

**TRANSIT  
TRAINING PROGRAM  
FOR MENTALLY HANDICAPPED  
INDIVIDUALS:  
NEEDS ANALYSIS**

**PREPARED FOR**

**Transportation Systems Design Department  
The City of Edmonton**

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## TABLE OF CONTENTS

<u>SECTION</u>		<u>PAGE</u>
I	INTRODUCTION	1
II	METHODOLOGY	3
	Identification of Organizations	3
	Data Collection Process	3
	Analysis	3
III	RESULTS	5
	Overview	5
	Rationale for Transit Training	6
	Present Transit Training	7
	Program Objectives	8
	Number Needing Transit Training	9
	Present Means of Transportation	10
IV	CONCLUSION	11
-----		
<u>APPENDIX</u>		<u>PAGE</u>
A	Cover Letter and Questionnaire	A-1
B	Method of Calculating the Number of Clients/ Students Needing Transit Training	B-1
C	Organizations Contacted, Listed by their Position on the Need for a Transit Training Program	
	Exhibit C.1 - Organizations Reporting Need for a Program, Presently No Transit Training	C-1
	Exhibit C.2 - Organizations Reporting Need for a Program, Present Training Inadequate	C-4
	Exhibit C.3 - Organizations Reporting No Program Needed Present Transit Use Adequate	C-7
	Exhibit C.4 - Organizations Reporting No Program Needed Present Training Adequate	C-8
	Exhibit C.5 - Organizations with Insufficient Infor.	C-9
	Exhibit C.6 - Organizations Not Responding to Questionnaire	C-10
	Exhibit C.7 - Organizations for which a Transit Training Program is Not Appropriate, by Reason.	C-11

(Cont'd, next page)

APPENDIX

PAGE

D Tables

- |     |   |   |     |
|-----|---|---|-----|
| D.1 | - | Number of Mentally Handicapped Persons Who Could Benefit From Transit Training Program, By Organization Reporting Need        | D-1 |
| D.2 | - | Priority of Transit Training Program Objectives, Established by Organizations Specifying Need for a Program                   | D-2 |
| D.3 | - | Number of Trips and Cost of Daily Trips, by Transportation Means of Mentally Handicapped Clients of 40 Service Organizations. | D-2 |

## SECTION I: INTRODUCTION

In 1978, the City of Edmonton, Transportation Systems Design Department carried out The Mentally Handicapped Transportation Study. This report presented a number of proposals including the introduction of a transit training program to teach mentally handicapped people how to make better use of Edmonton Transit. The Edmonton Social Planning Council was contracted by the Transportation Systems Design Department to determine whether there is a current need for such a transit training program in Edmonton and the adjoining municipalities that use Edmonton Transit. The project was undertaken in consultation with a Review Committee comprised of representatives from the Transportation Systems Design Department and four organizations that work with mentally handicapped clients or students.

The objectives of the study were to:

- a) Prepare an inventory of organizations serving mentally handicapped individuals in Edmonton, St. Albert, and the County of Strathcona. The inventory was to include a brief description of each organization - address, hours of operation, type of service provided and number of mentally handicapped individuals presently served.
- b) Obtain an indication from those working with mentally handicapped people if need exists for a transit training program, i.e. whether their clients or students could benefit from a program and why.
- c) Obtain an indication of the number of clients/students, at present, who may benefit from a transit training program. <sup>(1)</sup>

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(1) The original terms of reference specified that one objective was to obtain an indication of the number of individuals who may benefit from a transit training program per year. It was later acknowledged by the Review Committee that it would be impossible to estimate the number over a one year period. Most agencies would not be able to provide this information.

- d) Identify the present operational transit training programs in Edmonton and determine the adequacy of these programs in meeting the transit training needs of their clients/students. (2)
- e) Identify the type of transportation presently used by clients/students, number of daily trips for each type of transportation, cost per trip, and funding bodies.

Based upon the findings of the study, we were to prepare conclusions and recommendations for further action.

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(2) Originally we had intended to obtain a description of the present transit training programs. In order to shorten the questionnaire, the Review Committee recommended these questions be omitted at this stage.

## SECTION II: METHODOLOGY

### IDENTIFICATION OF ORGANIZATIONS

The first task was to identify the organizations which work with mentally disabled people. Organizations were initially identified via AID and the directory of employment services in the report, Need for Sheltered Industry in Edmonton (Edmonton Social Planning Council, 1980). The Review Committee and respondents reviewed the original list and identified additional organizations.

### DATA COLLECTION PROCESS

Administrators of each organization were mailed a questionnaire with a stamped, return envelope. (See Appendix A for a copy of the questionnaire and cover letter.) Representatives who did not return the questionnaire, or returned it incomplete, were interviewed by phone.

### ANALYSIS

#### Overview of Responses

Organizations were categorized according to the position they took on the need for a transit training program. The three general positions were: a) need a program, b) no need for a program, and c) no comment. We then analyzed the rationale behind each of these responses.

#### Rationale

We did a content analysis of the response to the question asking why a program would or would not be of benefit to clients/students. We also examined the reasons why some organizations have not been successful in meeting the transit training needs of their clients/students. As well, we reviewed the reasons given for not commenting on the need for transit training.

### Program Objectives

Respondents who were in favor of a transit training program were asked to specify whether they thought the priority of the program should be to teach their clients/students to travel, a) to a program on a regular basis, b) between programs, or, c) throughout the City. We examined the relative frequency with which each objective was ranked as a first, second, or third priority.

### Number of Clients/Students Needing Transit Training

The steps taken to calculate the number of clients/students needing a training program are outlined in Appendix B. The calculations were complicated by the fact that some clients/students attend more than one organization contacted in this survey.

