

Career Exploration Experiences for Children with Disabilities

by

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A thesis submitted to the Faculty of Graduate Studies of the University of Manitoba in

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Manitoba in partial fulfillment of the requirement of the degree

Master of Science

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DEDICATION

This thesis is dedicated to my big sister, Erin. Thank you for your 26 years of love, support, and brutal honesty! Thank you for calling me when I felt down, for always coming to visit me while I was in school, for introducing me to Tim and for always believing I could do it. I love you lots sis!

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ABSTRACT

The Expectancy Value model (Wigfield and Eccles, 2000) was combined with the Ecological Systems Model (Bronfenbrenner, 1980) in order to produce a fully explanatory model of children's academic and career choices. The integrated model predicts that the behaviour presented in any particular situation is a function of the social value of the goal toward which one is working, personal expectations for success and the degree of achievement motivation one has, and external factors such as cultural stereotypes or behaviours and attitudes of influential people. Simply put, this approach predicts that when more than one behaviour is possible, the behaviour chosen will be the one with the largest combination of expected success and imparted social value. The model effectively predicts that individuals with higher self-esteem, higher levels of achievement motivation and more developed social skills will apply greater possibilities of success to their own behaviours and ultimately be more successful in socially valued roles. This research suggests that it is of value to address the intrinsic factors when the extrinsic factors are not directly modifiable in order to minimize the impact of poverty, unemployment, and social exclusion (the social development cycle) on individuals with disabilities. The results of this study further indicate that inclusive career education programs are prime venues for positively addressing these intrinsic factors.

INTRODUCTION

The definition of disability for this study is the Canada Student Loans Program definition, which focuses on functional limitations associated with school or work. This definition of disability, although valid and effective, conflicts with the social model of disability and prevents full citizenship for these same individuals. Disability inevitably places an individual at risk for poverty, unemployment, and social exclusion, all factors which are deemed by society to be necessary for experiencing full citizenship. In order to extend full citizenship to individuals with disabilities and extract disability from the social development cycle, modifiable factors need to be addressed. Modifiable factors include (but are not limited to) intrinsic factors, such as self-esteem, achievement motivation, and social skills.

Using an integrated model based on the Dynamic Ecological Systems Model and the Expectancy Value Theory, this study discusses how disability can negatively impact long-term prospects for employment, social power, and thus full citizenship. The study utilized a mixed design to collect information about the career exploration process for individuals with disabilities from multiple perspectives. Qualitative interviews were conducted with participants of the Career Trek Program both pre-program and post-program. Participants were also asked to complete quantitative measures of self-esteem and achievement motivation. Data was collected from both children with disabilities as well as with a reference group of children without disabilities.

Results of this study indicate that the intrinsic factors do play a role in the degree of citizenship individuals with disabilities experience. In particular, social skills, motivations for success, and the degree of resiliency an individual is able to develop were affected and thus may be of importance in extracting individuals with disabilities from the social development cycle. Furthermore, the study indicates that addressing social skills, achievement motivation, and resiliency within career exploration programs may have positive and long-lasting benefits for individuals with disabilities.

REVIEW OF LITERATURE

This review of literature is organized in terms of triangulations of concepts.

Concepts are described and then discussed in terms of the interrelations between them.

The major focus of this thesis is the experience of disability, therefore the triangles often return to this concept. Triangles often overlap on one or more points as well. Below is a list of the seven triangles of concepts and interrelations to be discussed:

- A) The Definition of Disability, the Social Model of Disability, and the Definition of Citizenship
- B) The Social Model of Disability, Poverty, and Unemployment
- C) At this point poverty, unemployment, and social integration are introduced as existing a cycle (the Social Development Cycle).
- D) Social Integration, Childhood, and the Experience of Disability
- E) Social Integration, Intrinsic Factors, and Extrinsic Factors
- F) At this point, a review of the social development cycle and the reasoning for focusing on the intrinsic factors in the context of career education is given.
- G) The Experience of Disability, Career Education, and Employment
- H) Childhood, the Dynamic Ecological Systems Theory, the Expectancy Value Theory, and the resultant Integrated Model.
- I) The Integrated Model, Career Education, and the Intrinsic Factors.

At the conclusion of this literature review, it will be clear how the concepts in these seven triangles interact, as well as how the triangles themselves interact to produce a complete conceptual framework. The complete conceptual framework is also diagrammed in Figure 12.

A) Relation of the Definition of Disability to the Social Model and the Definition of Citizenship

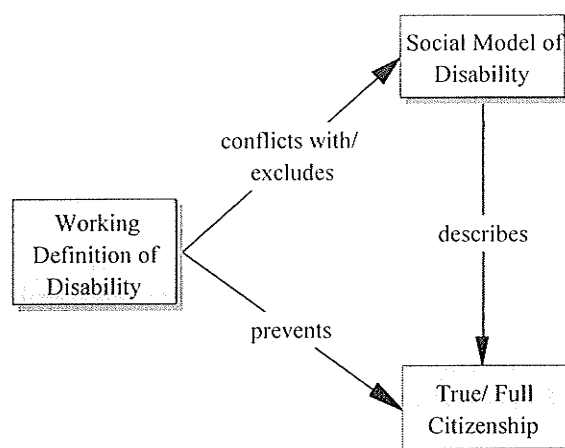


Figure 1: Relations Between the Definition of Disability, Citizenship and the Social Model

The definition of disability, the social model of disability and the experience of citizenship are all interrelated (see Figure.1). One goal of this first triangulation is to describe these three concepts as well as depict the interactions between them. Furthermore, a major focus of this essay is the experience of disability and therefore a second goal is to introduce an effective definition of disability that will be used throughout the remainder of this paper. The following three sections will describe the subsequent relations between disability, the social model of disability, and the experience of citizenship.

i) The Definition of Disability

The word “disability” has been used to define and describe a large number of conditions, experiences and concepts. The World Health Organization defines disability

as “result[ing] from an impairment and is a restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being” (UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, 1993, p 1). In contrast, the concept of disability encompasses many different dimensions of health and functioning, and the complex interactions with one's environment. The International Classification of Functioning and Disability (ICIDH-2) classifies disability with respect to functioning at the levels of body or body part, whole person, and whole person in social context. “Disablements are losses or abnormalities of bodily function and structure (impairments), limitations of activities (disabilities), or restrictions in participation” (International Classification of Functioning, Disability, and Health, Retrieved June 30th, 2005).

In fact, the majority of large national and international organizations related to disability define disability in widely varying and different terms. Even the Canadian Federal Government admits to a lack of consensus, noting that at least three definitions of disability are currently in use in addition to the WHO definition; The Veterans Disability Pension Program defines disability as the “loss of the power to will and to do an act”; the Canada Student Loans Program defines it as a “functional limitation that restricts one's ability to perform daily activities associated with studies or work”; whereas the Employment Equity Act refers to persons “who have a long-term recurring impairment who are disadvantaged in employment or perceived by their employer to be disadvantaged because of their disability” (Defining Disability, 2003).

Although not explicitly defined, the majority of authors distinguish between disability and the social experience of disability, or stigmatization. Defined by Joachim

and Acorn (2000) as a process by which society imparts its own negative meaning on the behaviours or visual cues presented by an individual with a disability, stigmatization is based in social values and norms. Stigmatization manifests itself in a variety of ways, for example a past study by Asch (1984) showed that people prefer not to interact with individuals with disabilities and often behave more formally and awkwardly if forced to engage socially.

Thus disability appears to have through formal definition, not less than three facets; the medical definition of the condition, the functional ability to perform specific tasks, and the social perception of the condition or ability to function. Subsequently, disability is a term that is difficult to define, let alone describe.

For the purposes of this paper, disability is defined according to the Canada Student Loans Program (CSLP). This study intends to investigate the impact of disability on motivations and self-esteem for school and future career opportunities, therefore the CSLP definition, focussing on restrictions associated with school or work, seems most appropriate.

ii) The Social Model of Disability

The social model of disability attempts to 'de-medicalize' disability and politicize it as an issue of universal rights. Developed in the early 1980's, the model is based on the principle that disability is a denial of civil rights caused by exclusionary practices in all areas of society. At the core of the model is the separation of "impairment" from "disability." Impairment is believed to be caused by disease or injury whereas disability

is believed to be caused by personal, social, and environmental barriers that if removed could enable many capacities to be re-gained (Barnes and Mercer, 2004).

The social model of disability is important in helping to determine the extent to which official definitions of disability and impairment (as noted) control or limit the roles of people with disabilities in greater society. The social model essentially describes why people with disabilities do not experience true citizenship. Although at first glance, the social model may not seem to be pertinent to this study, the value of the model in greater society and within the environment in which this study is operating should not be underestimated (Barnes and Mercer, 2004).

iii) Citizenship for Individuals with Disabilities

Citizenship is defined as membership in a political community and carries with it rights to political participation and as such, a person having such membership is a citizen. The word is largely synonymous with nationality, although it is possible to have a nationality without being a citizen. In other words, one can be legally subject to a state and entitled to its protection without having rights of political participation in it. In this context, citizens often become stratified or ordered on the basis of their perceived political value or ability to participate (UNRISD, 1994). Factors that are deemed politically valuable and thus improve one's degree of citizenship include income, social power or influence, and intellect.

In May of 2001, the province of Manitoba released a paper entitled "Full Citizenship: A Manitoba Strategy on Disability" which describes a plan to extend full citizenship to Manitobans with disabilities. The article recommends a redefinition of

disability, reducing reliance on variables such as medical assessment and employment status in order to eliminate barriers to full citizenship. Although a complete solution is not offered, the article suggests that the factors previously noted as essential to full citizenship are no longer valid and that true citizenship can and should be afforded to individuals with disabilities. The article suggests that disability should no longer be a condemnation to live in poverty, social exclusion, and to remain unemployed. The first of these two facets provide the basis for the second triangulation of this review. This is further outlined in Figure 2.

B) Relations Between the Social Model of Disability, Poverty and Unemployment

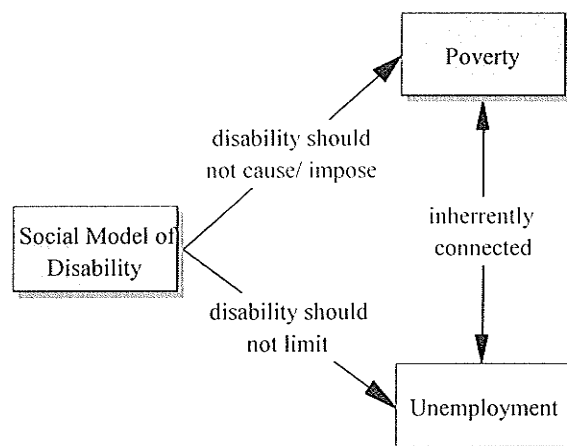


Figure 2: Relations Between the Social Model of Disability, Poverty, and Unemployment

The connections between poverty, employment, and disability, irrespective of definition, are clear. Disability is repeatedly cited in the literature as a risk factor for both poverty and unemployment. The social model of disability argues that the responsibility lies with society to provide appropriate support and opportunities for individuals with

disabilities and therefore prevent poverty and unemployment for these same individuals.

The following sections will work to illuminate these connections.

i) Disability and Poverty

The connection between poverty and disability, irrespective of definition, is clear. The literature consistently describes disability as a significant predictor of poverty (Schur, 2002; Schuster et al, 2003). In 1995, 36.2 per cent of women aged 15 to 64 with disabilities in Canada were poor, compared to 18.5 per cent of women without disabilities. A similar pattern was observed among men. In 1996, the national poverty rate for men with disabilities was 34.1 per cent, compared to 15.6 per cent for men without disabilities (Defining Disability, 2003).

ii) Poverty and Employment as they Relate to Disability

There is a notable difference in poverty rates between individuals with disabilities who are not employed at all and those who have full-time employment. The poverty rate in 1995 for women with disabilities who were employed full-time in Canada was 10.2 per cent; among Canadian women with disabilities who were not employed at all, the poverty rate was at 45.4 per cent. Similar patterns of correlation between poverty rates and employment activity are found among women without disabilities and men with or without disabilities (Fawcett, 1999). While employment alone will not put individuals with disabilities on an equal footing with individuals without disabilities, the Statistics Canada Report, "A Profile of Disability in Canada, 2001" suggests that it would go a long way towards improving their overall economic situation (Statistics Canada, 2001).

Even when employed year-round, women with disabilities typically earn less than both women without disabilities and men with disabilities. Recent statistics show 37.6 per cent of working-age women with disabilities who were employed for a full year had earnings of less than \$15,640 (Canadian low-income cut-off for 1993), compared to 29.4 per cent of women without disabilities. In contrast, only 15.3 per cent of men with disabilities and 10.8 per cent of men without disabilities who were employed for a full year earned less than that amount (Fawcett, 1999). While in comparable work environments, some individuals with disabilities may have lower productivity levels that contribute to lower earnings, however research suggests that prejudice and discrimination play a much larger role in explaining the wage gap (Schur, 2002).

With these earnings prospects, many individuals with disabilities are not able to earn the “premium” required to support themselves and their families, and pay the extra costs of disability-related supports. In order to be truly self-sufficient, many persons with disabilities need to earn significantly more in order to cover the extra costs related to their disability, such as expenses for medication, transportation and other supports. Many income support programs, such as social assistance and disability pensions, provide at least some of these supports, however when a person with a disability moves to employment, those supports and their income benefits often disappear. (CBC Radio One, Retrieved June 30th, 2005).

iii) Disability and Employment

People with disabilities who find work still face considerable challenges in staying employed. Among those who participated in the paid labour market at some point

between 1993 and 1994, 69.3 per cent of women with disabilities experienced some instability caused by unemployment, dropping out of the labour market, or a combination of the two. Among women without disabilities, only 42.3 per cent experienced such disruptions. Among men with disabilities, 59.5 per cent experienced a disruption in employment as compared to only 37 per cent of men without disabilities (Fawcett, 1999).

A significant proportion of individuals with disabilities remain out of the paid labour force entirely. Between 1993 and 1994, over half (56.8 per cent) of working-age women with a disability remained out of the paid labour force for the entire two-year period, compared to only 15.3 per cent of women without disabilities. Among men with disabilities, 46.3 per cent remained out of the labour force for both years, compared to only 3.1 per cent of men without disabilities. The reasons for this instability may be twofold and interactive. First, individuals with disabilities are often the “last hired and first fired” from any job they do find. Second, the cyclical nature or relapsing form of some disabilities may result in an individual regularly having to take time out of the labour force (Fawcett, 1999).

Individuals with disabilities are at a disadvantage in the employment market in Canada. More disabled people are unemployed, in lower status occupations, performing non-standard work, or on lower earnings for comparable jobs than non-disabled people. There are two possible explanations for this position of disadvantage: that individuals’ impairments combined with attitudes of employers exclude people with disabilities from employment or that people with disabilities are excluded from employment because of spatial and institutional barriers in the workplace which are the result of a Western capitalist society (CBC Radio One, Retrieved June 30th, 2005). Regardless of the reasons,

the issue of under-employment among individuals with disabilities must be addressed if we truly intend to extend full citizenship to all individuals in our society.

C) The Social Development Cycle

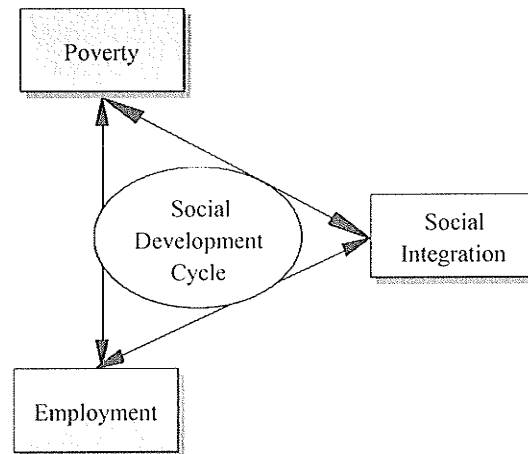


Figure 3: The Social Development Cycle

The World Summit on Social Development, held in Copenhagen in 1995 stated three core issues necessary to address social development in a comprehensive manner; poverty, employment and social integration. Disability places an individual at risk for both poverty and unemployment (CBC Radio One, Retrieved June 30th, 2005; Fawcett, 1999; Defining Disability, 2003). Similarly, disability also places an individual at risk for social exclusion (Doubt and McColl, 2003). These three factors, poverty, employment and social integration exist in a cycle, known commonly as the Social Development Cycle (World Summit Press Release, Retrieved July 4th, 2005). If an individual or group is described as at risk for one factor of the cycle, they are inevitably at risk for all factors in the cycle. Therefore, individuals with disabilities are at a very high risk of being subject to the effects of the cycle. The Summit stressed that social development requires

the promotion of a more equitable distribution of opportunities, income, assets and power in order to achieve full inclusion and participation of all the worlds' citizens and end the negative effects of the cycle (World Summit Press Release, Retrieved July 4th, 2005).

