A THESIS SUBMITTED TO THE GRADUATE DIVISION OF THE UNIVERSITY OF HAWAI'I IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

IN

SPECIAL EDUCATION

AUGUST 2006

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ACKNOWLEDGEMENTS

I would like to dedicate this thesis to my father and mother who always encourage me during my growing process. Their support and encouragement provide me with guidance in my life. Through their support, I have an opportunity to study abroad and achieve my dream.

I would also like to express my warm and sincere thanks to my committee members for their contribution of time, experiences, and expertise, which greatly helped me throughout this process. I am truly grateful for their support and assistance in this turning point of my life.
ABSTRACT

The purpose of my interview study was to investigate and describe the challenges to competitive employment encountered by four major Taiwan nonprofit organizations. These challenges were presented solely from the perspective of the employment assistants and employment supervisors, who were assisting in transitioning young adults with mild-moderate mental retardation from their transitional sheltered workshops to community-based workplaces. The results of this study offered a rich knowledge that could be used by personnel from social enterprises when they encountered challenges from parents, young adults with disabilities, employees without disabilities, and employers. This study also provided valuable information for personnel who provided transitional services to young adults seeking work in the community.
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Rationale

Employment is a means through which persons with and without disabilities obtain economic self-sufficiency, develop personal friendships, find self-satisfaction, and create social identifications (Levinson, 2004; Lin, 1998; Sheng, 1999; Wu, 1999). For persons with disabilities, employment is not only an income resource, but also a way to develop skills in social interaction, work experience, and eventually to assist them to move toward independent living in the community. To provide appropriate assistance for persons with disabilities to develop their job skills and access employment opportunities more equally, both the United States and Taiwan have passed similar vocational rehabilitation and transitional planning laws for persons with disabilities. For example, in the United States, transitional services were first mandated in the Individual with Disabilities Education Improvement Act (IDEA) 1990, which required transitional plans and services be available to students with disabilities no later than age 16. Such transition services include education, vocational training, integrated employment, and independent living. In addition, the passage of the Americans with Disabilities Act in 1990 protects people with disabilities from certain types of discrimination, especially in employment and public services (Levinson, 2004; Yell, 1998).

Taiwan has similar laws, such as the Special Education Act of 1997 and Protection Act for Individuals with Disabilities of 1997, which provide young adults with disabilities the right to education, vocational rehabilitation, medical services, and employment (Lin, 1998). In addition, the passage of the Protection Law for the Handicapped and Disabled in 1997 requires all private enterprises with more than 100 employees to hire at least one person with a disability, and all government offices, public schools, and public enterprises with 50 or more employees to have at
least 2 percent of their workforce consist of employees with disabilities (Government Information Office Taiwan, 2004). Organizations that fail to comply with this law are subject to a monthly fine that equal to the minimum monthly wage of hiring a person without a disability.

However, in spite of all the related laws that guarantee employment rights to persons with disabilities that have been passed in the U.S., researchers from the United States agree that the employment rate of persons with disabilities is significantly lower than persons without disabilities (Bolles & Brown, 2001; Luecking, Farbin, and Tilson, 2004). Similar challenges of limited employment opportunity and lower employment rates of persons with disabilities also occur in Taiwan (Lin, 1998; Wu, 1999). Factors that continue to cause persons with disabilities to remain one of the highest unemployed groups vary, and these include (a) misinformed attitudes toward individuals with disabilities; (b) lack of access to appropriate rehabilitation, transportation, and employment search assistance; (c) employers’ negative attitudes toward hiring individuals with disabilities; (d) lack of experience in dealing with modifications of job descriptions; and (e) insufficient living and social skills (Bolles & Brown, 2001; Luecking et al, 2004, Wu, 1999).

Background

To better understand employment options for persons with mental retardation, sheltered workshops must be discussed. In theory, sheltered workshops provide persons with mental retardation employment opportunities in a segregated environment. Through these opportunities it is held that the persons with disabilities will build their vocational and social skills, thus making them better able to enter the competitive work place. (Callahan & Garner, 1997, Nelson, 1971). However, certain controversial issues have been raised concerning placement in sheltered workshops, such as: (a) the function and orientation of sheltered workshops; (b) whether persons
with disabilities can truly benefit from working in a segregated environment; (c) whether
sheltered employment is the equivalent of competitive employment; (d) whether sheltered
workshop settings provide individuals meaningful employment outcomes; and (e) whether the
production of goods and services should be a priority over therapeutic and social concerns
(Ainsworth & Baker, 2004; Baroff & Olley, 1999; Callahan & Garner, 1997; Kregel & Dean,

Since the value and purpose of sheltered workshops have been questioned, newer and more
inclusive concepts of employment options for persons with mental retardation have also been
developed. For example, the notion of supported employment, which encourages providing
individuals with disabilities with the degrees of support necessary for them to obtain and
maintain their competitive jobs within the community, have become increasingly popular (Baroff
& Olley, 1999; Callahan & Garner, 1997; Parent, Cone, Turner & Wehman, 1998). However,
whether supported employment is really as socially inclusive as expected, by placing people with
mental retardation in integrated work settings, is also being questioned (Vander-Hart, 2000). Still
it is likely that sheltered workshops will never totally be replaced by supported employment
because only sheltered workshops seem capable of providing the controlled working
environments necessary for persons exhibiting more severe levels of mental retardation.

Although the controversy of whether sheltered workshops should continue to exist has been
discussed for in the United States as mentioned above, Taiwan is only beginning to discuss and
provide assistance to nonprofit organizations to establish sheltered factory employment for
persons with disabilities. This is true especially after the passing of Regulations of Establishment
of Shelter Factories and Rewards for the Disabled on December 30th, 2002 (Bureau of
Employment and Vocational Training, Taiwan, 2005).
In Taiwan, these nonprofit organizations not only run various types of sheltered workshops set up by the government but also establish their own sheltered workshops. In addition, they provide valuable information and assistance for persons with disabilities and their families, including: job training for young adults with disabilities, community rehabilitation facilities, and early intervention programs for children with disabilities, and elder centers (Hung, 2003; Pelchat, 2004). These nonprofit organizations are known as social enterprises, which have been described as nonprofit organizations that participate in commercial activities to fulfill and even broaden the social missions of their organizations (Dees, 1998; Roberts & Woods, 2005).

Going beyond the traditional sheltered workshop settings such as factories, handicraft shops, laundries, bakeries and farms, other newer and prominent types of sheltered workshops are currently being set up by the government and established by these nonprofit organizations. These newer types include restaurants, coffeehouses and gas stations. The objective of these newer sheltered settings is more inclusive than the more traditional settings as their intent is to provide young adults with mild-moderate mental retardation greater opportunity to interact with persons without disabilities while receiving training. By providing sheltered type training in these more open environments, these nonprofit organizations believe their students will benefit from interacting with their neighbors, and the public's attitude toward individuals with disabilities will ultimately change. Most importantly, the goal of these nonprofit organizations is to have their students with mild-moderate mental retardation transition to typical business working environments, especially after they have the experience of interacting with persons without disabilities, and have received appropriate and related job training.
**Purpose Objective**

The purpose of my interview study was to investigate and describe the challenges to competitive employment encountered by four major Taiwan nonprofit organizations. These challenges were presented solely from the perspective of the employment assistants and employment supervisors, who were assisting in transitioning young adults with mild-moderate mental retardation from their transitional sheltered workshops to community-based workplaces.

**Research Questions**

To investigate the kinds of challenges these social enterprises encountered when they transitioned young adults with mild/moderate mental retardation from their transitional sheltered workshops, three specific questions were addressed during the interviews:

1. What kinds of challenges and concerns typically arise from parents and young adults with mild-moderate mental retardation and community?

2. What kinds of challenges and concerns are typically being voiced from business organizations that accept transitioned young adults with mild-moderate mental retardation into their organizations?

3. What kinds of challenges and concerns usually arise from social enterprises themselves?

**Definitions of Terms**

Sheltered workshops were defined in various ways and they depended on the functions of these workshops. The National Association of Sheltered Workshops and Homebound programs adopted a definition of a sheltered workshop in 1968 as follow:
“A sheltered workshop is a non-profit rehabilitation facility utilizing individual goals, wages, supportive services, and a controlled work environment to help persons [with disabilities] achieve or maintain their maximum potential as workers” (Nelson, 1971, p. 127).

Transitional sheltered workshops emphasized the importance of work oriented evaluation and rehabilitation to prepare persons with disabilities for competitive employment. The definition of transitional sheltered workshops was outlined as follow:

“Transitional employment workshops attempt to find competitive community employment for individuals who, after periods of workshop evaluation, work adjustment training, and/or vocational instruction, are deemed vocationally ready for community work” (Murphy & Rogan, 1995, p. 6).

Extended sheltered workshops, unlike transitional sheltered workshops that prepared persons with disabilities for future competitive employment, “[provided] remunerative employment of [persons with disabilities] for an indefinite period of time who appeared to be unemployable in the competitive labor market” (Nelson, 1971, p. 143).

The definitions of nonprofit organizations depended upon the organization’s purpose and mission, and were also classified under different tax-exempt categories. Basically, nonprofit organizations could be described as “traditionally operated in the so-called social sector to solve and ameliorate such problems as hunger, homelessness, environmental pollution, drug abuse, and domestic violence. They have also provided certain basic social goods-such as education, the arts, and health care-that society believes the marketplace by itself will not adequate” (Dees, 1998, p. 56).
Delimitations

There were several noteworthy delimitations in this interview study. First, only four major non-profit organizations were contacted. All four of these nonprofit organizations that provided transitional sheltered workshops for young adults with mild-moderate mental retardation were residing within the city of Taipei. Since the population of Taiwan was estimated at 22.61 million and the area of Taiwan was geographically equivalent to the three U.S. states of Massachusetts, Rhode Island, and Connecticut (Government Information Office, no date), it was necessary to limit my contact to these for nonprofit Taipei branches, especially since I lived in the Taipei area, thus allowing me to get in touch with these nonprofit organizations more easily. Secondly, I interviewed only one person within each of these four nonprofit organizations. Neither parents of young adults with mild-moderate mental retardation nor young adults with mild-moderate mental retardation were contacted for interviews and opinions. The rationale for this was that I wished to identify the only challenges these four nonprofit organizations typically encounter when transitioning young adults with disabilities from sheltered to community settings rather than to confound the study with parents and these young adults' personal opinions relative to the transitional process.
CHAPTER 2
REVIEW OF RELATED LITERATURE

Definitions of Sheltered Workshops in the United States and Taiwan

Historically, sheltered workshops have been described as places designed to segregate persons who are disadvantaged, such as the poor and those unready for competitive employment due to disabilities and mental illness (Black, 1988; Gellman & Friedman, 1965; Murphy & Rogan, 1995). However, the definitions of sheltered workshops do vary, and generally depend on the functions of these workshops. For example, according to Nelson (1971), “the definitions of sheltered workshops [in the United States] were made by two groups: by workshop operators and rehabilitation personnel, and by Congress and government agencies [who were] making definitions for legal purposes” (p. 145). Nelson (1971) stated that the definition of a sheltered workshop was from the National Association of Sheltered Workshops and Homebound programs, which adopted a definition of a sheltered workshop as follow:

“A sheltered workshop is a nonprofit rehabilitation facility utilizing individual goals, wages, supportive services, and a controlled work environment to help vocationally handicapped persons achieve or maintain their maximum potential as workers” (p. 127).

