THE INTEGRATION OF SELECTED GROUPS OF PHYSICALLY DISABLED MEN AND WOMEN INTO THE WORKFORCE IN GREATER VANCOUVER, 1982.

By

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ABSTRACT

This thesis examines the job search and hiring experiences of physically disabled people in, or seeking to enter the competitive workforce (as threshold workers) in Greater Vancouver in 1982.

Estimates of the number of disabled people in Canada vary, but there is agreement that their numbers are likely to increase as more people live longer to develop disabling conditions and as medical technology enables more people to survive accidents and disease to become temporarily or permanently disabled.

Although numbers are not known, there is a consensus that disabled people are under-represented in the workforce.

A review of the literature suggested that the variables likely to be important in getting work are: sex (male), the salience of the disability, socio-economic status, education, job skills, social skills, the job-search strategy, access and transportation to the workplace and the hiring procedure, especially the interview. Also important are the applicant's social support network, the prevailing economic climate and current policies and legislation. A model was constructed from these variables and a questionnaire designed.

Four disability groups were chosen to test the model. Selection was made according to their positions along a gradient of the salience of the disability: cerebral palsy (high salience), traumatic paraplegia, blindness and epilepsy (hidden disability). The control group consisted of people who had left high school the previous year.

Ninety nine statistically usable questionnaires were obtained. The computer program used was SPSS and the results were analysed using a Yates' correction for small numbers. None of the selected variables is significant at the 0.05 probability level.

An unexpected, significant relationship was found between marital status and employment: married people are more likely to be working. The reasons for this might be greater social support and incentive for work.

The disabled people surveyed are significantly dependent on the formal support system of pensions and guaranteed available income for need (GAIN) payments to meet their basic expenses of food, shelter and clothing.

No one with cerebral palsy is working. More blind women than blind men are working. Most of these women work in traditional "female ghetto" office jobs. None of the controls has regular, full-time work and this sample proved to be another employment-disadvantaged group.

The lack of significance of the chosen variables suggests that the environment may have more influence on employment than intrinsic factors such as the type of disability. The economic recession and depressed job market is thought to have influenced the results of this survey. Other factors considered are societal expectations, attitudes, policy and legislation as a form of social control.

Affirmative action legislation at the provincial level to complement existing federal laws would facilitate the entry of

qualified, disabled people into the workforce.

The aim of this survey was to gather information to develop a strategy that would be useful to disabled people looking for work. Such information was not obtained, therefore no strategy can be recommended.

Areas suggested for future study are the relationship of marital status to employment of disabled people; job retention and promotion of people with stable disabilities such as the ones studied here; the complementary roles of vocational rehabilitation and job placement services in British Columbia; the role of disability agencies in vocational rehabilitation and placement of disabled people in Greater Vancovuer; and the loss, if any, to the workforce of skilled workers who develop a disabling condition such as rheumatoid arthritis or multiple sclerosis.

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DEDICATION

To the memory of my father,

Ernest Wood-Johnson

1899 - 1981

INTRODUCTION: THE PROBLEM

This thesis examines the job search and hiring experiences of physically disabled people in, or seeking to enter the competitive workforce in the Greater Vancovuer area in 1982.

We do not know the number of disabled people in Canada. Statistics Canada did not include disability as a special category in the 1981 census questionnaire. If it had, we might have a better estimate of the number of people disabled than the round two million, or one in ten (or one in seven) of the Canadian population, that are the usually quoted figures.[1,2] It is expected that the number of disabled Canadians will increase as more people live longer to develop chronic disabling conditions. As medical knowledge increases and technology improves, more people survive accidents and disease to become temporarily or permanently disabled.[3]

Brown (1977) comments that although the federal government passed the Vocational Rehabilitation of Disabled Persons Act in 1961, no adequate data are available on disabled unemployment rates.[4] It was estimated that 1.6 million disabled Canadians of working age were unemployed in 1977.[5] Although absolute numbers are not known, there does seem to be a consensus that qualified, disabled people are under-represented in the workforce.[6,7,8,9,10,11] Estimates of the number unemployed vary from fifty to ninety percent according to the source.[12] Another estimation suggests that in western, industrialized societies this unemployment rate is three or four times that of the able-bodied unemployment rate.[13]

One focus of the International Year of Disabled Persons was this problem of under employment. A one day workshop was held on this topic in Victoria, B.C. on November 9th, 1981. The United Way of the Lower Mainland presented a series of workshops on Employment, Communication and Disabled Persons early in 1982. The Canadian Rehabilitation Council for the Disabled held a national conference in Toronto in March 1982 on the employment of disabled persons. The thrust, therefore, is for the integration of those people who, historically,have been either kept separate from society or been given a ward status out of charity.

This thesis focuses on the job-search process and on the characteristics,both attributed and achieved, of the successful applicants. The Greater Vancouver area was considered to be a suitable place in which to conduct such a preliminary study as it contains the bulk of British Columbia's population. It also has a wide industrial and commercial base. Data with this focus had not been collected before in this area and it was hoped that the information obtained would prove helpful to disability agencies and individuals in planning their employment-seeking strategies.

CHAPTER 1. FINDINGS FROM THE LITERATURE

A. THE IMPORTANCE OF WORK

Neff (1971) considers work to be a form of social behaviour and emphasizes the need for the worker to cope with the social, interpersonal and cultural demands of the work setting.[14] Safilios-Rothschild (1970) examines the place of work in western society,

specifically in the U.S.A. She writes that work is valued probably more this century than at any other time, not only for its instrumental value as a means of economic independence, but also for its part in the formation of identity and self-esteem.[15] It is likely that her observations apply to all countries, of which Canada is one, that were influenced by the protestant work ethic during the nineteenth century. Other writers confirm the importance of work, not only as an economic necessity, but for its social value to the individual concerned.[16,17,18,19,20,21]

Gurney (1978) indicates that there is some evidence to suggest that moving from high school to a full-time job facilitates the school leaver's psycho-social development.[22]

B. UNEMPLOYMENT

Unemployment of those who are able and want to work has more than an economic effect. Hulbert (1981) writes that in a society where a person's definition of self is inextricably linked with his occupation, unemployment can have a catastrophic effect on his social status and self esteem.[23] Tiffany, Cowan and Tiffany (1970) confirm this.[24] Safilios-Rothschild (1970) notes that for those who became disabled after active participation in the workforce, return to employment is the criterion by which the success of the rehabilitation process is judged.[25]

C. THE IMPORTANCE OF EDUCATION

Dayton (1981) studied young people entering the workforce for the first time. He found that those most likely to get work were males of higher socio-economic status and who had higher than average academic ability. They also had some post secondary education, either academic or vocational. They were well motivated and set about their job search systematically.[26]

The importance of education in job-related skills has been emphasized by Lynch (1979) and Hulbert (1981) and is suggested by Finegan (1978).[27,28,29]

Lotze (1981) in a discussion of German Vocational Training Centres for disabled suggests that disabled people need higher qualifications than the able-bodied in order to compete successfully in the job market.[30]

Brown (1977) notes than many disabled Canadians are at a disadvantage in the competitive job market as they lack basic education. This is especially so when the market is tight and education is used as a tool to screen many applicants for few available jobs.[31]

Hollingsworth and Harris (1980) in a survey of handicapped women found that the more education the woman had the more likely she was to be employed.[32]

D. THE JOB SEARCH

1. Method

Post-secondary education alone is no guarantee of employment. The job search itself and the dynamics of the hiring interview are also important.

In the U.S.A. between 1971 and 1975, nearly 12% of the three million teenage graduates of secondary vocational programs were still unemployed several months after graduation. For 1975 alone, the figure was 14% of graduates unemployed.[33]

Hulbert (1981) refers to the United States Department of Labour Study which surveyed 10.4 million workers about methods they used to seek their present employment. The study also asked which method they found actually resulted in their obtaining that position.[34] Hulbert (1981) analyzed the results and found that direct application to employers, asking friends about jobs where they work and answering local newspaper advertisements were not only the most used methods, but also those found most effective.[35]

Granovetter (1974) asked male, professional, managerial and white-collar workers how they found their current jobs. He found the same three methods prominent. Personal contacts, in particular, played a very important part for those respondents under thirty-four years of age.[36] Granovetter (1974) found that most personal contact information leading to a successful outcome came through acquaintances rather than friends. Acquaintances possess information which is likely to be new; friends have more information in common. Also, such useful information came through a relatively short chain

of two or three people at the most.[37] In a radio broadcast (C.B.C. Ideas, December 17, 1981), Granovetter elaborated on the results of such a short chain. If an employer relies on his employees to disseminate job-vacancy information, one result is that the demographic nature of the workgroup is likely to be maintained. He gave the examples of men of Italian origin working in the construction industry; and white, anglo-saxon,protestant women being telephone operators.[38] This raises the possibility that a workgroup might also maintain itself in this way as all able-bodied or all disabled.

2. The Interview

At the hiring interview the applicant is competing on a social level with others seeking the job. Lynch (1979) refers to the Final Report of Statewide Employer Survey carried out by the Texas Advisory Council for Vocational and Technical Education. The employers surveyed gave five main reasons for rejecting job applicants from vocational and technical programs. These reasons were:

1. Little interest, or poor reasons for wanting the job.
2. Inability to communicate during the interview.
3. Poor manners.
4. Poorly filled out application form.
5. Appearance.[39]

The first three points indicate a lack of acceptable social skills. A well filled out application form is the result of a learning process which can only start once the individual is aware that this is important. Lynch (1979) gives no further indication of what is meant by "appearance". This could range from choice of clothes, degree of personal cleanliness and grooming, hairstyle,to a visible, physical impairment.

The importance of the interview and the application forms is confirmed by the results of a survey of seven hundred and sixty-three youth-opportunity counsellors from forty-eight American states. The counsellors identified the two major handicaps of young people entering the job market as being an inability to fill out forms and a lack of skill in handling job interviews.[40]

Using data gathered from two field experiments, Springbett (1958) concluded that the interviewer is not only looking for someone who will fit into the social milieu of the workplace, but also has to remember that he may be sanctioned if he chooses someone who turns out to be a poor employee. The interviewer, therefore, is likely to be sensitive to any negative evidence and may weight this heavily when reaching the hiring decision.[41] Nagi, McBroom and Collette (1972) found a similar tendency to exclude when in doubt.[42]

The information used in reaching this decision is the written application form and the applicant's appearance and manner, or social presentation of self. Carlson (1967) and Springbett (1958) found that unless the applicant is assessed

favourably on both paper and appearance the probability of being hired is very low: about 1 in 10.[43,44] In 85% of the cases studied by Springbett (1958), the interviewer made the hiring decision within three minutes of seeing the applicant.[45]

In laboratory settings, Dipboye, Fromkin and Wiback (1975) and Dipboye, Arvey and Terpstra (1977) found students in both studies demonstrated a bias against hiring less physically "attractive" candidates. Professional interviewer-subjects in the second study were more likely to hire on the basis of attractiveness and sex (male), especially if the candidates showed equal scholastic achievement.[46.47]

Werner (1982) and Teff (1979) stress the importance of applicants entering the interview room with a clear idea of what they can offer the employer, and also what they want to do within the firm. The employer cannot do this basic thinking for the candidate.[48,49]

The interview is also a time when the applicant with a hidden impairment such as cystic fibrosis, epilepsy or haemophilia may, or may not, disclose this information.[50,51,52,53] Limited disclosure is often recommended by helping agencies. People using the vocational services of the Vancouver Neurological Centre are advised not to write on the application form that they have epilepsy, but to disclose it once they have been offered, and accepted a job.[54]

E. THE STATUS OF DISABLED PEOPLE

1. Social Status

Kutner (1971), Wright (1960) and Safilios-Rothchild (1970) all confirm the low social status of disabled people.[55,56,57] Some of the reasons for this low status can be analyzed under the concepts of deviance and stigma. The social status of disabled women will also be discussed.

a) Deviance

A deviant is one who transgresses a culturally valued norm of society. The concept is thus culturally defined and that definition may vary over time in a given society.[58,59] Erikson (1966) states that deviants are an essential part of society. By their behaviour or characteristics they demonstrate the positions of the normative boundaries.[60]

Safilios-Rothschild (1970) notes that although disabled people may transgress the culturally valued norms of physical integrity, and possibly those of independence and self-reliance, there are differences between them and other categories of deviants. They did not choose to be born with, or to develop their impairments. Therefore they cannot be held responsible for their disabled state. She also observes that the disabled individual has usually spent at least some time under the aegis of an institution of social control (medical treatment) which has failed to eradicate the deviance, despite the presumed cooperation of the individual concerned.[61]

b) Stigma

Goffman (1963) writes extensively on the social identity spoiled by a stigma which he defines as "an attribute which is deeply discrediting."[62] Face to face contact with someone who is stigmatised creates tension for both parties. The onus is usually on the stigmatised person to relieve this tension. Recent articles give hints to personnel managers on how they might share some of the burden of this activity during an employment interview with a disabled person.[63,64,65]

i) Visibility and Obtrusiveness (Salience)

Goffman (1963) describes the visibility of a stigma as how well, or how badly, the stigma is adapted to provide means of communicating to others that the individual has it.[66]

This communication does not depend on sight alone, although it is through that sense that the majority of stigmatized individuals become known. Some impairments such as diabetes and controlled epilepsy may be concealed successfully. Others, such as stuttering, depend on the sense of hearing to be identified.

One of the components of visibility is what Goffman (1963) terms obtrusiveness. That is, how much the stigma interferes with the flow of personal interactions. He suggests that the stigma of paraplegia is less obtrusive at a business meeting, where everyone is seated, than is the speech impediment of the stutterer whose stigma creates tension for the meeting every time he opens his mouth to speak.[67]

As the word obtrusiveness is somewhat clumsy, this thesis will substitute the term salience.

c) The Status of Disabled Women

Just as able-bodied women have a lower social status than able-bodied men, so disabled women are relegated to a lower status than disabled men.[68,69,70,71] Fine and Asch (1981) term this "sexism without the pedestal".[72] Women usually live longer than men and are more likely to develop chronic or disabling conditions. Kutza (1981) reports that the U.S.A. Census of 1976 showed that more women than men not only reported themselves as disabled when asked, but also reported more serious work limitations as a result of their disability.[73] There is no reason to believe the Canadian experience would be different. Thurer (1982) maintains that the dearth of literature on the concerns of disabled women indicates a bias among the researchers.[74]

Vash (1982) notes that in the U.S.A. the vocational rehabilitation services expanded after the second world war when women and the disabled were squeezed out of the labour market by returning veterans.[75] At the same time the sheltered workshop movement was expanded to keep disabled workers out of the competitive market. She reports a study of men and women vocational rehabilitation clients for the fiscal year 1976 that showed considerable discrepancy in the outcomes for men and women:

	Men	Women
Remained non-wage earning	4%	30%
Entered Industrial Occupation	46%	12%
Mean Weekly Earnings[76]	$112.00	$63.00

d) Social Isolation

The outcome of deviance and stigma is the creation and maintenance of social distance between the general population and the person considered flawed. Safilios-Rothschild (1970) mentions the segregation which is the result of disabled people being encouraged to interact with others who are disabled. Examples of this are sheltered workshops and special schools. These limit the opportunities for occupational, social and recreational contact with the non-disabled population. In this way social and territorial distances are maintained.[77]

MacGregor, Abel, Bryt, Lauer and Weissmann (1953) give one reason for the desire to maintain social distances as the social premium placed on physical attractiveness. The disabled person is still a member of the larger society and will have internalized all of society's low valuation of the disabled state. This adds to his or her feelings of isolation.[78]

Wright (1960) echoes this, stating that the underprivileged position in society of a disabled person imposes two kinds of hardships: the restrictions imposed by the dominant society, and the person's own feelings of devaluation because of his or her handicap.[79]

The practice of social distancing is seen in Johnson's (1976) study of counsellors in fifty private employment agencies in Dallas, Texas. A woman in a wheelchair applied for a receptionist-typist position. The responses of the counsellors were compared with their responses when the applicant presented herself as she really was: able-bodied. Analysis showed that the counsellors considered a paraplegic woman more suitable for positions where she would have minimal exposure to the public.[80]

Seifert (1979) surveyed one thousand, eight hundred and seventy-nine working people, ranging from apprentices through blue- and white-collar workers to supervisors, from thirty-three firms in Linz, Austria. He found that eighty-five to ninety-five percent of his respondents believed that supervisors preferred non-disabled workers, even if the disabled workers had equal qualifications. In addition, fifty to seventy-five percent of respondents pleaded for partial or complete segregation and isolation of disabled workers.[81]

2. Economic Status

a) Poverty

Disability is not confined to any one socio-economic group. However, the Report of the Special Committee on the Disabled and Handicapped (Obstacles, 1981) points out that disabled people have an added financial cost to the other costs incurred by their disability. "Clothes wear out more quickly, taxis must be taken more often, attendant care may be required."[82] Special equipment

may not be covered by insurance plans and this is also a financial drain.

Acton (1981) found that studies show a high correlation between the incidence of disability and poverty. The presence of a disabled family-member increases the family's operating costs, especially if that person is not employed.[83] It is likely, therefore, that disabled people may be over-represented in the lowest socio-economic stratum in Canada.

b) Financial Disincentives

Linked with poverty is the problem of financial disincentives. In Canada some financial provision is made for those who cannot support themselves. Most of these allowances are paid only if the recipient does not work, or in the case of the Guaranteed Available Income for Need (GAIN) in B.C., earns no more than a hundred dollars a month, before the allowance is reduced proportionately. If people receiving this form of financial assistance realize that it will be reduced or cut off if they accept employment, they need to calculate whether the money earned will leave them in a better financial position than before. If not, then they have to consider whether the combined tangible and intangible costs of finding and holding down a job outweigh the benefits.[84,85,86,87,88]

Increasing recognition is being given to this problem. Changes in legislation are usually required to change the incentives. Steps in this direction have been taken by, among others, Belgium, France and the United Kingdom, at the federal

level in the U.S.A., and at the state level in California.[89,90,91] Similar proposals for Canada were supported by the Saskatchewan Social Services Minister in 1979, but have not yet been taken up by either the federal government, or the other provinces.[92]

F. TRANSPORTATION AND ACCESS

For the purpose of this thesis access is considered in its broadest sense of location, transport and architecture.

1. Transport

There seems to be a geographical limit beyond which people are not prepared to travel to and from their work. This applies to the able-bodied as well as the disabled. It may be influenced by personal preference and the type of transport available.

Many disabled people have some form of mobility impairment which makes travelling difficult and, if they have to use public transport, impossible for some. In many cities, custom transit vehicles such as the Handibus (Calgary) and HandyDart (Vancouver) are available. These do, however, tend to cost the user more than the regular bus service would, even if heavily subsidized. In January 1982 a one way trip on the Vancouver HandyDart cost $1.00. These custom transit vehicles do not allow for much flexibility in travel arrangements. Those people who are able and can afford to drive their own cars have a distinct advantage in both searching for jobs as well as commuting to them once hired.

For many years disabled people in the United Kingdom have been provided with invacars for the purpose of getting to and

from work.[93] These are three-wheeled, light-bodied cars for the personal use of the owner only. These cars have many disadvantages (not very stable, small range and no room for passengers), and there are plans to phase them out in favour of modified regular cars. Nevertheless they have enabled many people with mobility impairments to get and hold down a job.

2. Architecture

The study of architectural and environmental barriers is a field in itself and I do not propose to do more than mention it here.[94,95,96] In the opinion of the Ontario Federation for the Physically Handicapped, "Architectural inaccessibility is one of the most overt barriers to employment of handicapped persons."[97] Even reaching an employment counsellor may be a problem. In 1978 the headquarters of the Ministry of Community and Social Services in Toronto was inaccessible to all but the able-bodied because of its steps and heavy doors.[98] The Department of Employment and Immigration is in the process of ensuring that all its offices are accessible.

There is some evidence to suggest that inaccessibility of the workplace may be used as a reason for not hiring disabled people. In Israel it is mandatory to employ disabled veterans. Financial grants are available to help employers make their buildings accessible. (Canada has similar grants). In a survey of employers in Israel, Florian (1981) found that the most common reason given for not hiring disabled veterans was that the work-

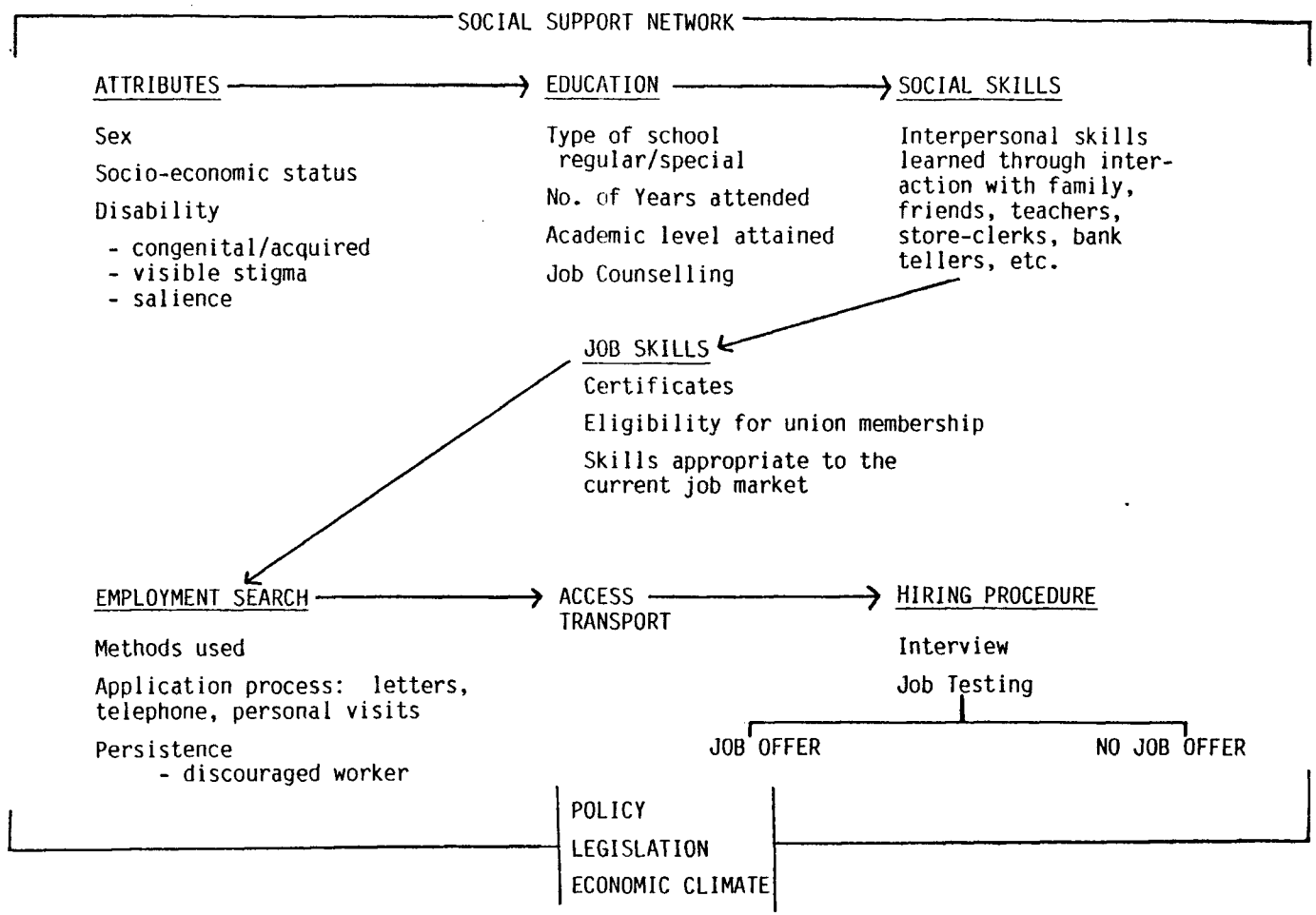
place was not accessible. This reason was given not only by those ignorant of the grants, but also by those who were aware of their existence. Access problems were thus seen as an acceptable reason for not hiring. Florian (1981) does not speculate as to what the real reasons might have been.[99] MacLachlan (1980) terms this the "lack of accessibility myth" and notes that it does not apply to people with epilepsy or diabetes or to those who have a history of cancer or alcoholism. Yet, he claims, people who admit to these often have as much trouble getting jobs as do the wheel-chair-bound.[100]

Harris and Harris (1977) note that architectural barriers also serve as a form of social control by isolating people with mobility impairments. They cite a new hospital building at the University of Kansas Medical Centre where all the patient-service areas were made accessible. The laboratories and office spaces were not accessible, indicating that disabled people are only meant to receive services, not provide them.[101] The same authors also observe that the elimination of architectural barriers usually makes movement easier for everyone, not just the disabled.[102]

G. DEVELOPMENT OF A MODEL OF VARIABLES INFLUENCING THE JOB SEARCH AND HIRING

A model that includes the main elements of work-preparation and the job-search process is shown in Figure 1. Variables that are peripheral to the focus of the survey are included for completeness but will not be examined in any detail.

Figure 1 VARIABLES INFLUENCING THE JOB SEARCH AND HIRING PROCESS



1. Social Support Network

A person's social support network varies during his or her lifetime. Its roots are in the family. This network expands and contracts and the type of support given shifts according to changes in the subject's life.

