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ABSTRACT

This volume is the fifth in a series of monographs documenting the literature in the field of transition from school to work for students with disabilities. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. The 448 entries are arranged by an entry number that is linked to author, title, and subject descriptor indexes. Materials produced by projects funded by the Office of Special Education and Rehabilitative Services (OSERS) are listed by competition number in the "OSERS Project Products Listing." Another list includes documents produced by the Secondary Transition Intervention Effectiveness Institute of the University of Illinois at Urbana-Champaign that have been entered into the ERIC (Educational Resources Information Center) database. (JDD)

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# Annotated Bibliography on Transition from School to Work

Volume 5

Adrienne S. Harmon  
Lynda N. Leach

EC 300 296

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**TRANSITION  
INSTITUTE  
AT ILLINOIS**

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Education experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

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The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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**Annotated Bibliography on  
Transition from School to Work  
Volume 5**

**Adrienne S. Harmon  
and  
Lynda N. Leach**

**Secondary Transition Intervention Effectiveness Institute  
University of Illinois at Urbana-Champaign**

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## PREFACE

This volume of the Annotated Bibliography on Transition from School to Work is the fifth in the series of monographs documenting the literature in the field of transition. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. We attempt to be broad in scope, but we cannot claim to be comprehensive. There are others who are making similar literature review efforts in specialized areas of transition, such as in work evaluation and federal legislation, and when these resources are found, they are included in our data base. Our uniqueness is in the annual compilation of relevant materials and in our connection with the OSERS-funded demonstration projects.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting reports and products from the OSERS-funded projects. As in previous volumes, this volume significantly reflects their contributions.

The organization of Volume 5 is basically the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. It is intended that each document citation contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries & Indexes" has been included to help identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation that corresponds to the "OSERS Project File Listing," which facilitates direct contact with each project. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents which have been entered into the ERIC data base and are accessible by ED number.

Our growing data base has become a unique resource for documenting state-of-the-art transition products and activities. We would like to thank all of the OSERS projects for responding to our information requests by sharing their products and activities with others concerned with transition.

Adrienne Seccia Harmon  
Lynda Nash Leach

## GUIDE TO ENTRIES

Entry Number \_\_\_\_\_ 32.

Author \_\_\_\_\_ Moon, Sherril; Goodall, Patricia;  
Barcus, Michael; & Brooke, Valerie  
(Eds.) (1985).

Date \_\_\_\_\_

Title/journal/publisher \_\_\_\_\_ The supported work model of  
competitive employment for citizens  
with severe handicaps: A guide for  
job trainers. Richmond, VA:  
Rehabilitation Research and Training  
Center, School of Education, Virginia  
Commonwealth University.

See Note below for detail ... (Comp. No. 84.158A - OSERS File No.  
32)

Descriptors \_\_\_\_\_ supported employment / job coach /  
vocational evaluation / job placement  
/ follow-up studies / Virginia /  
transition models

Annotation \_\_\_\_\_ This manual has been developed for  
persons who are directly involved in  
the placement and training of  
citizens with mental retardation into  
community-based competitive jobs.  
The process which is described and  
the corresponding forms which are  
included are based on the work in  
this area done over the past six  
years at Virginia Commonwealth  
University through Project  
Employability and now the  
Rehabilitation Research and Training  
Center....

NOTE: In the Appendixes, see the Project Products Listing for  
other material received by OSERS Projects and the OSERS Project  
File Listing for contacting project.

## GUIDE TO INDEXES

Author/Subject/Title \_\_\_\_\_ Absenteeism - 245  
Accommodation - 19, 124, 256, 270,  
Entry Number \_\_\_\_\_ 270, 282, 305, 368, 390  
Adaptability skills - 300  
Adjustment to disability - 317



## ANNOTATED BIBLIOGRAPHY ON TRANSITION

1.  
Chadsey-Rusch, Janis; Karlan, George R.; Riva, Maria T.; & Rusch, Frank R. (1984).

Competitive employment: Teaching conversational skills to adults who are mentally retarded. Mental Retardation, 22(5), 218-225.

conversational skills / competitive employment

The purpose of this study was to train three competitively employed adults with mental retardation who had poor conversational skills to ask questions appropriate to conversational context. In addition, the effects of increased question-asking on covarying conversational behaviors (topic continuations and topic initiations) were evaluated. Training effectiveness was assessed in a multiple-baseline design via 10-minute structured tape-recorded conversations with a female (who was not mentally retarded) conversant across subjects. A 5-minute social skills training package, consisting of instructions, modeling, and rehearsal, which preceded the conversation, combined with verbal prompts during the conversation was found to be more effective than the use of the 5-minute training package without the verbal prompts. The use of verbal prompts ensured that questions were asked throughout the conversation. Further, results indicated that question-training differentially effected changes in covarying conversational behaviors. Finally, social validation of overall conversational ability by a group of community members (e.g., lawyers, plumbers, laborers) showed improvement from baseline to intervention conversations.