The definition of the sheltered workshop mentioned above illustrates that a sheltered workshop is a place where persons with disabilities receive vocational and social skills training. However, it also describes sheltered employment as a form of segregated employment, and persons who work in the sheltered workshops are isolated from other employees in jobs that may not be the equivalent of competitive employment (Ainsworth & Baker, 2004; Baroff & Olley, 1999; Callahan & Garner, 1997). To ameliorate this segregated employment description, the Rehabilitation Act Amendments of 1992, PL 102-569 emphasized that sheltered employment should be integrated whenever possible with supported employment (Murphy & Rogan, 1995).
Unlike the above definitions from the United States, definitions of sheltered workshops or sheltered factories in Taiwan remained unclear until the passing of the Regulations of Establishment of Shelter Factories and Rewards for the Disabled on December 30th, 2002 (Bureau of Employment and Vocational Training, Taiwan, 2005). Now, according to Article 3 of this law, the definitions of sheltered workshops are defined as:

“[Places] that provide sheltering type of jobs for those handicapped who are fifteen years of age, willing and capable to work, who can improve their working skills in different places, including factories, shops, farms, working stations (rooms), etc.”

Based on the above definitions, it is clear that sheltered workshops/factories are specifically designed to meet the needs for employment of persons with disabilities in Taiwan. In addition, from the title Regulations of Establishment of Shelter Factories and Rewards for the Disabled, it seems obvious that the Taiwan government is willing to provide financial assistance and awards to help public sectors and private organizations establish sheltered factories for persons with disabilities.

Origins of Sheltered Workshops

Nelson (1971), a recognized expert on the history of sheltered workshops, provided detailed information on the origins of sheltered workshops in his book *Workshops for the handicapped in the United States: An historical and developmental perspective*. Nelson (1971) mentioned that the earliest workshops were established by schools, churches, and social service organizations in Western Europe, including France, Germany, Spain, England, and then spread to the United States. The objectives in establishing sheltered workshops were to discourage the poor and persons with disabilities from seeking welfare assistance while assisting them to become productive members of society.
The first workshops, in both Europe and in the United States, were created for persons who were blind (Nelson, 1971; Murphy & Rogan, 1995). Nelson (1971) mentioned that St. Vincent de Paul established the first workshop for the blind in France at the end of Sixteenth Century. His program was the first program that provided and designed job opportunities to benefit persons with disabilities. The Perkins Institution for the Blind in Boston, founded by Samuel Gridley Howe in early Nineteenth Century, was considered the first one to provide workshop programs especially for the blind in the United States. The employees in these workshops manufactured mattresses, pillows, brooms, and rugs. But the first sheltered workshop financed entirely by public funds in the United States was the Industrial Home of Mechanic Trades for the Blind in Oakland, California in 1885. Although the recent statistics of the total number of sheltered workshop programs in the United States are difficult to obtain, it is safe to say that sheltered employment has proliferated as a means to provide employment opportunities for persons with severe disabilities (Murphy & Rogan, 1995; Wadensjo, 1994).

Sheltered Workshops in the United States and Taiwan

The concept of establishing sheltered workshops is to provide employment opportunities for persons who are not yet capable of independent community employment due to their physical or cognitive disabilities. But the types and functions of sheltered workshops have changed with time. Gellman and Friedman (1965) pointed out three workshop models, including the terminal workshop, the transitional workshop, and the vocational adjustment workshop. The mission of the terminal workshop was to provide noncompetitive or sheltered employment to persons with some capacity for productive work. The purpose of the transitional workshop was to offer persons the security of not being fired while providing them with appropriate job training. The
vocational adjustment workshops were to utilize both a counseling and workshop program as a rehabilitation instrument.

Nelson (1971) also noted that the Massachusetts Rehabilitation Commission classified the workshops into six types based on their survey findings in 1963. These six types of workshops included: (a) general services workshops, (b) training centers for the mentally retarded, (c) specialized evaluation centers, (d) mental hospital industrial workshops, (e) transitional sheltered workshops, and (f) extended sheltered workshops. According to Reynolds and Fletcher-Janzen (2002), however, sheltered workshops might be classified into three types including: regular program workshops, work activities centers, and adult day programs. The functions of these three types of sheltered workshops were summarized as follows:

1. Regular program workshops, known as transitional workshops, typically provide therapy and work and are intended to foster readiness for competitive employment.
2. Work activity centers, typically provide job training and extended employment to adults with severe disabilities.
3. Adult day programs, generally managed by state developmental disabilities agencies, provide non-vocational services such as socialization, communication, and basic living skills to assist persons with disabilities in their move toward more vocational oriented programs.

To meet the vocational needs of people who are classified as having disabilities, sheltered workshops have been divided by their functions into two major types: transitional sheltered workshops and extended sheltered workshops (Kregel & Dean, n.d.; Lin, 1997; Murphy & Rogan, 1995; Nelson, 1971). Transitional sheltered workshop programs are intended to provide job training and work experience to individuals in segregated working environments. It is hoped
that this training will assist the trainee to acquire the skills necessary for competitive employment. Extended sheltered workshop programs, on the other hand, are typically designed to be long-term or permanent placements for individuals who may not be able to work in the community.

In comparison to the United States, the establishment of sheltered workshops is still in the early stages in Taiwan. As in the United States, the types of sheltered workshops in Taiwan are divided into four categories based on their functions and funding resources: (a) the institutionalized sheltered workshop, (b) the campus sheltered workshop, (c) the independent sheltered workshop, and (d) the dependent sheltered workshop (Lin, 1997). Institutions that accept persons with moderate or severe mental retardation, homeless, and elder people establish the institutionalized sheltered workshops. The campus sheltered workshops are established by schools and supported by the Ministry of Education for the purposes of educational and transitional practices usage. Private organizations and companies run independent sheltered workshops for the purpose of pursuing market profit. Nonprofit organizations and social welfare foundations run dependent sheltered workshops set up by the government or establish their own sheltered workshops for the purposes of philanthropy and charity.

**The Meaning of Social Enterprises**

Historically, sheltered workshops have been operated by churches, nonprofit organizations, schools, charity foundations, and social welfare foundations, and whose financial resources derive mostly from government support, donations, fees for services and private funding. The objectives of these organizations are not only to create employment opportunities for persons with disabilities, but also to provide goods, needs, and services for the poor, homeless, victims of domestic violence, persons addicted to drugs, high school dropouts, and other underprivileged
groups (Boschee, 2001; Dees, 1998; Delgado, 2004; Mort, Weerawardena, and Carnegie, 2003; Seelos & Mair, 2005). Recently, a new form of representation for these organizations has emerged: the "social enterprises." Roberts and Woods (2005) mentioned that "Social entrepreneurship is a construct that bridges an important gap between business and benevolence; it is the application of entrepreneurship in the social sphere" (p. 45). The definition above illustrates that the idea of social entrepreneurs is intended to assist nonprofit organizations to utilize commercial activities to fulfill the social missions of their organizations.

Gregory Dees, a professor at Stanford University, coined the definition "social entrepreneurship." Dees (1998) believed that by participating in businesslike activities, nonprofit organizations not only become less dependent on charitable donations and grants, but also are better able to use their profit gain from their commercial activities to pursue and even broaden their social missions, and deliver their services and goods to their target population. In Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit, Dees, Emerson and Economy (2002) also stated that the key difference between social entrepreneurs and business entrepreneurs is that social entrepreneurs set out with an explicit social mission in mind. Thus, while profitability is still a goal for social entrepreneurs, they are committed to use profits earned to reinvest in their social missions rather than distribute them to shareholders as done at for-profit organizations.

Since nonprofit organizations commonly engage in commercial activities, the status and orientation of these organizations have been questioned. These questions include such controversial issues as whether it is unfair to compete with small business, and whether they are well equipped to run a for-profit business (McCormick, 2000; Young, 2003). But in spite of these questions, the number of nonprofit organizations continues to grow tremendously. It is estimated
that there are now some 1.2 million tax-exempt nonprofit organizations registered with the IRS in the United States alone (Reid, 2004).

Factors Contributing to the Development of Social Enterprises

Specific factors that contribute to the development of social enterprises vary in both the United States and Taiwan. Several researchers (Brinckerhoff, 2002; Boschee, 2001; Courtney, 2002; Smith, 2004) have identified a number of major factors that often lead these nonprofit organizations to transform to entrepreneurial status. Those factors include: less traditional sources of funding; unlimited demand for services; more competition for government funding and failure to keep pace with inflation; shortage of an adequate management infrastructure; lack of appropriate technology to respond to demands for services; tighter control over public expenditure coinciding with increased social need; and a political philosophy that believes state-run organizations are neither efficient nor responsive to a person's changing needs. After examining each of these factors, financing is the major challenge that leads these nonprofit organizations to participate in commercial activities to meet their social missions and to secure a stable source of income.

In comparison with nonprofits in the United States, nonprofit organizations in Taiwan face similar challenges. However, there are two more prominent factors related to the increase in numbers of nonprofit organizations and their inevitable transformation into social enterprises in Taiwan: First, Taiwan is not a United Nations' member. Pelchat (2004), a researcher from the Himalaya Foundation in Taiwan, explained that without being a member of the United Nations, Taiwan is unable to benefit from philanthropic support of international grant making institutions as do other countries. Second, the September 21, 1999 earthquake, known as the 921 Earthquake, which measured 7.3 on the Richter scale, killed over two thousand people and created a huge
fault displacement. The 921 Earthquake caused the Taiwan government to switch more funds to
the recovery and reconstruction projects (Chen, 2002). Because of these factors mentioned
above, nonprofit organizations in Taiwan continually search for stable funding sources. And one
solution to this is to become more involved in commercial activities that ultimately play an
important role in transforming them into social enterprises.

