

**COMMUNITY CONNECTIONS FOR
ADOLESCENTS WITH DEVELOPMENTAL DELAY**

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B.Ed., University of Alberta, 1985

A One-Credit Project
Submitted to the Faculty of Education
of the University of Lethbridge
in Partial Fulfilment of the
Requirements for the Degree

MASTER OF EDUCATION

LETHBRIDGE, ALBERTA

September, 1997

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COMMUNITY CONNECTIONS FOR ADOLESCENTS WITH DEVELOPMENTAL DELAY

This discussion of transition programming for youth with developmental disabilities will focus on the following key areas: empowerment, quality of life, contemporary issues education, gender differences in transition, employment, and volunteerism. It is followed by an interpretation of data gathered on students in year eight and eleven attending a segregated school for adolescents with moderate to severe intellectual, physical, and emotional disabilities; their parents and caregivers, and school staff members. Reference to experiences from a trial year of community connections programming will be made.

The concluding section of this document makes some suggestions for the future. A series of curricular themes and a range of learning objectives for each theme is offered. These objectives are based on the trial year of community connections programming and are included to provide insight into the tremendous community and social skill gaps seen in some of the students attending the segregated school. This proposed community connections curriculum is intended to enhance the year nine to twelve program currently offered by the segregated school. It is not intended to be prescriptive, but rather a malleable guide which should be shaped by student and family need.

Facilitating Empowerment

Empowerment is considered a valuable outcome of service to persons with disabilities. It appears in the literature on psychology, disability, social welfare, education, management theory, medicine and minority groups. The community connections curriculum is designed to support students and their caregivers to develop strengths related to Dempsey's (1996) definition for empowerment.

It is a multidimensional construct that can be expressed in individual's attitudes, knowledge and behaviour, and can be displayed in a variety of environments. The

components of empowerment include a sense of control, self-efficacy, participation, personal action, an understanding of the environment, access to resources, and an ability to meet personal needs.

By including learning experiences that focus on self- responsibility and active community participation, students involved in the proposed transition curriculum become immersed in "... a process by which individuals gain mastery over their lives and a critical understanding of their environment ." (Zimmerman, Israel, Schulz & Checkoway, 1992 p. 708) It is these characteristics that seemed especially lacking in the skill set of the group of young people who participated in a version of the community connections curriculum facilitated by the writer.

Empowerment for adolescents with developmental delay does not occur without focussed attention from significant others. As with any young person, the involvement of parents and guardians is a critical component of their education. It is the family unit that must feel empowered in order to assist the student to develop self-sufficiency (McCallion & Toseland 1993; Turnbull and Turnbull 1989.) Program design opportunities must be given for families to identify their own needs, to make decisions and to be part of an open, honest, collaborative relationship with the educators. "Best practices" program delivery which is flexible, practical, and truly meets the needs of individuals will be most effective in the long term (Dempsey, 1996.)

The community connections curriculum involves both students and their families in planning from the outset. It is expected this cooperation is a continuation of a proactive parent/guardian relationship nurtured between the school and the family from the time of initial registration. If the student does not have strong support for independence originating from the home, the program is even more necessary to assist the youth to develop increased self-reliance.

Dempsey (1996) states that placing an emphasis on the existing capabilities of

individuals and families will result in a strengthening of their competencies. Programs should focus on strengths rather than deficiencies. These young people must come to see themselves as causal agents in achieving solutions to their own problems and in setting and achieving their own goals. (Solomon, 1976.) Adolescents with developmental disabilities must be assisted to realize that the "power structure" (community services) is open to their own influence. In helping students to do so, educators are encouraged to take on the role of observer, facilitator, and researcher (Rappaport, 1984).

Never try to follow me, look up to me, or bow down to me. You have asked me to be your guide, and this I will be because you asked from the heart. As a guide I will be your friend and we can share our discoveries. But this is your path and you are on it to discover your own truth and to be empowered with your own "medicine" and only you can find it and become free and responsible (Meadows, 1991 P. 65, in Searcy, Lee-Lawson and Trombing, 1995).

Dunst and Cross (1988) offer these two of twelve enabling guidelines that should increase the ability of families and youth with developmental disabilities to mobilize their resources and skills to meet their own needs, and to improve family, parent and child functioning. It is critical for educators implementing any aspect of the community connections curriculum to consider these particular guidelines.

- 1) The help-giver promotes the help-seeker's acquisition of effective behaviours that increases their competence, and decreases the need for future help.
- 2) The help-seeker perceives improvement and sees him or herself as the responsible agent for producing the change. (Dempsey, 1996, p. 12)

Quality of Life for Adolescents with Developmental Delay, theory and practice, has considerable application for the development of change in the field of adolescents' with disabilities education and lifestyle (Brown and Timmons, 1994.) The foundations of quality of life research spring from the concept of normalization and have been in a process of development for the past decade. Within the field of disability these concepts have expanded to influence models of rehabilitation and special education. To date most of the

research in this area has been carried out with adults or younger children. Exceptions to this are studies by Halpern (1992), who has looked at transition from school to work and Keith and Schalock (1992) who have developed a quality of life questionnaire for adolescents.

The community connections curriculum has truly found a home when it comes to quality of life as a foundation construct. Brown and Timmons (1994) state that quality of life encourages a broad framework associated with human rights, variability, and individual choice. Education, social learning, community living, leisure and recreation, and vocational development are essential components of a typical holistic, quality of life model, and are integral to the community connections curriculum. Brown, Bayer and MacFarlane (1989) and Timmons (1993) carried out research in the area of quality of life and adolescents with disabilities which produced similar results. They found that rehabilitation as it is practised today is "often directed towards keeping individuals quiet rather than encouraging them to develop assertion and exploration of the environment." (Brown and Timmons, 1994, p. 5)

A further conclusion drawn by the researchers was that while it seemed restrictions were imposed in order to keep the individuals safe, it was not considered by those imposing the restrictions that the young people could experience psychological and social harm by being so protected. Is the failure to transfer or learn new skills that is typically associated with adolescents with developmental disabilities, linked to the restriction of contact with a more rich environment (Brown and Timmons, 1994)? The authors further state that self image, cognitive and affective levels of functioning would be diminished over a lifetime of these practices. Such quality of life studies pose challenges to the education system. Assertion, exploration of the environment, the right to risk? Is it possible to offer a special education program with these qualities and find favour with families, students, school officials, and the community? The answer has to be, yes.

Consider some of the research by Brown, Brown and Bayer (1994), who surveyed youth with and without developmental disabilities on topics pertinent to adolescence. One such survey question assessed worries. Special education students worried much less overall than non-disabled adolescents. Could this be a reflection of their sheltered lifestyle and program expectations? Increased responsibility for decision making might cause more stress in the young people with developmental delay. These attributes of quality of life (a role in decision making; responsibility for self-determination) may actually be seen as producing negative conditions. Yet sometimes learning and higher achievement are accomplished because of stress and pressure. A lack of stress or worry may indicate a lack of opportunity and diminishes the ability to perform at a higher level (Brown, Brown and Bayer, 1994).

Life circumstances change and both families and adolescents with developmental delay must be prepared to cope with opportunities and challenges as they arise. Otherwise, general life situations may become needlessly complicated. This writer experienced this phenomenon when implementing the community connections transition curriculum. Parents and guardians were shocked at the idea that the transition program would be offered at a site away from the segregated school, and would require their eighteen or nineteen year old developmentally delayed offspring to learn to use the transit system independently. Previously, the young people had always been picked up at their homes for yellow bus door to door delivery before and after school. The students were nervous but elated by the possibility for independence. Parents were most distressed at this expectation, believing the young adults could not safely use the transit system without assistance.

This parental underestimation of ability complicated by the students' desire for growth is ably addressed by Brown and Timmons (1994, p. 9):

“It must not be assumed that because people live together they may be aware of the

skills, needs or opportunities required by young people; or that they really know what their children can and cannot do.” Temporary, late occurring, adolescent mutiny ensued on the home front. In the end every student in the program mastered the transit system and grew tremendously as a result.

The importance of linking community learning with the home environment early in the students' adolescent years cannot be overemphasized. Brown and Timmons (1994,p 9) indicate that "parents often want assistance in this area.” Public transportation workshops complete with home based bus travel assignments or recreation information nights are ideas for parent meetings that will support student transition.

The community connections curriculum has a quality of life focus. It includes the provision of stimulation through varied experiences. According to the literature, the lack of such participation seems to compound the degree of handicap experienced by the adolescent. (Brown and Timmons, 1994.) Unfortunately, parental support of the attempts made by the students towards increased competency in community life may not be forthcoming. Brown and Timmons (1994) indicate why this may be so... they may be unaware of student needs, fail to acknowledge ability or have concerns about safety or control. Such resistance provides strong reasons for educators to strive to include quality of life components such as human rights, social learning, community living, leisure and recreation, and vocational development in their students' program.

Staff facilitating the various community connections transition components might well view their role as that of mentor for the youth involved. The following philosophical approach is a wise one to internalize, and perhaps to introduce gently over time to parents and guardians of adolescents with developmental delay.

A mentor shows you the ropes, but doesn't help you pull them. A mentor knows that experience is a valuable teacher and that growth through error is the most lasting kind of growth. They give advice which lets you avoid catastrophic errors without being so prescriptive as to leave you void of the beauty, adventure and memory of the trip. (unidentified parent; in Searcy, Lee-Lawson, Trombino, 1995)

Contemporary Issues Education

Parts of the proposed community connections transition curriculum includes contemporary issues education. Lamorey and Leigh (1996) put a name to the necessary common sense information that serves as an older person's version of the "street proofing" workshops offered for elementary school children. The authors discuss issues which involve the right and responsibility of human beings to make personal decisions about their own beliefs, values, and behaviours. They include personal health and welfare, sex information, respect for diversity, environmental issues, politics and government.

Lamorey and Leigh (1996) state that special education students are at a significantly higher risk for negative outcomes associated with many contemporary issues (early pregnancy, drug and alcohol abuse, physical and sexual abuse, delinquency). Indeed, the vulnerability of youth with disabilities is multidimensional. This can be understood based on the cognitive, social, emotional and communicative limitations of youth with disabilities. The nature of some disabilities can hinder an individual's ability to assess high risk social situations, to make accurate judgements about the behaviours and motives of others in the situation, or how to ask for help/protection in these situations. Tharinger, Horton, and Millea (1990) indicate that adolescents with developmental delay are particularly vulnerable to sexual abuse because of their dependence on other adults, emotional and social insecurities, and a possible lack of education regarding sexuality and sexual abuse. Kleinfeld and Young (1989) indicate that the pregnancy rate among girls in special education is disproportionately high and occurs disproportionately earlier than the rates for non-disabled peers. Lamorey and Leigh (1996, p. 120) state their concerns.

As the inclusion movement continues to integrate students with disabilities into general education classrooms and at-large communities, students with disabilities will be placed more and more often into a variety of vulnerable situations in which they may be exploited and manipulated. At the very least, these experiences will challenge students with disabilities to make wise and healthy decisions in the context of peer pressure coupled with limited cognitive, problem-solving social and/or communication skills.

The writer can attest to the fact that special education students attending segregated school programs are not free of experiencing situations where they too, can be exploited or manipulated, and regrets that Lamorey and Leigh link inclusive education and community participation specifically with the occurrence of such unacceptable circumstances. The victimization of people with disabilities can occur anywhere, at any time, and be perpetrated by caregivers, strangers, and personal friends.(Allard & Usinier, 1997)

It is clear that there is a need for basic training in personal empowerment, safety skills training, individual rights education, social skills training, assertiveness training, sex education, communication skills training, and self-defense training.(Sobsey, 1994) In agreement with the quality of life and empowerment researchers, several other notables in the field of special education state that "students with disabilities too rarely exercise an age-appropriate degree of self-advocacy and personal control over their lives." (Abery, Arndt & Eggebean, 1995; Mithaug,Martin, Agran & Rusch, 1988)

Gender Differences in Transition

In the field of special education, researchers are beginning to recognize that societal patterns for gender disparities and sex role stereotyping continue to persist. Educational performance, employment outcomes, and quality of life indicators are affected for a large segment of the population. (Lichtenstein, 1996) It is unfortunate that gender differences play such a significant role in of the lives of women, and even more so women with disabilities. (Fulton and Sabornie, 1994).