D) Social Integration, Childhood and the Experience of Disability

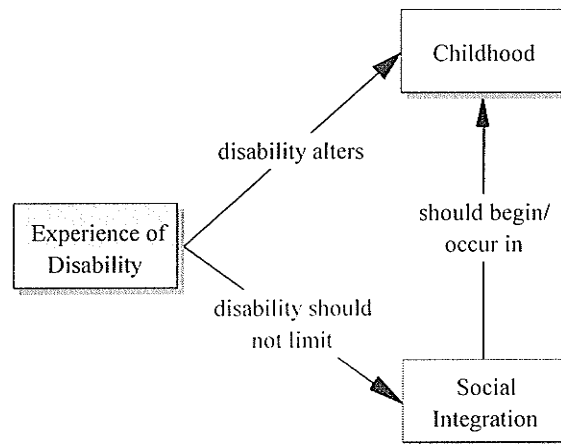


Figure 4: Relations Between Social Integration, Disability, and Childhood

Disability impacts the degree to which a child is integrated into a number of social settings, including school, family and home, and greater society. Social integration is believed to be one aspect of the social development cycle that can be influenced as early as childhood. For children with inborn or early development of disabilities, this may have an impact on potential for long-term success. The relations between these three factors will now be discussed.

i) Childhood and Social Integration

The recognition of poverty, employment and social integration as key to social development is important, however it is also important to recognize that these issues do

not just appear in adulthood. Poverty, unemployment and thus social exclusion are all part of a cycle that begins in childhood and youth and is self-perpetuated. For example, children who are born into low-income families often lack educational opportunities to gain skills for future employment. When these children then fail to contribute to society in a socially recognized manner, they become outcasts and remain impoverished. Thus addressing social development in a comprehensive manner requires not only attention to all three issues, but also tackling the problem in its infancy, beginning with children. It is important to note that the United Nations defines a child as an individual under the age of 18. This is the definition that will be used throughout this paper.

ii) Childhood and Disability

Research suggests that despite the biomedical uniqueness of differing disabilities, there is considerable commonality among the psychosocial experience for children with chronic or permanent disabilities (Wallander and Varni, 1998). Children with disabilities are as a group, more vulnerable than children without disabilities to maladjustment in mental, social and physical domains. Of particular interest is the fact that this maladjustment in children with disabilities is most often expressed as increased anxiety (Wallander and Varni, 1998). Further studies suggest that this anxiety may impact other intrinsic factors, such as social skills and self-esteem (Wallander and Varni, 1998; Schmidt, 2002; Doubt and McColl, 2003).

iii) Disability and Social Integration

For children and youth with disabilities, developing friendships can be challenging, especially if their disability prevents them from participating in certain social activities or their peers lack knowledge and understanding about their condition. Without friends, children's social development may be compromised, and thus long-term inter-group relations may also be compromised. Evidence suggests that children with disabilities tend to experience more social isolation and challenges with social integration than their peers (Schmidt, 2002; Doubt and McColl, 2003). Furthermore, research has demonstrated that even when children with disabilities are mainstreamed and physically present in the classroom, they are often not socially integrated (Guralnick et al, 1996).

The word 'integral' literally means "holistic," thus the phrase 'social integration' should mean creating a whole society (Ballard, 1993). In terms of disability and outside of the area of Special Education, social integration is a vague and ambiguous term, lacking a cohesive definition and representing a wide variety of concerns. As popularly used, the term carries with it ideas of justice, equality, material well-being and democratic freedom. The opposite of social integration is thus considered to be either the exclusion of certain groups from the mainstream of society, or a generalized state of disorder and conflict conceived of as disintegration (Crawford, 2003).

Social exclusion is not just a feature of social disorganization, it is present as a feature of all societies when different rules and policies, formal and informal, enable some and constrain others in gaining access and entitlement to goods, services, activities and resources. Certain groups of people are denied opportunities which are open to others for reasons of age, gender, lifestyle, belief systems, physical characteristics or health. In

most cases, these reasons for exclusion have little or no economic, logical or ethical basis (UNESCAP, 2002).

Unfortunately, discussion of social integration is often phrased in terms of integrating those with nothing into the modern mainstream, as though the groups defined as excluded are surviving independently of greater society. Yet even the most impoverished and apparently disorganized societies have their own forms of social organization. Furthermore, those in the mainstream often find it easy to assume that the problems of poverty and injustice can be alleviated through simply including people formerly excluded from certain activities or benefits. Yet in many cases, the existing pattern of development may be economically and ecologically unsustainable or politically repressive. Social integration cannot be sought without giving sufficient attention to the existing social structure and diversity (UNRISD, 1994).

E) Factors Associated with Social Integration

A diagram of the factors associated with social integration is given in *Figure 5*. Previous research in the field of adapted education has identified two types of factors that influence the integration of individuals with disabilities into mainstream society: intrinsic factors, or those pertaining to the individuals themselves, and extrinsic factors, or those found in the environment (Doubt and McColl, 2003). Intrinsic factors include such things as deficits in self-esteem, social skills, specific personality factors such as achievement motivation, and mobility limitations. Extrinsic factors, generally believed to be the more influential part of the equation, include such terms as inadequate resources, knowledge,

and opportunities for people with disabilities, and being ostracized as a result of negative attitudes of wider society (Ballard, 1993).

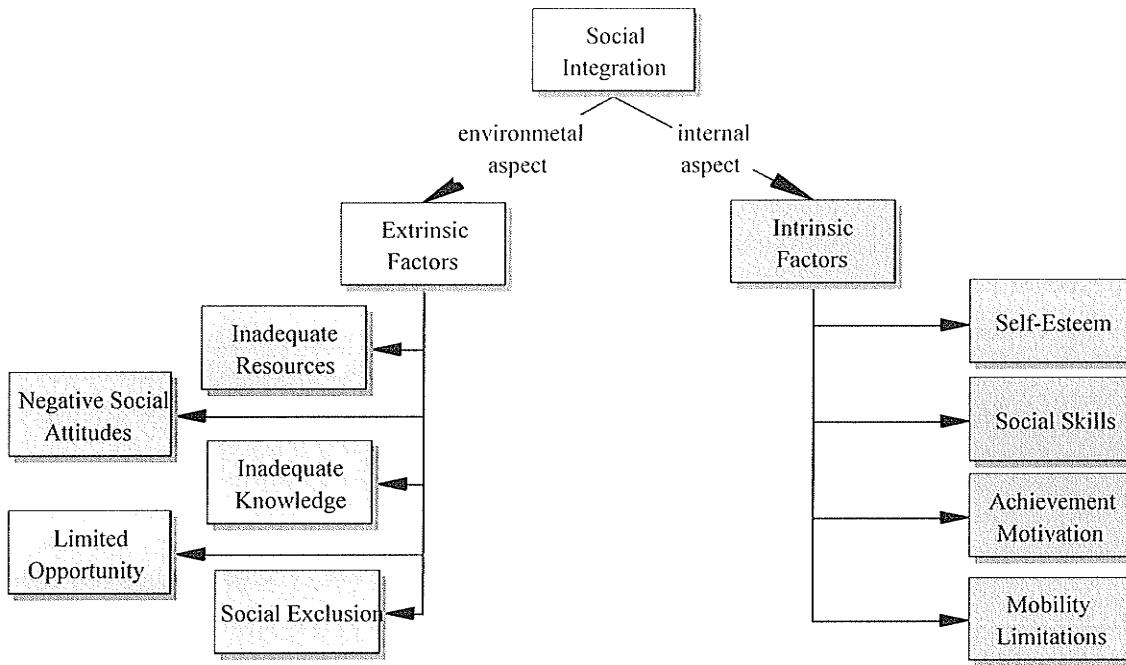


Figure 5: Factors Associated with Social Integration

Although extrinsic factors are understood to be the more significant part of the equation, these terms cannot be effectively controlled for, measured, or modified in a natural environment. For example, children are born into low-income homes and are not yet employable. These factors are systemic and cannot be influenced in a single, small-scale study. However, intrinsic factors can be measured and controlled for at an individual level and thus may be fruitful in modifying or interrupting the cycle of poverty, unemployment and social exclusion. These factors (social skills, self-esteem, achievement motivation, and mobility limitations) have been well researched in the context of mainstreaming special education (Doubt and McColl, 2003), however, they

have not been applied to vocational mainstreaming or career education research in general.

Each of the intrinsic factors identified in the literature as influential to successful social integration will now be discussed. Again, although the extrinsic factors are deemed to be more influential in social integration, they are systemic and cannot be affected within the scope of this study.

i) Self-Esteem

Self-esteem is a term used to describe how individuals view themselves and ascribe their own worth as a person. Self-esteem is influenced by many variables while a person is developing his or her self-concept. Parents and peers provide a crucial role in shaping an individual's concept of him or herself by conveying attitudes that he/she is independent, socially desirable, and successful or alternatively inadequate, incapable, and inferior. For individuals with a disability, one added challenge may be dealing with discrimination and stereotypes from society. Western society places significant emphasis on looks, speed, and assimilation. Thus, people with disabilities might place additional pressure on themselves to try to meet society's standards and suffer from low self-esteem (Osborne, 1996).

ii) Social Skills

A significant body of evidence suggests that a child's long-term social and emotional adaptation, academic and cognitive development, and citizenship are significantly enhanced by social competence and peer relationships (Ladd, 2000; Kinsey,

2000). Thus, the development of social skills is essential to preventing long-term risks, such as poor mental health, dropping out of school and poor employment history (Katz and McClellan, 1997). With respect to children with disabilities, studies have shown that these individuals experience more loneliness and isolation than their non-disabled peers, reducing their opportunities to develop and strengthen social skills (Doubt and McColl, 2003).

iii) Achievement Motivation

Achievement motivation is defined as “a person’s orientation to strive for task success, persist in the face of failure, and experience pride in one’s accomplishments” (Weinberg and Gould, 1999, p 48). People with high achievement motivation select challenging tasks and perform better when evaluated. In contrast, people with low achievement motivation avoid challenging tasks, avoid risks, and perform worse when evaluated (Weinberg and Gould, 1999). Parents, teachers and peers play a significant role in defining a child’s achievement motivation, by manipulating the motivational climate (Ketelaar et al, 1998). Causgrove-Dunn (2000) studied potential relationships between perceived motivational climates and perceived competence for youths with movement difficulties. The study determined that high task-oriented youth with movement difficulties who were exposed to a mastery-oriented climate (rather than an outcome-oriented climate), demonstrated high-perceived competence and high intrinsic motivation. Thus, a parent or teacher that recognizes the importance of process goals and is able to make or encourage appropriate educational outcome attributions will effectively

counteract feelings of learned helplessness in their child and reinforce achievement motivation (Ketelaar et al, 1998).

Beliefs regarding the amount of control one has can significantly impact motivation and behaviour. People who believe the majority of circumstances are under their control tend to have the best results in overcoming adversity or adjusting to new circumstances. Studies that specifically investigate the relationship between control beliefs and disability are lacking but some research has suggested that individuals with disabilities are more likely to develop learned helplessness, maintain lower levels of motivation and subsequently achieve less (Harder, 2003).

The concept of achievement motivation cannot be discussed independently, and should be discussed within the spectrum in which it exists. To one end of the spectrum lies the concept of learned helplessness. Learned helplessness is defined as “a state in which a person, because of experience with previously uncontrollable stressful situations, learns to do nothing about a new stressor, rather than trying to cope constructively with it” (Poole, Hunt-Matheson, and Cox, 2001, p 462). The concept of learned helplessness is a useful framework through which to view the impact of unemployment on individuals with disabilities. Aronoff and Feldman (2000) suggest that learned helplessness is so powerful that persons may become invalids because of this process. A person caught up in learned helplessness exhibits passive, resigned, inflexible behaviour, linked to feelings of depression brought on as a result of repeating these situations.

On the other end of the achievement motivation spectrum is the concept of resiliency. Resiliency is defined as the ability to spring back from and successfully adapt to adversity (Brooks, 1994; Haggerty et al., 1996). An increasing body of research

suggests that most people, including children and youth can bounce back from risks, stress, crises, and trauma and experience life success. Even more encouraging, research also suggests that resilient children and young people have the ability to understand an adverse event. They believe they can cope because they have some control over what happens and thus they are able to give deeper meaning to the adverse event. Furthermore, it may be possible to build resiliency in children and young people in a number of different ways. Key places where a child develops resiliency are in the family and at school (Brooks, 1994; Haggerty et al., 1996; Krovetz, 1999; King et al., 2006). A diagram of the achievement motivation spectrum is given in Figure 6.

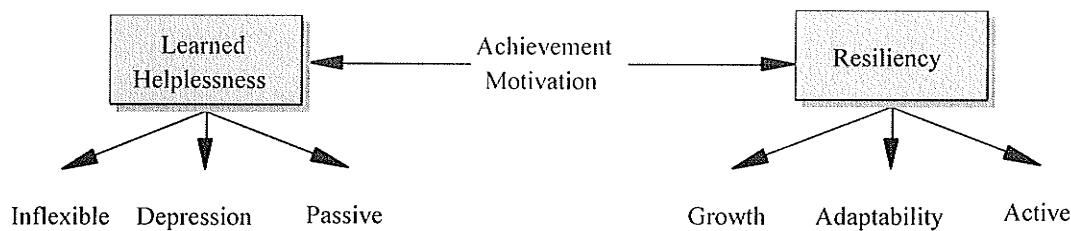


Figure 6: Achievement Motivation Spectrum

iv) Mobility Limitations

Mobility limitations are most influential in the poverty, employment and social integration cycle in terms of fostering social exclusion. Research indicates that physical normality, or the degree to which one looks and moves like his or her peers is a powerful determinant of attitudes towards individuals with disabilities (Doubt and McColl, 2003). Within the workplace or school environment, the individual that looks or moves differently often becomes a community focal point rather than a community member. General lack of knowledge of disabilities and low tolerance of differences often means

that the disabled individual who manages to integrate him or herself into the mainstream environment is more likely to be punished for being deviant than praised for being resourceful (Dyck, 1999). Furthermore, many supportive services for individuals with disabilities actually foster segregation, for example by transporting children, youth and young adults out of their communities to schools or workplaces that are accessible (Bowd, 1992). The important factors in social integration are outlined in Figure 5.

F) The Experience of Disability, Employment, and Career Education

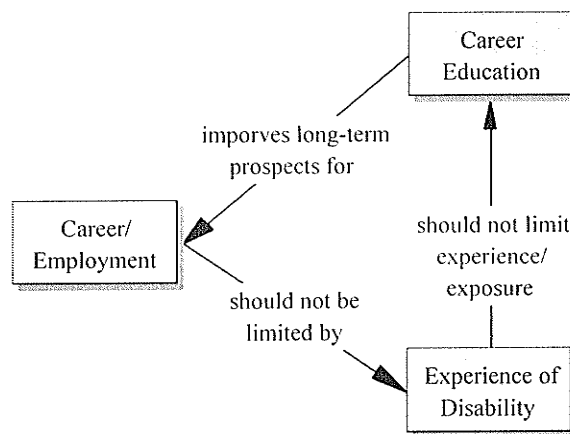


Figure 7: Relations Between Disability, Employment and Career Education

There is a link between the successful completion of appropriate career development programs and positive employment experiences (Career Trek, Retrieved April 22nd, 2005). However, due to the lack of appropriate programming for individuals with disabilities, the link with long-term employment prospects for these individuals is less clear. The following section will discuss career education programs and long-term outcomes for individuals with disabilities. As employment and disability has already been discussed at length, it is only reviewed at this point.

i) Career Education and Employment Outcomes

The prominent perspective in today's society is that education and job training are not effective for unemployed young adults or youth with disabilities. Furthermore, the perspective exists which suggests that most effective means of promoting employment for these individuals is to focus on immediate job placement, regardless of job quality. However, a review of the current literature quickly exposes the limits of this approach, as individuals who receive such employment are paid minimum wage, experience frequent job loss and have little to no opportunity for upward movement (Strawn et al, 2001). Furthermore, there is a positive link between the successful completion of appropriate career development programs and positive employment experiences (Career Trek, Retrieved April 22nd, 2005).

ii) Disability and Career Education

Since success in the education system is one important precondition for occupational and social success in later life, it is important to address these educational inequities. Lack of education translates to a poorer standard of living and is reflected in the current poverty rates. Manitoba currently has the country's third highest rate of poverty (18.5%) among Canadian provinces, compared to 16.2% for all of Canada. Furthermore, aboriginal people, immigrants, women, and people with disabilities are all disproportionately impacted by poverty and educational inequities in Manitoba (Campaign 2000, 2004). For Canadians with disabilities, 20% or one in five adults with a

disability have less than a grade nine education, as compared to only 8.1% of adults without a disability who have less than a grade nine education (Statistics Canada, 2003).

