

Running head: PHOTOVOICE NARRATIVE AND EMPOWERMENT OF PERSONS
WITH IDD

A Visual CV to Empower Adults with Intellectual and Developmental Disabilities Entering The
Canadian Workforce

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Abstract

Individuals with intellectual and developmental disabilities (IDD) have faced continual barriers to achieving social inclusion within their communities and are often excluded from many avenues of community life. While segregated institutionalized living—and the social exclusion associated with it—has declined, individuals with IDD continue to face barriers to achieving social inclusion linked to restrictions placed upon them that inhibit opportunities to obtain meaningful paid employment. One of the first steps necessary to pursue employment opportunities is a coherent, effective and professional curriculum vitae (CV). For individuals with IDD, preparing and using a traditional text-based CV may be unrealistic. Therefore, the goal of this thesis was to equip a sample of young adults with IDD with a visual photograph-based CV and to help them practice using it in an interview. This thesis used photovoice narrative in order to visually document the strengths and skills that a person with IDD could offer to a potential employer through the communication tool of a visual CV. By engaging participants in producing and using a visual CV, this research project explored options for increasing channels of communication between prospective employees and employers in hopes of encouraging inclusion of people with IDD in Canadian labour markets.

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Chapter One: Introduction

Woodstock and District Developmental Services (WDDS) summer camp is a safe space where participants—all of whom have intellectual and developmental disabilities (IDD)—are able to express themselves, make new friends and broaden the scope of everyday life by trying new activities that are tailored to individual ability. My work with WDDS illuminated the importance of living, learning and working without prejudice. Most participants enjoy their first camp experience at the age of 11. This summer camp offers excellent respite from city life and access to support services for several enjoyable years. For participants who are 21 years old, however, summer camp is bittersweet, as these transition-aged young adults begin to undergo many life changes. They are no longer eligible to attend high school and to receive day-support funding for programs like summer camp since government financial support is significantly reduced for this age group. Presented with these life changes, many young adults with IDD use their support network of parents, friends, and educational assistants (EA) to respond with a logical solution: to enter the workforce and, in this way, become valued members of their communities. However, despite their willingness to join the working world, this demographic faces many barriers that hinder their participation and inclusion in the Canadian workforce.

Defining Disability

Amongst scholars, the term “*disability*” is an “umbrella term for impairments, activity limitations and participation restrictions” (Vornholt et al., 2013, p. 463). As further described by the Ontario Human Rights Commission, disabilities cover:

a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental and learning disabilities, mental disorders,

hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, and other conditions (Ontario Human Rights Commission, 2011).

This definition includes a potential combination of physical disabilities, such as paraplegia or cerebral palsy, extends to learning disabilities, such as attention deficit disorder (ADHD), and intellectual and developmental disabilities such as down syndrome, autism, and fetal alcohol syndrome (Disability Tax Services, 2013). It is important to note that this is not an exhaustive list.

The American Association on Intellectual and Developmental Disabilities (AAIDD) defines intellectual and developmental disability (IDD) as “a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18” (Schalock et al., 2007, p.3). Approximately half of known cases of IDD originate from unknown or unidentifiable sources (McDermott et al., 2007). Medical professionals rely on family history and physical findings, evaluate neurological functioning, and consider environmental and biological factors in attempts to define and understand this disability (McDermott et al., 2007). Noted causes of IDD include: chromosome duplication, (down syndrome), inherited x chromosome mutations (fragile X syndrome), chromosome deletion (Williams syndrome), neural tube deficiencies (spina bifida), post natal infections, infant prematurity, stroke, birth trauma, alcohol and substance abuse, complications due to exposure to environmental chemicals (such as lead, mercury, thallium), as well as injuries and deprivation, poverty or neglect (McDermott et al., 2007). Those living with IDD experience difficulty with adaptive functioning within the domains of conceptual (language skills, reading, writing, memory), social (empathy, social

judgment, making friends) and practical (self-management, personal care, money management) (American Psychiatric Association, 2013).

Despite the complications and challenges accompanied with these disabilities, “[a] person who has an intellectual disability is capable of participating effectively in all aspects of daily life, but sometimes requires more assistance than others in learning a task, adapting to changes in tasks and routines, and addressing the many barriers to participation that result from the complexity of our society” (Community Living Ontario, 2015). With some extra assistance when required, persons with IDD may be able and willing to lead full and active lives. However, they face many barriers that hinder their social inclusion— most notably exclusion from the labour market.

Employment for Persons with IDD

As stated in the World Report on Disability (WHO, 2011), individuals with IDD are among the most vulnerable to social labour market exclusion. As Canadian statistics reflect, only 26.1% of working-age people with IDD are employed and almost 40% have never worked (Statistics Canada, 2011). These statistics are compared with 53% employment of people with other disabilities, and 75% employment rate for persons who do not have disabilities (Statistics Canada, 2011). Despite legislated efforts like the Employment Equity Act (1994) and the Social Inclusion Act (2011), this population experiences extremely low hiring rates. As well, those who obtain employment are often paid below legal minimum wage, and struggle to retain their employment (Lysaght et al., 2014). Thus, while efforts have been made to integrate persons with disabilities into society at large, this demographic continues to struggle to achieve social inclusion because they are often unable to obtain mainstream employment.

Segregated work environments (commonly referred to as sheltered workshops) attempt to provide persons with IDD with jobs and social interaction with peers, yet these work opportunities were seen as “failing to live up to their original purposes” of providing meaningful employment to persons with IDD (Galer, 2014, p. 14). More specifically, segregated employment situations “contradict labour market policies for inclusion, have damaging effects on individual quality of life, reinforce poverty and limit transition to other more inclusive opportunities” (NDRN, 2011, p. 11). In sum, because they were outside of the realm of mainstream employment, sheltered workshops kept persons with disabilities from participating and pursuing other employment opportunities, creating relationships beyond coworkers with disabilities themselves and from being paid a fair wage. As discussed below, the role of employment for persons with disabilities is pivotal in attempts to accessing valued social roles and social inclusion (Lysaght, et al., 2012a).

Social Exclusion and Inclusion of Persons with IDD

A definition of social inclusion proposed by Cobigo, Ouellette-Kuntz, Lysaght and Martin (2012a) suggests that “[s]ocial inclusion occurs when a person is able and is perceived as competent to perform social roles that are valued, i.e., that fulfill both the group and the person’s expectations, choices and needs” (p. 80). Defining social inclusion is challenging as it is generally defined by its opposite – social exclusion (Craig et al., 2007). Defining social inclusion encompasses ideas that surrounding notions of individuals who fall through the social insurance system safety net (Lenoir, 1974), experience a loss of roles and meaningful relationships (Silver & Miller, 2003), and who face material deprivation (Levitas, 2006) or a lack of opportunity to participate in social, economic and political life (Buckmaster & Thomas, 2009).

As suggested in the literature the most beneficial outcome of community-based, competitive employment (versus employment in sheltered workshops) for persons with IDD is the opportunity to foster social integration, or social inclusion, of the worker (Yan et al., 1993 as cited in Buttersworth, 1996). Lysaght et al. (2012b) argue, “community-based employment is considered the most desirable outcome” (p. 1347) for persons with IDD to begin achieving social inclusion. Because social inclusion through community-based employment is grounded in notions of the integration of the worker (Lysaght et al., 2012b), it could lead to the beginning of a seamless integration of persons with IDD into Canadian culture in the years to come.

Photovoice as an Employment Communication Tool for Persons with IDD

As noted by Ju, Zhang, and Pacha, (2012), employers place high emphasis on effective communication skills when evaluating prospective employees. One of the challenges facing youth adults with IDD is related to the communication difficulties they may experience, in particular during job interviews. To elaborate, “the interview structure and process requires that the applicant engage in oral and nonverbal communication, allowing the interviewer to observe and assess communication skills” (Peterson, 1997, p. 288). Furthermore, Sims (1997) evaluated the value placed on communication skills for gaining employment and noted that 90% of employers surveyed indicated that the ability to orally communicate was important (p. 287). As discussed below, persons with IDD frequently lack traditional communication skills that can hinder their ability to communicate these skills and potential contributions to future employers.

Social skills are defined as a “repertoire of verbal and non-verbal abilities that are used to communicate and govern interactions with others” (Matson & Wilkins, 2007 as cited in Smith, 2010, p. 1366). Looking at an individual’s social skills can provide insights to a prospective employer. Social skills are assessed by the “appropriateness and effectiveness” of an individual’s

behaviour in relation to social situations or in relation to others (McGuire & Prestley, 1985, p. 80). Smith (2010) cites a lack of social skills as one of the main reason for termination of employment of persons with disabilities (p. 2) and explains this by stating that, depending on the disability, persons with disabilities may experience difficulty with aspects of “understanding the non-verbal aspects of communication (tone of voice; pace of delivery; non-word vocals such as “um, ah, oh”; body position and gestures; facial expressions), using eye contact appropriately, listening, asking for help, explaining a problem, accepting ‘no’ for an answer, and turn-taking in conversations” (Smith, 2011, p. 2). For this reason, this thesis seeks to utilize a visual Curriculum Vitae (CV) or “work portfolio” in order to visually portray skills and contributions that a person with a developmental disability could offer a potential employer, and assist with the challenging task of a face to face interview. Specifically, this research project will explore photovoice narrative, defined as a “process which people can identify, represent, and enhance their community through a specific photographic technique” (Wang, 1999, p. 185) as the foundation to create a communication tool to assist with face-to-face job interviews.

As acknowledged by Poudrier and MacLean (2009), “[v]isuality, as the act of seeing and interpreting, is a political and power-laden process of communication, knowledge and perspective” (p. 309). While all people, regardless of ability or disability, could create captivating stories through photograph, “it is more important to understand the visual perspectives of those most marginalized” (Haraway, 1999 as cited in Poudrier & MacLean, 2009, p. 307). In order to be able to learn from the experiences of a young adult with IDD attempting to enter the workforce, it is important to acknowledge that each participant’s experience of living with a disability is unique. Thus, the guiding research method seeks to employ photovoice narrative as a community-based participatory research method. Photovoice narrative provides a

“glimpse into the ideas and perspectives” (Schlein et al., 2013, p. 213) of often-silenced communities, such as those of persons with disabilities, by allowing individual freedom to capture photographs—whether these photos are literal or metaphorical.

Theoretical Framework

The guiding theoretical perspective of this thesis is rooted in notions of empowerment education. Originating from Paulo Freire’s (1970) theory of dialogical learning (the interaction of reflection and action through dialogue), empowerment education recognizes the importance of basing education upon locals’ life experiences, rather than on that of cultural outsiders or, “artificial experiences” (Freire, 1997). In his 1970 book *Pedagogy of the Oppressed*, Freire calls for a new form of education with a less established hierarchy that better supports individuals considered oppressed within their society. Working closely with Brazilian natives learning to read and write, Freire argues that

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world (Freire, 2000, p. 34).

Based on Freire’s ideas of empowerment education, the *Empowerment Education Model* (EEM) developed by Downey et al. (2009) draws from Freire’s notion that “people are subjects of their own learning experiences” and are therefore included and valued in the research process (Downey et al., 2009, p. 28). This theoretical perspective will guide the development of the thesis by adopting the three phases of the EEM model. The first phase of the EEM model involves listening to the life experiences of the project participants. Second, the model proposes

that researchers generate dialogue with the community to understand the challenges or negative social condition they face. The third phase of the model requires researchers to support and implement social change to alter the negative social condition (Downey et al., 2009, p. 29). The EEM model will be used to guide and structure the research method, data collection and data analysis. The potential to empower individuals with IDD is heightened through the use of the theoretical components of empowerment education, as the experiences of those living with intellectual and developmental disabilities is the focus of discussion.

A misperception about persons with disabilities is that they are under-achievers in the workplace (Timmons et al., 2011, p. 286). If this misperception is maintained, people may perceive persons with disabilities as less valuable members of the workforce and, by extension, of society. While this misperception may be false, it nevertheless has a negative impact on the opportunities to enter the workforce of persons with IDD.

Research Questions

Contemporary research posits that meaningful employment is a key to social inclusion, acceptance, and obtaining a valued social role, which presents many benefits for the individual (source). Given the noted challenges for persons with IDD to convey work related strengths and skills, and thus gain meaningful employment, the guiding research questions are as follows:

- 1. How does photovoice narrative aid in individual empowerment through the creation of a visual “work portfolio” that outlines the individual’s work-related strengths and skills?*
- 2. How adequately does a visual “work portfolio” serve as a communication tool to aid in the challenging task of a face-to-face interview?*

The answers to these research questions will hopefully shed light on options for increasing channels of communication between prospective employees and employers in hopes of encouraging empowerment and social inclusion amongst Canadians with IDD.

Overview of Method

This thesis seeks to utilize photovoice narrative as not only the research method but also as a vehicle to capture, organize and present employers with a “Work Portfolio” – a visual CV to aid young adults with intellectual and developmental disabilities in the job seeking process. The objective of this thesis is to empower young adults with IDD by providing guidance and instruction in the creation of a visual CV that is tailored to highlight individual employment-related strengths and workforce contributions. Through this process, the thesis seeks to nurture self worth through the recognition of participants’ work-related strengths and experience, while also highlighting the positive and valuable contributions that participants can make to the Canadian workforce.

Photovoice Narrative as a Catalyst for Change

Photovoice narrative is defined by Wang and Burris (1997) as “a process by which people can identify, represent, and enhance their community through a specific photographic technique” (p. 369). This method is insightful for both individual and community change by providing the opportunity for participants to document their own realities, discuss issues with policy-makers and become active agents in social action (Wang & Burris 1997). As noted by Wang (1999), photovoice narrative is most often employed to empower those who are silenced and promote social change for this group. This change occurs through “shift[ing] control over representation and knowledge generation from those in positions of power to those whose perspective are seldom seen or heard” (Israel et al., 2005, p. 328). Photovoice narrative has previously been used

with vulnerable populations such as Aboriginal women (Poudrier & MacLean, 2008) and youth struggling with substance abuse (Brazg et al., 2011).

The approach to inquiry applied to this study twofold. Firstly, this approach contributes to novel bodies of research where marginalized and under-represented groups can document and share their lived experiences rather than be interpreted and re-told by researchers who solely gain from the information acquired from research participants. In this sense, a voice, both literal and figurative is heard. Secondly, photovoice narrative aligns well with the needs of individuals with IDD who may not have strengths in verbal communication. In this sense, the photovoice project will be used as a voice for the participants, who may have difficulty communicating verbally.

Photovoice narrative can provide the means to communicate through a more accessible medium so that people with IDD can convey their work-related strengths and skills in the form of a visual CV. Communication between the researcher and participants produces “a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems” (Stringer, 2014 p.8). Given that the purpose of this study is to provide individuals with IDD with a communication tool to assist with the demonstration of their work related strengths and skills, it is clear that photovoice narrative as the method of inquiry is justified and appropriate.

In sum, this research project will assist in creating a personalized communication tool for adults with IDD. This research project incorporates the traditional elements of a CV with the addition of photographs. The photographs included in the visual CV have been captured and selected by the photographer, i.e. the program participant. Paired with the traditional CV elements, the photographs create a visual CV that an individual with IDD could utilize in a job interview. Specifically, the personalized visual CV aims to provide supplementary support

throughout an interview to effectively respond to the interviewer's questions. The findings from this project will provide evidence to comment on the effectiveness of using photovoice narrative to create a communication tool for persons with IDD in job-seeking endeavors.