**Sheltered Workshops Provided by Social Enterprises in Taiwan**

To understand what kinds of sheltered workshops are provided by those social enterprises
for young adults with mild-moderate mental retardation in Taipei, Taiwan, it is necessary to first
discuss the types of these nonprofit organizations. According to Kao and Kuan (2001), nonprofit
organizations in Taiwan basically are classified into two major types: (a) membership
associations, and (b) endowment-based foundations. Membership associations include:
occupational associations and social associations that contain literary and cultural associations;
athletic associations; medical and health associations; international associations; and religious
associations. Endowment-based foundations include: nongovernmental foundations supported by
private individual donations or by corporate entities. The classifications of those foundations
include: education, art, culture, philanthropic, welfare and charity.

The missions and purposes of these endowment-based foundations mentioned above are
mainly to enhance culture, education, charity, and social welfare (Kao & Kuan, 2001; Kuan,
Chiou, and Lu, 2005). A small number of these foundations have missions that are heavily
focused on charity and social welfare. These foundations not only run sheltered workshops that
are set up or funded by the government for young adults with disabilities, but also establish their
own sheltered workshops/factories as well. They typically use transitional sheltered workshops
as a means to provide employment opportunities for persons with disabilities and utilize their
transitional sheltered workshops as business activities to gain financial sources independently to reach and even broaden their social missions.

As mentioned previously, since the passage of the Regulations of Establishment of Shelter Factories and Rewards for the Disabled in 2002, the types of sheltered workshops and factories in Taiwan have been designed to include such places as factories, shops, farms, and working stations (Bureau of Employment and Vocational Training, Taiwan, 2002). In *A Study of Sheltered Workshops in Taiwan*, Chen (2004) also mentioned that the types of sheltered workshops in Taiwan vary across different areas including: agriculture, the food and drink manufacturing industry, the textile industry, the metals industry, retail trade, restaurants, coffeehouses, transportation, advertising, designing, environmental protection, car washing, massage, and laundry shops. These sheltered workshops/factories continue to be designed not only for young adults with mental retardation but also for persons with disabilities in general.
CHAPTER 3
METHOD

Selection Process and Criteria for Interview Participants

The intent of his interview study was to identify and describe the challenges Taiwan's nonprofit organizations encountered when they transitioned young adults with mild-moderate mental retardation from their transitional sheltered workshops to community-based workplaces. The interviewees included an employment supervisor and three employment assistants from nonprofit organizations who were familiar with the transition process. Although there were dozens of nonprofit organizations that provided transitional sheltered workshops for persons with disabilities in Taipei, Taiwan, only four major nonprofit organizations were contacted in this study. They were the Yu-Cheng Foundation, Syin-Lu Social Welfare Foundation, Eden Social Welfare Foundation and the First Social Welfare Foundation. Each of those foundations provided transitional sheltered workshops for young adults with mild-moderate mental retardation. One participant from each of these nonprofit organizations mentioned above was selected for this interview study.

The qualifications for my interview participants in this study were as follows. First, each participant was employed by one of the four social enterprises and was identified as having a thorough knowledge of their organization's history and mission. Second, participants were employed as either employment assistants or employment supervisors, which required that they be familiar with transitional evaluation, service and processes of placement. Besides, they would be able to have direct contact with parents, young adults, employees, and employers. Third, participants had at least two years of experience in providing transitional services for young adults with mild-moderate mental retardation, thus providing them the necessary experience to explain the challenges they encountered in a detailed manner.
Procedures

The first step in conducting this interview study was to contact the Institutional Review Board (IRB) to check whether this study qualified for exempt status, expedited status, or full board review. After contacting the IRB, I realized that this study qualified for exempt status. Thus, I filled out the exemption form and turned it in with samples of interview consent forms (Appendix A) and the list of interview questions (Appendix B) in both Chinese and English to the IRB for review. Second, after I was granted permission to conduct interviews in Taiwan, I contacted the Yu-Cheng Social Welfare Foundation, Syin-Lu Social Welfare Foundation, Eden Social Welfare Foundation, and the first Social Welfare Foundation to explain the purpose of this study and to obtain permission for conducting interviews with qualified participants from their foundations. Third, after these social enterprises agreed and offered qualified participants for this study, I made a phone call to each of the participants and explained the purpose of this interview study. Fourth, after I had discussed the purpose of this study with participants, I distributed interview consent forms, both in Chinese and English via e-mail and fax, and explained that they needed to sign these consent forms and they had the right to withdraw from participating in the project at any time without penalty. Fifth, I scheduled a time with each of them to conduct the interview and informed them that interviews would be tape-recorded. Sixth, I informed each of the interview participants that the interview would take around an hour and a half. Seventh, I provided a list of open-ended interview questions to each of the participants so they could prepare in advance. Eighth, I informed participants that they had the right to choose where and when they would like to be interviewed. Finally, I conducted these interviews either in person or on the phone in Taipei, Taiwan during Spring 2006.
Participants/Settings

Miss A had been working in the Yu-Cheng Social Welfare Foundation for almost four years. Her job title was Community-Based Employment Supervisor, and her job duties included: establishing files for young adults with mild-moderate mental retardation who came to the foundation looking for job search assistance, working with evaluators to identify the working potential of these young adults and students from the foundation's sheltered workshops, looking for available jobs for these young adults and students from sheltered workshops, accompanying them to the interviews, and providing supportive employment services for them when they were transitioned to community-based workplaces.

The Yu-Cheng Social Welfare Foundation, supported by the Parents' Association for Persons with Intellectual Disability in Taipei, was founded in 1994. The mission of the foundation included: running sheltered workshops set up by the Taipei City Government, providing job-training services for persons with physical and mental disabilities, offering supportive employment services for young adults with disabilities who were going to work in the community, publishing and distributing books and promotional materials in relation to disability research issues, and providing early intervention services for children between one to six years old. There were 100 full-time staff working in the foundation.

Before conducting this interview, I made a phone call to the Yu-Cheng Social Welfare Foundation and explained the purposes of my study. After having a conversation with the Executive Director, she arranged for Miss A to be my interview participant. The Executive Director also asked me to make a phone call to Miss A in person to provide more detailed information and arrange an interview date with her. After discussing the purposes of my study with Miss A, she required me to e-mail her my interview questions and consent form so that she
could see what information I would required. Miss A called me at 10:00 a.m. on February 9 and told me that she was available to be interviewed at 10:30 a.m. on February 20 at her office.

The interview was officially conducted at 10:45 a.m. Before conducting the interview, I informed Miss A that the entire interview would be recorded. Miss A also signed the consent form before the interview. The interview lasted about 70 minutes. During the interview, she informed me that her colleagues had provided her with some answers to a couple of my interview questions since she did not know everything I wanted to know. The atmosphere of the interview was very positive. She was very supportive and told me that I could e-mail or call her any time if I needed more information for my research in the future.

Miss B, the second participant in the study, had been working at Syin-Lu Social Welfare Foundation for two and a half years. Her job title was Social Worker and Employment Assistant. Her job duties included: establishing files for young adults with mild-moderate mental retardation who came to the foundation for job search assistance, arranging and participating in evaluation meetings for young adults from the foundation’s sheltered workshops and other non foundation students who were willing and had potential abilities to work in community-based workplaces, searching for job opportunities, and providing supportive services for these young adults when they were transitioned to work in the community.

Syin-Lu Foundation, the first nonprofit social welfare foundation established by parents with children having developmental disabilities, was founded in Taiwan in 1987. The objectives of the foundation were to provide assistance for parents who have children with mental retardation, autism, Down syndrome, cerebral palsy, and multiple disabilities. The services provided by the foundation include early intervention for children with disabilities, assessments for transition from school to work for young adults with developmental disabilities, adult day
training programs for persons with mental retardation, and sheltered employment opportunities for young adults with mental retardation. The most common transitional sheltered workshops services they provided for young adults with mild-moderate mental retardation were day training programs preparing these young adults for janitorial services, gas station attendant jobs, and restaurant work.

To find a qualified interviewee from Syin-Lu Social Welfare Foundation, I made a phone call to the foundation and explained the purpose of my study to the personnel from the department of public relations around on February 7, 2006. Miss Linda, the person who talked to me on the phone, also required that I email the purpose of my research, interview questions, and consent form in Chinese to her department, and she told me that personnel from the department would arrange an appropriate person who would be able to answer my questions.

After waiting for one week without receiving a call from the foundation, I decided to make a follow-up phone call to the foundation to check whether they had received my documents for interview request. Miss Linda received my phone call this time too and told me that she had received the interview request documents and had tried to arrange someone who would be able to be my interviewee. However, since the foundation was preparing a conference in Taipei, she suggested I wait for a few more days to arrange the interview. After two days, Miss Linda called me and informed me that there was no appropriate interviewee for my study at this time due to the conference preparation in Taipei. However, she told me that she could arrange someone to be my interviewee who was currently working in another branch in Kaohsiung, the biggest city in the southern Taiwan. I accepted Miss Linda’s alternative interviewee and she arranged a phone interview for me on February 24, 2006.
Prior to conducting the interview on February 24, I made a phone call to Miss B and had a short conversation with her for about 10 minutes. I explained to her the purpose of my study and also informed her that the interview would be tape-recorded. In addition, I also told her that she needed to fax the consent form back to me. Miss B said that Miss Linda had already e-mailed the documents to her and she realized the procedure of the interview. On the interview day, I decided to use a speakerphone so I could record our conversation. I made the phone call to Miss B and after a few minutes of casual conversation the formal interview began. Miss B was very well prepared and provided me with a lot of detailed information regarding my interview questions. The interview was held in a very comfortable atmosphere. The interview lasted about 65 minutes and after interview ended she left her e-mail address and cell phone number with me for further contact purposes.

Miss C, who had been working for the Eden Social Welfare Foundation for eight years, was the third participant in my study. The Job title of Miss C was Employment Assistant. Her job duties included: providing training services for young adults with mild-moderate mental retardation, and determining the specific transition points at which she believed her client were able to work outside of the sheltered setting. This transition point was determined upon her personal evaluation as well as input from evaluation meetings with the personnel from the foundation and parents of the particular young adults.