Participation in the work force of both men and women is positively related to educational attainment (Mincer, 1990.) How does educational attainment fit into the puzzle for people with developmental delay who have completed special education programs? What can they expect in terms of employment/quality of life equity as a result of their transition experiences? One might hope that similar outcomes could be predicted for

students who had attained a similar standard of education. Research indicates that such is not the case. Reforms must take place that will produce policies and practices that will offer excellence and equity for all students in special education programs.

(Lichtenstein, 1996) There is a need to investigate why women with disabilities are underemployed and earn less in similar work. (Haring, Lovett, 1990) In the field of general population vocational preparation, efforts have been made to emphasize gender equity goals. Despite these efforts, vocational preparation remains overwhelmingly segregated, with young women and minority groups clustered in the programs that prepare them for the lowest paying jobs. (Stromquist, 1993; Wellesley College Centre for Research on Women, 1993) Special education classes are dominated in sheer numbers by male students. (Smith, 1991) This unequal distribution of gender within classes has drawn attention away from the unique needs of girls and young women and contributes to their status as an undeserved group. (Lichtenstein, 1996.) For example, a significant difference in school programs related to gender is the high rate of home economics and life skill instruction and the lower rate of vocational courses taken among female students with disabilities. Despite higher academic performance while in school, research found that young women with disabilities were just as likely as young men to drop out of school, and almost 25% did so because of pregnancy. (Wagner, D'Amico Newman, Butler-Nalin, Marder & Cox, 1991) The school programs chosen by or provided to many young women in special education programs support a transition path involving "home and child care more actively than post secondary education or employment" (Wagner et al, 1991)

Only in the last ten years have follow-up studies on the transition and secondary education of young women with disabilities been completed. Previously, the "gender-blind" approach had been undertaken. (Lichtenstein, 1996.) The National Longitudinal Study (Wagner et al; 1991) included more than 8,000 students with disabilities who were 13-21 years of age during the 1985/86 school year. Follow up data was taken in 1987 and

1990. Even if they attained higher achievement in school, the young women were just as likely as their male counterparts to drop out or to fail to attend post secondary programs.

The following summarizes the study findings:

- Young women were significantly less likely than young men to be employed at each stage beyond school completion surveyed.
- For the group most recently completing their public school program, only 32% of young women were employed compared to 52% of the young men.
- After five years, only 40% of young women compared to 64% of young men were employed.
- Increased instances of parenting were reported at an earlier age in the female students.
- Females with disabilities demonstrated a lower level of involvement in activities outside the home.
- Wages of females with disabilities were consistently lower than males.

(Wagner, 1992)

The absence of research to examine gender differences in special education programs has produced the misconception that all is well. Wagner (1991, in Lichtenstein, 1996 p 17) emphasizes that

“Looking at youth with disabilities as a whole obscures the particularly pressing transition difficulties of young women with disabilities.”

These researchers ponder whether it is the "separateness" from general education that special education has, which contributes to the lack of attention given to gender issues. Lichtenstein sees this "separateness" as a barrier to innovation, collaboration, and a contributor to an expectation or perception of diminished ability among students with disabilities. Students with disabilities must be as involved as their non-disabled peers in educational initiatives for equity, achievement, career transition, and school to work programs. "These goals must be considered as serious for the field of special education as they are for the larger educational community." (Lichtenstein 1996, p. 18)

A number of suggestions have been made to improve the skills of young women with disabilities during their educational program and transition experiences. Activities that contribute to increased transition success for young women with disabilities include:

- cultivate leadership potential among young women
- build self-esteem and self-confidence
- include mentorship among adults and working women
- explore careers through work site visits
- focus on self-knowledge, decision making, goal setting, healthy relationship building, life planning and survival strategies (Lichtenstein, 1996)

Within the segregated school examined in this paper exist gender disparities which mirror the research. More male students than females are represented in many of the vocational programs. All formal leadership positions are represented by men--this includes the student counsellors, curriculum coordinators , and all three administrators. The only female leadership role model within the school is the resource officer. The pregnancies and school leavings do take place, and too often it is the girl with more ability and fewer life chances that drops out.

School is where most young people gain firsthand knowledge that will assist them in their experiences in the larger community. (Lichtenstein ,1996) Schools have a primary responsibility to address and eliminate gender disparities , yet according to Stromquist (1993), school policies and practices have been cited as initiating and reinforcing these disparities.

The Challenge of Employment

Employment for persons with developmental disabilities is one of the cornerstones that marks their equality, value and inclusion as Canadian citizens. The reality for most of these individuals is that opportunities for meaningful work and reasonable incomes are limited. (Uditsky, 1995.) It seems that persons with physical disabilities have achieved more in terms paid employment over the past decade, with technological or environmental adaptations making the workplace open to them. Persons with developmental disabilities require adaptations in job functions which may extend to creating jobs specific to their abilities. As physical adaptations compensate for a physically disabled person, individuals with developmental disabilities may need "social" adaptations. This might include a co-worker to assist them or an assistant hired to provide them with direct support. (Uditsky, 1995)

The Alberta Premier's Council on Disability was intended to be an agent of change to eliminate physical and attitudinal barriers in communities that prevent persons with disabilities from accessing employment. Gary MacPherson, Chairperson of the Council, states that access to employment and other life options has never been easier for persons with disabilities(1996.) He agrees with Uditsky, however, that the federal Employment Equity Act has done little to improve the numbers of persons with disabilities in the workplace. MacPherson (1996, p 7) poses this question. "When we prepare people with disabilities for their careers, what essential ingredients are we missing? "His response; "We are failing to help them believe in themselves, their abilities and strengths."

Inclusive educational and community living practices have the "potential , through relationships between peers with and without disabilities, to change public perceptions and consequent actions." (Uditsky, 1995 p 13) But for persons with developmental delay finding paid employment is more than just a matter of believing in oneself. Meeting community standards in many situations, recreational or vocational, is a challenge for these

young people. The complexities of communication, a demonstrated work ethic and overall personal management are made up of a multitude of skills many people take for granted. It is these skills that may require focussed teaching and rehearsal in a variety of settings over a lengthy period of time. Hence the need for a community connections curriculum . The school building is not the only place to teach and practice these skills.

Dwight Westcott, a Food Services Manager who has provided work study training for students with development delay, relates his most striking observation of the youth as workers. "The most difficult thing is coping with their mood swings. They come in fine, seem to remember something that happened at home or whatever, and then that's all they can think about. The work stops." (1997). This observation was made when Westcott attended a parent meeting to discuss hiring the students from an employers point of view. He is confident that the youth would find work in the food service industry but cautioned that it is hot and hectic in a commercial kitchen, with a great deal of staff turnover. He shattered a few misconceptions for some attending the session when he commented on tasks. Many people assume that people with developmental delay are best staying on one, repetitive task. Westcott (1997) states, "Give them variety. No way they can last on only one job. Switch them every twenty minutes or so. A big kitchen, there's lots of variety for them. You can see it - they just fade off." Westcott emphasized attitude over any formal training for hiring. "They have to want to come to work and have a good attitude. Otherwise there's just no point. You can't MAKE a person have a good attitude." Later Westcott asked parents what they think he should do when the young workers become bogged down in their negative moods. The parents want the youth to be told "Get back to work. You can't do that on the job." Westcott thanked them.

In response to concerns that people with developmental disabilities are remaining unemployed or are relegated to low paying, part time employment in limiting occupations, initiatives for self-employment are on the increase. (Neufeldt and Albright ,1995) It is felt

that while self employment holds many risks, persons with developmental disabilities should have the same opportunities for these possibilities as other citizens. Supported employment for these individuals is not making the gains that were hoped, so innovation is needed.

The Employment Initiatives Committee of the Alberta Association for Community Living received funding from Human Resources Canada to implement a Self-Employment Pilot Project. Seven individuals submitted a business plan and went through a variety of learning experiences in partnership with government representatives and members of the business community. Three of the seven participants are ready to launch their small businesses this year. This will not solve the fundamental issues behind employment for persons with developmental disabilities, but it does provide new avenues for potential success. It is another career area that should be open to these community members. (Uditsky, Sannuto, and Waters, 1996.)

How does a provincial government department perform when it comes to assisting youth with developmental disabilities in their quest for employment? As part of the community connections curriculum, the writer booked a small group of transition students into a two hour Job Search workshop at the Alberta Youth Employment Centre . The centre is intended to serve unemployed youth aged 16 to 24 years. When the supervisor became aware of the inclusive registration for the session, the writer was contacted and told that a separate session would be offered for the special education students to attend. It was indicated that a grade nine reading level was required in order to participate in the regular session, although the information was delivered in a lecture format. A twenty minute break was part of the two hour, interactive session.

The writer maintained the inclusive booking and attended with the five transition students. There were five other young people in the session. Only one had any post secondary education, one year from DeVry . One participant announced she was pregnant.

The entire group sought entry level service industry (restaurant) jobs. The other young people presented themselves in much the same way the transition students did. They were very accepting of the transition students and participated with them in paired sharing for introductions. All of the youth in the session required assistance when the job search handbook materials were discussed as well as with the evaluation form at the end of the session.

During the session, the program manager removed the writer to his office to discuss his concerns. He felt strongly that by attending with the other youth the transition students were being treated in an exceptional way, and asked the writer to consider how the other participants might feel. Dissatisfied with the experience, the writer contacted the Premier's Council on Persons with Disabilities. An inquiry took place. It came to light that the Alberta Youth Employment Centre had a long history with the segregated school. There had always been separate sessions offered to the school, just as there were for a school for pregnant teens. A change in transition staff brings a change in philosophy. The centre is now aware that students from the segregated school will be accessing their services just as any other youth aged 16 to 24. Equality means the opportunity to register for services; equity means providing the materials in a format for all individuals to understand.

Volunteerism

With the challenges of the competitive job market causing many youth with developmental delay to feel that they have no value within the community, a worthwhile alternative exists. Alberta has one of the strongest voluntary sectors in Canada, if not the world. Delegates from five countries attended a celebratory conference about volunteerism held in Calgary. Volunteerism, especially Youth Volunteerism, is being hailed as far away as South Africa as the foundation upon which to build a strong community. (Peterson, 1997) During a trial year of the community connections transition curriculum, the students

participated in a number of staff facilitated volunteer opportunities. The variety of learning experiences took the students beyond the predictable drudge of the service industry and allowed them to gain insight into other lives and other skill sets, thereby enriching their own.

The Youth Volunteer Corp, an American organization which has chapters in Calgary and Edmonton, involves young people between the ages of 11 and 18 in community contribution. Summer projects are undertaken that make a difference to seniors, inner city children, environmental and civic concerns, and people with disabilities. The goal is involvement - and everyone is welcome to participate. (Kennedy, 1997) Following a presentation at the segregated school, students made follow-up calls and signed on for the summer to work alongside their non- disabled peers in group community benefit projects. This link can last year round. Short term weekend work blitzes maintain ties and friendships, and provide the youth with developmental delay the opportunity to belong.

The young adult graduates of the segregated school can find placement assistance at the Volunteer Centre. Group placements are possible under the Transition Support umbrella, and are an effective way to be exposed to a number of different settings for volunteer work. All is not envelope stuffing, as the trial community connections crew discovered. Over 1200 different opportunities to volunteer can be accessed through the Volunteer Centre on any given day. (Cayford, 1997)

What is required of a good volunteer? This question was posed to three Volunteer Coordinators at continuing care centres in Edmonton. Their responses were consistent. They seek individuals who are dependable, trustworthy, friendly, willing to learn and serve others, and committed to attending for at least six months. (Toronchuk, Molter & Keller, 1997.) Personal character and attitude are emphasized over education and skill level. While position descriptions exist for every opportunity in the care centres, Moltev (1997)

indicates they can be adapted to meet the abilities and interests of the volunteer applicant. In some cases, as Uditsky (1995) refers to "supported employment", there can be supported volunteerism . Other volunteers are recruited to work as co-volunteers with the special needs person.