2.  
Wagner, Mary; & Shaver, Debra M. (1989).

Educational programs and achievements of secondary special education students: Findings from the National Longitudinal Transition Study. Menlo Park, CA: SRI International.

National Longitudinal Transition Study / follow-up studies

In 1983 Congress mandated that the U.S. Department of Education conduct a national study of youth in the years of transition from secondary school to adult living (Sec. 8, section 618(e), PL 98-199). OSEP (Office of Special Education Programs), Department of Education, contracted with SRI International to develop a study design and student sample. In 1987, under a second contract, SRI began the National Longitudinal Transition Study of Special Education Students. The study addresses issues concerning disabled youths' school programs, services, social integration, educational achievements, and independent living and employment services. This paper presents the first findings regarding the educational programs and other services and the secondary school achievement of special education students nationwide.

3.  
Wagner, Mary (1989).

Youth with disabilities during transition: An overview of descriptive findings from the National Longitudinal Transition Study [Review Draft]. Menlo Park, CA: SRI International.

National Longitudinal Transition Study / educational outcomes

This paper from SRI International presents selected descriptive findings regarding two questions: (a) What are the individual and family characteristics of youth with disabilities served under the Education of the Handicapped Act (e.g., their functional ability, socioeconomic background), and (b) What are the achievements of youth with disabilities in the areas of independence, education, and employment? The findings presented here are based on data for more than 8,000 youth collected in 1987 from telephone interviews with parents, a survey of educators in the schools these youths attended, and from their school records.

4.  
Butler-Nalin, Paul; Marder, Camille; & Shaver, Debra M. (1989).

Making the transition: An explanatory model of special education students' participation in postsecondary education [Review Draft]. Menlo Park, CA: SRI International.

National Longitudinal Transitional Study / postsecondary education

This paper uses the National Longitudinal Transitional Study database to address the question, "What factors relate to the postsecondary education participation of youth with disabilities?" Results of multivariate analyses describing the postsecondary participation of youth with disabilities are presented. Policy implications of the findings and identification of additional research questions are discussed.

5.  
Butler-Nalin, Paul; & Padilla, Christine (1989).

The effects of school characteristics and program participation on special education dropouts [Review Draft]. Menlo Park, CA: SRI International.

National Longitudinal Transition Study / special education / dropouts

The National Longitudinal Transition Study provides one of the first looks at national dropout data for youth with disabilities. From this research, it has been found that special education students are dropping out at a rate higher than the regular education population. There are also some indications that the

behavioral and attitudinal correlates of dropping out are similar for high school students with and without disabilities. This paper looks at school or program characteristics which might affect dropout behavior and the gap in the knowledge base concerning school completion.

6.  
Breuning, Stephen E.; Matson, Johnny L.; & Barrett, Rowland P. (Eds.) (1983).

Advances in mental retardation and developmental disabilities  
(Vol. 1). Greenwich, CT: JAI Press, Inc.

research synthesis / mental retardation / developmental disabilities

The goal of this series of annual reviews (next two entries included) is to provide up-to-date, authoritative, data-based writings of the state of the art in assessment, diagnosis, research, and treatment of mentally retarded and developmentally disabled individuals. Each volume reviews both applied and basic research. Some of the topics included in this volume are: basic operant research, assessment of adaptive behavior, review of non-speech communication systems, obesity, behavior modification in facilities for the mentally retarded, and microcomputers.

7.  
Breuning, Stephen E.; & Matson, Johnny L. (Eds.) (1983).

Advances in mental retardation and developmental disabilities  
(Vol. 2). Greenwich, CT: JAI Press, Inc.

research synthesis / mental retardation / developmental disabilities

Some of the topics reviewed in this second edited volume are as follows: social skills training, conditional punishment, innovations in organizational behavior management in institutions, the right to refuse habilitation, and review of dental approaches with the developmentally disabled populations.