The wheelchair-bound writer Liu Hsia and a group of Christians who wished to improve the overall condition of persons with disabilities in Taiwan founded Eden Social Welfare Foundation in 1982. Over the past century, the foundation has evolved into a national institution employing over 700 full time staff across the country. The foundation provided direct services including case management, vocational training, job placement, and early intervention. Indirect services
included lobbying for laws to protect and assist persons with disabilities, and organizing charity events and public education campaigns supporting disability issues. The foundation also provided various transitional and extended sheltered employment opportunities for persons with physical and developmental disabilities in restaurants, bakeries, art design departments, and handicraft shops.

Miss Ellen, from the department of public relations in the Eden Social Welfare Foundation, was the first person from the foundation I contacted on the phone on February 7, 2006. After I explained the purpose of my study to her, she promised me that she would contact the department of employment and identify an appropriate interviewee for my study. However, after a week had passed and I had not received a return call from Miss Ellen, I decided to make follow-up phone call to the foundation. Miss Amy, another employee of the department of public relations in the foundation, answered my phone call this time. She informed me that Miss Ellen was on a trip to a conference and would return after four days. She asked me whether she could provide me with assistance. I again explained the purpose of my study to her. She suggested that I visit the foundation in person and asked me to bring my research questions and information with me so that she could get a better understanding of my study. The two of us met on February 16, 2006.

After introductions, Miss Amy explained the history of the foundation to me as well as providing me with the basic information about the services the foundation provides for persons with disabilities. During the conversation with Miss Amy, I was asked about my personal background, (e.g., which school I was attending and why I was interested in this research topic). After my in depth conversation with her, Miss Amy informed me that she would immediately contact the foundation’s employment department for assistance and asked me to wait in the
conference room. Ten minutes later, Miss Amy told me that she had found an appropriate interviewee for me, and an interview appointment was then set for February 27, 2006. I was provided the contact information of Miss C and was required to make a phone call to Miss C in person to set up the further interview.

I made a phone call to Miss C and once again I explained the purpose of my study and also e-mailed her the interview questions along with the consent form. On the interview day, Miss C told me that she was working with three young adults with mild-moderate mental retardation who were presently receiving on-the-job custodial training under her supervision.

She informed me that she would join me in a few minutes as the young adults she was supervising were still working at that time. Upon Miss C’s return, both of us then sat in front of the desk and we had a casual conversation. During the interview, one of the young adult trainees dropped by to ask questions and later another trainee came to ask for clean-up assistance. I stopped recording the conversation in both instances. Throughout the interview, Miss C not only provided me with personal stories related to her being an employment assistant but also provided me with highly detailed answers to my questions. The interview lasted about 80 minutes. At that time, I was provided with Miss C’s personal contact information for further discussion if needed.

Miss D, who had worked in the First Social Welfare Foundation for 11 years, was my last interviewee. Formerly, she worked as a support services provider for young adults who were transitioned to work in the community. The job title of Miss D was Employment Assistant. The job duties of Miss D included: searching for employment opportunities for young adults with mild-moderate mental retardation, negotiating an appropriate salary with employers, and participating in transition meetings for young adults who were going to work outside of the foundation’s sheltered workshops.
The First Children’s Development Center, also known as First Social Welfare Foundation, was established in Taipei, Taiwan in 1980. The foundation had six centers serving about 550 persons with developmental disabilities and employed over 200 staff members. The services provided by the foundation included: early intervention, life skills training, comprehensive vocational assessment, vocational rehabilitation training, supported employment, and professional assistive technology services for persons with developmental disabilities. The foundation provided both extended sheltered workshops and transitional sheltered workshops that trained young adults for jobs in bakeries, janitorial services, and handicraft production shops.

Miss Dayna, the director of the foundation’s Taipei Heng-Ai center, received my call for an appointment on February 10. We discussed my research agenda and I explained to her the reasons I had for choosing her foundation. After listening to my request, Miss Dayna was very supportive of my proposal. She explained me that she needed a couple days to find an interviewee for my study and it would be helpful if I e-mailed her my interview questions and related documents so any potential interviewee could get a better understanding of my study as well. I followed through on her request immediately.

After three days, Miss Dayna called me back, leaving me contact information for Miss D, who was to be the final participant of my study. I made the phone call to Miss D and after a 10-minute conversation with her; I was informed that she was willing to be interviewed on February 21. On the day before the interview, Miss D called me and told me that she had unexpected family business and she needed to leave town for a week. Because of this unanticipated circumstance, we rescheduled our appointment on March 2, 2006.
I went to visit Miss D around 1:45 p.m. on March 2, 2006. The foundation's Taipei Heng-Ai branch was located in a ten-story building. The foundation itself occupied the sixth and seventh floors. The main office of the branch along with the sheltered workshop, sheltered factory, and the day care center were located on those two floors. Miss D gave me a tour of the branch and explained the functions of the sheltered workshops, factory, and the day care center.

Before I conducted the interview, she returned my consent form with her signature on it. After some casual conversation the interview formally began. During the interview, I asked my questions sequentially as outlined in the list of the interview questions I sent to her. She was very willing to provide me detailed answers to my questions. She also told me detailed stories of her personal experiences of being an employment assistant. Unfortunately, the interview was interrupted a few times and I had to stop recording the interview. Because the interview had been scheduled to take place in the foundation's multi purpose room, where anyone could drop by for various reasons, such as taking a break, making cell phone calls, and engaging small-team discussions. Fortunately, Miss D had scheduled her whole afternoon for this interview, so these interruptions did not significantly hinder the interview. The interview ended up lasting about 65 minutes and was conducted in an atmosphere that was very relaxed and comfortable. And as with the other three interviewees, Miss D provided me with further personal contact information and told me that I could call her anytime if I needed more assistance.

Data Collection

Neuman (1994) suggested that data from a qualitative study should be in the form of text, written words, phrases, and symbols describing or representing persons, actions, and events. Since the purpose of this study was to explore specific challenges encountered by these four nonprofit organizations when transitioning young adults with mild-moderate mental retardation
from their transitional sheltered workshops to community-based workplaces, the data from this interview study was collected through face-to-face interviews and then translated to fit Neuman's suggestions as cited above.

Although data collection methods for qualitative studies included observation, interviews, collecting documents, and audiovisual materials (Creswell, 2003), I felt that the face-to-face interview method was the most appropriate. According to Taylor and Bogdan (1998), qualitative interviews were typically divided into one of three types. The first type of interview was life history or sociological autobiography. The second type of interview was in-depth interviewing geared toward learning events and activities that could not be observed directly. The third type of qualitative interview was used to study a relatively large number of persons in a relatively short period of time to develop a detailed understanding of experiences and perspectives of informants. For this study, I chose the second type of interview style and had in-depth conversations with each of the participants of this study to yield the information and answers to my research questions. In addition, I used a semi-structured and open-ended question format during interviews to elicit opinions from participants and to clarify my questions during interviews.

There were three preferred methods to record data during interviews: (a) tape recording, (b) note taking, and (c) writing down the data based on the memory of the conversation with the participants after interviews (Merriam, 1998). Since it was possible for me to record conversations during interviews, I decided to use a tape recorder to collect my data during interviews. The recorded tapes provided me additional time to analyze data after returning from Taiwan, thus serving as a means for further review and reference. Codes added to each tape served to not only protect the confidentiality of each interviewee, but also to distinguish which interviewee provided what specific information during interviews.
**Data Analysis**

According to Creswell (2003), six data analysis steps were required for valid interpretation of qualitative studies. These steps were: (a) organizing and transcribing interviews, (b) obtaining a general sense of the information and reflecting on its overall meaning, (c) coding, (d) generating a description of the setting, (e) narrating qualitative data, and (f) interpreting the data. Taylor and Bogdan (1998) suggested three similar processes of data analysis and interpretation for qualitative studies, including: (a) discovery, (b) coding, and (c) discounting data. These three steps of data analysis procedures allowed for various sub-processes to be undertaken, including: rereading data; looking for emerging themes; reading the literature; developing charts, diagrams; and figures to highlight patterns in the data; writing analytic memos; developing a story-line; listing major themes; sorting the data into the coding categories; analyzing data; comparing previous related studies; and using member checks as a means to check the validity of the study. To analyze the data for this interview study, I followed the guidelines mentioned above to obtain information in relation to my research questions.

For example, after I finished conducting each interview, I first transcribed the data into a Microsoft Word document. Second, I began to read and review each transcription carefully and started to search for emerging themes or patterns. Third, I began to classify data into various themes and checked whether sub-themes existed. Fourth, I created a chart and a diagram as visual aids to explore these themes and patterns. Fifth, I listed all major themes and concepts, and began to sort data into coding categories. Sixth, I brought all the data together and began to compare and analyze the data based on major themes, ideas, and concepts I gained from interviews. Seventh, I used a narrative passage to convey the findings, and compared my findings with previous related studies to check whether the results of this study were similar to or
different from them. In addition to these steps of data analysis processes, the validity of this interview study was also important to me. I felt the validity should be given special attention, and therefore I used member external validity checks as a means to determine whether the participants' thoughts and opinions had been well presented. For example, when I called Participant C to ask whether she truly believed that an inexperienced employment assistant was the major challenge to her, she replied:

Yes, I really think that an inexperienced employment assistant is the major challenge to me when providing the transitional service, and that is my personal experience.

Finally, I continued to keep in touch with participants via e-mail and phone calls for their continual input and suggestions to make this interview study more valuable and trustworthy.
Objective 1

The first research objective of this interview study was to determine what challenges and concerns arose for parents, young adults with mild-moderate mental retardation, and community members when these four nonprofit organizations transitioned young adults with mild-moderate mental retardation to community work (Appendix C). Four interview questions addressed this objective as follows.

1. What challenges and concerns arise for parents when their sons/daughters with mild-moderate mental retardation are going to be transitioned to work in the community?

2. What challenges and concerns do these young adults with mild-moderate mental retardation face when they were going to work in the community?

3. What challenges and concerns arise for and from community members (neighborhood and customers)?

4. To what degree are community members respectful or disrespectful and willing or unwilling to interact with young adults with mild-moderate mental retardation?

Several themes were identified and described in the following paragraphs.