How do parents and guardians view volunteerism? The trial community connections volunteer team had mixed responses on the home front. All students in the group had applied for, or were receiving, monthly Assured Income for the Severely Handicapped in the amount of eight hundred ten dollars. Yet when some of the students shared the news of their volunteer work with their parents, the feedback was not supportive and congratulatory, but rather it was devalued with, "They're working for nothing. That's not a paid job." (Yanchuk, 1997) For all that parents had gone to great lengths to have their offspring declared unemployable (some paying up to five hundred dollars for a private assessment after their initial application was turned down), they did not support the roles that the young people were developing for themselves in the volunteer sector. Fortunately this response went the way of the previous panic regarding independent use of the city transit system.

It is critical to note the number of opportunities for co-curricular volunteer community involvement that students from the segregated school could access and benefit from. Staff willingness to leave the school building behind and participate with their groups must be encouraged and recognized. The Meals-On-Wheels organization is an example of a volunteer opportunity which would support curriculum learning and citizenship development. According to Michelle Dowling, assistant volunteer coordinator for Meals-On-Wheels, the students would be very welcome to work in all aspects of the preparation and packaging of meals. They could even accompany the delivery driver. The chance to learn about all parts of the service and to actually meet the recipients of their efforts would be meaningful for the students. Some variety in duties is possible unlike the endless dish

pit faced in so many of the work study sites. Combining the work opportunity with transit use will result in an extensive learning experience. If AISH is the final outcome of the student's educational program, a chance to establish a daytime routine and a community of social contacts may be possible prior to leaving the school. This could be accomplished with a small group of students accompanied by a staff member and eventually, interested, competent students could attend solo.

How do students feel about volunteer work? Those in the trial community connections volunteer team had mixed views. Some were in opposition to trying out the projects. This is where empowerment is influenced by staff direction. Many students in the segregated school have had very limited experiences. When asked if they will participate, their first response may be a negative one. If there is a group and one person says no, chances are likely that others will respond similarly. At times staff must insist that they try an activity, especially something new. It is this push that will allow them to make an informed choice the next time such an opportunity arises. It is important to encourage students to develop an open mind regarding learning opportunities for vocational, social and recreational growth.

Financial remuneration is important to the students. Yet with all of them receiving AISH funds, a thought provoking discussion came from the statement echoed from parents as feedback on volunteer work. "Working for nothing vs. getting AISH for nothing." Students used calculators to figure out how many hours at minimum wage they would have to work to make up the eight hundred ten dollars they receive from the government. Added to this was the cost of medical benefits, also covered by the AISH funds. This proved to be an eye opener, as did the AISH requirement that the recipients must attend a training program or be doing volunteer work or their funds can be withdrawn.

While the intrinsic reward of helping others did not seem too significant for this group, another effective argument in support of volunteerism concerned the choices and

variety of volunteer positions compared to the work study opportunities most students had tried. Dishwasher and all-day vegetable peeler went by the boards as students became Music Program assistant, and Recreation assistant. Complimentary meals and snacks went along with the development of very nice friendships with seniors. Another great opportunity was Painter and Carpenter's helper, complete with power sander, coveralls and all the cold pop you could drink. Promoting a fund raising walk resulted in lovely free T-shirts. Throughout each varied experience, tremendous learning took place. Students gained social confidence; handshakes became firm, eye contact was consistent. Work habits and practical skills were developed. Imagine using a power sander when you had never been allowed even an electric toothbrush in your hand. Students moved from supported group volunteer placements to independent, adult volunteer roles, carrying on their positions after the formal structure of their transition program concluded.

Inclusive volunteerism is not without complications. As a result of the initiative demonstrated by the trial community connections team, the segregated school gained a place on the RSVP committee. Recruiting Special Volunteer Placements works in partnership with the Volunteer Centre and its member agencies to promote the education of staff co-volunteers and the community at large regarding volunteers with disabilities. This is an ongoing process, much the same as employment advocacy. Certainly more research and development in the area of youth volunteerism is needed. There is considerable benefit for citizenship and career skill development for students in the academic programs as well as those in special education classes.

Background

In order to design a meaningful transition curriculum it was necessary to first live the experience. It was helpful to actually work with the students requiring the program to establish the skills and gaps they had in relation to community participation. The stated purpose of the segregated school " To help our students develop the knowledge, skills and attitudes to live constructive and meaningful lives." is critical to the transition curriculum.

Few of the students in the transition program entered with independent transportation skills. Some had never ordered their own meal in a fast food restaurant. Some had never shopped for and purchased their own clothing and were unaware of their own shoe or trouser size. Most were uncomfortable using the telephone and lacked the communication skills to request basic information such as transit route schedules. Some had serious personal hygiene deficiencies. All required attention for dressing for the climate especially in regards to winter transit use. Most did not have a bank account or library card. All had applied for or were receiving financial support, either in the form of Assured Income for the Severely Handicapped or an insurance settlement related to an accident. Most were socially isolated except for contact with relatives.

The leisure skills of the group were limited. Most were not aware of opportunities in the community and spent time at home watching television , playing video games or listening to music. Most did no chores at home and all required assistance to wake up in the morning. Most did not make their own lunches, do their own laundry, or participate in any other activity that would contribute to their independence. Some of the students were not allowed to be at home alone, an issue for working parents and guardians to deal with as formal school programming was ending. Not all parents responded to opportunities to meet with staff to plan individual transition. Not all parents were receptive to placement referrals to sheltered settings, yet they also were uncomfortable with transition expectations for student self-management.

The need for a community connections curriculum that starts early in the programming offered to special needs students and their caregivers is apparent. The input from parents and guardians, students, and staff as well as a synthesis of current research has resulted in the Community Connections Transition Support Program.

Data Collection

Student surveys were carried out with year eight and year eleven students in small groups. Survey design took into account the limited ability of many students to submit written responses. The questions were read aloud and individual assistance was available to complete the survey. In addition to the survey, a free response sampling of year 11 students was gathered and is included to indicate typical academic levels of the school population. Staff received a survey at a weekly communications meeting. Parents were surveyed randomly at an evening Open House held at the school.

Seven of the thirty staff surveys were returned . Three questions were asked. Responses to question one are included. "What do you think our students need to learn to be involved in the adult, day time community?"

Students need to be exposed to real life situations. Also the discipline of punctuality, tidiness responsibility. Our students are too lax when it comes to these responsibilities. Use of public transportation (ETS). Social skills i.e. how to be patient, tolerate differences, be sensitive to others' feelings and needs, accept people as they are-try not to change or alter them too much. Have a good grasp of what they want out of life. Is it happiness? For it is not how much we have but how much we enjoy that makes happiness. Here we must re-define what makes a successful student. Is it how well he will compete and accumulate money? Or how well he will accept what life has to offer?

- use of transportation
- access to services (legal,social,medical,political)
- recreation opportunities
- personal finance

- work experience
- job search
- travel skills
- familiarity with community
- safety procedures
- Need to know-how to work and do household chores-help out others.
- responsibility for an allowance
- parents to volunteer and take student along
- career shadowing for both paid and volunteer work

There are two basic things they need to learn:

- 1) Basic skills- budgeting, sight words, home care, cooking, grooming and hygiene, busing, phone skills etc.
- 2) Appropriate behaviour/responsibility- most of our students fail because of lack of skills. They fail in the community because they have never been taught the basic rules of society. They need to learn how to communicate effectively, how to follow rules and most importantly they need to learn to accept responsibility for their own actions and behaviours. * (response from staff member /parent of student in program)

Personal maturity, self care, responsibility, reliability, basic job skills, be on time.

Preparation should begin long before grade twelve, possibly grade ten. Examples of other students (possible presentations). Check lists for each area, goal setting, life plans.

Library Card	Own Bank Acc't	ETS	Chores at Home	Community Clubs	After 12	Home alone	Gender/Age	Wheelchair
yes	no	weekends	Cook, dishes	Cp sports	Volun., shelter	Yes, cell phone	girl/16	yes
yes	yes	no	Clan, cook, shop	Swim class	Job, bolun., duc.	yes	girl/15	no
yes	yes	yes	Yd. Wk., fd. Prep.	no	Not sure	<2 hrs	boy/13	no
yes	yes	no	Laundry, clean	Church, baseball	Job, educ.	yes	girl/13	no
yes	yes	no	everything	no	Not sure	yes	girl/17	no
yes	yes	yes	everything	Spec. Olym.	combination	yes	girl/18	no
yes	no	no	everything	no	Educ.	no	girl/15	no
no	yes	no	Food, yd. Wk.	no	Job, educ.	no	girl/13	no
yes	no	yes	Cook, clean, laundry	no	Educ.	no	girl/15	no
yes	no	no	Not much	Spec. Olym.	Educ.	no	boy/15	no
yes	yes	yes	everything	no	job	yes	boy/12	no
no	no	no	sometimes	Only T.V.	Educ.	no	girl/13	no
yes	no	no	nothing	swimming	job	yes	boy/14	no
yes	yes	weekends	Laundry, cook	church	Volun.	yes	girl/15	no
no	yes	no	tries	no	Stay home	Short time	boy/15	no
no	yes	no	none	no	job	no	boy/14	no
yes	no	yes	everything	Girl guides	Job, educ.	yes	girl/15	no
yes	no	no	Laundry, food	church	Job, volun.	yes	boy/16	no
no	no	no	Dishes, lunch,	swimming	unsure	no	boy/12	no
yes	In trust	Weekends, sister	everything	Bad exper.	job	One hour max	boy/13	no
15/21	11/21	18/21	19/21	11/21	9/21 want job	8/21	9B, 12g	1/21
71% yes	52% yes	85% no	90% yes	52% yes	42% want job 6/9 no ETS 4/9 no community invol. 2/9 no chores 2/9 no home alone	38% yes, alone		

Parent/Guardian Transition Support Survey

Parents of students aged 12 to 17 years were greeted randomly as they entered an Open House Display. Some parents needed the writer to read and complete the survey for them.

- 71 % of parents said that their children had public library cards
- 52% of parents said their children had their own bank accounts
- 85 % of parents said that their children did not use public transit
- 90 % of parents said that their children helped at home
- 52 % of parents said that their children were in a community club
- 38 % of parents felt they could leave their child at home unattended
- 42 % of parents felt that their child would find paid employment after completing year twelve (*9/21 students surveyed)

* of these 9 students, 6 are not on public transit, 2 do no chores at home, 2 cannot be left at home alone, and 4 have no community involvement.

Parent And Guardian Transition Support Wish List

In response to the question "What do you think the students need to learn, about being a part of the adult day time community?"

- As much as any other teenager - to the extent of their abilities - but push them to their limit.
- Hopefully be self-sufficient and productive member of the community.
- Responsibility, motivation.
- Life skills, day to day living skills, money management, relationships.
- They need to learn about the agencies/facilities that will provide help/service to them as far as assessing their needs and providing a place for them in the community.
- I think nowadays' student's should learn to respect and take advice from adults. APPROPRIATE MANNERS (sic) and that they can contribute to the

community to make it a better place for everyone. Social skills, basic living, (survival) skills.

- Job skills, save money.
- Volunteering.
- Acting responsible and following instructions that are left with them.
- How they can cope with the prejudices (sic) out in the real world.
- To know their math and how to socialize. Responsibility, how not to be taken advantage of, how to function in the adult world.
- Banking, shopping, budgeting, volunteer skills. Decision making , social skills, basic living skills , survival street smarts, cooking, self care.
- Independence, listening, ETS, budgeting , self confidence, asking for help.

Recreation Survey Year Eight Students

Eleven female and seventeen male students aged 13 to 15 years were surveyed regarding leisure activities and independence.

- 22 % of students (2 males and 4 females) use the public transit system
- 14 % of students(3 males and 1 female) are in Special Olympics
- 14 % of students (2 males and 2 females) are in another recreation group
- 40 % of students (5 males and 5 females) attended a city day camp
- 85 % of students(14 males and 9 females) swim regularly
- 77 % of students (11 male and 10 female) named their neighbourhood pool
- 14 % of students(3 males and 1 female) watch T. V. on weekends over another activity
- 18 % of students(3 males and 2 females) watch T.V. on weeknights over another activity
- 62 % of students (10 males and 7 females) could name winter activities they enjoyed
- 85 % of students (12 male and 11 female) could name summer activities they enjoyed
- 22 % of students(3 males and 3 females) responded that they do no family

activities

8 pools and 9 shopping malls were identified as close by the students' homes. This indicates a wide dispersal of youngsters throughout the city. An inability to access public transit limits social networks outside of school.