Photovoice Narrative as a Branch of Action Research

Photovoice narrative is situated as a branch of participatory action research (PAR). This qualitative research is defined as “a grassroots community assessment tool that enables local people to identify, represent and enhance their community using photography as a medium for communication (Strack et al, 2004 as cited in Kindon et al., 2007). With a focus on challenging the hierarchical relationship between “researcher” and “researched,” PAR advocates the empowerment of ordinary people (Wadsworth, 1998). PAR is based on a foundation of three terms of ethics and adherence is crucial: respect for persons (“people should be treated as autonomous agents”), beneficence for persons (“maximizing beneficial outcomes for participants”) and justice (“treating human beings as equals and distributing good equally among them”) (Kindon, Pain & Kesby, 2007, p. 34). PAR has strong alliances with feminist theories, stressing the importance of “equality, reciprocity, partiality and valuing the voices of ordinary people as experts and authoritative on their own lives...” (Kindon, Pain & Kesby, 2007, p. 53). In sum, PAR seeks to elevate the voices of the participants to share their experiences or realities with assistance from the researcher to produce collaborative and unique research projects. Photovoice narrative, as a branch of PAR, focuses on using photography as a method of “enabling local people to identify and access the strengths and concerns of their community” (Wang, 1999 as cited in Krieg & Roberts, 2007, p.151), in this case young adults with IDD. Blending the pillars of photovoice narrative along with traditional résumé structures assists in the

creation of a communication tool for persons with IDD to showcase their work related strengths and skills in the form of a visual CV.

Photovoice narrative was developed by Wang and Burris (1994) and has been traditionally used to study various public health settings. Photovoice narrative has also successfully illustrated and depicted perspectives of individuals with IDD in contemporary research. For example, Povee, Bishop and Roberts' (2013) "This is Me" project explored the social identities and lives of individuals with IDD living in community based settings. The participants captured a variety of photographs that captured the photovoice narrative project theme, 'identities and social roles.' The authors found photovoice narrative to be "accessible" and concluded that it "offers the opportunity for people with intellectual disabilities to develop new skills, confidence and experience inclusiveness in their own terms (Povee et al., 2013. p. 893). Similarly, Jurowski (2008) engaged populations of persons with IDD with photovoice narrative projects. She found that involving people with IDD in the research process "can improve investigators' understanding of the needs, interests, and experiences of people with intellectual disabilities" (Jurkowski, 2008, p. 7).

Schleien et al. (2013), who worked with several adults with IDD with a photovoice narrative project reported unique perspectives on the participants' hidden talents, sense of belonging, desired independence, limited connections to the community and their desire to be treated as adults (Schleien et al., 2013). They concluded that exploring alternative approaches to telling the stories of marginalized people, such as those with IDD, is important because "[t]he viewpoints of these underrepresented groups can be eye-opening since they often vary substantially from the typical and stereotyped viewpoints found in society" (p. 214). Photovoice narrative might capture the perspectives and social realities of persons with IDD and, in this way,

improve researchers' understanding of the participants experience (Jurkowski 2008). As well, photovoice narrative promotes inclusionary research methods, which carry particular ethical importance for "people who have hitherto been underrepresented in research" (Boxall & Ralph, 2009, p. 45).

By providing the structure and tools for participants to create, capture and share their ideas in a way that contributes to exercising self-determination and self-efficacy. Self-determination is defined by Wehmeyer (1996) as "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference (p. 22). As noted by Wehmeyer, Bersani, & Gagne (2000), self-determination is challenging, but essential, for persons with IDD: "the road to self-determination is both difficult and all important for a person who is impaired" (p. 177).

Closely related to self-determination is self-efficacy. Self-efficacy is describes an individual's belief in his or her capacity to organize and execute a course of action required to achieve results (Bandura, 1997). Bandura (1994) states "self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p. 71). As summarized by Nota, Ginevra and Carrieri (2010), living with a disability and facing related challenges can hinder their ability to exercise self-efficacy. More specifically,

The limitations that persons with a disability typically experience can also induce them to develop irrational ideas about themselves and their external realities; in turn, these ideas can negatively influence the efficacy of their choice processes. Self-doubt and perceived social expectations in people with a disability can produce dissonance that heightens the sense of indecision and prolongs their decision times (p. 251).

It is important for practitioners to listen to and explore the preferences, interests and self-efficacy beliefs of individuals with IDD (Nota, Ginevra & Carrieri, 2010, p. 251). Self-determination and self-efficacy are noted as challenging areas for persons with IDD.

Photovoice narrative assists in providing open dialogue to explore the participants' career related goals and this, in turn, can contribute to building self-determination and self efficacy.

Photovoice narrative aligns well with the needs of individuals who may not have particular strengths in verbal communication. Those who experience anxiety or difficulty with one-on-one conversation settings like job interviews could greatly benefit from the creation of this communication tool. Finally, the selection of photovoice narrative as the research method supports the notion of showcasing the work related strengths and skills of persons with IDD to illustrate their eligibility and ability to achieve mainstream employment.

Structure of the Thesis

Following this introductory chapter, chapter two will comprise of a literature review that discusses the historical treatment of persons with disabilities, employment and job seeking and the residual impacts on social inclusion and exclusion. In addition, the medical and the social model of disabilities will be described, along with its origins and effects on understanding disability in contemporary culture. Upon establishing both sides of this scholarly debate, the importance of employment for achieving social inclusion for persons with IDD through employment will be explored.

Chapter three will present the research method of this photovoice narrative project. Participant recruitment strategies will be outlined. As well, the approach to creating and using

the visual CVs, a series of photovoice seminars, will be described in detail. Chapter three will conclude with a discussion of the role of the researcher.

Chapter four will review the results collected from the completed photovoice seminars. The results will be explored by describing each participant, their experiences with employment opportunities, their perceptions of employment and feelings of social inclusion as captured throughout the photovoice project. In addition, this chapter will include an analysis of the researcher's journal notes on each participant and the video footage from a mock interview where participants used their visual CV as a communication tool in an interview setting conducted by the researcher.

Chapter five will discuss the main themes that emerged from the data collection. The analysis will be discussed and organized into thematic sections. The usefulness of photovoice narrative as a research method and communication tool for persons with IDD will be evaluated.

Lastly, chapter six will conclude with a discussion of the significance of the study, as well as study limitations and other issues that arose throughout the study. Areas of future research will be outlined, followed by a conclusion.

Chapter Two: Literature Review

The purpose of this chapter is to give the reader a more thorough understanding of the relevant literature associated with individuals with disabilities. The chapter begins by exploring isolation of persons who are deemed “different,” followed by a historical overview of the treatment and social roles of persons with general disabilities. The next section examines the interplay of the academic discipline of Critical Disability Studies with a focus on the sites of contention between the social and medical models of disabilities. What follows is a specific discussion of persons with intellectual and developmental disability (IDD). This section explores Canadian legislation for inclusion of persons with disabilities, following the contemporary discussions of sheltered workshops, social stigma surrounding ability to work, and the benefits of social inclusion through employment. The chapter concludes with an overview of the theoretical framework introduced in chapter one and a discussion of thesis objectives.

Treatment of Those Who are Different: Historical Experiences

Individuals who differ from physical and cognitive functioning norms are easily excluded from many aspects of society, and individuals with disabilities are typically viewed as different. As Whitehead and Hughey (2004) state, “[p]eople with disabilities are popularly believed to differ from other people in some important way” (p. 8). Unsure of the precise characteristic that marks individuals with disabilities as “different,” the history of their treatment shows marginalization (ISFW, 2012), discrimination (ISFW, 2012), labour market exclusion (Munyi, 2012) and social rejection (Munyi, 2012). As stated by WHO (2011), societal attitudes towards individuals with disabilities can negatively impact full participation in community life as they are often devalued and depersonalized into a stereotypical caricature (p. 242). That is, persons with disabilities are often socially judged and may come to see themselves negatively, since this

engrained stereotype “impacts their own beliefs about what is possible for them” (Whitehead & Hughey, 2004, p. 8).

The Historical Roots and Conceptualization of Disability

It is difficult to understand and support social inclusion for persons with IDD without a brief overview of the treatment and perceptions of persons with physical, developmental and intellectual disabilities throughout history. As long ago as ancient Greek times, disabilities were negatively viewed:

But my son Hephaestus whom I bare was weakly among all the blessed
gods and shrivelled of foot, a shame and a disgrace to me in heaven,
whom I myself took in my hands and cast out so that he fell in the great
sea. (Hymn 3 to Apollo, line 305)

Ancient Greeks conceptualized disability as a source of familial shame, as seen above where the Greek goddess Hena attempted to drown her son Hephaestus because of his apparent physical disability. Some of the earliest documented depictions of persons with disabilities date back to Ancient Greece and are prevalent throughout Greek and Roman mythology. Described as objects of mockery in social and sport events, persons with disabilities were commonly depicted in art as hunchbacks, cripples and dwarfs who were expected to serve as entertainment for the masses (Rimmerman, 2013). Citizens of this era were encouraged to perform immediate infanticide of newborns suspected of disability from physical deformity, developmental disabilities or intellectual difficulty (Rimmerman, 2013).

The Middle Ages were known for the religious superstitions conceptions and treatment of disability. While Harris (2006) notes some of this treatment was sympathetic to individuals with disabilities (such as charitable initiatives), other approaches were characterized by mistreatment

and superstition. Due to the influence of religion, persons with disabilities were polarized between the roles of demonological or deserving of charity and support (Harris, 2006).

Transitioning to the Industrial Revolution that marked the 19th century, this time period was characterized by the commencement of segregated living for persons with disabilities (Rimmerman, 2013). Later known as institutionalization, these asylum-like care facilities were remote and excluded from society at large (Rimmerman, 2013). Debates of this era contemplated whether the safety and care for persons with IDD outweighed society's protection from them (Rimmerman, 2013). The solution for this contemplation was found in institutionalized living. Institutionalized living presented individuals with IDD with segregated and bleak opportunities to enjoy and experience public participation. With the rapid societal growth that characterized this period, more and more individuals with disabilities were placed in institutionalized care. Understood as an attempt to “show that science is the only safe guide in respect to the most fundamental of social problems” (Pearl, 1932, p. 396), the idea that some human's value outweighs another began to be explored. It is here that the seed of eugenics ideology—or selective human reproductive based on the elimination of poor genetic traits—began to grow.

Eugenics ideology, coined by Francis Galton (1904), follows the understanding that

[a]ll creatures would agree that it was better to be healthy than sick,
vigorous than weak, well-fitted than ill-fitted for their part in life; in
short, that it was better to be good rather than bad specimens of their
kind, whatever that kind might be (p. 2)

With this understanding, “[t]he aim of eugenics is to represent each class or sect by its best specimens” (Galton, 1904, p. 2). Eugenics ideology discussed desirable human quality traits such as “health, energy, ability, manliness and courteous disposition” (Galton, 1904, p. 2). Galton

describes special human aptitudes such as “artistic faculties by artists, fearlessness of inquiry and veracity by scientists, religious absorption by mystics, and so on” (p. 2) as desirable characteristics in genetic pools. As well, Galton sought to “refuse representatives of criminals, and of others whom it rates as undesirable” (Galton, 1904, p. 2) from reproducing. Speaking on Galton’s ideas of eugenics, H.G. Wells furthered the notion that the means to achieve this ideal gene pool was through “the sterilization of failures, and not in the selection of successes for breeding, that the possibility of an improvement of the human stock lies” (1904, p. 10). It is this idea that led many to entertain the idea of eugenics to combat the rapid societal boom between the late nineteenth to the middle of the twentieth century.

In the United States, Britain and elsewhere people began to search for the ‘better baby’, and eugenic sterilization was supported as a means of “cleaning up the gene pool” (Rimmerman, 2013, p. 18). Interestingly, “[m]ost of those chosen by the states for sterilization were poor and living in state institutions,” such as persons with IDD. Rimmerman (2013) suggests that the cost to society of supporting these members of the population offered a viable economic justification for mass sterilizations during this time.

The extreme implementation of mass eugenic sterilization was witnessed throughout World War II, most notably within Nazi Germany. The phrase “Lebensunwertes Leben” translates to English as a “life not worthy of life”. Coined by Karl Binding (1920), it was used as a pillar of Nazi Germany’s racial policy. The “Sterilization Law”, proclaimed on July 14th 1933 required physicians to report and register all cases of hereditary illness or disability. During this period, “[d]isability was considered to be a sign of degeneracy and nearly all disabled people were viewed as having a ‘life not worthy of life’” (Evans, 2004, p. 2). Those considered as

unworthy of life were involuntarily selected for sterilization. These individuals included those described as the following;

1) feeble-minded; 2) insane (including the psychopathic); 3) criminalistic (including the delinquent and wayward); 4) epileptic; 5) inebriate (including drug habitues); 6) diseased (including the tubercular, the syphilitic, the leprosy, and others with chronic, infectious, and legally segregable diseases); 7) blind (including those with seriously impaired vision); 8) deaf (including those with seriously impaired hearing); 9) deformed (including the crippled); and 10) dependent (including orphans, ne'er-do-wells, the homeless, tramps, and paupers)" (Harry Laughlin, 1914 as cited in Arnold, 2010, p.50)

As the momentum of Hitler's Nazi Regime grew, the transition from sterilization to euthanasia became prominent. Those selected for extermination were starved to death in Nazi camps, or transported to 'hospitals' where most adult victims were suffocated with carbon monoxide (Rimmerman, 2013). Rimmerman (2013) further reports that lethal injection was a common procedure performed on children by doctors. However, other documents speculate the total number of deaths was closer to 275,000 adults, and between 5,000 to 20,000 infants and children (Evans, 2001, p.3). Fortunately, this inhumane treatment ceased with changes post WWII with the beginning of a shift in values and attitudes towards persons with disabilities.

It is important to note that the length of extermination of persons with disabilities was not only witnessed throughout Nazi Germany. Rather, treatment like sterilization has historical roots in The United States (WHO, 2014), Japan (WHO, 2014) and Canada (LARCHE, 2014) amongst

others. The choice to highlight solely the treatment of persons with disabilities throughout WWII relates to a movement for change, originating from ideas that emerged from the British Welfare State post WWII.

Shan and Priestley (2001) cite advancements in the post-war period as linked to the modern British welfare state. For example, the concept of providing social assistance to citizens such as national insurance and health services provisions emerged. For some, social assistance had been established prior to WWII, however these provisions did not extend to persons with disabilities (Shan & Priestley, 2001). However, post WWII sparked a period of change for the lives of persons with disabilities. The Minister of Health, Henry Willink (1944), summarized the British nation's revised view on disability, as follows: "The question of assisting persons, such as the blind or cripples, who suffer from permanent disablement, whether total or partial, is engaging the attention of the Government ... The aim of the Government is to rehabilitate them whenever possible" (Willink, 1994 as cited in Shan & Priestley 2001, p. 6). A defining feature of the disability rights movement that fostered from the post WWII period through the 1950s to the 1970s was the fight towards ending institutionalized living for persons with disabilities. Summarized more clearly, the post WWII movement sought to challenge the state's ability to "forcibly institutionalize citizens who had broken no law" (Whitehead & Hughey, 2004, p. 6). Shan and Priestley (2001) cite the shift for more inclusive treatment for persons with disabilities originating from Britain and created a movement that resonated throughout The United States, Canada and elsewhere.

Specific Disability Movements – Legislature and Acts

This movement that began is what is commonly known as the Independent Living Movement in North America and Europe. This movement is described in three strands that aim

to achieve and maintain independence for persons with disabilities. The first strand describes the goal of persons with disabilities without the need of *personal assistant services* to have equal access to transportation, education, employment, housing and health care (Shan & Priestley, 2011). The second strand, focused on persons with severe disabilities who require personal assistant services in order to live independently, focuses on accessibility of services for these individuals to maintain their independence in the community (Shan & Priestley, 2011). Lastly, the third strand, geared towards institutionalized people with significant disabilities, is the end of institutions with specific support to promote independent community living (Shan & Priestley, 2011).

Activists in The United States created *The Americans with Disabilities Act* (1990), which remains a milestone for disability rights. Mirroring the black and women's civil rights movements, those involved in the independent living movement in The United States advocated for "the right of disabled individuals for choice and control over their lives and demanded that the state take responsibility for ensuring those rights" (Hurst, 2003, p. 572).