1A. Challenges and concerns from parents were various

Four interview participants mentioned several major challenges and concerns that parents consistently expressed. These challenges and concerns included: safety concerns, attitudes of co-workers, dissatisfaction with jobs found by the foundations, and the belief that their children should not feel economic pressure. The following examples were extracted from the interview participants:
Participant A stated:

*Parents always worry about whether the new environment is safe, whether the co-workers will take advantage of their children, who will take care of their children if an accident happens, and whether their children are able to work outside.*

Participant B said:

*Some parents always told us that their children are happier learning in sheltered workshops and always ask us not to transition their children to work outside, especially if their children do not need money.*

Participant C mentioned:

*Parents are scared that working outside may be too difficult for their children with disabilities and that people outside of sheltered workshops are not respective to their children.*

Participant D claimed:

*Parents are often too protective of their children and sometimes they fail to remember that their children come here to receive job training...Other parents suggest that we try to find an office job for their children simply because their children know how to use MS Word.*

1B. **Interpersonal relationships were the major concern from young adults with disabilities**

All four interview participants stated that interpersonal relationships were the most prominent concerns of these young adults. In addition, they mentioned other concerns these young adults had during the transitional process, including: a lack of confidence, previous negative work experiences, lack of interest in jobs found by the foundations, and concern about whether they had the physical strength to work outside. The following statements exemplify their concerns.
Participant A stated:

*Our young adults workers often worry about whether they will be able to work in competitive settings and whether or not their new co-workers will be kind to them... I think most of them lack of confidence.*

Participant B said:

*I believe interpersonal relationships are the biggest concern of these young adults... Many of them had negative interaction experiences with their co-workers when they attempted to work in a competitive setting... now they are afraid of being laughed at because of their slow reactions or because they were viewed as being different by their new colleagues.*

Participant C mentioned:

*Some of our young adults are afraid of new jobs, new lifestyles, and attitudes of their new co-workers. They are concerned as whether or not they will be able to accommodate the new working environment... some of others are reluctant to work in competitive settings due to negative experiences in the past.*

Finally, Participant D claimed:

*Most young adults here express that they do not want to work outside because they have a lot of friends in sheltered workshops, and some of the young adults, especially those with mild mental retardation, quit their jobs after working a couple of weeks outside because they did not like the jobs... I do not want to blame them because everyone has a right to choose what kinds of job they want.*

1C. Two major concerns arose from the community

Four interview participants mentioned that the most common community concerns they encountered generally about behavior problems and the physical and mental appearance of these
transitioned young adults. Three out of four interview participants stated that community
collectors were very concerned as to whether these young adults with mild-moderate mental
retardation would able to control their behavior. Two of four participants stated that the physical
and mental appearance of these young adults might cause people to view them differently. For
example, Participant A said:

People who have no knowledge and experience in interacting with these young adults with
mild-moderate mental retardation commonly think that they are unable to control their
behavior that may cause trouble in the community.

Participant B also stated:

I think people who have limited knowledge about disability issues and are unfamiliar with
persons with disabilities commonly view these young adults differently based on their
appearance.

1D. Community majority respected and supported young adults with disabilities

Despite the community concerns mentioned above, all interview participants believed that
most community members held positive attitudes about these young adult workers with mild-
moderate mental retardation working in their communities. For example, Participant A
suggested:

My personal experience tells me that most people sympathize with them, but they also
admire that these young adults can make a living themselves, and I believe people who have
limited knowledge about these young adults will accept them gradually after they interact
with them.
Participant C said:

*Although there is a small portion of people I met who thought that these young adults should stay at home, most people are positive that these young adults can go out to work and to make a living themselves.*

Participant D also stated:

*Since these young adults must be evaluated before they work outside of the sheltered workshops, many of them perform well and gain the support and recognition from the public for their hard work.*

**Objective 2**

The second research objective of this interview study was to explore what kinds of concerns arose from business organizations that accepted these young adults with mild-moderate mental retardation to work in their companies. Four interview questions were asked to find out these concerns (Appendix D):

1. What challenges and concerns have been expressed by employees without disabilities?

2. To what extent do on-site coaches and counseling services provided by business organizations assist these transitioned young adults?

3. Do these business organizations have quotas or limits on the numbers of transitioned young adults with mild-moderate mental retardation they accept?

4. If a young adult was rejected by business organizations after he/she was transitioned, what were the reasons?
Several themes were identified and described as follows:

2A. **Co-workers without disabilities as the major challenge**

All interview participants mentioned co-workers’ attitudes were a big challenge in making the transitional process successful. Unlike many community members who held positive attitudes toward these young adults who work outside of the sheltered workshops, all interview participants stated that most co-workers without disabilities held negative attitudes toward working with these young adults. The major concerns co-workers without disabilities had about their co-workers with disabilities included: limited time to repeatedly teach them, lower productivity, difficulty communicating, slow response, and unclear speaking. These concerns of co-workers without disabilities were illustrated from the following comments. Participant A said:

*Co-workers typically feel that these young adults with mild-moderate mental retardation are doing things slowly and speaking unclearly, and they also express that they do not have time re-teach employment related tasks to these young adults.*

Participant B stated that:

*Co-workers commonly hold negative attitudes toward these young adults with disabilities; they frequently complain that they do not have time to re-teach tasks to them. In addition, many co-workers without disabilities complain that these young adults with disabilities fail to memorize things even thought they have been taught the thing many times.*

Participant C mentioned:

*My personal experiences tell me that the majority of people are kind to these young adults. However, it often changes when these young adults become their co-workers. For example, some older workers who have limited knowledge about disability issues wonder why their employers want them to work with persons with disabilities.*
Finally, Participant D expressed:

Some part-time student workers in the 7-11 franchise feel these young adults are too talkative and always ask the same questions. These employees stated that they neither like to teach these young adults nor interact with them... Be honest, I think the employers should play an important role in teaching their student workers to learn working with these young adults with disabilities.

2B. Limited on-site coaching and counseling service were provided after transition

The information gained from interview participants illustrated that these business organizations provided limited on-site coaching and no counseling services to these transitioned young adults. These business organizations contacted the foundations if they encountered problems because they had limited knowledge about how to communicate with these young adults effectively. However, since these four nonprofit organizations also ran several sheltered workshops/factories set up by the government, they were required to provide on-site coaching for these transitioned young adults from at least 2 weeks to 3 months, and they also needed to provide intervention and ask for job descriptions if these transitioned young adults had difficulty accommodating their new working environments. Participant A mentioned:

Since we signed the contract with the government to run these sheltered workshops, we have the responsibility to accommodate these transitioned young adults to work in the new environment and provide on-site coaching, counseling, and to provide any necessary intervention for as long as 6 months.
Participant B said:

*We provide on-site coaching to these transitioned young adults and visit them as long as required...the employers can also call us for assistance if they need...that is how we build a good relationship with these business organizations.*

Participant C mentioned:

*We only provide on-site coaching for these transitioned young adults. However, some of employers I met mentioned that they prefer to provide on-site coaching themselves.*

However, Participant D stated that:

*In addition to on-site coaching, we hold meetings once a month at the foundation. We invite these transitioned young adults to attend, so they have a chance to meet with their old friends and to share their experiences working outside.*

2C. Quotas and limits on the numbers of transitioned young adults

All four interview participants unambiguously stated that the number of young adults with disabilities these business organizations accepted typically depended on how many new recruits they needed and what kinds of businesses they ran. Two of the participants reported that some companies start hiring people with disabilities to avoid a monthly fine. Participant A stated:

*Hiring depends on how many employees the company needs and what kinds of businesses they run. People who run janitorial services generally need only one at a time while people who run gas stations may need several attendants in their car wash operation.*

Participant B reported:

*I cannot simply send as many as these young adults to work outside as I desire...they must pass a work evaluation first and then I can start finding the jobs for them...However some companies chose to hire one or two in order to meet requirement of the Protection Law for*
the Handicapped and Disabled...while other companies only hire based upon their particular need.

Participant C mentioned:

*It depends on how many employees the company needs. Since the passage of the Protection Law for the Handicapped and Disabled in 1997 requiring private enterprises with more than 100 employees to hire at least one person with a disability, and all government offices, public schools, and public enterprises with 50 or more employees to have at least 2 percent of their workforce consist of employees with disabilities, more and more companies are choosing to hire persons with disabilities to do labor jobs such as car wash and janitorial services.*

Similar to Participant A, Participant D said:

*I think it depends on the companies need, we cannot ask these companies to accept even well trained students if they don’t need them.*

2D. **Typical reasons why some youth were rejected by business organizations**

Four interview participants described some common reasons that led young adults to fail in work outside of the sheltered workshops. These reasons included: inappropriate working habits, behavioral and emotional problems, poor sanitary habits, and low physical strength. The following opinions were extracted from interview participants.

Participant A said:

*Inappropriate working habits are definitely one of the most common reasons. Some of these transitioned young adults were consistently late for work. This, in turn, led the employers to reconsider whether these young adults were appropriate and able to work for them.*
Participant B claimed:

I know some of these young adults frustrated by repeated negative work experiences which frequently caused them to not want to go to work on time... others were interested in working outside initially, but later became bored with their jobs resulting in a decrease in work effort.

Participant C also stated that:

Some of these young adults fail to follow instructions as a result of emotional factors... In addition, there was one dismissal I remember that was mostly due to his poor sanitary habits... We found the client a job in a food company but he was fired because he smoked a lot and didn't like to wash his hands after using the toilet.

Finally, Participant D mentioned:

My personal experiences have led me to believe that emotional and behavior problems frequently cause these young adults to be fired. For example, some of these young adults might have an argument with their families at home, thus resulting in their being emotionally unstable when working. The employers generally do not know how to deal with such concerns. I remember one client who repeatedly stole money... and still others who did not have enough strength to do the intensive labor work.

Objective 3

The third research objective of this interview study was to investigate challenges and concerns that arose from these four nonprofit organizations themselves when they transitioned young adults with mild-moderate mental retardation to work in the community. Four interview questions were used to address this issue, including (Appendix E):
1. What challenges and concerns do you have when transitioning these young adults to work in the community?

2. What do you do if these transitioned young adults are rejected by business organizations?

3. What steps does your organization take to recruit young adults with disabilities?

4. Are there any quotas, limits, and requirements that are put on the number of new recruits?

The following themes were obtained.