Age	Boy	Girl	Daycamp	Crafts	Swim	Pool	Spec. Olym.	Other	Winter	Summer	Kinsmen	ETS	Wh. Ch.	Weekends	Evenings	Mail	Family Act.
13	x		yes	no	yes	?	yes	no	ski	?	yes	no	no	parks	soccer	?	swim
14	x		yes	no	yes	WIM	yes	no	ski	Swim, BB	no	no	no	trampoline	Tv, friends	WIM	WIM
15	x		no	no	yes	?	no	no	?	?	yes	no	no	?	?	?	?
14	x		?	no	yes	YMCA	no	no	skate	Bike, swim	no	Wants to	no	basketball	Snack, ic	WIM	YMCA
12	x		no	no	yes	CMCT	no	no	?	?	yes	no	no	party	soccer	Westmount	none
14	x		no	no	no	?	no	no	no	no	no	no	no	Tv, mall	tv	Kingsway	theatre
14	x		no	no	no	?	no	no	?	bike	no	no	no	tv	tv	Millwoods	tv
14	x		HeHolla	no	yes	Mill Rec	no	no	Ski, skate	Swim, bike	no	?	no	bingo	bike	Abbotsfield	none
14	x		no	no	yes	O'Leary	no	no	hockey	BB	no	no	?	lake	bike	Delton	movies
14	x		yes	no	yes	ACT	no	church	Ski, skate	Bike, swim	no	no	no	Go out	friends	Abbotsfield	supper
14	x		no	no	yes	?	yes	no	skate	Soccer, BB	no	yes	no	tv	tv	Millwoods	none
14	x		no	yes	yes	Mill Rec	no	no	sno-board	rollerblade	no	Wants to	no	girlfriend	null	Kingway	Plays, swim
14	x		no	no	yes	Mill Rec	no	no	basketball	BB	no	no	no	basketball	basketball	Mill Wds.	Family things
14	x		yes	no	yes	Mill Rec	no	church	Skate, tobogan	sports	no	yes	no	Bike, swim	Soccer, swim	Millwoods	swim
15	x		no	no	yes	WIM	no	no	toboggan	Swim, bike	yes	no	no	friends	Nintendo	Mill woods	restaurants
13	x		yes	yes	yes	WIM	no	no	no	swim	no	no	no	movies	Happy Ma	Castledowns	camp
13		x	no	no	yes	Mill Rec	no	no	tobogan	BB	no	no	no	friends	tv	Mill Woods	garden
13		x	yes	no	yes	Mill Rec	yes	guides	?	camp	no	no	no	100 Bks	pup/cat	Mill Woods	movies
13		x	yes	no	yes	Mill Rec	no	guides	Ski, tobogan	baseball	no	no	yes	baseball	friends	Mill Woods	golf
14		x	no	no	yes	Confed.	no	no	Ski, tobogan	Bike, swim	no	walk	no	Not much	homework	Southgate	?
13		x	yes	yes	no	East Glen	no	no	no	bike	no	no	no	walks	phone	Kinsway	shop
14		x	no	no	yes	ACT	no	no	no	bike	no	no	no	nothing	tv	Londonderry	nothing
14		x	no	no	yes	O'Leary	no	no	skate	Bike, swim	no	yes	no	Friends, tv	phone	Northwood	shop
14		x	yes	no	no	ACT	no	no	no	swim	no	yes	no	nothing	nothing	Kingsway	none
14		x	no	no	yes	ACT	no	no	skate	swim	no	no	no	Bike, swim	Friends, dog	Londonderry	null
13		x	yes	no	yes	YMCA	no	no	tobogan	Swim, hike	no	no	no	cousins	movies	WIM	none
15		x	no	no	yes	?	no	no	skate	Bike, friends	no	yes	no	friends	friends	Westmount	Go places
	16b	11g	5/16b	2/16b	14/16b	11/16b	3/16b	2/16b	10/16b	12/16b	4/16b	2/16b	0/16b	3/16b tv	3/16b tv	5 West	3/16b
			5/11g	1/11g	9/11g	10/11g	1/11g	2/11g	7/11g	11/11g	0/11g	4/11g	1/11g	1/11g tv	2/11g tv	4KW	3/11g
			Daycamp	Crafts	Swim	Name pool	Spec. Olym.	other	Name spot	Name sport	Kinsmen	ETS	Wheel Ch.	tv	tv	1 Delton	none
			10/27	3/27	23/27	21/27	4/27	4/27	17/27	23/27	4/27	6/27	1/27	4/27	5/27	2 Abbots.	6/27
% total sample			40%	11.1%	85.1%	77.7%	14.8%	14.8%	62.9%	85.1%	14.8%	22.2%	3.7%	14.8%	18.5%	1 Castle	22.2%
						8 pools										1 Southg.	
																7 MCCT	
																1 Northwood	
																1 Londonderr.	
																2 ?	

Recreation Survey Year Eleven Students

Seventeen male and eleven female students aged sixteen to eighteen years were surveyed regarding leisure activities and independence.

- 32 % (5 male and 4 female) of the students used public transit
- 14 % (2 male and 2 female) students were in Special Olympics
- 3 % of the students (1 female) participate in another recreation group
- 30 % of the students (5 male and 5 female) attended a city day camp
- 50% of the students (12 male and 2 female) swim regularly
- 75 % of the students (13 male and 8 female) named their neighbourhood pool
- 28.5 % of students (6 male and 2 female) watch T.V. on weekends over another activity
- 21.4% of students (3 male and 3 female) watch T.V.. on weeknights over another activity
- 21.4% of students (5 male and 1 female) responded that they do no family activities for fun

11 pools and 9 shopping malls were identified as close by the students' homes. This indicates the wide dispersal of the students throughout the city. Limited transit use contributes to limited social networks.

Age	Boy	Girl	Day-camp	Crafts	Swim	Other	Spec. Olym.	Pool	Winter	Summer	Kinsmen	ETS	Wh. Ch.	Weekends	Evenings	Mall	Family Act.
16	x		no	no	no	no	no	Spruce Grove	?	soccer/baseball	no	no	no	Soccer/ watch tv	friends	Spruce Grove	shop/walk
16	x		no	no	yes	no	no	Wem	skate	bike/swim/BB	no	?	no	Tv or mall	BB	Southgate	none
17	x		no	yes	yes	no	no	Fred Broad Stock	ski/skate/toboggan	hike	no	no	no	Go to lake	tv	?	lake
18	x		no	no	yes	no	yes	Wem	toboggan	soccer	no	no	no	Tv, read, clean	Tv, read	Mill Wds.	Camp, swim, skate
17	x		yes	no	yes	no	no	Kinsmen	skate	Bike, road hockey	no	no	no	work	BB	Southgate	picnics
16	x		yes	no	yes	no	no	Act	Bike, swim, hike	no	yes	no	no	depends	Anything I like	?	depends
17	x		yes	no	no	Wants cp sports	no	Act	tv	tv	?	no	?	tv	Listen to CHED	Callingwood	Picnics Guardians
17	x		no	no	no	no	no	Grand Truck	toboggan	bike	no	yes	yes	tv	?	Northwood	tv
17	x		no	yes	yes	no	no	Wem	nothing	?	yes	yes	no	Movies, party	mall	Westmount	nothing
17	x		yes	yes	yes	no	no	?	hockey	swim	no	no	no	WEM	WEM	WEM	Don't know
17	x		no	no	yes	no	no	Jasper Place	toboggan	Floor hockey	yes	no	no	movies	N64, SN	Westmount	Cards, movies
17	x		yes	no	yes	no	yes	Act	hockey	soccer	yes	no	no	mall	library	?	?
17	x		no	no	yes	no	yes	Bonniedoon	toboggan	hockey	yes	yes	no	hockey	tv	Millwoods	Bike, supper, swim
17	x		no	no	yes	no	no	Act	?	walk	no	no	no	tv	tv	Millwoods	Out to eat
17	x		no	no	no	no	no	?	skate	?	yes	yes	no	Tv, shop	arcade	Londonderry	none
16	x		no	no	yes	no	no	Scona	hockey	football	yes	yes	no	baseball	baseball	Southgate	shop
18	x		no		no	x	no	?	?	hike		no	no	cd's	Skip rope	?	walking
16		x	no	no	?	no	no	Wem	skate	vacation		yes	no	movies	Danse class	WEM	Bike, skate
17		x	no	no	no	no	yes	?	toboggan	Walk dog	yes	no	no	Walk dog	Walk dog	Bonnie Doon	Muttart
17		x	yes	yes	yes	no	no	Act	ski	Bike, swim		no	no	movies	Nintendo	Abbotsfield	Swim, mall
16		x	no	no	no	Rangers /Pathfinders	no	Bonniedoon	toboggan	Bike, swim	yes	no	no	Tv, mall, bike	Tv, play outside	Millbourne	none
18		x	no	no	yes	no	no	Act	?	BB	no	yes	no	boyfriend	home	?	Go out
16		x	yes	no	no	no	no	?	skate	Go away	no	yes	no	boyfriend	home	?	Go out
17		x	no	no	no	no	no	?	Ski, skate	Bike, hike	no	?	no	Dad's	friends	Bonnie Doon	Bike ride
18		x	yes	no	no	no	yes	Confed..	anowmen	daycamp	no	yes	no	Laundry, lunch	Skate, gymnastics	Southgate	Shop, skate, swim
17		x	yes	yes	no	no	no	Jasper Place Ce	none	baseball	no	no	no	Tv, bike	Tv, play games	Meadowlark	Dinner out
16		x	no	no	no	no	no	Jasper Place	skate	vacation	yes	no	no	friends	Listen to music	?	holidays
17		x	yes	no	no	no	no	Act		bike	no	no	no	Shop, mom	tv	Londonderry	Shop, movies
			5/17b	3/17b	12/17b	0/28b	2/17b	13/17B	13/17b	13/17b	8/17b	5/17b	1/17b	6/17 b tv	3/17B tv	1 Spruce Grove	5/17b none
	17	11	5/11 g	2/11g	2/11g	1/11g	2/11g	8/11G	8/11g	11/11g	3/11g	4/11g	0/11g	2/11g	3/11g	4 Southgate	1/11G none
			10/28	5/28	14/28	1/28	4/28	21/28	21/28	24/28	11/28	9/28	1/28	8/28 tv	6/28 tv	4 MWTC	6/28 none
			daycamp	crafts	swim	Other group	Spec. Olym.	Name Pool	Name activity	Name activity	Kinsmen	ETS	Wheelchair	tv	tv	1 Callingwood	none
% total sample			30%	17.86%	50%	3%	14.29%	75%	75%	85.7%	39%	32.1%	3%	28.5%	21.4%	1 Northwood	21.4%
								11 Pools								5 WEM	
																2 Londonderry	
																1 Bonnie Doon	
																1 Abbotsfield	
																8?	

Survey Results Transition Support Year Eleven Students

Twelve female and fifteen male special education students in year eleven (aged 16 to 18 years) were asked questions relating to independent functioning and plans for the future.

- 44 % of the students (four male and eight female) did not know how to use the public transit system
- 37 % of the students (three female and seven male) had no say in the selection of their clothes
- 18 % of the students (five males) responded that they would stay home when they completed their twelfth year of school
- 22 % of the students (four female and two male) participated in community volunteer activities
- 7 % of the students (one male, one female) did nothing to help out at home
- 48 % of the students (six female, seven male) did not have a public library card
- 77 % of the students (ten female and ten male) students said they had bank accounts. One male was not sure if he did or not.