While in the United Kingdom, disability activists (some of whom were themselves still confined in institutions) began to describe and define disability from their lived experience (Hurst, 2003). On reflecting on their experience of disability, it became apparent that symbols of disability (such as institutions, special busses and schools) became identifiers of impairment and positioned them as the 'other' in society. As explained by Hurst (2003), the "focus on impairment, rehabilitation and separate services had been a fundamental cause of the segregation of disabled people – segregation in institutions and in inaccessible homes and communities" (p. 573). In time, it became evident that in order for persons with disabilities to live participating lives, "their innate humanity—and the rights that pertain to that humanity—would never be

recognized” if segregation and institution continued to exist. The bridging link between these separate states was the recognition that a disability arose “from the social barriers faced by people with impairments” (Hurst, 2003, p. 573). Put more plainly, “disability is the outcome of environmental barriers and attitudes that specifically discriminate against people with impairments” (Hurst, 2003, p. 273).

The enactment of various legislatures like The *Rehabilitation Act 1973*, the United Nation’s proclamation of 1981 as Year of the Disabled Person, *The Americans with Disabilities Act 1990* and *The Individuals with Disabilities Education Act (IDEA) 1990* was passed thanks to lobbying for social inclusion and integrated environments for both children and adults with all varying types of disability. Canadian milestone includes the *Employment Equity Act 1994*, which sought to rectify and acknowledge inequality to protect vulnerable populations who experience workplace disadvantage, such as women, aboriginal persons, visible minorities and people with disabilities. The most pivotal worldwide advancement for persons with IDD is marked by the signing of the 2008 United Nations Convention on the Rights of Persons with Disabilities treaty (UNCRPD). The plethora of legislation advocating for the fair treatment of persons with disabilities is evidence of a social shift surrounding the understanding of disability. Rather than segregation and institutionalization, disability had progressed to be regarded as “a natural and normal part of the human experience that in no way diminishes a person’s right to participate fully in all aspects of society” (IDEA, 2004). Despite the emergence of a more progressive spirit in legislation that marks the twenty-first century, this shift marks the tip of a figurative iceberg. Individuals with disabilities had begun to be recognized as members of society, yet this recognition did not equate to active participation and social acceptance. The academic discipline

of Critical Disability Studies assists in understanding the lived experience of persons with disabilities in contemporary culture.

Critical Disability Studies

The variety of treatment and acceptance of persons with disabilities is explored and discussed within the academic discipline of Critical Disability Studies. Critical Disability Studies emerged from the activism for persons with disabilities in the 1970s (Reaume, 2014) and discuss disability as “both a lived reality in which the experiences of the people with disabilities are central to interpreting their place in the world, and as a social and political definition based on societal power relations” (Reaume, 2014, p. 1249). Since its emergence, this discipline has been polarized between two prominent understandings of disabilities; the Medical Model of Disability (which examines disability akin to limitations on the physical body) and the Social Model of Disability (which explores the effects of social understanding of disability that places limits on those with disabilities).

Medical Model of Disability: Overview

The medical model of disability did not emerge from critical disability studies. Rather it stands as a historical standard for treatment for disabilities through time with slight deviations and distinctions from classical medicine practices. Recalling the use of forced sterilization and eugenics discussed earlier, the medical model of disability has transcended into more humane and patient-focused treatment such as symptom management. As stated by Scullion (2010), the understanding of disability in the medical model suggests that disabilities or “medical conditions and impairments of bodily systems or functions, irrespective of their origin, are viewed as essentially akin to illness” (Scullion, 2010, p. 699). A central pillar of this model is the requirement to provide relief from symptoms linked to various diagnoses, in order to contribute

to a sense of “normalization” to enable integration with society at large. In short, this viewpoint positions a disability as something that can be treated and managed with modern medicine. As Wehmeyer (2013) states, “the core business of Western medical professionals has been the identifying and correcting of structural and functional ‘defects’ of the body” (p. 29). While this model acknowledges that having a disability impacts the lives of those diagnosed, little consideration is given to how a society’s understanding of disability can profoundly influence the quality of life for individuals with disabilities.

The Historical Origins of the Medical Model of Disability. The conception of a “medical model of disability” emerged within the age of enlightenment of the 18th century. With furthered scientific understanding that characterizes this time period, the medical model sought to understand the phenomenon of individual differences between people. The medical model assumes that disability is based on impairments (Rimmeman, 2013). As defined below, the focus on impairment positions physicians with the task to “assess and determine the medical deficit associated with the impairment (or impairments)” (Rimmerman, 2013, p. 25). This notion places sole importance on the physical body.

A milestone for the Medical Model of Disability was the conception of the Nagi Model of Disability (1965). This model defines disability as “a gap between the individual’s capabilities and the demands created by the physical and the social environment” (p. 135). Within this model, disability is explained by four concepts: active pathology, impairment, functional limitation and disability. Firstly, *active pathology* refers to “interruptions or interference with normal processes” (Nagi, 1991 p. 322). *Impairments* are defined as “anatomical, physiological, mental, or emotional abnormality or loss” (Nagi, 1991 p. 322). *Functional limitations* are defined as “limitations in performance at the level of the person” (Nagi, 1991 p. 322) and, lastly,

disability is a “limitation in performance of socially defined roles and tasks within the environment” (Nagi, 1991 p. 322). The Nagi Model highlights a key distinction from classical medical thought by further classifying and providing more depth for complicated diagnoses that surround disabilities. However, the core of the medical model of disability is identifying and treating bodily functions caused by disability.

In addition to the Nagi model, several other contributions are worth noting for their influence on the medical model of disability. Harris (1970), in partnership with the Office of Population Census and Surveys Social Survey Division located in Great Britain, distinguished between *impairment* (the loss of a limb, or presence of a dysfunctional limb, organ or other body part) and *handicap* (understood as loss or reduction of functional abilities) (Rimmerman, 2013). While the medical model of disability sought to distinguish itself from a traditional medical view through such technical definitions proposed by Harris and Nagi, the binary of disability-impairment remained at the core of the medical model of disability, and “inadvertently endorsed medicine’s mandate for managing the body” (Wehmeyer 2013, p. 45). In other words, the medical model of disability was designed ad hoc to treat and normalize the body with modern medicine.

Critiques of the Medical Model. Medical anthropologists have criticized the medical model of disability. Mishler (1984), for one, argues that the process of diagnosis is the “process by which the ‘voice of medicine’ crushes the ‘voice of life hood’” (as cited in Hayes & Hannold, 2007 p. 385) and thus points to the authority of medical opinion and diagnosis over the lived experience of patients. As further explained by Scullion (2010), the authority associated with a disability diagnosis (such as ‘autistic’, ‘down syndrome’, and ‘fetal alcohol syndrome’) has the potential to define individuals solely by their physical limitations. In other words, the

medicalization of disability has “often relegated people with disabilities into a ‘sick role’ in which they are exempt from social role obligations and expectations of productivity and, instead, are viewed only as passive recipients of health care resources” (Haynes & Honnold, 2007, p. 362). Haynes and Honnold further argue that this “sick-role status” is “associated with passivity and powerlessness” (p. 363) that has the potential to influence many avenues of life and affect persons with disabilities beyond the scope of patient-doctor relationships. In sum, the association between *patient* and *disability* leaves little room for identifying factors outside of a medical diagnosis.

Perhaps most importantly, the medical model of disability “leaves no room within its framework for the social, psychological, and behavioral dimensions of illness” (Engel, 1997, p. 130). That is, rather than examining social, psychological and behavioral aspects of illness, the medical model of disability has come to be understood as a slur (Shakespeare, 2006) to medical practitioners for the sole reliance on medical treatment to manage disability. The following section reviews the contrasting model of disability, the social model of disability and highlights its focus on understanding society’s role in shaping disability.

As Goodley, Hughes and Davis (2012) summarize, “[c]ritical disability studies start with disability but never end with it: disability is *the* space from which to think through a host of political, theoretical and practical issues that are relevant to all” (p. 3, italics in original). This definition raises questions about whether people are defined as disabled based on medical opinions, or if they are defined as such because we live in a disabling society (Barnes & Mercer, 2003). That is, whether society’s understanding of disability places limits on those with disability that would otherwise not exist.

Social Model of Disability: An Overview

The social model of disability emerged to challenge the more prominent medical model of disability. Many recognized a need to analyze disabilities from a social perspective, rather than exclusively focusing on treating the defects or limitations of one's body. As cited in Reid and Knight (2006) Critical Disability Studies centers around three core beliefs: first, to challenge the construct of normalcy (Davis, 1997 as cited in Reid & Knight 2006), second to questions who should speak about disability-related issues while raising the voice of disabled persons against the voice of 'experts' (Longmore, 2003 as cited in Reid & Knight 2006), and third, to counter hegemony and promote democratic participation by examining the politics of exclusion (Ware, 2003 as cited in Reid & Knight 2006). The social model of disability recognizes how social structures can devalue persons with disabilities who do not meet these standards. As explained,

[w]hen social structures support those who participate in tasks which have been designated as normal or mainstream, and reward those who reach or exceed the standards for performance in these tasks, those who value different tasks or who do not meet the standards of mainstream tasks are disabled by these social structures. (Steadward et al., 2003, p. 69)

Described as the antithesis of the medical model (Scullion, 2009), scholars within the social model of disability aim to "prod people to examine how disability as a category was created...and how the category has been institutionalized in social practices and intellectual conversations" (Linton, 2005, p. 518). By focusing on lived experience of persons with disability, rather than examining and normalizing the physical body, the aim is to "weave disabled people back into society" with their rights and privileges as human beings recognized (Linton, 2005, p. 518).

The social model of disability was awarded legitimacy in by the World Health Organization (WHO). In “International Classification of Functioning” (2001), the WHO states, “individuals must not be reduced to, or characterized solely in terms of, their impairments, activity limitations, or participation restrictions” (WHO, 2001, p. 242). The emergence of the social model of disability began to deflect the importance placed on the physical body and instead focused on the ways that social beliefs and ideologies shape how disability is understood and, more importantly, how it is experienced.

Main Message of the Social Model of Disability. The social model of disability centers on the idea that disability is a social construct that oppresses those with physical and cognitive restrictions. The social model of disability identifies systemic barriers, negative attitudes and exclusion (purposely or inadvertently) that positions societal beliefs and misconceptions as the main contributory factor in disabling people (Knowsley Disability Concern, 2010). Mike Oliver coined the term ‘social model of disability’ in 1983 in support of the Union of the Physically Impaired Against Segregation and the Disability Alliance (UPIAS). This UK based organization initially made the claim that “it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society” (UPIAS, 1997, p.4). The social model of disability privileges individual equality and challenges the belief that persons with disabilities need to be ‘fixed’ or ‘cured’ through medical treatment, in direct contradiction to the Medical Model of Disability.

Impacts of Society’s Conceptions of Disability on Persons With IDD. In order to demonstrate the effect of solely emphasizing issues with the physical body, the term ‘ableism’ was coined (Campbell, 2008). Ableism describes a form of discrimination against persons with

disabilities by supporting the medical model of disability's belief that able bodies are 'normal' bodies, and should be strived for. Campbell defines 'ableism' as the following:

Ableism is a concept that expresses the ways in which society privileges physical and mental wholeness as a normative ideal, promotes an unobtainable corporeal aesthetic and encourages bodily projects towards that end. It embodies a moral grammar that leaves disabled people at or beyond the very margins of society refusing to recognize their value or esteem their differences and competencies (Campbell, 2008 as cited in Goodly et al. 2012, p. 318)

Recalling the medical model of disability's fundamental belief in a particular kind of body that is deemed "perfect, species-typical and therefore essential and fully human" (Campbell, 2008, p. 44), the social model of disability argues that a societal shift in understanding disability is needed, as the quest for normalizing bodies to meet social standards continually dismisses those who cannot obtain or are unwilling to meet this standard. The Social Model of disability does not ignore impairments that a person with disabilities may have, but instead focuses on the ways society restricts opportunities for people with IDD to participate in economic and mainstream activities. Academics who support this model believe that severing the link between 'impairment' and 'disability' is crucial. To summarize this argument, 'the disadvantage of restriction of activity caused by a contemporary social organisation which takes no or little account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities' (UPIAS, 1976, p.14). While individual impairments for persons with disabilities are not ignored in the social model of disability, this shift in language deflects the focus on differing levels of physical or cognitive ability.

Critiques of The Social Model of Disability. Although the twentieth century has seen

changes in inclusion and acceptance for persons with disabilities, the social model of disability does not go without issue. As described by Oliver and Barnes (2012), the relationship between the academic community and activism for persons with disabilities is disjointed. More specifically, persons with disabilities are recruited for the purpose of academic study and this has allowed academics to “simply use the subject and the experience of disabled people for their own ends and to build their own careers...”(Oliver & Barnes, 2012 p. 25). Oliver and Barnes (2012) question whether a genuine partnership between activism and academia can emerge wherein mutual benefits can be gained for both groups (p. 24). This is an underlying issue for academics who research and advocate for the social model of disability and has yet to be resolved.

The social model of disability’s influence at the international level, particularly within the United Nations, is indisputable. The United Nation’s Standard Rules on the Equalization of Opportunities for People with Disabilities (2005) and The Convention on the Rights of Persons with Disabilities (2006) are two examples that Oliver and Barnes (2012) point to as implicit, if not explicit, examples of international social change for persons with disabilities based on the values and messages of the social model of disability (p. 26). The intent of the social model of disability is to reshape language and sever the link between physical and cognitive limitations from personal identity. In sum, the social model recognizes that a person may have various impairments, but suggests that it is society that disables them. However, this field of study continues to grapple with finding equilibrium between benefits for both academics and those they study.

Summary of the Models of Disability

Despite the scholarly dispute between the medical and social model of disability, it is important to acknowledge that, within the field of disability studies, many scholars are concerned

with the lives of persons living with disabilities, and not only the way a certain group of people is viewed within society. While this thesis has discussed treatment for all persons with disabilities, the following discussion is tailored to discuss persons with IDD (intellectual and developmental disabilities), as this is the target population of this thesis. The following section will review Canadian legislation for employment of persons with IDD, their current employment prospects and the benefits of social inclusion through employment.

Canadian Employment Policy for Persons with IDD

As signed in the 1982 Canadian Charter of Rights and Freedoms:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(Section 15)

The sequential 1984 Report of the Commission on Equality in Employment, which led to the signing of the *Employment Equity Act 1986*, was a step towards identifying and eliminating systemic employment barriers for four commonly marginalized groups: persons with disabilities, women, visible minorities and Aboriginal people. While the *Employment Equity Act 1986* does not mandate employers to generate new positions, hire unqualified persons or undergo hardship to accommodate those protected under this Act, it does require employers to engage in proactive activities for fair employment opportunities for all applicants and employees. Some of these proactive activities include data collection and analysis of workplace representation, identification of employment barriers, establishment of hiring goals, development of employment plans for employee training, and promotion and retention of under-represented

groups. Compliance with these measures is monitored and enforced through audits and the possibility of on-site visits by the Canadian Human Rights Commission, and disputes are settled through an Employment Equity Review Tribunal (CHRT, 2000). The above mentioned Acts, as well as Bill S-5 (1998), legally obligate employers to accommodate the needs of the four designated groups and take steps to eliminate discrimination.

A Canadian publication published by Employment and Social Development Canada outlines the concept of full citizenship for persons with disabilities. A section entitled *In Unison: A Canadian Approach to Disability Issues* (1998) defines “full citizenship” as “inclusion in all aspects of Canadian society” (A Canadian Approach Section, para.2). This document recognizes that persons with disabilities continue to face employment barriers and are significantly under-represented in the Canadian labour force. With the phasing out of social services like the Canadian Assistance Plan (CAP), the Vocational Rehabilitation of Disabled Persons (VRDP) and ARC Industries (sheltered warehouse work for persons with primarily IDD), it has become increasingly difficult for people with IDD to access day supports. Therefore, providing employment for persons with disabilities appears as a natural progression for fuller inclusion in Canadian society. However, migrating from traditional sheltered work has proved difficult for both legislature and persons with IDD themselves.

