Supported Employment for Persons with Disabilities: A Survey of Austin Employers Attitudes and Perceptions

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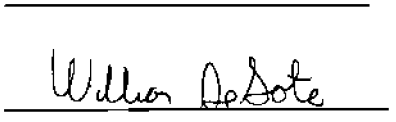

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CHAPTER ONE

Introduction

INTRODUCTION TO SUPPORTED EMPLOYMENT

One of the most significant advances for providing rehabilitation services to persons with disabilities has been the emergence of the supported employment movement(Wehman, 1993,70). Supported employment is primarily designed for persons who have severe mental and physical disabilities. These are people who are unable to clearly articulate for themselves, or who seldom have the opportunity or respect necessary to make their wishes known (Wehman, 1993,71).

Supported employment has evolved as an alternative vocational option to accommodate the individual needs of persons with severe disabilities. It is an advancement of rehabilitation services consistent with rehabilitation values, philosophy and new training technologies (Parent, Hill and Wehman, 1989,51). Previous vocational approaches such as sheltered work, work activity, or other segregated day training programs are now being redirected toward supported employment services in order to achieve desired

integration, support, wage, and quality of life outcomes (Parent, Hill and Wehman, 1989,51).

Consider the prospect of a person who is restricted to a developmental adult day program that only serves persons with mental and physical disabilities and does not allow an opportunity for competitive employment (Wehman, 1993,73). A person in such a limited position might find an entry-level manual position very attractive, not only financially but also socially, in terms of family and community acceptance (Wehman, 1993,74). Supported employment provides the opportunity for a person with a disability to make friends with people that do not have disabilities.

[1]Sue Rausch was born in 1953, into a family of seven. At the age of eight, she was diagnosed as moderately mentally retarded. Soon after her diagnoses, she was placed at the Dixon State School. While a resident at Dixon, she was described as being "withdrawn" and "shy". Sue lived at Dixon for 15 years, and at the age of 24 was discharged. At the

[1] This individuals story was taken from an article written by John S. Trach. For further information see Trach, J.S., (1989), Supported Employment Program Characteristics. In F.R., Rusch (Ed.), Supported Employment: Models, Methods, and Issues (p. 67). Sycamore: Sycamore Publishing Company.

time of her discharge, reports indicated that she was capable of only simple vocational tasks.

After leaving Dixon, Sue rented a room in a boarding house and worked at a local sheltered workshop. Sue worked in sheltered employment for about a year, and was then placed in a community job through the workshop's vocational placement program. She worked as a dishwasher and then as a maid for several years. However, she was unable to maintain employment once support was phased out. Sue returned to the workshop, never wanting to work in the community again.

After four years at the workshop, Sue is now working in the community as a dishwasher. Through the workshop's supported employment program and ongoing support of a job coach, she is once again a contributing member of society. Sue is well-liked by her co-workers, and the regular guests greet her by name.

With the money she saved from working, Sue was able to move out of her room at the boarding house (in which she lived for 18 years) and into her own apartment. When asked what she liked best about her new apartment, Sue replied, "It's close enough so I can walk to my job!" As a result of supported employment, Sue now

receives support not only from her job, but from her co-workers, supervisors, and the community. With this extended support and self-esteem, Sue's continued success is inevitable.

Why Supported Employment?

According to Wehman (1988,7), the question most often asked by vocational rehabilitation experts is: Why do we need another service when we barely have enough case service dollars now to meet the increasing demand for services? There are several answers to that question. First, many persons with severe disabilities will never be able to obtain a real job without professional help (Wehman, 1988,7).

Considerable planning and assistance are essential to overcome the many barriers associated with employing individuals with disabilities. These barriers range from parental concerns and employer skepticism, to transportation difficulties and locating an appropriate job. A specialized, individualized approach is necessary in order to ensure job retention (Wehman, 1988,7).

The inability for many persons with disabilities

to maintain employment without professional help is a second reason for using a supported employment approach (Wehman, 1988,7). The amount and type of support tends to vary from person to person, and in most cases, is determined by the nature of the disability. For example, an individual with cerebral palsy would probably require less support than an individual with severe mental retardation and/or emotional disturbances (Wehman, 1988,7).

The third reason for this approach is that many persons with disabilities are often unable to transfer learned skills from special centers into real jobs situations (Wehman, 1988,8). Wehman (1988,8) maintains that many persons who are allegedly not ready for competitive employment due to lack of skills, do quite well with a supported employment approach. The final reason for using supported employment is to meet the labor needs of businesses and industries (Wehman, 1988,8). For example, hotels and restaurants are growth industries that persons with disabilities might be able to enter with support.

PURPOSE OF THE STUDY

Relationships between employers and individuals with disabilities is a key factor in the success of supported employment programs (McDaniel and Flippo, 1988,113). It is important to develop an understanding of how supported employment fits into an agency's overall purpose. Knowing how to foster cooperative and collaborative relationships, and how to orchestrate the technology are all elements that lead to successful supported employment programs (McDaniel and Flippo, 1988,113).

In order to mutually satisfy relationships among all parties involved in supported employment programs, the barriers and concerns must be addressed. The purpose of this research is to explore the attitudes and perceptions of Austin employers toward the issues surrounding supported employment for persons with disabilities.

The analysis of employers' perceptions, whether they are positive or negative, indicates how employers regard supported employment programs. Their perceptions often help shed light on the barriers and issues surrounding supported employment programs. The study will determine what the issues are, and which

issues employers perceive as being more significant than others. Furthermore, at the conclusion of this research, possible opportunities and recommendations will be provided in an attempt to resolve these issues.

CONCEPTUAL FRAMEWORK

Supported employment, in concept and practice, has been discussed in both popular and scholarly literature. A great deal of the literature has centered on the reasons why people with disabilities are not entering competitive supported employment. What has emerged through the literature is a series of issues often reflecting the belief that there are a number of barriers to employment for persons with disabilities.

This research is exploratory in nature. According to Babbie (1995, p.84), "exploratory research is typical when a researcher is examining a new interest or when the subject of study is itself relatively new and unstudied". Loosely defined descriptive categories combined with working hypotheses will serve as the researchers conceptual framework.

Supported employment issues can be divided into three loosely defined categories. The three categories

are employer perceptions/concerns, economic factors, and environmental/technical/training needs. Each category has several factors which will be discussed as they relate to the issues surrounding supported employment.

In addition, the research will examine two working hypotheses. The working hypotheses will address the perceptions and attitudes of employers regarding supported employment for individuals with disabilities.

HYPOTHESIS I: It is expected that employers will perceive supported employment as a beneficial and productive program for individuals with disabilities.

HYPOTHESIS II: It is expected that employers are comfortable hiring and working with someone with a disability.

CHAPTER SUMMARIES

Chapter Two will address the literature on supported employment. The literature will examine the material on the historical and legislative background of supported employment, the different types of supported employment placement models, and the issues surrounding

supported employment. The placement models examined include individual placement, enclaves, mobile work crews, and the entrepreneurial or small business option. The barriers surrounding supported employment include material on employer perceptions and concerns, economic factors, and environmental, technical, training needs.

Chapter Three will discuss supported employment in Austin. There are several state and local agencies, including the Texas Rehabilitation Commission, the Texas Department of Mental Health and Mental Retardation, the Austin State School, and the Capital Area United Cerebral Palsy, that provide limited supported employment services to Texans with disabilities. This chapter examines the most current supported employment initiatives and programs available for individuals with disabilities in the Austin area.

Chapter Four provides an explanation of the methodology used in the research, specifically the survey method and its design. The sample of respondents will be identified and examined in the methodology chapter. In addition, the strengths and weaknesses of survey research will be addressed.

Chapter Five will analyze and state the results of the survey. The chapter will focus on the perspectives and attitudes of Austin employers toward supported employment. The survey results will determine what the issues are, and which issues employers perceive as being more significant than others.

Chapter Six will conclude this study by offering solutions and recommendations that need to be addressed in order to develop successful supported employment programs. Furthermore, this chapter will examine the direction supported employment programs are heading in Austin.

CHAPTER TWO

Review of Literature

SUPPORTED EMPLOYMENT OVERVIEW

The purpose of this chapter is to review the literature on supported employment for persons with disabilities.

Supported employment is characterized by individual placement, training in specific work and social skills at the job site, and ongoing follow along services as long as the individual is employed (West and Parent, 1992,48).

> With supported employment, an individual is not excluded or prepared; rather the delivery of services is built around the disabled person's skills, abilities, interests, and preference (West and Parent, 1992,48).

A major aspect of supported employment programs is the emphasis on work in integrated settings. Wehman (1988,5) defines integrated settings as "situations where nonhandicapped workers or members of the public at large predominate." Supported employment opposes large segregated sheltered workshop and day program arrangements. Integration with nonhandicapped people is seen as an essential component of meaningful and normalizing work (Wehman, 1988,5). Studies have

confirmed that people with disabilities, like people without disabilities, prefer normal work environments and perform better in them.

All too often, persons with disabilities are placed in segregated employment, residential, recreational, or community programs because society believes that they would be happier with their own kind. It is clearly evident that the helplessness and lack of self-esteem often felt by people with disabilities are frequently related to the attitudes and perceptions of caregivers, service providers, funding agencies, and society, rather than to any limitations or impairments resulting from the disability itself (West and Parent, 1992,47).

According to census report, Americans with Disabilities: 1991/1992, published January 1994, over 60 percent of all working age Americans with disabilities are not participating in the workforce either full or part-time. The 39.3 percent who are working either full or part-time earn 35 percent less than their co-workers without disabilities. It is an unfortunate fact that individuals with disabilities do not participate in the labor force to the same extent as nondisabled individuals.

Their restriction from the labor force wastes a valuable human resource and places an enormous economic weight on already strained government budgets (Kregal and Unger, 1993,20). Hopefully, with the further development of supported employment, unemployment statistics among persons with disabilities will begin to decrease.

People with disabilities are ready and willing to work, to support themselves and to meet their own needs, whenever possible. However, they recognize that their future of independence and self-sufficiency cannot be based on continued employment in sheltered, segregated settings which typically provide little wages, benefits, career choices and personal dignity.

