

C A M B R I D G E H E A L T H A U T H O R I T Y

VOCATIONAL ALTERNATIVES

A Report by Sharon Hodson on Vocational Opportunities for
People with a Mental Handicap in Canada.

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VOCATIONAL ALTERNATIVES

My four week study tour of 'Vocational' Programmes in British Columbia and Ontario, Canada was made possible by the following:

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(Travelling Fellowship for NHS staff).
- The G Allan Roeher Institute

(formerly the Canadian National Institute on Mental Retardation).
- The Management and staff of programmes visited, friends and colleagues in Canada and British Columbia.
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- My family who supported me through all my traumas and expectations.

Many thanks to EVERYONE who made my trip the opportunity of a lifetime.

Introduction

Historically, people who have mental handicaps have had few employment opportunities. One of the few options available to them is within a "sheltered" work environment, where an individual works alongside other individuals who have similar disabilities within a segregated environment.

Traditionally, individuals, with more challenging needs have been excluded from these work programmes and have received little or no support to enable them to begin to take on new challenges.

Environment is a powerful teacher! We are all conditioned by the environment we live in. Institutions breed institutionalised behaviour. Segregation breeds stereotype behaviour compatible to that environment. People are therefore conditioned by their environment to behave in an abnormal way. Too often, when the programmes introduced fail we tend to blame the victim, not the system.

The needs of all people who have been labelled mentally handicapped are fundamentally the same as other citizens, just like you and I. Their self-concept and sense of fulfilment are linked to working, accomplishing goals contributing to the community and being seen as productive valued members of society.

The overall general philosophy is a belief that all people with mental handicaps (including those with additional disabilities) have the right to live in the community as valued citizens. To participate actively in community life, and to have opportunities to develop relationships with non-handicapped people. Within these concepts, work is seen to be a major focus in the lives of adults. Work provides challenges and satisfaction. Relationships are formed, wages earned, thus enhancing the status of our lives.

Purpose of My Visit

The Care in the Community initiative introduced in the U.K. during 1983/4 instigated a major shift in focus from institution to community based services. This move highlights the need for new and forward reaching services if we are to be committed to this policy.

Care in the Community is not just a residential issue. Day, leisure, education, recreation and evening activities are an extremely important part of everyones lives. Co-ordinated networks of community services supporting people with a mental handicap such as employment, work education and day activities are initiatives which have been slow to develop alongside the provision of residential services within the community.

As mental handicap a service planner employed by the health service, working with joint planning teams and multi-disciplinary agencies, my interests in these initiatives led me to Ontario Canada.

My attachment was organised by the G Allan Roeher Institute (formerly the National Institute on Mental Retardation). Since 1970 the Institute has been providing technical and professional support to groups and individuals working to make community living a reality for people with mental handicap.

The Institute is sponsored by a voluntary organisation; Canadian Association for Community Living. Its staff and associates have many years experience in assisting agencies and organisations to plan, develop and evaluate approaches to community living through research, training, consulting and publishing. They are active in policy, programmes and strategies with agencies, associations and governments throughout provinces and territories in Canada.

This report is an attempt to look at a range of vocational options currently established in Canada. Within these work programmes, individuals with a mental handicap are provided with opportunities to find, obtain and retain employment within regular businesses in the community alongside non handicapped workers.

Four programmes were visited where the concept of integration was the major goal for each one:-

Community Vocational Alternatives

This a programme in Mississauga, Ontario which provides opportunities to people with a mental handicap from segregated workshops for supported work within integrated community settings. (Unlimited support is available for each individual).

Project Work

This is a supported 52 week employment programme operating in Toronto, Ontario. The programme aims to support and teach a small number of people, who have a high level of dependency, in work settings with the ultimate goal of open employment.

Work Stations in Industry

Work Stations in Industry are located in Vancouver, British Columbia. They are Employment Enclaves providing a service to employers in industry via supported employment programmes. Enclaves of mentally handicapped people are supported by one member of staff for a period of time to train within the work environment of a local company. Support is phased out after a period of time.

Vocational Services - Community Living Society

Vocational services is a programme in Vancouver, British Columbia which successfully offers supported vocational and employment opportunities to people with a mental handicap. The service supports people who have severe handicaps and behaviour problems to actively participate in community placements.

Consumer and Job Preparation Programmes

I did not personally visit this particular programme but was given background information and have included it within the report for additional information for the reader.

In Vancouver, British Columbia, Community Colleges offer programmes to people with a mental handicap, to enable them to prepare for placement and work in community settings. A contract is agreed between the consumer and the college to teach them the skills they require to progress into their next environment.

PROGRAMMES VISITED:

Community Vocational Alternatives

In 1984, Community Living Mississauga piloted a programme designed to illustrate the feasibility of providing work opportunities to "mentally retarded" adults.

"Community Vocational Alternatives" was born out of a general sense of frustration that workshops were structured in such a way that anyone who could not work competitively was destined to remain forever in a totally segregated setting.

Bill Allerton, Director of Vocational Services, told me "we had operated on the assumption that, if we train handicapped people long enough and hard enough, we can make many of them "ready" for community participation. We found this not to be the case, we were training people to remain segregated."

CVA set out to demonstrate that by concentrating on support rather than training (although, training does occur) they could support in community settings people who might otherwise remain in sheltered workshops.

It is important to emphasize that CVA was not designed primarily as a job placement project. Although it was hoped that many people would be able to earn a salary. Community participation for those who might not be competitively employable was seen to be an important factor, and the success of the project was not solely measured in terms of the number of people who got paying jobs. Rather, it looks at the extent to which people are able to find work as close as possible to their career choice, their overall level of job satisfaction, and the extent they have opportunities to interact and develop relationships with their non-handicapped co-workers.

Initially there was no additional funding for the project and Staff were re-deployed from the existing workshops. One Co-ordinator and two support workers were established. This caused extra pressure to those who remained in the workshops by decreasing the staffing ratios to trainees. However, a year later, funding was allocated from the Provincial Government to support the programme.

To date there are twelve support staff and two co-ordinators in post in community settings. There are currently 52 people being supported by CVA in the community. Most come from segregated environments.

The programme serves all of Mississauga which covers a relatively large geographical area. Places of employment are widely dispersed within that area. Areas are divided into two geographic patches with six supervisors and one co-ordinator working within each patch.

Intensive support is given on a ratio of 1:1 for the first few weeks or months, until such time as support can be appropriately phased out. In some instances, depending upon the level of support required, the phasing out spans over a considerable length of time. Thereafter, supervisory checks are made.

Participants are selected by a 'random' selection process in order to ensure that a cross section of people within the workshops have the opportunity to participate rather than those who might be considered to be "most ready" for employment.