Girl	Boy	Age	Volunteer	Bank Account	Library Card	After 12	Chores	Clothes choice	ETS
x		18	yes/recreation	yes	yes	Educ.	all	yes	yes
x		16	Yes?	yes	yes	job/college	clean	yes	yes
x		17	no	yes	no	job/college	no	yes	yes
x		18	no	no	no	job	clean	family	yes
x		16	no	yes	no	job	cook/clean	family	yes
x		16	yes/airshow	yes	no	volunteer	all	Foster parents	yes
x		17	no	no	yes	volunteer	clean	family	no
x		17	no	yes	no	job	all	family	no
x		17	no	yes	no	job	clean	yes	yes
x		16	no	yes	yes	combination	clean/laundry	yes	yes
x		17	yes/childcare	yes	yes	job	all	yes	no
x		17	yes/SPCA	yes	yes	combination	all	yes	no
	x	16	Yes/coach ball	yes	no	job	clean	yes	yes
	x	16	no	no	no	Stay home	clean	yes	School only
	x	17	no	yes	yes	college	Outside work	yes	no
	x	18	no	yes	yes	college	clean	yes	yes
	x	18	no	yes	yes	volunteer	dishes/dusting	guardians	No/wh. Ch.
	x	17	no	yes	no	job	cook	yes	yes
	x	17	no	no	no	Stay home	cook	yes	yes
	x	18	no	unsure	no	college	clean	yes	no
	x	17	no	yes	yes	work/home	Laundry/snow	yes	yes
	x	17	no	no	no	Stay home	none	yes	no
	x	Not given	no	yes	yes	work	all	yes	no
	x	16	no	yes	no	Stay home	Food shopping	yes	no
	x	16	no	yes	no	work	cook	family	no
	x	17	no	yes	yes	combination	yard/snow	joint	yes
	x	17	no	yes	yes	work/home	Yard/food shop	joint	no
		17	no	no	no	college	clean	Group home	no
12	15		6/27	21/27	13/27	5/27 home	2/27 none	10/27 no choice	12/27 no ETS
			4G, 2b	10G, 10b, 1b?	6G, 7b	0G, 5b	1G, 1b	3G, 7b	4B, 8g
			22% vol. Wk.	77% bank	48% libr.	18% home	7% no chores	37% no. Ch.	44% no ETS

My T.S.P. wish list

Amber
age 16

If I were to attend T.S.P. I would want to know about helping people. I'd also like to learn about getting credits to further my chances of getting what I need for my choice.

My TSP wish List is

working in a kinder Gars class
I would like to go to Gant
mugt Coget
I am 18 years old
and I like to enjoy
kids I work at the
Leding Ege prom

My 1st wish list

Alisa Lewis
Age 16

Cheerleading
Track Team

Baseball Team

Soccer Team

beauty Culture

harder academics for seniors

Dance Team

my wish list for 12/8

how to fix things ised of breaking thing like a steria

I would like to learn copute

I would like to learn how to typ
year 11

Jeff Easton boy
17

Child Care

foods

look for jobs

Cheer leaders

work study in the world.

looked for some to live

Age 16

Observations

The students found it very difficult to identify what they would need to know in order to move into participative community roles following the completion of their school program. They responded according to the writer's prompts rather than coming up with their own ideas. Staff, given their poor survey return, seemed to have a difficult time articulating just what they felt students would benefit from learning that would assist them to join the community. Parents and guardians seemed very practical in their response to the survey, although some expectations for achieving paid employment did not fit comfortably with the student's stated independence level. Transit use is a definite issue.

In assessing the data it appears that the group that just completed transition programming entered the process with far fewer community skills than either the upcoming year 11 or year 8 students. According to the data, the year 11 students are less participative than the year 8 students. This may indicate a trend towards more inclusive experiences overall being provided to youth with disabilities.

Focussed on-campus teaching such as that provided to the students in the segregated school has benefits. However, the students must have ongoing, community based learning experiences to truly fulfill the stated school purpose. The community connections transition curriculum is intended to assist educators in providing as many varied opportunities as possible for students to develop independence. Note that many of the learning objectives/criteria are very detailed. This is to remind educators that there will be students who are extremely limited in their experiences and require step by step coaching to master some skills. It will be necessary to enlist the concerted efforts of parents, caregivers and staff in the provision of a school program, in fact a lifestyle, which encourages youth with disabilities to reach their fullest potential.

Transition Support Program

Purpose: The Transition Support Program assists students in developing the knowledge/ skills and attitudes necessary to move into participative roles in the community.

Method: Using a community connections curriculum that is in a large part driven by student/family need and declared interest, individuals are exposed to a number of learning opportunities that may include but are not limited to:

- self awareness/safety
- self advocacy
- self care
- role play/dramatization
- problem solving
- decision making
- goal setting
- information gathering
- responsibility to self and others
- money management (budgets, carrying funds safely, bank use, privacy and money/income tax, pay cheques, deductions, RRSP)
- counting back change, writing money words, cheques, money and friends
- consumerism (advertising, GST, bulk buying , alternate shopping outlets, dissatisfied/satisfied customer, right to service, food shopping, Christmas/birthday shopping, impulse buying)
- travel and money (Hostelling International, money belt/ passport/seat sales)
- major purchases (payment plans, savings, credit cards, loans)
- rental accommodation - (types (including room and board) safety when seeking, reading advertisements, roommates, location, security, damage deposit , utilities hook - ups, maintenance, insurance, bill payments, laundry use, storage, references)
- transportation - (personal safety, time management, pass/ticket purchase, user etiquette, information gathering, advance planning, map use, schedule use, strategies for new destinations, dress for the climate, street signs, traffic safety)

- telephone use (pay phones, touch tone phones, answering machines, greeting and introduction, voice modulation, breathing, closing conversation, courtesy, reading the phone bill, long distance calls, social and business conversations)
- written correspondence (friendly letter, business letter, letter of complaint , thank you letter/ greeting cards, bills, addresses/ postal code, abbreviations, postage: Canada, foreign, governmental, express)
- community leisure - (public library cards, user etiquette, civic recreation facilities use, clothing and equipment, fee reduction cards, leisure planning, goal setting, wellness and exercise, arts and music, festivals, free events, river valley opportunities, seasonal sports activities, arts and crafts, civic leisure courses , picnics, clubs and leagues , volunteer opportunities)
- civics (political parties, governments: civic, provincial, federal) , law courts, personal rights and responsibilities in society, City Hall, Legislature, Canada Place, election participation, ballots, MLA, MP, counsellor, ombudsman)
- housekeeping (cooking for friends and family, household necessities , appliances, warranties, routine chores, laundry, new and used furniture, pets)
- lifelong learning (community courses)
- employment (use and location of Canada Employment Job Banks, classified ads, interview practice, Youth Employment Centre, Hire A Student and other supports, cold call applications, hidden job market, effective communication, work ethic, how to keep the job, recognize your skills, handling feedback, payment, personal rights, sick days, employee relations)
- volunteerism (how to use the Volunteer Centre , screening interviews, skills to keep a placement, confidentiality, enthusiasm, work ethic, contribution to others, learning new skills, benefits, commitment, variety of opportunity, short and long term, group and solo, perks associated with volunteer work)
- medical services (Alberta Health care, AISH coverage, how to use a Medi-centre, emergency department, responsible use of medication, antibiotics, choosing a physician, dental services, medic-alert i.d. , birth control information, patient rights)
- further education and training referrals (AVC, college programs, On-Site Placement, short term certificated courses (Safe Food Handling, WHMIS, First Aid, Alberta's Best ,Child Care Level 1)
- relationships (employer, co-workers, parent/guardians, siblings, boyfriends/girlfriends physicians, healthy friendships, intimacy, recognition of abuse, family planning, communication, assertiveness, co-dependency)
- empowerment (goal setting, steps to achievement, celebration, decision making, long term plans, acceptance of responsibility for personal care, success, stating needs, wants, hopes, involvement in community life)

- clothing (know personal measurements , weight, eye and hair colour, knowledge of size for shoes, trousers, shirts, dresses, undergarments, choose clothing for work and clothing for leisure, care of clothing/dress for the climate especially winter transit use)

Community Connection Learning Sites

Leisure Centres/YMCA	Edmonton Transit Bus Shelter buses
Public Libraries	LRT platform and train compartments
Malls	Restaurant/ theatres
Legislature	Parks
City Hall	Bowling/recreation facilities
Art Gallery	Medi-centres (walk-in clinic)
Provincial Museum	Canada Place
Muttart Conservatory	Birth control clinic
River Valley	Financial Institutions
Hostelling International	Hospital
University of Alberta	Physician/Dentist
Grant MacEwan College	Health Unit
SPCA	Police station
Volunteer Centre	Law courts
Newspapers	St. John Ambulance training centre
Valu-Village	AVC Edmonton
Goodwill G-Mart	Transitional Vocational Programs in Alberta
Job Bank Locations	
Youth Employment Centre	
Greyhound Bus Station	
Grocery outlet/convenience stores	

Implementation

Applicants must be recommended by staff. Applicants must be interested in participating in the program. Personal interviews with prospective students and families will be a part of the acceptance process.

- 1) Students participating must be capable of learning to access public transportation. Those whose personal safety requirements include special assistance in the form of DATS, program aide services, or monitored medication should be directed to attend more closely supervised settings such as Goodwill, Dickensfield Young Adult Day Program, or Excel Resources.
- 2) Students must be capable of self management in terms of medication and demonstrate behaviour which meets acceptable community standards.
- 3) Students must be motivated and prepared to participate in various learning experiences which emphasize community involvement and increased independence.
- 4) Students and guardians must accept that the duration of the program is not necessarily one full ten month school term. The program is individualized to move the student into independent community participation or further education and training when his/her demonstrated skill level warrants this transition.
- 5) Students must attend regularly and be punctual.
- 6) Students must be prepared to set goals and work towards achieving them, both at home and within the program.
- 7) Students must be prepared to make and carry out individual activity plans when required by the program.
- 8) Students must contribute to group decision making and group planning processes on a regular basis.

Program Delivery

The community connections curriculum could be delivered in the following ways. The first model would be intended to meet the needs of those students who have completed year twelve and are screened for suitability to the program. A second model would see staff accessing modules of Transition Support instruction starting in year nine, moving through relevant aspects of the community connections curriculum with selected students. A third option would involve students who are not participating in off- campus work study

placements. Staff could provide these youngsters with community based learning experiences during the time the work study students are away. The Individual Program Plan of each student would document the successful completion or partial participation in the selected modules. Students could receive "certification" for the learning mastery of certain components, such independent transit use.

Note that as part of program delivery the word staff may mean either those in support positions or certified teachers, depending on the number of students involved and the nature of the learning activity. A certified staff member should be involved in the facilitation and overall supervision and planning of activities.

- Location: The program offered to students upon the completion of year 12 will be off-campus, preferably in a facility close to a shopping/ business sector. Good access to transit service, public recreation facilities, varied housing, and natural parks is desirable.
- Equipment: telephone, student- friendly computer and printer, microwave oven, kettle , television/VCR, book rack, couch, tables, chairs, carpet, cushions, video camera, 35 mm camera, white board, CD/cassette radio
- Materials: large roll newsprint, measuring tapes, office supplies , chart paper, craft supplies on occasion.
- Curricular Resources: Staff and students will access various informational materials from community locations such as leisure centres, the health units, libraries, stores, and government agencies. Staff will assist in the interpretation of these materials for the students.

Suggested References

All references require teacher modification for presentation to the students. As much as possible course material should be practical and emphasize interactive communication rather than worksheet types of applications. Volunteer orientation manuals will be supplied by organizations and require follow-up staff supported interpretation as do the First Aid course manuals and Child Care level one course materials.

- 1) Programming For Students With Special Needs Binder (Essential and supportive skills for students with developmental disabilities; Transition planning for young adults with disabilities) (Alberta Education. Education Response Centre, 1992)
- 2) Lions Quest Skills For Adolescence Program Binder (1992)
- 3) Positive Works (Alberta Advanced Education and Career Development, 1994)
- 4) A Resource List of Edmonton Region Services for Adults With Disabilities (Autism Society Alberta, 1995)
- 5) Teacher's Guide to the Alberta Legislature (1994) (materials are supplied when tour is booked)
- 6) It's About Time To Start Thinking About Your Future (Alberta Advanced Education and Career Development 1993-94)
- 7) Self-Directed Career Planning Guide (Alberta Advanced Education and Career Development, 1994)
- 8) The School -Work Connection. - Adjusting to Your First Job (Alberta Advanced Education and Career Development, 1984)
- 9) Discover Edmonton! Corporate Communications, City Hall (496-8196), The City of Edmonton.
- 10) Daily newspapers.

Intake Interview - Transition Support Program

In order to develop a meaningful community connections learning experience all stake holders must work together - student, parents or guardians, and staff. These questions act as a guide for information gathering. They are to be directed to both the student and the parent/guardian and modified/deleted at the interviewer's discretion. Notes should be made regarding the interview.