HISTORICAL OVERVIEW

The history of supported employment reflects a long struggle to establish dignity and opportunity as a right of a disabled person. In the past, society perceived persons with mental and/or physical disabilities as having very low levels of productivity (Wehman, 1993,21). Prior to the early 1970's, vocational opportunities for persons with mental and physical disabilities were almost nonexistent. When

employment opportunities for persons with mental and physical disabilities were starting to develop, for the most part they existed in highly segregated environments (Arnold, 1992,5). The emergence of competitive supported employment can be attributed to a number of historical developments.

First, sufficient empirical evidence was gathered in the 1970s to contest the accepted theory that developmental disabilities were long-term debilitating conditions with poor prognosis for remediation (Rusch and Hughes, 1989,351). A number of the studies conducted primarily in segregated, sheltered workshops and educational settings demonstrated that individuals with mental and physical disabilities could obtain distinctive job skills (Rusch and Hughes, 1989,352).

Bellamy, Peterson, and Close (1975) began to develop instructional strategies for individuals with severe mental retardation working in sheltered workshop settings. The studies proved to be significant because they suggested that individuals who were normally placed in sheltered workshops could also work in nonsheltered, integrated work environments (as cited in Rusch and Hughes, 1990,6).

Second, toward the end of the 1970's research began to appear in the literature that demonstrated individuals with severe mental and physical disabilities could be placed in nonsheltered, competitive employment (as cited in Rusch and Hughes, 1990,5). The studies revealed the development of alternative employment systems for persons with mental and physical disabilities (Rusch and Hughes, 1989,352).

Rusch, Connis, and Sowers (1978) reported on an employee who learned to increase her working time in a restaurant. The studies proved to be important because they began to set the stage for researchers to identify new goals and to test recently accepted behavioral procedures in the setting of integrated work environments (as cited in Rusch and Hughes, 1989,352).

Third, at the time, when studies of competence were being conducted in sheltered workshops and segregated employment systems, there was an increasing realization that our human service delivery system was not functioning properly (Rusch and Hughes, 1989,353). The lack of successful transitions into competitive employment among persons with severe disabilities had

become an issue of great concern. The typical sheltered workshop staff lacked the knowledge and training skills to structure programs that could lead to nonsheltered competitive employment (Rusch and Hughes, 1989,353).

Whitehead (1979) pointed out that the only individuals who attained competitive employment after entering sheltered workshops were those who did not require skilled training. Furthermore, workers who remained in sheltered workshops and work activity centers often earned far below minimum wage for performing available subcontract work (as cited in Rusch and Hughes, 1989,353).

The development of supported employment appeared to be fueled by the displeasure with a human service delivery system that prepared people for jobs that never materialized (Rusch and Hughes, 1990,6). Existing vocational options, such as sheltered workshops, day activity centers, and adult day care centers were considered alternatives, however, they failed to produce positive results. In addition, there was a growing dissatisfaction with service options

that resulted in institutionalization of persons with disabilities (Rusch and Hughes, 1989,353). Although supposedly transitional, existing vocational options resulted in limited movement for clients toward integrated community employment.

According to Rusch and Hughes (1990,6), the philosophy behind supported employment was unique because it reflected a reversal in thinking about persons with disabilities in two ways.

> First, supported employment was based on the belief that the issue was not whether people with disabilities could perform work, but what support systems were needed to achieve that goal. Second, the concept of supported employment suggested that the unsuccessful "warehousing" of persons with disabilities, should be replaced by the more fundamental approach of finding a job for the person with disabilities and then provide training necessary for successful employment integration.

Rather than using a "warehousing" approach, early supported employment programs focused on a "place-train-maintain" approach that called for continued support to be available for employees in the workplace. As early as the mid-1970's, supported employment programs began to materialize across the country (Rusch and Hughes, 1990,6).

In 1975, the University of Washington began training and placing individuals with mental disabilities into food service jobs in the Seattle area. Shortly thereafter, Wehman, Rusch, and others began similar programs in Virginia, Illinois, Pennsylvania, and other areas throughout the country (Rusch and Hughes, 1990,7). In 1980, Virginia Commonwealth University was awarded a research and training grant that focused on employment for mentally retarded individuals. The grant also helped fund the development of Wehman's Project Employability, which became a nationally recognized program. These early programs contributed tremendously to the advancement of supported employment programs (Rusch and Hughes, 1990,7).

LEGISLATIVE OVERVIEW

The emergence of government legislation and funding, further facilitated and promoted greater opportunities for individuals with disabilities (Arnold, 1992,5). The Kennedy Era marked the beginning of a period of federal interest and development of special education and vocational rehabilitation programs designed to assist unemployed individuals with disabilities (Rusch and Hughes, 1990,8.)

The Rehabilitation Act of 1973 and the Education of all Handicapped Children Act of 1975 primarily focused on services for individuals with severe disabilities. State vocational rehabilitation agencies were mandated to improve services by ensuring individualized program planning, appropriate evaluation services, and to organize these services around the multiple problems associated with a disability. (e.g., transportation, housing, employment) (Rusch and Hughes, 1990,8).

There were a number of job training and employment programs enacted during the 1970's, that placed a major emphasis on serving individuals with special needs. The programs were originally enacted under the Comprehensive Employment and Training Act (CETA), and are presently being continued under the Job Training Partnership Act (JT-PA). Congress also enacted the Targeted Jobs Credit program, which provided tax incentives for employers who hired individuals with disabilities referred through state vocational programs (Rusch and Hughes, 1990,7).

In 1984, congress passed two important pieces of legislation: the 1984 Amendments to the Education of the Handicapped Act, which expressed a need for improved transitional services for special education

students, and the Developmental Disabilities Assistance and Bill of Rights Act of 1984, which made addressing employment-related activities an essential priority. Supported Employment was one of the employee-related activities specifically detailed in the Developmental Disabilities Act (Rusch and Hughes, 1990,9).

According to Rusch and Hughes (1989,351), The Developmental Disabilities Act is important because it stresses that supported employment should focus on integration ("competitive employment at work sites in which person with disabilities are employed") with wages ("paid work by persons with disabilities") and support ("including supervision, training, and transportation").

Following The Developmental Disabilities Act of 1984, Congress enacted The Rehabilitation Act Amendments of 1986. The amendments established regulations to guide the standards for supported employment services and the population it would serve. The Rehabilitation Act Amendments of 1986 describes the following primary characteristics of supported employment:

(a) Supported employment is designed for individuals who are served in day activity

programs because they appear to lack the potential for unassisted competitive employment

(b) ...involves the continuous provision of training, supervision, and support services that would be available in a traditional day activity program;

(c) ...is designed to produce the same benefits or participants that other people receive from work and these can be assessed by normal measures of employment quality, e.g., income level, quality of working life, security, mobility, and advancement opportunity; and

(d) ...incorporates a variety of techniques and services to assist individuals to obtain and perform work, including assistance to a service agency that provides training and supervision at an individual's worksite; support to an employer to offset the excess costs of equipment or training; supervision of individuals with severe disabilities; and salary supplements to coworkers who provide regular assistance in performance of personal care activities while at work ("Developmental Disabilities Act of 1984," p.2665).

The amendments also set at 20 the minimum number of hours a supported employee may work. Although neither the Developmental Disabilities Act nor the Rehabilitation Act Amendments created an allowance for employment, they clearly recognized the importance of work to the independence and successful integration of

all persons with disabilities (Rusch and Hughes, 1990,7).

One of the most significant pieces of civil rights legislation passed in the last quarter century is the Americans with Disabilities Act of 1990 (ADA). The ADA is a comprehensive civil rights statute that extends the protection against discrimination obtained by women, minorities, and others through the Civil Rights Act of 1964 to people with disabilities (Kregel and Unger, 1993,18).

According to Wehman (1993,69), the ADA does not specifically address the concept of supported employment in the law or its regulations. However, the underlying theme of the ADA, competitive work in a nondiscriminatory work environment, is highly consistent with supported employment. In fact, the more recent trend toward greater consumer advocacy, choice-making, and empowerment of persons with disabilities are deeply rooted in the philosophy of supported employment (Wehman, 1993,69).

Although the ADA does not focus on specific support mechanisms as did past legislation, it does call for a broader framework of business and societal change to develop reasonable accommodations for individuals with

disabilities (Wehman, 1993,67). The influence of the ADA on supported employment outcomes is, as of yet, unknown; however, it seems apparent that greater vocational opportunities would occur for all individuals with disabilities who have the desire to work.

TYPES OF PLACEMENT MODELS

There are four primary service delivery models which have been developed in relation to supported employment for persons with disabilities. These models include (a) the individual placement model, (b) the enclave, (c) mobile work crews, and (d) the entrepreneurial model (Rusch and Hughes, 1989,353).

Individual Placement Model

The individual placement model relies heavily on an employment specialist to locate job opportunities. The employment specialist locates a job within the community, and then places and trains the individual with a disability into the job (Rusch and Hughes, 1990,10). Continual on-site training and follow-along services are provided until the supported employee

performs the job within acceptable standards (Moon and Griffin, 1988,17).

Over time, the type and level of assistance provided by the employment specialists will begin to decrease. However, some type of follow-along service will be provided for the duration of employment (Rusch and Hughes, 1989,354).

Advantages of This Model

The individual placement model has the most potential for providing competitive wages to persons with disabilities. The disabled worker is placed in an existing job within the community, rather than in the traditional sheltered setting (Moon and Griffin, 1988,19). This model not only meets the needs of workers who have normally received very little pay or compensation in alternative settings, but also meets the labor demands in the local community (Moon and Griffin, 1988,19).

Furthermore, this model has been shown to be extremely cost-effective. According to Hill et al. (1987,19), studies have repeatedly indicated that placement and training in a "real" job can cost less than training in nonvocational programs, or sheltered

employment, which normally do not provide regular pay. This model, allows the opportunity for workers with disabilities who make at least minimum wage, to become contributing taxpayers and/or full citizens eligible for retirement benefits (Moon and Griffin, 1988,19).

Enclave Model

The enclave model provides group supported employment options for individuals with disabilities. Typically, permanent on-site supervision and training is provided for the duration of the employment period, not just during the initial training period (Moon and Griffin, 1988,19). An enclave can be characterized as a group of individuals, usually less than eight, who work in a special training group, often performing the same job (Rusch and Hughes, 1990,10).