Historically, minority groups have faced significant inequity in the Canadian classroom and have not in general been served well by Canada's education system. In textbooks, aboriginal people are regarded as a footnote in the history of the European settlement of this land, with the European settlement being the point of significance. Similarly, the importance and contributions of Africans, Asians, people with disabilities, and even women are often ignored entirely or referred to only in the context of human rights. It is of little wonder that this system tends to alienate minority youth, including youth with disabilities, reducing their likelihood of graduation and further academic success (Campaign 2000, 2004).

As well, research continually suggests that study beyond the high school level has a long-lasting impact on success in employment for most people (Clark and Kolstoe, 1995). However, further research has shown that youths with disabilities who complete high school are much less likely to enroll in post-secondary educational programs than other high school graduates without disabilities (15% versus 56% respectively) (Fairweather and Shaver, 1991). Perhaps career exploration early in the education process can help to encourage continuation in post-secondary education and thus positively influence the cycle of poverty, unemployment, and social integration.

A valued career is generally understood to be an important aspect in functioning independently, leading to improved self-esteem. However, there is a low rate of participation among individuals with disabilities in career education programs compared to people without disabilities. Low participation may not be an entirely independent

choice, but rather the result of physical and attitudinal inaccessibility to appropriate transition programs. These attitudinal barriers may be societal and cultural attitudes, promoted by parents, teachers and peers (Causgrove-Dunn, 2000; Cardinal, 2001). Strategies that have been identified and recommended for the improvement of career exploration programs include barrier identification, education of parents and guardians as promoters for their children, and quality career education programs incorporating a wide variety of career options (Cardinal, 2001; Finch et al, 2001).

Adult-adjustment and follow-up studies with existing programs suggest that appropriate career development and transition education for individuals with disabilities promote long-term positive outcomes (Geenen et al, 2003). However, specific statistics expressing the quantitative value are lacking due to wide and varying definitions of both disability (as discussed) and career education. Career education is often defined as loosely as the bridge between high school education and career opportunities, “which may involve the provision of a continuum of services ranging from no special services and time-limited services to ongoing vocational support throughout an individual’s life” (Okolo and Sitlington, 1986, p 141).

Canadian educational programming for children with disabilities is often limited in scope, under-stimulating, and places less emphasis on academic skills. A survey of existing career educational programs that include individuals with disabilities suggests that options for these students are extremely limited. Individuals with disabilities, both intellectual and physical, are typically excluded all together from career exploration activities or if included, are directed toward vocational preparation programs that do not necessarily reflect their interests or abilities (MacTavish and Levine, 2004). Again,

students with disabilities are often segregated from their classmates to these accessible programs. Furthermore, none of the programs presented to students provide “an educational philosophy that is based on commitment to comprehensive life [and] career preparation outcomes for students with mild to moderate disabilities and their transition to adult life” (Clark and Kolstoe, 1995, p 30). The approach to career development and transition education as an option open to any student in any high school has been advocated by many authors (Lehmann and Baker, 1994; Clark and Kolstoe, 1995; Fawcett, 1999; Doubt and McColl, 2003; Schuster et al, 2003; Grigal and Neubert, 2004). Individuals who are denied or given limited options in their career education are then less likely to find employment or are employed in similarly under-stimulating environments (Dyck, 1999, Schur, 2003).

A recent study by Schuster et al (2003) noted a significant number of barriers to acceptable employment among adolescents with disabilities. Most notably, the authors argued that there was a poor match between available jobs and students’ interests and skills as well as an overwhelming preoccupation with the present or day-to-day routine. Thus, the authors noted a general inability of students and parents to look forward to or plan for future long-term employment. Again, it is possible that appropriate career educational programs could address and alleviate these issues.

iii) Disability and Employment

Disability inevitably places an individual at risk for unemployment. Furthermore, individuals with disabilities are more likely to be in lower status occupations, performing non-standard work, or on lower earnings for comparable jobs than non-disabled people.

For further information, refer to the triangulation of the Social Model of Disability, Poverty and Unemployment where the link between disability and unemployment has been discussed at length.

G) The Social Development Cycle, Career Education, and Possible Long-term Change

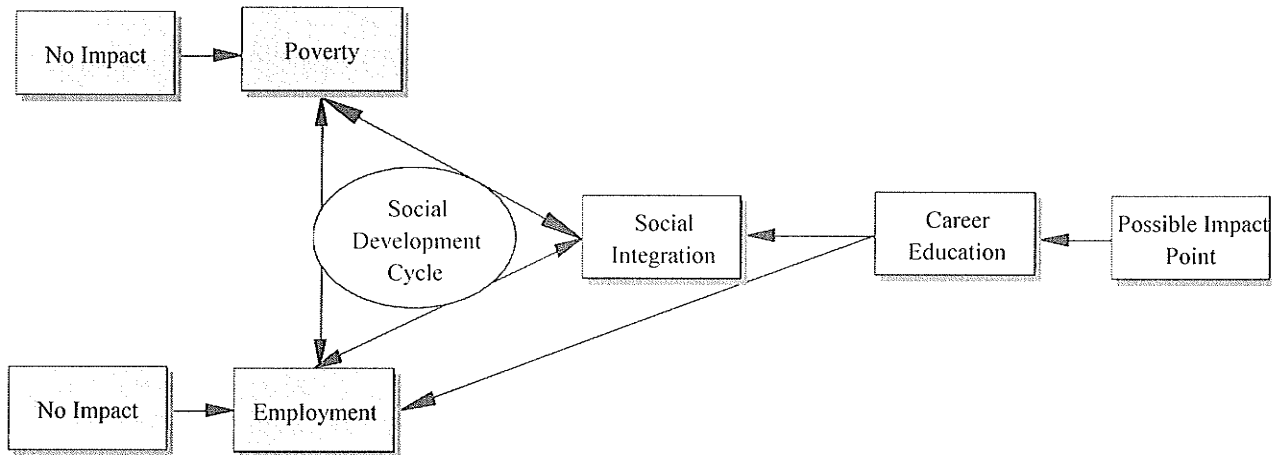


Figure 8: The Social Development Cycle and the Potential for Interruption

Despite the research limitations associated with current career education programs, they may provide prime venues for addressing social integration. They offer several advantages over traditional educational settings. For example, as noted in the supporting literature for the Career Trek program, a primary goal of a career education program can and should be to increase a participant's self-esteem. Furthermore, provided the experience is positive, inclusion in and completion of career education programs logically improves motivation for careers associated with the program (Career Trek, Retrieved April 22nd, 2005).

The argument presented thus far is that poverty, unemployment and social exclusion exist in a cycle. Furthermore, that social exclusion may be a place in which a

small-scale study such as this one may impact the cycle long-term, particularly through career education and vocational training programs.

H) Childhood, the Dynamic Ecological Systems Theory, the Expectancy Value Theory and the resultant Integrated Model

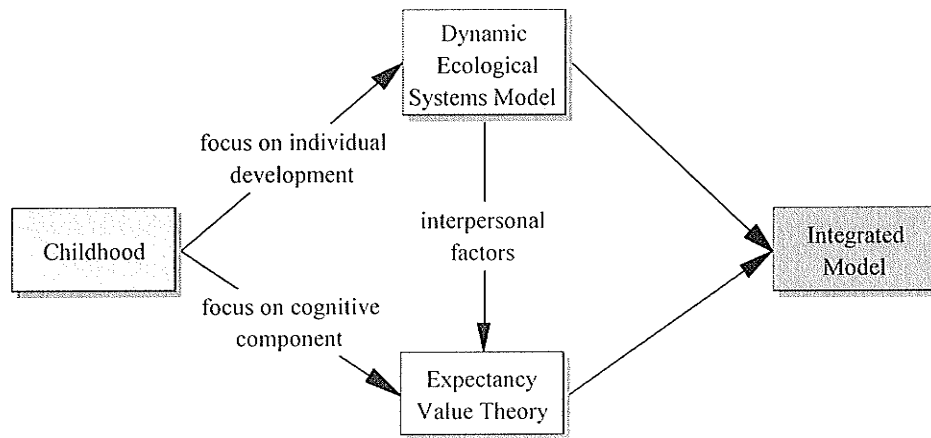


Figure 9: Development of an Integrated Model

The Dynamic Ecological Systems model is based around childhood. Although the Expectancy Value Theory was focussed on adolescence, it can be safely applied to younger children. The two models, the Dynamic Ecological Systems Theory and the Expectancy Value Theory, are discussed below as the two models that provided the basis for the integrated model.

i) Childhood and The Two Theories

Research suggests that focusing on the development of each individual child may be more beneficial to discontinuing the social development cycle than focusing on the cycle itself. The Dynamic Ecological Systems model suggests that the elements of this

cycle are inevitably intertwined around each child and are therefore inevitably addressed if the focus is the child.

With respect to the Expectancy Value Theory, the theory can be safely applied to youth and young adults provided that the ability to make value-based decisions is present (Wigfield and Eccles, 2000).

ii) The Dynamic Ecological Systems Theory

The Dynamic Ecological Systems Model, originally developed by Urie Bronfenbrenner, has been adapted to suggest that a child's biologically influenced characteristics interact with environmental forces to shape development. The model further defines the environment as a series of interconnected, nested structures, ranging from immediate settings such as the family to more remote contexts such as culture, with the developing person embedded at the centre of the structure (Shaffer, 1999). Within this model, the child comprises the microsystem or innermost layer. This layer includes all of the activities and roles (e.g., daughter/son, student, citizen) the child plays. The mesosystem incorporates the interrelations of two or more major settings or microsystems such as the relations between parents and school personnel or interactions of peers and the workplace. Exosystems, comprising the third ring, refer to those systems that do not directly involve or contain the child but influence him/her, for example the neighbourhood, mass media, and governmental agencies. Finally, the outer most ring, the macrosystem refers to the patterns of culture, values and beliefs that are linked to the economic, legal, political, and educational systems of society (Bronfenbrenner, 1979), (See Figure 10).

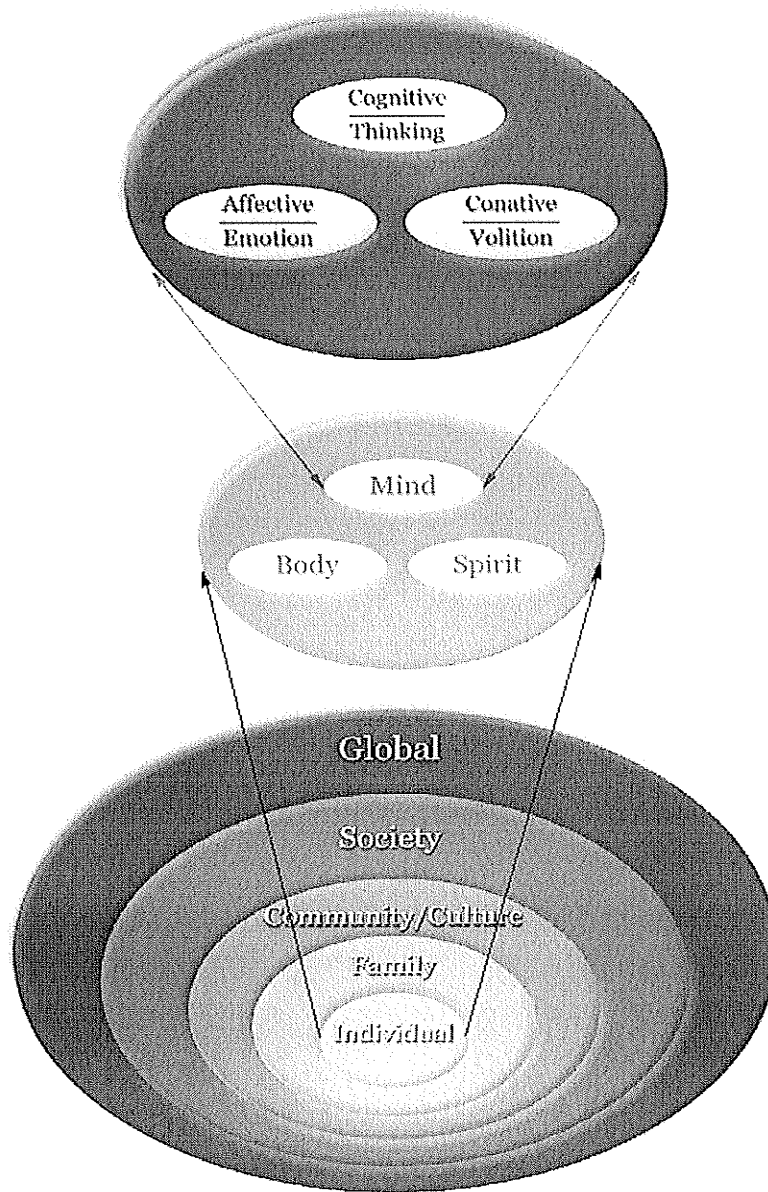


Figure 10: Integrated Dynamic Ecological Systems Theory and Expectancy-Value Model (Unpublished, Adapted by K. Klassen from Bronfenbrenner's Model, 1979).

iii) The Expectancy Value Theory

While most attention has been placed on the influence of the environment, several writers have suggested the incorporation of an interpersonal system into the model would better represent individual psychological development (Belsky, 1980; Spencer, Dupree,

and Hartmann, 1997). Previous researchers have combined the Dynamic Ecological Systems Model with other interpersonal models and have found that the inclusion of ontogenic and social factors within the model has the potential to increase the explanatory power of the approach (Young, 1983; Spencer, Dupree, and Hartmann, 1997).

The Expectancy Value theory is one interpersonal theory which may offer some explanatory power if integrated with Bronfenbrenner's model. The theory suggests that people orient themselves to the world according to their expectations or beliefs and evaluations of outcomes based on these beliefs (Wigfield and Eccles, 2000). Utilizing this approach, behaviours and attitudes are seen as a function of: 1) expectancy or belief – the perceived probability that a behaviour will have a particular consequence; and 2) evaluation – the degree of affect, positive or negative, toward an attribute or behavioural outcome (Palmgreen, 1984).

iv) The Integrated Model

The Expectancy Value model of Wigfield and Eccles (2000) combines well with the Ecological Systems Model because it identifies the importance of individuals' intersubjective experiences. Simply stated, this means that there is a direct relationship between life experiences, interpretation of the meaning of life experiences and self-esteem or the degree to which an individual feels valuable (Spencer, Dupree, and Hartmann, 1997).

The Expectancy Value model of Wigfield and Eccles (2000) also combines well with the Ecological Systems Theory because it also identifies the importance of attitudes of parents and teachers to life choices and future expectations. According to Expectancy

Value theory, behaviour is a function of the expectancies one has and the value of the goal toward which one is working. Such an approach predicts that, when more than one behaviour is possible, the behaviour chosen will be the one with the largest combination of expected success and value. Thus, personal expectations for success and the degree of achievement motivation are key mediators to career exploration and educational maintenance. These mediators are in turn influenced by factors such as cultural stereotypes, behaviours and attitudes of influential people, previous achievement related experiences, and an individual's goals (Wigfield and Eccles, 2000). Focusing on the attitudes and behaviours of parents and teachers in educational settings, Cardinal (2001) showed that negative attitudes result in low success expectations and decreased motivation, resulting in dropout. The author concluded that the value of the education itself is influenced by the attitudes of parents and other significant people. Negative attitudes may lead to education and career devaluation if the choices seem forced, rather than personally relevant or self-selected. Positive attitudes toward teaching individuals with disabilities have conversely been shown to increase motivation toward participation and achievement (Cardinal, 2001; Ommundsen et al, 1998).