From the selection process, people are introduced to the programme with their families, advocates, or residential staff where they are asked if they wish to participate.

Career preferences and selection of locations are then discussed in great detail. Supervisors meet and discuss the person's interests and help to determine that person's career options. This is based on experiences within the workshop and knowledge of the community generally. I was assured that many people were capable of preferences and that where there were cases of uncertainty the supervisor would attempt to take extra steps to be as responsive as possible. For example, one man expressed the choice to become a policeman. Whilst this was not a practical or feasible preference, given the requirements to become a police officer, CVA arranged for the man to work in the police station as a maintenance worker.

The career options and preferences indicated by the individual together with a knowledge of the person's interests and abilities enables the supervisor to identify potential work sites. Staff themselves actively seek potential job sites 'selling' their services which include training, support and supervision on the job to the mental handicapped person together with support to the employer and existing co-workers.

A variety of methods are used for this purpose, ranging from phone calls, following leads provided by other employers, reviewing ads and business directories and 'cold calls'. Employers who express some interest are sent an overview of the programme and interviewed.

Once a receptive site is located, the supervisor spends time at the site developing a job profile and assessing the suitability of the site in relation to the CVA participant. An interview is then arranged between the employer and the participant.

It has been the policy of the CVA not to place any more than one person at any one time within a particular job site. Experience has shown that more than one person impedes the natural process of community integration.

A number of factors are considered at this stage.

From CVA's viewpoint:

- does the potential job match the individual's preference?
- will there be opportunities for social integration?
- is there any likelihood that wages and employment will result?
- can adequate support be provided by CVA staff and co-workers at the site?
- will the work be satisfying?

Wages are neither the sole, or the first consideration in determining the suitability of sites.

From the employer's viewpoint:

- is there work?
- will CVA provide the required support?
- what will fellow workers think, how will they act?
- will I get as much out of it as I put into it?

Sites are terminated for a variety of reasons, including incompatibility, a change in the career interest of the individual, lack of opportunity for real social and physical integration, and little likelihood that pay will be forthcoming. If someone develops and achieves good skills, they would be encouraged to move on elsewhere if it was advantageous to their development and salary.

Families and residential staff are informed of essential details such as days and hours worked, starting and finishing times, appropriate dress etc, so that they can assist the individual to be at work on time and well prepared. Regular review meetings between the supervisor and families concerning any problem areas which would have to be addressed, both at work and at home, take place between staff and families.

The support given by the Supervisor, both to the individual and the employer, ranges from:

- developing the job profile (remuneration, skill requirements, demands of job, hours of work, break and lunch schedule, and so on.
- providing a considerable amount of time assisting and training the individual to learn the job.

- assisting co-workers and supervisors to provide on-going training and support.
- assisting the individual to learn new job skills in response to changing on-the-job demands.
- supporting and assisting the individual to do the job
- ensuring and encouraging appropriate amounts of social interaction
- advising co-workers and supervisors about the individual's needs and assisting when problems arise.
- arranging for the CVA Manager to discuss pay options with the employer
- providing all of the above on an 'as-needed' and on-going basis.

Support is phased out as and when it is appropriate; when the individual is ready. Sometimes a work place environment may change so that support is required again for a period of time. Alternatively, a person may wish to change their work place, and therefore the process would begin again and the person helped into another position. Sometimes, someone develops good skills over a period of time and feels ready to move on to a more competitive, challenging job with pay. Whatever the circumstances, CVA offer life support to the individual on an on-going basis if required.

Occasionally, a placement proves to be inappropriate and there are no immediate alternative placements. When this occurs, the person would return to the workshop until an alternative to the workshop is found. For the time being CVA's "safety net" is the workshop. This is seen to be a major concern. It is the ultimate goal of the project to phase out the three remaining workshops. In order to do this it will be necessary to develop additional methods of dealing with situations that arise when CVA sites are terminated.

Pay

CVA has in the past intentionally taken a "cautious approach" in terms of pay. Its first priority, which is consistent with the expressed views of participants and their families, is for social and physical integration in community settings (meaningful work alongside non-handicapped people). CVA's analysis was that more doors will be open in the future if individuals have the opportunity to prove themselves in real jobs in real places of work.

Exploitation is an issue within the whole question of whether participants are paid for the work they do. Of the 52 total participants placed to date, approximately 50% are partly paid, or unpaid. The remaining 50% receive wages ranging from the \$4.35/(£2.18) per hour; (Provincial minimum wage) to \$10 (£5.00) per hour.

In a number of cases, workers have been withdrawn from employment sites because pay was not forthcoming. Often employers do not have a realistic expectation of the employee. CVA monitor and review the participants' progress frequently, and where appropriate, negotiate for some kind of remuneration or productivity pay.

Several remuneration approaches are used when first developing a relationship with CVA, the individual, and the employer:

- regular competitive salary (full or part time)
- regular salary, but with 'Career Access' subsidy (Canadian Employment and Immigration programme which subsidises the wage at decreasing levels over a 12 month period)
- below minimum wage. The Ontario Handicap Permit allows for a below-minimum wage based on documentation and a review (a wage arrangement based on work incentive programme wherein family benefits and benefits are continued for a time-limited period to help in the transition from living on benefits to living on wages)
- continued sheltered workshop allowance, plus "allowances" from employer (lunch paid for, transit pass paid for, employee discounts, uniforms paid for, and so on) paid by CVA through the employer at the same time as other employees are paid. (Sheltered workshop allowance ranges from \$26 - \$50 per two weeks - £13/£25).

MAMR and CVA believe that there is much easier access to employers without the expectation of pay. There is less pressure while the person is learning the job. Individuals who are not perceived as "job ready" are more easily absorbed. However, there is also recognition of the fact that irregular pay arrangements can lead to exploitation or the perception of exploitation, the identification of individuals as different, low expectations, and a devaluing of the individual.

Based on an evaluation of the programme, contracted with the National Institute on Mental Retardation (NIMR) in November 1984, the following issues were identified, on the basis of discussions with employers and CVA supervisors who recruit employers on the issue of pay:

- Some employers have created jobs for people with handicaps - jobs that either did not exist or were done by other workers as additional responsibilities.
- employers accept CVA workers when they are not hiring new employees
- CVA workers are changing jobs when it appears that pay is deserved and possible, but not forthcoming
- CVA workers are able to stay in jobs that do not pay for longer periods of time and are able to keep jobs despite periodic "problems" (behaviour, performance, motivation and so on).

CVA workers, their families and residential support carers clearly recognize the benefits of integrated work in community settings. However, now that the excitement of new challenges, new friends, meaningful work, and contribution is levelling off, people are more aware of the pay issue.