Inclusionary Exclusion – Sheltered Workshops

Segregated from mainstream working environments, employees in sheltered workshops experience below minimum wage compensation for their work and, more importantly “constitute a form of financial exploitation and social and economic exclusion” (Canadian Association for Community Living, 2011, p. III). Funded by the Ministry of Community and Social Services, Vocational Rehabilitation Services (VRS) and Developmental Services (DS), throughout the

1970s sheltered workshops flourished (Dale, 2010). Seen as “safe and stable” sheltered workshops allowed centers that supported persons with disabilities to fulfill small work contracts arranged with private business (Dale, 2010). Migiore et al. (2007) suggest that there are some benefits of sheltered workshops: some individuals have conditions too challenging for mainstream employment and thus employers will not hire them and many sheltered workers have not complained about their employment.

Since 2010, Dale (2010) notes that sheltered workshops have not been discussed as an acceptable option for persons with disabilities. In fact, Migiore et al. (2007) state that the number of adults with IDD working in sheltered workshops has declined since 1988-2004 (p. 7). Programs like the Ministry of Community Social Services (MCSS)’s Person-Direct Planning training, education, and skill acquisition to achieve ‘life goals’ that support community living. However, sheltered workshops continue to operate in Canada, with the exception of Ontario.

This issue has recently gained substantial media attention in Canada. The announcement of the planned closing of a document-shredding company sparked outrage, as noted by André Picard in *The Globe and Mail* (March 24, 2015), as all of the workers employed have intellectual and developmental disabilities. In the wake of the backlash of its closing, the government recanted its announcement and subsequently renewed the contract for three more years (Picard, 2014). In the article, Picard points to the tension between offering employment to people with IDD and the fact that it is often low-paying and even exploitive: “Ending the contract was dumb. Extending it was worse.” Highlighting how payment for this type of work pays employees an “honorarium” of a \$2,000 stipend a year, or the equivalent to \$1.50 an hour (Picard, 2014), Picard explains how workers with disabilities should be helped to find employment to help them integrate, rather than face isolation in sheltered workshops.

Subsequently, *The Toronto Star* published an article outlining the success of Clint Sparling, a young male with an intellectual disability who has been employed at a local Tim Horton's for nearly 20 years. Owner Mark Wafer advocates for the inclusion of persons with disabilities into competitive employment outside of sheltered workshops. Wafer discusses a misconception about sheltered employment, and highlights that a lack of awareness and education from business owners leads them to believe that sheltered work is positive for persons with IDD. As he states,

[m]ost often business owners believe they are doing something good for the community, the agencies don't know how to negotiate a fair wage for these workers and the parents or caregivers of the workers are just happy they aren't sitting at home" (Wafer, 2015)

Wafer explains that workshop managers are able to outbid private sector business for work to keep sheltered workshops afloat because private sector business that are mandated to pay their employees a legal wage are not able to compete with bidding prices (2015). These 'workers' are not seen as employees, but rather considered 'trainees' (Dale, 2010) and do not receive benefits (28, 44). Simply explained, "no other demographic is expected to work for less than legal wage" (Wafer 2015). Alternatively, Wafer advocates for hiring persons with disabilities, as he states:

I have hired 112 people with disabilities in the past 20 years in my six Tim Hortons locations in Toronto. Today 46 of my 225 employees have a disability, eight of whom have intellectual disabilities. All are paid the same wage and the same benefits of an employee without a disability (Wafer, 2015)

Wafer believes that those working in sheltered workshops should “be placed in the competitively paid position they are perfectly capable of filling” (Wafer, 2015). However, despite Wafer’s positive endorsements, individuals with disabilities, in particular IDD, are continually unable to achieve employment outside of sheltered workshops (Galer, 2014).

Flaws With Sheltered Workshops for Persons with Disabilities

As Galer (2014) explains, persons with disabilities have been traditionally “shut out of competitive employment in the mainstream labour market” (p. 5) and, historically, “many people with disabilities were forced to accept work in sheltered workshops regardless of its measurable benefits” (p. 5). Initially, sheltered workshops were designed to provide a liminal space where individuals with disabilities could acquire effective job training skills that would eventually lead to other gainful, mainstream employment (Galer, 2014). However, by the late 1980s, it became evident that sheltered workshops “were failing to live up to their original purposes” (Galer, 2014, p. 14). With minimal effectiveness in providing transferable skills to mainstream employment (Canadian Association for Community Living, 2011), advocates “are calling for an end to segregated practices of workshops because they contradict labour market policies for inclusion, have damaging effects on individual quality of life, reinforce poverty and limit transition to other more inclusive opportunities” (National Disability Rights Network, 2011 as cited in Canadian Association for Community Living, 2011, p.7). Despite legislation that proclaims persons with disabilities should be employed and paid “[o]n an equal basis with others” (UN Convention of the Rights and Persons with Disabilities, 2006, p. 26), American statistics report the majority of workers with IDD (76 percent) work in sheltered workshops (Migliore, 2011). With only a small margin of 1-5% of these workers (Migliore, 2011) of sheltered workers leaving workshops for

opportunities in mainstream employment, persons with IDD face many barriers to transition out of sheltered workshops.

Barriers to Mainstream Employment

Persons with disabilities, in particular with IDD, face many barriers to entering mainstream employment. Existing biases and stigmas (Chi-Geng and Qu, 2003), predominance of and continued investment in sheltered workshops, unclear policy and program frameworks for providing employment supports for persons with IDD, and an emphasis on disability day-supports or non-employment activities (Canadian Association of Community Living 2011) are several barriers that make transition into mainstream employment difficult. In addition, employers cite concerns that an employee with a disability may not be able to perform duties, and suggest that the cost of accommodating a person with a disability is an impediment (Houtenville & Kalargyrou, 2012). However, research indicates that 71 percent of accommodations cost \$500 or less, with 20 percent costing nothing to employers (Bell, 2007).

For persons with IDD, the camaraderie and acceptance experienced at sheltered workshops have been documented as a dis-incentive to seek community employment (Cohen 2005). As Timmons et al., (2011) explains, a deterrent from mainstream employment for persons with IDD is the limited and “poor quality” of interactions with coworkers without a disability (p. 297). The experience of belonging is important to all people, and maintains special significance for persons with IDD who are often excluded from many aspects of society. Social inclusion rooted in employment for persons with IDD is discussed below.

Mainstream Work as a Place of Social Inclusion

Described as the belongingness hypothesis by social psychologists, “long-term exposure to negative interpersonal reactions causes poor psychological and physical health...” while positive

encounters “stimulate psychological and physical well-being” (Baumeister, 1995 as cited in Vornholt, 2013, p. 464). A lack of opportunities for individual growth and obtaining a valued social role may solidify “a cycle of social isolation... [making] it difficult to participate in social activities” (Rinaldi, 2004, as cited in Lysaght et al., 2012b, p. 1339). For persons with IDD, achieving social inclusion is extremely difficult.

A definition of social inclusion suggests “full and fair access to community-based resources and activities, having relationships with family, friends and acquaintances and having a sense of belonging to a group (Cobigo et al., 2012a, p. 76). However, Cobigo et al., (2012a) recognize several issues that challenge the scope and clarity of conceptualizations of social inclusion. Primarily, “conceptions of social inclusion generally reflect dominant societal values and lifestyles, leading to moralistic judgments if people reject or cannot achieve the dominant norms” (Clegg et al., 2008; Scherwin, 2010 as cited in Cobigo et al., 2012a, p. 79). In addition, “[s]ocial exclusion and inclusion are generally seen as having a binary and exclusive relationship: if you are not excluded, then you are included (Sherwin, 2010 as cited in Cobigo et al., 2012a, p. 78). Typically, social inclusion has been “interpreted in terms of frequency of activities and contact with the community rather than perceptions of being accepted and recognized as an individual” (Lysaght et al., 2012b, p. 1340). Since many agencies that support persons with IDD implement social activities and detailed schedules of daily activities, it is difficult for a person with IDD to establish and maintain a social role outside of a supporting agency.

As this social role is hard to come by for people with IDD, many have sought to rectify the experience of social exclusion through employment (Lysaght et al., 2012b). Lysaght et al., (2012b) suggest mainstream or paid employment for persons with IDD as a crucial step for

gaining access to a variety of valued social roles (p. 1339). Scholars such as Walmsley (1991), MacIntyre (2008), and Hall (2004) have noted that a major determinate of citizenship and social inclusion centres on paid employment. Employment allows for the experience of being accepted into a network of individuals, feeling part of a team and exercising notions of responsibility and dependability. As Vornholt et al. (2013) state, “for people with disabilities employment is particularly important, because having a disability often means being socially isolated and work is one opportunity to reduce this isolation” (Vornholt et al. 2013, p. 463).

To obtain a valued social role Lysaght et al., (2012b) propose that community-based employment for persons with IDD, as opposed to sheltered workshops, is “the ultimate goal of vocational intervention efforts” (Lysaght et al., 2012b, p. 1347). While notions of full, complete integration of persons with IDD into the workforce is ideal and proposes many benefits, it may nevertheless be an idea rooted in a reality that has not yet been reached. Social inclusion and presence for persons with IDD into the mainstream workforce is a feat that is still struggling to be reached despite legislated efforts, as discussed in the section below.

Mainstream Employment, Participation and Hiring Rates for Persons with IDD

Employment for persons with IDD is not only significant in terms of monetary gains, but it is viewed as a step towards achieving societal acceptance and valued participation. Individuals who are considered able to participate in the workforce fall within the IQ range of 50-70 (CDDH, 2014). These individuals are capable of obtaining employment with or without person or employment supports (CDDH, 2014). In Canada, workforce availability for persons with a disability or a combination of physical, intellectual and developmental disabilities has increased over the last 10 years (Public Service Commission of Canada, 2011, p. 10). This shows a general increase and acceptance of persons with disabilities into the Canadian workforce. In fact, a

publication from the Canadian Association for Community Living Foundation in partnership with People First of Canada (2012) illustrates successful mainstream employment that persons with IDD have obtained. Examples of the kind of employment range from janitorial work and maintenance at a local arena to creative papermaking, catering baked goods and restaurant service. Many individuals with IDD featured in this publication cite interacting with clients as a favourite element of their job (Canadian Association for Community Living, 2014). As well, employers in this publication describe how hiring individuals with IDD has contributed great richness to their businesses.

Despite these gains for persons with IDD, however, a Canadian publication from the federal Social and Aboriginal Statistics Division reports that persons with IDD have the lowest level of workforce participation amongst all types of disability including hearing, seeing, communication, mobility, agility, pain, learning, memory, psychological (SASD, 2006, p. 10). This shows that persons with IDD are extremely underrepresented in the workforce. Given the recent shift to phase out sheltered workshops and the documented benefits of mainstream employment, it is important to discuss what it means to compete for mainstream employment for persons with IDD.

What Does it Mean to Compete for Mainstream Employment?

Considering the desire of individuals with IDD to achieve mainstream employment, the phasing out of sheltered workshops leaves persons with IDD with a challenging task of competing with Canadians without disabilities for mainstream employment. Research indicates that persons with IDD, if able to obtain a job, are traditionally employed in service industry settings (Canadian Association for Community Living, 2012). Research has noted that persons

with IDD can excel at these jobs and positively contribute to the work environment (Canadian Association for Community Living, 2012).

While there may be many positions well suited to persons with IDD, the interview process to obtain employment has been documented as a make-or-break opportunity for persons with or without disabilities to demonstrate their work related strengths and skills. Farrell (1986) refers to an employment interview as a “polished crystal ball” that exposes ideal candidates for employment positions. Interviews present “a critical information-gathering process needed for making judgments about people’s chances for success” (Farrell, 1986 as cited in Peterson, 1997, p. 287). Furthermore, “[c]ommunication skill in the job interview is important for the interviewee attempting to present himself or herself as a good potential employee (Wright & Multon, 1995, p. 214). During an interview, “minor disturbances in the ability to communicate can have detrimental effects on the impression an interviewee makes” (Wright & Multon, 1995, p. 215). Social skills are defined as “repertoire of verbal and non-verbal abilities that are used to communicate and govern interactions with others” (Bellack, 1979; Matson & Wilkins, 2007 as cited in Smith, 2010, p. 1366). However, as noted earlier, “among individuals with IDD, the recognition of overt or subtle social cues and appropriate responses to specific environments may be particularly difficult, especially for those with receptive and expressive language deficits” (Smith & Matson, 2010, p. 1367). In sum, while there are flaws with sheltered workshops and benefits to mainstream employment, gaining access to these types of jobs remains a challenge.

Theoretical Framework

As reviewed by Lysaght et al. (2012b) social inclusion remains a poorly understood concept, despite its importance in everyday life (p.1340). Being socially included is “typically interpreted in terms of frequency of activities and contact with the community rather than

perceptions of being accepted and recognized as an individual” (Lysaght et al., 2012b, p. 1340). For persons with IDD whose participation in activities and socialization has been limited to that with other persons with IDD, their levels of participation within mainstream society may be minimal.

As discussed earlier, “for people with disabilities employment is particularly important, because having a disability often means being socially isolated and work is one opportunity to reduce this isolation” (Vornholt et al., 2013, p. 463). Employment has been continually referenced as an avenue to reduce the effects of stigmatization and allow persons with IDD a solid first-step into achieving full social inclusion and participation. To this end, a focus on community empowerment promotes the ideas of individual agency for a “collective purpose” (Sadan, 2004). This collective purpose supports notions of community empowerment as a process to “develop a sense of responsibility, commitment, and an ability to care for collective survival, as well as skills in problem solving, and political efficacy to influence changes in environments relevant to their quality of life” (Sadan, 2004, p. 145).

Empowerment is linked with the critical pedagogy of Brazilian scholar Paulo Freire. Freire’s work on empowerment is founded on his experiences working closely with illiterate peasants in Brazil during the 1960s. During this time, Freire led thousands of “cultural circles” throughout Brazil where participants identified problems and barriers in their lives. Here, Freire assumed the position of “facilitator of empowerment”, where individual power for the participants was generated through knowledge that fostered social or cultural action. Freire’s goal as facilitator was to bring the oppressed from one level of consciousness to another where they could achieve a new vision of the world and the means to change it (Freire, 1999).

The Empowerment Education Model (EEM) is based upon Freire's notion of Empowerment Education described above. The EEM model stresses the importance collective dialogue between the group and its facilitator. The EEM model reinforces Freire's belief that people are subjects of their own learning experiences, and therefore should be included in the research process (Downey et al., 2009, p. 28). The EEM model is broken down into three steps. These steps are described as listening, generating dialogue, and creating positive change that impacts the persons involved. This model has been praised as a key theoretical perspective for contributing to empowerment projects (Downey et al., 2009). Most commonly, this model has been utilized to discuss public health empowerment projects such as Kamil, Shantini, and Sardin (2015) study involving persons with disabilities at a special education school. The authors completed this study in order to improve the quality of services provided by staff to the students and hoped to empower students to "advocate for their own needs" (p. 139). The completed EEM project found issues with a lack of coherent communication between students and staff that restricts student learning (p.142).

According to Downey et al. (2009), the first step of the EEM model is to listen to the life experiences of the involved community members. This positions citizens as primary researchers in their own community and ensures that their voices are heard (Downey et al., 2009). The second step of the EEM model is to generate dialogue with the community in order to explore the ideas that were revealed during the first phase. The third step of the EEM model is the design and implementation of "positive change actions" to alter the negative social condition (Downey et al., 2009, p. 29). This step can be seen as a reevaluation of programs and services to accommodate and acknowledge the information gathered in steps one and two.