3A. Three major challenges and concerns from employment assistant and supervisor

Interview participants mentioned that time restrictions, job availability, and students availability to work outside the shelter were three largest concerns when had relative transitioning these young adults to work in their communities. Participant A stated:

*I think the biggest concern the employment assistants here have is how to balance their time between providing on-site coaching for transitioned young adults and taking care of other new recruits.*

Participant B believed that,

*Job availability is the major concern I have when providing transitional service ... Some companies put recruiting advertisements in the newspaper and then fail to hire persons with mental retardation when I contact them.*

Participant C also mentioned that time management was a challenge to her. She stated:

*Time management is an important issue of which all employment assistants need to be aware. Since the employment assistants have to provide on-site coaching for these transitioned young adults in addition to providing training to students in sheltered*
workshops and doing paper work, we are under a lot of pressure. Failure to respond to this pressure will ultimately influence our performance in assisting these transitioned young adults.

Interestingly, Participant D provided a different opinion toward this issue, she said,

*Signing a contract to receive training here does not mean that we guarantee employment for students after the end of training. Some students because of unstable emotions and behaviors may never be able to work outside.*

3B. Assisting rejected young adults

All interviewees claimed that they would do whatever they could to assist these transitioned young adults in their employment settings and to prevent student job dismissal or rejection whenever possible. They said that these young adults who were transitioned to work in the community must be evaluated as persons with stable behaviors and emotions and as well as possessing appropriate skills to work outside the sheltered setting. To assist any transitioned young adults who might be fired or rejected, employment assistants visit the young adults immediately if requested by the employer. They then evaluate why these young adults were not performing well. To maintain a good relationship with business organizations for further referrals, however, they said that they do not insist on having these transitioned young adults continue to work in a place where an employer feel they cannot be successful or productive.

Should these young adults be fired or rejected due to incompetence or inability to acclimate to their new working environments, the formal steps these personnel would take to assist them included: evaluation, asking employers to redesign their job descriptions, assisting them to return to sheltered workshops, returning them to the waiting list if there was no space available for them to receive training in sheltered workshops, and referring them to other social welfare
foundations which provide job training. They also shared their opinion of how to assist these transitioned young adults who were rejected or fired due to inappropriate working habits or behavior. The following comments were cited from interviewees:

Participant A said:

*We will first ask our employment assistants to evaluate the difficulties these young adults encounter... If the problems are related to inappropriate working habits such as being late for work or due to a lack of working skills; we will try to assist them first. If the problems still cannot be solved, we will arrange for them to come back to the sheltered workshop if there is space available or put them on the waiting list.*

Participant B stated:

*I first visit these young adults to see what I might do to assist them in accommodating to their new working environment... My foundation does not recruit new students for one week after any young adult's transition. In this way, the student has the opportunity to come back to our sheltered workshops if they cannot acclimate to their new jobs.*

However, Participant C recommended that,

*I will come to evaluate and intervene first. However, I suggest that our foundation not immediately recruit them back to sheltered workshops if they were fired or rejected due to their inappropriate working habits... I do this because I don’t want these young adults to come to expect that they can find a place to return no matter what.*

Lastly, Participant D mentioned,

*Evaluation and intervention are two steps I do first... I try to arrange for them to return to sheltered workshops for retraining if they still cannot acclimate to their new jobs. However, if the employers contacted me because our transitioned young adults stole money or*
displayed inappropriate behavior, such as being late for work or not following the manager’s instructions... then I ask these young adults to stay at home for a period of time as a form of self-examination.

3C. Steps taken to recruit young adults

Each interview participant described the steps their organizations took to recruit young adults with disabilities to receive training. These steps included: putting recruiting advertisements in government publishing or on the Internet, and contacting local senior high schools. There were also some young adults referred by the Department of Labor of the Taipei City Government and individual applicants whose parents contacted these social welfare foundations independently. The following statements were made by participants.

Participant A reported:

The foundation puts recruiting advertisements in government publishing... some parents with young adults with disabilities also contact us to check if there is a space available for their children.

Participant B said:

We cooperate with local schools, so the majority of our new recruits are from three local high schools... some of our new recruits even take some training classes before they graduate from the high school... the foundation also accepts individual applicants.

However, Participant C claimed:

I do not know much about that. Since I am only a trainer, I am not responsible for that.

Finally, Participant D mentioned:

We always put recruiting advertisements on the Internet... However, we also accept applicants who are referred by Department of Labor of Taipei City Government.
3D. Reasons for limits on the number of new recruits

Interviewees also mentioned that they could not accept everyone who wanted to receive training in sheltered workshops due to space limitations at sheltered workshops and the training projects signed with the government. For instance, Participant A mentioned,

*Acceptance depends on the space availability of our sheltered workshops. For example, the capacity of our sheltered workshops, either in the bakery store or car washing center, is approximately 10 to 20 students. If there is no space for new applicants, we will put them on the waiting list or refer them to other social welfare foundations that also provide similar training sheltered workshops for young adults with disabilities.*

Participant B also said,

*Acceptance definitely depends on the space availability of our sheltered workshops. For example, we only accept 8 students for our restaurant. If there is no space available for new applicants, we put the new applicant on the waiting list or refer them to other foundations... They can also attend classes such as interpersonal communication classes funded by the government but run by my foundation while they are waiting.*

Participant C even stated:

*It depends on the project my foundation signed with the government. For example, I am responsible for teaching these young adults to do janitorial services, and that project only accepts 3 students.*

Finally, Participant D claimed:

*It depends on the project my foundation signed with the government and the space availability of our sheltered workshops. Basically, Heng-Ai center has various sheltered*
workshops including a bakery sheltered workshop, cleaning service workshops, and a day care center where the capacity is about 100 students.

**Challenges Ranked by Interview Participants**

To understand the biggest challenges these interview participants encountered when they provided transition services to these young adults with mild-moderate mental retardation, I asked them to rank three major challenges they encountered based on their personal experiences. Four interviewees stated that everyone involved in the transitional processes could become major challenges to making a successfully transition.

Participant A stated that she would personally rank young adults with mild-moderate mental retardation as the first major challenge followed by the parents of these young adults and employers who hire young adults with disabilities. The following information was extracted from Participant A:

*I think the major challenge is these young adults with mild-moderate mental retardation. Some of these young adults never alter their inappropriate working habits... We have to rearrange them return to sheltered workshops, provide them with training again, and find jobs for them again, and they may be fired or rejected after a couple of months... it is a kind of cycle.*

Then, Participant A ranked parents as the second challenge to her, and she said:

*Parents are the second major challenge to me. Some of the parents are not supportive enough... They always expect us, as the employment assistants or employment supervisors, to have the professional knowledge to teach their young adults... this overlooks the possibility that parents did not teach their young adults to cultivate good working habits in the first place.*
Finally, she claimed:

*Employers are the third challenge to me. Some employers I met want and expect our transitioned young adults to work like others without disabilities...they constantly complain to us about why our young adults cannot work as fast as other employees without disabilities.*

Participant B also mentioned that parents, young adults with mild-moderate mental retardation, and employers were three major challenges when she provided transitional services. However, she believed that the parents of these young adults were a major challenge for her followed by the young adults with disabilities and employers. She stated:

*Some parents I met were difficult to communicate with because they understandable try to protect their young adults from being hurt...they often do not want to accept my suggestions for helping their young adults to develop good working habits and many parents have told me that their young adults had found learning difficult already and there is no need to continue learning difficulty while staying at home.*

Participant B then ranked young adults with disabilities as the second biggest challenge to her, she said:

*Some of these young adults with mild mental retardation are unrealistic and believe that they can find a better job than they have...many times they quit their jobs whenever they feel they do not like them.*

Finally, Participant B suggested:

*The employer is definitely a challenge. Some employers just don’t want to hire anyone with disabilities...sometimes I called some employers to check whether they have jobs available for my students, they just say “the jobs had been taken”...I asked one of my colleagues to*
call them again posing as a job seeker without a disability and these employers surprisingly asked my colleague to come for an interview.

Participant C was the only one who stated that an inexperienced employment assistant from her foundation might be the major challenge of making successful transitional services for these young adults with disabilities. She mentioned that employers and parents of these young adults could be the second and third challenge in her mind.

Participant C stated:

*Some of the younger employment assistants were not professional enough and have difficulties balancing their time spent on on-site coaching and training services. In addition, some quit their jobs because they become frustrated by the repeated failures of the transitioned young adults who are rejected or fired...their frustrations often influence other students' performance who receive on-site coaching and training from them.*

Participant C then said:

*Some employers are not realistic. They want these young adults to perform as well as other workers without disabilities...They frequently fire these young adults only because they could not or do not reach the productivity goal set by the employers.*

Finally, Participant C also implied that parents of the young adults were also a challenge to her, she stated:

*Parents often hear reports from their young adults saying that they were taken advantage of by their co-workers. It is not uncommon for parents to visit the employers and have an argument with them...I think these parents should visit us first and we will mutually try our best to solve the problems... some employers chose never hire my students anymore because they are afraid of having an argument with their parents again.*
Participant D personally regarded that young adults with disabilities were the first challenge to transitional processes, followed by their parents and employers. Similar to Participant A, Participant D also believed that these young adults played a major role in making the transitional process unsuccessful. She said:

*Not everyone does like to work. Some of the transitioned young adults quit their jobs whenever they feel frustrated or bored with their jobs. They then try to find other jobs themselves or ask to come back to the sheltered workshops...However, I think that they should contact us if they encounter problems.*

In addition, Participant D stated:

*Some parents disagreed with the jobs we find for their young adults with disabilities and we need to communicate with these parents...some parents are not willing to have their young adults work outside of the sheltered workshops and we had to spend a lot of time explaining the benefits of working in the community to them constantly.*

Then, she concluded:

*Most employees I met hold a negative attitude toward working with young adults with disabilities. However, I do not think they are wrong. Instead, I think the employers should take the responsibility to teach their workers to work with persons with diverse populations including with persons with disabilities. Without receiving support from the employers, I doubt the employees will ever change their attitudes toward working with persons with disabilities.*

Generally, the results of this interview study indicated that parents, young adults with mild-moderate mental retardation, employees without disabilities, employers, and even inexperienced employment assistants all pose challenges during the transitional process.
CHAPTER 5
DISCUSSION AND CONCLUSION

The purpose of this interview study was to investigate and describe the challenges four major nonprofit organizations encountered, from the perspectives of the employment assistants and employment supervisors, when they transitioned young adults with mild-moderate mental retardation from their transitional sheltered workshops to community-based workplaces. This research particularly focused on the challenges and concerns that arose from young adults with disabilities, parents of these young adults, communities, business organizations, and social welfare foundations themselves.