CVA has, since the evaluation, taken a more assertive stance with regard to pay and wherever possible or realistic negotiates the question of pay from the onset.

Clearly the Mississauga programme has achieved what it set out to do in its early stages by demonstrating the feasibility of providing work opportunities for people with a mental retardation.

In the three years that CVA had been established, evaluation had shown that opportunities for those who were severely handicapped was an area of concern.

The majority of mentally handicapped people supported by CVA have disabilities ranging from mild to moderate handicap. Mr. Allerton explained, that although initially it was the intention of the project to provide employment opportunities for people of all levels of disability it has been unintentionally easier to place those with a lower level of dependency first. It is the intention of CVA to continue to work diligently to develop more opportunities for all people with a mental handicap to work in community settings with an increased emphasis on those who are severely disadvantaged, regardless of the level of support required, and for as long as such support is required.

Attached are some examples of the CVA success stories.

DONALD'S STORY -

Donald Cameron Steward spent 23 years of his life in a large institution. He now lives in a group home with three other men who attend workshops. When he was approached with regard to participating in C.V.A. he said he wanted to work with cars. He now works at Whiteoak Lincoln Mercury as a car retailer as well as keeping the cars in the showroom clean and sparkling. Donald does not receive a wage although the employer does pay the worker allowance. He has been there about two years now and likes this setting very much; however, he would be prepared to change jobs if he could get pay elsewhere. Donald has gone to the auto show with co-workers, out for dinner and camping. He is very much "one of the boys".

DERRICK'S STORY -

Derrick has the distinction of being the first graduate of a special school to move directly into C.V.A. Derrick, 22, lives with his parents. He liked the idea of working at Burger King and started there initially on an unpaid basis. At the outset, he required full-time on-site support from the C.V.A. staff. After one month, the staff started to reduce support gradually. After 3 months, Derrick began receiving pay. Today, he is paid \$4.50 (£2.25) an hour for 15 hours per week. (He spends a total of 5 hours there each day with 2 hours designated as training time). In the morning, Derrick does the salad preparation, and at noon he works on the steamer/broiler. He has developed very positive relationships with co-workers, and has been invited to the home of one of them to listen to tapes. May 19th marked the end of Derrick's first year at Burger King. In April, Derrick was Worker of the Month. He received a plaque and a \$20.00 bonus (£10.00).

Project Work

"Project Work" is a supported employment programme funded by the Canadian Employment and Immigration Commission at a revenue budget of \$200,000 per year. It is situated in Toronto, Ontario and was introduced in September 1986 as a pilot programme funded for one year.

The aim of the programme is to provide opportunities for adults who are seen to be severely employment disadvantaged, labelled with a mental handicap.

Its guiding philosophy is that people who are severely employment disadvantaged can hold meaningful, productive, full time jobs when appropriate placement and follow up support is available.

Research conducted during the feasibility stage of "Project Work" confirmed that there is a need for alternative work programmes and has demonstrated that supported community work programmes are successful. The project offers a programme based on a survey undertaken on supported employment programmes in the United States and Canada.

THE "PROJECT WORK" MODEL

- Emphasises the ability to support each individual participant with the help of a job assistant, co workers, the employer and community support enabling each participant to fully maximise his strengths.
- Supports people in job related areas dictated by the individual's strengths and needs. Such support cannot be given in congregated settings.
- Trains on-the-job in order to eliminate redundancy in training. In congregated settings, people must often relearn tasks as new people enter programmes. On-the-job training ensures that the skills taught are necessary and specifically job related.
- Utilises networking on-the-job which is crucial to job security in the long run. Once co-workers become involved with a participant, relationship develop. With the development of relationships come commitment and caring for the individual as a person. Support from within the workplace helps ensure the success and the longevity of the placement. New "friends" become new allies.

The programme offers 52 weeks support and training and is a set Employment programme. After 52 weeks, support is withdrawn. It aims to support twelve people who are mentally handicapped in fully paid employment in a non segregated work setting within its first year of operation. Average cost of each place is approximately \$14,000 per person per annum (£7,000).

The number of individuals to be supported is small to ensure that "Project Work" includes some individuals who require long term-on-the-job support. Traditionally, individuals with more challenging needs have been excluded from similar work programmes.

Staffing consists of a Project Manager, a Training Placement Director and three Job Assistants. The Project Manager is responsible to the Management Board and the funding source for the whole project. The Training Placement Director is responsible for training the job assistants and the participants, public contacts and supervision and monitoring each individual programme.

The job assistants are trained and assigned to work on a 1:1 ratio with the participants at the place of employment. They teach each participant specific job related skills as required and act as integration facilitators. Job Assistants are people with ordinary life skills rather than professionally qualified people with specific training in mental handicap services. This is seen to be advantageous when placing people in community settings, learning ordinary life skills.

Candidates for referral to "Project Work" for training and job development are referred by other agencies or families and are required to satisfy the following criteria:-

1. Over 18 years of age.
2. Reside in Metropolitan of Toronto.
3. Eligible to work in Canada.
4. Eligible for welfare benefits on the basis of a mental handicap.
5. Severely employment disadvantaged
 - unemployed 24 of the previous 30 weeks
 - low skill level
 - poor work history/lack of work experience
 - discrimination due to medical and/or educational labels.
6. Participants must have a family or community support network, or a referring agency in a supportive role.

7. Eligibility is dependent upon participants arranging their own transportation to and from the job site.

In the event that three job placements terminate whilst on the programme, Project Work reserve the right to place a participant on a priority waiting list for re-entry into the programme when a suitable job and appropriate support are available.

Once accepted onto the programme the job assistant works with the participant, family or a referring agency in assessing the individual's needs based on their strengths and weaknesses.

Careful consideration is given to the type of employment appropriate to their needs and in consultation with all advocates and the Training Director. The Job Assistant will seek and match up suitable employment paying particular attention to the factors; does the job suit the individual? Are there opportunities for friendship? Will they fit in? The approach by the staff is dependent on the individual requirements of the person, with the overall aim of working towards their independence.

Some examples of potential employment opportunities are restaurant work, retail work and general office work. The limitations of available jobs is dependent upon the range of work opportunities and the imagination and creativity of the Project Work staff.

Pay

Based on programmes investigated and interviews conducted with representatives of various programmes it was established that it is far more difficult to obtain pay for a participant when it is not sought from the onset of the programme. Most often employers, given the opportunity to have work done and no responsibility for the remuneration of the employee, will opt to dismiss the employee rather than pay for the work previously done.

Project Work therefore negotiates with the employer at the outset a wage for the person dependent on that person's capabilities and a guarantee of a job done to the satisfaction of the employer.