The goal of the enclave model is not necessarily to move all workers into a competitive workforce without support. The enclave model is considered to be an alternative for individuals who have more severe disabilities and who need more support and supervision (Moon and Griffin, 1988,19).

Advantages of This Model

The enclave model can offer more permanent support than the individual placement model, especially for those workers who have trouble functioning sufficiently in a regular community setting (Moon and Griffin, 1988,23). In addition, the enclave model provides employment to several people concurrently while providing only one supervisor. With an enclave, there is a good chance for workers to receive decent pay and benefits, depending upon negotiated terms with the host company (Moon and Griffin, 1988,24).

Mobile Work Crew Model

The mobile work crew is yet another group supported employment option. Typically, mobile crews consist of three to eight supported employment workers, and one or two supervisors (Moon and Griffin, 1988,17).
A mobile crew travels through a community providing specialized contract services, and usually operates from a van. Janitorial and groundskeeping work have been the primary services provided by mobile crews (Rusch and Hughes, 1989,355). Continuous training and support is provided by an on-site employee specialist.

Advantages of This Model

An advantage of this model, is that mobile crews can be set up in communities that may not have lots of industry or a significant number of citizens with disabilities (Moon and Griffin, 1988,25). Another advantage is that mobile crews can operate with flexibility, depending on the needs of the community. They allow workers the potential for integration opportunities, because workers travel to a variety of public places within the community (Moon and Griffin, 1988,25).

Furthermore, mobile crews have been shown to be highly cost-effective. There are normally little overhead costs after the initial startup and purchases, and revenue generated largely covers operating expenses once wages are paid (Moon and Griffin, 1988,25).

Entrepreneurial Model

The final model is the small business or entrepreneurial model. The entrepreneurial model consists of eight or fewer workers with disabilities as well as some workers without disabilities. This option

is designed to be used by workers with the most severe handicaps, who will regularly need behavioral supervision (Moon and Griffin, 1988,25).

Supported employment workers are often hired by manufacturing companies, to provide a specific product or service (Rusch and Hughes, 1989,10). The entrepreneurial model is uniform in nature, providing only one type of product or service (Moon and Griffin, 1988,25). Workers are usually paid according to their productivity level, so it is important to provide enough work and training in order to enhance production rates (Moon and Griffin, 1988,26)

Advantages of This Model

This model is most advantageous for workers who have severe social or behavioral deficiencies, are very slow, or who have limited self-care skills (Moon and Griffin, 1988,25). The entrepreneurial model benefits individuals with the most severe disabilities who require intensive, continuous supervision and support (Rusch and Hughes, 1989,355). Most importantly, this model demonstrates to the professional community that

individuals with severe and extreme handicaps can work productively within the community (Moon and Griffin, 1988,25).

Although these four major supported employment models are primarily utilized, they are continuously undergoing changes. Continual and creative change is essential, in order to meet the needs of individuals with disabilities and the conditions of the labor market (Moon and Griffin, 1988,17). As more and more individuals with disabling conditions become involved in supported employment, the types of supported employment options will continue to increase and improve (Moon and Griffin, 1988,17).

ISSUES SURROUNDING SUPPORTED EMPLOYMENT

Supported employment, in concept and practice, has been discussed in both popular and scholarly literature. A great deal of the literature has centered on the reasons why people with disabilities are not entering competitive supported employment. What has emerged through the literature is a series of issues often reflecting the belief that there are a

number of barriers to employment for persons with disabilities.

Supported employment issues can be divided into three broad cluster categories. The three categories are employer perceptions/concerns, economic factors, and environmental/technical/training needs. Each category has several factors that are considered issues surrounding supported employment.

I. Employer Perceptions/Concerns

This section addresses the issues associated with employer perceptions and concerns. The perceptions of employers directly affect the creation of opportunities for employment, the willingness to obtain access to such opportunities, and the actual employability of persons with disabilities (Kiernan and Brinkman, 1988,221). Very often a lack of accurate information, a negative experience in the past, or the belief that individuals with disabilities are not capable of competitive employment will be expressed in resistance to supported employment (1988,222).

Productivity

Kiernan and Brinkman (1988,223) maintain that employer perceptions and concerns are often tied directly to productivity. Employers express concerns that persons with disabilities may not be able to meet performance standards, thus making them a bad employment risk. Employers frequently perceive individuals with disabilities needing supported employment as not being good workers, and therefore they probably will not advance in their careers.

Employers have preconceptions that persons with disabilities must have secure environments to work productively, and they should not or cannot change jobs. These perceptions and concerns often reflect a lack of knowledge about persons with disabilities (Kiernan and Brinkman, 1988,223).

Social Behaviors

When individuals with disabilities enter into integrated work settings, they may display behaviors that vary significantly from established norms, or they may lack the social skills necessary to function appropriately. Employers express concerns associated

directly with task-related social competence, and personal-social competence (Chadsey, 1990,305).

Task-related competence refers to social skills that directly affect the performance of job tasks, such as following directions, offering to help co-workers, getting necessary information for a job, requesting assistance, and accepting criticism. While personal-social competence behaviors include insubordinate behavior, maladaptive behavior, and poor social skills (Chadsey, 1990,305).

Integration

A major aspect of supported employment is its assertion that individuals with disabilities must work with coworkers who do not have disabilities (Moon et.al., 1990,7). According to Kiernan and Brinkman (1988, 223), apprehensions concerning integrated employment settings are often expressed by employers.

These concerns range from lack of expectations of the individuals ability, to a sense of uneasiness about the adjustment of the disabled worker over time. Specifically, employers are concerned about job flexibility or the disabled worker's capability to adapt to changes in supervisors, and basic advances in

methodology and technology (Kiernan and Brinkman, 1988,223).

Dependability

Employers often question the dependability of individuals with disabilities. Lagomarcino (1990,305) notes that employers believe that individuals with disabilities are ill more frequently, thus causing them to have higher absentee rates than employees without disabilities. Furthermore, employers fear individuals with disabilities may develop poor work attitudes (e.g. tardiness, not wanting to work, insubordination) (Lagomarcino, 1990,305).

In most cases, extremely low expectations have been held for individuals with disabilities throughout their lives. These low expectations, combined with inappropriate or inadequate training programs, undoubtedly contribute to the poor work attitudes of many of these individuals (Hill, et al., 1986,350).

II. Economic Factors

This section addresses the economic issues surrounding supported employment. A number of economic factors have been identified throughout the literature

as inhibiting the employment of individuals with disabilities. Of special concern are those factors associated with funding, benefits, and the current labor market.

Funding/Costs

Employers are apprehensive about costs associated with hiring individuals with disabilities. A key inhibitor to the employment of individuals with disabilities are the costs associated with accommodations and modifications in the workplace. Providing payments for needed support in order to maintain the individual in community-based supported employment programs is also a primary concern for employers (Lagomarcino, 1990,310).

In addition, employers assume that hiring individuals with disabilities might cause an increase in insurance and workers compensation rates due to increased rates of on the job injury (Lagomarcino, 1990,310). Opportunities for competitive supported employment are sometimes missed because employers are not aware of available incentives and funding for hiring individuals with disabilities (Kiernan and Brinkman, 1988,224).

Level of unemployment

A recent study conducted by Kiernan and Brinkman, identified the level of unemployment within the local community as having a direct impact on employment opportunities for individuals with disabilities (Kiernan and Brinkman, 1988,225). When unemployment rates are high, employers can be selective in the individuals they hire. Typically, employers tend to select the most qualified applicants, based on academic background or previous experience (Kiernan and Brinkman, 1988,225).

Employers are reluctant to hire individuals who have limited or no work history or who may require a longer period for training (Kiernan and Brinkman, 1988,226). However in times of low unemployment, when the available pool of applicants is limited, employers are more willing to hire individuals with disabilities (Kiernan and Brinkman, 1988,226).

Lack of available jobs

Directly related to the level of unemployment is the lack of available jobs for individuals with disabilities. Moon et al. (1990,8) maintains that finding appropriate jobs for individuals with

disabilities can be very difficult and complicated for employers. Employers find themselves searching for or creating positions for individuals with handicaps, rather than finding a person for a certain position (Moon et al., 1990,8).

Additionally, Kiernan and Brinkman (1988,224) note that the lack of available jobs is often reflective of either a scarcity of jobs in the local labor market, or a geographic area that specializes in one product (e.g., steel, automobiles, high tech). The issue of lack of available jobs can also indicate a lack of effective marketing on the part of the facility or person representing individuals with disabilities (Moon et.al, 1990,8).

Expansion of service industry jobs

With the expansion of service industry jobs persons with disabilities will be required to relate to both the customer and other workers, and be flexible in job duties. Lagomarcino (1990,310) maintains that these represent barriers to effective supportive employment. These concerns are often viewed as inhibitors to employment when placing individuals with more severe

disabilities and who demonstrate less mature work behaviors in the workplace.

In such cases, it might become necessary to provide additional supports for the worker and/or the employee's supervisor in responding to performance problems (Lagomarcino, 1990,310). Usually, individuals with severe disabilities have primarily been placed in customer-service positions, with the majority of individuals being placed in the food service industry (Lagomarcino, 1990,311).

III. Environmental/Technical/Training Needs

Numerous issues related to environmental, technical, and training needs may inhibit the creation of opportunities for and/or access to employment for individuals with disabilities. These issues focus on transportation, support options, follow along services, staff training needs, and interagency collaboration.

Transportation

Transportation is an issue most frequently cited by employers, staff, and persons with disabilities. The accessibility of public or private transportation is imperative (Parent and Hill, 1990,328). This issue can

usually be grouped into two categories: 1) the lack of available transportation and 2) the inability of the individual to access transportation because of physical barriers or insufficient skills.

Many individuals with severe disabilities are not able to transport themselves; they are often dependent upon assistance of a third party in getting to and from employment (Parent and Hill, 1990,329). In areas where public transportation is provided, schedules, design barriers, or confusing routing systems may inhibit the use of that form of transportation by individuals with disabilities. In other areas, where public transportation is not available, alternative strategies might become necessary (Kiernan and Brinkman, 1990,228).