2. The Job Search and Hiring Process

Figure 1 shows that the attributes of an individual can directly influence the education he receives. Schools in high socio-economic neighbourhoods may place more emphasis on post-secondary professional and academic education than might schools in poorer neighbourhoods. A person with a disability may be sent to a special school where, by the nature of the disability, there may be an emphasis on communication (e.g. for deafness), or on motor activities of daily living. Hours may be spent on these tasks by the disabled child. Meanwhile, his non-disabled peers will be gaining academic and vocational skills.

Both education and attributes influence the range of social skills the individual acquires. An extreme example is a disabled child from a poor family sent to a residential school specializing in teaching children with her disability. She will have less opportunity to learn as many social skills as will a normal child from a richer family, attending regular school and involved out of school in a multitude of recreational and social activities such as skiing, music and dancing. This second child will learn to interact with children who may not attend her school

and also with other adults who are not her parents or schoolteachers. The disabled child, in comparison, is socially isolated from all but her disabled peers, schoolteachers and immediate family.

Post secondary education prepares the individual for working life. Educational skills learned at this level, together with social skills in everyday interactions, comprise a person's job skills. Job skills are only of value if there is a market for them. At work an individual is expected not only to perform the task, but also to interact with fellow employees, supervisors and subordinates.

The employment search is carried out using various methods which can be documented.

The outcome of a successful job search is the granting of an interview where the candidate competes on a social level with other applicants. The employer is looking for someone who is not only qualified to do the job, but who will also "fit in" to the existing workgroup. From the literature it appears that some candidates fail because of poor manners, which can be interpreted as poor social skills. There is some indication that the appearance of some disabled people might affect the outcome of the interview. A disabled person may also have problems getting transport to the workplace or access to the place where the interviews are being conducted. He may not find until the interview itself that the workplace is inaccessible. This process occurs within the larger framework of public policy and legislation and the prevailing economic climate.

3. Social Policy

Social Policy will be mentioned briefly here as it is not the focus of the study.

Titmuss (1974) describes policy as the principles governing action that is directed towards given ends.[103] He notes that a value-free approach to policy-making is not possible and therefore the makers of policy, governments in the case of social policy, have a responsibility to make their values clear.[104] The nature and thrust of social policy is determined by the dominant ideology of the time. Ideology is a systematic scheme or coordinated body of concepts about human life and culture.[105] It becomes operational as the integrated assertions, theories and aims that comprise a social programme.[106]

Howards, Brehm and Nagi (1980) and Albrecht (1976) agree that policy is action-oriented according to normative values. Social policies are developed in relation to perceived problems, that is problems that have become salient and about which society agrees that something should be done. These policies are frequently supported by the law and enforced by legal sanctions. They embody the values of society and affect the utilization of resources. They often reflect compromises made by political interest groups.[107,108]

Rice (1979) confirms that social policy is inextricably bound up with economic policy,each affecting the other to a great extent.[109]

Aucoin (1979) describes the three dimensions of public policy as being coercive, distributive and systemic. It is coercive in that the government is able to bring upon its citizens the full force of its authority, including sanctions. It is distributive in that it allocates goods and services, rights and privileges in socio-economic affairs. It is systemic in that it exercises political authority across the complete range of public affairs whether these affairs are continuous or not.[110]

Wallace (1950) points out that in democratic countries it is agreed that the state exists for the well being of its citizens and not the reverse, even though there may be disagreement as to what exactly constitutes the welfare of the people.[111] Public policy is the basis on which action is taken to ensure these ends. Legislation is the means by which these ends are achieved.

4. Legislation Affecting the Employment of Disabled People

Legislation is a manifestation of social policy. Federal and provincial legislation pertinent to the employment of disabled people falls into three main categories: income and personal maintenance, vocational rehabilitation and employment and human rights.

a) Income and Personal Maintenance

Brown (1977) describes two levels of income security: a temporary need until the person can get work and permanent support for those who cannot work. She cites several means by which, in

theory, disabled people could obtain money. These are usually dependent on a definition of inability to work.[112]

i) Compensation Payments

Some allowances are given according to the cause of the disability, for example Veterans' Disability Pensions and Workers' Compensation Board Pensions. Both these are calculated according to the severity of the residual impairment. They are not meant to be income-replacement, as recipients may also work, but in some cases the pension may be deducted from other income. Compensation for injuries sustained in a motor vehicle accident also comes into this causal category.[113]

ii) The Canada Assistance Plan 1966-67

This plan provides aid, as goods or services, to:

> "....a person in need who, by employment....(or) disability .... is found to be unable .... to provide adequately for himself".114

The cost of this Plan is shared equally between the federal and provincial governments. A means test is required before benefits are granted and there is a deliberate exclusion of the working poor.[115]

Services such as the provision of a homemaker and rehabilitation services and counselling could be useful to disabled people, but the main criterion for eligibility is that these services are provided only to people either receiving, or likely to receive welfare. Services that might help with education are specifically excluded.[116,117] The Liquid Asset Exemption states that recipients may keep only a certain amount of savings in the

bank. In 1981 this ceiling was $1,500 for a single person and $2,500 for a family. The special Committee on the Disabled and the Handicapped recommended in its Report (Obstacles) that this ceiling be raised.[118]

After this Act was passed in 1967 the federal government made provision to allow the provinces to phase out their services under two earlier Acts: The Disabled Persons Act (1954) and the Blind Persons Act (1951) and transfer existing recipients to the Canada Assistance Plan. Some provinces phased these out slowly as the new programme is less advantageous for the government and more advantageous for the recipients. British Columbia continued to provide assistance under the earlier Act until 1973.[119]

The residual welfare model of this Act has its roots in the English Elizabethan Poor Law of 1601 taken by colonists to the New World, either formally or in spirit. There is an emphasis on work being available for all who can do it and some small provision made for those "deserving" people who cannot.[120]

iii) British Columbia, Guaranteed Available Income for Need (GAIN) Act, 1976 (amended 1979)

This welfare Act provides for income assistance and social services for those in need and is administered by the Provincial Ministry of Human Resources.[121,122] It is the Province's means of fulfilling its part of the Canada Assistance Plan.

A means test is required and in 1982, the year of this study, the maximum savings in the bank allowed for a single unemployable recipient under fifty-five was $500.00.

The assumption is that work is available for those who can do it and "employable" GAIN recipients are expected to register with Manpower and look for work.[123] Handicapped people in the eighteen to sixty-four age group were allowed maximum assets of $2,500 (single) and $5,000 (family) in 1982.

The monthly amount received is divided into a fixed Support Allowance and a variable Shelter Allowance. In April 1982 a single handicapped person's support allowance was $305.74. The maximum shelter allowance was $200.00 A family of three with one handicapped adult would receive a support allowance of $630.00 and a shelter allowance of $410.00. Handicapped recipients, single or family, were allowed an additional income of $100.00 a month before their GAIN cheques were reduced proportionately.[124]

The definition of "unearned income" which is deducted totally from the GAIN payment is broad. Included are war disability pensions, military pensions, War Veterans' Allowances and Workers' Compensation or disability pensions. If the recipient is over sixty years old he or she is allowed to keep these without penalty.[125] An argument could be made that income from these sources has been earned involuntarily and at a personal cost to the recipient.

People classified as unemployable could, in 1982 obtain another $50.00 a month without penalty by volunteering in a Community Involvement Program (CIP).[126] Work at Vancouver's Food Bank where donated food is distributed free to those in need is an example of work which qualified a recipient for this extra

money. In the Fall of 1983 the re-elected Social Credit government deleted this provision as part of its controversial Restraint Budget: a utilitarian rather than a humanitarian act.

iv) Canada Pension Plan

Disability benefits became payable under this Plan in 1970 for working people who become disabled after contributing for at least five of the ten years prior to their disability. There is a three month waiting period and the amount received is a flat rate component plus seventy-five percent of the estimated retirement pension the individual would have had if he or she retired at sixty-five. If the person recovers and returns to work the Plan is flexible enough to allow for a trial period without penalty. If, once the pension has stopped, the impairment returns, the payments will be reinstated without a delay and may be backdated.[127]

Brown's (1977) criticism of this Plan is that the eligibility rules exclude those people who have never worked and those (often women) who have not worked continuously or long enough to qualify. The three-month waiting period assumes that unemployment insurance and other forms of assistance will be provided. The level of benefits is often too low as no account is taken of dependents and CPP benefits are often deducted from those paid by other plans.[128]

If these two federal and one provincial Act are considered together from the position of a disabled person requiring income maintenance it appears that what is given with one hand is taken away with the other. What remains, though, will support a minimal standard of living. A disabled individual with some impaired

mobility would need a job paying more than minimum wage for it to be worth giving up even this meagre assistance.

b) Vocational Rehabilitation

Brown (1977) notes that vocational rehabilitation in Canada was started to assist disabled veterans of World War II. It has been claimed that the Department of Veterans' Affairs was able to place ninety-five percent of disabled veterans in the regular workforce.[129] One reason for this high rate of success was that certain public sector jobs, such as those at the post-office, were reserved for veterans. This veterans' scheme is now not so important in Canada as that clientele is aging.

Two other systems remain: that governed by Workers' Compensation legislation and the general system governed by the Vocational Rehabilitation of Disabled Persons Act, 1961. The Workers' Compensation legislation covers both medical and vocational rehabilitation. The programmes vary from province to province and the number of people taking part is small relative to the total number injured.[130]

As early as 1953 the federal government signed agreements with the provinces to provide modest financial assistance for the development of vocational rehabilitation programmes. The funds were made available under Orders in Council rather than through legislation. At the same time a federal Co-ordinator for Rehabilitation was appointed at the Department of Labour.[131]

The Vocational Rehabilitation of Disabled Persons Act, 1961 (VRDP) superseded this rather informal arrangement. This

Act provides for equal federal-provincial cost-sharing in the operating, not the capital, cost of the vocational rehabilitation services. This means the province has either to provide the facilities, or to subsidize an agency to provide them.[132] In British Columbia the Vocational Rehabilitation Service (VRS), formerly Community Vocational Rehabilitation Services, administers this Act by coordinating assessment, remedial and restorative services, counselling and sponsorship for academic and vocational training in local institutions. The VRS Program is located within the Ministry of Labour and is based in part on the use of local committees. Each committee is composed of a rehabilitation counsellor from VRS, representatives from Canada Employment and the Ministry of Human Resources, a consulting physician and representatives from community agencies. Each committee carries a caseload and plans an individual program for each client.[133] Brown (1979) comments that access to VRDP services is restricted as it excludes children, the aged and those people judged unlikely to obtain or to return to work. There is also a tendency to reject people over fifty years old.[134]

c) Human Rights Legislation

Bill C-25, the Canadian Human Rights Act, was passed in 1977. The Human Rights Commission was established soon afterwards and the final sections of the Act proclaimed as law early in 1978. This Act prohibits: "....discriminatory employment practices based on physical handicap" [135] unless there is a bona-fide occupational requirement. The onus is on the employer

to provide objective proof before a bona-fide occupational requirement can be established.[136]

This Act applies to all federal government departments, agencies and crown corporations as well as business, industries and associations under federal jurisdiction.[137] It does not give disabled people formal protection from discrimination in the provision of goods, services and accommodation. Nevertheless, Section 22(h) states that the Commission shall encourage all under its jurisdiction to make goods, services and accommodation that are available to the able-bodied equally available to "physically handicapped persons".[138]

The Canadian Charter of Rights and Freedoms states that every individual is equal before and under the law and prohibits discrimination based on physical or mental disability. This does not preclude any law, programme or activity, such as affirmative action, that is aimed at improving "....conditions of disadvantaged individuals or groups".[139] The Human Rights Code of British Columbia provides general redress for discrimination but is limited to the investigation and resolution of individual complaints.[140] The B.C. Government's Restraint Budget in the Fall of 1983 included a provision to dismantle the Provincial Human Rights Commission and replace it with a five-member, appointed Human Rights Council. This will give the government more control over the process and outcome of cases brought before the Council. A new Human Rights Act that will replace the Human Rights Code is proposed. This Act will include protection specifically for physically and mentally handicapped people.[141]

d) Employment and Immigration Canada

Employment and Immigration Canada's "Program for the Employment Disadvantaged", started in 1981, aims at stimulating continuing employment in the private sector for mentally and physically handicapped and other employment-disadvantaged people. The program provides financial incentives in the form of wage-subsidies and reimbursement for such costs as adapting the work-place, or the purchase of special equipment or protective clothing that is required by the disabled person at work. The subsidies are substantial: eighty-five percent of gross wages paid for the first thirteen weeks, fifty percent of gross wages paid for the next twenty-six weeks and twenty-five percent of gross wages paid for a further twenty-six weeks. The limit is $10,000.00 per worker. The employer may also claim up to $5,000.00 for workplace modifications or the provision of special equipment to enable the disabled person to do the job, and up to a further $100.00 for protective clothing and equipment not normally supplied to other workers. The employment must be full time and continuous for twelve months per year.[142]

5. Economic Climate

Over forty years ago Beveridge (1942) commented that the state of the labour market determines whether disabled people are employed. He cites the wartime work in England of women and handicapped people whose labour was needed once the able-bodied people had been conscripted.[143] This was truly a case of the last

hired, first fired as most of these people were eased out of their jobs when the service-men were demobilised after the war.

The unemployment rate in Vancouver was very high during the latter half of 1982 when the data for this thesis were being collected. It was to rise even higher afterwards.

In summary, getting a job depends on a person's attributes, education, social and job-skills, the methods used in the job-search and whether he had any problems with transport or access to the workplace. His appearance and manner at the interview are also important. A good social-support network confirms the individual's self-worth and provides encouragement in the search. Policy, legislation and the economic climate influence not only the extent of the job-market, but also who has access to jobs and on what terms.

H. HYPOTHESES

Findings from the literature and an examination of the model suggest several testable hypotheses. This study investigated the variables of the job-search and hiring process only.*

1. Main Hypothesis

The null hypothesis states that there will be no difference between physically disabled threshold-workers and able-bodied threshold-workers in finding and securing work.+

The alternate hypothesis states that physically disabled threshold-workers are less likely than able-bodied threshold workers to find and secure work.

If the null hypotheses is not supported:

	Employed	Not Employed
Disabled	-	+
Able-bodied	+	-

*The micro-environment of the subjects' social-support networks, other than family, and the macro-environment of policy, legislation and the economy are not the focus of this thesis.

+A threshold-worker is one who is looking for his or her first job.

2. Subsidiary Hypotheses

The variables of the model give rise to the following, testable subsidiary hypotheses:

a) If the subject is male, then he will be employed.

b) If the disability is not salient, then the person will be employed.

c) If the subject attended regular school, then he will be employed.

d) If the subject has post-secondary education or training, then he will be employed.

e) If the subject has had job-counselling, then he will be employed.

f) If the subject does not experience architectural barriers, then he will be employed.

g) If the subject does not experience transport-barriers, then he will be employed.

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CHAPTER II. METHODOLOGY

A. SCOPE

The study is restricted to physically disabled men and women living in the Greater Vancouver area in 1982. The age range is nineteen to twenty-five years. These are the years when people expect, and are expected by society to be employed.

People looking for jobs may have different experiences that are directly related to their ethnic background. To control for this, only Caucasian subjects were accepted for the study.

B. DEFINITIONS

1. Impairment

The World Health Organization (1980) defines an impairment as a loss or abnormality of psychological, physiological or anatomical structure or function. It may be permanent or transitory.[1] The impairments considered in this thesis are permanent ones.*

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* This thesis is concerned with what the World Health Organization defines as impairments. However, 1982 was designated the International Year of Disabled Persons as this term is generally used when referring to people with physical, neurological or sensory impairments. In addition, the common understanding of an impaired person is that of an inebriate and makes this then an inappropriate choice for this report.

2. Disability

A disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner, or within the range considered normal for a human being.[2] Disability is concerned with abilities that are generally accepted as essential components of everyday life such as personal care, other activities of daily living and locomotor activities such as walking.[3] The World Health Organization (WHO) (1980) states that the characteristic of a disability is its objectification of an impairment and that it reflects disturbances at the level of the person.[4]

3. Handicap

Handicap is the disadvantage for the individual, resulting from an impairment or a disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex and cultural factors) for the individual.[5] Handicap represents the socialization of an impairment or disability and is usually specific to a situation. Bury (1970) notes that it is possible to be impaired and not disabled, yet still be handicapped. He cites facial disfigurement as an example.[6]

4. Blindness

Blindness is lacking the sense of sight by natural defect, or by deprivation.[7] Blindness may be total or partial (low vision).

5. Cerebral Palsy

Cerebral Palsy is a disability that results from direct or indirect damage to the motor centres of the brain before or during birth. It is manifested according to the degree of injury by muscular inco-ordination and speech disturbances.[8]

6. Epilepsy

Epilepsy is a chronic nervous disorder involving changes in the state of consciousness and motion. It is due either to an inborn defect which produces convulsions of a greater or lesser severity with clouding of consciousness, or to organic changes in the brain produced by tumour, injury, toxic agents or glandular disturbances.[9]

7. Paraplegia

Paraplegia is paralysis of the lower half of the body with involvement of both legs usually due to disease or injury of the spinal cord.[10] Traumatic paraplegia is that resulting from an injury.

8. Threshold-Worker

A threshold-worker is a person applying for his or her first permanent, paid, full-time job.

For the purpose of this study, the definition of a traumatic paraplegic, threshold-worker is a person applying for his or her first permanent, paid, full-time job since the accident. If

this employment is different from the job he or she had prior to the injury, the individual becomes a threshold-worker again.

9. Work

Work is regular, full-time employment in the open job market, for financial remuneration at the currently acceptable rate for that job.

C. DESIGN

1. Experimental Subjects

The experimental subjects are Caucasian men and women between the ages of nineteen and thirty-five who have one of the following, medically-determined conditions.*

a) cerebral palsy

b) traumatic paraplegia

c) blindness or low vision

d) epilepsy+

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*Medical determination was made earlier and indicated by the subjects' membership or agency contact.

+When referring to minority populations the writer has to decide what terminology is least likely to give offence. Some terminology is belittling as when adult women are called "girls". Sometimes there is a change over time for social as well as historical reasons: Black North Americans are now insulted by the term "negro". For people prone to epileptiform seizures the label "epileptic" may have similar connotations. After much thought, epileptic has been retained in the text as being the most appropriate and widely understood term. The writer trusts that no offence will be taken where none is intended.

The reasons for choosing these disability groups are:

i) They affect men and women of working age. Thirty-five is taken as the upper age limit as it was thought unlikely that an older, disabled person would seek to enter the workforce for the first time, that is, be a threshold-worker.

ii) These conditions are relatively stable. This means that the individual's impairment is not likely to increase over time. It is recognized that some impairments, traumatic paraplegia for example, may increase the chances of the individual developing health problems such as bladder and kidney infections.

iii) This group includes one disability (cerebral palsy) that the subject has had since birth, one (traumatic paraplegia) that is acquired and two (blindness/low vision and epilepsy) that may be either congenital or acquired. In some cases the low vision or epilepsy may have been present from birth or an early age, but not diagnosed until the child is older.

iv) The public salience of these impairments, or disabilities, ranges from very visible (cerebral palsy) to hidden (epilepsy).

v) Agencies serving each group chosen exist in Vancouver and it was hoped that they would be a source of subjects.

The planned sample size was twenty men and twenty women from each group. It was estimated that each agency would, if it agreed to participate, be able to provide access to this number of people. (In fact, there were fewer cerebral palsied of both sexes and fewer paraplegic women than expected.) The planned sample size was also believed to be a realistic one to survey within the budget and time available.

2. Control Subjects

The control subjects are twenty men and twenty women who graduated from an urban Vancouver high school in 1981, a year before the study was done. These people were chosen as controls as they would be entering the workforce for the first time as full-time workers, that is be threshold-workers. This was considered a more important variable than the demographic one of age. They were expected to have a lower modal age than the experimental subjects. They were also expected to possess a lower range of job skills compared with the experimental group. This means that if differences are found in the abilities to find work (in the direction predicted, that is disabled people are less likely to be working), then using this group allows for a more conservative test of hypothesis.

3. Measuring Instrument

The measuring instrument is a questionnaire designed to tap the independent variables making up the model (Appendix A). The questionnaire given to the blind/low vision sample was in large print (IBM "Orator").

The Control questionnaire omitted the questions on personal disability, but included two questions not asked the disabled group. These questions were: "Do you have any personal friends who are disabled?" and "If Yes, what disabilities do they have?" (Appendix B).

A man and a woman randomly selected from each disabled sample and the Control sample were interviewed using the same questionnaire that had been mailed to the rest of their subsample. All interviews were conducted by the writer. The purpose of the interviews was to try and establish the approximate degree of salience of each disability, and the relative degree of salience between disabilities. The interviews were also opportunities to see how the questions were received, and to provide some of the "richness" of response missed in the mailed questionnaires.

A salience checklist of appearance and basic social interaction skills was drawn up under the main headings of appearance, vocal communication, social communication and aids as symbols of disability.* The interviewer completed this form immediately after each interview, once she had taken leave of the subject.

*Appendix C

D. METHOD

1. Recruitment of Disabled Subjects

Agencies serving people with the selected disabilities in the Vancouver area were identified. These are:

a) The Voice of the Cerebral Palsied of Greater Vancouver (VCP).* This group was formed in 1977 to meet the needs of the adult cerebral palsied population. The children with cerebral palsy continue to be served by the Cerebral Palsy Association of British Columbia.

b) The British Columbia Division of the Canadian Paraplegic Association (CPA).+

c) The B.C. and Yukon Divison of the Canadian National Institute for the Blind(CNIB).°

Each agency was approached with a request to permit a survey of its members eligibile for the study. All three agreed providing confidentiality was maintained.

To contol for the variable, upper limb weakness found in people with quadriplegia (paralysis of both arms and legs as a result of spinal-cord injury), it was decided to screen out this group and survey only paraplegic subjects from the spinal-cord injured population. People with paraplegia have no arm weakness, but may have leg weakness varying from slight to complete paralysis. As

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*Appendix D
+Appendix E
°Appendix F

a further control it was decided to accept only people from this group who had acquired their paraplegia as a result of an accident (traumatic paraplegia). This excluded people with congenital paraplegia from for example, spina bifida and also those whose paraplegia was the result of a disease-process such as cancer or multiple sclerosis.

It was recognized that the paraplegic sample, and probably some of the people recruited through the CNIB, would have had some years of 'normal' or unimpaired life prior to acquiring their disability.

Permission to recruit people with epilepsy receiving services from the Vancouver Neurological Centre was refused.* The reason given was that these people had problems other than their epilepsy and so were not appropriate subjects.

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*The Vancouver Neurological Centre is an out-patient rehabilitation facility. It is a cooperative centre of five non-profit organizations of which the B.C. Epilepsy Society is one. The centre provides a wide range of services such as occupational and physiotherapy, vocational and social services and training in the skills required for independent living. (Vancouver Neurological Centre, information sheets, undated, mimeo.)

Dr. Michael W. Jones, a neurologist specializing in the treatment of epileptic seizures, was therefore approached with the request that he permit a survey of his eligible patients. He agreed, providing confidentiality was maintained. All people referred to Dr. Jones are those needing specialist help in controlling their seizures. They probably represent a minority of the total epileptic population as most people will be under the care of their family physicians.

2. Recruitment of Control Subjects

The counsellor at a high school in urban Vancouver was approached for a list of the 1981, Grade XII students. This list (the "Grad Directory"), was made available to the writer from the published School Directory of that year. All those men and women known by the counsellor to be of non-Caucasian origin. were removed from the list before the samples were drawn.

3. Sample Selection

The planned sample size was twenty men and twenty women from each of the four disability groups and the control goup.

a) Disabled Subjects:

The intention was to take random samples, but three populations were too small. These were cerebral palsied men and women, and women paraplegics.

Their populations were:

i) Cerebral palsied men: 18. This includes a man who had pretested the questionnaire.

ii) Cerebral palsied women: 22.

iii) Paraplegic women: 17.

In the last two groups the total population was surveyed. Seventeen people from the male cerebral palsied group were surveyed, the exception being the man who had done the pretest.

A random sample from Dr. Jones' eligible patients would have placed a considerable burden on his secretary. A decision was made therefore, to survey the twenty eligible men and twenty eligible women most recently admitted to his practice. Within each sex-group eligibility was determined by age and place of residence, not by the type of seizures.

The CNIB and CPA assembled the three populations from which it was possible to draw random samples. Each population consists of those eligible men or women who had approached the agency's employment, or vocational guidance services.* The lists were compiled and kept by the agencies. The names were gathered from each counsellor's file and subjects were not placed in alphabetical or any other order, such as age. Separate lists were made for men and women. Each subject was given a number, and the total numbers given to the writer. These were:

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*This fact is important in interpreting the findings.

i) CNIB - blind/low vision men: 46

blind/low vision women: 51

ii) CPA - paraplegic men: 62

Using a random-number table, twenty men and twenty women were selected from each of these three populations. Using the same random-number table, interview subjects of one man and one woman were selected from each subsample. The individual numbers of subjects to be surveyed by mail and interview were then given to the liaison person at each agency.

Using the same random-number table, interview subjects were chosen from the populations of cerebral palsied men and women, epileptic men and women, and paraplegic women. Their subject numbers were then given to the agencies and to the physician's office.

b) Control Subjects

The control population was one-hundred and thirty-seven men and one-hundred and thirteen women. Using the same random-number table, twenty men and twenty women were selected from this population. Using the same table, one man and one woman interview-subjects were drawn from each subsample.