No wage is agreed unless it is seen to be a fair one to the employee. If a person is hired as a landscaper and is seen by the job assistant as to being capable of meeting those requirements, then a wage would be negotiated as that paid to other employees. If however, it is realistic that he will not be able to achieve the productivity requirements, then a job description and wage will be agreed appropriately, such as "landscape assistant", and a job description, contract and wage agreed (which would not be below the Ontario Provincial minimum wage level of \$4.35 (£2.70) approx per hour) to this effect. In all circumstances a job description and wage is negotiated that is seen to be giving that person a valued and dignified role within society.

The employer is encouraged to evaluate and monitor the performance of the participant regularly in comparison to other employees.

The job assistant assesses the related job skills required in a job sequence based on the requirements of the specific company. This is done either by observation or as a result of being trained directly by the employer. This process ensures that the participant is being taught in such a way that the finished product is the same as would be expected of a non handicapped employee. Participants are taught the skills required by the job assistant at the place of work. Average training time is an inconsistent factor. The variables of skill level, participant preference, employer attitudes, all contribute to the differences in participant's training time. Important factors within the control of the programme are the participants and skill level. Therefore it is important that project staff assess carefully these factors and place a participant with the most appropriate assistant.

Similar programmes have identified problems where the staff work with many participants at the same time and at the same stage of job development, usually resulting in a high turnover of staff. Project Work has attempted to minimise this problem. By staggering the intake, each assistant works mainly with one person in training while providing various levels of support from visits and phone calls to other participants with whom they work. Support is phased out carefully and gradually and withdrawn only when it is satisfied that there is a network of people around the participant to assist and help if the need should arise. Ongoing support is available should the nature of the job change in any way. If the individual wishes to change his/her employment at any time he then withdraws from the programme and the whole process will begin again with the negotiating of a new 52 week contract.

Attached is an example of Project Work's success

RYAN'S STORY -

Ryan is thirty two years old. He lives at home with his parents. For fifteen years he was bussed out of his neighbourhood to attend a segregated school. After graduation (when he was too old for the school system) Ryan's parents were aware that they had but one choice in considering his future daytime activities - a sheltered workshop.

For ten years Ryan assembled doll parts. He worked a thirty five hour week with two weeks vacation. His annual income - \$300 (£150). In 1985 ryan left his job. The reason Ryan left? He wanted a real job and he wanted to do something which interested him.

In April 1986 Dougs Landscaping company invited Ryan to join the main stream of Canadian society. Ryan's take home weekly pay was over \$300 (£150). He earns as much in one week as he had previously made in one year. He travels independently on public transport, can operate a lawn mower, is part of a work group and shares his lunch hour with his non handicapped peers.

With support, Ryan has become a contributing member of Canadian society.

Work Stations in Industry - (Employment Enclaves)

In Vancouver, British Columbians for Mentally Handicapped People Association (BCMHP) have developed a vocational policy which set a course to decentralising services by seeking out ways to use "normal channels of community support" for programmes. The work station in industry model is a project funded by Employment and Immigration Canada under the job development disadvantage programme (Job Corps funding).

In Autumn 1985 BCMHP obtained a Federal Government grant to promote "Work Stations In Industry".

A 'work station' is seen to provide a means to integrate several employment disadvantaged people into a regular work place by providing on-the-job training and supported employment.

A major marketing effort was launched by BCMHP in conjunction with five local associations to market and develop work stations. Marketing techniques and strategies were identified by BCMHP as a critical factor to the development of work stations.

Work stations are promoted as a "service" to employers. The "product" which associations are selling is the skill and experience of their clients based in industry, supported and trained by work station supervisors.

By targetting specific geographic sectors as a means of concentrate marketing energy, a process of identifying employers who are most likely to need the services and benefits of work stations was developed.

Impressive glossy "fly sheets" were produced, "selling" the product with the slogans "Living together - working together", and "Put work stations to work for your company."

The types of direct contact with employees initiated by work station developers were: introductory letters and information, telephone contacts, and interviews. Direct contact has taken the form of presentations to business associations, service clubs, and government administrative and municipal offices.

Newsletters, newspaper articles, ads, and yellow page advertising are all vehicles for publicity and promotion.

THE WORK STATION MODEL

The work station model consists of a production unit of three or more workers established by a contractual agreement within the work site of a host employer and a non profit agency.

Employers are less likely to hire people with mental handicaps, if they cannot be assured of good support from an agency in terms of back-up, training, and consultation.

Therefore contracts between employers and agencies are one way to reassure employers.

One of the worker positions is a designated trainer/supervisor and the remaining two or more positions are filled by mentally handicapped trainees. This specified training enables the work station to achieve and maintain production standards. Subsequent employment within the work station is available to trainee's when ongoing contracts with the host employer have been negotiated. A check list used as a guideline for negotiating contracts is shown below:-

- establish a contract or agreement between a non profit agency and an employer which determines;
 - a) trainee's wages and benefits,
 - b) overhead costs,
 - c) employers contribution to training and supervision;

- ensure that the scheme:
 - a) guarantee's production of service within the specifications of the employer;
 - b) serves two or more mentally handicapped people, over the age of 18, who require significant on-the-job training and supervision;
 - c) compensates trainees for hours work at no less than minimum wage (\$3.65-hour/£1.34);
 - d) provides partial (20 hours per week minimum) to full time participation for trainees;
 - e) permits work and social integration with regular employees and, or the general public;
 - f) provides time limited training and supervision leading to placement within;
 - (i) competitive employment at minimum employment or better,
 - (ii) ongoing supported employment at minimum wage or better,
 - (iii) college level vocational skills training or work experience programme.

Pay

During the initial training period the trainees receive the same incentive pay they normally receive from their sheltered workshop; \$100/month (£50/month).

Work stations vary and contracts are agreed between the host employer and the agency for contributions to the trainer/supervisor wages and benefits, administration and overhead costs. Wherever possible trainee wages and benefits are negotiated at no less than a minimum wage of \$3.65/hr. Other funding assistance is subsidized by the Job Corps Project and any other resources available to the agency.

The trainees are trained and supported by the supervisor until such time as they match the productivity levels of other employees, and support is no longer required. No set training period is agreed and as long as the trainees are progressing, the training period will continue. Full time employment with pay from the employer will be offered to each individual when three or four of the tasks can be performed at a level acceptable to the employer.

Kathy Crouse, Project Manager, Works Stations In Industry, told me "work stations benefit mentally handicapped people by encouraging independence, increasing their self esteem and providing the opportunity to have choices about future employment".

She also noted "employers benefit because work station crews are usually filling a position that is difficult for the employer to keep filled". This is because the nature of the work, is usually repetitive and mundane within an industrial or commercial setting. People with a mental handicap tend to remain at a job ensuring a lower turnover rate with staff. They are conscientious about attendance and punctuality and employers have found them to be more reliable than many of their previous employees".