Limited range of support options

Rhodes et al. (1991), suggest the limited range of support options generate concerns for individuals with disabilities. These concerns often stem from lack of a job coach or employment specialist while the individual is learning a task or preparing himself or herself for future employment. Frequently, employers cannot afford

a support person to support job training on site (Rhodes, et al., 1991,214)

The role of the job coach and/or employment specialist is much more critical for individuals with severe disabilities. These individuals serve not only as a trainers on site, but also as the primary method for facilitating integration of the worker into the employer's labor force (Kiernan and Brinkman, 1988,229).

Lack of follow-along services

Beyond job-site needs, there are emotional, social, and case management issues that may have to be addressed while the disabled person is employed. For persons with disabilities, when changes in life circumstances occur such as a change in residence, a change in family structure, or the loss of a family member or friend, the individual may experience problems adjusting to the loss, separation, or change. In some cases, this may create difficulties in job performance (Kiernan and Brinkman, 1990,229).

Furthermore, changes in technology, supervisors, or dissatisfaction with a job may cause problems for individuals with disabilities who have been employed

for a longer period of time. Periodic support may be necessary for the disabled person to maintain his or her job. In some cases, these supports may be necessary on an irregular basis for the individuals entire employment history (Shafer, et al., 1989,73).

Staff training needs

Individuals with disabilities need highly competent training specialists, case managers, employment specialists, and in some cases, personal care managers (Moon et al, 1990,5). Moon et al. (1990,6) maintains that most professionals in direct service delivery, training, and support areas do not really know what methods are best for helping individuals reach their optimal employment potential. Employers continually voice concerns over the lack of experienced, qualified, and trained staff members.

It is imperative that skills and strategies for reinforcing, supporting, and facilitating integration of the disabled person into competitive employment be learned (Parent and Hill, 1990,330). Other staff training needs identified include developing work sites, providing vocational assessment, preparing budgets, monitoring and reporting, providing evaluation

techniques, training perspective employers regarding persons with disabilities, and much needed training in how to develop and implement supported employment programs (Parent and Hill, 1990,330).

CONCLUSION

Supported employment which began as a commitment to improve the employment outcomes of individuals with severe disabilities, is now becoming a major national initiative. Supported employment has emerged in response to the exclusion of many individuals with disabilities from the work force, and the failure to prepare these individuals for integrated employment. The primary reason for supported employment was to meet the need for individuals with disabilities to realize integrated competitive employment, earn a decent wage, and have an opportunity to develop a real work history (Wehman, 1993,69).

Obviously, there are a number of barriers to employment for individuals with disabilities. However, all can be overcome with the personal dedication and advocacy of a wide range of individuals, including parents, employers, professionals, and most importantly individuals with disabilities (Moon et al., 1990,14).

The programs cannot be effective without adequate support and willingness to take the risks that are inherent in any competitive employment position (Wehman, 1993,70).

All people should have the opportunity to work if they choose, and society should extend this opportunity to the thousands of individuals with disabilities who would like a career (Moon et al., 1990,14) Efforts must be made to break down the barriers that prevent persons with disabilities from participating in integrated employment.

In the next chapter, supported employment programs in Austin will be discussed. Chapter Three will examine the most current supported employment initiatives and programs available for individuals with disabilities in the Austin area.

CHAPTER THREE

Settings Chapter

Supported Employment in Austin

The purpose of this chapter is to examine supported employment services and programs currently available for individuals with disabilities in the Austin area. In order to assess employers' attitudes and perceptions toward supported employment, it is important to examine the advancements that have been made in expanding supported employment initiatives throughout Texas.

In recent years, individuals with disabilities and proponents for expanded disability services have been actively promoting efforts to expand supported employment services within the Austin area (Texas Comptroller of Public Accounts, 1994,3). The services would provide flexible and individualized supports to help people with disabilities get and keep real jobs. Furthermore, the expanded services would ensure real wages and benefits in integrated community-based employment settings for individuals with disabilities (Holt, 1994,4).

Currently, there are several state agencies and local organizations that provide limited supported employment services for individuals with disabilities in the Austin. They include, the Texas Department of Mental Health and Mental Retardation (TXMHMR), the Texas Rehabilitation Commission (TRC), the Texas Commission for the Blind (TCB), the Austin State School, The ARC of Texas, and the Capital Area United Cerebral Palsy (Holt, 1994,4). However, despite these agencies involvement and initiatives, thousands of individuals with disabilities have yet to receive supported employment services and the jobs they generate (Holt, 1994,4).

In 1994, the comptrollers office in reviewing supported employment in Austin, collected data from the Texas Commission for the Blind(TCB), Texas Department of Mental Health and Mental Retardation(TXMHMR) and the Texas Rehabilitation Commission. The comptrollers office compiled data from each of the agencies regarding information about the number of supported employment consumers, number of consumers successfully integrated into community settings, weekly earning for

supported employment consumers and consumer expenditures (Texas Comptroller of Public Accounts, 1994,28.)

TEXAS REHABILITATION COMMISSION (TRC)

The Texas Rehabilitation Commissions main objective is to assist individuals with disabilities to participate in their communities by obtaining employment of choice, living as independently as possible, and receiving the highest quality services (Texas Comptroller of Public Accounts, 1994,28). TRC defines employment as full-time or part-time competitive employment in integrated settings including supported employment. The TRC strives to lead public and state agencies, advocates, and the private sector in expanding supported employment opportunities for individuals with disabilities (Texas Comptroller of Public Accounts, 1994,28).

Table 3.1 details data regarding the number of supported employment consumers served by TRC, and the number of consumers successfully rehabilitated into integrated work settings. The data indicates that the

number of consumers served by TRC increased 40% from 1990 to 1994. However, for the same years, the number of consumers successfully rehabilitated into integrated work settings increased only 16%.

TABLE 3.1
TEXAS REHABILITATION COMMISSION:
SUPPORTED EMPLOYMENT SUMMARY

Federal Fiscal Year	Number of Consumers Served	Number of Consumers Rehabilitated
FY 1990	1,440	500
FY 1991	1,440	437
FY 1992	1,394	477
FY 1993	1,102	585
FY 1994	2,026	580

Table 3.2 provides a summary of TRC consumers', weekly earnings ending FY 1994. The data indicates that on average, the majority of consumers earned anywhere from $100-$149 per week. Only twelve consumers served by TRC earned greater than $400 per week.

TABLE 3.2
WEEKLY EARNINGS FOR SUPPORTED EMPLOYMENT CLIENTS AT TRC ENDING FY 1994

Weekly Earnings	Number of Consumers
less than $50	43
$50 - $99	153
$100 - $149	170
$150 - $199	110
$200 - $249	65
$250 - $399	27
greater than $400	12

Note. Information in Tables 3.1 and 3.2 are from Report and Recommendations: Supported Employment Summit",1994, pp.28-29. Summit Sponsored by: Texas Comptroller of Public Accounts.

Average Earnings per week $137.59
Average Earnings per hour $4.86
Average Hours per week $28.30

TEXAS COMMISSION FOR THE BLIND (TCB)

The Texas Commission for the Blind's primary goal is to work in partnership with Texans and individuals from the Austin area who are blind or severely visually impaired. The TCB helps the blind and visually impaired obtain the information they need to make knowledgeable choices, and provides them with access to services that increase their opportunities to live as they choose (Texas Comptroller of Public Accounts, 1994,30).

The Texas Commission for the Blind furnishes supported employment services for adults through their Vocational Rehabilitation Program(VR). Most of TCB's clients consist of adults who have substantial barriers to employment, due to blindness or visual impairment. The Vocational Program provides direct services to adults so that appropriate employment can be obtained or maintained (Texas Comptroller of Public Accounts, 1994,31).

Table 3.3 provides a summary of data collected from the Texas Commission for the Blind regarding supported employment. A review of the data shows that the number of consumers served by TCB increased from 91 consumers for FY 1990 to 148 consumers for FY 1994. However, the number of consumers successfully rehabilitated into integrated work settings, decreased from 13 to 10. On average, the cost per consumer served by TCB was $1,350 ending FY 1994, which was a decrease of $2,223 compared to FY 1990. Furthermore, total expenditures increased from $343,403 for FY 1990, to $420,546 for FY 1994.

TABLE 3.3
TEXAS COMMISSION FOR THE BLIND:
SUPPORTED EMPLOYMENT SUMMARY

Federal Fiscal Year	Total Expenditures	Number of Consumers Served	Number of Consumers Rehabilitated	Average Expended/ Consumer
FY 1990	$343,403	91	13	$3,580
FY 1991	$374,308	67	9	$4,270
FY 1992	$471,601	128	10	$3,684
FY 1993	$384,353	144	28	$4,956
FY 1994*	$420,546	148	10	$1,350

Table 3.4 provides a brief summary of TCB's cases successfully rehabilitated into supported employment. In specific, Table 3.4 provides a breakdown of the number of hours worked per week and the hourly wage per week of their consumers. In FY 1994, on average, TCB's consumers worked 25 hours per week and their hourly rate was $4.80.

Those consumers working 40 hours a week earned an hourly wage of $5.50, and the remainder of consumers working 8 hours per week averaged an hourly rate of $4.25. It is important to note that the hourly rate for consumers working 40 hours per week decreased by almost $5.00 from FY 1993 to FY 1994 at the high end of the scale. In addition, there was also a slight

decrease in hourly rate for consumers working 8 and 25 hours per week.

TABLE 3.4
CASES SUCCESSFULLY REHABILITATED IN SUPPORTED EMPLOYMENT

	High		Low		Average	
Federal Fiscal Year	**Hours Worked per Week**	**Hourly Rate per Week**	**Hours Worked per Week**	**Hourly Rate per Week**	**Hours Worked per Week**	**Hourly Rate per Week**
FY 1990	40	$9.05	20	$3.80	32	$3.87
FY 1991	40	$6.05	20	$3.80	28	$4.57
FY 1992	50	$4.26	20	$4.25	31	$4.51
FY 1993	40	$10.07	6	$4.33	26	$4.88
FY 1994*	40	$5.50	8	$4.25	25	$4.80

Note: Information in Tables 3.3 and 3.4 are from "Report and Recommendations: Supported Employment Summit",1994, pp.30-31. Summit Sponsored by: Texas Comptroller of Public Accounts.