Based on this integrated model of Dynamic Ecological Systems theory and the Expectancy Value model, a child's ability to master academic and employment skills depends not only on the quality of instruction that teachers provide, but also on the extent to which parents and peers value these activities and cooperate with teachers. When peer groups or parents devalue academic achievement, they often undermine a student's performance, despite encouragement from others to succeed.

1) The Intrinsic Factors, Career Education, and the Integrated Model

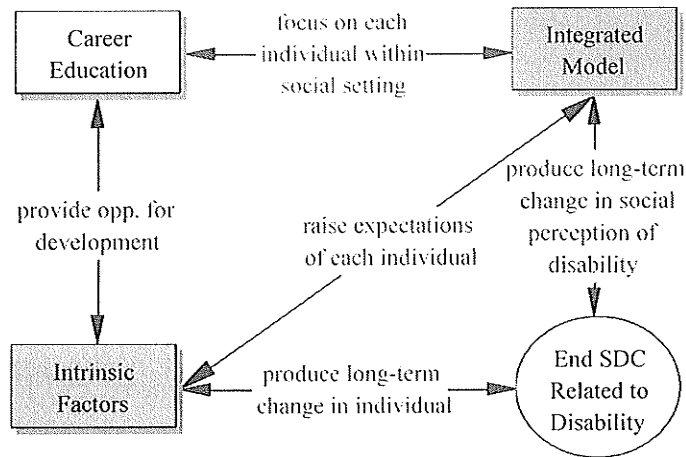


Figure 11: Connecting the Integrated Model, the Intrinsic Factors, and the Focus on Career Education

The purpose of this literature review has been to present an argument for the intrinsic factors as modifiable elements in social integration and thus the social development cycle. Career education is presented as an appropriate place to present an intervention to these intrinsic factors. It is also believed that provided the integrated model presented drives the planning of inclusive career education programs, that positive long-term change can be achieved. The relations between the social development cycle, career education and the integrated model which may provide a means for intervention is illustrated in Figure 11.

Three Main Arguments:

Thus far, three main arguments have been presented:

1. It has been argued that poverty, unemployment, and social exclusion exist in a self-perpetuating cycle and that disability inevitably places an individual in this cycle.

2. Arguments have also been made for the importance of social integration as a modifiable factor within this cycle. It has also been argued that it may be possible to modify the intrinsic factors identified (self-esteem, social skills, achievement motivation, and mobility limitations) at the individual level. The extrinsic factors described in the literature (lack of resources, knowledge, and being marginalized or excluded by peers) are systemic and cannot be substantially impacted in a single small-scale study.
3. Third, previous research has already shown that the intrinsic factors are effective in modifying social integration in educational settings. If these factors prove to be fruitful in a career exploration approach, it is possible that they may also be a factor in ending the poverty, unemployment, and social exclusion cycle as it relates to disability.

A complete conceptual framework for the literature review is provided in Figure 12.

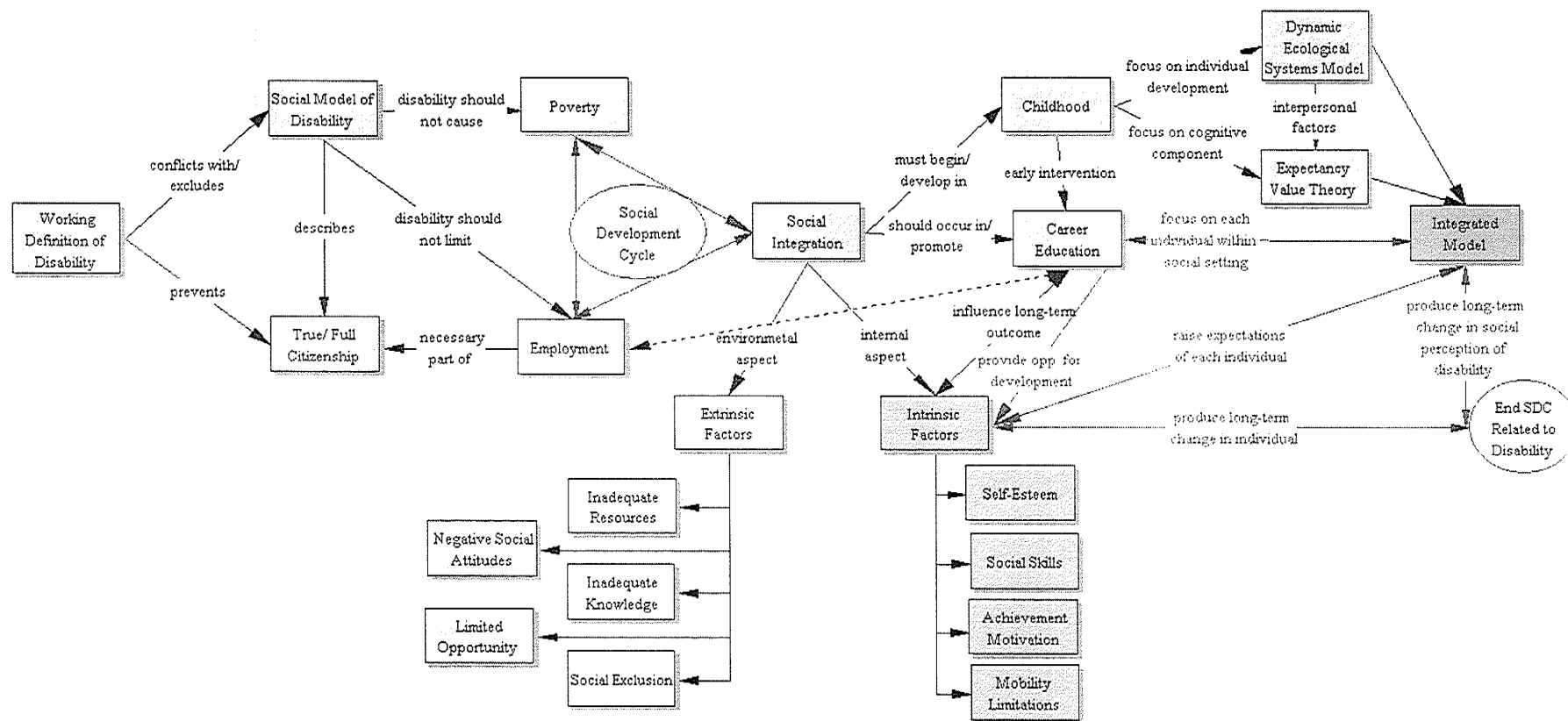


Figure 12: Conceptual Framework

METHODOLOGY

Research Questions and Objectives:

Can inclusive career exploration programs make a difference in the cycle of poverty, unemployment, and social exclusion for people with disabilities? This is a long-term question that cannot be answered in a single study, however this research may provide the first step. This study will seek to answer a piece of this question: How do the intrinsic factors identified as influential improve social integration through a quality career exploration program such as Career Trek?

Hypothesis:

It is believed that inclusive career exploration programs can positively influence the intrinsic factors identified. Knowledge to be gained from this research will be sought through the investigation and evaluation of the effectiveness of social integration for children with disabilities within the Career Trek Program. This research will may also produce some suggestions for improvements within career development programs such as Career Trek. Furthermore, knowledge to be gained from this research may also identify the potential in programs such as Career Trek to assist in decreasing the poverty, unemployment, and social exclusion which exist as a result of/ in conjunction with disability as a long-term outcome.

Research Design:

This research sought to investigate the intrinsic factors that influence social integration in career exploration programs for children with disabilities. This study was designed taking into account the identified issues in defining disability. As well issues relating disability to long-term social development and social citizenship were examined. The definition of disability applied in this research was that of the Canada Student Loans Program. The study is dependent on self-identification of disability. Students had to identify themselves as having a “functional limitation that restricts one's ability to perform daily activities associated with studies or work” at the outset of the research.

Multiple sets of data were then gathered to provide information about the career exploration process, including: a) baseline and post-program semi-structured interviews with students involved in the program and: b) baseline and post-program surveys with students examining achievement motivation (AM) and self-esteem (SE). Data was collected from children with disabilities as well as from a control group of children without disabilities (see Table 1). Each of the data sets is described in detail below.

Table 1: Overview of Methodology and Data Collected.

Main Variables	N		Baseline			Post-Program			Perception Assessment
Sub-Categories	M	F	Perceptions	AM	SE	Perceptions	AM	SE	Themes across groups
Appendix			A	B	C	D			H
Children with Disabilities	2	2							
Control Children	1	2							

Assessment Tools:

Baseline Interviews with Students: The first section of the participant survey was intended to collect demographic information about the children and was conducted in a face-to-face format with the children (see Appendix A). Questions relating to school, and family background gave the researcher some information about their home life and position within the family. Questions relating to children's disabilities were intended to describe to the researcher the children's perception of their limitations due to the disability. As well, changes in the children's motivations as a result of an acquired disability were noted. Questions relating to social skills, feelings of community belonging, and acceptance were also asked. The children filled out the Achievement Motivation and Self-esteem surveys during the interview. The researcher gave instructions on how to answer the questions and gave direction when needed. All interviews were audio taped, transcribed and then analyzed for content and themes.

Motivation Questionnaire: This section of questions was designed to help the researcher identify the children's level of achievement motivation independent of any disability (see Appendix B). This questionnaire was adapted from previous research by Entwistle (1967) and has a reliability of .85. The scale has shown extensive predictive validity and is well-balanced to prevent response bias. The test was considered to be well-matched to this research as the age-margin suggested for the test is 11 to 13 years of age. The achievement motivation score collected from this section was intended to act somewhat

as a control and describe how the children feel about their career options and how determined they are to achieve a certain career. This set of questions was also intended to elicit the children's interpretation of their parents' and teachers' values and expectations. This section was designed to inform the researcher of the degree to which the children internalize socially imposed desires and beliefs.

Self-Esteem Questionnaire: Questions were also asked about self-esteem, particularly self-esteem related to academic success (see Appendix C). This section of the questionnaire was taken from a children's self-esteem questionnaire developed by Harter. The scale has a reliability of .78 for fifth grade children. This survey was deemed appropriate for the population, as the standard comparison was grade 5 and 6. The last two sections of the participant survey (the achievement motivation scale and the self-esteem scale) were filled out by the participants individually, in a paper and pencil format and were completed both at the time of the baseline interview and at the time of the final interview.

Final Participant Interview: Participants were asked the same questions about career perceptions and goals. However, children were also asked about the number and quality of relationships formed throughout the program. Students were asked to describe their feelings of membership within the group (see Appendix D). The inclusion of a post-program interview was intended to assess the degree of social integration which occurred over the course of the program. These interviews were audio taped, transcribed and analyzed for content and themes.

Program:

Career Trek Incorporated is a non-profit organization whose mandate is to encourage educationally at-risk students to stay in school and aspire to a post-secondary education. The principles of this research and the principles of the Career Trek program are well-matched: both believe that education of all youth is a community responsibility and that as such, success is best achieved through an integrative community approach (Career Trek, Retrieved April 22nd, 2005). The Career Trek program was selected as the basis for this research because the philosophy and goals of the program were well matched to those of this research. The selection criteria for the program also lend themselves well to the inclusion of children with disabilities.

School-based selection committees from the public school divisions in the greater Winnipeg area nominated students who were identified as being at risk of not completing school and going on to post-secondary education. The identifying risk factors included gender, ethnicity, income, socio-economic status, immigration status and disability (MacTavish and Levine, 2004). Although disability status had been included as a risk factor since the initiation of the program, a review of participant risk factors suggested that children with disabilities were significantly under-represented in the Career Trek program (MacTavish and Levine, 2004). Approximately 240 grade five and six students were chosen from across the greater Winnipeg area to participate in the program.

After selection to the Career Trek program, students attended the program every Saturday for three months, two consecutive semesters. The program was free, however if students were absent from the program more than three times without explanation, they

were expelled from the program and their spots were offered to other students. The Career Trek program ran for 20 Saturdays, October to April. Children were separated into groups of approximately 20. Each group started at one of the three participating institutions: the University of Manitoba, the University of Winnipeg, and Red River College where it remained for five Saturdays. At the conclusion of 5 weeks, each group rotated to a new set of departments. In total, the participants received 80 hours of direct programming. At each institution, participants spent 4 hours a day in hands-on programming. These 4 hours were divided equally between 4 select departments. Participating departments were chosen on the basis of their enthusiasm for the program and its client group, as well as their ability to provide an excellent curriculum. Activities were designed and modified to meet the needs of the individual age groups and lecturing was kept to a minimum. Classes were engaging, hands-on and innovative and were designed to increase participants awareness about a particular field, and its associated careers (Career Trek, Retrieved, April 22nd, 2005).

In total, students were exposed to over 120 different career opportunities. Although children engaged in projects specific to each career, they were also informed on the academic requirements for each career. Once a month, parents were invited to participate in the program as well. Parents were offered career counselling as well if desired, however parents were also exposed to the academic requirements for their children, both for high school graduation and beyond high school, as well as were offered peer counselling and financial counselling (Career Trek, Retrieved April 22nd, 2005).

Participants:

Formal inclusion criteria included recommendation to and acceptance in the Career Trek program, aged 9 to 14 years, and the ability to speak and understand the English language well enough to answer the survey questions.

Ten children were invited to participate in the study on a volunteer basis. Of these ten children, eight chose to engage in the study. One child chose not to participate in the study due to the fact that the program location was physically inaccessible. At the completion of the study, complete data was collected for seven children: four children with disabilities and three children without disabilities. One child chose not complete the post-program interview and survey.

The participants were of mixed ethnic and family backgrounds. Participants self-identified as being of Nordic, European, Philippian, and Aboriginal descent. Four participants came from nuclear homes with both parents present. Two participants lived in extended family situations with at least one parent present, but also grandparents, aunts, uncles, cousins, etcetera. Two participants came from step or foster families where siblings and parents were not biological relatives.

Participants were also of mixed socio-economic and academic status. However, socio-economic status of the participants was not assessed beyond what was apparent to the researcher during the interview. Approximately 3 of the participants' families indicated that they would have the means to pay for post-secondary education. All of the participants were deemed to have post-secondary potential. Academic status of the participants will be discussed in depth in the results and discussion sections. An overview of the participant characteristics is given in Table 2.

Table 2: Participant Characteristics

Subject	JF	JB	JT	KS	MR	BF	GM	KS
Gender	M	M	M	M	F	F	F	F
Disability Status	Y	N	Y	N	Y	Y	N	N
Grade	6	6	6	5	6	6	5	6
Baseline Age	11.82	11.72	11.42	10.46	11.31	11.82	10.78	11.40
Age At Completion	12.13	12.05	11.73	X	11.65	12.14	11.10	11.71

Ethical Considerations:

Approval for the study was sought from the University of Manitoba, Joint Faculty Research Ethics Board. Participants were selected from those wishing to participate in the study based on the inclusion criteria. All stakeholders (parents and/or legal guardians) were required to read an information form about the study and sign a consent form for themselves and for their child (see Appendix E). Children were also asked to sign a consent form (see Appendix F), however children were not included in the study unless consent was obtained from their legal guardian. All volunteers had the right to withdraw from the study at any time. At the completion of the study, data sheets were coded and reported as group data to ensure participant confidentiality. The project did not involve deception of any kind involving any of the participants in the project. No honoraria was paid to any of the study participants. A copy of the ethics certificate is provided in Appendix G.

Data Analysis:

Qualitative: All interviews were recorded using a digital voice recorder and transcribed verbatim for theme analysis. Themes were subdivided among the domains of interest: social inclusion, school or academic motivation, and employment or career motivations. In order to minimize personal bias and ensure validity of the data, transcribed interviews were then given to two separate independent individuals to analyse for themes.

The judges chosen to evaluate the interviews were from varied backgrounds. One judge had a B.A. in Sociology, the other is a current Political Science Major. Although not required methodologically, this provided a mix of perspectives on how the participants' responses would be viewed and subsequently categorized. The judges were asked to determine overarching themes for each individual interview in each of the domains of interest on their own time. A copy of the judging form provided to the judges is given in Appendix H. Once the judges had finished their individual analyses, the two independent judges as well as the researcher then spent approximately three hours evaluating the major themes for each of the four groups; boys, girls, children with disabilities and children without, and coming to a consensus. In all categories, discussion continued until a consensus was reached. In the group of children without disabilities, a consensus was not reached for the domain of school or academic motivations.