4. Confidentiality

To maintain anonymity of the subjects, all questionnaires were mailed to the disabled subjects from the agencies, or the physician's office. Each interview subject was contacted first by either the agency or Dr. Jones requesting his or her partici-

pation in the study. Only then was the name and telephone number of the subject released to the writer.

A package was made up for each disabled person receiving a mailed questionnaire. This consisted of an open letter of introduction*, the questionnaire and a prestamped, return addressed envelope. The letter of introduction was signed by the writer and included her home telephone number should the recipient have any queries. The envelope bore a regular postage stamp. To the front of each questionnaire was stapled a statement of the purpose of the study. This statement was signed by the writer. Also on this page was an invitation to the subject to request a summary of the results by printing his or her name and address at the bottom of the page. If returned, these sheets were detached and kept separate from each questionnaire before it was read and coded. The Canadian Paraplegic Association and Dr. Jones inserted their own letters of introduction before mailing. The CNIB telephoned all subjects requesting their participation before the questionnaires were mailed.

The writer knew the names of the control subjects as she had taken them from the high school Directory. To ensure the confidentiality of replies of those people requesting a summary of the results, the top sheet of each questionnaire was detached and kept separate from the questionnaire before it was read and coded.

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*Appendix G

5. The Survey

Once the agencies and the physician's office received the questionnaires, they had complete control over the distribution and follow-up.

The Control questionnaires, with an accompanying letter, were mailed by the writer.* One month after the original mailing a follow-up letter was sent.+ Two more questionnaires were returned after this prompting.

All subjects were given an opportunity to request a summary of the survey if they so wished. The sheet showing the subject's name and address was detached from each questionnaire before it was read and coded.

The survey did not proceed exactly as planned. Dr. Jones' office mailed the two extra questionnaires provided to each agency. This brought the Epilepsy sample size to forty-two. Some cerebral palsied subjects received two questionnaires. Details are given in Appendix L.

The Interviews:

The disabled subjects were contacted by the writer after she had received their names and telephone numbers from the agencies or the physician's office. All interviews took place at a time and location convenient to the subjects. Prior to each interview the purpose of the study was explained briefly

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*Appendix H
+Appendix I

and any questions answered before the subject was asked to sign the Consent to Interview form.* Interview subjects were free to withdraw at any time, but none did so.

They were also given the same opportunity as other subjects to request a summary of the research results. The questionnaire for the interviews was the same as that the respondent's peers had received by mail.

In addition to the scheduled interviews, one cerebral palsied man asked me to meet him and administer the questionnaire. This was done.

Each of the two selected control interview-subjects received a personal letter requesting their participation in the study.+ This was followed a week later by a telephone call during which each subject granted me permission to interview. The procedure for the interview was the same as that for the interviews of disabled subjects. The questionnaire used was the same as that mailed to the control subjects.

The total number of subjects surveyed by mail and interview is shown in Table 1.

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*Appendix K
+Appendix J

TABLE 1. TOTAL NUMBER OF SUBJECTS SURVEYED BY MAIL AND INTERVIEW

AGENCY	MAIL	INTERVIEW	REFUSED	TOTAL
Voice of Cerebral Palsied	36	3[a]	0	39[b]
Paraplegic Association	34[c]	2	0	36
Canadian National Institute for the Blind	34	2	4[d]	36
Epilepsy	40	2	0	42
Control	38	2	1[e]	40

[a]One man requested the writer meet him to administer the questionnaire. This was done.

[b]One man had pretested the questionnaire so was ineligible to receive the final version.

[c]One woman could not be located, but was thought to have gained almost full recovery.

[d]CNIB telephoned all subjects first to ask if they would accept the questionnaire. No substitutions were made for refusals.

[e]The mother of one woman telephoned to express her disapproval of the survey. No substitution was made.

E. RETURNS

Ninety-nine statistically usable questionnaires were returned. The distribution is shown in Table II.

All the disabled samples have a higher than average return for a mailed questionnaire. This may be explained as a result of agency participation.

The Epilepsy sample shows the highest return: 67.0%. All these questionnaires were mailed from the physician's office with a covering letter.

Next in rank is the sample recruited through the CNIB: 64.0% return. The total sample of twenty men and twenty women each received a telephone call from the CNIB requesting his or her cooperation in the study before the questionnaires were mailed. There were four refusals and no substitutions were made so this is the percentage return from thirty-six questionnaires mailed by the CNIB office. Considering all subjects had agreed in principle to participate in the study, a return of twenty-three out of thirty-six questionnaires is not thought to be worth the considerable time and effort put into the telephoning by the CNIB staff.

Returns of 46.0% from both the Canadian Paraplegic Association and Voice of the Cerebral Palsied samples are higher than generally expected from a mailed questionnaire with no follow-up.

The writer mailed the questionnaires to the Control sample. These show the lowest return: 33.0%. This percentage was reached only after a follow-up letter had been sent.

TABLE II. STATISTICALLY USABLE QUESTIONNAIRES RETURNED

	Men	Women	Total	Refused
	(Number surveyed in parentheses)			
Cerebral Palsy	8 (17)[a]	10 (22)	18	
	47%	45%	46%	
Paraplegia	8 (20)	9[b] (16)	17	
	40%	56%	47%	
Blind	11 (19)	12 (17)	23	1 man; 3 women
	58%	71%	64%	
Epilepsy	13[c] (22)	15 (22)	28	
	59%	68%	64%	
Control	6 (20)	7 (20)	13	
	30%	35%	33%	1 woman

[a] includes: two known non-Caucasian men. An additional man is thought to be non-Caucasian. Substitution was not possible due to the small population.

[b] includes: one woman born 1941 and one non-Caucasian woman. Substitution was not possible due to small population.

excludes: one man who has approximately 95-98% recovery and is working in Saskatchewan; one woman (address unknown) who is thought to have complete recovery.

[c] includes: one man who moved to Kamloops to work during 1982.

F. SUBSTITUTION

Seven questionnaires are not included in the statistical analysis, but have been kept for their general information and the respondents' comments. A substitute was randomly chosen in six cases. Substitution was made for four paraplegic respondents. Two men are older than the required age group, being forty-two and forty-nine years old respectively; one man is quadriplegic and one man's paraplegia is the result of congenital spina bifida, not trauma. Substitution was also made for two non-Caucasian, blind subjects, one man and one woman.

Due to the small population, substitution for the seventh subject was not possible. This man recruited through the Voice of the Cerebral Palsied sustained a brain haemorrhage at the age of thirteen, until which time he had not had any problems. Although he checked that he had cerebral palsy he also wrote:

> "....according to doctors, they all claim I have something different but no one will put it in writing."

My telephone number had been made available to all subjects. The mother of this subject telephoned me and a lengthy conversation with her confirmed the presence of other problems and raised doubts about including this subject's questionnaire in the analysis. For these reasons, and also because unlike the rest of the cerebral palsied population, the subject had had a "normal" childhood until the age of thirteen, his questionnaire has been kept for general information only.

Any reference in the text to information from these respondents is identified by the appropriate footnotes.

G. DATA MANIPULATION

1. Coding

I coded the ninety-nine statistically usable questionnaires onto IBM sheets according to the codebook that forms Appendix M of this thesis. A reliability check of the coding was carried out by having an independent rater use this same codebook to code a randomly drawn sample of three questionnaires. The inter-rater agreement was 95%. The only question to occur more than once was the open-ended question number 117 that asked "As you see it, what are the main problems disabled people have in getting jobs?" Coding disagreement occurred twice.

2. Data Entry

Data entry to the computer was performed by the University of British Columbia Computing Centre's Data Entry service.

3. Computer Program

SPSS was the program used for data analysis. Frequency tables for all variables were calculated. At this stage it was observed that most cells of all tables contained less than five expected frequencies. Cross tabulation of disability against all other variables also showed that most cells contained less than five expected frequencies. Some combination of categories was done before employment status was cross tabulated with all other variables. Again it was noted that most cells contained less than five expected frequencies. At this stage it was decided that a further combination of categories was required.

H. CHARACTER OF THE SAMPLE

1. Disabiltiy

A study of the questionnaires revealed that the disability categories are not entirely discrete. One epileptic woman also has mild cerebral palsy; two blind men, two cerebral palsied men and one cerebral palsied woman also have epilepsy.

Health problems subjects thought worth mentioning as having an influence on their job prospects are:

- Diabetes: one blind woman and one of the two blind men who also has epilepsy.
- Hearing impairment: one blind woman.
- Dyslexia: one cerebral palsied woman and one control man.

No question concerning the origin of their seizures was asked the epileptic subjects. Therefore it is not known how many people have seizures as a result of trauma, or whether their epilepsy is of unknown origin. One man volunteered the information that his epilepsy is a result of a brain-tumour in adult life.

One man's paraplegia is incomplete and he uses neither a wheelchair nor a walking aid. One woman's paraplegia is not traumatic, but the results of congenital spina bifida. As the population of paraplegic women is so small, her questionnaire is retained for statistical purposes and this fact noted where appropriate in the text.

The intention of the survey is to study the integration of disabled people into the mainstream of employment. Four cerebral palsied women are working in a sheltered workshop. As the cerebral palsied population is so small, their questionnaires have been retained for statistical purposes and this fact noted where appropriate in the text.

2. Salience of the Disability

Salience of the disability refers to the extent to which it is obtrusive in social situations. Based on previous knowledge of the conditions and on checklists filled in after each interview, a somewhat arbitrary continuum of salience was developed. At the high end is cerebral palsy. People with this disability ususally have mobility problems which can vary from slight to extreme. There is often involvement of the upper limbs so that even when sitting the disability may still be manifest. Involuntary movements of the limbs and face are a feature of this condition. They interfere with voluntary movement and with facial expression. If the person has speech problems this increases the salience of the disability in social interactions.

Next in rank is traumatic paraplegia. People with this condition are usually, although not always, wheelchair-bound. Although there may be some body weakness depending on the level of the injury, there is no involvement of the upper limbs. Therefore, especially in a social situation where the participants are seated, this is a less obtrusive disability, especially if the person with paraplegia is seated behind a table or desk.

The blind and low vision subjects are ranked next. Many legally blind people do have some sight. They very often do not have mobility problems, although some may use a white cane, or have a guide dog. In this respect the salience of the disability is more variable than with the previous two disabilities. Certainly the white cane or guide dog increases this salience. Eye contact in social situations is less relied upon by blind or low vision people, and it is this which may mark them as being different.

Epilepsy is a hidden disability unless the person is actually having a seizure. Many seizures are so slight that often the general public is unaware that the person has had one.

This salience ranking of cerebral palsy, paraplegia, blind/low vision, epilepsy: high visibility to invisibility is used in all the tables where a comparison of subsamples is drawn.

3. Sex

Forty-eight men and fifty-one women responded to the survey. All subsamples contain more women than men, but it is only in the Cerebral Palsy and Epilepsy samples that there is a difference of more than one: each sample has two more women than men. The sex distribution is shown in Table III.

TABLE III. SEX OF SUBJECTS

	Male	Female	Total
Cerebral Palsy	8	10	18
	(44)	(56)	(100)
Paraplegia	8	9	17
	(47)	(53)	(100)
Blind	11	12	23
	(48)	(52)	(100)
Epilepsy	13	15	28
	(46)	(54)	(100)
Control	6	7	13
	(46)	(54)	(100)
Total	48	51	99
	(48)	(52)	(100)

4. Age

Eighty percent of all respondents are between nineteen and thirty years old. The age of all respondents is shown in Table IV. The largest single category is the nineteen to twenty-one age group. This is due to the presence of the total Control sample of thirteen subjects. If the Controls are removed from this category it then contains sixteen subjects and ranks third after the twenty-two to twenty-four age group (eighteen subjects) and the twenty-eight to thirty age group (seventeen subjects).

This table also shows that fourteen subjects (50%) of the Epilepsy sample are in the two categories spanning twenty-two to twenty-seven years old. The largest single sample represented in the over thirty-four category is Paraplegia. This includes the woman over forty mentioned in the footnote to Table I.

TABLE IV. AGE DISTRIBUTION OF SUBJECTS

	Cerebral Palsy	Paraplegia	Blind	Epilepsy	Control	Total
19-21	6	2	4	4	13*	29
22-24	5	2	4	7	0	18
25-27	0	3	5	7	0	15
28-30	5	3	5	4	0	17
31-33	1	3	3	5	0	12
over 34	1	4	2	1	0	8
Total	18	17	23	28	13	99

*Only 12 Control subjects gave their year of birth. As these subjects were all recruited from the same Grade XII year, the remaining subject is assumed to fall into the same age group.

5. Employment Status

The employment status of disabled subjects is shown in Table V.

The employment status of control subjects is shown in Table VI.

TABLE V. EMPLOYMENT STATUS OF DISABLED SUBJECTS

	Working Regularly Full/Part Time	Working Occasionally Looking for Work	Unemployed Not Looking	Total
Cerebral Palsy	7* (39)	4 (22)	7 (39)	18 (100)
Blind	9 (39)	8 (35)	6 (26)	23 (100)
Paraplegia	8 (47)	3 (18)	6 (35)	17 (100)
Epilepsy	17 (61)	4 (14)	7 (25)	28 (100)
Total	41 (48)	19 (22)	26 (30)	86 (100)

* No C.P. subjects are supporting themselves by competitive employment: five are in a sheltered workshop; one does typing and sales work part-time at home and one does reception and office work one day a week i.e. not enough to lose the GAIN allowance.

TABLE VI. EMPLOYMENT STATUS OF CONTROL SUBJECTS

	Working Regularly Part Time	Working Occasionally Looking for Work	Unemployed Not Looking	Total
Male	3 (50)	2 (33)	1* (17)	6 (100)
Female	3 (43)	4 (57)	0 (0)	7 (100)
Total	6 (46)	6 (46)	1 (8)	13 (100)

*part-time student

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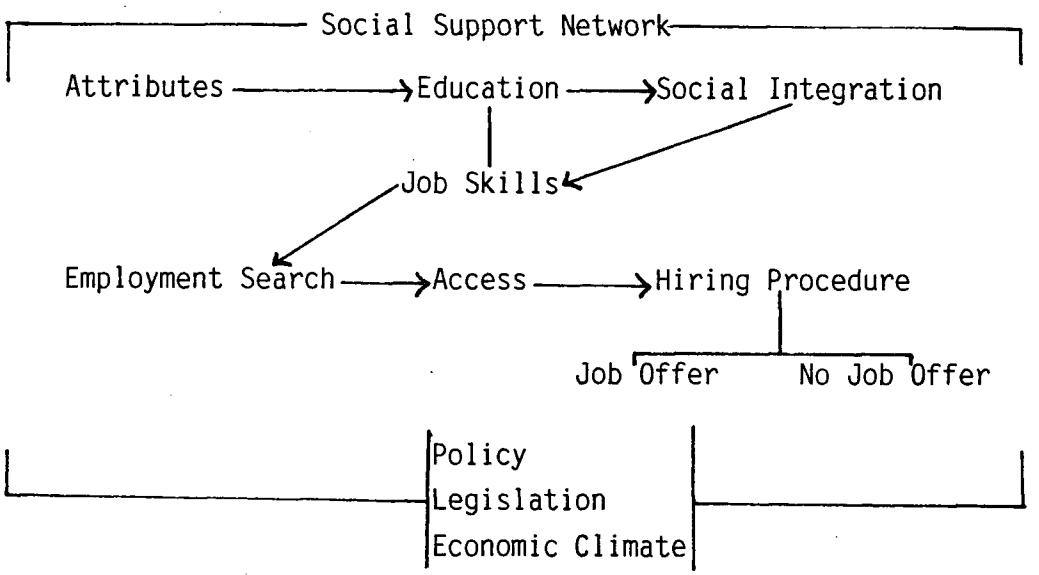
CHAPTER III. FINDINGS: TESTING THE MODEL

The intent of this survey is to determine to what extent the proposed model is applicable to the job-hunting and hiring experiences of physically disabled men and women in the Greater Vancouver area in 1982.

An outline of the model discussed earlier is shown in Figure 2.

Figure 2. OUTLINE OF THE VARIABLES INFLUENCING THE JOB-SEARCH AND HIRING PROCESS



Findings are discussed as they apply to this model. Each concept is the model, for example "attributes", is represented by one or more measured variables. The relationship of each variable to the subjects' job-status is examined to see which parts of the model best predict employment.

As no control subject has regular full-time work, data from this sample are not included in this chapter.

For the purpose of the analysis, the working occasionally and unemployed groups have been combined into a new category of "not working". The "working" category includes all those disabled subjects having regular, full or part-time employment in the competitive workforce.

The results were analyzed using χ^2. A Yates' correction was employed for all two by two tables due to the small frequencies obtained. It is recognized that this may provide an over-correction.[1]

A. ATTRIBUTES

The attributes considered are those of sex, marital status, salience of the disability and socio-economic status.

1. Sex

It was hypothesized that male subjects would be more likely and female subjects less likely to be employed. Results of this survey are shown in Table VII and do not show any significant difference between sex and employment for this population.

TABLE VII. EMPLOYMENT STATUS OF DISABLED PERSONS ACCORDING TO SEX

	Working	Not Working	Total
Male	16 (39)	25 (61)	41 (100)
Female	18 (40)	27 (60)	45 (100)
Total	34 (40)	52 (60)	86 (100)

χ^2 with Yates' correction = 0.016, not significant p=0.90

2. Marital Status

The results for this variable were unexpected. The results are shown in Table VIII and indicate that married respondents are significantly more likely to be working than are single respondents. The reasons for this are not clear. It may be that they have more incentive to get work, or that they have greater social support than their single peers, or a combination of these and other unknown factors.

TABLE VIII. MARITAL STATUS AND EMPLOYMENT STATUS

	Working	Not Working	Total
Married	14 (70)	6 (30)	20 (100)
Single	20 (30)	46 (70)	66 (100)
Total	34 (40)	52 (60)	86 (100)

χ^2 with Yates' correction = 8.525, significant at $p < 0.01$

3. Salience of the Disability

It was hypothesized that people with salient or visible disabilities are less likely to be employed than people with hidden, or no disabilities. For the purpose of this analysis, the use of one or more aids on a regular basis for the activities of daily living is taken as the criterion of salience. The results are shown in Table IX and are not significant at the 0.05 probability level.

TABLE IX. SALIENCE OF THE DISABILITY AND EMPLOYMENT STATUS

	Working	Not Working	Total
One or more Aids	18 (47)	20 (53)	38 (100)
No Aids	20 (45)	25 (55)	45 (100)
Total	38 (46)	45 (54)	83 (100)

χ^2 with Yates' correction = 0.002, not significant p=0.95

4. Socio-Economic Status

There is some evidence from the literature that able-bodied people of a higher socio-economic status are more likely to be employed.[2] This raises the possibility that the same may be true for disabled people: a higher-status family would have more financial and other resources that might be channelled towards the socialization, education and employment preparation of a handicapped child. If an impairment is acquired when the individual is a teenager or adult, he or she has already benefitted from these educational and social advantages. In Canada, parents' occupations may be used as a guide to the socio-economic status of the family in which the individual grew up. This question was not asked the subjects of this survey, therefore no conclusions can be drawn on past socio-economic status. Information on subjects' economic status at the time for the survey is more accurate and is shown in Table X.

Table X shows a present, significant economic dependence of disabled respondents on the formal support system of pensions and unemployment insurance, and on the informal support system of family and friends to meet their major expenses of shelter, food and clothing. These data are insufficient to permit the assumption of financial disincentives.

Since socio-economic status prior to adulthood was not measured, but only socio-economic status now, it is not possible to determine the direction of effects. It is more likely that "work" determines the source of income.

TABLE X. PRESENT SOURCE OF INCOME FOR MAJOR EXPENSES

	Working	Not Working	Total
Salary Investments	27 (73)	10 (27)	37 (100)
Formal/ Informal Support Systems	12 (27)	33 (73)	45 (100)
Total	39 (48)	43 (52)	82 (100)

χ^2 with Yates' correction = 15.65, significant p = 0.0001

B. EDUCATION

There is some evidence from the literature that schooling influences employment prospects. Dayton (1981) found that the young person most likely to be employed had a higher than average scholastic ability and some post high-school education.[3] The model on which this survey is based took this into account and also differentiates between those people who went to a regular school and those who went to a special school for children with some kind of handicap.

1. Type of School

A child who is disabled from birth, or one who acquires a disability before the age of six, may not be ready or able to attend Grade I with his or her peers. Schooling is not only an educational, but also a socialization process during which the

child learns to interact with peers and also with adults who are not family members. Through these interactions the child gains social skills. The interaction with the adults educates the child in the norms and values of the larger society as well as in academic subjects.

Children are very conscious of age differences among themselves as each year brings changes in physical, mental and emotional development. Every year that a child's schooling is delayed beyond the norm for his age, the more deviant that child will seem to his peers when he finally does go to school. That is, unless the school is a special one for children who have disabilities.

Canadian society expects its citizens to work after leaving high-school. This is reinforced by high school counsellors and by queries from family and friends as to what the young person wants to be when she grows up: meaning what job does she see herself doing. There is some evidence to suggest that in the past there has been less emphasis placed on future employment for students at special schools.

Table XI shows the type of school first attended by disabled subjects.

TABLE XI. TYPE OF SCHOOL FIRST ATTENDED

	Working	Not Working	Total
Regular	33 (48)	35 (52)	68 (100)
Special	6 (35)	11 (65)	17 (100)
Total	39 (46)	46 (54)	85 (100)

χ^2 with Yates' correction = 0.5, not significant p = 0.50

Table XI shows that there is no relation between the type of school first attended and later work.

The only respondents attending special school are those from the cerebral palsied and blind samples. The paraplegic and epileptic subjects all attended regular schools.

2. Completion of High School Education

Data were examined to see if there is any association between employment and completion of high school. Results are shown in Table XII and are not significant at the 0.05 probability level.

TABLE XII. HIGH SCHOOL GRADE COMPLETED

	Working	Not Working	Total
Grade XII or XIII	25 (44)	32 (56)	57 (100)
Below Grade XII	12 (48)	13 (52)	25 (100)
Total	37 (45)	45 (55)	82 (100)

with Yates' correction = 0.39, not significant p = 0.50

C. SOCIAL INTEGRATION

Work is a social as well as an economic activity. Very few people work for any length of time in isolation. Even those with more solitary occupations are required from time to time to interact with others in the course of their work. A writer living and working alone will not earn a living unless the work is published. This process involves other people.

Social skills are interpersonal skills learned through interactions with family, friends, teachers and people met during everyday life such as store clerks, bus drivers and restaurant personnel. An employer chooses to hire a person not only for her technical ability, but also because she appears to be the qualified candidate most likely to fit into the social milieu of the workplace. This survey did not attempt to measure social skills directly, but indirectly by enquiring about religious

affiliation, recreational activities and membership of interest groups: all activities that require a person to interact socially with people who are not family members.*

1. Religious Affiliation

Sixty one respondents (71%) do not have any affiliation with a formal religious group. Therefore it was not possible to test the relationship of this variable to employment. One of the two subjects who did not reply to this question thought it was an invasion of privacy and wrote "very questionable questions" in the margin of the questionnaire.

2. Recreation

Most job-application forms include a question about spare-time activities, or this question might be asked during an intervew as a way of identifying a high energy applicant. Replies to this question were coded according to whether the recreation is active or passive and whether it requires people other than immediate family. Replies such as "relax" and "take it easy" were coded as non-responses. As the numbers were small, they were further aggregated into two categories of sociable and isolated. These results are shown in Table XIII and show that spare-time activities do not have any relationship to employment for the subjects of this survey.

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*The Control subjects were also asked if they have any personal friends who are disabled. Their replies are given in Appendix R.

TABLE XIII. RECREATIONAL AND SPARE-TIME ACTIVITIES

	Working	Not Working	Total
Sociable	29 (48)	32 (52)	61 (100)
Isolated	9 (43)	12 (57)	21 (100)
Total	38 (46)	44 (54)	82 (100)

χ^2 with Yates' correction = 0.0138, not significant p = 0.90

Nearly three quarters of the respondents reported sociable activities. This suggests a fairly high degree of social integration, but may be misleading as replies to other items in the questionnaire suggest that some subjects' social activities take place partly or entirely among people with the same or other disabilities. Examples given are their disabled interest-groups and various sports clubs for the disabled. The sports club members are usually very active people, many being full or part-time workers. These respondents are quire correct in stating that their organizations consist of both able-bodied and disabled people. However, in this case, membership in such a club does not indicate social integration in its accepted sense of integration into the wider society. Membership in a ski-club for the disabled is not the same as being a disabled member of a regular ski-club. This is not to dispute that there are some sports such as those played competitively and those requiring skilled use of a wheelchair that may be best played within and among disabled sports clubs.

a) Membership in an Interest Group

Membership in a group or association does not necessarily involve social interaction with others. Some associations have a nationwide "membership" kept informed of the association's activities by means of a newsletter or journal. For these groups, only a few members at the board or committee level will be engaging in social interaction. An example of this is the Royal Canadian Geographical Society. For this reason subjects were asked if they held an official position within their group. Results are shown in Table XIV and are not significant at the 0.05 probability level, although there is a trend for those who are officers to be employed.