* Totals as of May 31, 1994

TEXAS DEPT. OF MENTAL HEALTH AND MENTAL RETARDATION

The mission for the Texas Department of Mental Health and Mental Retardation is to react to the different needs of all people with mental illness and mental retardation. The TXMHMR strives to create an accessible system of services which supports individual choices. Furthermore, TXMHMR stresses and promotes lives of dignity and independence for individuals with mental illness and mental retardation (Texas Comptroller of Public Accounts, 1994,32).

Expanded supported employment options for consumers, is an important aspect of TXMHMR's vocational development program. TXMHMR states in their strategic plan that supported work is the desired outcome for all individuals participating in vocational services. Emphasis is placed on the advancement of new supported employment opportunities and options. In addition, TXMHMR continues to convert existing sheltered settings into a system which enables consumers to participate in supported work opportunities (Texas Comptroller of Public Accounts, 1994,33).

Table 3.5 details data regarding mental health services provided to consumers by TXMHMR. A review of the figures reveals that the total cost to TXMHMR for providing mental health services increased by 6.1 million from FY 1992 to FY 1993.

TABLE 3.5
MENTAL HEALTH SERVICES

Types of Service	FY 1992	FY 1993
Number in Skills Training	6,502	7,075
Number in Socialization	7,499	8,448
Number in Pre-Vocational Services	4,168	4,509
Number in Vocational Services	3,199	3,161
Total Costs	$25.3 million	$31.4 million

Table 3.6 provides an overview of mental retardation services provided to consumers by TXMHMR. A review of the figures indicates that from FY 1993 to FY 1994, the number of consumers served by TXMHMR increased for each type of service provided. In addition, the total number of consumers utilizing TXMHMR services increased 21% from FY 1993 to FY 1994.

TABLE 3.6
MENTAL RETARDATION SERVICES

Type of Service	FY 1993 Number Served	FY 1994* Number Served
Competitive Employment Assistance	536	812
Vocational Supports, Other Employed	656	1,081
Vocational Supports, Facility Employed	5,058	5,856
Vocational Training, Paid	4,288	5,454
Vocational Training, Unpaid	1,790	2,402
Total Served**	10,289	12,521

Note: Information in Tables 3.5 and 3.6 are from "Report and Recommendations: Supported Employment Summit",1994, pp. 32-33. Summit Sponsored by: Texas Comptroller of Public Accounts.

* Total Served year to Date as of May 31, 1994
** Does not total because some consumers may receive more than one service

Supported employment programs in Texas and the Austin area continue to expand and improve. However, the realization of further growth in supported employment programs will require long-range planning, changes in public policy, and direction and redirection of funding. The next chapter, Chapter Four, will

address the methodology of this study, specifically the survey method and its design.

CHAPTER FOUR

Research Methodology

METHODOLOGY

The research question was addressed by utilizing both case study and survey research. The approach to the research question combined the review of current literature on supported employment issues with a survey of private and public sector employers in the City of Austin.

Mailed questionnaires, a survey technique, were used in order to assess perceptions and attitudes of employers toward the issues surrounding supported employment. Employers were asked for their perceptions on several aspects of employment of the disabled. The surveys were mailed on September 17, 1995, and respondents were asked to return the completed surveys by October 1, 1995.

Yin (1994, 1) maintains that case studies are the preferred strategy when "the focus is on a contemporary phenomenon within some real-life context." Therefore, the case study is an appropriate method since the research will focused on supported employment in the

City of Austin. Furthermore, the additional use of survey research can provide important information regarding which issues employers perceive as being more significant than others. According to Babbie (1995,257), surveys are "excellent vehicles for measuring attitudes and orientations in a large population."

SAMPLING

The Standard Industrial Classification (SIC) is the statistical classification standard underlying all establishment-based Federal economic statistics classified by industry. The classification covers the entire field of economic activities and defines industries in accordance with the composition and structure of the economy. There are a total of 11 divisions, composed of 99 different major group classifications indexed by the SIC.

The sample for the survey research was selected from the population of private and public sector employers in the City of Austin. Respondents were chosen from

seven different industries, based on their respective major group classifications.

The seven industrial classifications chosen for the survey are as follows: Major Group 35, Industrial and commercial machinery and computer equipment, Major Group 36, Electronic and other electrical equipment and components, except computer equipment, Major Group 53, General merchandise stores, Major Group 54, Food stores, Major Group 58, Eating and drinking places, Major Group 70, Hotels, rooming houses, camps, and other lodging places, and Major Group 82, Educational services. Table 4.1 summarizes the types of businesses represented in the sample.

TABLE 4.1
TYPE OF EMPLOYER

SIC Classification	Category	Percentage
Major Group 35	Industrial machinery/Computer equipment	6.9%
Major Group 36	Electronic/Electrical equipment	6.9%
Major Group 53	General Merchandise	9.3%
Major Group 54	Food Stores	18.6%
Major Group 58	Eating/Drinking establishments	18.6%
Major Group 70	Hotels/Lodging places	23.3%
Major Group 82	Educational Services	16.3%

The survey was mailed to approximately 43 employers in the City of Austin, 3 from Major group 35 and 36, 4 from Major Group 53, 8 from Major group 54, 8 from Major group 58, 10 from Major group 70, and 7 from Major group 82. The self-administered surveys were sent to employers through the mail and by fax. The cover letter introduced the researcher and explained the survey's purpose.

A self-addressed envelop, and an alternative fax number were included for the convenience of the respondents and to encourage a high response rate. A copy of the letter may be found in Appendix B. A copy of the survey may be found in Appendix C.

RESPONSE RATE

The survey was sent to 43 employers from the Austin area. Employers returned 20 surveys for a response rate of forty-seven percent. The number of responses was quite small since the population was limited to industrial codes, which already have experience with working with the disabled. Employers were contacted by both phone and fax in an attempt to encourage a higher

response rate, however, these efforts proved to have very little impact on the number of surveys returned. Also, the return date for completed surveys was only two weeks, due to the time frame of this project.

TEST INSTRUMENT

The survey consisted of 30 questions divided into three broad categories. These categories included employer perceptions/concerns, economic factors, and environmental/technical/training needs. Underlying facets within each category were addressed. There were also two open-ended questions at the end of the survey designed to assess the working hypotheses. The questionnaire was designed to elicit responses from employers concerning the issues and barriers surrounding supported employment.

Under the first broad category of employer perceptions/concerns, the questions address the issues surrounding productivity, social behaviors, integration, and dependability. The second section of the questionnaire focuses on economic factors. These factors include funding/costs, level of unemployment,

lack of available jobs, and expansion of service industry jobs. Issues surrounding environmental/technical/training needs are addressed in section three of the questionnaire.

The survey statements are directly linked to the descriptive categories as seen below in Table 4.1.

Table 4.2: Operationalizing the Conceptual Framework: Categories and Hypothesis

Conceptual Categories	Questionnaire Item
I. Employer Perceptions/Concerns	**Questionnaire Items 1 to 13**
Productivity	Questions 1 to 4
Social Behaviors	Questions 5 to 7
Integration	Questions 8 to 10
Dependability	Questions 11 to 13
II. Economic Factors	**Questionnaire Items 14 to 22**
Funding/Costs	Questions 14 to 16
Level of Unemployment	Questions 17 to 19
Lack of Available Jobs	Questions 19 to 20
Expansion of Service Industry Jobs	Questions 21 to 22
III. Environmental/Technical/Training Needs	**Questionnaire Items 23 to 30**
Transportation	Questions 23 to 24
Limited Range of Support Options	Questions 25 to 26
Lack of Follow-Along Services	Questions 27 to 28
Staff Training Needs	Questions 29 to 30
IV. Working Hypotheses	**Questionnaire Items 31 to 32**
It is expected that employers will perceive supported employment as a beneficial and productive program for individuals with disabilities.	Question 31
It is expected that employers are comfortable hiring and working with someone with a disability.	Question 32

Open-ended questions were included at the end of the questionnaire in order to give the respondents an opportunity to express their own attitudes and perceptions. The two open-ended question were included to ascertain employers' perceptions regarding the significance of supported employment programs for individuals with disabilities.

MEASUREMENT

The variables were measured using a Likert scale for questions 1-30, with respondents answering either "Strongly Agree," "Agree", "No Opinion", "Disagree," and "Strongly Disagree." The answers will be coded 2, 1, 0, -1, and -2 accordingly. Babbie (1995,176), maintains that "the particular value of this format is the unambiguous ordinality of response categories."

When computing the mean, any figure greater than zero (positive), indicates that employers agreed with that statement on the questionnaire. Any figure less than zero (negative), indicates that employers disagreed with that particular statement on the questionnaire.

STATISTICS

Simple descriptive statistics were employed to quantify the results of the survey. According to Babbie (1995,440), "Some descriptive statistics summarize the distribution of attributes on a single variable, others summarize the associations between variables." Each statement was analyzed, and the frequency, percentage, and mean of the responses were calculated for each statement. The calculation of the mean helps to determine the overall perception and significance of each statement. A positive mean indicates a positive perception, and a negative mean indicates a negative perception.

STRENGTHS AND WEAKNESSES OF CASE STUDIES

According to Yin (1994, 1), "Case studies are the preferred strategy when "how", "what" or "why" questions are being addressed, when the researcher has little control over events, and when the focus on a contemporary phenomenon within some real-life context." This research would be viewed as a case study, because it is limited to Austin. The case study method allows

a study to maintain the complete and meaningful characteristics of real-life events, such as organizational and managerial change (Yin, 1994, 3).

Although the case study is a distinct method of inquiry, many researchers disregard the strategy. Case studies are often viewed by researchers as less desirable than other experiments. The greatest weakness of the case study is its lack of rigor (Yin, 1994, 9). Investigators have been known to be sloppy and/or possess biased views that could influence their findings and conclusions (Yin, 1994, 10). The researcher has addressed this concern through the careful wording of a standardized questionnaire, which specifically addresses the issues surrounding supported employment.

Another frequent complaint about case studies is that they provide little basis for generalizability (Yin, 1994, 10). Researchers find it highly difficult to generalize using a single case. However, since the researcher is not interested in generalizing beyond Austin, internal validity concerns are limited.