Examples of established works stations are endless ranging from light industry and manufacturing, electronics assembly, food services, clerical functions, horticulture, hotel housekeeping and janitorial services.

The work station I visited with Kathy was with a retail distribution warehouse. Three mentally handicapped people were successfully employed by the company. Support from the stations supervisor had been completely phased out and only the odd visits were made to ensure that all was well.

The manager, was very proud of his employees with a mental handicap and spoke highly of their contribution to his work crew. He told me they were totally reliable and extremely conscientious.

I was introduced to Kenny who had been employed by the company as a full time member of staff for three months. Kenny was very proud of his job and was keen to show me what he did. He was responsible for checking products in the warehouse against their serial batch numbers and pricing them according to the retail price list. He was confident and enjoyed his work very much.

I was told, that before the work station, Kenny had attended a segregated work shop for mentally handicapped people and could not travel to and from work alone using public transport.

Now, Kenny travels to work independently, completes a full days work earns his own wages and shares an active social life with new found friends and other co workers. He and his fellow handicapped workers were clearly accepted by other workers and in fact Kenny is now one of the longest standing employees within the company as the turnover rate of staff was so high.

From meeting Kenny, talking to him, watching him at work, it was clear that although he was doing a job which required certain skills, he was obviously of an I.Q. level which would categorise him as mental handicap. I was impressed with his self determination and commitment to his work. To many people who were not handicapped, this job would have been boring, menial and lacking potential for stimulation. Watching Kenny trying hard to concentrate and co-ordinate the skills he required, it was obviously a challenge and satisfying.

The works stations in industry model has demonstrated that there is a place for the works station model both as a service to employers and a cost effective component of a range of vocational services offered by non-profit associations. In the early projects, efforts were made to provide access primarily to people who were most likely to successfully complete work station training and proceed into competitive supported employment placement. At the time of my visit, there were no plans to include people who were severely handicapped or who had behaviour problems of any kind.

Kathy Cruse informed me that this was an area of concern and that consideration is being given to various ways in which those with a severe or profound handicap could also be offered the opportunities provided through work stations.

Variations of Work Stations:-

Sheffield Technology employ two mentally handicapped women. Margaret Barry and Helen Butchart. For many years, both ladies were employed at a segregated workshop in Vancouver.

Sheffield Technology agreed that training and support would be given to the two mentally handicapped women by experienced workshop staff members within their company. They were assisted to learn the skills of electronics assembly, ranging from bending wire leads and soldering to polishing and packaging.

No set training period was determined and after six months of training both were hired by the company at \$1200 per month (£600 per month) each.

A year and a half later, they are both very much part of the company. They share an apartment together in North Vancouver and travel independently to work. Margaret says that one of the reasons she enjoys working at Sheffield is because she works with a number of different kinds of machines and tools. At the work shop, she says that she was only trained to work on a heat feller. "They are very nice people here". "I have made very nice friends - they are nice to talk to, and we go to the pubs sometimes and we talk over there".

* * * * *

Simon Fraser Society (non-profit voluntary organisation) initially approached the Surrey tax centre in August 1985 in conjunction with their re-cycling company to bid on a tender for the purchase of the shredding of confidential documents. This contact led to an agreement between the tax centre and the Simon Fraser Society to provide an on-site paper re-cycling operation consisting of four workers and one supervisor, commencing October 1st 1985.

The works station is responsible for collecting waste paper from each desk throughout the large complex, sorting the papers into grades, shredding and bailing.

The terms of the contract with the tax centre permits the association to charge for each person on-site at a rate \$4.55-per hour. This compensation provides minimum wage rate payments and associated benefits allocated to each position occupied by mentally handicapped persons, the contribution to the supervisors wage, and administration costs.

The work stations project provides funds during a three months training period by covering the remaining portion of supervisors wages, supervisors benefits, additional programme management time, and staff transportation expenses.

The paper re-cycling work station is an on going contract negotiated on an annual basis by the Simon Fraser Society. Four permanent full time positions and one temporary position, during the peak period of tax time, have been created. On 17th June 1986, the contract was successfully negotiated for the second year.

* * * * *

Macdonalds restaurants of Canada Limited, have established the work stations model for three trainees at a "pilot project" to demonstrate that mentally handicapped people can be successfully integrated into the routine training and supervision structures of the retail food industry. MacDonalds agreed to contribute to the project by hiring the trainees directly at the base salary rate \$3.65 per hour on a temporary basis and by assigning an existing staff trainer to supervise the handicapped trainees.

The association provided an orientated programme for the Macdonalds trainer and agreed to pay the trainers wages during the time spent with the work stations trainees within a specified training period.

Throughout the project the association has been available to Macdonalds staff on a consulting basis. Three trainees have been trained independently within selected tasks performed within the food preparation area. Upon reaching productivity standards specified by the retail outlet, the trainees will become permanent part time staff with the option of increasing their hours of work.

Consumer and Job Preparation Programmes

The British Columbian Ministry of Advanced Education offer people with a mental handicap access to training programmes on skills development through community colleges within British Columbia.

The Consumer and Job Preparation Programme was initiated in 1981. The purpose of the college programmes, which were developed jointly by the Simon Fraser Society, the College and the Ministry of Human Resources, was to enable individuals with a mental handicap to enter appropriate work community settings. Similar programmes are offered by colleges throughout Vancouver and British Columbia and are part of services available to people with a mental handicap in order to enable them to develop the skills they require to enter their next industrial environment.

The contract is designed to provide:

- (a) Preparation for placement in the work/vocational setting;
- (b) Basic consumer training to enable participation in community life.

The programmes have provided training to over two hundred people during the four years it has been available.

Programme

The service offered has no set "programme" or curriculum for students. Instead a learning contract is drawn up for each individual which outlines short term training objectives. Colleges insist that training is only appropriate for short term objectives as the entire function of teaching is to prepare a student for the "next environment", where he or she will use the skills which have been learnt. However, these short term teachings objectives will only serve a useful purpose if they are developed in relationship to each individuals long term plans. Ideally students entering programmes will have stated long term goals within general service plans.

The programme, to achieve the goals set, is dependent upon many forms of community support. Local associations, residential and workshop staff, other college programmes, parents, employment placement agencies, and residential institutions are some of the resources that act in a supportive capacity.

For further information regarding the skills development programme, a video film called "Moving Forward", together with a publication of a book called "Skills Development for Adults with Mental Handicap" can be obtained from Publication Services Branch, British Columbia Ministry of Education, 878 Viewfield Road, Victoria, British Columbia, U9A 4B1. The catalogue number is VA0071.