TABLE XIV. OFFICER IN AN INTEREST GROUP

	Working	Not Working	Total
Officer	6 (50)	6 (50)	12 (100)
Member	9 (36)	16 (64)	25 (100)
Total	15 (40)	22 (60)	37 (100)

χ^2 with Yates' correction = 0.206, not significant p = 0.70

While there is a trend for officers to work, those members who are not employed may be using membership as a work alternative.

For an underemployed population, membership in a social or interest group may be an activity into which the time and energy others put into paid employment may be channelled. This may be for personal growth and satisfaction only, or in order to advance the political, scientific or social interests of the group. One very active member of an interest group stated that this is his reason for not seeking employment:

> "Too many people need my services at the moment. (I) could not fulfill these and also fulfill (my) obligations to (an) employer."

People in regular work may also belong to an organization for the same reasons, but will not be using that membership as a substitute for work. Membership in a group also provides contacts for people (the so-called networking phenomenon) that can lead to the provision of goods and services such as information about job vacancies, or even job offers, that are not the overt purpose of the club or association.

From the data obtained on religious affiliation and recreational and interest-group activities it is not possible to assess to what extent the respondents are integrated into the wider society.

D. JOB SKILLS

Job skills may be gained either formally or informally. On the job training does not always result in a diploma or certificate although the skills acquired may be complex. However, for some employment such as the professions and many trades, some form of certification and license is required. Other jobs require, or employers will only consider (not necessarily the same thing), candidates who have a high school diploma.

Table XV shows that the acquisition of formal job skills is not related to employment for the subjects responding to this survey. In fact, there is a slight trend in the opposite direction.

TABLE XV. SPECIFIC JOB SKILLS AND EMPLOYMENT STATUS

	Working	Not Working	Total
Job Skills	9 (22)	31 (78)	40 (100)
No Job Skills	4 (31)	9 (69)	13 (100)
Total	13 (25)	40 (75)	53 (100)

χ^2 with Yates' correction = 0.053, not significant p = 0.80

Of interest is the number of people with job skills who are not working. Some of these subjects may be out of work because of the general unemployment. Some are students who have gained job skills through vacation and part-time jobs. Some respondents have returned to school either to upgrade their skills or to embark on another career.

Jobs for which subjects have training are: janitor, policeman, daycare worker, sales person, a wide range of clerical and office jobs, teacher, social worker, nurse and laboratory technician.

E. THE EMPLOYMENT SEARCH

The model shows two diverging paths once a person has gained social skills. Some people do not necessarily have to acquire formal job skills and go through a systematic search before getting work. They may be offered a job through a family or social network. These people are probably in the minority. Most people must first acquire specific job skills and then undertake the search for employment, or be willing to learn on the job starting with the tasks requiring the least skill. When jobs are plentiful this search is likely to be less systematic and thorough than when there is a recession and jobs of any kind are scarce.

As most subjects were recruited through an agency,two of which (the Canadian National Institute for the Blind and the Canadian Paraplegic Association) provide employment counselling, it was decided to examine two dimensions of the job search: employment counselling and the role of an agency in helping the subject secure a job.

1. Employment Counselling

There is a suggestion that people who have consulted a job counsellor are more likely to be employed than those who have not. Many subjects first saw a counsellor in high school, but counsellors were also seen at Manpower and at agencies specialising in the subjects' disability. The purpose of job counselling is to enable the individual to find and secure a suitable job and may involve recommendations on job preparation.

The relationship between counselling and work is shown in Table XVI and is not significant at the 0.05 probability level. There is a suggestion that those people who have not had counselling are more likely to be working.

TABLE XVI. THE RELATIONSHIP OF EMPLOYMENT COUNSELLING TO WORK

	Working	Not Working	Total
Counselling	25 (43)	33 (57)	58 (100)
No Counselling	15 (58)	11 (42)	26 (100)
Total	40 (48)	44 (52)	84 (100)

χ^2 with Yates' correction = 1.003, not significant p = 0.30

2. Agency Assistance

Once a person has held down a job for even a short period of time, he has a job history. Sometimes it is the first job that is hard to get, especially in a recession.*

Subjects who are currently working were asked if this was their first job. The findings are:

- Yes	6	14%	
- No	36	86%	N=42

All subjects were asked by what method they found their first job. The results are shown in Table XVII.

*Both pretest and survey Control subjects spoke of the double bind of young people unable to get a job because they lack experience and not being able to gain experience until they have a job.

TABLE XVII. METHOD USED TO GET FIRST JOB*

Method	N	%
Direct Approach to Employer	27	45
Indirect/Informal Approach: Family and Friends	12	20
Through an Agent: Manpower, Disability Agency, Employment Agency	17	28
Direct and Indirect/Informal	1	2
Direct and Through an Agent	1	2
All Methods	2	3
Total	60	100

Table XVII suggests that agency assistance does have a role to play in securing employment. It should be noted that some paraplegic subjects were employed before their injury and that some epileptic subjects worked before their seizures began,

*All respondents reporting a work history are included here, regardless of whether they were employed at the time of the survey.

or were diagnosed. Agency assistance in finding subjects' present employment is shown in Table XVIII and is not related to whether the person is working.

TABLE XVIII. AGENCY ASSISTANCE IN FINDING PRESENT JOB*

	Working Regularly	Working Occasionally	Total
Agency	14 (93)	1 (7)	15 (100)
No Agency	20 (95)	1 (5)	21 (100)
Total	34 (94)	2 (6)	36 (100)

*as two cells each contain only one frequency, χ^2 is not calculated for this table.

F. TRANSPORTATION AND ACCESS

The distance people are prepared to travel to work seems to depend on individual preference and the mode of transport. For people with impaired mobility the choice of transport may be limited. They might need modified vehicles to get them to the workplace, devices such as ramps or rails to enable them to get in the building and the use of an elevator once they are inside. The constraint caused by a mobility handicap does not end here as washrooms must also be accessible. Transportation and access for disabled people is a field of study in itself and is not the concern of this survey. Questions on these matters were asked however in an attempt to identify any impediments to disabled people joining the labour force in Greater Vancouver.

The question on transportation asked "Have you ever not applied for a job because you thought you might have difficulty getting transport to the workplace?" Of the eighty one subjects who answered this question, twenty four (30%) said that they had. The breakdown by sample is:

- Cerebral Palsy	6 (33%)	N=18
- Paraplegia	2 (12%)	N=17
- Blind	7 (30%)	N=23
- Epilepsy	9 (32%)	N=28

The question asked subjects whether they thought, not whether they knew they would have difficulty with transport. Therefore the answers tend to be perceptual rather than factual in nature, although one subject did volunteer the information that the job-vacancy was in a distant part of the Greater Vancouver area. For a better understanding of this problem it would have been necessary to ask whether it was indeed difficult to get transportation, travelling time involved etc.,and even then the individual preference would prevail. Of special interest is the low score for Paraplegics. This may be explained partly by the fact that most of them drive their own cars. Also, the question was not qualified by a pre and post disability alternative for this sample.

Eleven out of seventy-eight respondents (14%) have at some time not applied for a job because they thought there would be difficulty getting into the workplace to do the job. Eight out of seventy-five (11%) have experienced physical difficulty getting into the workplace to talk to a prospective employer. Details of

action taken were given for five occasions. Twice the subject went away without trying any further and twice he or she received physical help to get in. On one occasion the subject found another entrance.

Respondents were not asked when they encountered these difficulties, but for the age-range involved it must certainly have been in the recent past. People with a mobility impairment become wise very quickly in the access and transportation constraints of their environment. It is likely that the decision not to apply for a particular job was in many cases a more informed decison than that made regarding transportation. Encountering access problems in the past while disheartening does not necessarily mean that all subjects give up as is shown in Table XIX. These numbers are very small and the two regular workers may well be atypical of the general population.

TABLE XIX. PAST ACCESS PROBLEMS AND PRESENT EMPLOYMENT STATUS

	Working	Not Working	Total
One Occasion	0 (0)	1 (100)	1 (100)
Two or More Occasions	2 (33)	4 (67)	6 (100)
Total	2 (29)	5 (71)	7 (100)

G. THE HIRING PROCEDURE

For many applicants the job offer comes only after a personal interview, or a less formal meeting at the workplace between the subject and the person receiving his application. An employer will invite to an interview only those candidates who have the required qualifications and experience for the job. Therefore these candidates have already been screened before they reach the interview room. Lynch (1969) notes that poor handling of an interview was one of five main reasons given by employers for rejecting graduates of vocational and technical education-programs in Texas.[4] This lack of skill was also confirmed by seven hundred and sixty-three youth-opportunity counsellors from forty-eight American states (Lynch 1979).[5] There is no evidence to suggest that the Canadian experience is different.

Fifty-eight respondents were asked to an interview when they were threshold workers. Forty-one reported on the outcome of the interview and these results are shown in Table XX.

TABLE XX. OUTCOME OF THRESHOLD WORKERS' FIRST JOB INTERVIEW COMPARED WITH THEIR PRESENT EMPLOYMENT STATUS

	Working	Not Working	Total
Job Offer	30 (81)	7 (19)	37 (100)
No Job Offer	2 (50)	2 (50)	4 (100)
Total	32 (78)	9 (22)	41 (100)

χ^2 with Yates' correction = 0.625, not significant p = 0.50

Although these findings are not statistically significant, there is a suggestion that those people who were offered a job when they were first seeking work are possibly more "acceptable" socially (however this is defined).

H. DISCUSSION: MARITAL STATUS

The significance of marital status requires further discussion. The question on whether the subject is married, single, separated or divorced was not asked and all information on marital status comes from the question asked on living arrangements.

One reason that married people are more likely to be employed is there are family-centred as well as individual pressures to work. These, together with social support for work, may motivate disabled people to persevere through a system that is biased against them.

Family and friends may also provide social support for work. Table XV shows job status according to living arrangements for seventy-three disabled subjects. Respondents living in group-homes for the handicapped, extended care units and university residences are excluded from this table. They are certainly living with friends, but this is not the same as sharing a house or apartment with one or more friends and so forming an independent economic unit.

Table XXI shows that it is the married state which is associated with employment, not the presumed social support of home-sharing. There is, however, a suggestion from the data

obtained, that some respondents who are living with their parents (notably the cerebral palsied group of whom forty-four percent are still living with one or more parent), may be over protected by their families. Nevertheless, it seems that the significance of marital status is due to more than the social support provided by a spouse.

Marital status in the general population can be considered a good indicator of social integration. This may be one reason for the significance of this variable among these respondents. However, among minority groups such as the disabled and ethnic populations, there may be a tendency to marry within the group, thus diminishing the value of marital status as an indicator of social integration. Not enough is known about respondents' spouses to know if they married in or out of their groups.

Marital status may have a different effect if the disability is not stable. Yelin, Nevitt and Epstein (1980) found that married subjects with the unpredictable disease of rheumatoid arthritis tend to withdraw from the workforce. The authors' explanation is that others in the family can support that person.[6]

There may be an extrinsic reason why married people are more likely to be working: employers may favour the selection of married applicants as being more "stable" or"reliable", although this action is deplored by human rights workers.

To conclude, marital status is associated with employment, but the reasons are not clear and are probably more complex than suggested here.

TABLE XXI. EMPLOYMENT STATUS ACCORDING TO LIVING ARRANGEMENTS

	Working	Not Working	Total
Living with Spouse	15 (75)	5 (25)	20 (100)
Single, living with Family/Friends	13 (41)	19 (59)	32 (100)
Single, living Alone	9 (43)	12 (57)	21 (100)
Total	37 (51)	36 (49)	73 (100)

χ^2 = 6.54, significant (df=2), p = 0.05

I. Summary and Conclusion

Data on the variables of the model thought to influence the job-search and hiring of disabled people are discussed. In all cases the frequencies are small. A χ^2 test of association using Yates' correction for small numbers is used wherever possible. Findings are not significant at the 0.05 probability level for sex, salience of the disability, type of school attended, level of high school completed, job-skills and employment counselling. Numbers are too small to test the association of agency assistance, access and the availability of transport. Data on some of the indicators of social integration are problematic. Only one variable derived from the model is found to have a significant

association with regular employment: the marital status of the applicant. Those who are married are more likely to be working. This suggests that the efforts of an agency, whether Manpower or a disability agency, to help a client find work are not as important as that person's individual development.

There may be several reasons for the lack of significance displayed by the data. The first is that the model is inappropriate for analysing the job-search and hiring process. This may be true although a knowledge of the real world tells us that certain variables such as education and job-skills do have a bearing on whether a person is employed. At least they do in "normal" times when there is not a recession and many skilled and experienced people are unemployed.

The second is that the samples as originally drawn are not large (twenty men and twenty women from each category) and the returns are low. One sample, the cerebral palsied, has no members in regular work and this reduces the numbers further.

A third reason is that the right questions were not asked. This is certainly the case for the subjects' socio-economic status where the question of parents' occupations as an indication of the socio-economic status of the family in which the subject was reared, was omitted. More emphasis might also have been placed on subjects' lack of knowledge about transport and access rather than on their assumptions. More information on subjects' spouses would have been helpful in determining what

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percentage married outside their disability group. These are the only items lacking that have been identified so far.

It appears, therefore, that there are other factors acting to make this model inappropriate as a means of analysing the job-search and hiring process of disabled people in Vancouver in 1982. It is likely that some of these form part of the macro-environment that contributed to the unemployment of both able-bodied and disabled people in that year.

The question then arising is: are any parts of the model important for an individual disability group? This will be discussed briefly in the next chapter.

CHAPTER IV. WORK AND THE SELECTED DISABILITIES

In this chapter I shall look at each sample in turn considering a few variables that give each sample its character. The disabled samples will be discussed in descending order of the salience of the disability. The control sample will be described last.

A. CEREBRAL PALSY

The people in this sample all acquired their disability before, during or soon after birth. A person with cerebral palsy requires habilitation rather than rehabilitation to develop his or her full potential. Habilitation does not seek to restore what has been lost, but to help the individual gain optimal physical, psychological and social function.[1]

1. Salience of the Disability

Nine men and nine women returned questionnaires. Eleven people (61%) use at least one aid regularly. Eight (44%) use a mobility aid such as a wheelchair or crutches, two (11%) use a communication aid to compensate for speech problems, and one person (6%) uses both a wheelchair and a communication aid. These aids are very visible and thus a high salience of the disability is established for sixty-one percent of this sample. The salience of the disability for the remaining thirty-nine percent of the sample can only be estimated, but is expected to be fairly high due to the excess movement and speech and balance difficulties found in the general cerebral palsied population.

2. Living Arrangements and Dependents

Eight people (44%) live with their parents. Three (16%) live with friends in a group home for handicapped people. One (6%) lives with a spouse. Three people (17%) live alone and one (6%) is in an extended care facility. Two people (11%) did not respond.

In 1980 the Cerebral Palsy Association of British Columbia commissioned a study of the needs of cerebral palsied adults in the Greater Vancouver Regional District. This survey expressed concern over the social dependency of this population. This was seen in the lving arrangements where just over half (51%) of their respondents were still living with their parents.[2]

This is echoed by the Voice of the Cerebral Palsied of Greater Vancouver (the origin of this sample) which is most concerned about what it terms:

> "....the passive, unambitious nature of the cerebral palsied community in B.C. ....a population which has been over-protected by parents and institutions and which thereby lacks the knowledge and skills to seek improvement."3

This sample has no dependents, being itself dependent on others.

3. Work and Income

No one from this sample works in the competitive workforce. One person does part-time typing and saleswork at home on a contract basis and another person works one day a week doing office and reception work. Five people (28%) work part-time in a sheltered workshop. All these people earn no more than one hundred dollars ($100.00) a month: that is, not enough to lose the GAIN allowance.

Eleven people (61%) rely totally on the formal support system to meet their major expenses of food, rent and clothing. Another four (22%) rely partly on this system.

That fifteen out of eighteen people rely wholly or partly on the formal support system suggests that, unless offered a well paid job, it would not be to the subject's advantage to work full time. The GAIN regulations are likely to be a disincentive to seeking full time employment for this group. These people also rely on expensive methods of transport (Handydart and taxis). If the cost of replacing clothing soon worn by the excess movements of cerebral palsy is added, then full-time work for these people would have to be remunerated at more than the minimum wage for it to be worth giving up the GAIN allowance.

4. Education and Job Skills

Eight people (44%) went to a regular school, nine (50%) to a special school and one person never went to school. Three, or nearly half of the people in regular school, spent some or all of their time in a special class. Six people completed grade twelve, five in Vancouver and one in the U.S.A. One of the Vancouver students transferred from a special to a regular school.*

*Arrangements were made between the special school at the G.F. Strong Rehabilitation Centre and nearby Eric Hamber High School for academically capable, but physically disabled students to either attend classes at the high school, or have work sent to them at the rehabilitation centre. Students who completed all grade twelve subjects satisfactorily would be awarded a grade twelve certificate from Eric Hamber High School (source: Ellen Baglot, Co-ordinator of Special Education, Vancouver School Board, personal communication, January 5, 1984).

Nine people (50%) have specific job training. Five have formal training in bookkeeping, clerical and legal-secretarial work and finance and investment. Four people (22%) gained on the job training in sales, typing, printing press operation and assembly work. The last two skills were learned in a sheltered workshop environment.

None of the people with formal job-training is working at present. Two are continuing their education full time and two are not looking for work. One is in the no information category.

Twelve people (67%) reported that they have skills gained through experience that they think would be useful to an employer. These include landscaping and gardening, work as a newspaper reporter, counselling parents of cerebral palsied children and general office work.

These responses suggest that there is a range of abilities in this sample that is not being tapped by the labour market.

5. Experiences and Perceptions

Most respondents from all samples were very generous in their replies to the open-ended questions that asked for their perceptions of the problems disabled people have getting jobs. Perceptions were coded as external, or internal, to the person.

Most cerebral palsied respondents perceived the problems to be external: mobility, access and transportation and a general lack of jobs were frequently mentioned. Several people mentioned

negative attitudes on the part of the employer, but only two gave examples:

> "....(there is) also a feeling that handicapped people are not supposed to be physical. For example, I was turned down for a mail-clerk job."

> "I would say it depends on the employer. I applied for a job as a security person, looking at T.V. monitors.... he laughed: thought it one big joke."

Byrd, Byrd and Emener (1977) surveyed twenty-five employers in Tallahassee, Florida and asked them to rank ten disabilities in order of severity. Cerebral palsy was ranked third after alcoholism and blindness as having a negative effect on a person's employability.[4]

One respondent states that both employers and disabled people are not looking at ability. Some job descriptions require very little change to enable them to fit a "differently-abled" person. Although some people with cerebral palsy may not be suitable for entry-level jobs requiring physical effort, they can do jobs that require more thinking and less activity.

This leads us to the internal problems. Very few respondents from this sample mentioned these, but those who did had clearly given them considerable thought. These thoughts ranged from a brisk:

> "Most disabled people I know that have never worked, have never tried. Disabled people are their own worst enemy. Some feel the community owes it to them. And they don't have to work for a living."

to admitting a general lack of confidence in themselves. They thought that this may be due to an over-protected upbringing. As a result they lack insight into their own strengths and weaknesses as people. Inadequate education is also cited.

In summary, this sample has had highly salient disability since birth. Members are generally poorly educated and no one is working full-time. There is a high reliance on the formal support system,which does not encourage the individual to earn more than a hundred dollars a month without penalty,and so is instrumental in perpetuating a dependence that may have begun earlier when the individual for physical, social or academic reasons was assigned to a special school. This made it harder to learn the social skills required for interaction with non-disabled people. There are a few respondents who do not fit into this category and some of these are either furthering their education, or working hard through the Voice of the Cerebral Palsied to improve the future of their members whose habilitation process is not yet complete.

B. PARAPLEGIA

The eight men and eight of the nine women making up this sample all had non-disabled childhoods. The ninth woman was born with spina bifida and is included in the five people (29%) who were paraplegic before the age of nineteen. Ten people (59%) sustained their accidents between nineteen and thirty and one person (6%) was over thirty years old.

1. Salience of the Disability

All but one of the sample has complete paraplegia and uses a wheelchair. The person with incomplete paraplegia does not use any walking aids. It is not known whether he has a steady gait, or whether he walks in a normal fashion which would indicate that his disability is a hidden one resulting in muscle weakness rather than partial or complete paralysis. Wheelchairs are the generally recognized symbol of disability largely because of the problems of access to buildings and of parking: a wider parking space than is usually allotted is required for a paraplegic person to get herself and her chair in and out of a car or van. However, a paraplegic person in a wheelchair may not seem as obviously disabled sitting behind a table or desk as does someone who can walk, but who has involuntary facial or upper body movements such as is found in some kinds of cerebral palsy. Nevertheless, reliance on a wheelchair for mobility makes this disability a highly salient one.

2. Living Arrangements and Dependents

Five people (29%) are married, four (23%) live alone, three (18%) live with friends and three (18%) live with their parents. Two people (12%) live with their children as single parents.

The people comprising this sample, therefore, do not seem to be dependent on their parents for social support.

3. Work and Income

Eight people (47%) are working regularly and two (12%) work occasionally. Two people (12%) are looking for work and five (29%) are not looking. Some of the people not looking for work are training seriously for wheelchair-sports events.

Six of the employed people (75%, N = 8) earn between one and two thousand dollars a month before tax. One person earns under a thousand and one earns between two and three thousand dollars a month.

Twelve people (71%) worked before being injured. Seven (58%) state that they are less well off now than they were before their accidents. This number includes people who are working as well as those who are unemployed and receiving pensions,or guaranteed annual income for need payments.

Four people (25%) rely entirely on the formal support system to meet their major expenses and another three people (18%) rely partially on this system.

4. Education and Job Skills

Twelve people (71%) finished grade twelve. Two (12%) are continuing their education full-time and one (6%) is studying part-time.

Ten people (59%) reported formal training in job-skills. Jobs for which respondents are trained include biomedical-research assistant, bookkeeper, carpenter, computer assembler and repairer, machinist, millwright, painter, rehabilitation counsellor and schoolteacher. Some people have not worked at these jobs since becoming injured.

5. Experiences and Perceptions

This group has fewer transport problems than might be expected. Fifteen people (88%) have a driver's license and own either a car or van. As one person can use public transport (he does not have a driver's license),this leaves one wheelchair-dependent person without a private vehicle.

The main problem of the people in this sample is that of access to buildings and especially to washrooms within those buildings. Inaccessible washrooms are especially a problem for women paraplegics. Employers do seem to be sympathetic though,as these two women write:

> "(The)employers made some alterations to improve accessibility. I spent most of (my) lunch and coffee breaks struggling to get to the toilet."

> "I think one of the biggest hurdles is inaccessibility of the workplace (i.e. stairs, washroom, etc.) but I've found that - provided the employer has the budget - they are willing to put in a ramp or remodel the washroom."

Officers from the Canadian Paraplegic Association visit recently spinal cord-injured people in hospital and follow their progress through the G.F. Strong Rehabilitation Centre. The result of this is a group cohesiveness. Five people found their present work through the CPA as did the person who pretested the questionnaire. One respondent who is going to school part-time wrote:

> "I've had no trouble (getting work). I call Cnd. Paraplegic Assoc. - tell 'em what I'm looking for and keep checking back periodically....They keep me posted if they know I'm searching."

The impression received from the data obtained on this group of people is that they do not have problems with basic social skills.

Many of them worked before their injuries and so know from experience the reality of the workplace. They are aware of their mobility limitations and equally aware of how little a workplace has to be modified to accommodate them.

C. BLIND

In selecting this sample, no distinction was made between those who were born blind, or developed blindness at a very early age, and those who had functioning sight during their school years and developed a visual impairment later. The only criterion was that these respondents are registered with the Canadian National Institute for the Blind as legally blind persons. This sample, therefore, includes a wide range of people:from those who have little or no sight and read braille instead of print,to those whose low vision is good enough that they require reading aids (special magnifying glasses) for small print only.

1. Salience of the Disability

Of the twelve men and eleven women who make up this sample, five men and six women use aids regularly. This is fifty-two percent of the sample. Aids used are white canes, guide-dogs, braillers, and special reading aids such as magnifiers and the Visual-Tek which magnifies print and projects it onto a screen.

Human interaction relies heavily on eye contact which is why people may become uncomfortable talking to anyone wearing dark sunglasses. In face to face interactions blind people have a problem in maintaining eye contact as they do not rely on their visual senses. To some extent this can be compensated for, and is by many blind people, by increasing their head movements. However, the point of reference for a blind and for a sighted person during a conversation are different and, however skilled the blind person is at this, after a while it is clear to the sighted person that there is a visual impairment. This,especially if one or both eyes do not look "normal", adds to the salience of the disability.

2. Living Arrangements and Dependents

Six people (26%) are married and four of these have a dependent spouse or child. Eight people (35%) live alone and three (13%) live with friends. It is probably safe to say that these people, comprising seventy-four percent of this sample are independent of their parents. One person lives with a sibling and five (22%) live with their parents. One person living in the parental home is still at high school, therefore there are possibly only four people, or five at the most (maximum 2%), who are socio-economically dependent on immediate family.

3. Work and Income

Three men and six women (39%, N = 23) are working regularly. This is the only disabled sample where the percentage of women working (50%) is greater than the percentage of men working (27%).