STRENGTHS AND WEAKNESSES OF SURVEY RESEARCH

One of the most valuable facets of survey research is that it allows the researcher to ask questions of a large population. The general purpose of survey research is to measure individuals attitudes and perceptions (Babbie, 1995). Surveys allow the researcher to draw conclusions about the general population from a relatively small sample (Babbie, 1995).

Survey research is considered highly flexible because it allows for many questions or topics to be addressed (Babbie, 1995, 273). Surveys contain standardized questions, which yields a higher degree of reliability and generalizability (Babbie, 1995, 273). However, survey research has certain weaknesses as well.

Due to standardization of survey questions, researchers may yield results that are somewhat artificial and potentially superficial (Babbie, 1995, 277). According to Babbie (1995, 274), "responses to surveys must be regarded as approximate indicators of what the researcher had in mind when initially framing the questions." Another survey research weakness is the lack of conditions in which a researcher can examine

respondents' answers. While surveys are generally weak on validity, they are strong on reliability. The researcher has provided an extensive literature review which describes and examines supported employment in order to strengthen the validity of the study.

Chapter Five, the next chapter will discuss the survey results. Information from the three broad categories of employer perceptions/concerns, economic factors, and environmental/technical/training needs will be reviewed. The results of the survey will be analyzed and stated.

CHAPTER FIVE

Survey Results

RESULTS

This chapter discusses the results from the survey in terms of quantitative and qualitative data received from employers in the Austin area. The three major categories, employer perceptions/concerns, economic factors, and environmental/technical/training needs, and two working hypotheses provide the basis in which the results are assessed. The survey results focus on the perceptions of Austin employers toward the issues surrounding supported employment. Furthermore, the most significant issues are identified and discussed.

SURVEY RESULTS AND ANALYSIS

As mentioned earlier, the survey is divided into four sections, with two open-ended statements comprising the fourth section. Each section in this chapter details the responses with both qualitative and quantitative data, specifically the mean for each statement and the percentages of responses to the survey statements.

Employer Perceptions/Concerns

As mentioned earlier, the success of supported employment programs relies heavily on the perceptions and attitudes of employers. The first section of questions focuses on the perceptions of employers attitudes toward productivity, social behaviors, integration, and dependability of individual with disabilities. In general, employers did not perceive the areas mentioned above as being significant issues surrounding supported employment. In fact, several items resulted in mean ratings near the midpoint of the scale. In most instances these were statements that did not elicit strong opinions (either positive or negative) from employers. Table 5.1 details the mean rating of the responses for Questions 1 through 13 of this section. A detailed summary of all percentages and frequencies is listed in the Appendix C.

TABLE 5.1

EMPLOYER PERCEPTION/CONCERNS

Conceptual Categories	Mean Rating
Productivity Issues	
• People with disabilities can meet the same work standards as other people.	.9
• People with disabilities are best at doing simple jobs where they do the same things over and over again.	-1.05
• People with disabilities take just as long as others to learn a new job.	.65
• People with disabilities can do their jobs just as fast as those without disabilities.	.5
Social Behavior Issues	
• People with disabilities don't get angry or depressed any easier than people without disabilities.	.5
• People with disabilities need more direction than people without disabilities.	-.65
• People with disabilities are more patient than most people.	.1
Integration Issues	
• People with disabilities make friends easy at work.	.15
• People with disabilities have trouble socializing with others at work.	-.55
• People with disabilities are happier working around people who also have disabilities.	-.3
Dependability Issues	
• People with disabilities don't always do what they are told to do at work.	-.55
• People with disabilities usually do their share of work.	.85
• People with disabilities have a higher absentee rate than employees without disabilities.	-.85

Productivity

As seen in the results, the majority of employers did not perceive productivity as an issue surrounding supported employment. Seventy percent of employers agreed that people with disabilities could meet the same work standards as other people. The mean rating .9 indicates that on average employers agreed with this statement.

Additionally, the mean for the statement "people with disabilities are best at doing simple jobs where they do the same things over and over again" was -1.05, indicating that, employers disagreed to strongly disagreed with this statement. The majority of respondents disagreed by seventy percent to this statement.

social Behavior Issues

According to the results, the statements addressing social behaviors did not always elicit the majority of employers attitudes. Nevertheless, the majority of employers did not perceive social behavior as a significant issue. Respondents agreed (.5) that

people with disabilities do not get angry or depressed any easier than people without disabilities. Sixty percent of employers agreed with the statement, while thirty percent responded "no opinion."

Employers responses to the statement "people with disabilities are more patient than most," resulted in a mean of .1. The mean rating of .1 indicates that on average employers had no opinion regarding this statement. It is interesting to note that sixty percent of the employers surveyed responded "no opinion" to this statement.

Integration

The results of the survey pertaining to integration, indicate that the majority of employers either had no opinion, or they felt that integration was not an issue. Employers offered no strong opinion (.15) when asked if people with disabilities make friends easy at work. Sixty-five percent of the employers surveyed gave a "no opinion" response, and only twenty-five percent agreed with the statement.

The statement "people with disabilities have trouble socializing with others at work," yielded a mean of -.55, indicating that the majority of employers, agreed with the statement. Although fifty percent of the respondents agreed with this statement, only ten percent strongly agreed, and forty percent had no opinion.

Dependability

As noted earlier, the majority of employers did not feel that dependability was an issue surrounding supported employment for the disabled. Eighty percent of employers agreed that people with disabilities do their share of work. This statement yielded a mean of .85, indicating a high response rate of "agreed."

Furthermore, employers disagreed (-.85) that people with disabilities have higher absentee rates then nondisabled employees. The mean, -.85, again represents a high response rate of "disagreed." Seventy percent disagreed with the statement and ten percent strongly disagreed.

Economic Factors

As discussed in the literature review, there are a number of economic factors often considered issues surrounding supported employment for the disabled. The second section of questions focuses on funding/costs issues, level of unemployment, lack of available jobs, and expansion of service industry jobs. In general, with the exception of one issue, employers did not perceive economic factors as significant concerns surrounding supported employment. Employers observed only one statement which they considered to be of significance, the lack of vocational opportunities available for people with disabilities.

Table 5.2 details the mean rating of the responses for Questions 14 through 22 of this section

TABLE 5.2
ECONOMIC CONCERNS

Conceptual Categories	Mean Rating
Funding/Costs Issues	
• People with disabilities are more likely to have accidents on the job than people without disabilities.	-.75
• Hiring people with disabilities increases worker's compensation insurance rates.	-.75
• Considerable expense is necessary to accommodate worker's with disabilities.	-.6
Level of Unemployment	
• There are just as many vocational opportunities available for people with disabilities as there are for people without disabilities.	-.4
• People with disabilities can work effectively in competitive employment settings.	.55
Lack of Available Jobs	
• Supportive employment programs are too difficult to integrate in the workplace.	-.85
• The supportive employment programs may be the answer to the employee turnover problem.	.4
Expansion of Service Industry Jobs	
• People with disabilities look neat and clean at work.	.35
• People with disabilities enhance public relations.	.3

Funding/Costs

Employers disagreed with the three statements focusing on costs and expenses of supported employment programs. An overwhelming majority of respondents did not consider the costs often associated with employing

persons with disabilities to be significant areas of concern. Seventy-five percent of the respondents did not observe people with disabilities as more likely to have accidents on the job than people without disabilities. The mean rating for this statement was -.75, indicating that on average employers disagreed with this statement.

In addition, employers disagreed (-.6) that considerable expense was necessary to accommodate workers with disabilities. Sixty-five percent of the respondents disagreed and five percent strongly disagreed with this statement

Level of Unemployment

The two statements focusing on the level of unemployment among people with disabilities conveyed contradictory responses from the employers surveyed. Employers disagreed (-.4) that there are just as many vocational opportunities for people with disabilities as there are for people without disabilities. Sixty-five percent felt that there weren't enough vocational opportunities available for the disabled.

When asked whether people with disabilities could work effectively in competitive employment settings, sixty-five percent of the employers believed that they could work effectively and five percent strongly agreed. According to employer responses, the level of unemployment could be attributed to the lack of available jobs, which is the next issue to be examined.

Lack of Available Jobs

Supported employment programs strive to generate expanded job opportunities for persons with disabilities. The two statements addressing the issue lack of available jobs were designed to elicit employers' attitudes toward the implementation and use of supported employment programs. Again, as with the last issue, responses from employers tend to contradict each other.

Employers disagreed to strongly disagreed (-.85) that supported employment programs are too difficult to integrate in the workplace. An overwhelming majority of respondents, seventy-five percent, felt that they were not difficult to integrate. However, when asked

whether supported employment programs could be the answer to the employee turnover problem, fifty-five percent responded "no opinion" and only thirty-five percent agreed with the statement.

Expansion of Service Industry Jobs

In general, employers did not believe the expansion of service industry jobs to be a significant barrier to supported employment for the disabled. Employers agreed (.35) that people with disabilities look neat and clean at work. Furthermore, forty percent of employers felt people with disabilities enhanced public relations. However, on the average, the majority of employers responded "no opinion" to the statements, fifty-five percent and fifty percent respectively.

Environmental/Technical/Training Needs

The literature examining environmental, technical, and training needs, notes a number of areas experts often consider issues. The third section of the survey focused on transportation concerns, limited range of support options, lack of follow-along services and

staff training needs. Again, employers on average did not feel these were areas of significant concern. However, a number of statements either elicited divergent responses from employers or high responses of "no opinion." Table 5.3 details the mean rating of the responses for Questions 23 through 30 of this section.

TABLE 5.3
Environmental/Technical/Training Needs

Conceptual Categories	Mean Rating
Transportation Issues	
• Persons with disabilities have problems getting to work.	-.7
• Transportation to and from work is not a problem for persons with disabilities.	.3
Limited Range of Support Options	
• A job coach and/or employment specialist is usually available for persons with disabilities who require special assistance at the job.	.7
• Ongoing job-skills supports are provided to workers with disabilities in order to maintain their employment.	.35
Need for Follow-Along Services	
• Continuous support and supervision is provided to all employees with disabilities.	.0
• Ongoing support and supervision is provided beyond the job-site to persons with disabilities.	-.15
Staff Training Needs	
• Staff members are usually trained in how to develop and implement supported employment programs.	.05
• Training is provided to staff members on how to place, train, and support persons with disabilities in the workplace.	.1

Transportation

The majority of employers did not observe transportation as being a significant issue encompassing supported employment for the disabled. Sixty percent of employers did believe persons with disabilities have problems getting to work. The statement yielded a mean of -.7, indicating that on average, employers disagreed with this statement.