Community Living Society - Vocational Services

This section is intended to focus specifically on vocational and employment services offered through an organisation called Community Living Society located in Vancouver, British Columbia.

However in order to provide the reader with an insight into why and how the CLS vocational and employment service function, it is necessary to provide background information relating to this innovative and exciting organisation.

Background

Community Living Society is a non profit independent organisation which was developed eight years ago by a group of parents who shared mutual concerns regarding the future of their sons and daughters who were living in a large institution in Vancouver.

The people who benefit from their support have spent a large part of their lives in institutions and have been regarded by some professionals as unable to live in, and contribute, to society.

Today, CLS is an established agency managed by a Board of Directors made up of individual members of the community and organisations. CLS place particular emphasis on dealing with 'environments', and not the handicap people have. They believe that systems and attitudes have to be changed in order to help people with a mental handicap. From experience they found that existing systems were not providing the flexibility the individual requires in order to develop and progress.

Based on this fundamental belief, a method was devised which shifted the power from systems back to the individual.

The agency treats each individual as a unique person with unique needs and plans and arranges services on behalf of that individual in order that they may live with dignity and respect in the community.

An Individual Service Plan is developed and agreed with the mentally handicapped person, his/her advocates (personal network) and a member of the CLS organisation, called a 'Broker'.

The broker provides a service similar to that normally associated with a stock broker, acting on behalf of the individual as a technical arm, contracting on behalf of his/her client to purchase those services identified in the plan which will enable them to access community living. Wherever possible, these are services or facilities available in the community.

The broker on behalf of the individual having assessed the services required, negotiates direct with the federal government for the financial resources required to purchase those services identified in the Individual Service Plan. He acts on behalf of the individual and their family and also on behalf of the Government to ensure that these services are realistic and appropriate. He also reviews the services and resources on a regular basis.

The brokerage model of service delivery is seen to be unique and Community Living Society have deliberately chosen to operate in a non structured way seeing themselves as providing an alternative method of service delivery. Their organisation operates as a highly professional entity without the rigid systematic structures that one usually finds in services of this kind.

It is this flexibility that has enabled the CLS Brokerage model of service to become so successful. Everything is focussed around the individual person. Through brokerage, the power is given back to the mentally handicapped person and their families to choose what they want and how they want it. The broker provides knowledge and advice on the type of services available throughout the Vancouver area to suit the particular needs of the individual. The broker then acts on his clients behalf in order to pursue these requirements. Additionally, if the services purchased are unacceptable and do not meet the criteria set, those services would be terminated and other alternative services purchased. It is precisely this innovative approach which enables the individual to live successfully within the community.

Within its brokerage role, the organisation contracts for any type of services required in order to support community living. This may include residential, generic services, vocational, community support; paid or volunteer. Any type of service which an individual may require to participate in what would be considered as a normal community lifestyle.

I would like to stress that although the techniques used are structured as little as possible (this is intentional) the results achieved are highly commendable. This I believe is a direct result of the dedication and commitment of the people and staff involved with the organisation.

In some circumstances, the services required to suit the person's needs are not available. In these instances, CLS have endeavoured to 'create' the type of service or support required using informal and imaginative programmes. Vocational Services are one of these services.

CLS - Vocational Services

CLS Vocational Services was developed mainly through necessity. As explained earlier, if the services required for an individual were not available, the role of the broker was to find or create them. This was the case with day services in Vancouver for people who were considered to be so severely mentally handicapped that they were unable to participate in normal day to day activities within society.

The Community Living Board faced with the need to create the necessary support and opportunities that would enable mentally handicapped people and in addition, those who have behaviour problems to participate in vocational and employment opportunities found themselves creating vocational services which were able to provide flexibility wherever possible.

The establishment of such a service did however, conflict with the original role of 'Brokerage'. (Alternative arrangements are in the process of being explored in order to divorce the vocational services away from the mainstream Community Living Board in order to protect the autonomy of the brokerage model).

CLS - Vocational Programme

A Vocational Manager, an Employment Consultant, five community-based supervisors and support staff are employed. (Staffing ratios ranging from 1:1, to 3/4:10 individuals with a mental handicap). Sometimes, community volunteers are used to assist in escorting people via public transport or with other supervisory duties.

There are five community bases located geographically within the Vancouver area. Each base has a supervisor and four support staff. (All staff carry radio pagers for additional support if required).

Every individual meets at their community base first thing in the morning in order to take up their daily activities with their appropriate support workers. It is the policy of the Vocational Services that every individual has a weekly schedule which occupies them for the whole day, five days a week.

Every individual who is served from the CLS vocational programme has identified activities (derived from their individual service plan) which will assist in their self development and enable them to take full advantage of integrated community activities at all times.

No pre-vocational training takes place. Each mentally handicapped person is assessed and a weekly day-schedule developed from their own "general service plan" which is based on their strengths and needs. The module is developed and agreed by the broker, the individual, an advocate and the Vocational Manager. It includes a range of activities such as house cleaning, shopping, chores, social skills, leisure and recreation activities, education and on-the-job employment placements. (Considerable care is given to

incorporate maximum use of therapy exercises into everyday living activities).

The primary focus of vocational services is on community support to the mental handicap person rather than training.

Wherever possible, a wide range of choices are offered within the first three months to enable the individual to exercise their right to choice and to nurture self-determination skills.

Considerable care is given to match the individual to enable maximum development of the person and rational use of support workers. One support worker may have one severely and one mildly handicapped person with him/her at any one time. This technique of matching can serve several purposes: to reduce the level of dependency of the individuals upon the support worker, to reduce the possibility of mimicking or competition between two people of similar behaviour and disabilities, and to counteract the potential lack of productivity of the severely, profoundly handicapped person.

The main emphasis of the placement is on community participation, integration, and development, not necessarily productivity. A productivity wage is negotiated where work is included within an activity programme.

For the more able bodied people, flyer crews undertake contract work in the community. Yard crews clean up yards, delivery crews deliver fly sheets, newspapers etc. to contracted areas. There are no more than ten individuals to two staff maximum on these crews.

CLS - Vocational Manager, Mr Andrew Frayling, explained: "Pre-vocational training is not relevant to people who are very severely handicapped. If you are dealing with someone who could potentially work independently unaided, then that individual could require some help in learning work skills. CLS looks at the "strengths" and "needs" of individuals and puts those "strengths" to work for them, to their own advantage. We do not look at the negative aspects of an individual; but only the positive".

"We have learnt that, if people with behaviour problems had received contact with normal people, then they would not have behaviour problems".