Quantitative: Surveys were analyzed and coded according to the self-esteem protocol described by Harter (1985) and the achievement motivation protocol described by Entwistle (1967). The results of these surveys were non-parametric data. As such, these

results were intended to be analyzed in series of t-tests. The differences between groups (children with disabilities versus those without and boys versus girls) for both of these surveys were not statistically significant. Therefore, these t-tests are not included in the results or discussion. The raw scores from the self-esteem and achievement motivation surveys are used to describe averages among groups or to validate responses given by participants in the verbal interviews.

RESULTS

The quantitative data yielded no statistically significant results, possibly due to the small number of participants. However, this is not to suggest that the data is insignificant. All quantitative forms were filled out in their entirety. Results of the self-esteem and achievement motivation questionnaires are discussed in comparison to norms produced by Harter and Entwistle, respectively (Harter, 1985; Entwistle, 1967). The results are also discussed in contrast with the qualitative results obtained from the pre- and post-program interviews.

The qualitative data collected was more comprehensive and not as limited by the number of participants. In response to the four areas set out as domains for change (self-esteem, achievement motivation, social skills, and mobility limitations), participants were consistently able to give insightful and age-appropriate responses. Furthermore, many responses were distinctly different between groups (children with disabilities versus those without and boys versus girls). Results are discussed below based on these domains with respect to the four groups. As well, disability is discussed as an independent theme.

Self-Esteem: Self-esteem is a term used to describe how individuals view themselves and ascribe their own worth as a person. As noted in the literature review, self-esteem is influenced by many variables and is an important intrinsic factor in the social development cycle. The more self-worth a person is able to ascribe to him or herself, the more likely he or she is to feel valuable within social roles (Osborne, 1996).

The self-esteem scale, developed by Harter (1985) was divided into six subscales: scholastic competence, social acceptance, athletic competence, physical appearance, behavioural conduct, and global self-esteem. Scores for children without disabilities ($\bar{x} = 2.96$) were consistently higher at the time of the baseline interview than scores for children with disabilities ($\bar{x} = 2.86$). This did not appear to be true for post-program scores, (children with disabilities $\bar{x} = 3.20$, children without disabilities $\bar{x} = 2.60$) however, it should be noted that one participant from the group of children without disabilities was not included in the analysis post-program. Scores for boys were consistently higher than for girls both at the time of the baseline interviews (boys $\bar{x} = 3.14$, girls $\bar{x} = 2.69$) and post-program (boys $\bar{x} = 3.50$, girls $\bar{x} = 2.57$).

Raw scores for each participant are given in Tables 3, and 4. Raw score differences between baseline and post-program scores are given in Table 5. Group means at baseline and post-program are given in Tables 6 and 7. Differences in group means are given in Table 8. Harter's averages for comparable age-groups are given in Table 9.

Lowest self-esteem scores across all groupings were found in the physical appearance subscale, followed closely by the social acceptance subscale. All children, regardless of group appeared to struggle with questions relating to personal appearance. For example, one participant related quite bluntly that he did not feel he was very attractive. When asked what made him feel this way, the student responded that he was regularly teased at school, and that one student in particular would often relay this sentiment to him, saying "all this rude stuff, he says that um [...] like the face is chubby...and he calls me a fat boy and everything."

Table 3: Baseline self-esteem scores

Subject	JF	JB	JT	KS	MR	BF	GM	KS
AGE	11.82	11.72	11.42	10.46	11.31	11.82	10.78	11.40
Scholastic Competence	2.17	4.00	4.00	3.33	3.83	2.17	2.50	2.67
Social Acceptance	1.83	4.00	1.17	2.67	3.17	2.67	2.83	3.50
Athletic Competence	2.83	3.00	2.33	4.00	1.83	2.50	2.83	1.33
Physical Appearance	1.50	3.00	2.50	3.83	4.00	3.00	2.50	1.17
Behavioural Conduct	2.67	4.00	4.00	3.67	4.00	3.00	2.50	1.83
Global Self-Worth	3.33	4.00	3.83	3.83	4.00	2.50	2.67	1.50
MEAN	2.39	3.67	2.97	3.55	3.47	2.64	2.64	2.00

Table 4: Post-program self-esteem scores

Subject	JF	JB	JT	KS	MR	BF	GM	KS
AGE	12.13	12.05	11.73	X	11.65	12.14	11.10	11.71
Scholastic Competence	4.00	4.00	3.83	X	3.50	1.50	2.50	2.17
Social Acceptance	3.33	3.50	2.00	X	2.83	2.50	2.17	3.17
Athletic Competence	4.00	4.00	2.33	X	2.17	3.33	3.50	1.33
Physical Appearance	3.00	2.50	3.50	X	3.83	3.00	2.00	1.33
Behavioural Conduct	4.00	3.67	4.00	X	4.00	2.67	2.50	2.50
Global Self-Worth	3.83	4.00	3.50	X	3.50	2.67	1.83	2.17
MEAN	3.69	3.61	3.19	X	3.31	2.61	2.41	2.11

Table 5: Differences between baseline and post-program self-esteem scores

Subject	JF	JB	JT	KS	MR	BF	GM	KS
Scholastic Competence	1.84	0.00	-0.17	X	-0.33	-0.66	0.00	-0.50
Social Acceptance	1.50	-0.50	0.84	X	-0.33	-0.16	-0.67	-0.34
Athletic Competence	1.17	1.00	0.00	X	0.33	0.83	0.67	0.00
Physical Appearance	1.50	-0.50	1.00	X	-0.17	0.00	-0.50	0.17
Behavioural Conduct	1.34	-0.33	0.00	X	0.00	-0.33	0.00	0.67
Global Self-Worth	0.50	0.00	-0.33	X	-0.50	0.17	-0.83	0.66
TOTAL CHANGE	+1.3	-0.06	+0.22	X	-0.16	-0.03	-0.23	+0.11

Highest self-esteem scores were found in the behavioural conduct subscale, followed closely by the athletic competence subscale. Alternatively, as seen in the lowest self-esteem scores, children were very divergent on these issues, either believing strongly that they were well behaved or believing strongly that they often misbehaved. This was true of the athletic competence scale as well. These topics are also addressed in the qualitative results analysis.

Children who noted being involved in at least one community level or school sponsored program were more likely to post higher scores on both the athletic competence and behavioural conduct subscales. When asked about their behaviour in the interview, children were quite explicit in describing themselves as well-behaved or misbehaved. For example, when asked about how his teachers would describe him, one participant replied, "I'm like one of the best kids in class." On the opposite end of the spectrum another participant reported that she didn't like her teachers because they

regularly scold her. As noted, this divergence of response was true of the athletic competence scale as well.

Furthermore, the degree of change in baseline and post-program scores for almost all participants were minimal for self-esteem. Interestingly, any changes in self-esteem scores were attributed to males with disabilities who showed small gains in self-esteem over the course of the program. One participant in particular, J.F. showed significant gains in self-esteem over the time frame of this study. Although not all of this positive result can be attributed to participation in the Career Trek program, the participant himself did attribute a portion of this gain to increased involvement in organized activities (see Tables 6, 7, and 8).

Table 6: Group means at baseline

Group	Children with Disabilities	Children without Disabilities	Boys	Girls
Scholastic Competence	3.04	3.12	3.37	2.79
Social Acceptance	2.20	3.25	2.41	3.04
Athletic Competence	2.37	2.79	3.04	2.12
Physical Appearance	2.75	2.62	2.71	2.67
Behavioural Conduct	3.42	3.00	3.58	2.83
Global Self-Worth	3.42	3.00	3.75	2.67
MEAN	2.867	2.963	3.143	2.687

Table 7: Group means post-program

Group	Children with Disabilities	Children without Disabilities	Boys	Girls
Scholastic Competence	3.21	2.89	3.94	2.42
Social Acceptance	2.67	2.21	2.94	2.67
Athletic Competence	2.96	2.94	3.44	2.58
Physical Appearance	3.33	1.94	3.00	2.54
Behavioural Conduct	3.67	2.89	3.89	2.67
Global Self-Worth	3.38	2.67	3.78	2.54
MEAN	3.203	2.590	3.498	2.570

Table 8: Differences in group means

Group	Children with Disabilities	Children without Disabilities	Boys	Girls
Scholastic Competence	+0.17	-0.23	+0.57	-0.37
Social Acceptance	+0.47	-1.04	+0.53	-0.37
Athletic Competence	+0.59	+0.15	+0.40	+0.46
Physical Appearance	+0.58	-0.68	+0.29	-0.13
Behavioural Conduct	+0.25	-0.11	+0.31	-0.16
Global Self-Worth	-0.04	-0.33	+0.03	-0.13
MEAN	+0.28	-0.37	+0.36	-0.12

Table 9: Age Group Means (as given in Harter, Self-Esteem Scale for Children)

Group	5 th Grade Girls	5 th Grade Boys	6 th Grade Girls	6 th Grade Boys
Scholastic Competence	2.83	2.78	2.80	2.99
Social Acceptance	2.80	2.88	2.86	2.98
Athletic Competence	2.62	3.15	2.40	2.95
Physical Appearance	2.62	3.15	2.40	2.95
Behavioural Conduct	3.32	2.84	3.34	2.65
Global Self-Worth	3.04	3.14	3.08	2.97
MEAN	3.705	3.823	3.813	3.915

With the exception of one or two categories, all results were consistently lower than averages reported by Harter, regardless of grouping. This may result simply from the small sample size. Another hypothesis may be that this result stems from some unmeasured factor which is present in children described as at-risk of not completing high school (which was a participant inclusion factor).

Achievement Motivation: Achievement motivation is defined as “a person’s orientation to strive for task success, persist in the face of failure, and experience pride in one’s accomplishments” (Weinberg and Gould, 1999, p 48). As noted earlier, achievement motivation is important to the social development cycle as individuals with high achievement motivation select challenging tasks, perform better when evaluated, and may be able to effectively counteract feelings of learned helplessness thus extricating themselves from the cycle.

Achievement motivation was scored using the Aberdeen Academic Achievement Motivation Scale (Entwistle, 1967). As such, achievement motivation scores were classified only as high (17 or above) or low (16 or below). Only three children included in the study displayed low levels of achievement motivation either at baseline or post-program. Throughout the course of the study, the majority of participants were stable, remaining in either the high or low grouping both at baseline and post-program. Baseline and post-program scores as well as mean scores are given in Tables 10 and 11.

Table 10: Achievement motivation scores and outcomes

Subject	JF	JB	JT	KS	MR	BF	GM	KS
AGE (pre)	11.82	11.72	11.42	10.46	11.31	11.82	10.78	11.40
AM SCORE	16	19	20	21	21	11	23	18
HIGH/ LOW	Low	High	High	X	High	Low	High	High
AGE (post)	12.13	12.05	11.73	X	11.65	12.14	11.10	11.71
AM SCORE	21	20	19	X	20	9	23	14
HIGH/ LOW	High	High	High	X	High	Low	High	Low
DIFFERENCE	+5	-1	-1	X	-1	-2	0	-4

Table 11: Mean baseline and post-program achievement motivation scores

Group	Children with Disabilities	Children without Disabilities	Boys	Girls
Baseline	$\bar{x}=17.00$ (N=4)	$\bar{x}=20.25$ (N=4)	$\bar{x}=19.00$ (N=4)	$\bar{x}=18.25$ (N=4)
Post-Program	$\bar{x}=17.25$ (N=4)	$\bar{x}=19.00$ (N=3)	$\bar{x}=20.00$ (N=3)	$\bar{x}=16.50$ (N=4)
Difference	+0.25	-1.25	+1.00	-1.75

In terms of groupings, children without disabilities showed higher achievement motivation scores both at baseline ($\bar{x} = 20.25$) and post-program ($\bar{x} = 19.00$) than children without disabilities (\bar{x} at baseline = 17.00, \bar{x} post-program = 17.25). Boys showed significantly higher achievement motivation scores both at baseline (mean = 19.00) and post-program ($\bar{x} = 20.00$) than girls (\bar{x} at baseline = 18.25, \bar{x} post-program = 16.50). With respect to the groupings of boys and girls, this quantitative result is slightly at odds with the result of the qualitative analysis.

Males were less likely to feel strong encouragement towards continuing in school than females and were less likely to show an increase in motivation in classes and school work than females. Males were also less likely to show an increase in academic motivation than females. Although this was not necessarily apparent from the achievement motivation scores, in the qualitative interviews males were much less likely to discuss scholastic activities as having long-term promise for them, were less apt to speak in depth about their teachers, and overall reported lower grades and lower encouragement from parents for grades. Furthermore, when asked directly whether or not the Career Trek program had changed their motivation for school, two of the three male participants responded negatively. However all females, including the two female participants showing low achievement motivation scores, still expressed an interest in higher education and clearly felt support from family members and teachers to continue to higher education. For example, when asked if she wanted to continue on to college, technical school or University, B.F. answered immediately, "University." As well, when asked if her parents expected her to continue on in her education, she answered again,

“Yeah, University. You can ask my mom.” This result will be explained further in the discussion section of this paper.

Three of the four children with disabilities and two of the three children without disabilities would be qualified as what Enwistle referred to as “improvers” as opposed to “deteriorators.” Improvers are those children who perform at or above their potential as deemed by standard intelligence and reasoning tests. Qualifying the children as such is based on the inclusion criteria which suggested that all children included in the Career Trek program had to be capable of post-secondary education as indicated by a current teacher. Therefore, these children were assumed to be of average or above average intelligence. Again, these results appear to be at odds with the qualitative results as students classified as improvers were not necessarily more motivated towards school nor did they absolutely show an increase in academic motivation over the course of the program.

Children without disabilities had noticeably higher achievement motivation scores at the time of the baseline interview however, scores were somewhat comparable by the time of the post-program interview. Children with disabilities still showed gains in motivation over the course of the program and it appears that children with disabilities were more likely to make the connection between the Career Trek program, long-term success and success in school. When asked about how the Career Trek program had impacted their motivations for school, several of the children with disabilities indicated a stronger commitment to school and a greater effort towards school in terms of time spent on homework or focus within the classroom. One parent mentioned to the researcher that following the Career Trek program, her child was now “talking about going up, doing

grade twelve,” and now seemed to recognize the importance of finishing high school. Another student with learning difficulties indicated that the Career Trek program had a strong impact on her desire to overcome her reading and writing difficulties.

Alternatively, all three children without disabilities included in the post-program interviews did not appear to make this connection and did not indicate any increased effort toward school or homework as a result of the Career Trek program. When asked directly whether they felt more motivated in school or if they spent more time on homework since participating in the Career Trek program, all three participants without disabilities responded with a single word, “No.” These results are further elaborated in the discussion section of this paper.

As noted in methodology, the achievement motivation score collected from this section was intended to act somewhat as a control and describe how the children felt about their career options and how determined they were to achieve a certain career at the outset and at the completion of the program. Five of seven children described a change in their career choice from the beginning of the program to the conclusion of the program. This change appeared to be independent of any achievement motivation as there seemed to be no link between high or low achievement motivation scores and change in career choice. Interestingly, participants with disabilities were more likely to express a change in career ideas from pre-to post-program. Furthermore, post-program career goals tended to be oriented towards more highly socially valued or more academically challenging fields. For example, B.F. initially stated, “I want to do the same thing that my Mom does,” her mother working as front line support staff in foster parent and group

homes. At the completion of the program, B.F. discussed the idea of becoming a teacher, clearly aware of the increased academic demands this career choice would entail.

Both the achievement motivation score and questions oriented around motivation in the interview were also intended to elicit the children's interpretation of their parents' and teachers' values and expectations. Children seemed to have an awareness of parental expectations regardless of the achievement motivation score or the presence of a disability. As a parent was required by the Ethics Committee to be present during the interview, the researcher expected children to defer questions regarding parental expectations to the parent. However, this was not case, with most students clearly expressing whether parents expected them to continue on to higher education. Children also repeatedly stated that parents expected their children to research and choose career paths that would be personally gratifying. When asked what his parents expected of him, J.B. answered "Yes" to questions about his parents expectations for him to finish high school and continue on to post-secondary education, but then rephrased his answer saying, "No, they just want me to be successful at whatever I do."

Contrary to the minimal quantitative change and average achievement motivation scores, almost all students expressed an honest enjoyment of and drive to succeed in school. For example, five out of the final seven participants expressed a true interest in school, the subjects learned in school and an overall enjoyment of school in both the pre- and post-interview. When asked about their performance in school, most students were quick to tell me at least one or two grades in classes they were particularly proud of and one student even went as far as reading his entire midterm report card to the interviewer. Only two participants expressed an interest in leaving school as early as possible, one in

the control group and one from the group of children with disabilities. However, as noted earlier this second student appeared to have changed his mind by the time of the post-program interview. Furthermore, the majority of students had high expectations for themselves at school and expressed an honest effort towards all of their classes.