8.  
Breuning, Stephen E.; & Gable, Robert A. (Eds.) (1983).

Advances in mental retardation and developmental disabilities  
(Vol. 3). Greenwich, CT: JAI Press, Inc.

research synthesis / mental retardation / developmental disabilities

Volume 3 continues to review advances in mental retardation and developmental disabilities with some of the following topics: self-injurious behavior, materials adaptation for teaching mentally retarded students, consumer satisfaction, detecting and treating seizure disorders, and transitional programming.

9.

Office of Special Education and Rehabilitative Services. U.S. Department of Education (1989).

Making the promise of technology a reality [Special issue]. OSERS News in Print, 2(1).

technology / Technology Related Assistance for Persons with Disabilities Act of 1988 (P.L. 100-407)

This issue is meant to inform readers about the provisions of P.L. 100-407 and to explore topics related to implementation. These topics include: (a) approaches to linking persons with disabilities to the appropriate assistive technology, (b) the need to provide training for professionals, consumers, and family members of persons with disabilities as part of any system of assistive technology services, and (c) the importance of the evaluation component to maintaining the quality of service in assistive technology programs.

10.

Stacey, Nevzer; Alsalam, Nabeel; Gilmore, Jeffrey; & To, Duc-Le (1988).

Education and training of 16- to 19-year-olds after compulsory schooling in the United States. Washington, DC: Higher Education and Adult Learning Division. Office of Research. Office of Educational Research and Improvement. U.S. Department of Education.

training programs / research synthesis

This paper is a response to the OECD's (Organization for Economic Cooperation and Development) request to the U.S. government to prepare a detailed case study of the U.S. that would focus on government policies and education and training options for the 16- to 19-year-olds after their compulsory schooling. The paper is divided into 3 main sections: the description of the system, which includes descriptions of the providers of education and training programs and the options available to youths in pursuing education and training; issues and government policies and provisions bearing on these providers and options; and a review of the research evidence on special topics related to this age group. While each section can stand alone, collectively they provide the reader with a vivid picture of the wide diversity of programs and opportunities available to Americans in the 16- to 19-year-old age group. Figures and tables are included.

11.  
Hill, Bradley K. (1988).

Compuscore for the ICAP (Inventory for Client & Agency Planning): Users' Manual [with software - IBM-PC and compatibles]. Allen, TX: DLM Teaching Resources.

ICAP / software

ICAP Compuscore automates the scoring procedure for the ICAP Response Booklet.

12.  
Wallace, Helen M.; Biehl, Robert F.; Oglesby, Allan C.; & Taft, Lawrence T. (Eds.) (1987).

Handicapped children and youth: A comprehensive community and clinical approach. New York: Human Sciences Press, Inc.

human services / federal legislation / advocacy / special education

It is the intent of this comprehensive text to reach physicians, dentists, nurses, social workers, nutritionists, and therapists in an effort to assist them to work and function more effectively in working with community services for handicapped youth and children. Among topics discussed are (a) the impact of handicapping conditions on the child and family, (b) history and descriptions of programs and services in the U.S., (c) advocacy, (d) legal rights, and (e) discussions of common handicapping conditions.

13.  
Mainstream, Inc. (1988).

Project LINK guidebook: A manual for operating an employment services program for persons with disabilities. Washington, DC: Author. (Comp. No. 84.158C - OSERS File No. 191)

program development / Project LINK / job placement

This manual covers all the essential aspects of operating an employment agency for persons with disabilities. It can be used by professionals to establish a Project LINK-type program or by established programs to strengthen existing efforts. Sections include guidelines for staffing, funding, marketing, recruiting, developing and improving employer relationships, and activating the job matching process.

14.  
Jones, Reginald L. (Ed.) (1984).

Attitudes and attitude change in special education: Theory and practice. Reston, VA: The Council for Exceptional Children.

## attitudes / special education

This volume has been developed to provide state-of-the-art overviews of the literature on attitudes toward diverse handicapped persons and to provide a critical evaluation of this literature. Scholars of attitudinal studies have contributed chapters to this volume on misconceptions about attitudes toward handicapped persons, theories of attitude change, problems of instrumentation in measuring attitudes, and attitudes of educators and children toward special populations.

15.

Nisbet, Jan; & Callahan, Michael (n.d.).

Assessing the quality of supported employment services. Durham: University of New Hampshire, Institute on Disability.

## supported employment / program evaluation

This assessment tool is based upon 18 quality indicators of supported employment as described by Nisbet and Callahan (1987). These indicators were developed during the implementation of a model demonstration effort and are based upon field research, literature reviews, input from practitioners, and a national validation study. It is designed to be used by persons who are in the process of developing and implementing individualized supported employment models. This quality assessment approach is designed to: (a) provide direction in the development of supported services; and (b) provide a means to measure the overall quality of existing supported employment services. If this instrument is to be used to guide the development of supported employment services, the indicators can be considered a checklist of vital components. In order to use the tool to assess the quality of existing services, a rating system has been developed. The instrument is not intended to result in a fixed numerical score, but rather should be viewed as a profile of the supported employment service being rated. The instrument is organized into three sections: Administrative Issues; Job Matching and Development Issues; and Job Training and Support Issues.

16.

Braddock, David; & Heller, Tamar (1985).

The closure of mental retardation institutions I: Trends in the United States. Mental Retardation, 23(4), 168-176.

## institutional closures / mental retardation

The first of a two-part series, this article identifies and describes 24 institutional closures. Seventeen have been completed or scheduled since 1982. The closure of institutions is primarily the product of long-term trends toward community services development and economic factors constraining state government

expenditures. The second article reviews literature on the impact of closure and involuntary relocation on clients, families, and employees. It also presents suggested closure guidelines, and speculates about the likelihood of future closures in the United States.

17.

Braddock, David; & Heller, Tamar (1985).

The closure of mental retardation institutions II: Implications. *Mental Retardation*, 23(5), 222-229.

institutional closures / mental retardation / policy research

Twenty-four mental retardation institutions in the United States have closed or are soon scheduled to close. In this second article of a two-part series, outcome studies on the impact of closure and involuntary relocation on clients, families, and employees are reviewed. Suggested closure guidelines are presented. Future closures are expected to continue to be a function of constraints on state budgets imposed by future recessions, the need for more prison space, the rate of community services development, and the possible adoption of federal disincentives in the use of institutions for long-term care. Studies of the impact of institutional closures are recommended, and specific research topics are suggested.

18.

Braddock, David; Heller, Tamar; & Zashin, Elliot (1984).

The closure of the Dixon Developmental Center: A study of the implementation and consequences of a public policy. Part A: Year two interim report. Part B: Executive summary and recommendations. (Public Policy Monograph Series. Monograph #1). Chicago: Evaluation and Public Policy Division. Institute for the Study of Developmental Disabilities. University of Illinois at Chicago.

institutional closures / Dixon Developmental Center

This monograph documents the closing of the Dixon Developmental Center, Dixon, Illinois, and contains the executive summary and recommendations made by the authors.

19.

Braddock, David; & Heller, Tamar (1985).

The closure of mental retardation institutions: Trends and implications (a working paper). (Public Policy Monograph Series. Monograph #4). Chicago: Evaluation and Public Policy Division. Institute for the Study of Developmental Disabilities. University of Illinois at Chicago.

### institutional closures

The first part of this working paper identifies and describes 24 institutional closures. Seventeen have been completed or scheduled since 1982. The closure of institutions is primarily the product of long-term trends toward community services development and economic factors constraining state government expenditures. The second part reviews literature on the impact of closure and involuntary relocation on clients, families, and employees. It also presents suggested closure guidelines and speculates about the likelihood of future closures in the United States.

20.

Heller, Tamar; Factor, Alan; & Braddock, David (1986).

Illinois Closure Project: Galesburg Medical Health Center closure's impact on facilities receiving developmentally disabled residents. Final report. (Public Policy Monograph Series. Monograph #30). Chicago: Evaluation and Public Policy Division. Institute for the Study of Developmental Disabilities. University of Illinois at Chicago.

### institutional closures

This monograph evaluates the impact of the Galesburg Mental Health Center closure.

21.

Fujiura, Glenn; Gottesmann, Helene; & Braddock, David (1987).

The Illinois Community Integration Survey: Report on the successful integration of formerly institutionalized individuals with developmental disabilities. (Public Policy Monograph Series. Monograph #35). Chicago: Evaluation and Public Policy Division. Institute for the Study of Developmental Disabilities. University of Illinois at Chicago.