Photovoice and EEM. Downey et al. (2009) discuss photovoice narrative as a method to apply the theoretical framework of the EEM model to a participatory approach for research (p. 30). The EEM model stands as the theoretical backbone for guiding the creation of the current study's photovoice narrative seminars to support the end goal of creating a visual resume to assist participants with IDD in job seeking endeavors. The EEM model will be used to structure the photovoice narrative process, specifically with designing the researcher led seminars. The three steps of listening, dialogue and creating positive change actions (Downey et al., 2009) provide the structure of the current study. Given the nature of the research participants' individual ability, the EEM model provides flexibility in the sense that, with guidance and support from the researcher, the participants are able to freely express themselves in discussion and in the creation of their visual CV. The end goal of creating a communication tool to assist persons with IDD in seeking and securing employment reflects what Downey et al. (2009) refer to as positive change actions that contribute to altering social conditions (p. 28). The theoretical perspective of the EEM model strengthens the structure of the photovoice narrative seminars.

INCOME Framework

As clearly outlined in this literature review, persons with disabilities do not have traditional experiences with employment as their peers without disabilities may have. Given the vast variety of disabilities and individualized supports required for persons with disabilities, Beveridge et al. (2002) propose a framework for conceptualizing career development that is applicable to this population. The INCOME model (imagining, informing, choosing, obtaining, maintaining and exiting) describes six identifiable statuses throughout an individual's experience of employment. It is important to note that these statuses are fluid, rather than fixed. This means that "one can skip or revisit statuses" (Beveridge et al., 2002, p. 196) throughout their career

path. The following describes the INCOME model as a framework for persons with disabilities to move throughout their employment experience.

Imagination. The first status, ‘imagination’ describes the process in which an individual “comes to the realization that there are occupations; the realization that work, jobs, or careers exist; or the realization that jobs exist of which he or she was formerly unaware” (Beveridge et al., 2002, p. 197). As individuals with disabilities are described as having limited life experiences that promote social learning (Beveridge et al. 2002), this lack of experience carries into adulthood. Beveridge et al., (2002) note the following effects; career indecisiveness (Strohmer, Czerlinski, Menz, & Engelkes, 1984), vocational immaturity (Lerman & Guilfoyle, 1970; McHugh, 1975), low self-concept (Bartel & Guskin, 1971), and fewer perceived career options (Lerman, 1976; Salomone & McKenna, 1982). Acknowledging and exploring potential career interest and positions helps to identify the individuals’ interests and solidify the idea that work is possible.

iNforming. This status is where an individual “acquires information about him- or herself, the world of work, existing opportunities, and his or her cultural context” (Beveridge et al., 2002, p. 4). It is here that an individual builds upon realizations found in the ‘imagination’ stage and begins to explore possible career opportunities or interests. As Beveridge et al. explain, “[d]uring this experimental process, individuals compare their self-knowledge of their work competencies and work values with the requirements, characteristics, and benefits of the different careers” (p. 198).

Choosing. This status is where the individual integrates the information obtained from the first two statuses and chooses from known occupations of interest (Beveridge et al., 2002). There are many factors that influence this decision. According to Beveridge et al., “[o]ccupational

choice is predicted by the interaction among the information possessed by the individual, the fit between personality and environment type, the fit between the individual's needs and the job's perceived benefits, the individual's decision-making style, and chance (p. 199).

Obtaining. In this status, the individual implements his or her earlier-formed career decision and obtains a job. However, Beveridge et al. (2002) acknowledge that individuals with disabilities face additional barriers to seeking employment such as discrimination, prejudice, need for support services, and transportation difficulties (p. 200). Obtaining employment is not always easily completed.

Maintaining. This status describes the “individual's ability to keep and perform the job” and it is “dependent upon a successful synthesis between the individual and the work environment” (Beveridge et al., 2002, p. 202). This status calls for careful consideration of issues that can complicate employment. Described as “disability management,” Beveridge et al. suggest that individuals must account for issues related to effects of their disability on factors such as transportation, time management, medication management, and physical, cognitive, and emotional endurance (p. 202).

Exiting. Exiting describes the final status of the INCOME model. Reasons for exiting employment are described by Beveridge et al. (2002) as issues with worker satisfaction or a change in work goals. This model places importance on the dynamic relationship between work goals and work satisfaction. An individual with a disability may not be happy in his or her work position, or may wish to explore other work interests or possibilities. Therefore, “[e]xiting encompasses not only getting fired or retiring but also being promoted or departing voluntarily from one's present position to enter new work settings or nonwork experiences” (Beveridge et al., 2002, p. 203).

It is important to note a significant gap in Beveridge et al. (2002) INCOME model. A large component of obtaining employment that is not discussed in the model is having a CV to present to potential employers in an interview setting. The literature suggests that CVs are not all encompassing documents, rather that they are personally tailored and targeted for the desired position (How to write a good resume, 1999). More specifically, David & Muir (2003) cite the following as mandatory elements of a CV: name, mailing address, education, work and extracurricular experience, and references (p.40). David and Muir (2003) point out that CVs should be “accurate and accentuate the achievements that a potential employer would focus on (p.39).

A Workopolis labour report concludes that “[n]early 60% of employers spend just 11 seconds or less on the résumé page before either saving or downloading it, or moving on” (Harris, 2014). Given that résumés are “the calling cards of today’s job seekers” (How to write a good resume, 1999) these documents play a key role in portraying one’s strengths and skills to an employer.

The INCOME framework assumes that the individuals involved have a working résumé and know how to interact with their CV, and a potential employer, in an interview. This thesis attempts to address this gap in the INCOME framework. Through discussions with the community stakeholder at LiveWorkPlay, this gap was noted as legitimate and important, resulting in the thesis partnership. Together the researcher and stakeholder solidified the importance and relevance of implementing photovoice narrative to create a visual CV for individuals with IDD supported at this agency.

Rationale

Individuals with intellectual and developmental disabilities have faced continual barriers to achieving social acceptance within their communities including, historically, the experience of being institutionalized. Despite the decline of segregated institutionalized living, and slight increases in employment and social opportunities, individuals with IDD continue to face barriers to accessing meaningful and dignified employment and the social inclusion that could result from this opportunity. This thesis seeks to utilize photovoice narrative as not only the research method, but also as a vehicle to create, organize and use in a job interview a “Work Portfolio” – a visual CV to aid young adults with IDD in the job seeking process to highlight their ability to successfully function in the workforce.

Project Objectives

As suggested by the International Labour Office Geneva in their 2002 report on Managing Disability in the Workplace, “[e]mployers should consider ways of enabling candidates with disabilities to participate and perform at interviews on an equal basis with other candidates” (International Labour Organization, 2001, p. 14). The tangible project objective of this thesis will be the creation of a visual “work portfolio” created in partnership with young adults with IDD supported by LiveWorkPlay, a charitable organization in Ottawa that supports adults with developmental disabilities. The researcher conducted a series of six seminars to guide and engage the participants through the process of creating an individualized visual “work portfolio”. The aim of the work portfolio is to serve as a communication tool for the participants to use in future employment opportunities to showcase their skills and strengths through a medium that is accessible and practical for future employment endeavors at the interview stage.

Research Questions

Contemporary research posits that meaningful employment is a key to social inclusion, acceptance, and obtaining a valued social role, which present many benefits for the individual. Given the noted challenges for persons with IDD to convey work related strengths and skills, and thus gain meaningful employment, the guiding research questions are as follows:

- 1. How does photovoice narrative aid in individual empowerment through the creation of a visual “work portfolio” that outlines the individual’s work-related strengths and skills?*
- 2. How adequately does a visual “work portfolio” serve as a communication tool to aid in the challenging task of a face-to-face interview?*

The answers to these research questions will hopefully shed light on options for increasing channels of communication between prospective employees and employers in hopes of encouraging self-empowerment, self-efficacy and social inclusion amongst Canadians with IDD.

Significance of the Thesis

By working alongside persons with IDD and creating a communication tool that will, hopefully, aid in further employment opportunities, this research will give voice to the participants, and provide mutual educational benefits for both the researcher and the participants. The contributions of this research are as follows. Firstly, the study’s findings will highlight and assess alternative ways for persons with IDD to communicate their strengths and skills to employers. Secondly, the thesis will provide recommendations on how persons with IDD could be supported in demonstrating their skills and strengths in the job market through an alternative medium to verbal communication that supports notions of inclusivity and equality. Thirdly, the thesis may provide evidence of the effectiveness of an alternative to the written CV for use by persons with IDD to communicate their job-readiness and skills to potential employers. This

study highlights the need to open channels of communication, celebrate differences, and support vulnerable populations.

Summary

This literature review has unveiled and discussed historical depictions of persons with IDD beginning with poems written in Ancient Greece. From this point forward, persons with IDD were subjected to social segregation, experienced mass murders during the era of eugenics, and endured false stereotypes as ‘abnormal’ or ‘different’. The discussions of critical disability studies that challenges the normalized medical model of disability propose different lenses for understanding disability. The importance of social inclusion for all people, especially persons with IDD, was discussed and an outlet for achieving social inclusion through access to employment was reviewed. Employment was discussed in terms of both financial benefit but, more importantly, as a means to empower persons with IDD and contribute to achieving social inclusion and full citizenship. With guidance from Canadian legislature, some measures have been put in place to encourage employment of identified disadvantaged groups in Canada. However these efforts do not translate into actual hiring rates for persons with IDD.

Chapter Three: Method

This study employed photovoice narrative and aimed to empower persons with IDD through the process of creating a visual curriculum vitae (CV), where participants creatively highlight their work-related strengths and skills through photographs and narrative. The finished product was a personalized communication tool to distribute to employers, or for use in an interview. Observational data of the visual CV creation process, basic semiotic analysis of the actual visual CVs, qualitative analysis of a mock interview, and an informal discussion post interview provided triangulated data for analysis for this study. Combined, this study contributes to an understanding of indicators of empowerment for persons with IDD by using the communication tool of a visual CV.

Research Context / Research Setting

The goal of this study adheres to a main principle of participatory action research, which suggests working in collaboration with relevant stakeholders to “define a problem in the community, determine the methods to be used, analyze and reflect on the data” (Frey, Botan, & Kreps, 1999, p. 34) to contribute to change for those involved. As one of the project goals was to work with a community partner who would be able to provide access to participants with IDD who are seeking employment, a first challenge was to identify a community partner. After attending a workshop entitled “Resources to Celebrate Community Capacity for Inclusion of Persons with Intellectual Disabilities” organized by Professor Virginie Cobigo of the University of Ottawa, the researcher approached Professor Cobigo to discuss possible partnerships. Professor Cobigo suggested LiveWorkPlay as a potential community partner and research site. The researcher contacted the director of LiveWorkPlay, Julie Kingstone, to arrange a meeting to discuss the possibility of collaboration. As working closely with stakeholders is an essential

element of PAR research, several meetings prior to the study were held to discuss the potential impact of the study, the benefits for the research participants and how the program would unfold.

LiveWorkPlay is a charitable organization based in Ottawa that is committed to providing individuals with IDD opportunities to live, work, and play as valued citizen within their communities. LiveWorkPlay was approached because of its commitment to support individuals with IDD by offering community-based social and employment programs and to “help the community understand their role in ending exclusion and appreciating people with intellectual disabilities as valuable members of the human family” (LiveWorkPlay, 2014). LiveWorkPlay committed to this study by extending invitations to participate to individuals with IDD who are supported at LiveWorkPlay. The Director of Operations, with suggestions from fellow employees at LiveWorkPlay, recruited five research participants.

Sample Population

LiveWorkPlay recruited the research participants purposively. Broadly speaking, inclusion criteria were that participants had to be young adults with IDD who were seeking paid employment in Canada. More specifically, inclusion criteria included basic verbal and oral skills in English. Participant gender or race was not a factor of participation, nor was the participant’s type of disability. This study followed the recommendations of Ollerton and Horsefall (2013), who conducted a photovoice study with persons with IDD, to include five participants. This small number of participants allowed the researcher to dedicate full attention to each participant and provide extra support when needed throughout the scope of the study. This study’s specific sample consisted of 5 adults (2 men and 3 women) with IDD.

Procedure

This study used an adaptation of typical photovoice narrative techniques, while creating a practical and useful communication tool for adults with IDD to aid in gaining employment. Rather than simply showcasing the pictures captured by the participants in a common photovoice viewing, this study sought to incorporate the captured photos into the context of a traditional curriculum vitae to highlight the participants' work-related strengths, skills and interests while also accommodating language or communication barriers the participants may have.

Based on a review of previous successful photovoice narrative projects, discussions with the Director of Operations at LiveWorkPlay, and personal experience with the target community, the researcher designed a series of six seminars to best suit the needs of the participants. Wang's (2003) three-tier process provided the foundation to guide the creation of the seminars. First, Wang (2003) suggests participants select several photographs to include in their photovoice project. Second, participants are to contextualize their photos through group discussion to identify individual and group experiences of the photovoice narrative experience. Third, Wang, and Kreig and Roberts (2007) suggest prompting participants to comment on each other's photographs and discuss similar themes or images. This third stage involves codifying each of the participants' photographs used in their photovoice project to solidify themes discussed in the second stage. However, because of the nature of this sample population with their specific limitations, these three tiers were adapted to fill in the gaps of experience and knowledge and the ability of the participants and were facilitated as a series of six seminars. The six seminars spanned a two-week period.

Seminar Descriptions

Seminar 1 – Introduction to Photovoice and Overview of the Visual CV Creation

Seminar 1 was an introductory seminar where the researcher and participants could meet, review the aims of the photovoice narrative project and ask questions. A mock visual resume was circulated to better conceptualize the project. This seminar used brainstorming activities to highlight the various sections that comprise a resume, to discuss how to find employment and to emphasize the role of a résumé in job seeking.

Seminar 2 – Résumé Components, Photography Basics and Camera Practice

This seminar focused on how a photograph can tell a story. Various photographs of scenery, people and animals were shown to allow the participants to express their interpretation of the photograph. Next, an activity of selecting “good” photographs (clear, in focus, centered) from “bad” photographs (blurry, out of focus, slanted, poor lighting) was led. This seminar was completed by camera distribution and participant practice with camera mechanics.

Seminar 3 – Group Sharing of Photos & Discussion of Photography Experience

This seminar focused on the preliminary construction of the visual CV. Participants took turns to reveal their captured photographs and the personal meaning of each photograph. Group discussions revealed themes or similarities amongst participants’ photographs. This seminar incorporated Wang’s (2003) first tier (selecting photos for inclusion) and second tier (photograph contextualization) of conducting a photovoice narrative study. Participants completed a worksheet designed by the researcher (See Appendix 2) regarding employment goals, previous experience, interests and skills and potential references to guide the visual CV creation in the following seminar. Participants were encouraged to bring in relevant certificates, diplomas and letters of recommendation to include with their visual CV.

Seminar 4 – Preliminary Organization of Visual CV

After reviewing the key categories of a traditional résumé (work experience, volunteer experience, education, interests), participants began to construct a rough draft of their visual CV in this seminar. Using printed headers of resume categories and the completed worksheet, participants selected photographs, blank paper and writing supplies; participants began to conceptualize and create their visual CV. Participants submitted their completed drafts to the researcher to allow for the rough draft to be translated into a digital version on Microsoft Word.

Seminar 5 – Review and Edit Visual CV with Help of Researcher

Participants received a printed copy of their draft visual resume, and were encouraged to make esthetic edits with the researcher's help. One-on-one, each participant and the researcher reviewed the digitalized version of the visual resume, and made changes to font, photograph size, layout and colour.

Seminar 6 – Mock Interview Using Visual CV

The participants received the final copy of their visual resume in a clear folder, along with a letter of appreciation from the researcher. After familiarizing themselves with their completed visual resume, participants participated in a videotaped mock-interview with the researcher. Following the mock interview, the researcher and participants had an informal one-on-one discussion about the photovoice narrative process and shared insights about their experiences living and job searching with a disability.

Data Collection & Data Analysis

There are five phases of data collection and subsequent data analysis that capture the richness of this study: observational data of seminars, semiotic analysis of completed visual resumes, qualitative analysis of the mock interview and subsequent informal interview.

In phase one, the researcher evaluated the observational data captured in the researcher's journal notes written immediately following each seminar. These extensive notes comment on individual participant insights, enthusiasm, challenges and overall success of each seminar. While highly subjective, these journal notes served as a detailed ongoing record of each seminar. As stated by Creswell (2009), reflexivity occurs when "the inquirer reflects about how their role in the study and their personal background, culture and experience hold potential for shaping their interpretations..." (p. 186). Therefore, the researcher bracketed her point of view to ensure an "open and honest narrative" (Creswell, 2009, p. 192) that separated the participants' viewpoints from her own. This data provides the reader with a sense of the atmosphere, success and trials of the seminars.

In phase two the researcher applied a basic analysis using Ferdinand de Saussure's semiology to explore meaning associated with the photographs chosen for inclusion in the visual CV by the participants. By examining the placement of the participants' photograph with the brainstormed résumé headings (work experience, volunteer experience, education and interests), this phase sought to apply a semiotic analysis to further understand the message conveyed by the photographs included in the visual CV. As described by Pierce (1999), the three components of semiotics are defined as "signifier" (a word, gesture, object or picture), "signified" (an event, idea, or concept) and lastly, "signification" (the mental interpretation of the signified) (as cited in Jamani 2011 p. 193). As stated by Danesi (2007), "all *signification* (be it denotative or connotative) is a relational and associative process – that is, signs acquire meanings not in isolation, but in relation to other signs and to the context in which they occur" (italics in original, p. 16). The data was coded by organizing each participant's photographs under the headings of literal or metaphorical representations of their strengths and skills captured through photography.

Next, the chosen photograph (signifier) was examined to evaluate the message conveyed (signified), and lastly the suggested strength or skill conveyed (signification). Upon completing this process, the emergent themes surrounding the participants' selected photographs were discussed with their relevancy to the participants' expressed "dream job". This section incorporated the final tier of Wang's (2003) photovoice narrative process, which is to codify relevant themes proposed during the photograph contextualization that took place in seminar number three.

Phase three was comprised of a qualitative analysis of the mock interview with each participant. Using a verbal communication-coding sheet created by the researcher and her thesis supervisor (see Appendix C) indicators of confidence, levels of comfort, interaction with the visual résumé and others were noted. Data coding was completed by watching the mock interview and recording signs of success markers, defined as "statements that describe the "transformational changes and incremental gains that program participants have observed as a result of their participation in the program" (Terrion, 2006, p. 162). While it may have been beneficial to the study to have the mock interviews conducted by a professional, the level of comfort and trust established between the researcher and participants throughout the seminars created a comfortable environment for the participants to engage with their visual CV for the first time and thus seemed preferable.

Phase four utilized one-on-one participant and researcher interaction following the mock interview to discuss the usefulness of the photovoice project. The researcher and participants discussed questions related to the experience of participating in the seminars, the creation of the visual CV, the experience of using the visual CV in the interview, and general observations about challenges of seeking work while having a disability.

Validation Strategies

The multiple sources of data discussed above (observational data, semiotic analysis of completed visual CVs, interview analysis, post interview informal discussion provide a holistic account of a “complex picture of the problem or issue under study” (Creswell, 2009, p. 186) and thus enhanced the validity of the study. In sum, Creswell (2009) describes this triangulation of data as a process “claimed as adding to the validity of the study” (p. 201). As per requirements for the ethical practice of research, this thesis received ethical clearance from the University of Ottawa’s Social Science and Humanities Research Ethics Board.

Role of the Researcher

The researcher, Cristina Deroo, has previous work experience working with individuals with IDD. It is important to acknowledge a bias associated with the advocacy intent and insider knowledge and experience that shapes the researcher. The researcher is aware of various challenges that individuals with IDD face, having worked closely with children and young adults with developmental disabilities for four years. In addition, the researcher is predisposed to exhibit empathy for this minority group and will seek to use the produced thesis to advocate for policy reform in her career endeavors. This statement of the researcher’s experience and potential biases assists in supporting the study’s validity by suggesting how the researcher’s background, culture, and history can affect the study results (Creswell, 2014, p. 202)

Summary

Despite the decline of segregated institutionalized living, individuals with IDD continue to face barriers to exercising self-determination and agency in labour markets through obtaining meaningful employment. One of the challenges facing young adults with IDD is being able to demonstrate to potential employers that they have much to offer as an employee. This thesis

utilized photovoice narrative in order to visually document the skills and contributions of study participants. By engaging participants in producing a visual CV, this research project explored options for increasing channels of communication between prospective employees and employers in hopes of encouraging inclusion in Canadian labour markets.

As is true to PAR research, the research participants were intimately involved in each element that contributed to the creation of their visual résumé. Both the researcher and research participants were rewarded with furthered knowledge and experience throughout and after the study. This mutually beneficial study is novel, as it counters the discussed site of contention amongst disability scholars who research persons with IDD and often solely gain from the research.

Chapter 4: Results

This chapter will present the data collected from the photovoice narrative project with young adults with IDD. This chapter will unfold with brief descriptions of each participant based on the researchers' journal notes, followed by a review of the five contributing sources of data: participant completed "worksheet", photographs selected for inclusion in visual CV, mock interview success markers and comments made during an informal discussion following the mock interview. In order to protect anonymity, instead of using names, unique pseudonyms have been assigned to each participant.

Participant Descriptions

Holly. Holly is a young woman in her early thirties. Married and living in an apartment with her husband, Holly attended every seminar with blank paper and pens ready to take notes. Holly has Down syndrome but she is confident that Down syndrome will not limit her and she conveys the conviction that Down syndrome is just a part of who she is. Acknowledging that occasionally she requires extra direction with tasks, Holly makes sure that she thoroughly understands a task prior to beginning it. Holly has never had paid employment, but she is very involved in volunteering at a local seniors center. Holly enjoys Special Olympics Figuring Skating and is working towards completing American Sign Language (ASL) courses at Algonquin College even though she is not deaf. Holly commented that she has never had a CV before, and began planning her ideas carefully on paper and showing her ideas to the researcher after each seminar. Holly was dynamic throughout the seminars and made valuable contributions during group discussions and



group exercises. Since Holly has a digital camera of her own, she chose to capture her photographs on her own camera rather than on the camera provided by the researcher.

Lucas. Lucas is a young man in his early twenties with Down syndrome. Lucas openly contributed to discussion during the seminars by answering discussion questions even if he wasn't sure if his answers were correct. With a slight stutter and mild speech impediment, Lucas speaks slowly and carefully to articulate himself verbally. Once comfortable in his surroundings, Lucas quickly became known as the "jokester" throughout the seminars. Often making the researcher and other participants laugh, Lucas, who has successfully obtained volunteer and coop positions but not yet engaged in paid employment, accepted the challenge of creating his visual CV seriously. Often speaking with the researcher after the seminars, Lucas proposed many ideas he had for designing his visual CV. When in possession of the camera for photography, Lucas offered to help other participants with the camera mechanics and assured the researcher that he would take excellent care of the camera. It is important to note that while Lucas participated in the entire creation of the visual CV process, he did not attend the final seminar as he had received a phone call regarding a job interview and was experiencing nervousness as the interview would take place the following day.



Christine. Fluently bilingual in both official languages (written and oral), Christine was the sole participant to have obtained paid employment in the past, and she already possessed a



current CV. Working as a Data Entry Clerk at a court house, Christine explains her meticulous attention to detail and her enjoyment of working with technology and data sets. Christine is also a skilled artist and she brought sketchbooks of original art in various media to share with the researcher before and after each seminar. Christine's skills with technology allowed her to create a Facebook page that displays photographs of her art.

Requiring some extra instruction, Christine was able to complete her visual CV with one-on-one assistance from the researcher.

Julian. Julian is a young man in his late twenties. Having obtained volunteering positions in the past, Julian is looking for employment but unsure as to whether he could uphold the responsibility and commitment required. His passion for photography and writing are clear as he currently holds a "camera technician" position with a local television station. Julian found the instructions challenging and required one-on-one assistance with producing the visual CV. Julian was apprehensive about being assigned his own digital camera, as he feared misplacing or damaging it. To rectify this, Julian and the researcher decided to meet before and after various seminars to take photographs on site, in addition to Julian emailing photographs he had on his personal computer. Julian and Lucas (introduced above) maintain a friendship outside of the seminars as they play on the same bowling team twice a week.

Karly. Karly enjoys being active within the community



and spending time with her family and partner. She requires information or tasks to be repeated twice in order for her to understand. This is a request she made during the first seminar that all participants and the researcher adhered to. Karly has volunteer experience within the food industry, including Meals-on-Wheels and Tim Horton's and these are avenues she would like to pursue as paid employment. As she struggled greatly with spelling, grammar and conceptualizing her visual CV, Karly often became stressed and upset with tasks. While she did positively contribute to group discussions, she was often distracted and led conversations elsewhere. With a severe speech impediment, it was at times difficult for Karly to convey her ideas and have others understand them. Nevertheless, she completed her visual CV along with the rest of the group.

Data

Data source 1: Completed Worksheets. During the fourth seminar, the participants completed a "worksheet" designed by the researcher to sharpen the focus and usefulness of the visual CV. This worksheet required each participant to report their dream job, their job skills and their unique skills (defined individually below). The complete worksheet replicates the 'informing' and 'choosing' stages of Beveridge et al. INCOME model. The worksheet prompted participants to look within themselves to acquire information, insights, reflect on opportunities within their cultural context (Beveridge et al). Furthermore, the 'choosing' stage allowed the participants to assert control over their career choices or interests.

Participant Reported Dream Job. Participants completed a worksheet designed by the researcher to explore their ideal dream job prior to constructing their visual CV. An operational definition of a dream job is one that is a paid opportunity that the participants could imagine themselves being successful at. The term successful was defined as something that the participants could physically and cognitively do, as well as feel happy and fulfilled. Each

participant listed more than one “dream job” on his or her worksheet. Generally centered around the service industry sector, the participants listed the following positions as their dream job of choice.

Table 1

Participant Worksheet: Dream Jobs

<u>Participant Name</u>	<u>Reported Dream Job</u>
Holly	• Working with Rainbow Loom at Mastermind Toy Store
Lucas	• An Office Job
	• Working at HMV
Christine	• Work with data entry
	• Restaurant Server
Julian	• Travel Writer
	• Writing in some way
Karly	• Work in an office
	• Work in a movie theatre

Participant Reported Job Skills. The second section of the worksheet asked the participants to describe job skills that they currently possessed and that could contribute to their success in their dream job. An operational definition of job skills is personal attributes that surround ideas of organization, independence and time management. In addition, personality traits are also included in the operational definition of job skills. Personality traits describe the participants disposition such as friendly, humorous, creative, kind. Some participants required assistance with identifying words to articulate the point they were trying to make. During instances when participants were struggling to complete their worksheets, the researcher and the participant discussed one-on-one to brainstorm various vocabulary choices to articulate the idea. An example of this would be Julian, who was trying to explain that he is attentive to people’s feelings, ideas or the atmosphere around him. Julian and the researcher suggested the word “perceptive” to articulate this idea. However, in general, the participants excelled in this section of the worksheet.

Table 2

Participant Worksheet: Reported Job Skills

<u>Participant Name</u>	<u>Reported Job Skills</u>
Holly	"I'm a very hardworker, getting along with people and I'm very creative with my head and learn things quickly and I'm always independent"
Lucas	"I am so very orazied[sic], I am so very funny, I am so very good looking man"
Christine	"Work independently, attention to details, friendly"
Julian	"I am creative, I write for personal use, I am perceptive, I travel independently or a group"
Karly	"Organized, works well in groups, punctual, works well with feedback"

Participant Reported Unique Skills. The final section of the worksheet asked participants to highlight skills that they believe makes them unique in a workplace. As noted in the researcher's journal notes, it is here that the participants spent the most time constructing their answers. Requiring some clarification of the question between unique skills as talents versus work related skills, the participants began writing would make them unique in the workplace. The collected responses vary from individual ability, language abilities, personal traits and disposition.

Table 3

Participant Worksheet: Reported Unique Skills

<u>Participant Name</u>	<u>Reported Unique Skills</u>
Holly	"I'm very unique of doing things on my own and I express myself of being creative with hands and with my heart"
Lucas	"I am so very on time [sic], I am so very important[sic]"
Christine	"Creative, speak French, computer proficient and good with technology. Always on time, I can travel on my own"
Julian	"Sense of humor, easy to get along with"
Karly	"Organized, independent"

Data Source 2: Photographs Selected for Visual CV. The second source of data is comprised of the photographs taken by the participants. Upon completing the worksheet,

cameras were distributed and time was allotted to review camera mechanics and to practice capturing photos. As discussed with the thesis supervisor, the outcome of the photographs in terms of quality and relevance was unknown. While both the thesis supervisor and the researcher had utmost faith in the participants, it was unsure whether the importance placed on the photographs was communicated to the participants. The act of capturing photos was unmediated by the researcher, as the participants were allotted three days with their camera over a weekend. The photographs were captured serendipitously and are examples of participants' perceived work related strengths and skills. The researcher and thesis supervisor observed that the photographs fell into the categories of literal or metaphorical representations of strengths and skills. For example, Holly's photograph of her Special Olympics Figure skating medals demonstrates a literal representation of her accomplishment, whereas Christine's photograph of a computer desk is metaphorical and left up to interpretation. See Appendix A.

Data Source 3: Success markers of using visual CV during a mock interview.

Upon completion of the visual CVs, the researcher engaged each participant in video-recorded mock interview that examined the usefulness and practicality of the visual CV in an interview setting. Success markers, defined as statements that capture the "transformational changes and incremental gains" (Thayer, Fox, & Koszewski, 2002, p. 2 as cited in Lennox Terrion, 2006) that occur upon completion of a program, were identified. Four success markers of the visual CV were developed. The first success marker was the use of the visual CV as a *conceptual prompt* where the participant looked at their visual CV to trigger an idea they were trying to articulate. The second success marker is the use of the visual CV as a *visual illustration* of a verbal point where the participant referenced the visual CV to explicitly illustrate a point. The third success marker is defined as a *vocabulary cue*, where the participant used words or

phrases found within their visual CV to describe their self or articulate an idea. The final success marker is the use of the visual CV as a *support aid* to hold in their hand to provide comfort and confidence while speaking, or as a point of reference if needed.

During the mock interviews, participants were asked a series of general interview questions that let them discuss their work experience, qualifications and relevant experience related to obtaining their dream job. For example, Holly's dream job is to work for a toy store, and the questions asked of her were thus targeted to relevant experience and interests around this topic.

It is important to note that the researcher had to ask the participants about the photographs in their CV in order to prompt the participants to engage with their CV throughout the interview. Specifically, the researcher asked variations of the following question to engage the participants with their CV: *I see that you have photographs in your CV, that's something I don't see often in a CV, could you explain some of those to me?* The decision to ask the participants about their CV as a primer to have them engage with it was done with purpose. As this thesis seeks to measure the benefits of a visual CV in an interview process for young adults with IDD, the mock interviews would yield no relevant data if the participants did not engage with their CV throughout the interview process. This will be discussed further in the following chapter.

Table 3

Success Markers of using the visual CV during a mock interview

<u>Indicator (broad)</u>	<u>Indicator (specific)</u>	<u>Example from Data (description)</u>
Conceptual Prompt	Using the visual CV to trigger a cue about an idea	<i>Oh, this is uh [sic] a picture of my bus station, I can take the bus (Holly)</i>
Visual Illustration of a Verbal Point	Referencing the visual CV to explicitly illustrate a point	<i>Here's a picture of me with a mounted camera in case you thought I was lying [laughing] (Julian).</i>

Vocabulary Cue	Participant uses words found within visual CV to describe self	<i>Oh, this also describes me, [shows researcher the open CV] I'm also trustworthy (Julian)</i>
Support Aid	Holding onto visual CV to provide comfort and confidence while speaking	<i>Both Holly and Christine held onto their visual resumes during the interview. They kept their hands in between the pages of the CV that appeared to suggest they were relying on the CV to help them with my questions, or provide comfort knowing that the answers would be within the CV. (Researcher's journal notes).</i>

As well, it is important to note that the discussion of the success markers that appeared throughout the mock interview does not follow the chart below. Rather, instances of the success marker are described in the order they appeared during the mock interview for clarity of the mock interview narrative.

Participants' Engagement with Visual CV During Mock Interview

Holly

During her mock interview, Holly referenced her visual CV multiple times. She used her visual CV as a conceptual prompt, as an illustration of a verbal point, as a vocabulary cue and as a support aid. As a conceptual prompt, Holly described the pictures within her visual CV and when viewing a photograph of a bus stop, Holly explained the following, *Oh, this is uh [sic] a picture of my bus station, I can take the bus.* Here, Holly was reminded of a point she would have liked to share with the researcher, this being her ability to travel by public transportation, that she shared with the researcher upon viewing the picture. When asked about her relevant work experience and interests surrounding her dream job, Holly explained how she would like to create and sell bracelets made by her Rainbow Loom (a bracelet making craft). Holly illustrated the success indicator of an illustration of a verbal point when she opened her visual CV and

showed the researcher the pictures of her bracelets and tools for making bracelets. As she said, *“These are my Rainbow Looms (pointing at picture), I have two of them...”* When asked about her education, Holly began to explain her post secondary program, but had forgotten the name. In this instance, she utilized her visual CV as a vocabulary cue, as shown in this statement: *“My education is uh [sic] (looks down at visual CV) the AD Program; it’s at Algonquin College...”* Holly continued explaining her education by showing a picture of her framed diploma from her visual CV, which demonstrates her again using her CV as a visual illustration of a verbal point. Holly kept her hand placed within the pages of her CV, which allowed her to open it quickly when she needed to refer to it.

Christine

During her mock interview, Christine utilized her visual CV multiple times to help explain her answers to the researcher’s interview questions. Coded as a representation of a verbal point, when asked questions Christine often opened her visual CV to show the researcher pictures of points or ideas she was discussing. For example, when asked about her interests, Christine showed the researcher pictures of her artwork and the media used to make them. As she explained, *“I did that one with painting, and that one with markers” [pointing]*. Christine continued explaining the remaining photographs on the CV page: *“This is my worker... he helps me with cooking, cleaning, understanding instructions of cooking...This is my computer is “Mon Ami”, it’s an organizer... I do my artwork around it” (pointing to a photograph of her computer and workstation)*. Overall, once asked about the photographs in her CV, Christine openly engaged with her CV and used the photographs to help strengthen her answers.

Julian

During his interview, Julian engaged with his CV as a visual illustration of a verbal point, as well as a vocabulary cue to help explain him respond to the researcher's questions. When asked questions about his work experience or education, Julian showed the researcher photographs as proof of his accomplishments. When asked about his dream job of writing a travel guide, Julian opened his CV and explained a photograph of him operating a mounted camera for Rogers Television. As he explained, *"Here's a picture of me with a mounted camera in case you thought I was lying" [laughing]*. Later when reviewing his education at Algonquin College, Julian pointed to a picture of his scanned diploma. *"Here's my diploma... my real diploma."* When asked to describe himself, Julian stated that he was a very hard worker and friendly. Struggling to come up with other adjectives that described him, Julian looked down at his CV under the "About me" section and explained, *"Oh, this also describes me, [shows researcher the open CV] I'm also trustworthy."* This is evidence of Julian's use of his visual CV as a conceptual prompt and providing a language cue to help him better answer the researcher's question. Upon reviewing the mock interview, it is clear that Julian understood the relevance of the CV and used it effectively to communicate with the researcher.

Karly

Amongst all participants, Karly used her CV the least. During the mock interview, Karly struggled to answer the researcher's questions, and to stay focused on the task at hand. However, when prompted by the researcher to explain some of the photographs in her CV, Karly used her CV as an illustration of a verbal point by showing the researcher pictures of Tim Horton's (where she volunteered clearing tables), as well as showing a picture of her high school. It was difficult for the researcher to prompt Karly to engage with her CV as she closed her CV and left

it on the table beside her, unlike the other participants where their CV served as a communication tool to enhance their responses.

Data Source 4: Post Interview Open Interview. Upon completion of the mock interview, the researcher and participants engaged in an informal discussion. During this discussion, the following four themes emerged: living with a disability, workplace aspirations for achieving paid employment, the experience of working with the researcher, and the experience of making a visual CV and using it in the interview

Living with a disability. When discussing what it is like to live with a disability, Holly and Christine acknowledged that they require extra assistance with certain tasks, and that when completing a task they may require more time to do so. As said by Holly, *“I am a bit slower [at completing a task] I need a bit more time”*. While this may be true, Holly continued to explain that despite this, she wants to prove to her employer that she is “eligible” [sic] to complete tasks. Christine, when discussing her diagnosis of 22Q deletion syndrome acknowledges several limitations she faces linked to her disability. As she explains, 22Q deletion syndrome affects her in the following ways:

My breathing, my ability to learn, small eyes, something like that, a change of features and, um, also, um, reading books, I have concept trouble. It’s harder to get a job because I feel that they think I can’t do it, but I can do it, and if I force myself to do it I will be able to really well. I don’t let it stop me from doing it.

While both Holly and Christine discuss the ways that disability affects their daily lives, they provided a glimpse into how it feels to be a recipient of prejudice linked to their disability. As Holly explained:

With Down syndrome, um people can see it in front of me, but I don't see it. I don't see it, but they can see it and they can judge me. I express myself in different ways I don't want to be judged, I don't want people to spread information that's not actually there. They cannot judge you, they cannot label you, and disability is part of who I am. A small part of it.

Holly and the researcher concluded their informal discussion with Holly stating that despite facing challenges linked to her disability she advocates for the acceptance of persons with disabilities: *“you get to know that person [with a disability], you realize how much you love that person.”*

Aspirations and Workplace Goals. During the informal discussion, three participants expressed employment related aspirations and goals. The goals expressed by Holly, Christine and Julian share a common desire to attain paid employment. When discussing employment opportunities Christine and Julian both used the phrase *“hopefully paid”* to explain their workplace aspirations. While Holly also articulated a desire for paid employment, she also aspires for workplace acceptance. As she explained: *“When I step into that process of working, I want to be paid and successful. Don't look at my disability, look what's inside”*.

Thoughts on Visual CV and Usefulness to Attain Paid Employment. At the end of the discussion, the researcher asked each participant if they found their visual CV to be helpful communication tool to attain paid employment. The following examples show the participants responses:

Yeah [nodding], but I don't know how to explain it, sorry. (Christine)

Yes, I think it would help with pictures because I show my boss. He going to look at the pictures I have. (Karly)

Yes, definitely yes. (Holly)

Yes, I hope so. Fingers crossed. (Julian)

Interestingly, Julian describes how his opinion about the usefulness of the visual CV evolved throughout the series of seminars. As he explained:

Last Monday I thought, no not really, but now I feel this helps, this helps seeing as

'me don't speak good' [laughing], and I guess if anything it gives proof of what I do.

These comments show that the participants found their visual CV to be useful in their attempts to find paid employment.

On working with the researcher. As discussed in the literature review, persons with IDD are the most socially excluded demographic from the general population. While they may maintain close relationships with support staff and other individuals with disabilities, creating meaningful relationships beyond the scope of immediate assistance and friendship can be challenging. Without a question posed from the researcher, both Holly and Christine described their positive experience working with the researcher as the closing remark of their mock interview.

I love working with Cristina, she's very helpful. Hopefully down the road I can give her a shout. (Holly)

It's been a pleasure knowing you, you've been very helpful for the resume and I've been grateful to know you and, um, I hope you join LiveWorkPlay sometime it would be great if you joined us. (Christine)

In closing, the creation and mock interview process of the participants visual CV yielded five sources of data. To begin, the completed participant worksheets captured the participants dream jobs, as well as their perceived work related strengths and skills. The second source of

data emerged from the photographs taken by the participants that showed their visual representations of their work-related strengths and skills, and which were conveyed in their visual CV. Thirdly, the various ways the participants utilized their visual CV (as a conceptual prompt, a visual illustration of a verbal point, a vocabulary cue or a support aid) illuminated various success markers of the visual CV in an interview process. Lastly, comments made during an informal conversation after the mock interview illuminated the themes surrounding living with a disability, aspirations and workplace goals, the participants thoughts on the visual CV and its usefulness to gain paid employment in the future. In the following section, the meaning of these results will be discussed and explored.

Chapter 5: Discussion

This chapter seeks to explore the significance of the results presented in the previous chapter. This chapter will synthesize the four sources of data to answer the research questions. To summarize, contemporary research positions paid employment as a key to social inclusion, acceptance and the key to a valued social role for persons with IDD. Noting their extreme underrepresentation in the Canadian workforce (Statistics Canada, 2006) as well as communication issues often associated with IDD, this thesis sought to utilize the method of photovoice narrative to create a visual CV or work portfolio. This visual CV captures the participants' work-related strengths and skills through a combination of photography and written text in hopes of serving as a communication tool to promote successful interviews for persons with IDD seeking paid employment. As such, the research questions are as follows:

- 1. How does photovoice narrative aid in individual empowerment through the creation of a visual "work portfolio" that outlines the individual's work-related strengths and skills?*
- 2. How adequately does a "work portfolio" serve as a communication tool to aid in the challenging task of a face-to-face interview?*

This chapter will unfold with an analysis of each research question individually, providing the researcher's analysis and insights paired with commentary from relevant literature to explore each research question.

Research Question 1- Photovoice Narrative and Workplace Preparedness

Recalling Beveridge et al.'s (2002) INCOME model (imagining, iNforming, choosing, obtaining, maintaining and exiting) for conceptualizing career development for persons with disabilities, this research question is situated between the 'choosing' and 'obtaining' statuses.

More specifically, the INCOME framework assumes that the individuals involved have a working resume and know how to interact with their CV, and a potential employer, in an interview. This research question is situated within this notable gap in the INCOME framework. It is within this gap that the researcher and stakeholder at LiveWorkPlay identified the importance of a working CV for individuals with disabilities.

In order to fully explore the first research question, the following section will review what is described as the process and product of the visual CV and the ways both elements contribute to workplace preparedness for persons with IDD.

The Process of Creating a Visual CV

For all but one participant, the process of creating a CV, let alone a visual CV, was novel. Christine was the only participant who already had a working CV, while the other participants had no document to present to employers that captured their work related strengths and skills. The process of creating the visual CV was not solely about the document they produced; rather, the process of creating the CV is unique and important.

Throughout the creation process of creating the visual CV, two main themes emerged: the recognition of the participant's individual strengths and potential; and the importance of celebrating the participants' perspective and validating the importance of their contributions. Each theme is discussed below.

Theme 1: Recognition of Individual Strengths. As explained in the INCOME model, the importance of imagining ("the realization that there are occupations; the realization that work, jobs, or careers exist; or the realization that jobs exist of which [the participant] was formerly unaware" (Beveridge et al., 2002, p. 3) plays an important role in fostering self efficacy. The group discussions held at the beginning of the seminar began to plant the seed for the

participants' imagination of employment. It is here that the participants began to visualize themselves as an "employee" and discuss past volunteer, co-op and work experiences. Since Christine being the only participant to have had paid employment, the other participants focused on their volunteer or co-op placements and imagined what paid employment might be like. Participants discussed how these roles made them feel important and valued and gave them a deepened sense of purpose.

The worksheets completed by each participant embodied the second and third stage of the INCOME model for building self-efficacy. Specifically, these two stages describe the informing stage, where the participant acquires information about him- or herself, the world of work, existing opportunities, and his or her cultural context) (Beveridge et al., 2002, p. 4), and the choosing stage, where the individual integrates the information obtained from the first two statuses and chooses from known occupations of interest (Beveridge et al., 2002). By completing the worksheet, the participants began to explore and inform themselves about what types of employment interested them, and what strengths and skills they possess that would contribute to the likelihood of their success in this role.

The participants reported a variety of unique skills and work skills with minimal assistance from the researcher. Some of the reported unique skills surrounded the topics of punctuality, organization, sense of humour, being bilingual, and expressing oneself through art. The reported work skills included being a hard worker, learning new tasks quickly, attention to detail and working well in groups. As illustrated in table one, the participants chose a variety of dream jobs from working in a toy store, a restaurant server, working at HMV, travel writing and office work. The selection of dream jobs was an element of the photovoice narrative that the researcher could not control or anticipate. The researcher was concerned that the participants might identify dream

jobs that were far beyond their capability and which the participants had little chance of obtaining. However, during the group discussions it became evident that the types of employment the participants aspired to were, in fact, of attainability for the participants. That is, the participants selected employment opportunities that could be realistically attained given factors like their individual ability, education, interests and experiences. As well, the participant reported unique skills and job skills that complemented the types of employment they wished to obtain. For example, Christine's unique ability of excelling with technology and her high attention to detail supported her dream job of performing clerical office work. As well, Holly's reported unique skills of being able to express herself with her hands, her job skills of working well with other people and being a quick learner supported her dream job of working in a toy store. These findings were consistent with literature that has found that persons with disabilities frequently occupy and are successful in service industry employment (Canadian Association for Community Living, 2012).

An important factor for success for persons with IDD seeking employment relies on having "clear, achievable goals, accompanied by a plan of action" (LDAO, 2010, p. 2). The clarity and reality of the jobs selected by the participants demonstrates that the participants do have a realistic scope of employability and have set attainable goals for employment they could excel in. With guidance from Beveridge et al.'s (2010) INCOME model, this section of the recognition of individual strengths was extremely successful.

Theme Two: A Celebrated Perspective. The researcher observed the participants' zest and engagement for the project, and witnessed growth in each participant's confidence. As noted by Dykens (2006) and Shorgen (2006), few studies of persons with disabilities have focused on capturing the strengths and capacities of this population, especially within the transition period of

adolescence to adulthood. The researcher witnessed the participants' empowerment through their engagement with the photovoice project. Most notably, each participant grew in terms of confidence. On various days prior to the seminar Lucas, Pat and Holly purposely arrived early to be able to share ideas with the researcher, as they had been excited. As well, several of the participants emailed the researcher with ideas they had come up with on days between the seminars. With each passing seminar, the participants became empowered. The most remarkable growth in confidence occurred once the participants had received their camera to take photos for their visual CV. It is here that the participants seemed to lose any inhibitions or insecurities surrounding the project, and captured meaningful and moving photos, as described below.

Upon completion of the second seminar that reviewed camera mechanics, tips and techniques for capturing photographs, the participants began to capture what they described as their work related strengths and skills through photography. While this seminar ran smoothly and the participants demonstrated confidence in their ability to take photos, the researcher was unsure of the types or quality of photographs the participants would take, and whether they would be relevant to the photovoice project of creating a visual CV. However, to the researchers amazement, the participants returned to the next seminar with a large number of beautiful and captivating photographs. As can be seen in the samples below, the range of subjects in the photos, the clarity and quality of the images, and the personal nature of the photos speaks to the success of this aspect of the project.

During the third seminar, each participant had the chance to explain and share their photographs with the group. It is here that the participants began to flourish. Each participant took a turn to explain the meaning of their photographs to the group, and openly accepting praise from the other participants was moving for the participants and the researcher. The participants

spoke about their photos using phrases like; *I like this photo because* or *this picture shows...* Upon completion of this show-and-tell period, the participants and researcher gave each other a round of applause. It is here that the participants experienced acceptance of their perspective and validation of their project. As Julian summarized in his informal conversation with the researcher after his mock interview, *it gives proof of what I do* (Julian).