Social Skills: Evidence suggests that a child's long-term social, emotional, academic and cognitive successes are significantly enhanced by social competence and peer relationships (Ladd, 2000; Kinsey, 2000). Thus, as noted, the development of social skills is essential to preventing long-term risks associated with maintaining the social development cycle, such as poor mental health, dropping out of school and poor employment history (Katz and McClellan, 1997).

Social skills were analyzed by responses given in the qualitative interviews. The interviewer also assessed some nonverbal attributes in the interview, such as overall mood, dependence on parent present, as well as capacity for humour. Overall interaction with the interviewer was also assessed for the child's ability to take turns, need for attention, and nonverbal signs such as smiles or frowns. These results were not formally measured, simply observed and noted by the interviewer.

The majority of participants responded to the affirmative that they had a large number of friends as well as a significant number of close friends when asked directly in the interview. However results in the self-esteem survey, social acceptance subscale varied considerably more. The mean score on this scale for children with disabilities was 2.20 compared to 3.25 for children without disabilities. The mean social acceptance score

for males was 2.41 and 3.04 for females. Harter's standard is 2.86 to 2.98 for sixth graders (see Tables 8, 9, and 10).

Children with disabilities appeared to be more socially vulnerable than those without disabilities. These children were more likely to experience social isolation. Three of the four participants with disabilities described having a large number of friends, but few or no close friends. When asked if she had a best friend, one participant, B.F. immediately responded "Yes," but when asked who that friend was, took a full 15 seconds to respond with a name. Comparatively, children without disabilities were generally very quick to describe friendships and friends without hesitation.

As well as being asked about the number of new relationships formed throughout the program, children were also asked about the quality of those new relationships formed. Students were also asked to compare relationships formed throughout the program to relationships formed at school or extracurricular activities. Regardless of grouping, students typically responded that relationships were similar across all situations, that they did not feel more or less constrained in one particular situation. Students that felt they were able to be themselves at school typically responded that they were also able to be themselves at the Career Trek program or other extra-curricular activities. When asked whether there were differences in any of the new relationships formed, one student responded, "Um, no 'cause they are the same friends from school... tons of them I know from all the schools 'cause I go and right by the schools and visit with church. So I know all of them that go to Career Trek." This appeared to be a common sentiment.

Across groupings, children with disabilities again appeared to be more vulnerable, describing new relationships formed throughout the program but unlikely to be sustained following the program. Females fared slightly better, describing relationships as having some depth and a possibility of persistence over the summer months. For example when asked whether she would keep in touch with her new friends, one participant proudly responded, "I have one of them's phone number!" Comparatively, when asked if he had made many friends in the program, one male participant responded, "Yeah, I made a whole bunch!" However, when asked whether he would keep in touch with these new friends, he bluntly responded, "No!"

Similar to the idea of friendship formation, children were also asked to discuss their feelings toward group membership. Students were asked to describe their feelings of membership within the group and what they perceived their position within the group to be. Children with disabilities were also less likely to describe "fitting in" as an experience of importance in their lives. Again, three out of the four participants with disabilities discussed issues with bullying either at school or within the Career Trek program. However, these children did not describe their disabilities as the source for their social vulnerabilities. When asked why he felt that other kids picked him, J.T. responded, "I guess I was smarter than all of them at Career Trek, and plus I'm easy pickings cause I won't fight back."

Comparing genders, males were typically more self-confident than females and expressed overall higher self-esteem with respect to social abilities both in the self-esteem survey and within the scope of the interview. This was an interesting result in comparison to the result that males were also less likely to express having close friends.

Mobility Limitations: Although mobility limitations are believed to be most influential in the poverty, employment and social integration cycle in terms of fostering social exclusion, only one individual with a mobility limitation was successfully recruited to the study. This participant made it abundantly clear that the differences in her patterns of movement were not a limitation. When asked whether she felt her differences in movement affected her friendships or made her a target for teasing, she responded, "No." Also, when asked directly whether her limitation affected her ability to participate, she similarly responded, "No." This student received the Career Trek award for physical education. Therefore mobility limitation was not deemed to be an important factor for this particular participant and by extension, for this study.

Disability: The primary focus for this section of results is disability itself, as opposed to disability as it impacted or was impacted by the intrinsic factors of the social development cycle. As previously indicated, research suggests that normality, or the degree to which one looks, thinks, acts, and moves like his or her peers is a powerful determinant of attitudes towards individuals with disabilities (Doubt and McColl, 2003). Furthermore, within the workplace or school environment, the individual that looks or moves differently often becomes a community focal point rather than a community member.

Interview questions focusing on the presence of a disability were designed to inform the researcher of the degree to which the children internalized socially imposed desires and beliefs. This appeared to be a significant issue. All participants with

disabilities expressed a conscious desire to minimize or even hide their disability or symptoms of their disability from both supervisors or teachers and peers. Despite the presence of visual cues for the disability, participants insisted that individuals outside the immediate family were unaware of the presence of disability. When asked directly whether others were aware of the disability, one participant replied, "They don't know, it doesn't affect them at all." Another participant, convinced that his peers were unaware of his disability, despite having a personal tutor present in the classroom for several subjects, told me "I'm not special needs!"

Generally speaking individuals were dismissive of their disabilities, stating clearly that their disability did not impact their daily living, ability to succeed at school or the Career Trek program, or in their ability to make and sustain friendships. However, children with disabilities were more likely to display traits in the learned helplessness end of the continuum (contrary to their words) whereas children without disabilities were more likely to show traits in the resiliency end of the scale. For example, children with disabilities were more likely to defer questions to their parents when they did not know the answer or did not want to answer a question.

As noted in the literature review, resiliency is defined as the ability to spring back from and successfully adapt to adversity (Wang, Haertel, and Walberg, 1997). Traits associated with resiliency include: social competence, problem-solving skills, autonomy, and sense of purpose or future (Krovetz, 1999). In discussion of adverse events, children with disabilities were quick to blame the problem on others as opposed to approaching the situation from an autonomous problem-solving perspective. For example when talking about bullying, one participant was quick to pinpoint the source of the problem as

lack of proper supervision, “They should get more teachers down there that actually care to supervise. That at least are getting paid and if they do a good job they’ll, like if they don’t do right, then they’ll get fired at least.”

Questions were asked relating to the acquisition of disability and were intended to describe to the researcher how limited the child felt by his/her disability and any changes in the child’s motivations as a result of an acquired disability. However, these questions were eliminated from the second interview as all participants possessed disabilities that were deemed congenital and very little information was garnered from these questions in the first interview.

Summary of Results: As argued in the literature review, poverty, unemployment, and social exclusion are believed to exist in a self-perpetuating cycle and the presence of a disability appears to unequally place an individual within this cycle. Previous research has shown that the intrinsic factors identified (self-esteem, social skills, achievement motivation, and mobility limitations) are effective in improving social integration in educational settings. The results of this study appear to be consistent with previous research with respect to career education settings as well. Individuals with disabilities showed greater weaknesses, particularly with respect to social skills when placed in a career-focused environment with a new group of peers. However, individuals with disabilities showed similar or even greater levels of improvement over the course of the program, suggesting there is no basis for disability as an inevitable factor in the social integration cycle. An overview of the results is presented Table 12.

Table 12: Overview of Results

Group ⇒ Categories ↓	Children with Disabilities	Children w/o Disabilities	Females	Males
Self-Esteem	Inclusion improved self-esteem	No change in self-esteem	Lower self-esteem than males	Consistently higher self-esteem
Achievement Motivation	Program increased motivation (qualitatively)	Higher motivation throughout	Greater support for academic achievement	Lower support for academic achievement
Social Skills	More socially vulnerable	More socially capable	Highest level of social skills	Large number of friendships
Mobility Differences	Deemed Unimportant	Deemed Unimportant	Not Applicable	Not Applicable

DISCUSSION

Many authors have suggested that transcripts of verbal protocols must be handled with care, lest the interpretation of data distort, neglect, or even enhance some aspects of behaviour (Ericsson and Simon, 1984; McNiff, 2002). In particular, according to some authors objective data analysis from verbal protocols is possible only if behaviour categories and processes are determined from the data, rather than imposed on the data (Ericsson and Simon, 1984; McNiff, 2002).

Although the interview framework for the verbal protocols produced the categories (school, social relationships, and the Career Trek program) used for the theme analysis, this did not appear to restrict the data presented by the research. As noted, collectively, three judges determined the major overarching themes for each category and participant group. A copy of the Interview Evaluation Form given to the independent judges is presented in Appendix I. The results are presented in Tables 13 and 14.

The results are discussed according to according to the categories along divisions of groups. For example, one theme is discussed for the group of children with disabilities in the category of school, one theme is discussed in the category of social relationships and one theme is discussed in the category of Career Trek and career explorations. With respect to students without disabilities in the category of school, a theme could not be agreed upon, therefore no theme is discussed and the lack of cohesiveness of this group is analyzed. Themes produced by the quantitative results are also integrated into this

discussion. Themes are discussed by grouping of disability status first and then by gender.

Table 13: Overall Themes Across Disability Status

Theme ↓	Group ⇒	With Disabilities	Without Disabilities
School		Lack of perceived impact of disability	No over-arching theme
Social		More vulnerable	More socially successful
Career Trek		High expectations of program – many unmet	No expectations of program – more personally affirming

Disability x School: Perceived lack of impact of disability on scholastic abilities or success.

As mentioned under the heading of *Disability* in the results section, regardless of type or severity of disability, participants did not perceive their disability as a disadvantage. Despite being aware of possible impacts of their disability on school, individuals with disabilities were adamant that they were not held back and they could overcome any of the drawbacks presented by their disability. For example, when asked how his disability impacted his ability to perform at school, one participant stated that he had significant trouble with math, but still related that he was capable of getting a good grade in math class. Furthermore, more than one participant described an aspect of his/her disability as an advantage with respect to school. For example, J.T. stated, “With Tourette’s Syndrome, you get better memory. That helps me, among other things...

[Tourette's Syndrome] also expands your listening. It also expands your senses, so I can see stronger than the normal person and I can hear more."

Interestingly, as a group, participants with disabilities showed the lowest overall achievement motivation scores, particularly pre-program. This is an interesting result considering the lack of regard for the possible impact of disability. It appears students with disabilities are not looking for a scapegoat, rather that they are looking for recognition of their abilities. This result is further confirmed by the increase in achievement motivation experienced by children with disabilities over the course of the study, particularly as discussed in the qualitative interviews; children with disabilities were more likely to select challenging tasks (i.e. more academically taxing careers) by the simple inclusion in the program. This result seems to parallel results of previous investigations of disability and scholastic abilities (Doubt and McColl, 2003) and disability and social participation (Asch, 1984).

Without Disability x School: No overarching theme

The independent judges could not collectively agree on a theme for this section. This group of children was simply too diverse to apply a single theme. This group consisted of two females and one male, two of which were in grade six and one of which was in grade five. The only major commonality among this group related to the theme of school was the pre-determined notation of "at-risk of not completing high school," as determined by the nominating teacher. Furthermore, this group was the smallest of all groupings. Only three participants completed the final interview and questionnaires for this group.

Disability x Social: More socially vulnerable, yet lack of perceived impact of disability on social relationships.

It should be noted that in application to individuals with disabilities, the word ‘vulnerable’ is used cautiously, as the implications of this word in this context are understood. However, the results of this study seem to again confirm previous research findings that suggests children and youth with disabilities experience more loneliness and social isolation than their non-disabled peers (Doubt and McColl, 2003; Guralnick et al, 1995). Individuals with disabilities were more likely to be ignored, neglected or rejected by their peers in any social situation, be it school, extra-curricular, or Career Trek. Students with disabilities were more likely to describe friendships without actually being able to describe friendship. One student related that he had many friends at school, but when if there was anything he would change, commented that he would like, “for people to stop stealing, cause this ah... kid comes, he was my friend and he comes over and steals my games,” suggesting that he did not truly experience friendship in that situation. Furthermore, these children appeared to be aware of this rejection, as they were also less likely to be involved in extra-curricular activities or express interest in joining activities of a social nature.

The results also confirm ideas of increased levels of learned helplessness in children with disabilities as individuals did not or could not identify a particular reasoning or cause within themselves for the difficulty in making and maintaining friendships. This is not to suggest that these individuals were incapable of producing and maintaining relationships, or that their disability necessarily hindered their ability to

produce relationships, but that they could not identify skills or attributes (such as lack of confidence) as possible causes for their difficulties. Individuals with disabilities were also more likely to experience bullying and to depend on adults for assistance in situations related to bullying. Although this may seem like a positive attribute, to ask for help in difficult situations, research suggests that children who rely excessively on adults to assist in difficult peer relationships have more difficulty asserting their own needs and rights appropriately, particularly in the long-term when dependence on elders is no longer appropriate (Miller, Esterik, and Esterik, 2007).

Without Disability x Social: More socially successful.

Again, as noted in the results section, individuals without disabilities did not discuss any difficulties in producing or maintaining friendships. These children were capable of developing a number of new relationships with limited hindrance. In contrast to children with disabilities, these children were as likely to express interest in extra-curricular activities that were social as they were in activities that were solo endeavours.

Of note to this study, the one student who chose not to complete the study (a male, without disability) was also the only participant to describe himself as a bully.

Disability x Career Trek: Had high expectations of the Career Trek program.

Students with disabilities expected a great deal from the Career Trek program. Despite repeated descriptions of the program as a career learning experience, at the time of the baseline interviews, several students suggested that they expected the Career Trek program to help them progress academically and put them at an advantage in their home

classrooms. These high expectations appeared to remain unmet, however for the most part, children did not seem disappointed with this result. Only one participant with a disability discussed ambivalence toward being involved in the program again if given the opportunity.

As noted in the results section, children with disabilities showed noticeable gains in achievement motivation over the course of the study and it appeared that they were more likely to make the connection between the Career Trek program, long-term success and success in school. By this the researcher is suggesting that a portion of the increase in achievement motivation is due to the inclusion in the Career Trek program.

Without Disability x Career Trek: Did not appear to have any expectations for the Career Trek Program; Program was a personally affirming experience.

Alternatively, all three children without disabilities included in the post-program interviews did not indicate any increased effort toward school or homework as a result of the Career Trek program. Although aware of the possible long-term benefits of the program to their academic careers, none of the children without disabilities suggested in the interviews that the Career Trek program would be beneficial to their immediate school work. These children were also more likely to approach the program as a social experience rather than an academic one, expressing more interest in making new friends than in the material being taught.

Regardless of the lack of conscious connection of the program to other areas of the child's life, the Career Trek program appeared to be a personally affirming experience for the children involved. This means that children took pride in the nomination to the

program, feeling that it was a reflection on their personal abilities (not necessarily on their circumstances). Children also expressed greater confidence at conclusion of the program and took pride in the simple act of having completed the program. Although children did not necessarily show an increase in self-esteem through quantitative measures, they did appear to show an increase in self-esteem in the post-program interview. Children spoke very positively about both their experience and themselves. For example, when asked at the conclusion of the interview if he had anything else to tell the researcher about the Career Trek program or his experience, one student responded, "I want to say it's really awesome! And next year I really want to go again! And I liked hanging out with all the leaders and my friends."

Table 14: Overall Themes Across Gender

Theme ↓	Group ⇒	Females	Males
School		More encouragement for academic success	Less encouragement for academic success
Social		Expressed large number of friends and close friends	Expressed only large number of friends
Career Trek		Made connection between program and long-term success	Program viewed as hands-on experience; task and present orientation

Females x School: More encouragement for academic success and high expectations for academic success.

All females clearly expressed an interest in higher education at the conclusion of the program and evidently felt support from family members and teachers to continue to higher education. The two female participants showing the lowest achievement

motivation scores, still expressed an interest in higher education and clearly felt support from family members and teachers to continue to higher education. For example, as noted in the results section, when asked if she wanted to continue on to college, technical school or University, B.F. answered immediately, "University." As well, when asked if her parents expected her to continue on in her education, she answered again, "Yeah, University. You can ask my mom." This sentiment appeared to be common among all the girls in the study.

Males x School: Less encouragement for academic success.