### institutional closures / Illinois / community integration

The purpose of the community integration survey project was to identify those deinstitutionalized developmentally disabled individuals successfully living in the community, to describe their status, and to identify the significant covariates of this success. The specific goals of the evaluation were: (a) to obtain general demographics on individuals discharged from state facilities to community-based settings in DMHDD regions 3, 5a, 5b, and 6 since 1983, (b) to profile the characteristics of the system of services used by the sample, (c) to determine the extent of successful integration into the community, and (d) to identify those factors or characteristics of the individual, the careprovider, and the environment (the facility, neighborhood, and community resources) that were significantly associated with successful placements.



Results are discussed with regard to demographic and behavioral profiles, programs, extent of community integration, and judgment of successful adaptation.

22.

West, Lynda L. (Ed.) (1988).

Transition from school to work [Special issue]. Journal for Vocational Special Needs Education, 11(1).

transition / program development / curriculum / personnel preparation / rural areas

This special issue is devoted to transition from school to work for special needs students. Included in this issue are articles from experts in the field on designing, implementing, and evaluating transition programs, functional curriculum, articulation, transition for special needs learners in rural areas, personnel preparation, and school-to-work transition of mildly disabled young adults.

23.

National Association of Rehabilitation Facilities (1988).

Conversion: Restructuring for integrated community placement. Washington, DC: Author.

facility conversion / supported employment

This document seeks to clarify NARF's position on facility conversion to supported employment and to provide assistance in decision making and planning for rehabilitation facilities.

24.

Anderson, Julia (1989).

How technology brings blind people into the workplace. Harvard Business Review, 89(2), 36, 38-39.

technology / visually impaired

This article discusses the increased employment opportunities for the blind and visually impaired person due to the advent of the microchip and the related technology in assistive devices.

25.

Everson, Jane M. (n.d.).

An analysis of federal and state policy related to transition from school to adult life for youth with disabilities. Unpublished manuscript. Virginia Commonwealth University, Richmond, Virginia.

## federal legislation / policy research

This paper traces the initial identification through federal policy and legislation of the transition from school to adult life problem for youth with disabilities during the twentieth century. The foundation for a preoccupation by federal and state transition policy on employment is documented historically. Finally, the current status of state and local policy toward transition planning is assessed across the United States.

26.

Schill, William J. (1988).

Transition research on problems of handicapped youth (Occasional Papers #1). Seattle: University of Washington, Transition Research on Problems of Handicapped Youth.

## research synthesis / independent living / transition

This monograph contains the following articles on problems associated with transition from school to independent living for handicapped youth: (a) "Evolving conceptions and measures of transfer," by E. C. Butterfield; (b) "Full instruction of underlying knowledge and processes as a way to promote positive transfer of different types," by E. C. Butterfield, G. D. Nelson, & C. A. Kelso; (c) "A self-management program for teachers of the mildly handicapped," by T. C. Lovitt & A. K. Higgins; and (d) "Attributional patterns across content areas of specific LD and non-LD students equated for achievement," by D. B. Ryckman, D. T. Mizokawa, & K. A. Matthews.

27.

Burgess, Charles; &amp; Zhu, Guangli (1988).

The Marriott philosophy at work: A study of corporate success with the handicapped. Seattle: University of Washington, Transition Research on Problems of Handicapped Youth.

## Marriott Corporation / competitive employment

This monograph profiles the Marriott Corporation, a leader in hiring the handicapped, and examines its Mormon roots and its handicapped employment program. Marriott's philosophy on employment of individuals with disabilities is: Individuals who are properly matched with the job, followed by the proper training and support, can significantly benefit both the company and the employee. References and appendixes are included.

28.

Schill, William J. (1988).

Individualized educational programs and transition. Seattle: University of Washington, Transition Research on Problems of Handicapped Youth.

individualized education program (IEP) / special education

Three studies are included in this monograph, which looks at the relationship of IEP goals and objectives to transition concerns. In the first study, entitled "The concurrence between IEPs and classroom activities," the contents of 18 IEPs were compared to actual classroom activities for each high school student. In "Do IEPs support transition?" 315 IEPs were coded and analyzed; and in "Pretransition planning for students with mild handicaps: Some research implications," an ideal pretransition program for students with mild handicaps is suggested.

29.

Schill, William J. (1988).

Typology of transition based on a synthesis of the literature.  
Seattle: University of Washington, Transition Research on Problems of Handicapped Youth.

literature review / research synthesis / transition

The intent of this monograph is to synthesize the research literature on transition. The emphasis is on handicapped youth, but general literature is included when appropriate.

30.

Will, Madeleine C. (1984).

Supported employment for adults with severe disabilities.  
Washington, DC: Office of Special Education and Rehabilitative Services.

supported employment / Office of special Education and Rehabilitative Services (OSERS)

The purpose of this paper is to describe the OSERS initiative of supported employment for adults with severe disabilities. The program is intended to assist states to implement supported employment programs as an alternative to day activity services that have included many individuals with severe disabilities. Supported employment combines the ongoing support typically provided in day activity programs with remunerative work opportunities. The paper first outlines problems with current day service approaches, describes the supported employment alternative, and shows why federal action is needed. Details of the OSERS initiative are then presented, together with plans for evaluation of the program and coordination with other federal agencies.

31.

Wagner, Mary (1989).

The transition experiences of youth with disabilities: A report from the National Longitudinal Transition Study. (Prepared for presentation to the Division of Research, Council for Exceptional

Children annual meetings, San Francisco, March 1989.) Menlo Park, CA: SRI International. The National Longitudinal Transition Study of Special Education Students.

follow-up studies / special education / transition / National Longitudinal Transition Study

In response to a mandate from Congress in 1983, the Department of Education commissioned a 5-year longitudinal study to provide comprehensive information about what happens to youth with disabilities nationally in terms of education, employment, and independent living while they are in secondary school and the first few years afterward. SRI International won the contract to develop a study design and student sample. In 1987 SRI began the National Longitudinal Transition Study (NLTS). This paper presents a broad overview of the findings emerging from analyses of the NLTS database in regard to how youth are doing in their transition and what factors help or hinder a successful transition. The paper concludes with a discussion of additional issues that will be the focus of later stages of NLTS analyses.

32.

Butler-Nalin, Paul; & Padilla, Christine (1989).

Dropouts: The relationship of student characteristics, behaviors, and performance for special education students. (Prepared for presentation to Division G: Social Context of Education at the meetings of the American Education Research Association, San Francisco, California, March 1989). Menlo Park, CA: SRI International. Center for Health, Education, and Social Systems Research.

dropouts / special education / National Longitudinal Transition Study

The analyses reported in this paper are based on data from the NLTS and address the gap in the knowledge base concerning school completion of special education students. Implications of the findings are discussed.

33.

Veech, Annette M.; Diamond, Teri; & Lee, Suzanne (1986).

Social Security benefits: A guide to services for persons with handicaps - SSI. Champaign: University of Illinois, College of Education, Office of Career Development for Special Populations.

Supplemental Security Income (SSI)

SSI benefits for persons with handicaps are explained.

34.  
Heal, Laird W.; Novak, Angela R.; & Chadsey-Rusch, Janis (1981).

Lifestyle Satisfaction Scale (LSS). Unpublished manuscript,  
Champaign, Illinois.

Lifestyle Satisfaction Scale (LSS)

The Lifestyle Satisfaction Scale measures manifest satisfaction of an individual with life space, including residence and its associated features, friends, community, and opportunities.

35.  
Warger, Cynthia L.; & Weiner, Bluma B. (Eds.) (1987).

Secondary special education: A guide to promising public school programs. Reston, VA: Council for Exceptional Children.

special education / secondary education / program development

This book, written for administrators, directors, and other special education personnel who are responsible for design and implementation of service delivery options, is intended to provide information regarding current trends and issues in programming at the secondary level. In Chapter 2, Sansone discusses the critical issues underlying the development of secondary programs. Using the statewide Oregon data, Halpern, in Chapter 3, discusses critical components that must be addressed when developing exemplary public secondary school programs for handicapped youth. The remainder of the book presents descriptions of public secondary school programs currently in place across the country that have been recommended as showing promise for meeting the needs of exceptional youth.

36.  
Zigmond, Naomi; Sansone, Janet; Miller, Sandra E.; Donahoe, Kathleen A.; & Kohnke, Rachel (1986).

Teaching learning disabled students at the secondary school level: What research and experience say to the teacher of exceptional children. Reston, VA: Council for Exceptional Children.

learning disabilities / secondary education / program development

In response to the demand for public school services for LD adolescents, a number of programming approaches, or models, have been proposed. The first chapter of this monograph discusses different approaches and models for designing a program for the learning disabled (LD) student. Subsequent chapters discuss planning for and organizing instruction to maximize student learning. Indirect services provided for the LD student are discussed as well as recommendations for the LD teacher.

37.

Scholl, Geraldine T. (Ed.) (1985).

The school psychologist and the exceptional child. Reston, VA: Council for Exceptional Children.

school psychology / special education

This book is intended to be a resource guide to help school psychologists, especially those in preservice programs, understand various types of exceptional children and to apply that knowledge in their professional role. This book is divided into 2 major parts. Part I, "General Considerations," includes a brief discussion of the changing role of the school psychologist, an overview of assessment, and a description of the use of informal procedures as assessment tools. Part II, "Areas of Exceptionality," reviews the specialized characteristics and needs of each group among the commonly accepted categories of exceptional pupils. Informal and formal assessment instruments are mentioned in various chapters. A listing of all these instruments with publisher addresses is included in an appendix.

38.

Jordan, June B.; &amp; Zantal-Wiener, Kathy (Eds.) (1988).

1987 special education yearbook. Reston, VA: Council for Exceptional Children.

special education / directory / federal legislation

This yearbook is the second volume in an annual series issues by CEC. It serves as a current resource on special education information, including federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed, and directory listings of key offices, officials, and organizations concerned with special education. It is organized into 5 main sections: general information, early childhood special education, U.S. statistics on exceptional children served, annual awards, and directory information.

39.

Tucker, James A. (Guest editor) (1985).

Curriculum-based assessment [Special issue]. Exceptional Children, 52(3).

curriculum-based assessment (CBA) / special education

This special issue is devoted to curriculum-based assessment (CBA) - a new term for a teaching practice that is as old as education itself: using the material to be learned as the basis for assessing the degree to which it has been learned. The reader is provided with an array of areas to consider in CBA theory and

practice. Programs which have directly applied some form of CBA in school settings are described as well as essential characteristics of CBA and what teachers can do to develop CBA techniques. The final contributor article in this issue examines the legal problems associated with standardized testing instruments and their use and the legal imperative for using CBA measures in special education evaluation systems.

40.  
Ballard, Joseph; Ramirez, Bruce; & Zantal-Wiener, Kathy (1987).

Public Law 94-142, Section 504, and Public Law 99-457: Understanding what they are and are not. Reston, VA: Council for Exceptional Children.

Education for All Handicapped Children Act (PL 94-142) / individualized education program (IEP) / Education of the Handicapped Act Amendments of 1986 (PL 99-457)

In question-answer format, the compilers of this monograph on PL 94-142 and PL 99-457 explain what these laws are about, how they relate to each other, rights and protections of the laws, fiscal aspects of the laws, and overall management responsibilities established.

41.  
Meyer, Luanna H.; & Evans, Ian M. (1989).

Nonaversive intervention for behavior problems: A manual for home and community. Baltimore: Paul H. Brookes Publishing Co.

behavior analysis / behavior modification / community integration

This manual is about nonaversive intervention strategies for dealing with problem behavior in home and community environments. It has been written primarily for use by professional and paraprofessional staff working with persons with developmental disabilities in residences, employment and employment training settings, community recreation programs, and other general community environments. The principles and practices presented in this manual represent both a broad range of lifestyle issues as well as specific instructional and behavioral strategies for addressing excess behavior.

42.  
Allen, Thomas E.; Rawlings, Brenda W.; & Schildroth, Arthur N. (1989).

Deaf students and the school-to-work transition. Baltimore: Paul H. Brookes Publishing Co.

hearing impaired / transition / federal legislation / parent involvement / vocational assessment

The first comprehensive study of severely and profoundly hearing impaired youth, this book discusses laws and regulations, reviews available services, examines existing relationships between educational programs and vocational rehabilitation agencies, and provides parents' perspectives on the transition process. Prepared by researchers in the field of hearing impairment, this resource focuses on the "reality" of transition. Current legislative, public policy, and systems initiatives are explored, in addition to employment realities for individuals who are hearing impaired. From first person accounts by parents of young people with hearing impairments to data from unique national surveys on transition, this research guide provides additional insight into smoothing the transition process.

43.

Ianni, Francis A. J. (1989).

The search for structure: A report on American youth today.  
New York: The Free Press.

adolescents / transition / social analysis

This book presents a close-up of today's teenagers in and out of school, with their families and friends, on the job or seeking employment. Their dilemmas, fears, and dreams are presented against a backdrop of their daily lives and their relations with each other and with adults. The author argues that to reclaim America's youth, parents, teachers, and other adults must become actively concerned and involved in these young lives. The author offers direction to concerned adults to help with adolescents' search for structure. He identifies key elements in this transition stage and describes mentoring programs, career internships, cooperative linkages between schools and employment, and community programs which emphasize establishing connections between adults and adolescents.