Parents

Parental supports played a very important role in successfully transitioning young adults with mild-moderate mental retardation from sheltered workshops to employment in their community’s workplaces. Researchers mentioned that parents must overcome their fears that may discourage their children with disabilities from trying new choices in their lives (Ainsworth & Baker, 2004). Otherwise, their fears might hinder their children from developing skills needed for independent living.

However, the information gained from four interviewees in this study illustrated that the challenges and concerns from Taiwanese parents were still strong, especially when their young adults were going to be transitioned to work in the community workplaces. Although each interviewee reported that they encountered different challenges and concerns from and held by Taiwanese parents during the transitional processes, similar patterns could still be found. For example, Taiwanese parents usually worried about the safety of their young adults, the attitudes of co-workers without disabilities, felt unsatisfied with the jobs found by the foundations, and were afraid others would take advantage of their sons or daughters.
In addition to concerns held by Taiwanese parents as reported by the employment specialists, the attitudes of co-workers without disabilities were factors leading these young adults to fail in community employment. In this study, all interviewees confirmed that most employees without disabilities they encountered were not willing to work with persons with mild-moderate mental retardation, and that this unwillingness hindered these young adults from acclimating to their new working environments. This information verified that Taiwanese parents' concerns about the inappropriate attitudes of co-workers without disabilities toward their young adults with disabilities did exist.

Although some of the parents' concerns may be true, all interviewees reported that they would regularly communicate with parents of these young adults, and explain the benefits of working in the community. In addition, one interviewee stated that a person's life could be full of happiness as well as sadness, no matter with or without disabilities. Therefore, it was necessary for these young adults to try to live independently and to build their own social networks.

**Young Adults with Disabilities**

According to the interviewees, challenges and concerns that young adults with disabilities face during the transitional process included: (a) worrying about interpersonal relationships, (b) a lack of confidence, (c) negative working experience in the past, (d) feeling uninterested in jobs found by the foundation, and (e) low physical strength to do labor intensive jobs. Among these concerns, all interviewees claimed that interpersonal relationships were the major concern held by the young adults with disabilities that they worked with. Interviewees agreed that the concerns mentioned above may become major obstacles that led these transitioned young adults to fail to accommodate to their new working environments and may ultimately lead them to come back to sheltered workshops.
These challenges and concerns mentioned above are parallel with some researchers' opinions that the risk of losing friendships, attitudes of co-workers without disabilities, and a feeling of frustration and failure were major challenges that may lead persons with disabilities to withdraw from working in the community (Baroff & Olley, 1999; Vander-Hart, 2000; Shah, 2005). Since interpersonal relationships were the major factor that might influence these young adults' performance working outside, this problem must be solved.

Fortunately, researchers stated that there were methods that could be used to teach and assist persons with disabilities, build their social skills, and develop their friendships (Baroff & Olley, 1999). These methods included learning how to greet their co-workers, maintain eye contact during an interaction with their co-workers, and be aware of their own voice and its loudness during a conversation. But, learning and maintaining these social skills may not be easy for young adults with mild-moderate mental retardation, and they need time to acquire and master these skills.

**Community**

Research demonstrated that the public tend to hold negative attitudes toward persons with cognitive disabilities and mental illness (Furnham & Pendred, 1983; Wang, Chan, Thomas, Lin, & Larson, 1997). In this study, interviewees stated that unstable emotional and behavioral challenges, and physical and mental appearance of these young adults would be two major concerns community members have about these young adults with mild-moderate mental retardation. Interviewees believed lacking of knowledge of disability issues and limited experience in interacting with people with disabilities could lead community members to worry about having these transitioned young adults work in their communities.
Fortunately, interviewees in the current study also stated that as long as community members had interacted with these young adults, they tended to accept having these young adults with disabilities work in their communities. Two interviewees mentioned that some community members might just show sympathy for these transitioned young adults, but all four interviewees believed that the majority of community members supported the idea that these young adults could make a living themselves after they had interacted with these transitioned young adults. The information gained from interviewees demonstrated that Taiwanese gradually accepted the idea of interacting with persons with disabilities, which also paralleled with other interview studies done by other Taiwanese researchers (Her, 1999; Sheng, 1999).

**Business Organizations**

The goal of transitioning people with disabilities to work in the community was to assist them in developing friendships and being included in the community (Vander-Hart, 2000; Shafer, Rice, & Metzler, 1989). In the current study, employment specialists perceived that challenges and concerns that arose from co-workers without disabilities could be the major obstacle that led transitioned young adults to fail to in the community. All four interviewees stated that the majority of co-workers without disabilities could not accept working with young adults with mild-moderate mental retardation. Moreover, they believed that the most common reasons that caused co-workers without disabilities to not want to work with these young adults included: limited time to repeat teach transitioned young adults, lower productivity, difficulty to communicate with them, and slow response and unclear expression.

These reasons mentioned above illustrated that these transitioned young adults were physically integrated rather than socially integrated in their community workplaces. This also confirmed the results of the study done by Vander-Hart (2000) that while workers with mental
retardation were physically present in non-segregated workplaces, they were not socially included or accepted. To solve this problem, one of the interviewees suggested that employers must play an important role in teaching their employees without disabilities to work with young adults with disabilities; otherwise, negative working experiences and lack of friendships could lead these transitioned young adults to feel frustrated about working outside the sheltered workshops.

Limited on-site coaching and counseling services provided by these business organizations were also major challenges that led to the failure of transitions. Researchers already stated that the majority of employers would worry that there was a problem adapting to the particular job due to the limitations of these job seekers with disabilities, and neither themselves nor employees with disabilities could solve the problem (Bolles & Brown, 2001). This problem also was found in this study. All interviewees stated that they were responsible for providing on-site coaching during the transitional process, especially since most employers had no experience in assisting these transitioned young adults. They also mentioned that if employers could not provide appropriate counseling services to these transitioned young adults after the transition, the only way to assist the young adults to accommodate their new working environments or new jobs was by contacting the Foundations again. Unfortunately, that might delay the employment assistant in providing appropriate assistance to these transitioned young adults and lead these young adults to feel frustrated working in the community.

In this study, the factors that caused these young adults to be fired or fail to work in the community were various. Interviewees stated that the reasons these young adults were rejected and fired by business organizations depended on the transitioned individuals. The most common reasons included: inappropriate working habits, unstable behavioral and emotional problems, bad
sanitary habits, and low physical strength to perform their new jobs. To assist these transitioned young adults to continue work in the community, interviewees mentioned that they would visit these young adults and conduct an intervention or ask for a change in their jobs’ description. However, they would not demand the employers keep these young adults working in their businesses if the employers insisted on not hiring these young adults. Their reasoning was they wanted to establish a good relationship with these business organizations for further referrals.

**Nonprofit Organizations**

Time restrictions were the main challenge these interviewees encountered when they were providing transitional services for these young adults. They stated that it was difficult to balance the time spent between providing on-site coaching and training new recruits while doing the paper work at the same time. One interviewee even mentioned that a new employment assistant who could not manage his/her time well might ultimately influence these young adults’ learning and performance both in the sheltered workshops and in community workplaces. Furthermore, another interviewee mentioned that some of the new and inexperienced employment assistants quit their jobs simply because they felt frustrated by the repeated failure of these young adults who were rejected or fired after transitioning. Their resignations might lead other employment assistants to have busier schedules.

Job availability was another challenge. One interviewee stated that, since some employers prefer not hiring people with disabilities, she needed to spend time continually communicating with the employers about future job availability. Assisting transitioned young adults who might be at high risk for failure in community work was also a challenge for these nonprofit organizations. For instance, all interviewees stated that young adults who were transitioned to work in the community must be evaluated before transitioning. However, passing the evaluation
and qualifying to work outside did not mean that they would perform well outside of the sheltered workshops. When these young adults were fired or rejected by business organizations, the interviewees needed time to arrange for them to return back or to refer them to other foundations where the similar job training classes were provided.

Finally, quotas and limits on the number of new recruits was also a challenge for these nonprofit organizations. All interviewees claimed that they could not accept all new applicants or reaccept all these transitioned young adults who failed while working in the community. They said that the limitation on the number of new recruits depended on the capacity of each of transitional sheltered workshop and factory, as well as the special training projects signed with the government. To assist those applicants who could not get into their sheltered workshops or training projects, interviewees said that what they could do was refer them to other foundations that provided similar training services, or put applicants on the waiting list for further notice.

**Limitations**

There were several factors that limit generalization of the results of this interview study. First, this interview study was to investigate and describe the challenges to competitive employment encountered by four major Taiwan nonprofit organizations, solely from the perspectives of the employment assistants and employment supervisors. Their opinions and comments could not represent those transitioned young adults and their parents because their perceptions on the challenges during the transitional process could be different from those provided by the interviewees in this study. Second, since I only interviewed four personnel and those were people from four different social enterprises, their answers to these interview questions could not represent all personnel from their foundations. This was because each person might play a different role in their foundations, including: trainees, counselors, administrators,
social workers, employment assistants and supervisors. Thus, they might have different
experiences in providing transitional services for young adults with disabilities. Third, since
there were a dozen social enterprises that also provided various sheltered workshops and
factories for persons with disabilities in Taiwan, the experience of their employment assistants
and supervisors in providing transitional services might differ from those presented by the four
interviewees in this paper.

Recommendations for Practice and Research

Results of this study indicated that young adults with mild-moderate mental retardation had
difficulty communicating on the job. Therefore, my first recommendation for practice would be
to provide instruction in work-related social communication skills for these young adults. Areas
to include in this training may be the concept of social reciprocity (e.g., social give-and-take). In
addition, results of this study suggested that practitioners should identify reasons for job loss and
then to specifically target these areas with focus on intervention and education. Moreover, results
of this study illustrated that co-workers were not very tolerant of the young adults with mild-
moderate mental retardation. This suggested that more disability awareness education needed to
be conducted with employers and co-workers before an employee with a disability began
working in that setting. The training should teach employers and co-workers without disabilities
to focus on the strengths and capabilities of young adults with disabilities.

Finally, since the results of this study illustrated that parents, young adults with disabilities,
employees without disabilities, and employers all posed challenges during the transitional
process, a few recommendations can be made with respect to future research. Researchers should
investigate the following questions:
1. How can/should the employment assistants and supervisors from the social enterprises communicate with parents of these young adults to ease their fears that discourage their teenagers to work in the community?

2. What methods can/should the employment assistants and supervisors use to assist these young adults who are repeatedly failed or fired after working in the community?

3. What methods can/should the employment assistants and supervisors use to assist the employers in teaching their employees without disabilities to work with people with disabilities?