Again, as noted in the results section, males were also less likely to feel strong encouragement towards school than females and were less likely to show an increase in academic motivation than females. Although this was not necessarily apparent from the achievement motivation scores, in the qualitative interviews males were much less likely to discuss scholastic activities as having long-term promise for them, were less apt to speak in depth about their teachers, and overall reported lower grades and lower encouragement from parents for grades.

This lower encouragement for scholastic success was also apparent from career choices or changes in career choices. Even boys who expressed good grades in school were more focused on non-academic careers, such as comedians or actors. Furthermore, males were more likely to discuss a change in career choice toward a trade rather than an academic discipline. For example, one of the boys who did not have a distinct idea of what he would like to do (when he graduated high school) at the outset of the Career Trek

program suggested that he wanted to become a farmer, carpenter, or mechanic by the completion of the program.

Females x Social: Expressed large number of friends and close friendships.

Females routinely discussed a large number of relationships as well as relationships of high quality (meaning students felt close enough to discuss personal problems). Furthermore, with respect to relationships formed over the course of the program, females described developing at least one or more relationship with some depth and an intention to maintain the relationship over the summer months.

Females appeared to draw a large amount of their self-esteem and confidence from their social relationships. Girls enjoyed talking about their friends and had very little difficulty discussing how their friends may perceive them or their membership status within a group. For example, when asked how her friends would describe, one participant spoke freely, listing many adjectives, "Funny, nice, pretty, energetic, or something... umm, Hyper! [laughs] Weird, umm, dance for nothing... umm, cool to hang out with, umm... sometimes responsible." Again, these results seem to parallel previous research which suggest that women draw more from their relationships and invest more in their relationships from an early age (Maccoby, 1990).

Males x Social: Expressed only large number of friends.

Despite the fact that males were typically more self-confident than females and expressed overall higher self-esteem both in the self-esteem survey and within the scope of the interview, males also expressed a lack of close friends. Males also did not show

any substantial interest in developing new and sustainable relationships over the course of the program. Comparatively, when asked if he had made many friends in the program, one male participant responded, "Yeah, I made a whole bunch!" However, when asked whether he would keep in touch with these new friends, he bluntly responded, "No!" Again, these results parallel previous research which suggests males learn from an early age to be socially confident (Maccoby, 1990).

Females x Career Trek: Made the connection between school, Career Trek program and long-term success.

In response to questions asked about long-term career goals and educational aspirations, females were more likely to make the connection between the Career Trek program and future opportunities. However, this connection manifested itself in a very different manner than the connection made by the children with disabilities discussed under the heading of *Achievement Motivation* in the results section. These girls did not necessarily manifest this connection as an increased drive to succeed in school, but rather as an increased availability of opportunity. For example, all four females involved in the program changed their career aspirations over the course of the program. Two of the participants related this change directly to the Career Trek program and the opportunities the program had provided them with. Furthermore, all changes were in the direction of University or more academically challenging fields. For example, although not ruling out drama as a future choice, M.R. considered politics and international relations a possible career path, clearly aware of the increase in academic demands resulting from this choice.

Males x Career Trek: Program perceived as a single task and social experience.

Males were overall less likely to change their long-term aspirations and typically viewed Career Trek as a diversion from school. Only one of the three males involved in the study by the conclusion of the program changed his career aspirations over the course of the program to a more academically challenging field. Males were more likely to enjoy Career Trek for the purely for the social interaction and the opportunity to learn through hands-on tasks as opposed to traditional classroom methods. For example, when asked to compare the Career Trek program to their home school and reasoning for preferring one over the other, all three boys involved in the study expressed a sentiment about Career Trek similar to, "That umm, it just more hands on jobs, I like that better. I like um, when we actually get to use our hands to do all the things, make them."

Discussion of Quantitative Self-Esteem Results.

As noted in the results, with the exception of one or two categories all self-esteem scores were consistently lower than averages reported by Harter, regardless of grouping. This may result simply from the small sample size. Another hypothesis may be that this result stems from some unmeasured factor which is present in children described as at-risk of not completing high school (which was a participant inclusion factor).

Overall, the results of this study seem to suggest that individuals with disabilities struggle with self-esteem issues to the same degree that children without disabilities do. Therefore programs that improve self-esteem in children may be of equal benefit to children with disabilities and there appears to be little logic for exclusion of children with disabilities. Furthermore, programs that are able to eliminate or minimize discrimination

towards and stereotypes of individuals with disabilities may have a further beneficial effect, both for those individuals involved in the program and society at large. Although this task may seem particularly daunting, it would seem from this research that this may be as simple as reducing the emphasis society places on normalcy and assimilation.

This research also seems to suggest that a powerful tool for improving self-esteem in children with disabilities is encouraging expression of differences and self-identification of disability in order to prevent the experience of passing. In this study, it appears that many of the children with disabilities struggled with low self-esteem as a result of social pressures and negative experiences resulting from the disclosure of their disability. For example, when asked how she felt about her disability, one student did not discuss any personal qualms. However, when asked about her friends' responses to her disability, she expressed true distress, "Yeah, and most of the time it's friends that I already told them a million questions then, why. Yeah and I already told them why but they still keep asking me." Thus it appears that the problem with difference lies with society, and individuals with disabilities should not have to hide or cover their differences in order to appease society, particularly not at the expense of their own self-esteem.

Discussion of Quantitative Achievement Motivation Results.

As noted in the literature review, people with high achievement motivation select challenging tasks and perform better when evaluated (Weinberg and Gould, 1999). This statement may explain in and of itself many of the results produced by this study with respect to motivation. As noted in the results, three of the four children with disabilities and two of the three children without disabilities were qualified as what Enwistle referred

to as “improvers” as opposed to “deteriorators.” Improvers are those children who perform at or above their potential as deemed by standard intelligence and reasoning tests. Qualifying the children as such was based on the inclusion criteria which suggested that all children included in the Career Trek program had to be capable of post-secondary education as indicated by a current teacher. Therefore, these children were assumed to be of average or above average intelligence. As well a number of students displayed an increase in motivation over the course of the study. Although explained to the participants at the outset that this study was not intended to be viewed as a test, many students may still have perceived the study to be a challenge and felt as though the interview was a form of evaluation.

This result brings into question the possibility that there was a type of halo effect at work in the interview process. Previous research suggests that social behaviour, such as that present in the interview process, often operates in an implicit or unconscious fashion (McNiff, 2002). Furthermore, a study by Greenwald and Banaji (1990) states that the identifying feature of the halo effect is that past experience influences judgment in a fashion not introspectively known by the actor. The study further concludes that attitudes, self-esteem, and stereotypes have important implicit modes of operation that researchers need to be aware of in order to effectively counteract them. In this particular study, attitudes regarding the position of authority of the researcher by the participants may have resulted in an unconscious desire to please the researcher or to be viewed more positively over the course of the program. For example, one participant repeatedly referred to the researcher as “Miss” despite never being introduced as such. Thus, the possibility of a halo effect cannot be ignored.

As noted in the literature review, the concept of achievement motivation cannot be discussed independently, and should be discussed within the spectrum in which it exists. Furthermore, an individual is not categorized under a single trait and will express different qualities along the achievement motivation spectrum at different times, again based on previously learned attitudes and stereotypes, as well as current levels of self-esteem. Although the majority of participants showed evidence of high achievement motivation and resiliency, a number of participants, particularly participants with disabilities, showed evidence of traits of learned helplessness as well. For example, in the first interview, one student expressed a lack of resiliency in his clear desire to quit the program as he felt "it kind of wastes your...ah...Saturdays." However by the conclusion of the program, he expressed an understanding of the need to see things through, showing sense of purpose and future, (Krovetz, 1999) stating, "I've never missed a Saturday."

Although not included in the original design, in discussion with the participants as well as with the independent judges, resiliency appeared to be an important issue. As noted in the literature review, resiliency not only effectively counteracts learned helplessness, but research also suggests it can be learned. Key places where a child develops resiliency are in the family and at school (Krovetz, 1999). The results of this study definitively suggest that the Career Trek program would be an ideal venue in which to develop resiliency in at risk students. The minimal increase in achievement motivation in most participants suggests that simply being included in the program developed some degree of resiliency a few of the students. Furthermore, negative stereotypes, particularly with respect to individuals with disabilities, may also be effectively counteracted by inclusion of children with disabilities in the Career Trek program.

*Discussion of Social Development Cycle and Relation to Results of Investigation into
Intrinsic Factors*

The Expectancy Value model of Wigfield and Eccles (2000) combined with the Ecological Systems Model (Bronfenbrenner, 1980) was utilized as the explanatory theory for this study because it identifies the importance of both individuals' intersubjective experiences and an individuals' environment. Simply stated, this means that there is a direct relationship between life experiences, interpretation of the meaning of life experiences and self-esteem or the degree to which an individual feels valuable (Spencer, Dupree, and Hartmann, 1997).

This integrated model predicts that the behaviour presented in any particular situation is a function of the expectancies one has, the value of the goal toward which one is working, personal expectations for success and the degree of achievement motivation, as well as external factors such as cultural stereotypes or behaviours and attitudes of influential people. Simply put, such an approach predicts that, when more than one behaviour is possible, the behaviour chosen will be the one with the largest combination of expected success and imparted social value. In relation to the results presented in this study with respect to self-esteem, achievement motivation, and social skills, the model predicts that individuals with higher self-esteem, higher levels of achievement motivation and more developed networking skills will apply greater possibilities of success to their own behaviours and ultimately be more successful in socially valued roles. For example, the model forecasts that because children with disabilities experience more loneliness and isolation than their non-disabled peers (Doubt and McColl, 2003), and show lower levels

of achievement motivation than their peers and subsequently achieve less (Harder, 2003), children with disabilities will be less likely to believe they are capable of success and thus less likely to be triumphant in socially valued roles. The results of this study mirror this prediction in its early phases; children with disabilities showed less evidence of resiliency, more social vulnerability and initially, less self-esteem.

Thus, it is of value to address the intrinsic factors in individuals and work to improve these factors when the extrinsic factors are not directly modifiable. The model presented provides only a prediction; the outcome is still modifiable. The results of this study seem to indicate that inclusive career education programs, such as Career Trek, are prime venues for positively addressing these intrinsic factors (IF) and thus producing more positive long-term outcomes. Furthermore, the results suggest that an important intrinsic factor that may need to be addressed in further studies is resiliency. A simple visual representation of this is given in Figure 13.

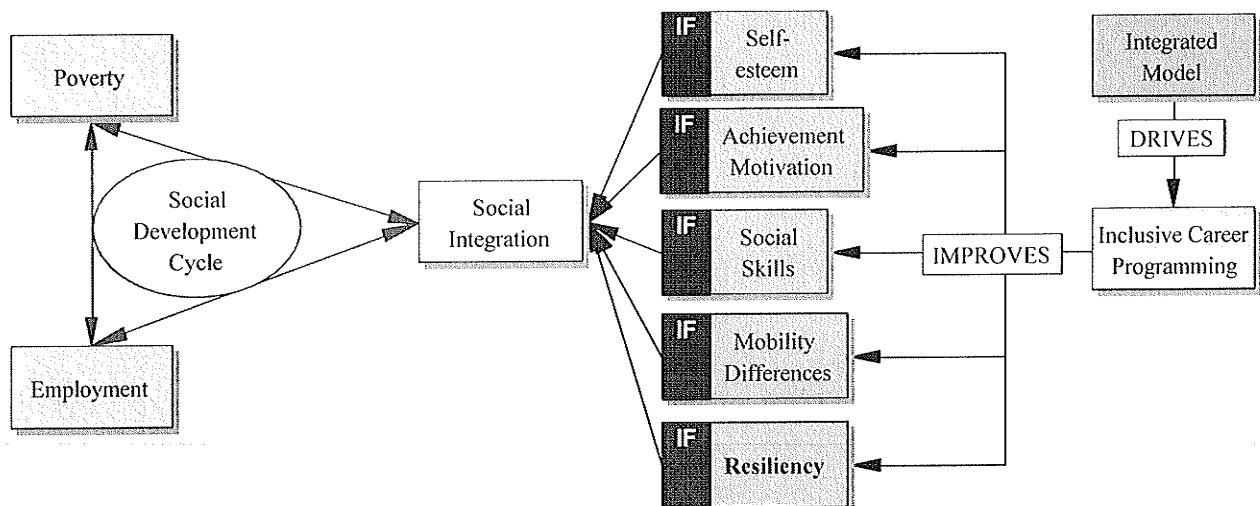


Figure 13: Visual Representation of Theory Combined With Results

CONCLUSIONS

This study has many implications for the inclusion of individuals with disabilities in career development programs. Furthermore, this research garnered some specific knowledge which will be extremely useful to career education programs such as Career Trek. If implemented, these ideas would facilitate social integration for children with disabilities.

The most important conclusion to be drawn from this study is that there seems to be no rationale for excluding individuals with disabilities from career development programs. Individuals with disabilities overall expressed a positive response to the program and non-disabled peers did not express a negative response to the presence of individuals with disabilities in the program. Furthermore, inclusion of individuals with disabilities addresses several of the noted extrinsic factors (inadequate knowledge of and opportunities for people with disabilities, and subsequent negative attitudes toward disability by wider society) in the social development cycle (Ballard, 1993).

With respect to self-esteem, achievement motivation, and social skills, the results of this study seem to confirm the results of the majority of previous research with children with disabilities. This study suggested that children with disabilities experience more loneliness and isolation than their non-disabled peers (Doubt and McColl, 2003), show lower levels of achievement motivation than their peers and subsequently achieve less (Harder, 2000), and have less external support and internal belief than their peers for long-term academic success (Harder, 2003). However, the initial results of this study

seem to indicate that these intrinsic factors are modifiable and that positive modifications may indeed have a long-term impact on extricating individuals from the social development cycle and extending full citizenship.

The study also seems to suggest that an important intrinsic factor has been overlooked in previous research. Increasing resiliency in children with disabilities may also have a long-term impact on the social development cycle.

Although the results of this study seem to indicate that mobility limitations are not highly influential, it is important to distinguish between mobility limitation and mobility differences. Even without distinct mobility limitations, all children displayed a conscious effort to conceal their visible differences. This finding is again in accordance with previous research which suggests that the degree to which one looks and moves like his or her peers is a powerful determinant of attitudes towards individuals with disabilities (Doubt and McColl, 2003). Furthermore, the results of this study seem to indicate that the participants' desire to conceal their differences was a learned response. Hopefully again, the major factor is inclusion. By valuing diversity, such as by inviting individuals with disabilities to participate in programs such as Career Trek, hopefully negative attitudes towards differences can be dissipated and thus learned behaviours towards covering those differences can be eliminated.

With respect to the model developed, predicting behaviour on the premise that when more than one behaviour is possible, the behaviour chosen will be the one with the largest combination of expected success and imparted social value is a valid extrapolative approach. The model effectively predicts that individuals with higher self-esteem, higher levels of achievement motivation and more developed social skills will apply greater

possibilities of success to their own behaviours and ultimately be more successful in socially valued roles. Thus, this research suggests that it is of value to address the intrinsic factors in individuals and work to improve these factors when the extrinsic factors are not directly modifiable in order to extricate individuals with disabilities from the social development cycle.

Study Limitations:

Despite the positive results of this study, it is important to note the limitations of this study. First, the study was limited by the small sample size. Second, the study was specific to a group of individuals with and without disabilities deemed as having post-secondary potential at the outset of the study. Therefore, the results of this study may not be generalized to the population at large.

Furthermore, a large number of the materials utilized in this study were not specified or adapted for children with disabilities. For example, the self-esteem protocol presented by Harter (1985) specifically discusses the fact that the tool has not been tested on children with disabilities and therefore results stemming from use with this cohort may be skewed. It can be assumed that the same is true of the achievement motivation survey given by Entwistle (1967).

Future Research:

It is the position of the researcher that reproducing this study on a larger scale would eliminate a large number of the limitations of this study and thus produce results which are more easily generalized to both populations. Further research, which also

includes the factor of resiliency at the outset, may offer further insight as to the true potential of intrinsic factors and their role in extricating individuals with disabilities from the social development cycle.

Although mobility limitations were deemed not to be an important factor in this study, previous research has placed significant emphasis on this factor. Furthermore, all children with disabilities included in this study displayed a conscious effort to conceal their visible differences. In addition, this study seems to indicate that this was a learned response. However, the social, emotional, intellectual, and even physical costs of employing “passing” as a coping strategy are high (Linton, 1998). Given more time to interview the children, I believe this would be a more prominent issue which deserves further investigation.