### Present Means of Transportation

Client/student overlap was also a methodological difficulty encountered when calculating the number of individuals using each means of transportation. Another difficulty was the fact that we did not obtain close to a 100% response rate to the transportation question. Nevertheless, using the available information, we were able to estimate the relative frequency with which each type of transportation means was used.

Many respondents did not specify the costs of transportation, thus we were only able to identify the range of transportation costs and the most frequently stated cost for each means of transportation. Likewise, information on funding bodies was incomplete, although we were able to identify the major funding bodies.

SECTION III: RESULTS

OVERVIEW

Questionnaires were sent to eighty organizations which were identified as agencies or schools working with mentally handicapped people in Edmonton, St. Albert, or the County of Strathcona. They are listed in Appendix C along with their address, contact person(s), type of service they provide, and the number of mentally handicapped people presently receiving their services. They have been categorized according to the position they took regarding the need for a transit training program for their clients or students. Their responses are summarized in Table 1 below.

TABLE 1: RESPONSE TO NEED FOR  
TRANSIT TRAINING PROGRAM

	<u>Response</u>	<u>No. of Organizations</u>
A.	Program Needed	
	- Presently no training	18
	- Present training inadequate	14
B.	No Program Needed	
	- Present transit use adequate, no training	5
	- Present training adequate	4
C.	No Comment	
	- Not sufficient information	7
	- No response	1
	- Not applicable	31
	TOTAL	80



Only one of the 80 organizations contacted did not respond to our request for information. Nevertheless, only half of these organizations were able to comment on the need for a transit training program. Seven did not know how many of their clients/students could benefit from a transit training program. Another thirty-one organizations stated that a transit training program is inappropriate in the context of their organization. Either these organizations had no on-going direct contact with disabled people (11) or their clients/students were, a) physically disabled (4), b) too young (3), c) too mentally disabled (7), or d) merely had emotional problems or a learning disability that did not inhibit their use of public transit (6).<sup>(1)</sup>

Out of the 41 organizations that were able to comment on whether a transit training program could be of benefit to their clients/students, 31 stated that it would be of benefit, and the remaining 9 thought that it would be of no benefit. The latter organizations either had an adequate transit training program (4), or thought that their clients/students were making adequate use of public transit (5).

#### RATIONALE FOR TRANSIT TRAINING

There were basically two reasons why people thought a transit training program would be of benefit. First, the ability to use the transit would enhance the independence and self-esteem of mentally disabled persons, plus would aide their normalization and integration into the community. Knowing how to travel independently is one of the crucial life skills, particularly in cities where community services and activities, recreation, places of employment, and medical/business centres are very unlikely to be in walking distance of one's residence. As one respondent pointed out, the recent endeavors by the Province to transfer mentally disabled people from institutions to the community are futile unless people are provided with the skills to "get around in the community".

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(1) See Exhibit C.7 of Appendix C for the reasons given by each organization.

The second major benefit of a transit training program is the reduction in cost of transportation for both the taxpayer and disabled persons and their families. A number of respondents were very concerned about the high cost of transportation for persons over 18 years of age who have to pay for their own transportation from their limited income. Their maximum income, provided by Alberta Assured Income for Severely Handicapped, is \$492.00 per month. Their budget prohibits a frequent use of expensive means of transportation such as a taxi, thus, without the ability to use public transit, their mobility is severely restricted. In fact, two residential programs reported cases in which their residents did not attend a sheltered workshop because they could not afford to travel there by taxi each day.

#### PRESENT TRANSIT TRAINING

Eighteen organizations are presently attempting to teach their clients/students how to use Edmonton Transit, but apparently only four believe they are adequately meeting the needs of their clients/students. (2) In fact, over half of the clients/students identified as needing a transit training program were those who could benefit from a program that was more comprehensive than the program available to them at present. They are clients/students from seven schools, three residential programs, two sheltered workshops, one activity centre, and one advocacy organization. (3)

Most organizations do not have a transit training program per se. Basically, the staff attempt to teach transit use to their clients or students whenever there is an obvious need and time permits. Nearly everyone said their transit training was presently inadequate because there is a shortage of staff time, given that transit training is only one of many duties undertaken by staff and numerous hours are required to travel on the buses with the students during their practice sessions.

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(2) See Exhibit C.4, Appendix C for list of organizations.

(3) See Exhibit C.1

Some organizations rely on volunteers to do the training, but this too is problematic because volunteers are not always available when required.

Only two organizations did not view staff shortage as their major problem. One school reported that they were not financially capable of hiring full-time staff, thus had to rely on work experience students. Another organization was attempting to initiate a program and the instructor felt she needed access to resource material and assistance in designing a program.

A couple of schools mentioned that some parents are reluctant to have their children taught how to use public transit because they fear their children will get lost. However, these schools believed that more parents would allow their children to enroll in a transit training program if it had demonstrated previous success.

#### PROGRAM OBJECTIVES

The majority of respondents, who were in favor of a transit training program, thought the first priority of a transit training program should be to teach their clients/students how to use the public transit to travel from their place of residence to a program on a regular basis. The second priority should be to teach them to travel throughout the city. Some interviewed respondents explained that learning how to get from point A to point B was the first step to learning how to travel throughout the city -- the ultimate objective. Of least importance was teaching clients/students how to use the transit to travel between programs on a regular basis. This may be because many clients/students possibly do not travel between programs on a regular basis. (4)

Several respondents commented that it was not sufficient to teach people how to travel from one destination to another. People should also be taught appropriate bus behaviour, as well as what to do when there is a route change or when they get lost.

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(4) See Table D.1, Appendix D.

## NUMBER NEEDING TRANSIT TRAINING

It was impossible to calculate the exact number of mentally handicapped clients/students who could benefit from a transit training program because the organizational overlap of over half the clients/students is unknown (see Table D.1, Appendix D). Nevertheless, we were able to calculate the minimum number of clients/students who could benefit. We were also able to calculate a less conservative estimate of the number who would potentially use transit training.

A minimum of 331 mentally handicapped persons were identified as needing a transit training program. This number was calculated by adding together the number of persons needing transit training who were:

- a) known not to be clients/students of other organizations (179) and,
- b) known to be clients/students of two organizations, but only counted once (152).

The minimum number does not include the 432 reported cases with unknown overlapping status. Approximately half of the clients/students, whose overlapping status was known, are clients/students of only one organization. Assuming that roughly half of the clients/students with an unknown overlapping status (i.e. 216) are also likely to be clients/students of only one organization, then approximately  $(331 + 216 = )$  547 persons could benefit from a transit training program.

Even though the information is not complete, there is sufficient evidence to conclude that at least 330 and as many as 550 individuals could benefit from a transit training program. Notably, these figures are an underestimate because they do not include the mentally handicapped people who are not receiving the services of specialized programs contacted in the survey.

## PRESENT MEANS OF TRANSPORTATION

Respondents had difficulty providing information about the present means of transportation used by their clients/students. They did not know the means of transportation used by nearly half the clients/students; plus only a few respondents reported the cost of transportation and funding sources. Nevertheless, the available information does provide some indication of the extent to which each type of transportation is used, the approximate costs of transportation, and funding sources.

As illustrated in Table D.3, Appendix D, an estimated minimum of 3,112 daily one-way trips are made by mentally disabled clients/students in Edmonton and district. We know the means of transportation used for 1,889 of these trips. One-half of the trips are taken via Edmonton Transit, one-quarter via door-to-door buses, and approximately 13% via taxi. The remaining 10% of the trips are taken by clients/students who use DATS, regular school buses, agency vehicles, private auto, or walk.

Edmonton Transit use is much less expensive than the other commonly used means of transportation. The maximum round-trip cost of transit is 50 cents for children and \$1.00 for adults; whereas the cost of a door-to-door bus is usually around \$6.00, and the cost of a taxi ranges from \$4.00 to \$26.00.

Most non-institutionalized mentally disabled people over 18 years of age pay for their own transportation. Children and institutionalized persons have their transportation subsidized by a School Board, an institution, Alberta Education, and/or Alberta Social Services and Community Health.

#### SECTION IV: CONCLUSION

In general, people working with mentally handicapped people in Edmonton and district supported the development of a Transit Training Program. Representatives from 32 organizations identified a minimum of 330 and possibly as many as 550 people who could benefit from a transit training program.

This program would be of benefit to mentally handicapped people because it would enhance their independence and integration into the community, as well as reduce their cost of transportation. A significant proportion now use either a door-to-door bus or a taxi service as their means of transportation. Both are substantially more expensive than Edmonton Transit.

The implementation of a transit training program would also be in the interest of the Alberta Government. Alberta Social Services and Community Health and Alberta Education are presently the major subsidizers of transportation for mentally handicapped people. Even more important than the financial benefits is the fact that a transit training program supports the government's endeavors to integrate mentally handicapped people into the community.

In light of the results of this study, we recommend the development of a transit training program for mentally handicapped people in Edmonton and district. The program should have a capacity to teach at least 330 people.

**APPENDIX A**

**COVER LETTER**

**AND**

**QUESTIONNAIRE**

# EDMONTON SOCIAL PLANNING COUNCIL

#418, 10010 - 105th Street, Edmonton, Alberta T5J 1C4 Telephone 423-2031

March 23, 1981  
File #2-1-24

As you may have been aware, in 1978 the City's Transportation Planning Branch carried out The Mentally Handicapped Transportation Study. This report presented a number of proposals including the introduction of a transit training program to teach mentally handicapped people how to make better use of Edmonton Transit. The Edmonton Social Planning Council has now been asked by the City to establish whether there is a current need for such a transit training program.

Because of your organization's work with mentally handicapped people we are anxious to have your input into this particular issue. We would therefore appreciate if you could take a few minutes of your time to complete the attached questionnaire. Please be assured that we are not requesting any confidential information about your clients or students.

Return the completed questionnaire in the self-addressed envelope provided, to the Edmonton Social Planning Council before April 9, 1981. Please contact me at 423-2031 if you are unable to return the questionnaire by this date. Also, do not hesitate to call if you have problems with the questionnaire, or you would like to discuss the need for a training program.

In closing, I would like to stress how important it is that all organizations who are serving mentally handicapped people accept this opportunity to respond to this programming initiative. We need information from all organizations in order to determine how many people could benefit from a transit training program. Should there be support for such a program, the City Transportation Systems Design Department will contact you for your assistance in the design and implementation stages.

Thank you for your co-operation.

Yours sincerely,

*Bev Zubot*

Bev Zubot,  
Planner,  
Edmonton Social Planning Council



United Way  
A Member Agency

BZ/mc



March, 1981  
E. S. P. C.

NEED FOR A TRANSIT TRAINING PROGRAM  
FOR MENTALLY HANDICAPPED INDIVIDUALS  
QUESTIONNAIRE

A. BRIEFLY DESCRIBE YOUR AGENCY/ORGANIZATION:

1. Contact Person(s): \_\_\_\_\_  
Position: \_\_\_\_\_  
Name of Organization: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_

2. Hours of operation (hours, days of the week, seasons): \_\_\_\_\_  
\_\_\_\_\_

3. Services provided for mentally handicapped people (please check all that apply):

- \_\_\_\_\_ a) education (child development programs and pre-vocational training)
- \_\_\_\_\_ b) vocational training/employment
- \_\_\_\_\_ c) employment counselling and placement
- \_\_\_\_\_ d) residence
- \_\_\_\_\_ e) social and recreational
- \_\_\_\_\_ f) information/referral/advocacy
- \_\_\_\_\_ g) other (specify) \_\_\_\_\_

4. How many mentally handicapped clients/students do you have at present?  
\_\_\_\_\_

**B. PRESENT MEANS OF TRANSPORTATION**

*Information about the means of transportation being used by your mentally handicapped clients/students to travel to and from your program would help us assess the need for a transit training program and the possible financial benefits. For each means of transportation we would like to know:*

- a) how many of your clients/students per day use this means of transportation,*
- b) the fare paid per day by each client/student,*
- c) the actual cost per day to transport each client/student, and*
- d) the source(s) of transportation subsidies.*

Please provide this information in the appropriate columns below:

<u>Means of Transportation</u>	<u>Transportation</u>	<u>Fare Paid by Clients Per Day</u>	<u>Actual Cost Per Day Per Client</u>	<u>Source(s) of Subsidy</u>
1) Edmonton Transit	_____	_____	_____	_____
2) Door to Door School Bus	_____	_____	_____	_____
3) Regular School Bus	_____	_____	_____	_____
4) Taxi	_____	_____	_____	_____
5) D.A.T.S.	_____	_____	_____	_____
6) Private Auto	_____	_____	_____	_____
7) Other (Specify)	_____	_____	_____	_____

**C. IF YOUR ORGANIZATION HAS A TRANSIT TRAINING PROGRAM, ANSWER THE FOLLOWING QUESTIONS: (If not, proceed to D)**

- 1. How many clients/students at present are being taught how to use public transit? \_\_\_\_\_

2. Do you think your program is adequately meeting the transit training needs of all your clients/students?

\_\_\_\_\_ No                      \_\_\_\_\_ Yes

If no, why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If your program does not adequately meet the transit training needs of all your clients/students, how many of your present clients/students, could benefit from a more comprehensive transit training program?

\_\_\_\_\_

D. IF YOUR ORGANIZATION DOES NOT HAVE A TRANSIT TRAINING PROGRAM, ANSWER THE FOLLOWING QUESTIONS:

*In general we may assume that individuals who are mentally handicapped could only benefit from a transit training program if they:*

- a) do not have a physical handicap which would prevent public transit use, and*
- b) presently do not use the public transit to their fullest potential.*

1. Do you think a transit training program could be of benefit to your clients/students?

\_\_\_\_\_ No                      \_\_\_\_\_ Yes

Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(If you do not think a transit training program could be of benefit to your clients/students, proceed to Section F.)

2. From a practical point of view, what do you think a transit training program should teach your clients/students? Please rank the preferred program objectives in order of priority (with '1' specifying your top priority and '3' or '4' your lowest priority).

A transit training program should teach my clients/students how to use the public transit to travel:

Rank

\_\_\_\_\_ a) from their place of residence to program on a regular basis

\_\_\_\_\_ b) between programs on a regular basis

\_\_\_\_\_ c) throughout the City for purposes such as visiting, shopping, medical and business

\_\_\_\_\_ d) other (specify): \_\_\_\_\_

3. Approximately how many of your clients/students, at present, could benefit from a transit training program? \_\_\_\_\_

E. CLIENT/STUDENT OVERLAP

*In order to calculate the total number of mentally handicapped individuals in Edmonton who could benefit from a transit training program, we need to know how many individuals are clients/students of more than one organization in this survey so that these individuals are not counted more than once.*

1. Do you know whether or not your clients/students who could benefit from a transit training program (as stated in C-3 or D-3) are also clients/students of other organizations? (check below)

\_\_\_\_\_ No, our organization does not have this information. (Proceed to F)

\_\_\_\_\_ In some cases we have this information.

\_\_\_\_\_ Yes, our organization has this information.

2. To the best of your knowledge, how many of your present clients who could benefit from a transit training program (as stated in C-3 or D-3) are also clients/students of each organization listed below? (Specify in the column below.)

<u>NUMBER OF CLIENTS/STUDENTS</u>	<u>ORGANIZATION</u>
_____	Alberta Association for the Dependent Handicapped
_____	Alberta Association for the Mentally Retarded
_____	Alberta Committee of Action Groups for the Disabled
_____	Alberta Government Employment Opportunities Program
_____	Alberta Government Special Placement Program
_____	Alberta Handicapped Communications Society
_____	Alberta Hospital
_____	Alberta Social Services and Community Health, Handicapped Children Services
_____	Alberta Society for Autistic Children
_____	Arch Enterprises and Training Association of Edmonton
_____	Associated Canadian Travellers Recreation Centre for the Disabled
_____	Association for the Hearing Impaired
_____	Association of Adult Day Cares
_____	Avonmore Elementary - Junior High School
_____	Canada Employment Centre, Special Needs Unit
_____	Catholic Social Services - Handicapped Services
_____	Centre for the Study of Mental Retardation
_____	Cerwood Enterprises
_____	Child Development Centre, Alberta Child Development Foundation
_____	Citizen Advocacy Society of Edmonton
_____	Community Behavioral Services
_____	Community Enrichment Program
_____	Distinctive Employment Counselling Services of Alberta
_____	Early Education Program
_____	Edmonton Association for Children with Learning Disabilities
_____	Edmonton Association for the Mentally Retarded
_____	Edmonton Parks and Recreation
_____	Edmonton Separate School Board
_____	Elves Memorial Child Development Centre
_____	Eric Cormack Centre
_____	Evelyn Unger School for Language and Learning Development

NUMBER  
OF  
CLIENTS/STUDENTS

ORGANIZATION

- \_\_\_\_\_ County of Strathcona #20, Pupil Services Department
- \_\_\_\_\_ St. Albert Association for the Handicapped
- \_\_\_\_\_ St. Albert Catholic School District
- \_\_\_\_\_ St. Albert Protestant School District #6
- \_\_\_\_\_ Sturgeon School Division, Educable Mentally Handicapped Classes

3. How many of your present clients/students who could benefit from a transit training program are not clients/students of any of the organizations listed above? \_\_\_\_\_

F. ORGANIZATIONS WHICH PROVIDE SERVICES FOR THE MENTALLY HANDICAPPED INDIVIDUALS IN EDMONTON WERE LISTED IN SECTION E2. THIS LIST MAY NOT BE COMPLETE.

If you know of any other organization or persons, please list them below:

Name of contact person: 1. \_\_\_\_\_

Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

- |          |          |
|----------|----------|
| 2. _____ | 3. _____ |
| _____    | _____    |
| _____    | _____    |
| _____    | _____    |
| _____    | _____    |

G. DO YOU HAVE ANY COMMENTS ABOUT THE QUESTIONNAIRE AND/OR TRANSIT TRAINING PROGRAMS? (Use back of page if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THIS QUESTIONNAIRE WAS COMPLETED BY: \_\_\_\_\_

THANK YOU

**APPENDIX B**

**METHOD OF CALCULATING**

**THE NUMBER OF CLIENTS/STUDENTS**

**NEEDING TRANSIT TRAINING**

Step 1. The total number of individuals reported by each organization was sorted into three categories:

- a) individuals known not to be clients/students of other organizations,
- b) individuals known to be clients/students of other organizations, and,
- c) individuals with unknown overlapping status.

Step 2. The double counting of clients/students attending more than one organization was eliminated by cross-referencing the overlaps reported by each organization with the overlaps reported by every other organization. The process is best illustrated by an example.

Table Eg. 1 illustrates that organization A reported that 6 of their clients overlap with B, and 4 with C. Organization B reported an overlap of 6 with A and 1 with C. Organization C reported an overlap of 1 with A and 1 with B.

Table Eg. 1

Responding Organization	Total No. of Clients with Overlap	Organizations with same Clients/students		
		A	B	C
A	10	-	6	4
B	7	6	-	1
C	2	1	1	-
<b>TOTAL</b>	<b>19</b>			



The process of eliminating "double-counts" is demonstrated in Table Eg. 2 below:

Table Eg. 2

<u>Responding Organization</u>	<u>Calculations</u>	<u>Total Number Not Counted More Than Once</u>
A	Greater of AB (6), BA (6) = 6 Greater of AC (4), CA (1) = 4	10
B	Greater of BA, AB already counted Greater of BC (1), CB (1) = 1	1
C	Greater of CA, AC already counted Greater of CB, BC already counted	0
	TOTAL	11

In this example, eleven clients/students were identified by organizations A, B, & C. Note that when there is a discrepancy in the overlap reported by two organizations (Eg. A and C), the greater number is chosen so that no clients/students identified by any one organization are excluded.

This method of eliminating double-counting has one major drawback. It assumes that organizations reporting an overlap of clients/students do not have clients/students attending more than two organizations. This assumption is probably correct in most cases. The overlap most commonly reported was between a residential program and a day time program. Other programs having less contact with clients/students usually stated that client overlap was unknown, thus the individuals they reported were not included in the calculation of the total number of clients/students who could benefit from a transit training program.

Step 3: The minimum number of clients/students who could benefit from a transit training program was calculated by adding:

- a) the total number of persons known not to be clients/students of other organizations (calculated in Step 1), and
- b) the total number of persons known to be clients/students of two organizations, but only counted once (calculated in Step 2).

The minimum number may be a substantial under-estimate because it does not take into account all the clients/students with an unknown overlapping status.

Step 4: A less conservative estimate of the number of clients/students who could benefit from a transit training program was calculated by adding to the minimum number the proportion of clients/students, with an unknown overlapping status, who are likely to be clients/students of only one organization.

This proportion was based upon the percentage of clients/students with a known overlapping status who received the services of only one organization. Consequently, the estimated number of clients/students who could benefit from a transit training program is likely to have some degree of error because the two sets of organizations may differ in their proportion of "no overlap" clients/students.

APPENDIX C

ORGANIZATIONS CONTACTED

LISTED BY THEIR POSITION ON THE  
NEED FOR A TRANSIT TRAINING PROGRAM

EXHIBIT C1: ORGANIZATIONS REPORTING NEED FOR A PROGRAM,  
PRESENTLY NO TRANSIT TRAINING

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	<u>NO. OF MENTALLY HANDICAPPED CLIENTS/ STUDENTS</u>
1. ALBERTA HOSPITAL, EDMONTON Box 307, T5J 2J7	Ken Rumohr, Director Finance and Support Serv. 973-2201	24 hrs/day	- voc. rehab. - residence - recreation	75 approx.
2. A.C.T. RECREATION CENTRE 10th Floor, CN Tower, T5J 0K1	Peter Kawerac, Facility Manager, 428-7901	8:30 AM- 10:00 PM Mon-Fri	- recreation	250 approx.
3. ARCH ENTERPRISES AND TRAINING ASSN. OF EDMONTON, 7953 Argyll Road, T6C 0K1	Wendy Webber, Program Specialist Mr. Ramachandran, President, 465-9336	8:30 AM- 4:00 PM Mon-Fri	- voc. rehab. - employment - info/referral/ - advocacy	41
4. DICKENSFIELD NURSING HOME 14225 - 94 Street, T5E 6C6	Chris Benson, Rehab. Counsellor, 483-1515	24 hrs	- residence	11
5. EDMONTON ASSN. FOR THE MENTALLY RETARDED, Res. 11130 - 131 Street, T5M 1C1	D. Sharp, Director, 453-6707	8:30 AM- 4:00 PM	- residence	22
6. EVELYN UNGER SCHOOL FOR LANGUAGE & LEARNING DEVELOPMENT, 6755 - 88 Street, T5E 4Y4	Evelyn Unger, School Director	school hours	- education	5

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	<u>NO. OF MENTALLY HANDICAPPED CLIENTS/STUDENTS</u>
7. GOOD SAMARITAN (MOUNT PLEASANT) CARE CENTRE, 10530 - 56 Avenue	Mrs. Dunki, 434-6466	24 hrs	- residence	4
8. GOOD SAMARITAN, PINEVIEW RESIDENCE, 8770 - 165 Street, T5R 2R8	Mrs. E. Ann Marshall, Residential Director, 489-4529 or 489-4234	24 hrs	- residence	40
9. GOOD SAMARITAN (SOUTHGATE) CARE CENTRE, 4225 - 107 Street	Judy Bailor, Programme Worker, 436-2720	24 hrs	- residence	25
10. GRANT MACEWAN COMMUNITY COLLEGE, Cromdale Campus, 8020 - 118 Avenue	Doug Bovee, Co-ordinator, Residential Aide, 474-8521	9:00 AM- 4:00 PM daily	- employment counselling	12
11. HARDISTY NURSING HOME, 6420 - 101 Avenue	Mrs. Hayes, Director of Nursing, 466-9267	24 hrs/ day	- residence	5
12. LYNWOOD EXTENDED CARE, 8740 - 165 Street, T5R 2R8	Marnie Brown-Bovee, Supervisor, Rehab. Program, 483-1515	24 hrs	- residence	3
13. NORWOOD EXTENDED CARE UNIT	Margaret Hurley, Rehab. Counsellor, 474-8381	24 hrs	- residence	20

NC. OF MENTALLY  
HANDICAPPED  
CLIENTS/STUDENTS

SERVICES PROVIDED

HOURS

CONTACT PERSON(S)

ORGANIZATION

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	NC. OF MENTALLY HANDICAPPED CLIENTS/STUDENTS
14. ROBIN HOOD ASSOC. FOR THE HANDICAPPED, 3 Spruce Avenue, Sherwood Park, Alta., T8A 2B6	Ed Riediger, Managing Director, 467-7140	8:30 AM- 5:00 PM	- education - voc. training - residence - recreation - info/referral/ advocacy	60
15. SCOTT ROBERTSON SCHOOL, DEPENDENT HANDICAPPED PROGRAM, 13515 - 107 Street	Dr. Alex Hillyard	school hours	- education	4
16. ST. BASIL'S SOUTH EDM. BOTTLE DEPOT, 4214 - 99 Street, T6E 5B3	J. Scherban, Co-ordinator, 463-3232	8:30 AM- 4:30 PM Mon-Sat	- voc. rehab. - employment counselling	18
17. Y M C A, EMPLOYMENT PROGRAM, 10826 - 124 Street, T5M 0H3	Andrea McLean, Program Supervisor, Employment Program, 452-9111	8:00 AM- 5:00 PM Mon-Fri	- employment counselling/ placement	125
18. Y W C A, 10305 - 100 Avenue, T5J 3C8	Marilyn Rhodes, Special Services Director, 423-9922	7:00 AM- 11:00 PM	- residence - recreation - info/referral/ advocacy - family relief service - work experience	75

EXHIBIT C.2: ORGANIZATIONS REPORTING NEED FOR A PROGRAM  
PRESENT TRAINING INADEQUATE

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	<u>NO. OF MENTALLY HANDICAPPED CLIENTS/STUDENTS</u>
1. AVONMORE ELEMENTARY SCHOOL, 7340 - 78 Street	Brenda Skirrow, Barb Calvert, Pam Barry, Teachers, 466-2976	school hours	- education - life skills	71
2. CERWOOD ENTERPRISES, 42 Airport Road	Janet Muichison, 452-0687	7:30 AM- 3:30 PM	- voc rehab.	52
3. CITIZEN ADVOCACY SOCIETY OF EDMONTON, 10619 - 124 Street	Chris Richards, Program Supervisor, 482-5151 or 482-1135		- recreation - info/referral/ advocacy	190 approx.
4. COMMUNITY RESOURCE CENTRE (GOODWILL), 15450 - 105 Avenue	Jo-Ann Bullock, Program Supervisor, 426-2255, ext. 213	8:30 AM- 3:30 PM	- prevocational training	100
5. EDMONTON CATHOLIC SCHOOL DISTRICT, 9807 - 106 Street	E. Nimco, Supervisor of Special Education, 429-7631	school hours	- education - vocational training - employment counselling - residence - recreation - info/referral/advocacy	280

NO. OF MENTALLY  
HANDICAPPED  
CLIENTS/STUDENTS

SERVICES PROVIDED

HOURS

CONTACT PERSON(S)

ORGANIZATION

6. HARDISTY JR. HIGH,  
TMT PROGRAM,  
10534 - 62 Street

- education

school  
hours

Sandy Baskett,  
Teacher,  
469-0426

49

7. L'ARCHE ASSN. OF  
EDMONTON,  
6109 - 97A Avenue

- residence

24 hrs

Mary Jane,  
Director of Residence,  
464-4283

35

8. LAUDERDALE HOUSE -  
ASSOCIATION FOR THE  
HEARING HANDICAPPED,  
13035 - 102 Street

- residence  
- recreation  
- living skills

3:00 PM-  
8:00 AM  
24 hrs  
weekends

Leonard A. Mitchell,  
Supervisor,  
455-1904

5

9. L.Y. CAYENS VOCATIONSL  
SCHOOL,  
10510 - 45 Avenue,  
T6H OAI

- education

school  
hours

O. Mestinsek,  
Asst. Principal,  
459-3872

454

10. SKILLS,  
2 Bennett Place,  
St. Albert, T8N 2K2

- residence

24 hrs

Barb Reid

30

11. ST. ALBERT PROTESTANT  
SEPARATE SCHOOL  
DISTRICT #6,  
60 Sir Winston Church.Ave.,  
St. Albert, T8N 0G4

- education  
- info/referral/  
advocacy

school  
hours

Richard Krenz,  
Supervisor of Educ.,  
Student Services,  
458-2060

31



NO. OF MENTALLY  
HANDICAPPED  
CLIENTS/STUDENTS

SERVICES PROVIDED

HOURS

CONTACT PERSON(S)

ORGANIZATION

12. ST. BASIL SCHOOL,  
10210 - 115 Avenue

Roger F. Poulin,  
Dept. Head,  
477-3584

school  
hours

85

- education
- voc. training
- employment counselling/  
placement
- recreation
- info/referral/advocacy

13. WESTERN INDUSTRIAL RESEARCH  
AND TRAINING CENTRE,  
1332 1/2 St. Albert Trail,  
T5L 4R3

Cheryl L. Crocker,  
Vice President,  
454-9656

8:00 AM-  
4:00 PM  
Mon-Fri

220

- voc. rehab.
- employment counselling/  
placement

14. WINNIFRED STEWART SCHOOL  
FOR THE RETARDED,  
11130 - 131 Street,  
T5M 1C1

Wally Anderson,  
Vice Principal

school  
hours

240

- education

EXHIBIT C.3: ORGANIZATIONS REPORTING NO PROGRAM NEEDED  
PRESENT TRANSIT USE ADEQUATE

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	<u>NO. OF MENTALLY HANDICAPPED CLIENTS/STUDENTS</u>
1. GOODWILL REHABILITATION SERVICES, 10215 - 112 Street, T5K 1M7	Sheila Perry, 426-2255	8:30 AM- 4:30 P.M. Mon-Fri	- voc. rehab.	?
2. JUBILEE LODGE NURSING HOME, 10333 - 76 Street	Director of Nursing, 469-4456	24 hrs	- residence	2
3. PARKLAND NURSING HOME, 13210 - 114 Street	452-5546	24 hrs	- residence	2
4. SHELTERED WORKSHOP SOC., 7305 - 99 Street	Joe Budak, 432-0342	8:00 AM- 3:45 PM	- voc. training/ employment and placement - residence	120
5. ST. ALBERT CATHOLIC SCHOOL DISTRICT, OPPORTUNITY ROOM PROGRAMS, 6 St. Vital Ave., St. Albert	George Soetaerd, Supervisor of Student Services	school hours	- education	30

EXHIBIT C.4: ORGANIZATIONS REPORTING NO PROGRAM NEEDED,  
PRESENT TRAINING ADEQUATE

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	<u>NO. OF MENTALLY HANDICAPPED CLIENTS/STUDENTS</u>
1. CATHOLIC SOCIAL SERVICES - HANDICAPPED SERVICES, 9518 - 102A Avenue, T5H 0G1	Trevor Crick, Director of Services for the Handicapped, 454-8515	24 hrs	- residence	85
2. COMMUNITY BEHAVIORAL SERVICES, 12813 - 116 Avenue, T5M 3C8	Barry Brasker, Vice President, 427-2065	24 hrs	- residence - parent training - info/referral - behaviour management consulting	5
3. VICTORIA COMPOSITE HIGH SCHOOL, 10210 - 108 Avenue,	Lesley Sommen, Special Ed. Teacher, 426-3010	school hours	- education - voc. training - employment	8
4. ZOIE GARDNER (HOME) 12925 - 122 Street, T5L 0F8	Zoie Gardner, Foster Mother, 455-5795	24 hrs	- residence - recreation - life skills	5

EXHIBIT C.5: ORGANIZATIONS WITH INSUFFICIENT INFORMATION

<u>ORGANIZATION</u>	<u>CONTACT PERSON(S)</u>	<u>HOURS</u>	<u>SERVICES PROVIDED</u>	<u>NO. OF MENTALLY HANDICAPPED CLIENTS/STUDENTS</u>
1. ALBERTA SOC. SERV. AND COMMUNITY HEALTH, HANDICAPPED CHILDREN SERVICES, Centennial Mall, 170 Street & St. Pln. Rd., T5P 4B5	Mary Pointen, Supervisor, 422-3007		- info/referral/ advocacy - family support	400 approx.
2. CANADA EMPLOYMENT, 10210 - 107 Street, T5J 1J7	Joe Dauvin, Program Counsellor, 420-2451	8:30 AM- 4:30 PM	- voc. training - employment counselling/ placement - info/referral advocacy	35 approx.
3. DISTINCTIVE EMPLOYMENT COUNSELLING SERVICES OF ALBERTA, 2nd Floor, 10924 - 107 Ave.	Ian Ross, Administrator, 420-1745	8:00 AM- 4:00 PM	- employment counselling/ placement	unknown
4. EMPLOYMENT OPPORTUNITIES PROGRAM, Soc. Serv. & Comm. Health, 11713 - 82 Street	Pete Van Rheenen, Program Admin., 427-3086	8:15 AM- 4:30 PM Mon-Fri	- employment counselling/ placement - info. referral	15
5. LITTLE BITS RIDING CLUB, 11918 - 40 Street, T5W 2K9	Ron Clark, President		- recreation	3

NO. OF MENTALLY  
HANDICAPPED  
CLIENTS/STUDENTS

SERVICES PROVIDED

HOURS

CONTACT PERSON(S)

ORGANIZATION

6. SPECIAL PLACEMENT PROGRAM, 10th Floor, Jarvis Bldg., 9925 - 107 Street, T5K 2H9	Joy Young, Manager, 427-2168	8:15 AM- 4:30 PM Mon-Fri	- employment counselling/ placement	unknown
7. STURGEON SCHOOL DIV., Morinville, Alberta	Director of Transportation	school hours	- education	unknown

EXHIBIT C.6: ORGANIZATION NOT RESPONDING TO QUESTIONNAIRE

1. COUNTY OF STRATHCONA #20,  
Pupil Services Dept.,  
2001 Sherwood Drive,  
Sherwood Park,  
T8A 3W7

Dr. Jensen,  
464-8111

EXHIBIT C.7: ORGANIZATIONS FOR WHICH A TRANSIT  
TRAINING PROGRAM IS NOT APPROPRIATE  
BY REASON

Organization inappropriate because clients/students are:

ORGANIZATION:	Phy- sically Disabled	Incapable of Using Transit	Too Young	Not Mentally Handi- capped	Not Having Contact with Org.
Alta. Assn. for the Handicapped	X				
Alta.Assn.for the Mentally Retarded					X
Alta.Comm.of Action Groups for the Disabled					X
Alta.Handicapped Communications Society					X
Alta.Soc.for Autistic Children		X			
Assn.of Adult Day Cares		X			
Centre for the Study of Mental Retardation					X
Child Development Centre				X	
Community Enrichment Prgm.	X				
Early Education Program - Mayfield			X		
Edmonton.Assn. for Children with Learning Disabilities				X	
Edmonton Parks & Recreation					X
Eric Cormack Centre		X			
Gateway Assn.for Mentally Handicapped					X
Glenrose Prov.Gen. Hosp.	X				
Handicapped Housing Society of Alberta	X				
Jack Bredin Comm. Inst.				X	
Life Skills Trng.Cntr.				X	
Off.of the Public Guardian					X
Pre-schl.Play Prgrm. U of A			X		
Rec.Dev.Div.,Dept.of Parks and Wildlife					X
Rosecrest Home			X		
Serv. for the Handicapped, Edmonton Region					X
Special Education Services					X
Central Park Lodge		X			
Parkland Nrsg.Home - South				X	
Sh. Pk. Nursing Home		X			
Venta Nursing Home		X			
Alberta Mental Health				X	
Off.of the Public Trustee					X
Res.for the Dep. Handicapped		X			
TOTAL	31	4	7	11	6

**APPENDIX D**

**TABLES**

TABLE D.1: NUMBER OF MENTALLY HANDICAPPED PERSONS WHO COULD BENEFIT FROM TRANSIT TRAINING PROGRAM, BY ORGANIZATION REPORTING NEED

ORGANIZATION:	No Overlap	Overlap	Overlap Unknown	TOTAL		Overlapping Two Org.'s Counted Once
				Spec. Training	No Training	
Alberta Hospital	33	17	0		50	17
Arch Enterprises and Training Assn.	5	36	0		41	36
Assoc. Canadian Travellers Rec. Centre for the Disabled			100		100	
Assn. for the Hearing Impaired	0	3	0	3		3
Avonmore School			10	10		
Cerwood Enterprises	4	8	0	12		8
Citizen Advocacy Society of Edmonton	5		95	100		
Edm. Assn. for the Mentally Retarded	0	8	14		22	0
Edmonton Separate School Board	50	0	0	50		
Evelyn Unger School for Language and Learning Development			5		5	
Good Samaritan, Pineview Res.	0	5	0		5	5
Goodwill, Community Resource Centre	2		18	20		
Hardisty Junior High School	15	5	0	20		5
L.Y. Cairns Vocational School			30	30		
Residential Aide Training Program Grant MacEwan College	4		6		10	
Robin Hood School/Residence	0	5	0		5	5
Scott Robertson School	2	2	0		4	2
Shalom L'Arche Ass'n. of Alberta	0	15	0	15		7
SKILLS	1	7	0	8		6
South Edmonton Bottle Depot	9	9	0		18	9
St. Basil School			85	85		
W.I.R.T.C.			65	65		
Winnifred Stewart School	10	0	0	10		
Y.M.C.A.	11	9	0		20	9
Y.W.C.A.	0	26	4		30	26
St. Albert Protestant School Dist. #6	3	4	0	7		4
Dickensfield Nursing Home	1	2	0		3	2
Good Samaritan (Mt.Pleasant) Care Cntr.	0	6	0		6	6
Good Samaritan (Southgate) Care Centre	6	4	0		10	2
Hardisty Nursing Home	10	0	0		10	
Norwood Extended Care Unit	5	0	0		5	
Lynwood Nursing Home	3	0	0		3	
TOTAL	179*	171	432	435	347	152*
				782		

\* # - No overlap (179) + # overlapping 2 originals, counted once (152) = Minimum Number (331)



TABLE D.2: PRIORITY OF TRANSIT TRAINING PROGRAM OBJECTIVES,  
ESTABLISHED BY ORGANIZATIONS SPECIFYING NEED  
FOR A PROGRAM

Program Should Teach How to Travel:	Priority			No Response	Total
	First	Second	Third		
a) from place of residence to program	15 46.9%	8 25.0%	2 6.3%	7 21.9%	32 100%
b) between programs	0	4 12.5%	12 37.5%	16 50.0%	32 100%
c) throughout the city	9 28.1%	16 50.0%	1 3.1%	6 18.9	32 100%

TABLE D.3: NUMBER OF TRIPS AND COST OF DAILY TRIPS BY  
TRANSPORTATION MEANS OF MENTALLY HANDICAPPED  
CLIENTS/STUDENTS OF 40 SERVICE ORGANIZATIONS (1)

Transportation Means	Minimum No. of One-Way Trips	Prop. of Trips with Known Trans.Means	Cost of Round Trip	
			Range	Mode
Edmonton Transit	954	50.5%	.20 to 1.00	.90
Door to Door Bus	496	26.6%	4.00 - 18.00	6.00
Regular School Bus	21	1.1%	Unknown	
Taxi	250	13.2%	4.00 - 26.00	
DATS	91	4.8%		
Private Auto	23	1.2%	Unknown	
Agency's Vehicle	48	2.5%	Unknown	
Walk	6	.3%	-	
Total Known	1,889	100.0%		
Total Unknown	<u>1,223</u>			
TOTAL	<u>3,112</u>			

(1) See Appendix C, Exhibits C.1 to C.4 for the list of 40 organizations that commented on the need for a training program.

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