"From experience, we have discovered that once an individual is removed completely from that environment which has helped to create the behaviour problems, and by going out into the community and experiencing life, their behaviour problems cease. If our staff are sometimes embarrassed, too bad. The community is the only place to learn social niceties."

The support staff I met were totally committed to their clients. Kenny and David were both young men with no previous experience of mental retardation, but had discovered they enjoyed working with people who required support to allow their self-determination to grow. The lifeskills they have enable them to 'walk' their clients through normal everyday life situations and become "bridges" in the process of community integration.

Employment

Mr. Paul Godine, is the CLS Employment Consultant. He uses skills normally associated with marketing, sales, and business techniques when seeking community based employment opportunities for CLS individuals. "There is a niche in society where there is a total of three to four hours menial work available within companies". I offer these companies a useful contribution from CLS in return for a minimum productivity wage for the individual".

Mr. Godine appears to have a remarkable talent for finding innovative jobs for people. He uses his skills and imagination and has successfully placed approximately 50 people or more in some kind of full or part-time vocational placements in Vancouver during the past three years. He claims the public are very receptive to the needs of the mentally handicapped and so long as job supervision and support is available there are no problems.

Placements for employment range from part-time to full-time, dependent upon individual circumstances. These placements cover a variety of jobs including catering, industrial, high-tech industry work, horticulture etc. A wage is negotiated with the employer and job descriptions or contracts agreed.

Some of the people placed had a history of behaviour problems which included cases of severe self-abuse. I was given examples of circumstances where over a gradual period (sometimes months or years), behaviours became modified and eventually the acts of physical abuse disappear as they became adjusted to mainstream society living.

I asked if there were failures. He replied "The clients themselves never fail, it is us who fail in their placements! We deal with reality and if its wrong for the person, we change it. Or, if a person won't work, then we fire them. There are some people who simply do not want to work. This is their perogative and we must respect their choice. It is our aim to provide opportunities and with these opportunities 'choice' to those who want it."

Examples of CLS Success

Norman Maniago is 23 years old. At the age of 4 years he was admitted to an institution in Vancouver because his parents could no longer support him unaided, at home and were advised (as was the case of many parents) that hospital was the best place for Norman and others like him.

He has cerebral palsy, was incorrectly diagnosed as incontinent and could not walk. He did not begin to receive physiotherapy until the age of 14 years at the persistence of his mother. Through the CLS at the age of 17 years he left the institution to join mainstream society in Vancouver.

Today, he is toilet trained, can walk with assistance and is a remarkably happy young man. Norman lives with two other friends in his own home, supported by the CLS residential staff. He attended an integrated mainstream school from which he graduated.

He participates in the CLS vocational programme, which includes working two hours a week at a large supermarket. With his support worker, Kenny, he collects up the trolleys from the car park and takes them back to the supermarket where he stacks them ready for use again. The staff at the supermarket welcome Norman and regard him as one of them. He is paid a small productivity wage which was negotiated on his behalf by Mr. Godine.

Norman's day module is designed to assist him with his self development as much as possible and to provide him with a learning situation in the community. By collecting trolleys, he is able to walk; aided by the trolleys, he is not only working but supplementing therapy exercises to assist in the strengthening of his legs. He is out in the community meeting people and also earning a small but valued productivity wage.

I met Norman and Kenny at his place of work, where Norman had travelled via public transport. We had lunch in Macdonalds across the street from where he works.

Before I met Norman I was shown a video recording of Norman and his life called "Breaking Through". His earlier life in the institution was undignified and offered no privacy whatsoever. His life was controlled by systems, rules, and locks. He was given no expectations for life. He lived on a large ward with people who had similar mental handicaps and disabilities.

The transformation to Norman's life was revolutionary. Today Norman has expectations. Community participation in a normal living day environment has changed his life. He now lives in his own home with chosen friends in the suburbs of Vancouver. He has graduated from a mainstream highschool, cultivated friendships with non-handicapped people of his own age and participates in a day module which includes part-time work. Today his life is full and meaningful.

Norman is proof that abnormal situations promote abnormal and stereotyped behaviour. Once removed from such an environment, the informal, gentle structures which supported him provided him with the interaction he needed to progress and develop the true meaning of Community Care.

Norman is but one of many severely, profoundly retarded people who, through the Community Living Society, have been able to leave their wards in institutions and truly participate in community living.

* * * * *

Brock is 28 years old and, like Norman, lives and actively participates in community living.

Brock has severe mental retardation, cerebal palsy with additional behaviour problems. In the institution he would bang his head against the wall and committed acts of self-abuse. He left the institution at the age of 25 years.

Today, he no longer bangs his head, or commits acts of self-abuse and is happy working at the trophy shop where he cleans the trophies and silverware. Brock likes to rock himself and rub his hands along his leg - staff gave him a rag and polish and allowed him to clean silverware making use of his desire to rub). Mr. Godine, upon learning of this, used this ability to seek Brock employment.

I went to visit Brock at "Western Trophies" where he works one morning a week with Linda, a lady who is mentally retarded and their support worker, David. He loves to go to Western Trophies, where the staff in the shop welcome him and where he receives warm affection and attention. Brock's warmth shines through his disabilities and as the manager of the shop told me "we miss him when he's not here, and look forward to the days when he is due in. He brightens up the place". He earns a small productivity wage in return for his contribution to the cleaning of the trophies.

Linda who accompanies Brock is a lady who is mildly mentally retarded. She is an amicable and vocal individual who obviously enjoys her work. Her presence was a unique balance to Brock, demonstrating that she was indeed capable of productive work, and taking pride in the silverware she was enthusiastically polishing. On the occasion I was present, Brock was demanding much of David's (the support worker's) attention, whilst Linda required little support. I was told that Brock was usually more serious about his tasks, however, my presence had unsettled him and he was excited at being the subject of so much attention.

Both Brock and Linda appeared to be happy and settled in their jobs and were obviously delighted to be working in the shop with the help of David alongside their non-handicapped colleagues.

REFLECTIONS and CONCLUSION:

Canada like Great Britain still has large institutions and segregated services for people with mental handicaps.

The Ministry of Community and Social Services, (Min Com Soc) is responsible for managing the change from institutional based care for people with a mental handicap to a community based service. The Ministry are not keen to get involved in providing direct caring services and have developed a system which allows the appropriate services to be managed by local voluntary groups. This is seen to be a way of contracting out the service. The Ministry formally arrange a contract with a voluntary agency to an agreed specification. Monitoring of the service is maintained through a number of Area Offices of the Ministry. There is fixed budgetary allocation and strict control over standards of care provided, including the levels of staffing and qualifications of the caring professionals employed.