Slightly less than the majority of employers agreed (.3) that transportation to and from work is not a problem for persons with disabilities. Although forty percent did not observe transportation to and from work as a problem, thirty-five percent responded "no opinion."

Limited Range of Support Options

Again, as with the previous issues, employers did not perceive lack of support options as a significant area of concern. Respondents agreed (.7) that a job coach/or employment specialist was usually available for persons with disabilities who require special assistance at work. An overwhelming majority of

employers, seventy-five percent, agreed with this statement, while five percent strongly agreed.

Lack of Follow-Along Services

Responses to the questions addressing the lack of follow-along services elicited either divergent attitudes from employers or a high response of "no opinion." Forty percent of employers agreed and forty percent of employers disagreed with the statement "continuos support and supervision is provided to all employees with disabilities." The mean (0) for this statement, indicates that employers had differing opinions regarding this issue.

"Ongoing support and supervision is provided beyond the job-site to persons with disabilities," yielded a mean of (-.15), indicating that employers did not have strong attitudes regarding this statement. The majority of employers, fifty-five percent, responded "no opinion," while fifteen percent agreed and thirty percent disagreed with the statement.

Staff Training Needs

As with the previous issue, employers responded either with differing attitudes or had no opinion toward the statements focusing on staff training needs. Thirty-five percent of employers agreed that staff members are usually trained in how to develop and implement supported employment programs, however, thirty percent disagreed with the statement and thirty-five percent responded "no opinion."

The following statement conveyed very similar results. Thirty-five percent of employers agreed with the statement "training is provided to staff members on how to place train and support persons with disabilities." While, twenty-five percent disagreed and forty percent responded "no opinion" to the statement. The mean ratings for each of these statements, (.05) and (.1) respectively, were very near the midpoint of the scale, indicating employers possessed divergent opinions regarding these statements.

Working Hypotheses

The final section of the survey addressed the two working hypothesis. The statements were open-ended questions designed to elicit employers' opinions toward the significance of supported employment programs for the disabled, as well as employers' attitudes toward employment of the disabled. The working hypotheses are as follows.

HYPOTHESIS I: It is expected that employers will perceive supported employment as a beneficial and productive program for individuals with disabilities.

HYPOTHESIS II: It is expected that employers are comfortable hiring and working with someone with a disability.

As expected, an overwhelming majority of employers did perceive supported employment as a beneficial and productive program for individuals with disabilities. Seventy percent of employers answered positively, while thirty percent gave no response.

Again, as expected, employers felt comfortable hiring or working with someone with a disability. Seventy-five percent of employers surveyed responded in a positive manner, while only five percent responded in a negative manner. Employers' responses to the questions are detailed in Appendix D.

CHAPTER SIX

Research Conclusion

RECOMMENDATIONS TO ENHANCE JOB OPPORTUNITIES

Supported employment is included in vocational rehabilitation as one of several officially sanctioned employment alternatives available to individuals with disabilities (Rogan and Murphy, 1991,43). Supported employment is viewed as a replacement for existing sheltered employment services currently available for the disabled. Rogan and Murphy (1991,43) maintain that such a replacement was not only to offer an alternative service, but also to change the way in which professionals view the provision of services for individuals with disabilities.

Several experts have written about factors that influence or hinder employment of persons with disabilities. In specific, these papers often focused on the issues surrounding supported employment (Moon et al., 1990,4). Experts agree that the factors and issues must be addressed, but most importantly, solutions must be sought when any one variable becomes a barrier (Moon et al., 1990,4). The barriers must be

removed if the expansion of supported employment is to be realized.

The following recommendations are offered as necessary changes needed to provide an environment for advancements in further developing supported employment.

1. Utilize Employee Assistance Programs

Experts have found that behavioral characteristics such as social behavior, communication skills, personal care, mobility and travel skills, and academic and cognitive behaviors, can have a significant effect on employee motivation and job success (Moon et al. 1990, 10). Employee Assistance Programs (EAPs) are excellent tools to utilize when responding to the areas mentioned above. EAPs typically provide counseling, alcohol and drug treatment, and other treatments (Rhodes et al., 1991,215).

EAPs could be expanded to include job supports that are normally provided by rehabilitation agencies. A few of the job supports provided by rehabilitation services include travel training, responding to home

crisis that affect work, or troubleshooting attendance or tardiness problems (Rhodes et al., 1991,215). In addition, it may even be possible to market EAP programs by using public support funds to pay any additional costs associated with such services.

2. Extend Funding Incentives

Current disincentives center upon the lack of adequate funding. Rogan and Murphy (1991,44) maintain that no program can, nor should be totally exempt from temporary or financial restraints. When dealing with supported employment recipients, professionals and policymakers must show fairness and equity.

Year after year, sheltered services spend large amounts of money to maintain people in workshops and day activity centers (Rogan and Murphy, 1991,44). In all fairness, such amounts should be allocated to supported employment programs in order to adequately maintain services and supports for individuals seeking integrated competitive employment (Rogan and Murphy, 1991,44).

3. Extend Support Techniques to Employer Personnel

According to Moon et al. (1990,11), most professionals in direct service delivery, training, or research positions don't really know what methods work best for helping individuals with disabilities. They are often unsure about which strategies will help disabled employees reach their maximum employment potential. Support techniques commonly used by rehabilitation professionals and job coaches are always available to supervisors and managers.

Strategies such as instruction, supervision, job analysis, and self-management can be taught to coworkers and job coaches in order to support employees with disabilities (Rhodes et al., 1991,215). According to Mank et.al. (1991,34), coworker and supervisor training is now routinely provided to employers in some companies, which further alleviates the need for a job coach.

4. Supported Employment Service Priorities

Currently, many of the supported employment programs tend to serve a heterogeneous population who, despite

their level of disability, require various degrees of support (Rogan and Murphy, 1991,44). In most cases, the individuals considered easiest are placed first. Rogan and Murphy maintain (1991,44) that even when individuals with severe disabilities have been the primary focus of placement efforts, providers often get sidetracked by attempting to fill positions with more highly skilled individuals.

Individuals with severe disabilities and intensive support needs should be the first to be placed in supported employment positions. The severely disabled must receive first priority, as was initially intended by supported employment programs (Rogan and Murphy, 1991,44).

SUGGESTIONS FOR FUTURE RESEARCH

The following are suggestions by the researcher that would further enhance this study if it were replicated. Specific demographic information regarding the industries and employers surveyed would significantly add to the study. Demographic information might include the size of the firm and/or

industry, how many persons with disabilities do they employ, and what types of disabilities have been represented. Furthermore, in order to strengthen the methodology of the study, t-tests as well as the overall mean scores for each category should be employed.

SUMMARY OF RESULTS

The results of the survey indicate that over all employers did perceive employer perception/concerns, economic factors, or environmental/technical/training needs as important issues surrounding supported employment for the disabled. Although review of the literature indicated that employers often identified these as issues or barriers to employment, the survey results suggest the opposite. Supported employment programs have improved a great deal since their inception as a vocational rehabilitation alternative, which could account for the changing attitudes and perceptions among employers.

Employer Perceptions/Concerns

Employers did not observe any significant areas of concern with productivity, social behavior, integration, or dependability. Employers did not strongly agree or strongly disagree with any of the survey statements. Furthermore, employers had no opinion regarding a number of the survey statements dealing with social behavior, and integration.

The high percentages of "no opinion" to these statements were probably due to employers' lack of experience and knowledge regarding the disabled. The questions were better suited for employers who had in the past, or who are presently working with someone who is disabled.

Economic Factors

Overall, employers agree there are very few economic factors surrounding supported employment. Employers did not see funding/costs or the expansion of service industry jobs as significant issues. However, employers did see some aspects of unemployment and lack

of available jobs as possible barriers to supported employment.

Employers did agree that there are not as many vocational opportunities available for people with disabilities as there are for people without disabilities. It is interesting to note, that employers were somewhat indecisive when asked whether supported employment could be the answer to the employee turnover problem.

Environment/Technical/Training Needs

Overall, employers did not see transportation, or limited range of support options as significant issues surrounding supported employment. Employers did, however respond either with differing attitudes or with no opinion toward some of the statements focusing on lack of follow-along services, and staff training needs. The statements dealing with training, support, and supervision conveyed almost equal percentages of employers agreeing, as there were disagreeing with the statements.

Working Hypotheses

Overall, the majority of employers felt that supported employment is both a beneficial and productive program for individuals with disabilities in the workplace. Employers responded favorably toward this question. "Supported employment is very beneficial in the aspect that the person with a disability knows that their work environment offers a support system if needed."

As with the previous statement, an overwhelming majority of employers felt comfortable hiring or working with someone with a disability. "If the person possesses the appropriate skill needed to do the job then whether or not they have a disability should not be an issue."

CONCLUSION

Supported employment options in Austin, as well as the state of Texas have increased incrementally in the past four years. However, for expanded supported employment programs to be effective, there must be an assurance of support, assistance in integration, and

services to industry (Texas Comptroller of Public Accounts, 1994,8). Following is the vision statement adopted by the state of Texas:

> The State of Texas shall assure that all Texans with disabilities have the opportunity and supports necessary to work in the community and have choices about their work and careers.

The realization of this vision, and the further expansion of supported employment options depends heavily on the cooperation of the numerous state agencies, major changes in state public policy and increasing state funds targeted to such expansion (Holt, 1994,4). It has been the experience of providers in Texas, as well as other states, that when people have a choice, most choose integrated options rather than sheltered or segregated settings.

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APPENDIX A

LETTER TO EMPLOYER

September 20, 1995

Dear Employer,

My name is Kerri Richardson. I am a graduate student at Southwest Texas State University completing my degree in Public Administration in December. My final requirement is an applied research project, complete with surveys and statistics.