The types of photographs selected by the participants for inclusion in the visual CV include a photograph of a diploma, a computer workstation, a bus stop, a Tim Horton's cash register, artwork and medals displayed on a shelf. The variety of these photographs provide a unique opportunity to engage with the message or meaning conveyed in the visual CV. Recalling Ferdinand de Saussure's theory of Semiotics, several of the participants photographs are examined below with their relationship to the chosen photograph (signifier) is used to examine a message conveyed in the photograph (signified), and what this photograph could suggest (signification) to a potential employer viewing the visual CV.

Photograph 1: Holly Bus Stop

This photo taken by Holly was captured and is of her local bus stop. This photo portrays several of Holly's work related strengths and skills. Mainly, it portrays her ability to use public transportation. Although, it

also suggests her independence to travel alone, her ability to time manage, as well as her ability access a transportation method to allow her to attend potential employment.



Photograph 2: Christine's Artwork

As an avid artist, Christine creates works of art in notebooks, and selected several pieces of art to take photos of and include in her visual CV. This photograph literally portrays one of her pieces of art, however the significance of this photograph shows many aspects of Christine. This photograph demonstrates her artistic talents, her ability to think abstractly (with the use of different drawing techniques seen in the photograph), as well as her creativity.



Photograph 3: Lucas' CD Collection

This photograph of Lucas' CDs literally portrays his love of music. As well, it suggests his ability to care for his CDs as each CD is in a case and stacked carefully into piles on a shelf. This photograph is one of many of Lucas' CD and DCD collection. The multitude of CDs shows Lucas' broad range of musical tastes, as well as his diverse knowledge surrounding music and movies.



Photograph 4: Julian Volunteering

This photograph depicts Julian operating a mounted Camera at a volunteer placement at Rogers Television. This photograph shows Julian's ability to not only operate a camera, but also personal attributes that he is trustworthy to handle the equipment, as well as that he is a valuable contribution to assist in



capturing footage. In addition, this photograph also suggests Julian's ability to arrive to commitments on time, and understands the tasks that are being asked of him.

Photograph 5: Karly at Tim Horton's

This photograph is representative of Karly's volunteer experience at Tim Horton's. While slightly out of focus, this photograph demonstrates a task that Karly would complete; stocking the front reception with products. While Karly herself did not organize this display, it portrays a work strength that she does have, and one that she can complete.



Discussion of Research Question 1

Throughout the process of creating the visual CV, the participants became empowered. Recalling Downey et al.'s (2009) Empowerment Education Model (EEM), the participants progressed through each seminar of creating the visual CV. Through this process, the participants were empowered to share their employment related goals, dream jobs, capturing photographs and explaining the significance of the photographs to the other participants and the researcher. The first component of the EEM model is to *listen* to the life experiences of the involved demographics. The variety of group discussions surrounding the inability to gain employment prompted the participants to think critically about their situation, and learn that others participants shared the same experience of an inability to gain employment. As well, the visual CV project prompted the EEM listening stage by providing each participant the

opportunity to share their employment goals and dreams and have them validated by their peers. Specifically, the many group discussions and group photograph sharing session allowed participants to listen to one another without fear of judgment.

Second, the model proposes that researchers generate *dialogue* with the oppressed demographic and identify the challenges or negative social condition they face. This study promoted the dialogue stage of the EEM model through brainstorming activities, group discussions and the informal discussion that followed the mock interview. Participants were encouraged to generate dialogue regarding living with a disability and the difficulty of gaining paid employment. However, for this study, the dialogue stage also manifests through the visual CV itself. The visual CV serves as a communication tool to generate dialogue during an interview. The photographs captured within the visual CV serve as speaking points and prompts for discussion during an interview.

Lastly, the third component of the model requires researchers to support and implement social change to alter the negative social condition (Downey et al., 2009, p. 29). Here, the participants played an active role in building the tools to enable them to improve their situation. While the creation of the visual CV does not solve the problem of unemployment for persons with IDD this project provided them with the tool (the visual CV) and the confidence to be able to prepare themselves to seek paid employment. Given that résumés are “the calling cards of today’s job seekers” (How to write a good resume, 1999) these documents play a key role in portraying one’s strengths and skills to an employer. Without a résumé, the likelihood of obtaining employment is minimal. However, with the visual CV, the participants are able to compete for employment along with their peers who may or may not have a disability.

It is here that the first limitation of this study is evident. It is simply beyond the scope of the study to assess whether employers would be receptive to the created visual CV and to the participants use of it during a real interview. However, as discussed by Gutierrez (1990) “individual empowerment can contribute to group empowerment and ... the increase in a group’s power can enhance the function of its individual members” (Gutierrez, 1990, p. 150). By being empowered, the participants have an increased ability to exercise self-efficacy. In other words, they are able to advocate for themselves and pursue employment opportunities with confidence that they have the required and acceptable documents to present to an employer. This was witnessed in the data when the participants participated in the mock interview. The participants were courteous, answered the researcher’s questions, and asked for clarification of questions and relied on assistance of the visual CV when needed. The hope of this creation process is that it has motivated the participants to exercise their self-efficacy by applying for jobs. In fact, evidence of this motivation was illustrated throughout the informal discussion upon completion of the mock interview. As Holly states on her aspirations of paid employment,

When I step into that process of working I want to be paid and successful.

The use of “when” suggests that this is a goal she will attain in the future and not and become passive in seeking employment opportunities.

Research Question 2 – Visual CV as a Communication Tool

As discussed in the literature review, success in modern job searching places high importance on the ability to perform during an interview and on the coherence of an applicant’s CV (How to write a good resume, 1999). As well, persons with IDD may struggle with perceiving and acting on subtle social cues likened to their disability. This combination of factors generates an importance creating a document like the visual CV that assists in mediating the

stress of an interview, while also complying with modern job seeking standards of having a professional résumé.

The second research question sought to evaluate the helpfulness of the visual CV to the participants during a mock interview. The results of this thesis note that the visual CV is helpful in two ways. First, the visual CV aided as a communication tool offering various prompts and cues to answer questions and second it provided the participants with the means to compete for mainstream employment by having a cohesive, and albeit unique CV.

The Visual CV: Aiding with the Interview Process

Following the mock interview, participants were asked whether they found their visual CV to be helpful in the interview process and all agreed that they thought they perceived the visual CV as useful.

As discussed in the previous chapter, the participants engaged with their visual CV in multiple ways during the interview. Whether as a conceptual prompt (using the visual CV as a cue to trigger an idea), an illustration of a verbal point (referencing the visual CV to explicitly illustrate a point, a vocabulary cue (participant uses words found within the visual CV to describe self), or a support aid (holding onto the visual CV to provide comfort and confidence while speaking), three of the five participants engaged with their visual CV and used it in some way. Their statements regarding its usefulness, along with their interaction with their visual CV, demonstrates that the visual CV was indeed helpful.

The Visual CV: A Communication Tool to Assist in Modern Job Seeking

In addition to providing a helpful tool to support the participants in the mock interview, the Visual CV assists participants with having the material to effectively apply for a job. Recalling that only one participant had a resume prior to the completing the visual CV, on completion of

the seminars all five participants demonstrated readiness to apply for a job and thus be able to compete for mainstream employment. As well, this communication tool equipped the participants with familiarity of terminology and demands surrounding modern job searching (namely, an interview) as well as the expectations of potential employers (to be able to speak confidently).

The visual CV provided a tool so that the participants did not have to rely solely on memory. Instead, the participants were able to practice with their CV prior to the mock interview and ask the researcher questions. This approach is supported by the literature as important for persons with IDD because they “do not learn automatically, but they need to have each skill made explicit, have the skill demonstrated, and practice the skill in a supported environment receiving corrective feedback” (LDAO, 2010, p. 2). Upon completion of their mock interview, each participant wanted to watch their mock interview, and the researcher provided feedback for improvement. This shows that the participants were eager to see how they performed in the interview, and accepted suggestions to improve their interview skills in the future.

To close, this discussion chapter looked at the process and product of empowerment through the creation of a visual CV for adults with IDD seeking to attain paid employment. This visual CV captures the participants’ work-related strengths and skills through a combination of photography and written text in hopes of serving as a communication tool to promote successful interviews for persons with IDD seeking paid employment. By examining how the participants became empowered through the process and product of creating a visual CV, two main themes emerged: the recognition of the participants’ individual strengths, and the celebration of their perspective.

The first theme, *recognition of the participants' individual strengths* empowered the participants through inner reflection and acknowledgement of their strengths and skills the participants possess, and exploring how these strengths and skills make them valuable employees. This theme embodied the informing and imagination stages of the Beveridge et al. (2010) INCOME framework.

The second theme, *a celebration of their perspective* empowered the participants through the photo capturing process and sharing with fellow participants and the researcher. The participants had the opportunity to display their photographs and receive validation and positive feedback from the researcher. This process was empowering for the participants as individuals with IDD are typically underrepresented in research (Boxall & Ralph, 2009, p. 45). Upon reviewing the photographs included in the visual CV, the depth and individuality of each participant is evident. The multiple layers of meaning associated with the photographs suggests that persons with IDD are extremely unique, interesting, capable and ready to pursue employment opportunities.

The following chapter will conclude this thesis and consider its limitations as well as future research avenues.

Chapter Six: Conclusion

This thesis explored the empowerment of adults with IDD through the creation and use of a visual CV and aimed to build the capacity of the study participants to identify employment options and promote themselves in a job interview. The visual CV provided a communication tool that empowered the participants, through their participation in the stages of the iNcome model, as well as provided them with a coherent and structured CV to approach employment in the future. The participants engaged with the research method of photovoice narrative, and used their creativity, critical thinking and intuition to create a CV that is unique and that captures their work related strengths and skills. The remainder of this thesis will focus on the significance of the study, address the limitations and finally consider future research avenues.

Significance of the Study

This study's findings support notions of empowerment through education (Downey et al., 2009) and dialogical learning (Freire, 1970). As shown by the creation of the visual CV through the various seminars led by the researcher, participants actively engaged in reflection about their own interests and capacities, visualized dream jobs, gave and received feedback and practiced using the visual CV in a mock interview. Informed by Beveridge et al.'s (2002) INCOME framework, this thesis is situated within a notable gap within the framework: the assumption that individuals with IDD possess a coherent résumé, and are able to engage with it effectively. Following the Employment Education Model (EEM) (Downey et al., 2009), this thesis engaged participants in an empowerment process to encourage the inner exploration of their work related strengths and skills that were captured through photography. This thesis is significant as it focuses on providing voice to an otherwise unheard demographic and it provided a credible document to aid in employment endeavors of this underemployed demographic.

Limitations

There are several limitations of this study that need to be highlighted. In order of appearance, they acknowledge the sample population, the recruitment method, the sample size and the inability to generalize beyond the study sample population.

The sample population of individuals with ID was limited to those who are supported by LiveWorkPlay. As such, their range of disability differs, age, ability and diagnosis differs. Individuals with (IDD) have been identified as the most complex and poorly understood patient groups of those with disabilities (CAMH 2007). As such, is difficult to comment on how these factors are reflected in the data. It could be beneficial to run disability-specific seminars that were tailored to specific needs of the participants.

A second limitation of this study surrounds the recruitment method. While it was paramount that LiveWorkPlay be apart of the sampling procedures, the lack of direct communication from researcher to participants required the researcher to create universal seminars. Direct contact with the participants prior to the seminar design could have permitted the researcher to alter or tailor the seminars to better suit the participants' need. However, since there was no direct contact with the participants, it is difficult to know whether this would affect the data.

A third limitation is the small population sample. While visual CV project was designed to work closely with five participants, it is difficult to draw generalizations about how this project would fare with other adults with IDD.

Future Research

While the photovoice project was successful in empowering the participants, it is difficult to know whether or how this project will contribute to higher rates of employment for the

participants in the future, given the fact that it was not tested in a real workplace situation. As such, it would be beneficial to have text suggesting the potential employer to ask the individual about the contents of the visual CV. Recalling the mock interview stage, once the participants were asked about their visual CV, they openly engaged with it further. Had the researcher not asked this question, it is uncertain to know how or if the participants would have engaged with their visual CV during the mock interview. As well, having an outside member, such as a manager conduct the mock interviews could have been informative in the evaluation of the mock interview. The professional's insights and reaction to the mock interview could have provided further areas of evaluation and discussion.

Given the scope and time restraints of this study, future areas of research could provide further understanding of how the participants fared in actual job seeking endeavors. A longitudinal study would expand this study and evaluate the usefulness of the visual CV for participants as they actively search for employment. While this approach was not feasible for the current study, it is an avenue that is strongly encouraged. As well, testing the usefulness of the visual CV in a real job interview would provide unique, real-world insights into the effectiveness of the visual CV to gain paid employment. The potential to interview employers about the visual CV to explore their reactions, thoughts and perceptions of this means of communication of the candidate's work related strengths and skills could explore their openness on hiring an individual with IDD who uses this tool.

In closing, this study shows that persons with IDD can participate in job interviews using a visual CV as a support and guide. The variety of dream jobs listed by the participants suggests there is no shortage of interest in gaining paid employment by the study participants. Individuals with IDD are a valuable, yet under-represented demographic in the Canadian workforce. As

such, this warrants more in-depth consideration from researchers and policymakers to support these individuals into achieving meaningful employment that speaks to their work related strengths and skills.

Despite the limitations discussed above this thesis presents a unique exploration of the implementation of photovoice narrative to create a visual CV for adults with IDD. Based on the evaluation, it is possible to conclude that the process was successful at increasing the participants' confidence, self-efficacy and empowerment. By guiding persons with IDD to recognize and portray their work related strengths and skills, it increased their ability to exercise self-efficacy and pursue paid employment opportunities. On a larger scale, a program of this sort could potentially reframe how individuals with IDD are perceived and begin to change their own and others' perceptions of their potential contribution to the workforce as hardworking, unique, and motivated individuals who seek to be included, rather than excluded, from paid employment.

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Appendix A

Photovoice Creation**Part A – Questions for you**

What is your Dream Job?

What skills do you have to reach this job?

What skills do you have that makes you unique? (Or, stand out from the rest of the applicants?)

Part B: Important Sections of a Resume

Do you have pictures that show each of these sections?

Circle if yes!

If not, what picture can we take to show them?

- **Education:** Do you have a picture of this section? Yes No _____
- **Work Experience:** Do you have a picture of this section? Yes No _____
- **Volunteer Experience:** Do you have a picture of this section? Yes No _____
- **Additional Skills:** Do you have a picture of this section? Yes No _____

Appendix B

<u>Indicator (broad)</u>	<u>Indicator (specific)</u>	<u>Example from Data (description)</u>
Conceptual Prompt	Using the visual CV to trigger a cue about an idea	<i>Oh, this is uh [sic] a picture of my bus station, I can take the bus (Holly)</i>
Visual Illustration of a Verbal Point	Referencing the visual CV to explicitly illustrate a point	<i>Here's a picture of me with a mounted camera in case you thought I was lying [laughing](Julian).</i>
Vocabulary Cue	Participant uses words found within visual CV to describe self	<i>Oh, this also describes me, [shows researcher the open CV] I'm also trustworthy (Julian)</i>
Support Aid	Holding onto visual CV to provide comfort and confidence while speaking	<i>Both Holly and Christine held onto their visual resumes during the interview. They kept their hands in between the pages of the CV that appeared to suggest they were relying on the CV to help them with my questions, or provide comfort knowing that the answers would be within the CV. (Researcher's journal notes).</i>

Appendix C

File Number: 08-14-16

Date (mm/dd/yyyy): 11/18/2014



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice
Social Sciences and Humanities REB

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