An examination of the work these blind women are doing suggests that stratification of the job-market by sex may have worked to their advantage: six out of seven are typists or receptionists. The seventh is a social case-worker. The existence of a female job-ghetto has ensured that these women do have jobs, but no one is an administrative assistant or office manager. Further examination is needed to find out to what extent these respondents are eligible for promotion, or indeed will be promoted.* This raises the possibility that certain jobs, often low paid and with few employee benefits may, if there are no physical or sensory job-restrictions, become ghettoes for disabled people in the same way that deaf people were assigned to work with noisy machinery. Vash (1982) however, believes that some already established "mini-ghettoes" such as rehabilitation counselling and computer programming are acceptable as they can offer better work for disabled people.[5]

Seven people, or fifty percent of those unemployed are looking for work.

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*Several respondents state that getting a job is only a beginning. There are still problems of keeping it and of being promoted.

Earnings reported by eight people (35% of the sample and 89% of those employed),indicate that one person earns under one hundred dollars a month in part-time work delivering papers and seven (88%, N = 8) earn between one and two thousand dollars a month before taxes.

Ten people (43%) rely wholly on the formal support system for their major expenses. One person is getting unemployment insurance payments and nine (39%) receive the guaranteed annual income for need (GAIN) either alone in or combination with unemployment insurance payments, disability pensions and family allowance funds. These limited data show that only thirty percent of people in this sample are known to be self-sufficient in income. The rest are either heavily dependent on the formal support system, or have not responded to the question.

4. Education and Job Skills

This sample has the highest percentage of Grade twelve diplomas. Nineteen people (86%) have diplomas and seventeen (74%) have education beyond the level of high school. Only three people have less than grade twelve education and one was upgrading to that level at the time she completed the questionnaire. A total of nine respondents (39%) are continuing their education: six full-time and three part-time. Nine people are attending, or have attended, a community college and seven (30%) a university.

If the current six full-time students are discounted then the proportion of people in work still remains low at fifty-three percent. Clearly there must be other factors operating to prevent people with this level of education from getting work.

Ten people (50%, N = 20) have formal job-skills training that led to a diploma, certificate or degree. This is forty-three percent of the total sample. Examples of jobs for which respondents are trained are: bank teller and audit clerk, computer programming, radio communications, secretarial and word-processing work, small gasoline-engine mechanics and teaching languages or music.

5. Experiences and Perceptions

Two respondents cited the problem of not being employed because of inexperience although all the people with the formal job-skills had worked, or were still working at these particular jobs.

Two people acknowledged that there are some tasks such as filing and opening mail that are hard to adapt, or employers may be unwillingly to adapt,for one person with impaired vision in an office where everyone else is sighted. One woman who had additional training and whose vision had since deteriorated has had to:

> "....give up my "new" position as....the degree of sight required to fulfill the job exceeds the level of my present vision".

A non-caucasian respondent whose questionnaire was not used in the analysis wrote:

> "I think my problem had more to do with the type of job I was applying (for) than anything else. Not having gone to school in Canada, I was not aware of the kind of discipline problems one could have in high schools. I wish somebody had made me aware of the problems I might encounter before I started my teacher's training programme. Speaking in more general terms, students with any disability should be advised by counsellors before they undertake any vocational or professional training."

The twenty-three people in this sample appear to be educated and skilled beyond their current representation in the workforce. There is some suggestion that the majority of those employed may be in dead-end jobs, but the factors contributing to this are probably more complex than that they are a) female and b) blind.

The general under-representation of this sample in the workforce may be due to external factors such as the recession, or may be partly due to inappropriate socialization of blind people. One respondent,whose sight deteriorated in his twenties and is getting worse, wrote:

> "The problem with blind people is that quite a number of them....lack the social skills to gain employment."

This is the only population, apart from the controls, that is large enough to enable both male and female random samples to be drawn. These are also people who have contacted the CNIB expressly for vocational counselling and so these results may not be generalizable to the total blind population in the Vancouver area.

D. EPILEPSY

Thirteen men and fifteen women make up this sample. Epilepsy is an invisibile impairment unless the person is actually having a seizure and even then some seizures may be so slight that the general public is unaware that they are happening. Therefore, the salience of any one individual's disability will vary over time and, once controlled, will remain invisible. Fifteen people (55%)

thought their epilepsy was more under control than it had been: one (4%) thought it was worse and eleven (41%) thought there had been no recent change.

1. Living Arrangements and Dependents

Eight people (29%) are married. Two are supporting a spouse and another is supporting a spouse and child. One person has a working spouse and dependent child. Two people (7%) are single parents. Five people (18%) live with friends, five (18%) with their parents, six (21%) live alone and two (7%) live with siblings. As expected, this sample does not seem to be dependent on parental socio-economic support.

2. Work and Income

Eight men and nine women (61%) are working regularly. Thirteen people (46%) work full-time. Five people (18%) are looking for work.

This sample has the highest percentage of people supporting themselves wholly from their earnings: sixteen people (57%). It also has the lowest percentage of people relying totally on the formal support system for their major expenses. Only six people (21%) rely totally on this system, although another three (11%) have partial assistance.

Fifteen people reported their monthly income before taxes. One person (7%) earns less than five hundred dollars a month doing part-time work; five (33%) earn up to a thousand dollars and another

five (33%) between one and two thousand dollars. Three people (20%) earn between two and three thousand dollars and one (7%) over three thousand dollars a month.

3. Education and Job Skills

Although all but one of the respondents went to a regular school, only twenty-one people (71%) graduated from grade twelve compared with eighty-six percent of the blind sample. The reason for this is not clear. It may be that a greater emphasis is placed on education for a visually impaired child, but not all the people in the blind sample developed their visual problems early: three blind respondents (13%) were over nineteen years old when their sight deteriorated. Seven (25%) of the people with epilepsy developed their seizures or had them diagnosed between the ages of nineteen and thirty five.

The people whose epilepsy was diagnosed in their childhood or teens may have been slowed down academically by their anti-seizure drugs. Non-compliance in the taking of medication, or inadequate seizure control at this important stage in their education may all have contributed. The reason may also have nothing to do with epilepsy and be a combination of other factors that might include a parental lack of interest in education.

Fifteen people (50%) attended a vocational school or community college and seven (25%),a university.

At the time they completed the questionnaire, two people (7%) were continuing their education full-time and six (21%), part-time.

Twenty four people (86%) have job skills and half of these completed a formal training leading to a certificate, diploma or degree. Examples of these are bookkeeping, laboratory technician, marine navigator, radio operator, realtor and teacher.

4. Experiences and Perceptions

Transport may be a problem for some people in this sample. In British Columbia, at the time of this study, a person had to be seizure-free for three years before a driver's licence was issued or reinstated.* One woman turned down a job in Abbotsford because the bus service is inadequate. A realtor wrote that he could not do his present job if he could not drive. Only one person specifically mentioned that she has no problem with transport: she walks, cycles or uses the bus.

Most respondents who wrote on this topic agree that people's seizures should be controlled before they look for work. There is also agreement that people should know themselves and their reactions to the medication well. One person suggests avoiding potential seizure-inducing stimuli such as flashing lights, and stressors such as shift work or irregular hours.

*This time has since been reduced to one year. (Source: spokesman for Driver Examination, Province of British Columbia, Motor Vehicle Department, Vancouver, August 28, 1984.)

Nineteen people (68%) wrote of the problem of disclosure of their epilepsy to an employer. The majority suggested limited disclosure at the interview, or only if there is a question on medication on the application form. At least three people (11%) have lost jobs diretly or indirectly because of their epilepsy. As one person wrote, "Epilepsy is a bad label". One woman wrote that she has only ever informed one employer of her seizures and that was only when she found out that he too was epileptic. Another woman wrote:

> "Be honest. I went both routes - first being honest and found I got rejected. Then I lied - but that becomes a very difficult burden to bear, along with the pressure of any job. So all in all - be honest. Somewhere out there, there are understanding employers."

A few, such as the woman who had been fired from several restaurant and sales-clerk jobs once the employers found out about her epilepsy, are adamant about not disclosing. The decision not to disclose can lead to anxiety. One subject, under the impression that I had mailed the questionnaire and therefore knew his identity wrote:

> "I know that I am supposed to be free and open about my disability but the practical fact remains that I deal with people who invest up to $2,000,000. at a time, and if any of them every heard that I had epilepsy, they would soon all hear it and I would NEVER (work) again."

As expected for a hidden disability, more people in this sample are working regularly. Apart from the occasional transport problems, the respondents' main cause for concern is whether to disclose to an employer that they have epilepsy and the timing of this disclosure.

E. CONTROLS

As already mentioned these respondents turned out to be another employment-disadvantaged group rather than the control sample planned. It would be more appropriate to describe them as a contrast sample.

1. Living Arrangements and Dependents

All but one of the six men and seven women making up this sample live in the parental home. One lives with friends. No one is married, but one woman has a dependent child.

2. Work and Income

No one in this group has regular full-time work although one woman works full-time in the summer. Six people (46%) have part-time work and one works occasionally. Five people (38%) are actively looking for work.

Seven people (54%) reported their earnings. Four (57%) earn less than five hundred dollars a month before taxes doing part-time waitressing, daycare and bank work. Two (29%) earn up to one thousand dollars a month working at food preparation in either a hospital or commercial restaurant. One person who works full-time during the summer at a dry-cleaners earns between one and two thousand dollars a month during this period.

Two people (15%) out of the total sample state that they rely entirely on the formal support system of unemployment insurance payments to meet their major expenses. However, these people are still living in their parents' homes so presumably obtain some support from them.

3. Education and Job Skills

Although recruited from the Grade XII graduating class of a local high school, only ten (77%) of the thirteen respondents received their high school diplomas. Two people (15%) are continuing their education full-time and three (23%) are part-time students.

One person (10%, N = 10), reported having some formal job-skills training although ten respondents (78%) stated that they had studied either clerical or trades-skills in high school. They may not perceive this as formal training.

Two men and four women (46%) have also had experience as volunteer workers teaching swimming, lifeguarding, doing office work for a political party, working in daycare for normal or autistic children, candystriping in a hospital, and working in the local community centre. They may, therefore, have a wide range of job-skills gained informally through their voluntary work.

4. Experiences and Perceptions

Only three people (23%) had additional comments to make on problems they had getting jobs. Two men mentioned the problem of experience. One wrote:

> "Experience: It seems wherever I look for a job, they wants (sic) an extreme amount of experience. But usually they pay a dirt wage for that experience. I think if more people are willing to train people from day 1, they would get there (sic) ideal employee. Just give me a chance!"

One man who had dyslexia states that he is interested in attending vocational school for baking and cooking, but thinks he must get more experience in the field first as he cannot "....read and write at the same level as others". This man had a family member to help him with the questionnaire.

The young people making up this sample were randomly selected from the high school graduating class of the year preceding the year of the survey. Although returns are low, their experiences and attitudes are probably typical of their peers. This age-group is suffering severely at a time of high unemployment and cutbacks in the area of secondary education. They cannot find jobs or on-the-job training very easily as they are being squeezed out from above by more skilled people who have been laid off. Both interview subjects were waiting for places at a community college. They had found out that unless they were well organized and planned ahead, they had to wait a semester or more for admission. Both levels of government have recognized this problem but the effects of their special youth employment programs are not determined yet.

F. CONCLUSIONS

The picture that emerges is of disabled people working, if they have work at all, in low-skilled and presumably low status occupations. Generally the data confirm this, although some people do seem to be better off than others. No one has a high status occupation,such as doctor or lawyer, although one person is a medical student. The people with a wider range of job-skills and more education tend to be staying on, or returning to school.* For the purposes of this survey, this placed them in the "not working" category and may have inflated these numbers, although not enough to have made a significant difference.

The difficulties experienced by the control group in finding work suggest that disability is not the only reason why some of the other respondents are not employed. The recession is certainly one reason, but care should be taken that this is not used as a catch-all answer to the question of unemployment. Other possible reasons will be discussed in the next and final chapter of this thesis.

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*full-time students by sample are: cerebral palsied, 2; paraplegic, 2; blind, 6; and epileptic, 2.

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CHAPTER V. CONCLUSIONS AND IMPLICATIONS FOR THE FUTURE

From the findings it seems that the character of the individual and the presumed security of the married state are more important than any of the variables tested in predicting employment. One of the objectives of this thesis was to identify as many factors as possible contributing to a disabled person having work, so that a strategy could be recommended to people with similar disabilities and helping agencies. Unfortunately, this did not happen and so no strategy can be suggested. What does seem to matter, at the level of the individual, is personal and societal integration as indicated by the married state.

Work is only one indicator of social integration. On one level it may not be the most important. Not all jobs lead to self-actualization: many are boring, repetitive, stressful or demeaning. Nevertheless, Herstein, Hill and Walters (1977) stress the importance of the source and level of personal income in determining adult self-image and social status.[1]

The non-significance of the variables chosen for this study suggests that environmental factors beyond the control of disabled people seeking work have more influence on the outcome of the search than individual job-preparation and job-search. Some of these factors will be considered in this chapter.

A. UNEMPLOYMENT RATE OF DISABLED PEOPLE

Muir (1978) has stated that disabled people are the last hired and the first fired.[2] There is no evidence from this survey to suggest the contrary. In 1982 the economic recession was deepening and the unemployment rate in British Columbia for people over the age of fifteen was 12.1%, somewhat higher than the national average of 11.0%.[3] This higher rate may or may not be due to the province's heavy reliance on the extraction of primary resources. The average rate of unemployment for men over the age of fifteen in 1982 was 12.4% in British Columbia and 11.1% across Canada; for women in that same age-group in 1982 the unemployment rate was 11.7% in British Columbia and 10.9% nationally.[4]

The rates for all the disabled groups taking part in the survey on which this thesis is based are higher than the averages for British Columbia. This may be due to different sampling techniques, but it is not likely to be the only reason for such a large difference. Whatever the reasons, the fact is that disabled people are less likely to be employed.

B. EXPECTATIONS AND SEGREGATION

Disabled people are not the only group that find it hard to find work. People belonging to an ethnic minority and older workers with few skills and failing health are two categories of people who traditionally have a hard time finding suitable employment. A non-traditional group of unemployed or under-employed people has emerged during the current recession: young people. The main article in a

recent issue of Maclean's magazine (July 16, 1984) discussed this problem.[5] While not wishing to detract from the seriousness of this problem, one confirmed by the control respondents of this survey, a point should be made that no similar article on the high rate of unemployment among disabled people has been noticed in the public media since the International Year of the Disabled Persons in 1981.

The reason for this lack of concern about the unemployment of disabled people may be explained by the nature and direction of societal expectations. Young people are expected to leave school and then go to work, with an option of further study before joining the workforce. Disabled people, especially if they go to a special school, are not expected to go out to work to support themselves. This can be changed. An emphasis on general education for disabled children together with the acquisition of job skills will help reduce this stereotypical thinking, but will only lead to increased frustration if these expectations are not met by employers once these children reach working age.

The trend is for increasing integration within the school system. Integration for some children is possible only with the help of assistants or classroom aides. Baker, Baker and McDaniel (1975) note that care needs to be taken in planning such integration. They indicate that classes exclusively for special children in a regular school only reinforce the segregation from their socially "normal" peers. There will always be some children who cannot benefit from regular schooling and so there will always be a place for special schools. In British Columbia, resources for classroom integration

have been reduced since the re-election of the social credit government in 1983.

C. SOCIAL CONTROL

In bad times it appears that disabled people are either not hired, or are the first to be let go. While carrying out this survey I received several comments and queries from non-disabled acquaintances to the effect: Why worry about jobs for disabled people when there are so many ablebodied people out of work? This comment is based on a "more deserving - less deserving" assumption. During the depression of the 1930s and after World War II it was the married women who were expected to give up their jobs to the "more deserving" men. The increase in single-parent families headed by women, together with the growth of the feminist movement and anti-discriminatory legislation at both federal and provincial levels have made this opinion regarding the employment of women less common, or at least less frequently expressed.

Now it seems that disabled people are to be assigned this "less deserving" place. There is no provincial, human rights legislation in British Columbia to ensure that qualified, disabled people are not discriminated against when seeking employment. Bill 27 of the British Columbia Legislature which would have provided this protection was withdrawn after the 1983 election. Federal legislation prohibiting such discrimination is in place, but this covers only a portion of the labour market.

It appears that unless there is protection by legislation, the integration of disabled people into the workforce will be painfully slow. The withdrawal of Bill 27 removed, or at least weakened, the competition of this section of the community for the available jobs. If this bill had been passed, it would have opened the way for litigation by and on behalf of disabled people who had been refused jobs in a tight market. This action may, therefore, be interpreted as a form of social control.

Social control is not all governmental. The interlocking framework created by the helping institutions may also facilitate social control, although this is not the intent of the individual institutions. Two such institutions that may be used as instruments of social control are vocational services and the pension system.

1. Vocational Services*

Many people leave high school to undertake some job-training before entering the workforce. Formal learning on the job, such as apprenticeships, is less common now than in the past. People with a medically recognized disability are eligible for help from the Vocational Rehabilitation Service (VRS) in choosing and training for a job; or in getting retrained if their disability prevents them from doing their previous job. That is, if the person knows that the

*information on the Vocational Rehabilitation Service of British Columbia is from a personal communication from Rose Magnusson, Acting Director, March 28, 1984.

service exists. The VRS in British Columbia has a low profile. People are referred here by workers at the Ministry of Human Resources, special education teachers and Employment Canada (Manpower) Centres. A few hear about the service from friends and acquaintances. The VRS co-ordinates rather than provides the actual services and training. Even for a co-ordinating service it is understaffed. There are thirteen counsellors for the whole of British Columbia. Five counsellors are in Vancouver. The Committees described in Chapter II are still used where the counsellor finds it a good way to keep the commitment to the client of the referring agency. In the interior of the Province where each counsellor has to cover a large geographical area, this is the only way he or she can keep in touch with all available resources.

The Vocational Rehabilitation Service in British Columbia began as part of the Ministry of Health. It has since been placed within the Ministry of Labour. This move has advantages and disadvantages. The main advantage is that the disability is demedicalized as there is less emphasis on people being sick and needing paternalistic care. Many disabilities are stable although some are the result of progressive disease. Often these diseases, such as multiple sclerosis and coronary artery disease, are acquired or diagnosed after a person has been working for several years. A possible disadvantage of the new location of the VRS is that the expansion of programs and services for disabled people may be a low priority within the Ministry of Labour. If this is so, then witholding resources from the VRS may be seen as a form of social control to keep disabled people from the labour market at a time of high general unemployment.

2. Pensions

Hammerman and Maikowski (1983) observe that in the U.S.A. decreased economic growth, increased automation and changing labour markets are forcing mentally and physically impaired workers out of the workforce in many areas. They argue that this job rationing is based on the assumption that disabled people can receive pensions and so creates a medicalization of what is really a market problem: a lack of jobs.[7] There is no reason to think that the Canadian experience would be different. There are, however, some disabled people for whom computerised automation may open up jobs. People with weak or incoordinated upper limbs may, with the help of suitable devices, become very skilled at using computers.

Stone (1982) surveyed disability pension programs in several countries and argues that they also act as a social control to keep disabled people out of the job market. Most pensions carry a penalty if the recipient works, or earns more than a miniscule amount. Disability is often defined as "being unable to work". Stone (1983) claims that qualifications for entry into the disabled category can be manipulated at a time when general unemployment is high so that more people can be given pensions and thereby removed from the labour pool.[8]

This may be so,but it can also be argued that it is the unintended effect of legislation rooted in the humanitarian ideal of equity. Certainly reforms are needed in the Canada Pension Plan and the B.C. Guaranteed Available Income for Need plan so that disabled people are not penalised for working. If they earn good

wages then the monies would be returned to society through taxation. If reform of this legislation is delayed indefinitely, then it could demonstrate a shift in intent to deliberate social control.

D. ATTITUDES

Even though this survey showed that many capable, disabled people are not looking for work, counsellors at Employment Canada (Manpower) and the Public Service Commission are not short of clients. A job-ready disabled person is only one half of the equation. The other half is the employer who provides the job. Employers are part of the general public and so have internalized society's beliefs and myths about disability. Attitudes towards disabled people is a complex field of study and will not be considered here in any detail.[9,10,11]

Walker (1981) notes that these attitudes are neither homogeneous nor static across cultures or over time.[12] Block and Yuker (1979) believe that the single, most important factor in changing attitudes toward the disabled is frequent, equal-status contact.[13]

Before and during the International Year of Disabled Persons, the aim in many countries was to educate the public about the abilities of handicapped people.[14,15,16,17] Efforts were also made to sensitise professionals in the field of vocational rehabilitation to the deplored tendency to treat their clients as "cases".[18,19,20]

Olshansky (1980) describes the hiring policies and practices of employers as falling into three main group. The fixed group, a slowly shrinking minority, prefers and will hire only non-disabled

people. A slowly growing minority of open-minded employers hires according to the applicant's training and experience and uses the same criteria for disabled and ablebodied alike. The third and largest group is changeable and will sometimes hire disabled people and sometimes not. Olshansky (1980) believes that too much emphasis has been placed by professional counsellors on educating employers in a general way rather than persuading them to accept specific, competent individuals.[21]

Officers of Employment Canada in Vancouver are currently working to identify and persuade employers to hire suitably qualified, disabled people.[22]

Employers in the Greater Vancouver area do hire disabled people. Although some of the subjects of this survey had experienced discrimination, once hired the stereotype of the prejudiced, hard-hearted employer was not found on analyzing the questionnaires received. Subjects who reported difficulty doing work in the past usually said that the employer made modifications for them, either to the task itself or by redistributing the tasks among available employees. One subject found she was underqualified for the job and she and the company parted on good terms.

This does not deny that overt discrimination exists. It does. Several subjects, usually those with epilepsy, wrote about their experience. One subject working in a Crown Corporation was informed that he would not be hired at the end of probationary period.

During this period:

> "....I received an electric shock from some previously reported faulty machinery which made my epilepsy even a bit worse. I though I was let go because of the epilepsy so I filed a grievance with the union (who) said they couldn't help me....It took me 3 years and I had to fight (the Corporation) all the way to Ottawa ....but the main thing was that I won."

Under the present legislation that prohibits discrimination in firms under federal control, this man would have had fewer problems. If this legislation had been passed in 1972 it would also have helped a woman who was"....refused employment with the Royal Bank because I was an epileptic."

Legislation can change attitudes over time. Laws were needed to stop child labour in factories and capital punishment for petty theft. Once these structural changes were made there was a shift of public attitudes.

E. AFFIRMATIVE ACTION

Affirmative action in the context of disabled people and employment requires that a disabled person of equal qualifications and experience be hired in preference to an able-bodied candidate. Canadian federal legislation is comprehensive in this respect and, for instance, forbids the employer to refuse to hire on the grounds that the disability may get worse. The idea is that minority groups such as women, disabled persons and native peoples should be represented at all levels of employment in the same proportion as they exist in society. The Public Service Commission accepts job-ready disabled applicants for placement in the civil service.

Under its Access Program* a training plan is drawn up for each candidate placed. This plan is evaluated every two months by both the trainee and the employer. The program pays all the trainee's salary for the first six months.

Affirmative action requires more from an employer than just accepting the applicant, making structural modifications and accepting a subsidy. Each position in the firm should be examined to see if all tasks are essential to complete the necessary work and also to identify tasks that could be completed by a disabled person using an appropriate aid. Many positions contain routine or occasional tasks that are completely irrelevant, but have come to be associated with that particular job.

Affirmative action legislation at the provincial as well as at the federal level would facilitate the integration into the workforce of qualified disabled people whose skills are not being used at present.

F. CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

The preliminary study undertook to examine the variables thought important in the job preparation and job hunting experiences of disabled people in the Greater Vancouver area. The aim of the study was to see if a strategy could be developed, from the information gathered, that would assist other disabled people in

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*not to be confused with Employment Canada's program of the same name

their job search. Such information was not obtained and, therefore, no strategy can be recommended. This led to the conclusion that the environment may have more influence on the unemployment of disabled people than intrinsic factors such as schooling or the type of disability. A few of these have been discussed in this chapter.

A study such as this raises more questions than it answers. The following are some suggested areas for further study:

1. The relationship of marital status to the employment status of disabled people.
2. The job retention and promotion records of people with stable disabilities such as the ones studied here.
3. The complementary roles of the vocational rehabilitation and the job placement services in British Columbia. These two functions are under different jurisdictions: Vocational Rehabilitation Services and Employment Canada. Their efficient meshing is important for all disabled people, but especially for those not affiliated with a disability agency.
4. The role of the disability agencies in vocational rehabilitation and placement in the Vancouver area.
5. The loss to the workforce, if any, of skilled workers who develop a disabling condition such as rheumatoid arthritis or multiple sclerosis.

There will always be some disabled people who cannot support themselves. Others, but probably fewer than in the past, will be able to work only in a sheltered environment. The rest could, with appropriate help, enter the competitive job market either part-time or full-time. The International Labour Office Report of the Director General (1981) confirms that the costs to society of rehabilitation of disabled people are regained through taxes in a very short time, usually three to five years. The worker will also continue to be productive and independent for many more years.[24]

This can be contrasted with a lifetime of social assistance from which there is no return to society and little dignity for the recipient.

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THANK YOU FOR AGREEING TO TAKE PART IN THIS STUDY. YOU WILL FIND MANY OF THE QUESTIONS QUICK TO ANSWER BY EITHER A SIMPLE CHECK (✓), OR BY CIRCLING/UNDERLINING EITHER YES OR NO. THERE ARE NO RIGHT OR WRONG ANSWERS. FOR THOSE QUESTIONS WHERE A SPACE HAS BEEN LEFT FOR YOU TO WRITE MORE, PLEASE WRITE AS MUCH AS YOU THINK SUITABLE FOR THAT QUESTION. YOU CAN CLARIFY YOUR ANSWERS TO ANY QUESTION BY WRITING NOTES ON THE PAGE.

FIRST THERE ARE SOME QUESTIONS ABOUT WORK:

1. ARE YOU CURRENTLY

a) working regularly
   i) full time ____
   ii) part time ____

b) working occasionally
   i) full time ____
   ii) part time ____

c) unemployed
   i) looking for work ____
   ii) not looking for work ____

d) continuing your education
   i) full time ____
   ii) part time ____

e) none of these (please explain) _____

_____

If you are NOT WORKING REGULARLY, please go to question 8.

2. IS THIS YOUR FIRST JOB?

Yes No

If YES, please go to question 4.

PLEASE TURN THIS PAGE OVER

3. IF NO, HOW MANY DIFFERENT JOBS, INCLUDING AFTER SCHOOL JOBS ETC., DID YOU HAVE BEFORE THIS ONE?

_____ jobs

4. ARE YOU:

a) self employed ____
b) an employee in
   i) competitive employment ____
   ii) sheltered workshop ____
   iii) vocational rehabilitation centre ____
c) other (please explain) _____

_____

5. IS THIS JOB

a) permanent ____
b) temporary ____

6. HOW DID YOU FIND OUT THAT THE JOB YOU ARE DOING NOW WAS AVAILABLE?

7. DO YOU DO ANY OF THIS WORK IN YOUR OWN HOME?

a) all ____
b) most ____
c) none, or just what I choose to bring home with me (reading, etc.) ____

8. DID YOU MOVE TO VANCOUVER TO LOOK FOR WORK?

Yes No

If NO, please go to question 14.

PLEASE TURN THIS PAGE OVER

9. IF YES, WHAT YEAR DID YOU ARRIVE IN VANCOUVER?

_____
year

10. DID YOU MANAGE TO FIND WORK AFTER RELOCATION?

Yes No

11. IF YES, IS THIS THE SAME JOB YOU ARE DOING NOW?

Yes No

If YES, please go to question 13.

12. IF NO, IS IT A DIFFERENT JOB WITH THE SAME EMPLOYER?

Yes No

If NO, please go to question 14.

13. IF YES, IS THE JOB YOU ARE DOING NOW PAID BETTER, THE SAME, OR WORSE THAN THE ONE YOU STARTED IN?

a) better paid now ____
b) about the same pay ____
c) worse paid now ____

14. PLEASE DESCRIBE THE TYPE OF PLACE WHERE YOU WORK IN YOUR PRESENT JOB, AND EXACTLY WHAT YOU DO IN THIS JOB. (names, addresses etc. are not required)

15. HOW MUCH MONEY DO YOU EARN A MONTH BEFORE TAXES?

$ _____

PLEASE TURN THIS PAGE OVER

16. DID YOU HAVE A JOB BEFORE THE ONSET OF YOUR DISABILITY?

Yes No

If NO, please go to question 18.

17. IF YES, HOW DO YOUR MONTHLY EARNINGS COMPARE NOW WITH WHAT YOU WERE EARNING THEN, ALLOWING FOR INFLATION ETC.?

a) better paid now ____
b) about the same ____
c) better paid then ____

QUESTIONS 18 TO 27 ARE FOR PEOPLE WHO ARE NOT WORKING AT THE MOMENT. IF YOU HAVE A JOB, PLEASE GO TO QUESTION 28.

18. DO YOU WANT TO WORK?

Yes No

19. HAVE YOU HAD ANY SPECIFIC, OR FORMAL JOB TRAINING?

Yes No

If NO, please go to question 22.

20. IF YES, WHERE DID YOU GET THIS TRAINING?

a) course at community college, BCIT, etc. ____
b) apprenticeship ____
c) on the job training ____
d) other (please explain) _____

_____

21. WHAT JOBS ARE YOU TRAINED TO DO?

22. PLEASE LIST ANY SKILLS YOU HAVE ACQUIRED THROUGH EXPERIENCE THAT YOU THINK WOULD BE USEFUL TO AN EMPLOYER.

23. HAVE YOU LOOKED FOR WORK IN 1982?

Yes No

If YES, please go to question 25.

24. IF NO, WHEN DID YOU LAST LOOK FOR WORK?

_____ _____
month year

25. DO YOU HAVE A HEALTH PROBLEM THAT PREVENTS YOU FROM WORKING?

Yes No

If NO, please go to question 28.

26. IF YES, IS THIS HEALTH PROBLEM RELATED TO YOUR DISABILITY?

Yes No

27. WHAT IS YOUR HEALTH PROBLEM?

28. IF YOU HAVE HAD MORE THAN ONE JOB, PLEASE DESCRIBE THE METHODS YOU USED TO GET YOUR FIRST JOB.

29. BELOW ARE SOME COMMON METHODS PEOPLE USE IN GETTING JOBS.

IF YOU ARE WORKING, PLEASE CHECK WHICH METHODS YOU USED TO GET YOUR PRESENT JOB.

IF YOU ARE LOOKING/HAVE LOOKED FOR WORK, PLEASE CHECK ALL METHODS YOU HAVE USED TO DATE.

a) answered newspaper advertisements ____

b) asked employers directly by

i) letter ____

ii) telephone ____

iii) went to see him/her ____

c) asked friends about jobs where they work ____

d) asked friends about jobs elsewhere ____

e) asked family/relatives about jobs where they work ____

f) asked family/relatives about jobs elsewhere ____

g) went to Manpower ____

h) went to private employment agency ____

i) went to agency specializing in your disability ____

j) went to a social worker ____

k) went to the union ____

l) other (please specify) _____

_____

30. DID YOU HAVE ANY RESPONSES FROM THE EMPLOYERS WHOM YOU CONTACTED?

Yes No

If NO, please go to question 32.

31. IF YES, WHAT DID THEY SAY?

QUESTIONS 32 TO 46 REFER TO YOUR PRESENT JOB IF YOU ARE EMPLOYED, AND TO ALL YOUR ATTEMPTS TO FIND WORK IF YOU ARE STILL JOB HUNTING.

32. WHAT SUGGESTIONS DID YOU HAVE FROM THE FOLLOWING IF USED?

a) Agency specializing in your disability

b) Friends/Family

c) Manpower

d) Private Employment Agency

e) Social Worker

f) Union

33. WERE YOU ASKED TO ANY INTERVIEWS, OR TO TALK TO SOMEONE AT THE JOB?

Yes No

If NO, please go to question 44.

34. IF YES, DID YOU GO?

Yes No

If NO, please go to question 43.

35. IF YOU WERE INVITED TO AN INTERVIEW, OR WENT TO TALK TO SOMEONE AT THE WORKPLACE, DID YOU HAVE ANY DIFFICULTY GETTING TO THE INTERVIEW ROOM, OR TALKING WITH THE PERSON?

Yes No

If NO, please go to question 37.

36. IF YES, WHAT WAS THE DIFFICULTY? WHAT DID YOU/THEY DO ABOUT IT?

37. IF YOU HAD THE INTERVIEW, OR TALKED WITH SOMEONE AT THE WORKPLACE, WERE YOU OFFERED A JOB THEN OR LATER? WHAT HAPPENED?

38. IF YOU WERE OFFERED A JOB, DID YOU ACCEPT?

Yes No

If YES, please go to question 44.

39. IF YOU WERE OFFERED A JOB AND DID NOT ACCEPT, WHAT WERE YOUR REASONS?

40. IF YOU WERE NOT OFFERED A JOB, DID THE EMPLOYER TELL YOU WHY?

Yes No

If NO, please go to question 44.

41. IF YES, WHAT WERE HIS OR HER REASONS FOR NOT HIRING YOU?

42. WERE THERE ANY OTHER REASONS THAT YOU THINK WERE PROBABLY IMPORTANT?

43. IF YOU WERE INVITED TO AN INTERVIEW BUT DID NOT GO, WHAT WERE YOUR REASONS FOR NOT GOING?

44. IN THIS JOB, OR YOUR PAST JOBS, HAVE YOU EVER HAD ANY DIFFICULTY DOING THE WORK?

Yes No

If NO, please go to question 47.

45. IF YES, WHAT WAS THE DIFFICULTY?

46. WHAT DID YOU/THE EMPLOYER DO ABOUT IT?

47. HAVE YOU EVER DONE ANY VOLUNTARY WORK?

Yes No

If NO, please go to question 49.

48. IF YES, PLEASE DESCRIBE WHAT VOLUNTARY WORK YOU HAVE DONE, AND FOR HOW LONG AND WHEN YOU DID IT.

49. HAVE YOU EVER WORKED ON A SHORT TERM, PAID PROJECT SUCH AS "OPPORTUNITY FOR YOUTH"?

Yes No

If NO, please go to question 51.

50. IF YES, PLEASE DESCRIBE THE LENGTH OF THE PROJECT(S), WHEN YOU WORKED ON IT(THEM), AND WHAT YOU DID.

THIS NEXT SERIES OF QUESTIONS IS ABOUT YOUR SCHOOLING.

51. HOW OLD WERE YOU WHEN YOU FIRST WENT TO SCHOOL?

_____ years old

52. WAS THIS A REGULAR SCHOOL? OR A SPECIAL SCHOOL FOR CHILDREN WITH SOME SORT OF DISABILITY?

Regular ____ Special ____

If SPECIAL, please go to question 54.

53. IF IT WAS A REGULAR SCHOOL, WERE YOU IN A SPECIAL CLASS FOR CHILDREN WITH SOME SORT OF DISABILITY, OR IN A REGULAR CLASS?

a) regular ____
b) special ____
c) both (please explain) _____

_____

54. WHAT IS THE NAME OF THE LAST HIGH SCHOOL YOU ATTENDED?

55. HOW OLD WERE YOU WHEN YOU LEFT THIS SCHOOL?

_____ years old

56. WHAT IS THE HIGHEST GRADE LEVEL, OR EQUIVALENT, THAT YOU COMPLETED?

_____ grade

57. DID YOU RECEIVE A DIPLOMA FOR THIS GRADE?

Yes No

58. WHAT YEAR DID YOU LEAVE HIGH SCHOOL?

_____
year

59. DID THE LAST HIGH SCHOOL YOU ATTENDED TEACH ANY OF THE FOLLOWING?

a) book keeping ____
b) business machines ____
c) carpentry/woodwork ____
d) drafting ____
e) dressmaking/tailoring ____
f) metalwork ____
g) shorthand ____
h) typing ____

60. AT THE LAST HIGH SCHOOL YOU ATTENDED DID YOU LEARN ANY OF THE FOLLOWING?

a) book keeping ____
b) business machines (please specify) _____
c) carpentry/woodwork ____
d) drafting ____
e) dressmaking/tailoring ____
f) metalwork ____
g) shorthand ____
h) typing ____

61. DID YOU MOVE TO VANCOUVER IN ORDER TO GO TO HIGH SCHOOL OR COLLEGE?

Yes No

If NO, please go to question 65.

62. IF YES, WHAT YEAR DID YOU ARRIVE IN VANCOUVER?

_____
year

63. DID YOU GET INTO THE SCHOOL OR COLLEGE OF YOUR CHOICE?

Yes No

If NO, please go to question 65.

64. IF YES, WHAT SCHOOL OR COLLEGE WAS IT?

65. PLEASE LIST ALL THE SCHOOLS/COLLEGES ETC. YOU ATTENDED SINCE 8TH GRADE.

66. PLEASE LIST ALL THE CERTIFICATES, DIPLOMAS, DEGREES ETC., YOU HAVE EARNED AND THE YEAR(S) YOU RECEIVED THEM.

67. HAVE YOU EVER SEEN A JOB COUNSELOR?

Yes No

If NO, please go to question 69.

68. WHERE DID YOU SEE A JOB COUNSELOR?

a) high school ____
b) college/university ____
c) Manpower ____
d) agency specializing in your disability
e) other (please specify) _____

_____

69. HAVE YOU LEARNED/BEEN TAUGHT ANY OF THE FOLLOWING?

a)	how to write a letter applying for a job	Yes	No
b)	how to write a resume	Yes	No
c)	how to fill in a job application form	Yes	No
d)	how to act during a job interview	Yes	No

If NO, to ALL, of these, please go to question 71.

70. IF YES, TO ANY OF THE ITEMS IN QUESTION 69, WHERE DID YOU LEARN THESE SKILLS?

a) high school ____
b) college/university ____
c) Manpower ____
d) at work ____
e) agency specializing in your disability ____
f) from a book ____
g) other (please specify) _____

_____

71. ARE YOU TRAINED TO DO A PARTICULAR JOB, OR JOBS?

Yes No

If NO, please go to question 75.

72. WHAT PARTICULAR JOB(S) ARE YOU TRAINED TO DO?

a)

b)

c)

d)

73. HAVE YOU EVER WORKED AT THIS JOB (THESE JOBS)?

Yes No

If NO, please go to question 75.

74. IF YES, FOR HOW LONG DID YOU WORK AT EACH JOB YOU HAVE MENTIONED FOR QUESTION 72?

a)

b)

c)

d)

75. PLEASE USE THIS PAGE TO ADD ANY MORE INFORMATION ABOUT JOBS YOU HAVE HAD, OR ABOUT TROUBLES YOU HAVE HAD GETTING JOBS AT ANY TIME IN YOUR LIFE.

76. DO YOU BELONG TO A CHURCH, SYNAGOGUE OR OTHER RELIGIOUS GROUP?

Yes No

If NO, please go to question 78.

77. IF YES, HOW MANY TIMES DID YOU GO TO A SERVICE IN THE LAST FOUR WEEKS?

_____ times

78. WHAT DO YOU LIKE TO DO IN YOUR SPARE TIME?

79. DO YOU BELONG TO ANY CLUBS OR ORGANIZATIONS CONNECTED WITH YOUR HOBBY/INTERESTS? (I am thinking of such things as social groups, sports clubs and activity groups etc.).

Yes No

If NO, please go to question 85.

80. DOES THIS GROUP(THESE GROUPS) HAVE REGULAR MEETINGS IN THE VANCOUVER AREA?

Yes No

If NO, please go to question 82.

81. IF YES, COUNTING ALL THE GROUPS YOU BELONG TO, ABOUT HOW OFTEN ARE YOU OUT TO A MEETING OR GATHERING?

a) more than once a week ____
b) once a week ____
c) every two weeks ____
d) every three weeks ____
e) once a month ____
f) less than once a month ____

82. DO YOU HOLD A POSITION, SUCH AS CHAIRMAN OR SECRETARY, IN ANY OF THE GROUPS YOU BELONG TO?

Yes No

If NO, please go to question 84.

83. IF YES, PLEASE GIVE THE TITLE(S) OF THE POSITION(S) YOU HOLD AT THE MOMENT. (The group does not have to be identified by name).

84. TAKING UP TO THREE GROUPS IN WHICH YOU CONSIDER YOURSELF TO BE THE MOST ACTIVE AND INVOLVED, DO THESE GROUPS CONSIST OF:

	Group 1	Group 2	Group 3
a) disabled people only			
b) a mixture of disabled and ablebodied people			

85. YESTERDAY, ABOUT HOW MANY HOURS DID YOU SPEND

a) watching television ____
b) listening to the radio ____
c) listening to records or tapes ____
d) reading ____

86. IF YOU ARE WORKING, ARE THERE PEOPLE AT WORK WITH WHOM YOU HAVE COFFEE, EAT LUNCH ETC.?

a) yes, always ____
b) yes, sometimes ____
c) no ____
d) not working ____

If NO/ NOT WORKING, please go to question 88.

87. IF YES, DO YOU SEE THESE PEOPLE OUT OF WORK e.g. TO GO TO THE MOVIES, OUT FOR A MEAL, TO A FOOTBALL OR HOCKEY GAME ETC.?

Yes No

88. DO YOU HAVE A DRIVER'S LICENSE?

Yes No

If NO, please go to question 90.

89. DO YOU HAVE YOUR OWN TRANSPORT (CAR, VAN, ETC.)?

Yes No

90. CAN YOU GET ON AND OFF BUSES?

Yes No

If NO, please go to question 92.

91. DO YOU USE THE BUS AT LEAST ONCE A WEEK?

Yes No

92. DO YOU USE TAXIS TO GET ABOUT?

a) hardly ever ____
b) one trip in five ____
c) three out of five trips ____
d) each time you go out ____

93. DO YOU USE THE HANDYDART, OR OTHER CUSTOM TRANSIT VEHICLE TO GET ABOUT?

a) never ____
b) hardly ever ____
c) one trip in five ____
d) three out of five trips ____
e) each time you go out ____

94. HAVE YOU EVER NOT APPLIED FOR A JOB BECAUSE YOU THOUGHT YOU MIGHT HAVE DIFFICULTY GETTING TRANSPORT TO THE WORKPLACE?

Yes No

95. HAVE YOU EVER NOT APPLIED FOR A JOB BECAUSE YOU THOUGHT YOU MIGHT HAVE DIFFICULTY GETTING INTO THE WORKPLACE TO DO THE JOB?

Yes No

96. HAVE YOU EVER BEEN FOR AN INTERVIEW, OR TO TALK TO SOMEONE AT THE JOB, AND FOUND THAT YOU COULDN'T GET INTO THE WORKPLACE?

Yes No

If NO, please go to question 99.

97. IF YES, HOW MANY TIMES DID THIS HAPPEN TO YOU?

_____ times

98. WHAT DID YOU DO ON EACH OCCASION?

99. DO YOU LIVE IN A

a) house ____
b) apartment ____
c) townhouse ____
d) group home ____
e) rooming house ____
f) other (please specify) _____

_____

100. DO YOU

a) own this accommodation ____
b) rent ____
c) share a cooperative ____
d) live with parents in the family home ____
e) live in the home of other adult relatives
e.g. brother or sister ____
f) other (please specify) _____

_____

101. DO YOU LIVE

a) alone ____
b) with husband/wife (include common law) ____
c) with one or both parents ____
d) with brother/sister ____
e) with a friend/friends ____
f) with your child/children as a single parent ____

102. DO YOU HAVE ANY DEPENDENTS, e.g. CHILDREN, HUSBAND/WIFE, OR A PARENT WHOM YOU HAVE TO SUPPORT?

Yes No

If NO, please go to question 105.

103. IF YOU DO HAVE DEPENDENTS, PLEASE GIVE A LIST OF HOW MANY DEPENDENTS YOU HAVE, THEIR AGES AND THEIR RELATIONSHIP TO YOU (names are not required).

104. HOW MANY OF THESE PEOPLE ARE WORKING EITHER FULL OR PART TIME?

_____ people

105. CAN YOU GIVE ME AN ESTIMATE OF THE MONTHLY INCOME OF THE HEAD OF YOUR HOUSEHOLD BEFORE TAXES ARE TAKEN OUT?

$_____

106. FROM WHICH OF THE SOURCES LISTED BELOW DO YOU GET MONEY FOR YOUR EXPENSES (RENT, FOOD, CLOTHING ETC.)?

a) disability pension ____
b) family ____
c) friends ____
d) G.A.I.N. ____
e) private income e.g. rent, investments, etc. ____
f) salary/wages ____
g) unemployment insurance ____
h) W.C.B. payments ____
i) welfare ____
j) other (please specify) _____

_____

107. WHAT DISABILITY DO YOU HAVE?

a) cerebral palsy ____
b) blindness ____
c) epilepsy ____
d) low vision ____
e) traumatic spinal cord injury ____
f) other (please specify) _____

_____

108. IS YOUR DISABILITY

a) getting worse ____
b) staying the same ____
c) getting better ____

109. WERE YOU BORN WITH YOUR DISABILITY (DISABILITIES)?

Yes No

If YES, please go to question 111.

110. IF NO, HOW OLD WERE YOU WHEN YOU GOT IT?

_____ years old

111. DOES ANYONE IN YOUR IMMEDIATE FAMILY HAVE THE SAME, OR A SIMILAR DISABILITY?

Yes No

If NO, please go to question 113.

112. IF YES, WHAT IS THIS PERSON'S RELATIONSHIP TO YOU?

113. DO YOU USE ANY OF THE FOLLOWING REGULARLY?

a) arm or leg brace ____
b) brailler ____
c) cane(s) ____
d) communication aid e.g. Blissymbolics, Canon Communicator, Handivoice ____
e) crutches ____
f) headstick ____
g) hearing aid ____
h) seeing eye dog ____
i) walker ____
j) wheelchair ____
k) white cane ____
l) none of these ____

114. WHAT IS THE FIRST LANGUAGE YOU LEARNED AS A CHILD?

_____ language

115. ARE YOU

a) male ____
b) female ____

116. WHAT YEAR WERE YOU BORN?

_____
year

117. AS YOU SEE IT, WHAT ARE THE MAIN PROBLEMS DISABLED PEOPLE HAVE IN GETTING JOBS?

118. WHAT ADVICE WOULD YOU GIVE TO SOMEONE WITH YOUR DISABILITY ABOUT GETTING A JOB?

119. IF YOU HAVE ANYTHING MORE YOU WOULD LIKE TO SAY, OR IF YOU HAVE ANY COMMENTS ON THE QUESTIONNAIRE, PLEASE FEEL FREE TO WRITE THEM HERE.

THANK YOU FOR YOUR HELP IN THIS STUDY. THERE ARE JUST A FEW MORE QUESTIONS ABOUT THE QUESTIONNAIRE ITSELF. BEFORE YOU MAIL IT IN THE PRE-STAMPED ENVELOPE ENCLOSED, I WOULD BE PLEASED IF YOU WOULD LET ME KNOW:

120. DID YOU HAVE ANY HELP FILLING OUT THIS QUESTIONNAIRE?

Yes No

121. IF YES, WAS IT IN THE FORM OF:

a) helping you remember dates etc. ____
b) reading the questionnaire out to you ____
c) writing in the answers you dictated ____
d) other (please specify) _____

_____

122. WAS THIS PERSON(THESE PEOPLE) YOUR

a) husband or wife ____
b) brother or sister ____
c) parent(s) ____
d) child(children) ____
e) other relative(s) ____
f) friends(s) ____
g) attendant ____
h) nurse ____
i) other (please specify) _____

_____

THANK YOU! I APPRECIATE THE TIME AND EFFORT YOU HAVE TAKEN TO COMPLETE THIS QUESTIONNAIRE.

APPENDIX B. QUESTIONNAIRE: CONTROL SUBJECTS

The questionnaire mailed to the control subjects consists of one hundred and six (106) questions. It is a shortened version of the questionnaire mailed to disabled subjects as all questions and references to disability have been omitted.

Two additional questions were asked the controls:

Q.80 DO YOU HAVE ANY PERSONAL FRIENDS WHO ARE DISABLED?

Yes No

If NO, please go to question 82.

Q.81 IF YES, WHAT DISABILITIES DO THEY HAVE?

The codebook was designed as a guide for coding both questionnaires.

APPENDIX C. CHECK-LIST FOR SALIENCE OF DISABILITY AND BASIC SOCIAL INTERACTION SKILLS OF INTERVIEW SUBJECTS

INTERVIEW # _____ SEX _____ GROUP _____

A. APPEARANCE

1. Face

Normal _____

Grimaces _____

Drooling _____

Excessive blinking _____

Comments:

2. Body

Normal _____

Athetosis _____

Spasms _____

Posture

Normal _____

Stiff _____

Drooping _____

Comments:

3. Cleanliness/Grooming

Normal _____

Hair _____

Teeth _____

Comments:

4. Dress

Normal/Appropriate _____

Inappropriate _____

Clean _____

Not Clean _____

Shoes

Normal _____

Inappropriate _____

Clean _____

Not Clean _____

Comments:

B. COMMUNICATION

1. Voice

a) Cannot Speak

Uses aids (state which) _____

Uses interpreter (Who?) _____

Comments:

b) Enunciation

Normal _____

Not normal

Easily comprehensible _____

Not easily comprehensible _____

Comments:

c) Tone

Well modulated _____

Flat _____

Comments:

d) Volume

Normal _____

Loud _____

Whispers_____

Comments:

e) Speech

Uses full sentences _____

Grammar appropriate _____

Jargon _____

Slang _____

Comments:

f) English

As first language _____

Not first language

Accent Slight/None _____

Heavy Easily comprehensible _____

Not easily comprehensible _____

Comments:

2. SOCIAL COMMUNICATION

Greetings _____

Handshake _____

Small Talk _____

a) Manners

Normal/Acceptable _____

Not Acceptable Explain_____

Comments:

b) Nervousness

Fidgeting

Hands _____

Feet _____

Inappropriate Laughter _____

Comments:

c) Eye Contact

Normal _____

None/Very Little _____

Darting Eyes_____

Comments:

C. AIDS AS SYMBOLS OF DISABILITY

Cane(s) _____

Crutches _____

Dark Glasses _____

Hearing Aid _____

Guide Dog _____

Thick Glasses _____

Walker _____

Wheelchair _____

White Cane _____

Other (state) _____

Comments:

APPENDIX D. VOICE OF THE CEREBRAL PALSIED OF GREATER VANCOUVER (VCP)*

The VCP, a self-help group formed in 1977, is incorporated under the B.C. Societies Act as a non-profit society. It is controlled and operated by adults with cerebral palsy and other birth defects. It has an exclusive mandate to offer services to cerebral palsied adults.

The VCP believes that every cerebral palsied adult has the right to full and equal opportunity in all aspects of life, that is:

1. The right to an education of one's choice, for its own sake, whether or not it leads to employment.

2. The right to residential accommodation in which one can function independently with appropriate support systems available.

3. The right to employment of a productive and rewarding nature with proper technical aids to increase one's capabilities.

4. The right to meaningful social life in which the emotional rewards of forming personal relationships can be experienced.

5. The right to an income sufficient enough to give the individual economic power as a consumer in the marketplace, physical and social mobility, and freedom of choice in creating lifestyles.

6. The right to information as to what is written in medical and social service records, and information on how to use the systems in our society.

---

*the information in this Appendix is taken from the Voice of the Cerebral Palsied of Greater Vancouver, information leaflet, 1982.

APPENDIX E. THE BRITISH COLUMBIA DIVISION OF THE CANADIAN PARAPLEGIC ASSOCIATION.*

The Canadian Paraplegic Association was founded in 1945 to promote the rehabilitation and welfare of spinal-cord injured people, especially veterans of the second world war.

The British Columbia Division's staff are active in visiting newly injured patients in the province's spinal cord unit at Shaughnessy Hospital, Vancouver, undertaking employment and educational counselling and promoting the welfare of members in such areas as housing, transport, sport and recreation.

*This information is taken from the Canadian Paraplegic Association, British Columbia Division, 1982 Annual Report.

APPENDIX F. THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND (CNIB)*

The B.C. and Yukon Division of the Canadian National Institute for the Blind provides services that include counselling, rehabilitation, employment placement, residential care, free Braille and talking-book library, transcription services, recreation and social programs, prevention education, holiday resort, eye-bank information, and information and sale of aids and appliances for the visually impaired.

*This information is taken from the CNIB, B.C.-Yukon Division, Annual Report, 1982 and from the Greater Vancouver Information and Referral Service, "Directory of Services, 1982", (The Redbook), Vancouver, June, 1982.

APPENDIX K. INTERVIEW CONSENT FORM

PURPOSE OF THE STUDY

The purpose of this research is to find out how successful people are in getting jobs in the Vancouver area. It seeks to discover not only the characteristics of the successful applicants, but also the steps they took to get their jobs. This information can be of use to all people looking for work. These facts can only be obtained from the people with the experience, both those who are employed and those who are looking, or who have looked for work.

The study will be written up in such a way that no one can be identified. This sheet will be detached from your completed questionnaire before it is read and coded in order that your replies will be completely anonymous and confidential.

You may decline to answer any question if you so wish, or withdraw from the interview at any time without prejudice.

INTERVIEW CONSENT FORM

I have read and understood the purpose of this study and agree to be interviewed for this research.

Signed _____

I WOULD LIKE A SUMMARY OF THE RESEARCH RESULTS.

Name _____
(Please print)

Address _____

_____

_____
postal code

APPENDIX L. THE SURVEY PROCESS

The questionnaire packages were delivered to the Voice of the Cerebral Palsied, the Paraplegic Association and Dr. Jones' office within the same week. Each received 38 packages for mailing plus two spares. They were asked not to mail questionnaires to interview subjects.

The questionnaire for subjects recruited through the CNIB was ready a month later as it first had to be retyped using large print, and then the required number of copies printed. There was a further delay in distribution due to illness of CNIB staff.

All subjects recruited through the CNIB were telephoned to get their consent prior to the questionnaire being mailed. Three women and one man refused. No substitutions were made. The CNIB was unable to contact two men, so two more random numbers were substituted. As the questionnaires were returned, one man and one woman were found to be non-caucasian. Their questionnaires were retained for information, but were not included in any statistical analyses. In each case a randomly drawn subject was substituted.

Two weeks after delivery of the packages to the Voice of the Cerebral Palsied (VCP), there was some question whether they had all been mailed, or whether some had been lost in the mail. An additional fifteen questionnaire packages were supplied. There was a possibility that some people might receive two questionnaires, but with such a small population this was thought preferable

to some people not receiving any. Three people later indicated that they had received two packages, but the total number is not known. In view of the small overall return from the VCP, and the length of the questionnaire, it is unlikely that anyone completed and mailed two. Both interview subjects had received mailed questionnaires. One had already returned the questionnaire so a random number was drawn. The person drawn had not returned the questionnaire so became the substitute interview subject. Following the interview one cerebral palsied subject mailed in a self-completed questionnaire. This was kept for information, but is not included in any statistical analyses.

The physician's office mailed all forty of their questionnaires. As a further two people were interviewed, this brought the total sample of people with epilepsy to forty-two.

The Canadian Paraplegic Association could not locate the male interview subject. A randomly drawn subject was substituted. From the returns it was found that one man had spina bifida and one man is quadriplegic. Two randomly drawn numbers wre substituted. The package for one woman was returned by the post office "address unknown". The agency was unable to locate her, but the liaison person thought she had gained complete, or almost complete, recovery from her injury. Due to the small population, substitution was impossible. This reduced the female paraplegic population to sixteen.

The control questionnaires were mailed by the writer. Each package consisted of a personal letter of introduction signed by the writer, the questionnaire and a return-addressed envelope bearing a regular postage stamp. Twelve packages were returned by the post office "address unknown". A further twelve subjects(seven men and five women) were drawn using a random number table. Packages were mailed to these substitutes.

One month after the original mailing, a follow-up letter was sent to fourteen women and seventeen men. This letter was sent to all subjects who had not requested a summary of the results, with the suggestion that they ignore the letter if they had already replied anonymously. This reminder resulted in two men returning their completed questionnaires. One letter was returned by the post office "address unknown". There was one refusal from the control group. The mother of one of the women telephoned the writer and the university department to express her objection to the questionnaire and the survey. No substitution was made.

APPENDIX M. CODEBOOK

CODEBOOK

CARD 1 OF 3

VAR.	COL.	ITEM
	SUBJECT I.D.	
1	1 - 3	Respondent Number
2	4	Disability
		(Q.107)
		NOTE: code according to "official" grouping
		i.e. origin of sample
		1 - blind/low vision
		2 - cerebral palsy
		3 - epilepsy
		4 - traumatic spinal cord injury
		5 - control
3	5	Sex
		(Q.115; Q.99 control)
		1 - male
		2 - female

CARD 1 OF 3

VAR.	COL.	ITEM	
		CURRENT JOB STATUS	
	6 - 8	Q.1	Are you currently:
4	6		1 - working regularly full-time
			2 - working regularly part-time
			3 - working occasionally full or part-time
			9 - no information; NA
5	7		1 - unemployed; looking for work
			2 - unemployed; not looking for work
			9 - no information; NA
		NOTE:	Code housewife, retired, etc., as 2.
6	8		1 - continuing your education full-time
			2 - continuing your education part-time
			9 - no information; NA
7	9	Q.2	Is this your first job?
			1 - yes
			2 - no
			9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM
	CURRENT JOB STATUS	
8	10	Q.3 If No, how many jobs, including after school jobs, etc., have you had before this one? 1 - one 2 - two 3 - three 4 - four or more 9 - no information; NA
9	11	Q.4 Are you: 1 - self employed 2 - an employee in competitive employment 3 - an employee in a sheltered workshop, or vocational rehabilitation centre 4 - other 9 - no information; NA NOTE: Code dominant response.
10	12	Q.5 Is this job: 1 - permanent 2 - temporary, including contract work 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
		CURRENT JOB STATUS	
11	13	Q.6	How did you find out that the job you are doing now was available? 1 - Direct letter, telephone, newspaper advertisement, went to see employer, employer offers a job. 2 - Indirect/Informal - friends, family, etc. 3 - Indirect/Agent - rehab. centre, manpower, social worker, etc. 4 - other 9 - no information; NA
12	14	Q.7	Do you do any of this work in your own home? 1 - all 2 - most 3 - none, or just what I choose to bring home with me (reading, etc.) 9 - no information; NA
13	15	Q.8	Did you move to Vancouver to look for work? 1 - yes 2 - no 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
		CURRENT JOB STATUS	
14	16	Q.9	If Yes, what year did you arrive in Vancouver? 1 - 1982 2 - 1981 3 - 1980 4 - 1979 or earlier 9 - no information; NA
15	17	Q.10	Did you manage to find work after re-locating? 1 - yes 2 - no 9 - no information; NA
16	18	Q.11	If Yes, is this the same job you are doing now? 1 - yes 2 - no 9 - no information; NA
17	19	Q.12	If No, is it a different job with the same employer? 1 - yes 2 - no 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
		CURRENT JOB STATUS	
18	20	Q.13	If Yes, is the job you are doing now paid better, the same, or worse than the one you started in? 1 - better paid now 2 - about the same pay 3 - worse paid now 9 - no information; NA
19	21	Q.14	Please describe the type of place where you work in your present job, and exactly what you do in this job. NOTE: If has more than one job, code the one first mentioned, or the one at which spends most time. 1 - manual labour (freight, sheltered workshop, hand-crafts, packaging, etc.) 2 - service occupations (janitor, daycare worker, police, etc.) 3 - sales occupations including waitress 4 - clerical, book-keeping and general office work 5 - skilled and semi-skilled trades 6 - social and artistic (social worker, counsellor, journalist, actor, etc.) 7 - teaching 8 - scientific and technical (nursing, etc.) 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	CURRENT JOB STATUS		
20	22	Q.15	How much money do you earn a month before taxes? 1 - up to $100 2 - 101 to 500 3 - 501 - 1,000 4 - 1,001 to 2,000 5 - 2,001 to 3,000 6 - over 3,000 9 - no information; NA
21	23 N/A to control	Q.16	Did you have a job before the onset of your disability? 1 - yes 2 - no 9 - no information; NA
22	24 N/A to control	Q.17	If Yes, how do your monthly earnings compare now with what you were earning then, allowing for inflation etc.? 1 - better paid now 2 - about the same 3 - better paid then 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	CURRENT JOB STATUS		
23	25	Q.18	Do you want to work?
	Q.16 control		1 - yes
			2 - no
			9 - no information; NA
	JOB SKILLS		
24	26	Q.19	Do you have any specific, or formal job training?
	Q.17 control		1 - yes
			2 - no
			9 - no information; NA
25	27	Q.20	If Yes, where did you get this training?
	Q.18 control		1 - formal education: apprenticeship, technical training, college, etc.
			2 - on the job training: either general or specifically for disabled people, e.g. sheltered workshop.
			3 - 1 + 2
			9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM
	JOB SKILLS	
26	28	Q.21 What jobs are you trained to do?
	Q.19 control	

NOTE: give priority to the highest code i.e. 7 rather than 1

1 - manual labour (freight, packaging)

2 - service occupations (janitor, daycare, driver, police)

3 - sales occupations

4 - clerical and general office including legal secretary

5 - skilled and semi-skilled trades

6 - social and artistic (social worker, counsellor, actor)

7 - teaching

8 - scientific and technical (nursing, lab technician, finance and investment, etc.)

9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SKILLS		
27	29	Q.22	Please list any skills you have acquired through experience that you think would be useful to an employer.
	Q.20 control		1 - personal qualities/interpersonal skills 2 - manual and technical including clerical 3 - organizationa/communications e.g. writing, sales 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information; NA
	DISCOURAGED WORKER		
28	30	Q.23	Have you looked for work in 1982?
	Q.21 control		1 - yes 2 - no 9 - no information; NA
29	31	Q.24	If No, when did you last look for work?
	Q.22 control		1 - 1981 2 - 1980 3 - before 1980 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	HEALTH PROBLEM		
30	32	Q.25	Do you have a health problem that prevents you from working?
	Q.23 control		1 - yes
			2 - no
			9 - no information; NA
31	33	Q.26	If Yes, is this health problem related to your disability?
	N/A to control		1 - yes
			2 - no
			9 - no information; NA
32	34	Q.27	What is your health problem?
	Q.24 control		1 - disability itself is defined as a health problem
			2 - complication of disability e.g. uncontrolled epilepsy, pressure sores/kidney problems in paraplegia
			3 - other
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
33	35	Q.28	If you have had more than one job, please describe the methods you used to get your first job.
	Q.25 control		1 - direct letter, telephone, newspaper advertisement, employer offers a job 2 - indirect/informal (friends, relatives, etc.) 3 - indirect/agent (rehab. counsellor, teacher, manpower, social worker, etc.) 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 8 - other 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
34	36	Q.29	Below are some common methods people use in getting jobs. If you are working, please check which methods you used to get your present job.
	Q.26 control		If you are looking/have looked for work, please check all methods you have used to date.
			1 - direct (letter, telephone, employer contacts , etc.)
			2 - indirect/informal (friends, relatives)
			3 - indirect/agent (rehab. centre, manpower, etc.)
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			8 - other
			9 - no information; NA
35	37	Q.30	Did you have any responses from the employers whom you contacted?
	Q.27 control		1 - yes
			2 - no
			9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
	38 - 39	Q.31	If Yes, what did they say?
	Q.28 control		
36	38 = action		1 - offered a job/hired
			2 - not offered a job
			3 - other
			9 - no information; NA
37	39 = reasons for not hiring		1 - not hiring/no jobs
			2 - subject underqualified
			3 - subject overqualified
			4 - other
			5 - 2 + 4
			6 - 3 + 4
			9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM
	JOB SEARCH	
	40 - 50	Q.32 What suggestions did you have from the following if used?
	Q.29 control	
38	40	a) Agency specializing in your disability
	N/A to control	

1 - moral support/general advice (go back to school etc.)

2 - advice re mentioning disability

3 - action on S's behalf: provided/helped S. get job training; found a job for S. etc.

4 - 1 + 2

5 - 1 + 3

6 - 2 + 3

7 - all of these

8 - poor advice; put off

9 - no information; NA

39	41 = attitude of S. to Disability Agency	1 - S. is positive towards disability agency

2 - S. is negative towards disability agency

9 - no information; NA

NOTE: Q.32 (Q.29 control) spans cols. 40 - 50 inclusive

CARD 1 OF 3

VAR.	COL.	ITEM
	JOB SEARCH	
	40 - 50	Q.32 cont'd What suggestions did you have from the following if used?
	Q.29 control	
40	42	b) Friends/Family
		a) control
		1 - moral support/general advice (go back to school etc.)
		2 - action of S's behalf: profided/helped S. get a job, etc.
		3 - all of these
		4 - poor advice; put off
		9 - no information; NA
41	43	c) Manpower
		b) control
		1 - moral support/general advice (go back to school, etc.)
		2 - action taken of S's behalf: provided job training, found a job for S, etc.
		3 - 1 + 2
		4 - poor advice; put off
		5 - other
		9 - no information; NA
42	44 = attitude of S. to Manpower	1 - S. is positive towards Manpower
		2 - S. is negative towards Manpower
		9 - no information; NA

NOTE: Q.32 (Q.29 control) spans cols. 40 - 50 inclusive

CARD 1 OF 3

VAR.	COL.	ITEM
	JOB SEARCH	
	45 - 50	Q.32 cont'd What suggestions did you have from the following if used?
	Q.29 control	
		d) Private Employment Agency
		c) control
43	45	1 - general advice/moral support (go back to school, etc.)
		2 - advice re mentioning disability
		3 - action on S's behalf: found a job, helped S. with Resume, arranged interviews, etc.
		4 - 1 + 2
		5 - 1 + 3
		6 - 2 + 3
		7 - all of these
		8 - poor advice; put off
		9 - no information; NA
44	46 = attitude of S to Private Employment Agency	
		1 - S. is positive towards private employment agency
		2 - S. is negative towards private employment agency
		9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM
	JOB SEARCH	
	45 - 50	Q.32 cont'd What suggestions did you have from the following if used?
		e) Social Worker
		N/A to control
45	47	1 - moral support/general advice (go back to school, etc.)
		2 - advice re mentioning disability
		3 - action of S's behalf: found a job, helped S. with Resume, etc.
		4 - 1 + 2
		5 - 1 + 3
		6 - 2 + 3
		7 - all of these
		8 - poor advice; put off
		9 - no information; NA
46	48 = attitude of S to Social Worker	
		1 - S has positive attitude to Social Worker
		2 - S has negative attitude to Social Worker
		9 - no information; NA

NOTE: Q.32 (Q.29 control) spans cols. 40 - 50 inclusive

CARD 1 OF 3

VAR.	COL.	ITEM
	JOB SEARCH	
	49 - 50	Q.32 cont'd What suggestions did you have from the following if used?
	Q.29 control	
47	49	f) Union
		d) control

1 - job found for S

2 - no jobs available

3 - poor advice; put off

9 - no information; NA

48 50 = attitude of S to Union

1 - S positive towards Union

2 - S negative towards Union

9 - no information; NA

NOTE: Q.32 (Q.29 control) spans cols. 40 - 50 inclusive

49 51 Q.33 Were you asked to an interview, or to talk to someonw at the workplace?

Q.30 control

1 - yes

2 - no

9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
50	52	Q.34	If Yes, did you go?
	Q.31 control		1 - yes 2 - no 9 - no information; NA
51	53	Q.35	If you were invited to an interview, or went to talk to someone at the workplace, did you have any difficulty getting to the interview room, or talking with the person?
	Q.32 control		1 - yes 2 - no 9 - no information

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
	54 - 55	Q.36	If Yes, what was the difficulty? What did you/they do about it?
	Q.33 control		
52	54	Difficulty	1 - access/terrain problems
			2 - transport problems
			3 - other
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			9 - no information; NA
53	55	Action Taken	1 - action taken by S
			2 - action taken by employer
			3 - 1 + 2
			4 - no action taken by either party
			9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
54	56	Q.37	If you had the interview, or talked to someone at the workplace, were you offered a job then or later? What happened?
	Q.34 control		1 - offered a job then 2 - offered a job later 3 - not offered the job at all 4 - 1 + 2 9 - no information; NA
55	57	Q.38	If you were offered a job, did you accept?
	Q.35 control		1 - yes 2 - no 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
56	58	Q.39	If you were offered a job and did not accept, what were your reasons?
	Q.36 control		

1 - had better opportunity elsewhere

2 - not enough pay; would have lost disability cheques/benefits

3 - problems with work area e.g. washrooms not accessible, etc.

4 - 1 + 2

5 - 1 + 3

6 - all of the above

7 - other e.g. going back to school, wanted part-time

9 - no information; NA

57	59	Q.40	If you were not offered a job, did the employer tell you why?
	Q.37 control		

1 - yes

2 - no

9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	JOB SEARCH		
58	60	Q.41	If Yes, what were his or her reasons for not hiring you?
	Q.38 control		1 - S was underqualified/ lacked experience 2 - no facilities/access for wheelchairs 3 - both of these 4 - other 9 - no information; NA
59	61	Q.42	Were there any other reasons that you think were probably important?
	Q.39 control		1 - no other reasons 2 - no jobs available at the time S applied 3 - other 9 - no information; NA
60	62	Q.43	If you were invited to an interview but did not go, what were your reasons for not going?
	Q.40 control		1 - job not attractive enough 2 - other 3 - both of these 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
	TASK DIFFICULTY		
61	63	Q.44	In this job, or your past jobs, have you ever had any difficulty doing the work?
	Q.41 control		1 - yes 2 - no 9 - no information; NA
62	64	Q.45	If Yes, what was the difficulty?
	Q.42 control		1 - executing specific job tasks/in time allowed 2 - epilepsy and epilepsy-drug related problems 3 - access problems: workplace/washroom 4 - 1 + 2 5 - 1 + 3 6 - other 7 - all of these 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
		TASK DIFFICULTY	
63	65	Q.46	What did you/the employer do about it?
	Q.43 control		1 - no action taken by either S or employer 2 - S accommodated to/ compensated for problems 3 - employer rearranged tasks/ modified work environment, etc. 4 - S decided to quit 5 - employer fired S/ "let go" 6 - other 9 - no information; NA
		VOLUNTARY/SHORT TERM WORK	
64	66	Q.47	Have you ever done any voluntary work?
	Q.44 control		1 - yes 2 - no 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
		VOLUNTARY/SHORT TERM WORK	
	67 - 71	Q.48	If Yes, please describe what voluntary work you have done, and for how long and when you did it.
		Q.45 control	
65	67	Total number of types of jobs held	1 - one job 2 - two types of jobs 3 - three types of jobs 4 - four or more different types of jobs 9 - no information
		NOTE: e.g. secretary to 2 or more clubs would be one type of job	
66	68	Work Done	1 - arts, recreation (e.g. lifeguard) 2 - personal service e.g. babysitting, hospital volunteer, counselling 3 - technical, clerical, communications/teacher's aide 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 8 - other e.g. board member 9 - no information; NA

CARD 1 OF 3

VAR.	COL.	ITEM	
		VOLUNTARY/SHORT TERM WORK	
		Q.48 cont'd	
67	69 - 70	How long?	NOTE: code total months for all jobs. If a job lasted less than a month code as 01. If 1 - 2 months code as 02. 99 - no information; NA
68	71	When worked:	1 - less than 1 year ago/ still going on 2 - 1 to 2 years ago 3 - more than 2 years ago 9 - no information; NA
		NOTE: code most recent job held if known	
69	72	Q.49 Have you ever worked on a short term, paid project such as "opportunity for youth"?	
		Q.46 control	1 - yes 2 - no 9 - no information

CARD 1 OF 3

VAR.	COL.	ITEM	
		VOLUNTARY/SHORT TERM WORK	
	73 - 79	Q.50	If Yes, please describe the length of the project(s), when you worked on it (them) and what you did.
	Q.47 control		
70	73	How many projects?	1 - one project 2 - two projects 3 - three or more projects 9 - no information; NA
71	74 - 75	Total months worked	NOTE: code total months for all projects. If a project lasted less than one month, code as 01. Code "summer job" as 04. 99 - no information; NA
72	76	When worked	1 - less than 1 year ago 2 - 1 to 2 years ago 3 - more than 2 years ago 9 - no information; NA

NOTE: code the most recent project if known; otherwise code 9

CARD 1 OF 3

VAR.	COL.	ITEM
		VOLUNTARY/SHORT TERM WORK
		Q.50 cont'd
73	77	Work done

1. - office and general clerical
2 - arts and recreation
3 - scientific, technical, communications
4 - 1 + 2
5 - 1 + 3
6 - 2 + 3
7 - all of these
8 - other
9 - no information; NA

NOTE: code all jobs

CARD 1 OF 3

VAR.	COL.	ITEM	
		VOLUNTARY/SHORT TERM WORK	
	78	Q.50 cont'd	If Yes, please describe the length of the project(s), when you worked on it (them), and what you did.
		Q.47 control cont'd	
74	78	Was work for a specific clientele?	

1 - work was with/for children

2 - work was with/for seniors

3 - work was with/for disabled people including psych./ mentally retarded

4 - 1 + 2

5 - 1 + 3

6 - 2 + 3

7 - all of these

9 - no information; NA

NOTE: code all jobs

79 no information

80 card number 1

.. END OF CARD ONE (1) ..

CARD 2 OF 3

VAR.	COL.	ITEM
	SUBJECT I.D.	
	1 - 3	Respondent Number
	4	Disability
		(Q.107) NOTE: code according to "official" grouping i.e. origin of sample.
		1 - blind/low vision
		2 - cerebral palsy
		3 - epilepsy
		4 - traumatic spinal cord injury
		5 - control
	5	Sex
		(Q.115; Q.99 control)
		1 - male
		2 - female
	EDUCATION	
75	6	Q.51 How old were you when you first went to school?
	Q.48 control	1 - less than 6 years old
		2 - 6 years old
		3 - 7 years old
		4 - 8 years old or older
		5 - never went to school
		9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	EDUCATION		
76	7	Q.52	Was this a regular school? Or a special school for children with some sort of disability?
	N/A to control		1 - regular 2 - special 9 - no information; NA
77	8	Q.53	If it was a regular school, were you in a special class for children with some sort of disability, or in a regular class?
	N/A to control		1 - regular 2 - special 3 - both 9 - no information; NA
78	9	Q.54	What is the name of the last high school you attended?
	Q.49 control		1 - school is in Greater Vancouver 2 - school is elsewhere in B.C. 3 - school is elsewhere in Canada 4 - school is in U.S.A. 5 - school is outside N. America 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	EDUCATION		
79	10	Q.55	How old were you when you left this school?
	Q.50 control		1 - 20 years or older
			2 - 19
			3 - 18
			4 - 17
			5 - 16
			6 - 15 years or younger
			7 - never went to high school
			9 - no information; NA
80	11	Q.56	What is the highest grade level that you completed?
	Q.51 control		1 - grade 12 or 13
			2 - grade 11
			3 - grade 10
			4 - grade 9 or lower
			9 - no information; NA
81	12	Q.57	Did you receive a diploma for this grade?
	Q.52 control		1 - yes
			2 - no
			9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	EDUCATION		
82	13	Q.58	What year did you leave high school?
	Q.53 control		1 - 1982, or still at high school 2 - 1981 3 - 1980 4 - 1979 5 - 1978 6 - 1971 - 1977 7 - 1964 - 1970 8 - 1969 or earlier 9 - no information; NA
83	14	Q.59	Did the last high school you attended teach any of the following?
	Q.54 control		1 - office/clerical 2 - trades/technical 3 - sewing 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	EDUCATION		
84	15	Q.60	At the last high school you attended, did you learn any of the following?
	Q.55 control		1 - office/clerical
			2 - trades/technical/ including computer programming
			3 - sewing
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			9 - no information; NA
85	16	Q.61	Did you move to Vancouver in order to go to high school or college?
	Q.56 control		1 - yes
			2 - no
			9 - no information; NA
86	17 / Q.57 control	Q.62	If Yes, what year did you arrive in Vancouver?
			1 - 1972 or earlier
			2 - 1973 - 1977
			3 - 1978 - 1982
			9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	EDUCATION		
87	18	Q.63	Did you get into the school or college of your choice?
	Q.58 control		1 - yes 2 - no 9 - no information; NA
88	19	Q.64	If Yes, what school or college was it?
	Q.59 control		1 - high school in Vancouver 2 - B.C.I.T. 3 - V.C.C. - all campuses 4 - Simon Fraser University 5 - U.B.C. 6 - other 9 - no information; NA
89	20	Q.65	Please list all the schools/ colleges etc. you have attended since 8th grade.
	Q.60 control		1 - high school only 2 - community college, B.C.I.T., secretarial or nursing school 3 - university 4 - other 9 - no information; NA

NOTE: code highest educational establishment attended.