I have chosen supported employment for individuals with disabilities as my topic. Specifically, I am looking at area employers perceptions toward hiring the disabled. There are no preconceived hypotheses, and no right or wrong answers. Studies in the past have indicated that the success of supported employment programs for the disabled can be determined by the support and attitudes of the employer. As an employer, your perceptions would provide invaluable information.

This research project is strictly for my educational purposes. Your reply is important to me, and will remain anonymous. If you wish to receive a copy of my study, please write your name and address on the survey.

Please complete the survey and mail by October 1, 1995. Enclosed is a self-addresses stamped envelope. You may also return the survey by fax, or which ever is more convenient. My fax number is (512)454-1802. If you have any questions, please contact me by phoning (512)371-7284.

Thank you for your help. It is appreciated!

Sincerely,

Kerri Lynn Richardson
4006 Avenue A, Side B
Austin, Texas 78751
(512)371-7284

APPENDIX B

SUPPORTED EMPLOYMENT FOR INDIVIDUALS WITH DISABILITIES: A SURVEY OF EMPLOYERS ATTITUDES AND PERCEPTIONS

This questionnaire has been designed to obtain specific information on employers' attitudes toward supported employment programs for individuals with disabilities.

Please circle the appropriate response: SD=Strongly Disagree D=Disagree NO=No Opinion A=Agree SA=Strongly Agree

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1. People with disabilities can meet the same work standards as other people.
   SA A NO D SD

2. People with disabilities are best at doing simple jobs where they do the same things over and over again.
   SA A NO D SD

3. People with disabilities take just as long as others to learn a new job.
   SA A NO D SD

4. People with disabilities can do their jobs just as fast as those without disabilities.
   SA A NO D SD

5. People with disabilities don't get angry or depressed any easier than people without disabilities.
   SA A NO D SD

6. People with disabilities need more direction than people without disabilities.
   SA A NO D SD

7. People with disabilities are more patient than most people.
   SA A NO D SD

8. People with disabilities make friends easy at work.
   SA A NO D SD

9. People with disabilities have trouble socializing with others at work.

SA A NO D SD

10. People with disabilities are happier working around people who also have disabilities.

SA A NO D SD

11. People with disabilities don't always do what they are told to do at work.

SA A NO D SD

12. People with disabilities usually do their share of work.

SA A NO D SD

13. People with disabilities have a higher absentee rate than employees without disabilities.

SA A NO D SD

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14. People with disabilities are more likely to have accidents on the job than people without disabilities.

SA A NO D SD

15. Hiring people with disabilities increases worker's compensation insurance rates.

SA A NO D SD

16. Considerable expense is necessary to accommodate worker's with disabilities.

SA A NO D SD

17. There are just as many vocational opportunities available for people with disabilities as there are for people without disabilities.

SA A NO D SD

18. People with disabilities can work effectively in competitive employment settings.

SA A NO D SD

19. Supportive employment programs are too difficult to integrate in the workplace.

SA A NO D SD

20. The supportive employment programs may be the answer to the employee turnover problem.

SA A NO D SD

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21. People with disabilities look neat and clean at work.

SA A No D SD

22. People with disabilities enhance public relations.

SA A NO D SD

23. Persons with disabilities have problems getting to work.

SA A NO D SD

24. Transportation to and from work is not a problem for persons with disabilities.

SA A NO D SD

25. A job coach and/or employment specialist is usually available for persons with disabilities who require special assistance at the job.

SA A NO D SD

26. Ongoing job-skills supports are provided to workers with disabilities in order to maintain their employment.

SA A NO D SD

27. Continuous support and supervision is provided to all employees with disabilities.

SA A NO D SD

28. Ongoing support and supervision is provided beyond the job-site to persons with disabilities.

SA A NO D SD

29. Staff members are usually trained in how to develop and implement supported employment programs.

SA A NO D SD

30. Training is provided to staff members on how to place, train, and support persons with disabilities in the workplace.

SA A NO D SD

Please answer the following questions:

1. Do you feel supportive employment is a beneficial and productive program for individuals with disabilities in the workplace? Explain.

2. Would you feel comfortable hiring or working with someone with a disability? Explain.

APPENDIX C

Survey Tabulations

SD=Strongly Disagree D=Disagree NO=No Opinion A=Agree SA=Strongly Agree

A. Employer Perceptions/Concerns

Question	Percentages of Responses/Frequencies									
	SD	F	D	F	NO	F	A	F	SA	F
#1	0%	0(20)	1%	2(20)	5%	1(20)	70%	14(20)	15%	3(20)
#2	20%	4(20)	70%	14(20)	5%	1(20)	5%	1(20)	0%	0(20)
#3	5%	1(20)	5%	1(20)	15%	3(20)	70%	14(20)	5%	1(20)
#4	0%	0(20)	15%	3(20)	20%	4(20)	65%	13(20)	0%	0(20)
#5	0%	0(20)	10%	2(20)	30%	6(20)	60%	12(20)	0%	0(20)
#6	10%	2(20)	60%	12(20)	15%	3(20)	15%	3(20)	0%	0(20)
#7	0%	0(20)	15%	3(20)	60%	12(20)	25%	5(20)	0%	0(20)
#8	0%	0(20)	10%	2(20)	65%	13(20)	25%	5(20)	0%	0(20)
#9	10%	1(20)	50%	10(20)	40%	8(20)	0%	1(20)	0%	0(20)
#10	0%	0(20)	35%	7(20)	60%	12(20)	5%	1(20)	0%	0(20)
#11	0%	0(20)	60%	12(20)	35%	7(20)	5%	1(20)	0%	0(20)
#12	0%	0(20)	5%	1(20)	10%	2(20)	80%	16(20)	5%	1(20)
#13	10%	2(20)	70%	14(20)	15%	3(20)	5%	1(20)	0%	0(20)

B. Economic Factors

Question	Percentages of Responses/Frequencies									
	SD	F	D	F	NO	F	A	F	SA	F
#14	5%	1(20)	75%	15(20)	10%	2(20)	10%	2(20)	0%	0(20)
#15	5%	1(20)	65%	13(20)	30%	6(20)	0%	0(20)	0%	0(20)
#16	5%	1(20)	65%	13(20)	15%	3(20)	15%	3(20)	0%	0(20)
#17	0%	0(20)	65%	13(20)	15%	3(20)	15%	3(20)	5%	1(20)
#18	0%	0(20)	20%	4(20)	10%	2(20)	60%	12(20)	10%	2(20)
#19	10%	2(20)	75%	15(20)	5%	1(20)	10%	2(20)	0%	0(20)
#20	0%	0(20)	5%	1(20)	55%	11(20)	35%	7(20)	5%	1(20)
#21	0%	0(20)	5%	1(20)	55%	11(20)	40%	8(20)	0%	0(20)
#22	0%	0(20)	10%	2(20)	50%	10(20)	40%	8(20)	0%	0(20)

C. Environmental/Technical/Training Needs

Question	Percentages of Responses/Frequencies									
	SD	F	D	F	NO	F	A	F	SA	F
#23	5%	1(20)	60%	12(20)	35%	7(20)	0%	0(20)	0%	0(20)
#24	0%	0(20)	20%	4(20)	35%	7(20)	40%	8(20)	5%	1(20)
#25	0%	0(20)	15%	3(20)	5%	1(20)	75%	15(20)	5%	1(20)
#26	0%	0(20)	15%	3(20)	35%	7(20)	50%	10(20)	0%	0(20)
#27	5%	1(20)	35%	7(20)	20%	4(20)	35%	7(20)	5%	1(20)
#28	0%	0(20)	30%	6(20)	55%	11(20)	15%	3(20)	0%	0(20)
#29	0%	0(20)	30%	6(20)	35%	7(20)	35%	7(20)	0%	0(20)
#30	0%	0(20)	25%	5(20)	40%	8(20)	35%	7(20)	0%	0(20)

APPENDIX D

EMPLOYER RESPONSES

Supported Employment provides the additional on-the-job training that may be needed.

It is important to educate your staff about attitudes toward persons with disabilities and how to work with someone who has a disability. Your staff can learn alot from this population.

I think lack of education is the biggest cause of discomfort or prejudice when hiring or working with individuals with disabilities.

People with disabilities are just like people without disabilities.

We have been involved in Supported Employment programs for years. We believe that businesses should do their part in supplying meaningful work for people with disabilities, thus allowing the individual to support himself and to not be dependent on social programs.

I believe that people with substantial disabilities who have traditionally been in sheltered workshops can be productively integrated into mainstream organizations. Because the initial training and time invested is often substantial, having a job coach who either does the job or causes it to be done, makes it more likely for employers to consider it and more likely for the "supported employees" to be successful.

I've worked with people who need corrective lenses, wheelchairs and elevators to do their jobs. I've worked with people who are mentally challenged. I feel no more or less comfortable with anyone of them than I would any other coworker. It's a person to person thing; not a non-disabled person to disabled person thing.

People with disabilities are the only protected class anyone can enter at anytime!

Support is very important to anyone with a disability. I feel that people with disabilities can't all be lumped into a simple group. They have different disabilities, different personalities, different habits, just like the population without disabilities. Each person must be considered on their individual basis for any job or duty as part of their job. Some can work in one environment but not another.

I have hired, trained, and had lone and good service from many persons with disabilities. In our work environment we have about 40 to 50% that are able to do the work satisfactorily.

We try to treat all employers the same, whether disabled or not. Therefore, we support our able-bodied and disabled employees equally, dependent on their own personal needs, goals, and performance regardless of ability or disability.

Supported employment can be beneficial if the management team is committed whole-heatedly to the program. It must be a consistent and "group-participating" program.

Supported employment is very beneficial in the aspect that the person with the disability knows that their work environment offers a support system if needed.

If that person possesses the appropriate skills needed to do the job then whether or not they have a disability should not be an issue.

We have a valued associate employed currently and is an asset to the organization.

In order to create truly diverse work environments, supportive employment environment are necessary.

There are a broad range of disabilities and many are not physical disabilities.

Supported employment will help the individual with the disability to feel more comfortable in the workplace.

We would make more appropriate accommodations for someone with a disability if they become a partner at HEB.

I have hired disabled people in the past, and I know a number of professionals who are very good workers despite their disability.