- What are your/your son/daughter's strengths in terms of social skills/employment skills/volunteer skills, in your opinion? What are areas of growth you see as necessary in order for you/your son or daughter to be successful in the workplace and socially? Where do you see yourself/family member in three, five or ten years? What does success mean to you, in terms of your/your son or daughter's adult life?
- What areas of work and recreation most interest you/your son or daughter?
- What do you see as your responsibility as a participant/ a parent/guardian regarding the community connections curriculum?
- In what ways will you show support for this phase of your/your son or daughter's education?
- What agencies have you already contacted regarding your/your son or daughter's future activities? (i.e. AISH, Goodwill, Arch Enterprises, Excel Resources, college programs)
- What would you like to see as part of the curriculum that would be particularly beneficial to you/your son or daughter?
- Are there areas of concern regarding independent work study/volunteerism and you/your son or daughter? What are your/your son/daughter's responsibilities at home?
- Are there opportunities for cooking/cleaning/shopping, and planning recreational outings?
- Please provide as much information as possible about previous work study placements or community involvements undertaken by your son/daughter. What medical conditions/allergies may affect your son/daughter while participating in community activities?
- How will you demonstrate support for your son/daughter in learning to use the transit system independently?

- Are there other siblings/cousins (young adult role models) in the family? If so please indicate their ages and if they are employed or attending school.
- Are you able to assist your son or daughter in areas of personal development at home - i.e. shaving, dressing for the world of work/volunteerism, daily personal hygiene, doing their own laundry, independent wake-ups, making their own lunches, budgeting for outings etc.?
- Do you expect that you/your son or daughter will achieve and maintain paid employment in the next few months? In what employment area do you hope this will occur?
- How will you assist yourself/ your son or daughter to do this?
- As a way for you/your son or daughter to establish a personal day time community connection, how do you feel about volunteerism? (i.e. the Provincial Museum, the Food Bank, Edmonton General Hospital, Dickensfield Care centre, non-profit daycares, the SPCA, the Salvation Army, Habitat for Humanity, Meals on Wheels.)
- Would you like to participate as a mentor in the Transition Support program?
 - guest speaker about your occupation/your first job, your first apartment etc.
 - share skills relating to a craft, hobby or sports activity
 - assist with contacts for employment/volunteer work
 - serve as a job shadow placement for a student in the program
 - show slides, video or photos from a trip you took and discuss the adventure of travel

Transition Support Program Model

10534 62 Street

450-8032

The Facility

- a classroom in a junior high school housing about 260 students
- access to the school gym can be arranged through the principal
- a microwave oven, kettle, CD player and VCR/ T.V. are located in the classroom

Surrounding Community

- Hardisty is a middle income neighbourhood made up of well kept single family homes.
- The school is located right next to Hardisty pool.
- With fee reduction cards students can use the pool and weight room for about \$.85 per visit.
- Capilano Mall (public library, Walmart , Safeway) is a twenty minute walk (or a short bus ride) away.
- Edmonton transit vehicles serve the school at half hour intervals.
- It is one bus to downtown (15 minute ride)'
- River valley trails are within walking distance.

Supervision

- Transition Support students are expected to behave as independent young adults. There may be occasions when the community connections staff person is out of the classroom (photocopying, assisting a student on work study, etc.). Students must be able to function in the program without constant supervision. Students are on their own during most lunch breaks unless a group activity is planned off-campus. The telephone is for business calls only. There will be junior high or elementary alternative program students in neighbouring classrooms.

TSP Supply List

Student I.D. card with emergency telephone contacts and Alberta Health care information must be in the student's wallet or purse!

- Edmonton transit pass every month
- Public library card
- Fee reduction pass (information on requesting this will be provided)
- Binder and loose leaf paper; a day timer is recommended
- Pens, pencils, erasers, ruler, calculator
- Coffee cup and drinking glass or water bottle
- Running shoes/indoor shoes

- Change of clothes for gym time/weight room use and related toilet items
- Swimming suit and towel
- WINTER CLOTHES - warm hat, mittens scarf , winter boots student back pack (an absolute must)
- Playing cards or table games if desired (no computer games or video games)
- Cassettes or cd's (a lock is recommended for safe keeping), lunch
- Money (plans for expenses will be made in advance - students should have about \$15.00 per week to manage. * This is an absolutely critical life skill and will require support from home. *)

Fee Reduction Program

The City of Edmonton Community Services department has a fee reduction program in effect for persons with a disability who are living on a fixed income. (i.e. AISH)

The process for applying for the fee reduction card is easy.

- 1) Applicants call the district recreation office for their own home location.
- 2) Applicants must explain that they are AISH recipients and would like to request a card.
- 3) Applicants will be asked if they would like a card that will give them a reduction for classes (swimming etc.) or reduced entry to places like Fort Edmonton or the Muttart Conservatory. Both types of passes will allow reduced entry to the pools and leisure centres.
- 4) Applicants will be asked for their name and mailing address including postal code.
- 5) The cards are sent out promptly in the mail.

Telephone numbers

Northwest District	496-7320.
Northeast District	496-1901
Southwest District	496-4700
Southeast District	496-1475

Public Library Card

The yearly fee for an adult library card is \$12.00. Individuals on a fixed income (i.e. AISH) can request a complimentary card from the head librarian of any branch. All overdue materials and lost materials are the financial responsibility of the card holder.

Community Connections

located: IN Room 128

10534 62 Street Edmonton

(right next to Hardisty pool)

and: OUT In the community!

Phone: 450-8032 or 434-9561

- messages can be left
- students are encouraged to phone in if they will be absent or late for any reason
- students are encouraged to carry the phone number and address in their wallet

Independent Living Skills

Themes.

Personal Care

Grocery Shopping

Laundry Food

Preparation

Consumerism

Financial Management

Alternate Accommodation

Self Advocacy

Menu Planning

Personal Care Objectives

Gender - male

The students will:

- demonstrate self care in such a way that personal health and positive self-esteem is evident.
- 1) carry out effective, daily hair wash and shower routines at home
- 2) use appropriate dental hygiene at home on a daily basis
- 3) attend the dentist on a regular basis, accessing community health services if a dental plan is unavailable to them (with assistance, if necessary)
- 4) brush or style hair neatly at least once per day
- 5) apply deodorant daily as part of effective home based personal hygiene
- 6) practice effective home manicures and pedicures
- 7) shave facial hair regularly, with assistance if necessary
- 8) keep beards or mustaches clean and trimmed neatly
- 9) use and dispose of kleenex without prompting, followed by washing hands with soap
- 10) wash hands with soap after using the toilet and before meals or food preparation
- 11) wash face daily in addition to shower or bath
- 12) choose to access health care services for extremes in dermatological conditions, severe colds, or emotional health symptoms, with assistance if necessary
- 13) take medication as prescribed by medical practitioners in a responsible manner
- 14) take appropriate precautions if involved in an intimate sexual relationship
- 15) retain the first and last names and contact numbers for personal physician, counsellors, and significant others when needed for support or in the case of emergency health care in wallets (AISH card or Alberta Health care number)
- 16) wear a medic-alert bracelet if necessary
- 17) retain allergies/medication information in their wallets
- 18) make nutritional food choices at home and in daily program activities

- 19) demonstrate use of leisure time in a way that supports their personal health and wellbeing

Gender-female

- as above deleting objectives 7 and 8
- 1) make informed choices regarding the removal of body hair
- 2) maintain a private/ personal record of menstrual cycle dates for health care purposes
- 3) refrain from discussing personal menstrual symptoms during general program activities
- 4) make responsible preventative choices regarding birth control, with assistance if necessary

Laundry Objectives

The students will:

- 1) demonstrate a willingness to do their own laundry, using machines at home or a laundromat
- 2) locate and explain the care labels on their clothes, using a diagram if necessary
- 3) explain why bleach is used in some laundry detergents
- 4) name at least three laundry detergents
- 5) sort clothes before washing
- 6) set washer and dryer to suit the load
- 7) use the correct change for a pay washer
- 8) explain ways to stay safe at a laundromat
- 9) explain how to choose a machine at a laundromat
- 10) measure detergent for a full load of wash
- 11) demonstrate safe use of a clothes iron
- 12) sew on a button and repair a seam
- 13) fold laundry when dry

Consumerism Objectives

The students will:

- 1) identify themselves as part of the economic cycle through being a consumer
- 2) develop an understanding of how advertising influences consumerism
- 3) demonstrate planned purchasing using catalogues, comparative shopping and advertising to make their choices
- 4) practice role plays as dissatisfied customers seeking assistance from store staff
- 5) identify non-mainstream shopping alternatives for money saving clothes purchases and home merchandise needs (garage sales, Goodwill, Value Village, markets, Bargain Finder)
- 6) locate and interpret with assistance if necessary, guarantees/warranties on purchased products
- 7) practice estimating when shopping so not to exceed cash on hand (calculator use)
- 8) define impulse buying and ways to avoid spending money on unnecessary items
- 9) discuss strategies to avoid overspending on Christmas or birthday gifts
- 10) develop a savings strategy that meets their own short or long term major purchases plan
- 11) explain reasons to avoid the use of credit cards
- 12) use a calculator to perform budget related math activities
- 13) check receipts from stores immediately after purchases are made to ensure accuracy
- 14) carry out role plays dealing with real cash (counting change, counting their own money, many times)
- 15) record spending /keep receipts to assist in budget planning

Alternate Accommodation Objectives

The students will:

- 1) learn the steps to follow in finding suitable rental housing (role play telephone calls, interviews)
- 2) define damage deposit, lease, month to month
- 3) locate the telephone numbers of utility hook ups and find out-costs of the deposits for new accounts
- 4) consult the classified ads and locate the headings for neighbourhood locations
- 5) define the abbreviations used in many housing advertisements
- 6) explain strategies to follow to stay safe when seeking a place to live
- 7) list the characteristics of a good, safe apartment
- 8) discuss the pros and cons of sharing with a friend or a roommate found from the newspaper
- 9) explore assisted living or group home living options through contact with related agencies
- 10) identify emergency options (Youth Emergency Shelter, YMCA)
- 11) contact three insurance agents and research varying costs of tenant insurance
- 12) brainstorm lists of required goods for moving out, room by room
- 13) estimate costs for furniture, bedding, kitchen equipment, food staples, cleaning supplies
- 14) complete an advertising assignment related to the purchase cost of new furniture and appliances
- 15) contact moving companies or vehicle rental outlets to determine moving costs
- 16) interview a relative or staff member to gain insights into what some "first home" circumstances are like
- 17) present individual talks to the group on the topic "My idea of a First Dream Home"

Use of Public Transportation

Themes:

Personal Safety

Destination Planning

User Etiquette

Time Management

Personal Safety Objectives

The students will:

- demonstrate confident body language when accessing public transportation
- 1) feet shoulder width apart, one foot slightly ahead of the other
- 2) hands visible, if arms are folded
- 3) head up, eyes level and alert
- 4) be aware of people / events taking place
- 5) carry purse or packages close to the body
- 6) have the pass, ticket, transfer or money ready
- 7) stand back from the curb or platform safety marking
- 8) when on the bus/train, sit up straight and stay alert
- 9) refrain from discussing personal information such as home address/phone number, place of work, destination or name with strangers
- 10) keep personal finances and living situation private
- 11) move to sit near the driver or another passenger if feeling threatened
- 12) talk to the driver if feeling unsure about destination or safety

User Etiquette Objectives

The students will:

- demonstrate behaviour which meets community standards
- 1) wait politely to access public transportation
- 2) allow seniors, small children and physically disabled users to get on first

- 3) assist with strollers or physically disabled patrons after first asking if the help is desired
- 4) speak and laugh in conversational tones free of expletives
- 5) refrain from accessing seats reserved for seniors and physically disabled patrons
- 6) relinquish their seat on crowded public transport to seniors, persons with small children, or physically disabled patrons
- 7) ring once for stops , and only when necessary
- 8) exit the vehicle promptly
- 9) request a transfer when first getting on
- 10) Promptly produce required pass/ticket, transfer, cash payment, or identification when accessing public transportation
- 11) refrain from eating or drinking
- 12) refrain from marking the vehicle in any way
- 13) share the seat with another patron if necessary, keeping personal belongings off the seat

Destination Planning Objectives

The students will:

- demonstrate the ability to plan a transportation route from one street address to another
- 1) access the transit telephone information system to reach a destination
 - 2) write the address of leaving and the destination address down before making the call for information
 - 3) be prepared to record the routes and service times before making the call (paper/pencil)
 - 4) demonstrate good telephone etiquette when placing the call, including a request for the person to speak slowly in order to record the route information
 - 5) repeat the information out loud for a friend to copy or to record onto tape if necessary
 - 6) dress according to the expected weather forecast

- 7) ensure proper identification and funds for the outing are safely carried
- 8) understand and heed traffic signs/signals, locate address markings on buildings, transit location signs and related safety indicators along the planned route
- 9) follow basic pedestrian and traffic safety rules at all times
- 10) plan routes with efficiency and personal safety as priorities, using printed transit guides when possible or telephone service (u-link)

Time Management

The students will:

- make use of a suitable timepiece (digital or otherwise) in order to maintain punctuality for employment, volunteerism or appointments when using the public transportation system
- 1) allow enough time to prepare for the outing and walk to the nearest stop in order to access public transportation on time
 - 2) catch the bus/train with enough travel time allowed for connections in order to be punctual
 - 3) take into account the variances in some public transportation service routes such as peak hours , Sunday service, holiday service, and road construction when planning to reach destinations
 - 4) allow for climatic extremes in accessing public transit services (heavy snow)
 - 5) allow for special delays in accessing public transit service (parades, sports events, festivals)

Civics

Themes:

Elections	Provincial Services
Government Representatives	Federal Services
City Services	Responsible Citizenship

Elections Objectives

- Students are encouraged to take participate in the selection of representatives for civic, provincial and federal governments.