CARD 2 OF 3

VAR.	COL.	ITEM	
	EDUCATION		
	21 - 22	Q.66	Please list all the certificates, diplomas, degrees, etc., you have earned and the year(s) you received them.
	Q.61 control		
90	21	Qualifications	1 - high school Grade 12 or 13 only 2 - job skills training (include degrees e.g. law, medicine, where appropriate) 3 - non-job oriented academic diplomas, degrees, etc., general arts 4 - other: include non-academic, general interest 5 - 2 + 3 6 - 2 + 4 7 - 3 + 4 8 - 2 + 3 + 4 9 - no information; NA
91	22	When was most recent certificate etc. received?	1 - one year ago or less 2 - one to two years ago 3 - more than 2 years ago 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		JOB APPLICATION SKILLS	
92	23	Q.67	Have you ever seen a job counsellor?
	Q.62 control		1 - yes 2 - no 9 - no information; NA
93	24	Q.68	Where did you see a job counsellor?
	Q.63 control		1 - educational institution: high school, college 2 - rehabilitation centre: disability agency, etc. 3 - general institution: Manpower, Human Resources, Public Services Commission, etc. 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	25 - 28	Q.69	Have you learned/been taught any of the following: How to write a letter applying for a job; How to write a resume; How to fill in a job application form; How to act during a job interview?
	Q.64 control		

94 25 How to write a letter applying for a job

1 - yes

2 - no

9 - no information; NA

95 26 How to write a resume

1 - yes

2 - no

9 - no information; NA

96 27 How to fill in a job application form

1 - yes

2 - no

9 - no information; NA

97 28 How to act during an interview

1 - yes

2 - no

9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	JOB APPLICATION SKILLS		
98	29	Q.70	If Yes, to any of the items in Question 69 (64), where did you learn these skills?
	Q.65 control		

1 - formal education: high school, college, etc.

2 - other institution: Manpower, agency

3 - informal: friends, family, from a book, at work

4 - 1 + 2

5 - 1 + 3

6 - 2 + 3

7 - all of these

9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	JOB HISTORY		
99	30	Q.71	Are you trained to do a particular job, or jobs? 1 - yes 2 - no 9 - no information; NA
	Q.66 control		
100	31	Q.72	What particular jobs are you trained to do? 1 - manual labour (freight, packaging, etc.) 2 - service occupations (janitor, daycare worker, police, lifeguard) 3 - sales occupations 4 - clerical, bookkeeping, word processing and general office work 5 - skilled and semi-skilled trades 6 - social and artistic (social worker, actor, etc.) 7 - teaching 8 - scientific and technical (nursing, etc.) 9 - no information; NA
	Q.67 control		

NOTE: give priority to the highest code i.e. 7 rather than 1. (should correspond to answers to col. 28 card 1, Q.21 (19 control))

CARD 2 OF 3

VAR.	COL.	ITEM	
	JOB HISTORY		
101	32	Q.73	Have you ever worked at this job (these jobs)?
	Q.68 control		1 - yes 2 - no 9 - no information; NA
	33 - 37	Q.74	If Yes, for how long did you work at each job you have mentioned for question 72 (67)?
	Q.69 control		
102	33	Number of jobs trained for	
			9 - no information; NA
103	34 - 35	Number of years in all jobs	
			01 - 1 year or less 99 - no information; NA
		NOTE: may be concurrent jobs. Code to nearest year correcting upwards.	
104	36 - 37	Number of years in highest level job according to ranking for Q.72 (67) i.e. 7 is higher than 1	
			01 - 1 year or less 99 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		ADDITIONAL INFORMATION	
	38 - 40 Q.70 control	Q.75	Please use this page to add any more information about jobs you have had, or about troubles you have had getting jobs at any time in your life.
105	38	Subject	1 - no problems 2 - disability-related problems 3 - general problems e.g. lack of education/experience 4 - other 5 - 2 + 3 6 - 2 + 4 7 - 3 + 4 8 - 2 + 3 + 4 9 - no information; NA
106	39	Employer	1 - positive attitude of employer(s) 2 - negative attitude of employer(s) 3 - other 4 - 1 + 3 5 - 2 + 3 9 - no information; NA
107	40	Environment	1 - access/transportation/mobility problems 2 - poor economy 3 - other 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	SOCIAL INTEGRATION		
108	41	Q.76	Do you belong to a church, synagogue or other religious group?
	Q.71 control		1 - yes 2 - no 9 - no information; NA
109	42	Q.77	If Yes, how many times did you go to a service in the last four weeks?
	Q.72 control		1 - none 2 - once or twice 3 - 3 or 4 times 4 - more than 4 times 9 - no information; NA
110	43	Q.78	What do you like to do in your spare time?
	Q.73 control		1 - active/can do alone: crafts, puzzles, reading, walks, etc. 2 - active/need people other than family: dance, parties, team sports, etc. 3 - passive/sit and be entertained: T.V., cinema, spectator sports, etc. 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information

NOTE" code "relax" and "take it easy" etc. as 9

CARD 2 OF 3

VAR.	COL.	ITEM	
	SOCIAL INTEGRATION		
111	44	Q.79	Do you belong to any clubs or organizations connected with your hobby/interests?
	Q.74 control		1 - yes 2 - no 9 - no information; NA
112	45	Q.80	Does this group (these groups) have regular meetings in the Vancouver area?
	Q.75 control		1 - yes 2 - no 9 - no information; NA
113	46	Q.81	If Yes, counting all the groups you belong to, about how often are you out to a meeting or gathering?
	Q.76 control		1 - more than once a week 2 - once a week 3 - every 2 - 4 weeks 4 - less than every 4 weeks 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	SOCIAL INTEGRATION		
114	47	Q.82	Do you hold a position, such as chairman or secretary, in any of the groups you belong to?
	Q.77 control		1 - yes 2 - no 9 - no information; NA
115	48	Q.83	If Yes, please give the title(s) of the position(s) you hold at the moment.
	Q.78 control		1 - officer e.g. secretary 2 - general board/committee member 3 - other 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - 1 + 2 + 3 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		SOCIAL INTEGRATION	
	49 - 50	Q.84	Taking up to three groups in which you consider yourself to be the most active and involved, do these groups consist of a) disabled people only (control = able-bodied people only), or b) a mixture of disabled and ablebodied people.
		Q.79.control	
116	49	Number of Groups	1 - one group 2 - two groups 3 - three groups 9 - no information; NA
117	50	Composition	1 - all disabled 2 - all ablebodied 3 - mixture of disabled and ablebodied 9 - no information; NA
118	51	CONTROL QUESTION ONLY N/A Disabled Q.80 control	Do you have any personal friends who are disabled? 1 - yes 2 - no 9 - no information; NA
119	52	CONTROL QUESTION ONLY N/A Disabled Q.81 control	If Yes, what disabilities do they have? 1 - physical disability 2 - sensory impairment e.g. deaf 3 - mental impairment 4 - other 5 - 1 + 3 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	SOCIAL INTEGRATION		
	53 - 54	Q.85	Yesterday, about how many hours did you spend: a) watching television; b) listening to the radio; c) listening to records or tapes; d) reading.
	Q.82 control		
120	53	T.V., Radio, Records and Tapes	1 - no time 2 - low: up to one hour 3 - moderate: 1 to 3 hours 4 - high: more than 3 hours 9 - no information; NA
121	54	Reading	1 - no time 2 - low: up to and including 1 hour 3 - moderate: 1 to 3 hours 4 - high: more than 3 hours 9 - no information; NA
122	55	Q.86	If you are working, are there people at work with whom you have coffee, eat lunch, etc.?
	Q.83 control		1 - yes, always 2 - yes, sometimes 3 - no 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		SOCIAL INTEGRATION	
123	56	Q.87	If Yes, do you see these people out of work e.g. to go to the movies, out for a meal, to a football or hockey game, etc.?
	Q.84 control		1 - yes 2 - no 9 - no information; NA
		TRANSPORTATION AND ACCESS	
124	57	Q.88	Do you have a driver's license?
	Q.85 control		1 - yes 2 - no 9 - no information; NA
125	58	Q.89	Do you have your own transport (car, van, etc.)?
	Q.86 control		1 - yes 2 - no 9 - no information; NA
126	59	Q.90	Can you get on and off buses?
	N/A to control		1 - yes 2 - no 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		TRANSPORTATION AND ACCESS	
127	60	Q.91	Do you use the bus at least once a week?
	Q.87 control		1 - yes 2 - no 9 - no information; NA
128	61	Q.92	Do you use taxis to get about?
	Q.88 control		1 - hardly ever/never 2 - one trip in five 3 - three out of five trips 4 - each time you go out 9 - no information; NA
129	62	Q.93	Do you use the Handydart, or other custom transit vehicle to get about?
	N/A to control		1 - never 2 - hardly ever 3 - one trip in five 4 - three out of five trips 5 - each time you go out 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	TRANSPORTATION AND ACCESS		
130	63	Q.94	Have you ever not applied for a job because you thought you might have difficulty getting transport to the workplace?
	Q.89 control		1 - yes 2 - no 9 - no information; NA
131	64	Q.95	Have you ever not applied for a job because you thought you might have difficulty getting into the workplace to do the job?
	N/A to control		1 - yes 2 - no 9 - no information; NA
132	65	Q.96	Have you ever been to an interview, or to talk to someone at the job, and found that you couldn't get into the workplace?
	N/A to control		1 - yes 2 - no 9 - no information; NA
133	66	Q.97	If Yes, how many times did this happen to you?
	N/A to control		1 - one 2 - twice 3 - more than twice 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		TRANSPORTATION AND ACCESS	
134	67	Q.98	What did you do on each occasion?
	N/A to control		1 - went away without trying to get in
			2 - found/was shown another entrance and was able to get in without assistance
			3 - needed/got physical help to get in
			4 - 1 + 2
			5 - 1 + 3 on different occasions
			6 - 2 + 3
			7 - all of these (on different occasions)
			9 - no information; NA
		SOCIO-ECONOMIC STATUS	
135	68	Q.99	Do you live in a
	Q.90 control		1 - house
			2 - apartment
			3 - townhouse
			4 - group home
			5 - university/college residence
			6 - hospital/extended care facility
			9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
	SOCIO-ECONOMIC STATUS		
136	69	Q.100 Do you	
	Q.91 control		1 - own this accommodation
			2 - rent
			3 - share a cooperative
			4 - live with parents in the family home
			5 - other
			9 - no information; NA
137	70	Q.101 Do you live	
	Q.92 control		1 - alone
			2 - with spouse (including common law)
			3 - with parent(s)
			4 - with sibling(s)
			5 - with friend(s)
			6 - with child/children as a single parent
			9 - no information; NA

NOTE: code dominant response e.g. spouse over children, and parents over spouse and siblings if both occur.

CARD 2 OF 3

VAR.	COL.	ITEM
	SOCIO-ECONOMIC STATUS	
138	71	Q.102 Do you have any dependents whom you have to support?
	Q.93 control	1 - yes 2 - no 9 - no information; NA
139	72	Q.103 If you do have dependents, please give a list of how many dependents you have, their ages and their relationship to you.
	Q.94 control	1 - spouse, includes common law 2 - child/children 3 - one or more sibling 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information; NA
140	73	Q.104 How many of these people are working full or part-time?
	Q.95 control	1 - nobody 2 - one person 3 - two or more people 9 - no information; NA

CARD 2 OF 3

VAR.	COL.	ITEM	
		SOCIO-ECONOMIC STATUS	
141	74	Q.105	Can you give me an estimate of the monthly income of the head of your household before taxes are taken out?
	Q.96 control		1 - up to $1,000 2 - 1,001 to 2,000 3 - 2,001 to 3,000 4 - 3,001 to 4,000 5 - over 4,000 9 - no information; NA
142	75	Q.106	From which of the sources listed below do you get money for your expenses (rent, food, clothing, etc.), disability pension, family, friends, GAIN, private income (rent, investments, etc.); salary/wages, UIC, WCB payments, other.
	Q.97 control		1 - salary/wages/investments/ rent/commission/savings 2 - informal support system: family/friends 3 - formal support system: (bureaucracy): disability pensions, family allowance, GAIN, UIC, WCB, etc. 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 9 - no information; NA
76 - 79	no information		Blank
80	card number		2

. . END OF CARD TWO (2) . .

CARD 3 OF 3

VAR.	COL.	ITEM
	SUBJECT I.D.	
	1 - 3	Respondent Number
	4	Disability (Q.107) NOTE: code according to "official" grouping i.e. origin of sample 1 - blind/low vision 2 - cerebral palsy 3 - epilepsy 4 - traumatic spinal cord injury 5 - control
	5	Sex (Q.115; Q.99 control) 1 - male 2 - female
	DISABILITY	
143	6	Q.107 What disability do you have?
	N/A to control	1 - blind/low vision 2 - cerebral palsy 3 - epilepsy 4 - traumatic spinal cord injury

NOTE: code according to "official" grouping i.e. origin of sample

CARD 3 OF 3

VAR.	COL.	ITEM	
	DISABILITY		
144	7	Q.108	Is your disability
	N/A to control		1 - getting worse
			2 - staying the same
			3 - getting better
			9 - no information; NA
145	8	Q.109	Were you born with your disability/disabilities?
	N/A to control		1 - yes
			2 - no
			9 - no information; NA
146	9	Q.110	If No, how old were you when you got it?
	N/A to control		1 - under 6 years old
			2 - between 6 and 12 years
			3 - between 13 and 18 years
			4 - between 19 and 24 years
			5 - between 25 and 30 years
			6 - over 30 years
			9 - no information; NA

NOTE: give age when diagnosis made for epilepsy, low vision

CARD 3 OF 3

VAR.	COL.	ITEM
	DISABILITY	
147	10	Q.111 Does anyone in your immediate family have the same, or a similar disability?
	N/A to control	1 - yes 2 - no 3 - adopted 9 - no information; NA
148	11	Q.112 If Yes, what is this person's relationship to you?
	N/A to control	1 - sibling or cousin 2 - parent or parent's generation 3 - grandparent or grandparent's generation or older 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 8 - other 9 - no information; NA

CARD 3 OF 3

VAR.	COL.	ITEM	
	DISABILITY		
149	12	Q.113	Do you use any of the following regularly? Arm or leg brace; cane(s); brailler; communication aid; crutches; headstick; hearing aid; seeing eye dog; walker.
	N/A to control		1 - one or more aids used 2 - no aids used 9 - no information; NA
	DEMOGRAPHIC INFORMATION		
150	13	Q.114	What is the first language you learned as a child?
	Q.98 control		1 - English 2 - French 3 - other European language 4 - Oriental language (Chinese, Japanese, etc.) 9 - no information; NA

NOTE: non-caucasian Ss. are ineligible for statistical purposes. Make appropriate note on front of questionnaire.

151	14	Q.115	Are you
	Q.99 control		1 - male 2 - female 9 - no information; NA

CARD 3 OF 3

VAR.	COL.	ITEM
		DEMOGRAPHIC INFORMATION
152	15 - 16	Q.116 What year were you born?
	Q.100 control	NOTE: code actual age at the end of 1982. Those Ss. under 19 and over 35 years are ineligible for statistical purposes. Make appropriate note on the front of the questionnaire.

Born since 1963 = under 19

1963 = 19

1962 = 20

1961 = 21

1960 = 22

1959 = 23

1958 = 24

1957 = 25

1956 = 26

1955 = 27

Born 1954 = 28

1953 = 29

1952 = 30

1951 = 31

1950 = 32

1949 = 33

1948 = 34

1947 = 35

born before 1947 = over 35

no information = 99

CARD 3 OF 3

VAR.	COL.	ITEM	
		PERCEPTIONS OF THE JOB MARKET	
	17 - 18	Q.117	As you see it, what are the main problems people like you have in getting jobs?
	Q.101 control		
153	17	Internal	1 - low self esteem; social immaturity; lack of ambition, self pity
			2 - lack of relevant experiences: education, and/or job experiences
			3 - physical inability to perform the/some task(s), lack of mobility/ equipment
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			8 - other
			9 - no information; NA
154	18	External	1 - poor economy/lack of jobs
			2 - negative, employer/public attitude
			3 - accessibility/transport problems
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			8 - other
			9 - no information; NA

CARD 3 OF 3

VAR.	COL.	ITEM	
		PERCEPTIONS OF THE JOB MARKET	
	19 - 20	Q.118 What advice would you give to someone like you about getting a job?	
		Q.102 control	
155	19	General	1 - assertiveness, persistence, systematic job search
			2 - importance of education and job training
			3 - other
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			9 - no information; NA
156	20	Disability-related	1 - be positive about handicap; educate employers about disabled people
			2 - advice re disability/ epilepsy: get under control, when/if to mention to employer
			3 - other (disability related)
			4 - 1 + 2
			5 - 1 + 3
			6 - 2 + 3
			7 - all of these
			9 - no information; NA

CARD 3 OF 3

VAR.	COL.	ITEM
		FINAL COMMENTS
	21 - 22	Q.119 If you have anything more you would like to say, or if you have any comments on the questionnaire, please feel free to write them here.
		Q.103 control
157	21	Job Hunting Experience

1 - job hunting/work experience

2 - other

3 - 1 + 2

9 - no information; NA

NOTE: code any answers to #1 under previous questions if possible.

158 22 Attitude to Questionnaire

1 - S is positive to questionnaire

2 - S is negative to questionnaire

9 - no information; NA

ASSISTANCE

159 23 Q.120 Did you have any help filling out this questionnaire?

Q.104 control

1 - yes

2 - no

9 - no information; NA

CARD 3 OF 3

VAR.	COL.	ITEM	
	ASSISTANCE		
160	24	Q.121	If Yes, was it in the form of helping you remember dates etc.; reading the questionnaire out to you; writing in the answers you dictated; other?
	Q.105 control		1 - helping you remember dates, etc. 2 - reading the questionnaire to you 3 - writing in the answers you dictated 4 - 1 + 2 5 - 1 + 3 6 - 2 + 3 7 - all of these 8 - other 9 - no information; NA
161	25	Q.122	Was this person (these people) your: spouse; brother or sister; parent(s); child (children); other relative(s); friend(s); attendant/nurse; other?
	Q.106 control		1 - family member(s) 2 - friend(s) 3 - attendant, nurse or other person with some authority over S 4 - 1 + 2 5 - 2 + 3 6 - Interviewer (F.W-J) 9 - no information; NA

CARD 3 OF 3

VAR.	COL.	ITEM	
		ADDITIONAL VARIABLE	
162	26		1 - working regularly, full-time
			2 - working regularly, part-time
			3 - working occasionally full or part-time
			4 - not working - looking
			5 - not working - not looking
			9 - no information; NA

NOTE: code those in full/part-time school as 5 unless also state they are working/looking for work.

R.162			1 - 1 + 2
			2 - 3 + 4
			3 - 5
			9 - no information; NA
	27 - 29	Not applicable	Blank
	80	Card Number	3

. . END OF CARD THREE (3) . .

APPENDIX N. AGE OF SUBJECT WHEN ACQUIRED DISABILITY

Question 109 asked "Were you born with your disability (disabilities)?" For all the cerebral palsied subjects the answer was "Yes". Question 110 asked "If NO, how old were you when you got it?"

A problem arose in coding the replies of the Epilepsy sample. Epilepsy may manifest itself at any age and, if mild, there may be a considerable delay in its diagnosis. Some epileptic subjects answered Question 110 with the age at which their seizures were diagnosed. This was coded as the age of acquisition of the disability. The age grouping for the acquired disabilities of blindness, epilepsy and paraplegia is shown in Table XXII.

Table XXII shows that most disabilities are acquired or diagnosed in the six to twenty-four years old age span. Eight subjects from the Blind and Epilepsy samples (four from each) acquired their disability before the age of six, the normal age for entry to Grade I schooling.

Table XXIII shows the age of onset of the disability against the subjects' employment status. For all age groups with an acquired disability (that is, all except the cerebral palsied sample), over half (53.8%) are working regularly. Of the remainder, slightly more are unemployed and not looking for work (thirteen subjects: 25%) than are working occasionally or looking for work (eleven subjects: 21.2%).

TABLE XXII. AGE WHEN DISABILITY WAS ACQUIRED, OR DIAGNOSED

	Blind	Paraplegia	Epilepsy	Total
under 6 yrs.	4 (36)	0 (0)	4 (16)	8 (15)
6-18 years	4 (36)	5 (31)	14 (56)	23 (44)
19-30 yrs.	3 (28)	10 (63)	6 (24)	19 (37)
over 30 yrs.	0 (0)	1 (6)	1 (4)	2 (4)
	11 (100)	16 (100)	25 (100)	52 (100)

TABLE XXIII. AGE WHEN ACQUIRED DISABILITY BY EMPLOYMENT STATUS

	Working Regularly Full/Part Time	Working Occasionally Looking for Work	Unemployed Not Looking	Total
under 6 yrs.	6 (21)	2 (18)	0 (0)	8 (15)
6-18 yrs.	11 (39)	4 (36)	8 (61)	23 (44)
19-30 yrs.	10 (36)	5 (46)	4 (31)	19 (37)
over 30 yrs.	1 (4)	0 (0)	1 (8)	2 (4)
Total	28 (100)	11 (100)	13 (100)	52 (100)

APPENDIX O.

TABLE XXIV. NUMBER OF SUBJECTS CONTINUING THEIR EDUCATION BY SAMPLE

	Cerebral Palsy	Blind	Paraplegic	Epilepsy	Control	Total
Full-Time Student	2 (29)	6 (67)	2 (67)	2 (25)	2 (40)	14 (44)
Part-Time Student	5 (71)	3 (33)	1 (33)	6 (75)	3 (60)	18 (56)
Total	7 (100)	9 (100)	3 (100)	8 (100)	5 (100)	32 (100)

APPENDIX P.

TABLE XXV. SUBJECTS CONTINUING THEIR EDUCATION: BY EMPLOYMENT STATUS

	Working Regularly Full/Part Time	Working Occasionally Looking for Work	Unemployed Not Looking	Total
Full Time Student	2 (18)	2 (33)	10 (67)	14 (44)
Part Time Student	9 (82)	4 (67)	5 (33)	18 (56)
Total	11 (100)	6 (100)	15 (100)	32 (100)

APPENDIX Q. PRE-DISABILITY EARNINGS

Question 17 asked disabled subjects if they had worked before the onset of their disability. Twenty-six replied that they had.

By sample these are:

- Blind 6
- Paraplegia 12
- Epilepsy 7

Twenty-five people replied to Question 22 asking how their earnings compare now with what they were earning before they became disabled, allowing for inflation. These results are shown in Table XXVI. One paraplegic subject did not make this comparison.

The high representation of the Paraplegic sample among those earning less since the onset of their disability may be because many spinal-cord injuries are the result of motor vehicle accidents occurring in early adult life. Many of these people are in the workforce at the time of their injuries. After the necessary stay in hospital and a rehabilitation centre, it may take several years before their post-injury income approaches their pre-injury earnings. For those who were in a physically demanding, very high paid job such as in the timber or construction industries, they will not be able to return to this type of work and their income may never be the same again.

TABLE XXVI. PRE-DISABILITY EARNINGS COMPARED WITH PRESENT EARNINGS.

	Blind	Paraplegia	Epilepsy	Total
Earning More Now	1 (16)	1 (8)	1 (14)	3 (12)
About The Same	1 (16)	4 (33)	3 (43)	8 (32)
Earning Less Now	4 (68)	7 (59)	3 (43)	14 (56)
Total	6 (100)	12 (100)	7 (100)	25 (100)

APPENDIX R. DISABLED FRIENDS OF CONTROL SUBJECTS

In answer to Question 80 and Question 81 (control questionnaire), four people (31%) reported having personal friends who are disabled.

One, who is himself dyslexic, has friends (number not stated) with learning disabilities.

One person has a deaf friend.

Two people each have two disabled friends:

- one with a mild mental handicap and one who is paraplegic
- one person is quadriplegic and the other "can't bend right arm".

These questions were asked to see if any social distancing is being practised by the non-disabled respondents to this survey. If the dyslexic respondent is discounted, then twenty-three percent of this small sample is contributing to the social integration of disabled people.

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