All of the projects visited were managed by voluntary organisations and concentrated on supported community work style programmes. There were many similarities between the projects :-

- all had a highly professional approach, using some kind of marketing sales and business techniques;
- most placed particular emphasis on choice for the individual paying particular attention to the matching of strengths and needs, rather than 'slotting' them into any position;
- most arranged interviews between prospective employers and employees;
- job descriptions were used on some programmes to provide status and to avoid misunderstandings of work expectations;
- pay was negotiated wherever possible to avoid the possibility of exploitation;
- contracts were carefully agreed between agencies, employers, and employees;
- support was only phased out when it was considered to be appropriate;
- three of the projects (Project Work, Work Stations and the Missassauga project) focussed entirely on full-time employment, with the ultimate aim of pay as their objective with appropriate on-the-job support.
- two of the programmes offered on-going life after placement support (Missassauga and Community Living);

Marketing Strategies

There were significant differences in the marketing approaches used to obtain potential employment opportunities.

The Work Stations model targetted their approach on the 'product', the people with a mental handicap. The 'selling' techniques used were hard selling and professional marketing, ranging from T.V. advertisements, distribution of fly sheets and introductory letters followed up by 'lead-in' calls.

Other programmes relied upon the skills of either the Job Supervisors or the Employment Officers to approach prospective employers on a less formal basis.

However, all projects, whether the hard-sell or soft-sell approach, adopted 'selling' techniques when it came to achieving work placements.

Staffing

Staff or employment officers responsible for placements within the programmes shared many qualities and characteristics. Most spoke of job finding as a sales job and displayed characteristics associated with salesmen and women. All expressed a great deal of enthusiasm for their work and were committed to the task of helping people with mental handicap to find jobs. It was interesting to note that many of the support staff had not had previous experience of mentally handicapped people and were not necessarily trained mental handicap nurses or professionals, but came from all walks of life. Some were specifically chosen because of their life skills which were seen to be an essential ingredient for supporting people through community life and having the capacity to enhance the development of community networks. They are used to presenting themselves in a positive way to the world, and (mostly) they practice every day forming and maintaining relationships with other members of the community.

The essential ingredient for a support worker was seen to be the desire and capacity to believe and reflect the belief that the person who is handicapped has something unique and important to offer society.

General Overview

One of the difficulties, with the exception of the Community Living Society, is determining the degree of mental handicap of those who had been helped to find jobs. Staff and employers spoke of dramatic changes in a person's behaviour, attitude, and appearance after starting work. These changes were attributed to the 'normal' environment they were placed in and the newly acquired responsibilities of the individual.

The Community Living Society clearly focussed on those requiring a higher level of support. On-the-job work participation was successfully achieved for people who have severe mental and physical handicaps and who had lived a large part of their lives in institutions.

Maybe it is unrealistic to predict that people with a severe mental handicap could work full-time in the community in all cases. However, I found that it is possible to successfully place such people in a supported integrated environment where they actively participate in the community. Norman and Brock are living examples.

The same project demonstrated that, with the appropriate support, people with severe behaviour problems are also capable of achieving not only community participation but also full-time employment. CLS staff spoke of remarkable changes in a person's behaviour over a gradual period of time. This remarkable change is a slow and painful process and is only possible through the commitment and understanding of both residential and day services staff.

The Missassauga project, in contrast, served mainly people who were living in the community and who attended large segregated workshops for their day activities. (Similar to the current Adult Training Centres in the U.K.).

This project demonstrated that by re-deploying staff and overcoming the obstacle of resources, it is possible to start small and gradually begin to phase out workshops, replacing them with community supported work. Ultimately support might be completely phased out. However, it is important to note, that this particular project offers continuing support for life if necessary.

Work Stations in Industry appeared to be aimed specifically at those people who had a low level of dependency. Some of the people placed may have been inappropriately diagnosed as mentally handicapped. However, because of their slow learning the only opportunities offered were segregated centres.

Work Stations appeared to be effective and have successfully placed many people in community employment placements who previously had no future.

Project Work is a similar project to the Missassauga, although they specifically aim to place people with a higher level of dependency at a much slower rate in employment opportunities. Project Work was a new project at the time of my visit and it will be interesting to monitor their progress, particularly as their aims and objectives focus much more on placing people requiring a high level of dependency in full time work in community placements over a set 52 week period.

All of the projects clearly demonstrated that community vocational, work and day support programmes offer mentally handicapped people opportunities that otherwise would not be possible.

Conclusion

A major challenge for future community based day services here in Great Britain will be to maintain an emphasis on integrated services. The pressures to congregate and segregate handicapped people will continue, mainly because of the complexity of financial resources available. Supported on-the-job or integrated day activity programmes have an important role to play if we hope to meet this challenge.

There is no doubt that there is a limit to what can be achieved on few resources. Society has a responsibility to people with a mental handicap to overcome the problems of resources and look at realistic models of good practice which combine integration and community living. The programmes visited have overcome the problems of resources and the stigmas attached to mental handicaps.

The programmes I visited were described during my visit as "pockets of excellence" I have to agree! Vocational, work and social activities all play an extremely important part in everyone's lives. These services convinced me that there is no reason whatsoever why this should not be the case for all people with a mental handicap.

Perhaps the most important factor in developing any services of this type does not have to do with revenue or capital monies, legislation, or the training of professionals. The single most critical factor seems to be a belief in the clients and the service, and the will to succeed.

APPENDIX 1

Names and Addresses featured within the document.

G. Allen Roeher Institute
Kinsmen Building
York University,
4700 Keele Street,
Downsview,
Ontario. M3J 1P3

Community Living Mississauga

2444 Hurontario Street,
4th Floor
Mississauga,
Ontario, L5B 2V1
Canada.

Contact: Mr. Bill Alerton, Director for Vocational
Services.

Project Work - Sponsored by Frontier College

Project Work - Supported Work Programme,
Frontier College,
35 Jackes Avenue,
Toronto,
Ontario, M4T 1E2
Canada.

Contact: Ms. Tracy Carpenter - Programme Manager.

Work Stations in Industry

British Columbians for Mentally Handicapped People
Association,
1027 West Broadway,
Vancouver,
British Columbia V6H 1E2.

Contact: Ms. Kathy Crouse, Programme Manager.

Community Living Society - Vocational Services

102-395, West Broadway,
Vancouver,
British Columbia,
V5Y 1A7

Contact: Mr. A. Frayling, Day Programme Supervisor.
Mr. B. Salisbury, Broker.

Video: Breaking Through obtainable from

Concord Films Council,
201, Felixstowe Road,
Ipswich, Suffolk. IP3 9BJ.

Consumer/Job Preparation Programme

British Columbia Ministry of Education
878 Viewfield Road,
Victoria,
British Columbia,
V9A 4B1.

King's Fund



54001001382764