The students will:

- 1) name the leadership positions for city, provincial and federal governments
- 2) explain the difference between Member of the Legislative Assembly, Member of Parliament, and City Council Member
- 3) explain what it means to be registered to vote
- 4) demonstrate how to correctly mark a ballot
- 5) explain what it means to be sworn in to vote
- 6) problem solve ways to find out where they are entitled to vote if they are unsure
- 7) describe three ways they could get involved in the political process (campaign volunteer, casting their own vote, attending forums are examples)
- 8) explain the importance of the freedom to vote compared to other oppressed countries
- 9) demonstrate interest in current elections by keeping a scrap book or class bulletin board record of news articles relating to current affairs
- 10) identify their riding, constituency or ward based on their home address

Members of the Legislative Assembly

Premier					
Premier:	Ralph Klein	Address	PC	Phone	Fax
Deputy:	Vance MacNichol	307 10800-97 Ave	T5K 2B6	427-2251	427-1349
		307 10800-97 Ave	T5K 2B6	427-2251	427-1349
Education					
Minister:	Gary Mar	227 10800-97 Ave	T5K 2B6	427-2025	427-5582
Deputy:	Dr. Leroy Sloan	10 Fr, 11160 Jasper	T5K 0L2	427-2890	422-9735
Education & Training					
Chair:	Gary Severtson	131 10800-97 Ave	T5K 2B6	427-1857	415-0968
Members of the Legislative Assembly					
Edmonton-Beverly-Clarview					
Mr. Julius Yankowsky		503 10800-97 Ave	T5K 2B6	422-1357	422-0351
Edmonton-Calder					
Mr. Lance White		315 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Castle Downs					
Ms. Pamela Paul		350 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Centre					
Ms. Laurie Blakeman		224 9718-107 Street	TSK 1E4	427-2292	427-3697
Edmonton-Ellerslie					
Ms. Debby Carlson		242 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Glengarry					
Mr. Bill Bonner		311 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Glenora					
Mr. Howard Sapers		323 9718-107 Street	TSK 1E4	427-2292	427-3697
Edmonton-Gold Bar					
Mr. Hugh MacDonald		321 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Highlands					
Ms. Pam Barrett		213 9718-107 Street	T5K 1E4	415-0944	415-0963
Edmonton-Manning					
Mr. Ed Gibbons		343 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-McClung					
Mr. Grant Mitchell		241 9718-107 Street	TSK 1E4	427-2292	427-3697
Edmonton-Meadowlark					
Ms. Karen Leibovici		221 9718-107 Street	TSK 1E4	427-2292	427-3697
Edmonton-Mill Creek					
Mr. Gene Zwozdesky		209 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Mill Woods					
Mr. Don Massey		320 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Norwood					
Ms. Sue Olsen		347 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Riverview					
Ms. Linda Sloan		222 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Rutherford					
Mr. Percy Wickman		213 9718-107 Street	T5K 1E4	427-2292	427-3697
Edmonton-Strathcona					
Dr. Raj Pannu		213 10800-97 Ave	T5K 2B6	415-0944	415-0963
Edmonton-Whitemud					
The Honourable Dave Hancock					
Minister of Federal and					
Intergovernmental Affairs		404, 10800-97 Ave	T5K 236	427-2585	422-9023

Government Representatives

The students will:

- 1) name the current prime minister, premier of their province, and mayor of their city
- 2) demonstrate how to find out the name of their own MLA, MP, and city council member
- 3) name their local MLA, MP, and city council member
- 4) name the program location MLA/ MP, and city council member
- 5) explain the role of the government representative in responding to individuals with personal concerns about various civic, provincial and federal issues
- 6) demonstrate awareness of how to contact the government representative (address a postage pre-paid letter, phone call, fax, e-mail)
- 7) as a group meet government representatives or their designates for civic , provincial and federal governments, based on the program location
- 8) name the major provincial and federal political parties

City Services Objectives

The students will:

- 1) independently plan the public transit route to visit City Hall using the transit telephone information system
- 2) locate on a city map the street location of the City Hall
- 3) arrange to meet the program location city councillor when touring City Hall
- 4) create a personal chart with Citizen Action Centre touch tone access codes for the following:
 - current civic events
 - civic hours
 - city attractions
 - recreation facilities
 - community services (including transit information)
- 5) explain how to access information about community counselling services, Landlord Tenant Advisory Board, Children's Services (including daycare subsidies, and community mediation)
- 6) Use the telephone directory to contact the local public library

- 7) contact library staff and arrange a group orientation to the library
- 8) name three ways a library can provide a good leisure service other than reading books
- 9) obtain a public library card and follow the community standards associated with library use
- 10) independently plan the transit route to the Kinsmen Sports centre or another local centre of the students' choice
- 11) make an independent leisure plan that includes participation following community standards at a civic recreation centre
- 12) determine if they qualify for a fee reduction card for city recreation opportunities

Provincial Services

The students will:

- 1) independently plan the public transit route to visit the Provincial Legislature using the telephone information system
- 2) locate on a city map the street location of the Legislature
- 3) participate in a small group tour by Visitors Services of the Legislature Building and arrange to sit in the gallery, if in session
- 4) contact the office or the program location MLA to meet the group and be recognised from the Floor, if in session (photos may be pre-arranged)
- 5) identify the Blue Pages in the telephone book as a source for information on provincial government services
- 6) create a personal chart with telephone numbers for each government service that individuals may need, as well as a general information number

Federal Services

The students will:

- 1) independently plan the public transit route to visit Canada Place using the telephone information system
- 2) locate on a city map the street location of Canada Place
- 3) visit the Canadian passport office at Canada Place and find out how to apply for a Canadian passport

- 4) find the name of the program location MP or their home address MP in the telephone book and contact the Edmonton office for a tour, if possible
- 5) identify the Blue Pages in the telephone book as a source for information on federal government services
- 6) create a personal chart with telephone numbers for each government service that individuals may need, as well as a general information number

Responsible Citizenship

The students will:

- 1) independently plan the public transit route to visit the law courts using the telephone information system
- 2) locate on a city map the location of the provincial court building
- 3) visit the law courts and observe a session
- 4) attend a community event which is precluded by the singing of the national anthem
- 5) demonstrate behaviour during the singing of the national anthem which meets community standards
- 6) demonstrate responsible behaviour according to community standards when accessing public transit, community services such as sports facilities, public libraries, medical services, parks, or commercial outlets
- 7) participate according to Community standards in local festivals, volunteerism, and activities which promote positive community life
- 8) vote in civic, provincial and federal elections

Menu Planning Objectives

The students will:

- 1) keep a diary of all of their food choices for three consecutive days
- 2) review the nutritional recommendations made in Canada's Food Guide and compare their intake to the guidelines
- 3) plan, shop for, and prepare one lunch per week on a rotating basis for the group following Canada's Food Guide
- 4) visit the local Health Unit to pick up information about healthy food choices

- 5) interview staff from the local Running Room retail outlet/YMCA or invite a guest speaker from the University of Alberta to find out about eating for fitness and a healthy lifestyle
- 6) contact the Blue Flame Kitchen (Northwestern Utilities) for information on nutritious, economical, youth-proof recipes

Grocery Shopping Objectives

The students will:

- 1) contact a local grocery outlet and arrange for a behind the scenes tour of the produce, bakery, meat, and dairy sections
- 2) complete several grocery list math/nutrition assignments using the weekly advertisements that come into their mailboxes (comparative shopping)
- 3) score grocery outlets on cleanliness, service/prices on selected items, convenient location and decide which they prefer
- 4) present a short talk to their peers on which store they preferred and why
- 5) shop weekly following the list of items to prepare for the group lunch
- 6) explain how to determine which fruit/vegetables are fresh/ripe
- 7) locate best before dates on dairy, meat, bakery and prepared foods
- 8) suggest ways to package bulk foods in order to be environmentally responsible and save money
- 9) each machine sew and personalize (decorate) two large cloth bags for grocery shopping
- 10) complete a fat, calories and sodium survey chart by reading labels on five food items they prefer
- 11) present the chart to their peers and explain their results
- 12) store properly the food items they purchase for the group lunch
- 13) shop for their families once per week using a list of at least six items

Food Preparation Objectives

The students will:

- 1) complete a review of Safe Food Handling techniques information as provided by the Capital Health Authority
- 2) attain the Safe Food Handling Certificate if they do not have it already
- 3) prepare hot and cold lunches on a rotating, weekly basis with and for their peers
- 4) prepare simple hot and cold meals once per week at home
- 5) provide documentation from home that they have prepared the meal, including the recipe if used
- 6) demonstrate effective use of common home appliances such as coffee makers, microwave ovens, toaster ovens, mixer, blender
- 7) store prepared food according to safe food handling rules
- 8) clean up after preparing foods
- 9) set a tidy place for group members to eat at including camp/hostel/picnic sites
- 10) set and respond to timers when cooking
- 11) practice common sense safety rules when using the stove, knives, peelers, processors

Financial Management Objectives

The students will:

- 1) visit and tour a bank or banks/credit union depending on the interest of the group
- 2) access a bank account if they do not have one already
- 3) practice completing deposit/withdrawal forms including a handwritten signature, if possible
- 4) have a certain amount of money to budget each week in order to participate in group activities and use outside of the program
- 5) prepare a personal budget document using AISH figures (\$810.00 per month) to estimate monthly expense limits if living away from home; or to include room and board payments of \$405.00 per month (1997 VRDP funding figure for college attendance)

- 6) be introduced to the concept of RRSP's
- 7) name the deductions to normally be removed from a pay cheque
- 8) calculate the hourly, daily, weekly, monthly amounts made before deductions, by completing various time sheet assignments
- 9) visit an employer that uses a time clock(Virginia Park Greenhouse, Pizza Hut and find out how clocking in and out is an integral supervisory clue to work habits/attitude towards the job
- 10) practice writing cheques
- 11) be introduced to the pro's and cons of credit card use, loan applications, bank lines of credit
- 12) prioritize needs and wants in order to make their money last for specific periods
- 13) develop savings strategies for "rainy day" unforeseen expenses
- 14) use the "Hot Dog Stand" or equivalent computer game, the board game "Life"" or the board game "Pay Day" to reinforce learning objectives
- 15) explain the importance of privacy regarding money matters and safe conveyance/keeping of funds
- 16) be introduced to the PIN card banking service

Communication Objectives

The student will:

- demonstrate effective communication using the telephone in a manner acceptable to community standards
- 1) sit up straight, allow neck to support head
 - 2) ensure accurate use of touch tone numbers
 - 3) speak clearly and slowly; avoid excessive breathing into receiver
 - 4) provide time appropriate greeting; "Good morning
 - 5) introduce self, giving both first and last names
 - 6) avoid monosyllable answers to questions especially in a telephone interview
 - 7) allow the other person to finish before beginning to speak

- 8) modulate voice to avoid monotone
- 9) answer the telephone with name of business/group and give their own name
- 10) use pay phones
- 11) be provided the opportunity to learn about calling card services
- 12) locate different sections of importance to them in the telephone directory
- 13) make mock long distance telephone calls
- 14) role play telephone calls for requests for information, employment search, difficult customers
- 15) practice responding to answering machines and touch tone recording directions
- 16) answer assignment questions pertaining to a telephone bill
- 17) practice "home alone" and crank call coping strategies
- 18) explain why crank calls and abuse of 911 are against the law

Self-awareness/Self-advocacy Objectives

The students will:

- demonstrate an understanding of their unique personal strengths, areas for growth, and rights as individuals to participate fully in community life
- 1) participate in various self-esteem building/assertiveness activities throughout the program
 - 2) address the group weekly with a declared goal during a solo "check-in" time
 - 3) regularly rehearse answers to personal inquiry questions such as:
 - Tell me about yourself.
 - What is your best quality as a worker/as a friend?
 - What do you do in your spare time?
 - Where do you see yourself in five years?
 - What steps will you take to get there?
 - 4) participate in a short term self-defense course offered by a resource officer from the Edmonton Police Service
 - 5) show understanding of issues by giving examples of racial, gender, or disability discrimination and state what strategies could be taken to deal with it
 - 6) become familiar with minimum wage laws and labour standards

- 7) know how to contact the Human Rights Board
- 8) role play difficult situations concerning sexual harassment or discrimination on the job or when accessing community services
- 9) practice decision making and problem solving strategies
- 10) establish a list of support people and contact telephone numbers for help when needed
- 11) try alternative stress easers such as self-talk, meditation, Tai Chi, relaxation tapes, exercise, yoga, and visualization
- 12) explore the concept of balance in their daily lives and set incremental goals to achieve and maintain it
- 13) revisit their goals and consciously attempt to move their lives along in a direction which is acceptable to their own self-determination

Written Correspondence Objectives

The students will:

- demonstrate coping strategies using technology, friends or family members if their own skills prove limiting in the area of written correspondence
- 1) identify the cost of a postage stamp for mail in Canada and to foreign destinations
 - 2) purchase the stamps needed to mail a local letter
 - 3) address the envelope correctly including postal code and return address
 - 4) place the stamp appropriately on the envelope
 - 5) practice composing various letters using a word processor, typewriter, handwriting or printing
 - 6) use proper form for a business letter (cover letter), letter of application for service/acceptance, letter of request, letter of complaint, or a friendly letter
 - 7) recognize typical abbreviations for provinces, street/avenue addresses, mister /missus/miss
 - 8) explain how to pay for things through the mail without sending cash
 - 9) send a letter to their MLA or MP without having to use postage

Community Leisure Objectives

The students will:

- formulate and carry out regular leisure plans making use of resources in the community
- 1) bring the clothing/hygiene items needed to participate in an aquatic or recreational fitness activity at a civic leisure centre
- 2) make polite telephone inquiries regarding transit routes and hours of facility operation
- 3) use the security lockers at the leisure centre independently
- 4) shower and change clothes after a workout
- 5) request assistance for use of exercise equipment (fitness machines) when necessary
- 6) sign out varied equipment such as basketballs/badminton, tables tennis when attending with friends
- 7) set and attain personal fitness goals
- 8) participate in a weekend fun run or fund raising walk
- 9) volunteer to help at various leisure events/festivals
- 10) as a group plan and carry out a hike and wiener roast/picnics in the city parks system
- 11) if receiving AISH contact the Community Service department requesting a fee reduction pass
- 12) plan to attend some of the free concerts held in City Hall /Hawrelak Park
- 13) join a community sports club/bowling league or start one with the group
- 14) recognize and explain the purpose of the Recreation Flyer for Persons with Special Needs in addition to the general continuing education/Edmonton Public schools flyers
- 15) suggest seven activities other than watching television that they could do
 - a) in the winter
 - b) in the summer
- 16) research to find out if there are recreation or creative clubs or organizations in Edmonton that they would like to join

- 17) visit a variety of drop in centres, leisure facilities and community resources
- 18) discuss the benefits of pass purchases for places like Fort Edmonton, the Muttart Conservatory, the Provincial Museum, the Edmonton Art Gallery, the Valley Zoo, swimming pools
- 19) complete at least one craft project while attending the program
- 20) try a new sport/hobby while attending the program
- 21) make a short presentation to the group about their favourite leisure activity
- 22) teach one session of a sports/recreation/crafts/table game/cards activity to their fellow group members and staff
- 23) visit the public library regularly and return borrowed materials on time
- 24) pay their library fines as promptly as possible
- 25) attend a meeting of the Inter-agency Recreation Committee for Persons with Special Needs
- 26) volunteer to sit on the Inter-agency Recreation Committee for Persons with Special Needs

Empowerment

Themes:

Clothing	Food
Health Care	Entertainment
Living Arrangements	Education

The students will:

- use the planning/decision making and problem solving skills developed in the program in order to take responsibility for their lives in as complete a manner as possible.
- define situations where additional help from others would be sought

Clothing

The students will:

- 1) use a tape measure to establish their measurements for the purpose of clothing selection
- 2) use a weigh scale to become aware of their body mass in relation to a health unit height/weight BMI chart
- 3) obtain a current shoe size measurement
- 4) write and/or orally present a self-description including physical features such as height, hair and eye colour
- 5) trace outlines of each other and staff on large newsprint sheets

Health Care

The students will:

- 1) brainstorm a list of the qualities they prefer in a personal physician. dentist, optometrist
- 2) discuss the ways to select a physician
- 3) discuss their rights as patients to have a nurse in the room during examinations
- 4) listen to a presentation on guardianship and the ramifications it has on health care decisions
- 5) listen to a pharmacist's presentation on responsible medication/antibiotic use
- 6) role play asking questions for more information or saying no to unwanted procedures
- 7) visit a Medi-centre and learn how to access service
- 8) explain the importance of keeping Alberta Health and AISH medical cards in their wallets or purses
- 9) wear Medic-Alert bracelets if necessary
- 10) visit the birth control information centre

Living Arrangements

The students will:

- 1) request changes in their living arrangements when they feel it is necessary for their own well being
- 2) use the skills they develop in the program to solve daily living issues with family members, landlords, roommates, or group home staff
- 3) use the skills they develop in the program to seek alternate housing when it is necessary, or get help to do so
- 4) recognize when people they live with are abusive and take precautions for their own safety

Food

The students will:

- 1) make responsible choices regarding nutritional food and related expenses (fast food/money management)
- 2) purchase ingredients and prepare meals of their own choosing

Entertainment

The students will:

- 1) select concerts, movies, recreation activities that fit their budgets and interests
- 2) manage disposable income wisely when it comes to gambling and bingo
- 3) seek out social functions that contribute to their health and personal wellbeing

Education

The students will:

- 1) choose continuing education short courses or hobby workshops in order establish a pattern of lifelong learning
- 2) gather information regarding college, job training, personal enhancement programs
- 3) set long term goals regarding employment or volunteerism and identify steps to achieve them

- 4) visit various locations of job training and college programs
- 5) interview staff and students enrolled in various education and training programs
- 6) make an informed decision regarding further job training and education based on their skills, interests and long term goals

Volunteerism

The students will:

- demonstrate a willingness to explore various learning experiences and make a positive contribution to community life
- 1) plan the transit route to visit the Volunteer Centre
 - 2) locate the weekly Volunteer Opportunities advertisement in the Edmonton Journal
 - 3) study the Volunteer Centre opportunity binders and ask for help if they need assistance
 - 4) participate productively in group volunteer experiences as part of the community connections curriculum
 - 5) explain the purpose and importance of screening interviews
 - 6) apply for an independent volunteer placement and attend related orientation/training classes
 - 7) discuss the benefits of volunteer involvements
 - 8) demonstrate a positive work ethic and appropriate social skills while volunteering
 - 9) make a connection between volunteer skills and employment skill development
 - 10) value their own volunteer contributions and celebrate them

School to school transition experiences (care centre/day care)

Students attending a vocational special education program develop unique skills that can benefit others. In so doing, the special education students feel validated in the program they are pursuing.

The students will have the opportunity to apply to:

- 1) participate as a member of the Travelling Greenhouse School bus team, sharing their horticulture and social skills to teach children k-3 or residents of an extended care facility.
- 2) participate in providing a hot lunch service (i.e. hot dogs) for a neighbouring elementary school
- 3) participate in a Science Caravan project, sharing their animal care and or communication skills with children k-3 residents of extended care facilities
- 4) participate in interschool athletics on an official school team
- 5) participate as a member of the off-campus commercial Horticulture operations alongside students from W.P.Wagner High school

Employment

Themes:

Interviews

Application Forms

Job Search

Classified Advertisements

Interviews

The students will:

- 1) role play interviews with adults other than program staff as well as peers.
- 2) develop answers for the most commonly asked interview questions
- 3) demonstrate appropriate posture and body language during role play interviews
- 4) accept and use feedback from staff and peers in improving their interview presentation

Job Search

The students will:

- 1) attend a job search workshop at the Youth Employment Centre
- 2) identify four different sources of job information

- 3) practice requesting application forms with staff and peers before doing so at a business
- 4) locate the address and plan the transit route to visit a Job Bank
- 5) attend an orientation to the services offered at the Job Bank
- 6) effectively use the Job Bank data base to access potential employment opportunities
- 7) rehearse and then carry out second or third call backs to employers previously contacted

Application Forms

The students will:

- 1) request application forms from potential employers and bring them to class
- 2) define various vocabulary/abbreviations related to application forms
- 3) refer to a master sheet of their personal information to complete all application forms
- 4) develop coping strategies, if necessary, for the completion of application forms
- 5) identify questions from application forms that may be discriminatory
- 6) follow basic rules regarding neatness and completion in full of forms

Classified Advertisements

The students will:

- 1) locate the index and the appropriate category number of desired job types
- 2) define various newspaper abbreviations
- 3) read between the lines to determine the legitimacy of the advertisement
- 4) assess their own skills in relation to the skills required by the advertisement
- 5) choose job advertisements to apply for based on their own current capabilities and potentials
- 6) discuss the safety factors associated with job search using the classified advertisements

- 7) regularly consult the newspaper and bring advertisements that are suitable for themselves and peers to the attention of the group
- 8) write/share an advertisement for their own dream job

Relationships

Themes:

Significant People in Our Lives Work Relationships
Abusive and Healthy Relationships

Significant People in Our Lives

The students will:

- 1) identify people who have positively influenced them the most in their lives
- 2) create a collage of photos of people and pets from whom they receive the most support
- 3) clarify what it is about those relationships that is most valuable to them
- 4) discuss ways to nurture and maintain the positive relationships in their lives

Abusive and Healthy Relationships

The students will:

- 1) brainstorm the characteristics of unhealthy relationships, drawing on the knowledge base established by the previous focus on supportive connections in their lives
- 2) practice assertive communication skills within the program
- 3) role play scenarios dealing with difficult family members, unsatisfactory romantic involvements, and manipulative friends
- 4) recognize when someone is not treating them well
- 5) develop strategies to stay safe when living under duress due to abusive situations
- 6) create a list of alternate safe accommodations and counselling sources
- 7) recognize when friends are in need of help due to abusive situations

- 8) listen to a presentation by a police officer about what behaviour is considered abuse, in different relationships

Work Relationships

The students will:

- 1) develop an understanding of their role as an employee/volunteer
- 2) develop an understanding of the role of their supervisor
- 3) explain what privacy and confidentiality means
- 4) discuss why personal information and issues should not be brought to work
- 5) discuss work place gossip and why it is harmful
- 6) demonstrate willingness to learn and help others at work or in a volunteer setting
- 7) demonstrate courteous, respectful behaviour towards supervisors and co-workers
- 8) develop assertiveness skills in order to maintain their rights in the workplace and avoid abuse

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