In addition, researchers can interview parents, employers and young adults with disabilities to find out their opinions about transitional processes. The results of these further studies can become valuable information for personnel who provide transitional services to young adults seeking work in the community. Moreover, the results of these further studies may also offer a rich knowledge that can be used by personnel from social enterprises when they encounter challenges from parents, young adults with disabilities, employees without disabilities, and employers.
APPENDIX A
Consent Form

Agreement to Participant in
Challenges from Transitional Sheltered Workshops to Community
Workplaces: Perspectives of Taiwan Social Enterprises

Tsu-Hsuan Hsu
1550 Wilder Ave. Apt. A713 Honolulu, HI 96822

Dear Employment Supervisor and Employment Assistant,

I am conducting research to investigate and describe the challenges to competitive employment encountered by four major Taiwan nonprofit organizations. These challenges are presented solely from the perspective of the employment assistants and employment supervisors, who are assisting in transitioning young adults with mild-moderate mental retardation from their transitional sheltered workshops to community-based workplaces. The results of this study can be valuable information for professionals who are providing similar transitional services to persons with mild/moderate mental retardation in the United States.

The project data will be collected between February and March in Taipei, Taiwan, during Spring 2006 and through the form of interviews. During interviews, participants will be asked to discuss what kinds of challenges they personally encounter when providing transitional services. Participants will also be asked to provide information in relation to what kinds of concerns arise from these young adults, their parents, and community members in the neighborhood and employees without disabilities.

During the interview, I will ask some questions in relation to your personal information such as your job title and duty, educational degree, as well as your personal experiences in providing transitional services to young adults with disabilities. These questions are fairly simple and straightforward. You likely will have no problems as a result of answering these questions. It is possible that answering these questions could cause you some worry. If you feel worried, you may stop answering the questions at any time.

All participants will be voluntary, and identities of all participants will be kept confidential. You have the right to withdraw from participating in this interview study at any time without penalty. The interview should be take 75 minutes and will be tape-recorded. During the interview, you have right to ask me stop tape recording at any time if you do not want some of your opinion to be recorded. Audiotapes will be kept secure in a locked cabinet, and will be destroyed upon completion of the project.

Your answers will be put together with other answers and your name will not be used. Although you may recognize your story in articles about this research, others will not know that it is your story, or that you were a part of the project.
APPENDIX A
Consent Form (Continued)

I certify that I have read and understand what is written here. I have been given satisfactory answers to my questions concerning the project and I have been told that I am free to withdraw my consent and to stop participating in the project or interview at any time without any penalty. I give my consent to participate in this project with the understanding that such consent does not waive any of my legal rights, nor does it release from Tsu-Hsuan Hsu or the University of Hawaii at Manoa or any employee or agent thereof from liability for negligence.

Signature: __________________________ Date: __________________________

If you cannot obtain satisfactory answer to your questions or if you have comments or complaints about your treatment in this study, please contact:
Committee on Human Studies, University of Hawaii at Manoa, 2540 Maile Way, Honolulu HI 96822. Phone: (808) 939-3955.
APPENDIX B

Interview Questions

Background Information of Interviewees:
1. What is your name?
2. What is your highest educational degree?
3. What is your job title?
4. What are your job duties?
5. How long have you been working at this job?

Interview Questions:
1. What challenges and concerns arise for parents when their sons/daughters with mild-moderated mental retardation are going to be transitioned to work in the community?
2. What challenges and concerns do these young adults with mild-moderate mental retardation face when they are going to work in the community?
3. To what extent do challenges and concerns arise for and from community (neighborhood and customers)?
4. To what degree are community members respectful or disrespectful and willing or unwilling to interact with young adults with mild-moderate mental retardation?
5. What challenges and concerns have been expressed by employees without disabilities?
6. To what extent do on-site coaches and counseling services provided by business organizations assist these transitioned young adults?
7. Do these business organizations have quotas or limits on the numbers of transitioned young adults with mild-moderate mental retardation they accept?
8. If a young adult was rejected by business organizations after he/she was transitioned, what were the reasons?
9. What challenges and concerns do you have when transitioning these young adults to work in the community?
10. What do you do if these transitioned young adults are rejected by business organizations?
11. What steps does your organization take to recruit young adults with disabilities?
12. Are there any quotas, limits, and requirements that are put on the number of new recruit?
13. What are the biggest challenges you have experienced when you provide transitional services to the young adults with mild-moderate mental retardation from transitional sheltered workshops to community-based workplaces?
## APPENDIX C

### Challenges and Concerns from Parents, Young Adults, and Community

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Theme</th>
<th>Key Thoughts from Each Interview Participant</th>
</tr>
</thead>
</table>
| 1. What challenges and concerns arise for parents when their sons/daughters with mild-moderated mental retardation are going to be transitioned to work in the community? | Challenges and concerns from parents were various | 1. Safety concerns  
2. Co-workers will take advantage of their children  
3. Dissatisfied with jobs found by the foundations | A  
B  
C  
D |
| 2. What challenges and concerns do these young adults with mild-moderate mental retardation face when they are going to work in the community? | Inter-personal relationship was the major concern | 1. Interpersonal relationship  
2. Whether they will be able to work in competitive settings | 1. Interpersonal relationship  
2. Lacking of confidence due to negative experiences in the past  
3. Lack of confidence  
4. Whether they will be able to accommodate the new working environments | 1. Interpersonal relationship  
2. People are friendly in sheltered workshops  
3. Dissatisfied with jobs found by the foundations  
4. Concerning whether they have physical strength to work outside |
<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Theme</th>
<th>Key Thoughts from Each Interview Participant</th>
</tr>
</thead>
</table>
| 3. To what extent do challenges and concerns arise for and from community (neighborhood and customers)? | Two major concerns arose from the community | A: Behavior problems  
1. Behavior problems  
2. Limited knowledge about the persons with disabilities  
B: Some people view them differently based on their physical and mental appearance  
C: Behavior problems  
D: Behavior problems  
2. Physical and mental appearance |
| 4. To what degree are community members respectful or disrespectful and willing or unwilling to interact with young adults with mild-moderate mental retardation? | Community majority respected and supported young adults with disabilities | Most positive:  
1. Innocent  
2. Sympathy  
3. Admiration  
B: Most positive:  
1. Support  
2. Sympathy  
C: Most positive:  
1. Self sufficient  
2. Friendly  
3. Should stay at home  
D: Most positive:  
1. Support  
2. Accepted by the public |
## APPENDIX D
### Challenges and Concerns from Business Organizations

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Theme</th>
<th>Key Thoughts from Each Interview Participant</th>
</tr>
</thead>
</table>
| 1. What challenges and concerns have been expressed by employees without disabilities? | Co-workers without disabilities as the major challenge | A: Re-teach them  
B: Slow response and unclear expression  
C: Limited time to re-teach without disabilities  
D: Lower productivity  
(Interpersonal relationship) |
| 2. To what extent do on-site coaches and counseling services provided by business organizations assist these transitioned young adults? | Limited on-site coaching and counseling service were provided after transition | A: None  
B: The foundation provides supportive employment services  
C: The foundation provides any necessary intervention  
D: Ask to redesign job descriptions |

1. Re-teach them  
2. Lower productivity  
3. Difficulty to communicate with older workers may feel that they are looked down by their employers

1. Re-teach and always ask same question  
2. Too talkative  
3. Student workers in 7-11 have limited interaction with them due to limited knowledge about disability issues.
### APPENDIX D
Challenges and Concerns from Business Organizations (Continued)

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Theme</th>
<th>Key Thoughts from Each Interview Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong> Do these business organizations have quotas or limits on the numbers of transitioned young adults with mild-moderate mental retardation they accept?</td>
<td>Quotas and limits on the numbers of transitioned young adults</td>
<td>1. Depends on their needs and what kinds of business they run</td>
</tr>
<tr>
<td><strong>4.</strong> If a young adult was rejected by business organizations after he/she was transitioned, what were the reasons?</td>
<td>Typical reasons rejected by business organization</td>
<td>1. Inappropriate working habits (Consistently late for work)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Low frustrated tolerance</td>
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</tbody>
</table>
## APPENDIX E

### Challenges and Concerns from Nonprofit Organizations

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Theme</th>
<th>Key Thoughts from Each Interview Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What challenges and concerns do you have when transitioning these young adults to work in the community?</td>
<td>Three major challenges</td>
<td>A 1. Time management and restriction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1. Job availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1. Time management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 1. Difficulty to find jobs for young adults who have unstable emotions and behaviors</td>
</tr>
<tr>
<td>2. What do you do if these transitioned young adults are rejected by business organizations?</td>
<td>Assisting rejected young adults</td>
<td>A 1. Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1. Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1. Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 1. Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A 2. Assisting them to returning to sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2. Assisting them to returning to sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 2. Assisting them to returning to sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 2. Assisting them to returning to sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A 3. Returning them to the waiting list if there is no space available for them to receive training in sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3. Returning them to the waiting list if there is no space available for them to receive training in sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 3. Returning them to the waiting list if there is no space available for them to receive training in sheltered workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 3. Referring them to other social welfare foundations which provide job training</td>
</tr>
</tbody>
</table>

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## APPENDIX E
### Challenges and Concerns from Nonprofit Organizations (Continued)

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Theme</th>
<th>Key Thoughts from Each Interview Participant</th>
</tr>
</thead>
</table>
| **3. What steps does your organization take to recruit young adults with disabilities?** | Steps taken to recruit young adults  | A: 1. Putting recruiting advertisements in government publishing  
B: 1. Referred by local senior high school
2. Parents contact us (individual applicants)  
C: 1. Main office will notify me and I will train new recruits
D: 1. Putting recruiting advertisements on the Internet  
2. Referred by the Department of labor of the Taipei City Government |
| **4. Are there any quotas, limits, and requirements that are put on the number of new recruits?** | Reasons for limits on the number of new recruits | A: 1. Space limitations at sheltered workshops  
2. Putting them on the waiting list
3. Parents may contact other foundations  
B: 1. Space limitation at sheltered workshops  
2. Putting them on the waiting list
3. Referring them to other social welfare foundations  
4. Arrange leisure classes for them  
C: 1. Depends on the projects signed with the government  
D: 1. Depends on the projects signed with the government (100 capacity here) |
REFERENCE


Chen, J. B. (2004). *A study of sheltered workshop in Taiwan*. Published master’s thesis (In Chinese version), National Taiwan University of Science and Technology, Taipei, Taiwan.