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Appendix A: Participant Interview Protocol

Section One	Profile/Identity Age Type of disability and age of onset (if present) Family circumstances (eg: number of siblings, living arrangement, etc)
Section Two	School and Expectations Beyond School Current school and grade level Personal enjoyment of school Why do you want to finish high school? Difficulties in school/ classwork Perceptions of personal performance in school Belief in own academic potential Beliefs of academic perception (how teachers see you or describe you/ your behaviour in class) School attendance record Homework and time spent on school work Expectations surrounding graduation from high school Post-secondary expectations Expected or desired work or career Knowledge of proposed career Beliefs in ability to achieve proposed career Perceived support to achieve proposed career (from family, teachers, peers, etc). Perceived impact of disability on school, career, etc. (if present)
Section Three	Social Relations How is the atmosphere at school? Is it a pleasant place to be? What makes it good or bad place to be? Are there things that you do/do not like? Is there anything about your school that you would like to change? Can you be yourself? Do feel like you 'fit' in? How important is it to you to 'fit' in? Do you have a lot of friends? Description of friendships Beliefs of social perception (how other people see you or describe you) Ability to seek out/ initiate new relationships Do you think your disability changes your friendships? (if present)

Section Four	<p>Experiences With the Career Trek Program</p> <p>How is the atmosphere in the Career Trek Program? Is it a pleasant place to be? What makes it good or bad place to be?</p> <p>Are there things that you do/do not like?</p> <p>Is there anything about the program that you would like to change?</p> <p>Can you be yourself? Do feel like you 'fit' in?</p> <p>Do you enjoy the program? Do you go to the program willingly?</p> <p>Do you have a lot of friends in the program? Description of friendships</p> <p>Beliefs of social perception (how other people see you or describe you in the program)</p> <p>Perceived impact of Career Trek program and experiences on relationships and motivations in school</p> <p>Perceived impact of disability on program experience (if present).</p> <p>Changes in perception of disability as a result of program (if any).</p> <p>Interest in new experiences as a result of program; expresses confidence in ability to seek out and request information regarding possible new experiences.</p> <p>Interest in Junior Career Trek program or becoming a Career Trek leader?</p> <p>Thoughts about education and training courses.</p>
Conclusion	Is there anything you would like to add or change or dispute or clarify?

Appendix B: Achievement Motivation Questions

Here are some questions about school and school work. In all the questions, you must answer either yes or no. There is no right or wrong answer. Put an X in the box of the answer you wish to give. Answer all the questions truthfully but quickly.

	Yes	No
1) Do you like being asked questions in class?	<input type="checkbox"/>	<input type="checkbox"/>
2) Does your mind often wander off the subject during lessons?	<input type="checkbox"/>	<input type="checkbox"/>
3) Do you enjoy most lessons?	<input type="checkbox"/>	<input type="checkbox"/>
4) Do your parents want you to start work part-time when you are fifteen years old?	<input type="checkbox"/>	<input type="checkbox"/>
5) Do you think school is mostly a waste of time?	<input type="checkbox"/>	<input type="checkbox"/>
6) Do you like to leave your homework to the last minute?	<input type="checkbox"/>	<input type="checkbox"/>
7) If you were given lower marks than usual in a test, would this make you unhappy?	<input type="checkbox"/>	<input type="checkbox"/>
8) Do your parents expect you to go to University or college?	<input type="checkbox"/>	<input type="checkbox"/>
9) Do you expect school to provide you with good qualifications for a job?	<input type="checkbox"/>	<input type="checkbox"/>
10) Do you generally find school lessons rather dull?	<input type="checkbox"/>	<input type="checkbox"/>
11) Is it important to you to do well at school?	<input type="checkbox"/>	<input type="checkbox"/>
12) Are you happier working with your hands?	<input type="checkbox"/>	<input type="checkbox"/>
13) Do you dread being given a test on your homework?	<input type="checkbox"/>	<input type="checkbox"/>
14) Do your friends think that you never take your work seriously?	<input type="checkbox"/>	<input type="checkbox"/>
15) Would you like to leave school as soon as possible?	<input type="checkbox"/>	<input type="checkbox"/>
16) Do your parents tell you to enjoy yourself and not worry about school?	<input type="checkbox"/>	<input type="checkbox"/>
17) Do your teachers think that you misbehave too much?	<input type="checkbox"/>	<input type="checkbox"/>
18) Do you worry about not doing well in class?	<input type="checkbox"/>	<input type="checkbox"/>
19) Are you more interested in games than school work?	<input type="checkbox"/>	<input type="checkbox"/>
20) Do you find it difficult to keep your mind on your work?	<input type="checkbox"/>	<input type="checkbox"/>
21) Do you always try your hardest to get your homework right?	<input type="checkbox"/>	<input type="checkbox"/>
22) Do you work hard most of the time?	<input type="checkbox"/>	<input type="checkbox"/>
23) Do your parents think that you must do well at school if you are to succeed in later life?	<input type="checkbox"/>	<input type="checkbox"/>
24) When you are given a difficult problem, do you enjoy trying to find the answer?	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for participating in this study! Your answers are important to us! Good Luck in the program!

Appendix C: Self-Esteem Questions

Here are some sentences which describe two different kinds of kids. I am interested in what you are like, what kind of person you are. Please put an X in the box that tells me which kid you are most like. You can only check on box for each question (each line). Please answer truthfully but quickly. There are no right or wrong answers.

Really True of Me	Sort of True of Me				Really True of Me	Sort of True of Me
		Some kids don't do well at new sports/games	BUT	Other kids are good at new games right away		
		Some kids feel that they are very good at their school work	BUT	Other kids worry about whether they can do the work assigned to them		
		Some kids find it hard to make new friends	BUT	Other kids find it's pretty easy to make friends		
		Some kids do very well at all kinds of sports	BUT	Other kids don't feel that they are very good when it comes to sports		
		Some kids are very happy with the way they look	BUT	Other kids are not happy with the way they look		
		Some kids often do not like the way they behave	BUT	Other kids usually like the way they behave		
		Some kids think that they are good looking	BUT	Other kids think that they are not very good looking		
		Some kids behave themselves very well	BUT	Other kids often find it hard to behave themselves		
		Some kids are not very happy with the way they do things	BUT	Other kids think the way they do things is just fine		
		Some kids do very well at their classwork	BUT	Other kids don't do very well at their work		
		Some kids like the kind of person they are	BUT	Other kids often wish they were someone else		
		Some kids wish that more people their age liked them	BUT	Other kids feel that most people their age do like them		

Really True of Me	Sort of True of Me				Really True of Me	Sort of True of Me
		Some kids wish their physical appearance was different	BUT	Other kids like their physical appearance the way it is		
		Some kids feel that they are better than others their age at sports	BUT	Other kids don't feel they can play as well		
		Some kids usually get in trouble because of the things they do	BUT	Other kids usually don't do things that get them in trouble		
		In games and sports some kids usually watch instead of play	BUT	Other kids usually play rather than just watch		
		Some kids wish something about their hair and face looked different	BUT	Other kids like their hair and face the way they are		
		Some kids do things they know they shouldn't do	BUT	Other kids hardly ever do things they know they shouldn't do		
		Some kids are very happy being the way they are	BUT	Other kids wish they were different		
		Some kids have trouble figuring out the answers in school	BUT	Other kids can almost always figure out the answers		
		Some kids are popular with others their age	BUT	Other kids are not very popular		
		Some kids wish they were better at sports	BUT	Other kids feel they are good enough at sports		
		Some kids don't like the way they are leading their life	BUT	Other kids do like the way leading their life		
		Some kids are pretty slow in finishing their school work	BUT	Other kids can do their school work quickly		

Really True of Me	Sort of True of Me				Really True of Me	Sort of True of Me
		Some kids are happy with their height and weight	BUT	Other kids wish their height or weight were different		
		Some kids wish their body was different	BUT	Other kids like their body the way it is		
		Some kids would like to have a lot more friends	BUT	Other kids have as many friends as they want		
		Some kids are happy with themselves as a person	BUT	Other kids are often not happy with themselves		
		Some kids often forget what they learn	BUT	Other kids can remember things easily		
		Some kids usually act the way they know they are supposed to	BUT	Other kids often don't act the way they are supposed to		
		Some kids are always doing things with a lot with kids their age	BUT	Other kids usually do things by themselves		
		Some kids usually do the right thing	BUT	Other kids often don't do the right thing		
		Some kids think they could do well at any new sport they haven't ever tried	BUT	Other kids are afraid they might not do well at sports they haven't ever tried		
		Some kids are often unhappy with themselves	BUT	Other kids are pretty pleased with themselves		
		Some kids feel like they are just as smart other kids their age	BUT	Other kids aren't so sure and wonder if they are as smart as other kids		
		Some kids have a lot friends	BUT	Other kids don't have very many friends		

Appendix D: Participant Final Interview Protocol

Section Two	School and Expectations Beyond School Personal enjoyment of school /Difficulties in school Perceptions of personal performance in school/ Belief in own potential Beliefs of academic perception (how teachers see you or describe you/ your behaviour in class) School attendance record Homework and time spent on school work Expectations surrounding graduation from high school Expected or desired work or career/ Knowledge of proposed career Beliefs in ability to achieve proposed career Perceived support to achieve proposed career (fr. parent, peers, etc). Perceived impact of disability on school, career, etc. (if present)
Section Three	Social Relations How is the atmosphere at school? What makes it good/bad place to be? Are there things that you do/do not like? Is there anything about your school that you would like to change? Can you be yourself? Do you 'fit' in? Importance of 'fitting' in? Do you have a lot of friends? Description of friendships Beliefs of social perception (how other people see you or describe you) Ability to seek out/ initiate new relationships Do you think your disability changes your friendships? (if present)
Section Four	Experiences With the Career Trek Program How is the atmosphere in the Career Trek Program? Is it a pleasant place to be? What makes it good or bad place to be? Are there things that you do/do not like? Anything you would change? Can you be yourself? Do feel like you 'fit' in? Do you enjoy the program? Do you go to the program willingly? Do you have a lot of friends in the program? Description of friendships Perceived impact of Career Trek program and experiences on relationships and motivations in school Perceived impact of disability on program experience (if present). Changes in perception of disability as a result of program (if any). Interest in new experiences as a result of program; ability to seek out and request information regarding possible new experiences. Interest in Junior Career Trek program or becoming a Career Trek leader?
Conclusion	Is there anything you would like to add or change or dispute or clarify?

Appendix E: Informed Consent Form for Legal Guardian or Parent

[U of M Letterhead]

Research Project Title: Career Exploration and Disability

Researcher: Kristen Klassen (M.Sc. Candidate)

Supervisor: Dr. Christine Blais

Sponsors: Career Trek, Inc. and The University of Manitoba, Faculty of Graduate Studies

This consent form, a copy of which will be left for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The purpose of this project is to determine how the career exploration process differs for children with disabilities as well as the effect of career exploration on social skills and achievement motivation in all children. In order to do this, I would like to interview a sample of the children registered in the 2005/2006 Career Trek program. Only children who agree to participate and whose parents agree to participate will be interviewed. Children will be interviewed twice. The intake interview will occur in January and will require approximately one hour. The outtake interview will occur in April and will also require approximately one hour. All interviews will be recorded using a digital audio recorder. I may also take notes throughout the interview and throughout the program on behaviours and non-verbal communications between participants. I will not be active in the actual program, except as a silent observer of participants.

Complete confidentiality will be maintained throughout this process. Participants interview forms will be coded and entered into data analysis software in code form only and only group data will be analyzed. Only the researcher will have access to any of the interview tapes and notes. Upon completion of the study, all tapes and notes will be destroyed to further protect confidentiality. Following the study, only group data will be used to produce a Master's thesis, a presentation on Career Exploration Experiences for Children with Disabilities and papers on the same topic for publication in peer-reviewed journals.

To ensure that your child is placed in the appropriate analysis group, I'd like to ask you to report any disabilities your child may have at the end of this form. This information will not be used for any purpose other than grouping.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a

subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation. This research has been approved by the Joint Faculty Research Ethics Board at the University of Manitoba. If you have any concerns or complaints about this project, you may contact any of the following people for more information:

Researcher: Kristen Klassen at

Supervisor: Dr. Christine Blais at 204-474-6237

Human Ethics Secretariat: Margaret Bowman at 204-474-7122.

The nature and the purpose of the above Research Study have been explained to my child and me; we have agreed to have my child participate in the research study. We understand the risks and benefits to participating in this study. We also agree that my child's personal health information can be collected and used by the researchers for the research study described in this form. We will receive a signed copy of this consent form as well as my child's consent form.

Legal Guardian/ Delegate's Signature

Date

Researcher's Signature

Date

Does your child have any disability[ies]? Please check any boxes that apply and describe on the following line if you wish.

☐ Physical:

☐ Emotional:

☐ Behavioural:

☐ Social:

☐ Learning:

Appendix F: Informed Consent Form for Children

[U of M Letterhead]

Research Project Title: Career Exploration and Disability

Researchers: Kristen Klassen (M.Sc. Candidate)

Supervisor: Dr. Christine Blais

Sponsors: Career Trek, Inc. and The University of Manitoba, Faculty of Graduate Studies

Congratulations on your nomination to the Career Trek program! I would like to ask you some questions about your experiences with the program. This form is an information sheet, to tell you about the type of questions I would like to ask you. If you would like more information about something, you should feel free to ask. Please read this carefully and be sure you understand it.

I want to know if the Career Trek program helps you to do better in school. I also want to know if the program works as well for kids with disabilities as it does for kids without disabilities. I would like to ask you some questions about school and Career Trek to help me answer these questions. I will only ask you questions if you agree to participate and if your parents agree that you can participate. I will ask you some questions in January and then again in April, at the end of the program. It will probably take about one hour each time. I will be recording your answers using an audio recorder. I may also take notes throughout the interview. I will also ask you to fill out a survey which will tell me about how motivated you are to do well in school. After the Career Trek graduation, I will give you your scores from this survey and you can if and/or how the Career Trek program has changed you.

I will make sure your personal information is safe. I won't ever use your first name in my results. I will be the only person listening to your answers. If I want to use some of your answers for promotion and marketing of the Career Trek program, I will ask you.

Your signature on this form tells me that you understand what I want to do and that you agree to participate as a subject. It also tells me that you agree to let me tape your interview. You should know that you can withdraw from the study at any time, or choose not to answer any questions you prefer not to. You should feel free to ask questions about my project at any time during your participation.

Participant's Signature

Date

Researcher's Signature

Date

Appendix G: Ethics Certificate

APPROVAL CERTIFICATE

20 December 2005

TO: **Kristen Klassen** (Advisor C. Blais)
Principal Investigator

FROM: **Wayne Taylor, Chair**
Joint-Faculty Research Ethics Board (JFREB)

Re: **Protocol #J2005:149**
"Career Exploration Experiences for Children with Disabilities"

Please be advised that your above-referenced protocol has received human ethics approval by the **Joint-Faculty Research Ethics Board**, which is organized and operates according to the Tri-Council Policy Statement. This approval is valid for one year only.

Any significant changes of the protocol and/or informed consent form should be reported to the Human Ethics Secretariat in advance of implementation of such changes.

Please note:

- if you have funds pending human ethics approval, the auditor requires that you submit a copy of this Approval Certificate to Kathryn Bartmanovich, Research Grants & Contract Services (fax 261-0325), including the Sponsor name, before your account can be opened.
- if you have received multi-year funding for this research, responsibility lies with you to apply for and obtain Renewal Approval at the expiry of the initial one-year approval; otherwise the account will be locked.

Appendix H: Interview Evaluation Guide for Independent Judges

Please complete the following table for all 7 participants. Under the following headings, please list what you believe to be the most important themes. You do not have to list five, but please do not give more than five.

Initials:

School and Educational Expectations	1	
	2	
	3	
	4	
	5	
Social Relations	1	
	2	
	3	
	4	
	5	
Career Trek Experience	1	
	2	
	3	
	4	
	5	

After completing the above table for all 7 participants, please complete the following sections:

Thinking of BF, MR, KS, and GM, please tell me the number one theme with respect to:

School:

Social Relations:

Career Trek:

Thinking of JT, JF, and JB, please tell me the number one theme with respect to:

School:

Social Relations:

Career Trek:

Thinking of BF, JT, JF, and MR, please tell me the number one theme with respect to:

School:

Social Relations:

Career Trek:

Thinking of JB, KS, and GM, please tell me the number one theme with respect to:

School:

Social Relations:

Career Trek: