experience students with disabilities.

NWE = Employers who had no work experience students.

degree of commitment". Other comments were, "all items of employability are important".

All those who prepare work experience students with disabilities to receive training at work stations must be made aware of the importance of a general work ethic including such components as punctuality, attendance, and the ability to follow instructions. It would appear that teachers and others who are preparing these students for the world of work must put more emphasis on a general work ethic, work readiness habits and less on whether the students can perform specific vocational tasks at the work site. Employers seem to be of the opinion they can influence or determine the performance level of the students at the job site.

It may be necessary to do more research into the area of work readiness to ascertain its importance at the work site.

In addition, school personnel should probably concentrate on other important areas they are better able to do, such as teaching daily living skills that help the students become more independent and responsible individuals, capable of the sort of work ethic desired by employers.

Employers with W.E. students and N.W.E. students strongly agreed that motivation, a work ethic, and work habits were characteristics they wanted workers to possess and use on the job.

Some subjects selected "agree" (rather than "strongly agree") indicating that mixing with co-workers and vocational

Table 2

Employability qualities

		<u>Level of Agreement**</u>					
<u>Qualities</u>	<u>Group*</u>	<u>Strongly</u>		<u>Agree</u>	<u>No</u>	<u>Strongly</u>	
		<u>N</u>	<u>Agree</u>			<u>Dis-</u>	<u>Dis-</u>
Attendance	W.E.	46	35(76)	11(24)	0	0	0
	N.W.E.	38	29(76)	9(24)	0	0	0
Punctuality	W.E.	46	35(76)	11(24)	0	0	0
	N.W.E.	38	29(76)	11(24)	0	0	0
Follow Instructions	W.E.	46	34(74)	12(26)	0	0	0
	N.W.E.	38	29(76)	9(24)	0	0	0
Work Habits	W.E.	46	30(65)	16(35)	0	0	0
	N.W.E.	38	28(74)	10(26)	0	0	0
Performance	W.E.	46	24(53)	22(48)	0	0	0
	N.W.E.	38	25(66)	13(34)	0	0	0

Note: * W.E. = Employers who have had work experience
students with disabilities.

N.W.E. = Employers who have not had work experience
students.

** Percentages are reported in brackets.

skills were not as important as motivation, a work ethic, and work habits (See Table 3).

Comments with respect to the above from some subjects are very interesting. On motivation, one subject said, "it is a powerful influence on the boss". Another said, "if motivation is not present, students will not progress". Commenting on ability to mix with co-workers, a subject stated that "it makes everyone's job much easier". Good vocational skills are important "without them you cannot do the job".

The employers may be of the opinion that the basics of motivation, work habits and work ethics begin at school. When the students arrive at the work site, the employers hope to add to these basics making students more fully equipped to cope with the job.

It may be that practical vocational skills are best developed at the job site where the machines and tools for the job are present and the students can develop the necessary skills within the plant rather than in school.

Work experience employers (WE) as well as non-work experience employers (NWE) mainly agreed that training, employment, preventing discrimination, and making a societal contribution were good reasons for making their work sites available to students with disabilities (See Table 4).

From Table 4, it could be seen that both WE and NWE employers strongly disagreed that enhancing the company's

Table 3

Characteristics employers want

		<u>Level of Agreement**</u>					
<u>Charac-</u>	<u>Group*</u>	<u>N</u>	<u>Strongly</u>	<u>Agree</u>	<u>No</u>	<u>Strongly</u>	
<u>teristics</u>			<u>Agree</u>	<u>Agree</u>	<u>Opinion</u>	<u>Dis-</u>	<u>Dis-</u>
						<u>agree</u>	<u>agree</u>
Mixing with co-workers	WE	46	20(43)	24(52)	2(5)	0	0
	NWE	38	16(48)	22(58)	0	0	0
Work habits	WE	46	29(63)	17(37)	0	0	0
	NWE	38	23(61)	15(39)	0	0	0
Vocational skills	WE	46	15(33)	23(50)	8(17)	0	0
	NWE	38	14(37)	20(53)	4(10)	0	0
Work ethics	WE	46	30(65)	16(35)	0	0	0
	NWE	38	20(53)	18(47)	0	0	0
Motivation	WE	46	35(76)	11(24)	0	0	0
	NWE	38	26(68)	12(32)	0	0	0

Note: * WE = Employers who have had work experience
students with disabilities.

NWE = Employers who have not had work experience
students.

** Percentages are reported in brackets.

image was a good reason for opening up their work stations to the students.

It was interesting to note that there was a larger percentage of strongly disagreed response coming from the NWE employers in comparison to the WE employers (See Table 4).

Some of the subjects felt upset about enhancing the company's image in this manner. One said, "the company's image should have no bearing on employing a student with disabilities". Another said, "it is not advertising but opportunity for student to see what trade is about". Continuing on another said, "This is a terrible statement. I would feel as though I were using a human being".

One subject commenting in support of reasons for work site being made available to students said of employment situation, "previous experience is always important consideration in hiring". Another, commenting on the work site helping to remove discrimination, said, "it is always more difficult to discriminate against someone you actually know than against a generic idea".

From the responses on the questionnaire, it is evident that employers had definite motivations in hiring individuals with disabilities. However, the results showed that enhancing the company's image was not a motivating factor. According to Table 4, their motivations in hiring were based on training workers, employing them, and reducing or removing discrimination among workers.

Table 4

Reasons for work site

		<u>Level of Agreement**</u>					
Reasons	Group*	N	Strongly Agree	Agree	No Opinion	Strongly Dis-agree	Dis-agree
Training	WE	46	23(50)	21(47)	2(3)	0	0
	NWE	38	17(45)	21(55)	0	0	0
Employment	WE	46	17(37)	21(47)	8(16)	0	0
	NWE	38	14(37)	24(63)	0	0	0
Preventing dis-crimination	WE	46	17(37)	24(52)	5(11)	0	0
	NWE	38	15(39)	18(47)	5(14)	0	0
Company's image	WE	46	8(17)	10(22)	6(13)	20(43)	2(5)
	NWE	38	4(9)	7(18)	3(8)	22(58)	2(5)

Note: * WE = Employers who have had work experience
students with disabilities.

NWE = Employers who have not had work experience
students.

** Percentages are reported in brackets.

Most employers were of the opinion that coping, relationship, attitude, performance, and public perception were not major problems for students working with them. Two of the 5 items just mentioned, relationship and performance were considered to be minor problems by some employers but most did not feel these two items were concerns to worry about (see Table 5).

Most Work Experience Teachers and others are of the opinion that coping, relationship, attitude, performance and public perception are major problems the students have to face at the work site. This study has shown that these are not as great a problem from the employers' perspective. This result could have a far reaching repercussion for Work Experience Programmes. There are some students who may have been excluded from work experience for these very reasons. Now, this study may change that and give equal opportunity to all students.

There were comments from some subjects to clarify possible problems employers may have concerning students with disabilities in the work place. With regards to coping, "this is another base question. Sometimes it is a problem with students who are normal". "Every case is different and students must be in a position that matches ability". "If a company takes on an employee with disabilities, the employer must realise that concessions must be made in how things will work out with that person".

Table 5

Concerns of Employers

Concerns	Group*	N	<u>Level of Agreement**</u>				
			Strongly Agree	Agree	No Opinion	Strongly Dis-agree	Dis-agree
Coping	WE	46	4(9)	12(26)	4(9)	25(54)	1(2)
	NWE	38	5(13)	7(18)	3(8)	21(56)	2(5)
Relation-ship	WE	46	5(11)	23(50)	5(11)	6(13)	7(15)
	NWE	38	3(8)	7(18)	8(21)	14(34)	6(16)
Attitude	WE	46	7(15)	12(26)	7(15)	15(33)	5(11)
	NWE	38	5(13)	5(13)	7(18)	18(48)	3(8)
Performance	WE	46	6(13)	20(43)	6(13)	10(22)	4(9)
	NWE	38	8(21)	4(11)	4(11)	18(48)	4(9)
Public perception	WE	46	4(9)	11(24)	4(9)	17(37)	10(21)
	NWE	38	2(5)	2(5)	6(16)	25(66)	3(8)

Note: * WE = Employers who have had work experience

students with disabilities.

NWE = Employers who have not had work experience

students.

** Percentages are reported in brackets.

Commenting on the perception of the public, one subject said, "trade skills are not to be confused with appearance skills. Another on attitude said, "What attitude is a problem? If trained will have the right attitude."

By referring to Table 5, it is clear that Work Experience Coordinators and other educational planners must concentrate on other areas of training and development to prepare individuals with disabilities to move from school to work. Proper and adequate relationship skills must be included in school programmes to assist in the smooth transition from school to the work place.

Three dimensional histograms

Three dimensional histograms are used to compare relationships with different variables. The 3 dimensional histograms examined employability qualities, characteristics employers want, availability of work site and employers' concerns.

Employability

Attendance/instruction, punctuality/work habits, and work habits/motivation all showed meaningful relationships with a heavy cluster of scores in the strongly agree category. The heavy cluster of scores occurred between both WE and NWE employers.

Characteristics

There was also a meaningful relationship between items such as work ethics/vocational skills, work ethics/ability to

mix with co-workers and motivation/work ethics. These items received heavy concentration of scores at the strongly agree rate from WE and NWE employers.

Availability of work site

Work experience and non-work experience employers showed there was a meaningful relationship among employment/company's contribution, employment/job training and preventing discrimination/company's contribution. The 3 dimensional histogram indicated a cluster of scores in the agree response of the items mentioned above.

In examining the relationship between the company's image/company's contribution, the 3 dimensional histogram suggested a cluster of scores in the strongly disagree response area of the company's image.

Concerns of employers

In comparing coping/attitude with relationship/performance, there was a cluster of scores at the strongly disagree level. Comparing attitude/public perception, there was a definite cluster of scores at the strongly disagree level to show that public perception was not a great concern for employers.

The 3 dimensional histograms showed similar results compared to the findings mentioned earlier using response rate for each item and percent of respondents at each point on the Likert scales for each item.

Conclusions

From the results of the questionnaire, employers were of the opinion that individuals with disabilities must have employable qualities and characteristics to be hired as employees. The most important qualities were good attendance, punctuality, positive work habits, and a positive work ethic were also deemed very important.

The employers were willing to open their work site to provide training, improve employment opportunities, help reduce worker discrimination, and make a contribution to the welfare of these students. They did not provide jobs with the intention of enhancing the company's image.

Employers did not worry more about students with disabilities than students without disabilities with respect to their being able or not, or their attitudes, relationship with co-workers, or how they were perceived by the public. They felt problems could be brought under control with the training programme at the work site.

This study could have educational significance and benefit to this province. The transition programme could become more highly developed and successful by using the results or findings of the questionnaire. Planners of this programme now know and have scientific data to use in preparing and shaping the future lives of individuals with disabilities.

Limitations

This research study did not examine the effectiveness of the Work Experience Programme in preparing students for the world of work. It did not look at full-time or part-time employment situations. There was no mention of gender employment among individuals with disabilities. These aspects are important and may be the bases for future research.

There were other limitations to this study. It dealt with a specific group of students who attended school in the City of Winnipeg. This was an urban area with industrial, manufacturing, and commercial centres which formed the bases or training centres for the work experience students.

What if these students were attending school in the rural areas of Manitoba? Would the attitudes of employers have been the same? These areas lack human resources and the economic opportunities may be fewer.

These differences could have a greater impact on the transition from school to work for the individuals with disabilities seeking employment.

Recommendations

School must develop effective vocational programme specifically for individuals with disabilities. It must start in the upper elementary, through the middle grades to the senior level. The senior level must emphasize work experience and the transition process based on competitive employment with integration in the community.

In the schools, greater importance must be placed on life, survival, independent, social, and problem solving skills.

It is essential to develop and improve communication links with the world of work through employers. Vocational personnel could inform employers of the programme to assess its value. Teachers could through dialogue and visits, obtain from employers their expectations of the students.

Vocational teachers must receive better training to prepare the students for the world of work. They must be in tuned with the expectations and vagaries at the work site.

If individuals with disabilities are to improve their employment skills at the work place, vocational teachers must have systematic and highly developed programmes in place. These must include closer ties with the community especially with prospective employers.

Research studies are needed to assess the effectiveness and practicality of the Work Experience Programme. Another study might examine this programme in operation in the rural areas of Manitoba.

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APPENDIX A

DEMOGRAPHIC SECTION

This section deals with personal items such as age, gender, type of business, position and location. This information is important to the results of the study.

Please check (✓) only one for each item.

- | | |
|---|-------------------------------|
| (1) Age | (2) Indicate sex |
| _____ under 30 | _____ Male |
| _____ 30 - 45 | _____ Female |
| _____ 46 - 61 | |
| _____ over 62 | |
| (3) Indicate your position | (4) Indicate area of company |
| (a) _____ owner | (a) _____ St. Boniface |
| (b) _____ manager | (b) _____ St. Vital |
| (c) _____ supervisor | |
| (5) Size of the company according to number of employees. | (6) Indicate type of business |
| (a) _____ under 11 | (a) _____ retail |
| (b) _____ 11 - 20 | (b) _____ wholesale |
| (c) _____ 21 - 30 | (c) _____ commercial |
| (d) _____ 31 - 40 | (d) _____ industrial |
| (e) _____ 41 - 50 | (e) _____ other |
| (f) _____ over 50 | |

SURVEY ITEMS

Please answer each item according to the scaled responses. Circle only the number which most accurately reflects your response. Also write a longer response in the "comment" section if you wish.

Before making the responses, please read the following definitions of terms carefully.

- (a) An individual with disabilities is a person who is hindered in learning, social behaviour or occupational performance due to physical, mental, emotional or communication disabilities. Disabilities can be divided into three categories:
- (a) mild, (b) moderate and (c) severe.
- (b) Work experience students with disabilities are those who receive training (Gr. IX - XII) at school and the job site to prepare them for the world of work. Part of the training emphasizes such qualities as punctuality, cooperation, following instructions as well as learning to develop survival, independent, social and work ethics skills. The student is assigned to receive practical training at a worksite for three-one month blocks during October, December and May of each school year.
- (c) Reliability refers to the preparation and consistency qualities which the student brings to the job site.

SCALED RESPONSES

5 strongly agree
4 agree
3 no opinion
2 strongly disagree
1 disagree

I EMPLOYABILITY

- (1) Rate the importance of the following factors with respect to the employment of students with disabilities:
- (a) Regular attendance is important 5 4 3 2 1
Comment:
- (b) Punctuality is important 5 4 3 2 1
Comment:
- (c) Following instructions is important 5 4 3 2 1
Comment:

- (d) Reliable and consistent work habits
are important 5 4 3 2 1

Comment:

- (e) Ability to perform on the job is
important. 5 4 3 2 1

Please Comment:

- (a) Work ethics refer to rules and behaviours workers must observe and accept.
- (b) Vocational skills prepare students to learn both specific job and employability skills for real work.
- (c) Motivation is the attitude and drive displayed on the job.
- (d) Social skills refer to interactions with co-workers and how to get along with them.
- (e) Work habits are the everyday qualities such as interest, effort, attitude and motivation the worker shows at the job site.

II CHARACTERISTICS

- (2) Rate the importance of the following characteristics that may be displayed at the work site:

- (a) Ability to mix with co-workers is
important. 5 4 3 2 1

Comment:

- (b) Good work habits are important. 5 4 3 2 1

Comment:

- (c) Good vocational skills are
important. 5 4 3 2 1

Comment:

- (d) Good work ethics are important. 5 4 3 2 1

Comment:

- (e) Motivation is important. 5 4 3 2 1

Please Comment:

- (a) On the job training refers to students assigned to a real work site and exposed to the world of work.

III AVAILABILITY OF WORK SITE

- (3) Advantages of making work site available to students with disabilities.

- (a) It provides practical on the job training. 5 4 3 2 1

Comment:

- (b) It improves their employment situation. 5 4 3 2 1

Comment:

- (c) It may help to remove workers' discrimination. 5 4 3 2 1

Comment:

- (d) It may help to improve the company's image. 5 4 3 2 1

Comment:

- (e) It is a form of contribution to society. 5 4 3 2 1

Please Comment:

IV CONCERNS

- (4) Some concerns or problems employers may face with work experience students with disabilities at the job site.

- (a) Coping with the work may be a problem. 5 4 3 2 1

Comment:

- (b) Relationship with co-workers may be a problem. 5 4 3 2 1

Comment:

- (c) Attitude may be a problem. 5 4 3 2 1

Comment:

- (d) Ability to perform may be a problem. 5 4 3 2 1

Comment:

- (e) Perception of public may be a problem. 5 4 3 2 1

Please Comment:

If you wish to have a summary of the results of the study, put a check mark (✓) after yes below.

Yes _____

Appendix B

Leroy Grant

To Whom It May Concern:

My name is Leroy Grant. I am a part-time student at the University of Manitoba. At the present time, I am completing a Master's Degree in Special Education.

The reason for my letter is to request your consent to participate in a research study which is one of the requirements for my degree.

The purpose of the study is to evaluate the opinions of employers or supervisors on the employability and characteristics of work experience students with disabilities on the job. It will also examine concerns employers may have about these students on the job and why employers allow their work sites to be used as training centres for these workers.

As a participant, you will be asked to read some definitions and instructions and then complete a questionnaire which consists of 20 items. This is estimated to take approximately 15 minutes of your time. It would be appreciated if you return the completed form in the envelope provided within 10 days.

It is important to note that you may withdraw from this study even after you have given your consent. You may withdraw at anytime during the survey. Also, you are entitled to receive a summary of the results of this study. If you wish to have a copy, kindly indicate at the end of the questionnaire with a check mark (✓).

Please be assured that all survey data will be handled with strict confidentiality and respect.

I wish to thank you sincerely in advance for taking the time out of your busy schedule to participate in this study.

If you require further information or clarification, please feel free to contact me at (evenings).

Yours truly,

Leroy Grant

Employer's/Supervisor's Consent

sign here please