44.

Lipsky, Dorothy Kirzner; &amp; Gartner, Alan (1989).

Beyond separate education: Quality education for all. Baltimore:  
Paul H. Brookes Publishing Co.

special education / federal legislation / educational reform

This volume addresses the mission of PL 94-142 in its second decade of implementation - the refashioning of schools to make them special and effective for all students. Speaking to the concerns of both general and special educators, parents, and policymakers, contributing authors urge adaptations in society and the educational system, present effective educational practices for classrooms and schools, propose realistic supports for families and students, and offer "best practices" based upon new theories of knowledge and learning.



45.

Turnbull, H. Rutherford, III; Turnbull, Ann P.; Bronicki, G. J.; Summers, Jean Ann; & Roeder-Gordon, Constance (1989).

Disability and the family: A guide to decisions for adulthood.  
Baltimore: Paul H. Brookes Publishing Co.

family involvement / financial planning / advocacy / quality of life

This source book introduces guidelines for making plans that are legally and financially effective, that consider real-life choices and preferences, and that take into account the social, leisure, residential, and vocational options that can help ensure a desired quality of life for persons with disabilities and their families.

46.

Singer, George H. S.; & Irvin, Larry K. (Eds.) (1989).

Support for caregiving families: Enabling positive adaptation to disability. Baltimore: Paul H. Brookes Publishing Co.

family involvement / support services / quality of life

Support for caregiving families provides an overview of family support services for families of individuals with developmental disabilities. This source book for family service providers, students preparing for work with families, and parents examines the most productive ways to ally professional and community resources with the needs of individual caregiving families. Invited contributors include parents of children with disabilities, pioneering program developers, researchers, and administrators, who discuss a definitive structure for family support, goals, tactics, and techniques to assist families; practical and workable model demonstration projects; and recommendations for policy development.

47.

Martin, James E.; Mithaug, Dennis E.; & Husch, James V. (1988).

How to teach adaptability during community training and supported employment. Colorado Springs, CO: Ascent Publications

adaptability model / supported employment / independent living

This how-to manual, which prioritizes independence as the primary goal of all programs, discusses the reasons for teaching adaptability, how to assess adaptability on the job, how consumers express needs and choose jobs, how consumers learn to adapt independently on the job, how consumers learn to adjust to supervisors' expectations, and how consumers learn to solve their own adjustment problems.

48.

Matson, Johnny L.; &amp; Marchetti, Allen (1988).

Developmental disabilities: A life-span perspective.  
Philadelphia: Grune & Stratton.

life-span development / developmental disabilities

This text offers a comprehensive perspective of individuals with developmental disabilities in the context of a family life-cycle model while at the same time considering socioecological factors. Consideration of such an interactive model contributes to a greater understanding of persons with developmental disabilities with regard to such issues as advances in genetics and their implications, provision of family support, counseling, and advice, further deinstitutionalization and community integration, rights of developmentally disabled persons, health care issues, transition into adulthood, and creation of job opportunities and support services, etc.

49.

Barrett, John; &amp; Lavin, Don (1987).

The industrial work model: A guide for developing transitional and supported employment. Menomonie, WI: Materials Development Center.

supported employment / program development / Industrial Work Model

This manual was written in response to the numerous requests that Rise, Inc., a rehabilitation facility in Minneapolis, MN, received regarding information and technical assistance about the operation of its Industrial Work Model. This monograph, based on nine years of experience with this model, introduces the principles and methods found to be critical in developing and operating successful industry-integrated programs. It is intended to serve as a guide both for existing service providers who are interested in retooling their program model in the direction of industrial work services and other organizations who may be planning these programs for the first time.

50.

Struck, John W. (1987).

A parent handbook: Transition from school to adult life.  
Des Moines: Mountain Plains Regional Resource Center and State of Iowa, Department of Education.

parent involvement / transition / support services / Iowa

This handbook was written to give parents of adolescents with disabilities information, practical suggestions, and questions to consider as their children leave high school and enter the world

of employment, independent living, and community integration. It is divided into four sections which answer the following questions: What is transition? Where are we going? Who can help us get there? What can you do?

51.

Haring, Norris G. (Ed.) (1988).

Generalization for students with severe handicaps: Strategies and solutions. Seattle University of Washington Press.

generalization / special education / research synthesis

Two major purposes are served by this text. The primary objective is to provide educators with a means of systematically eliminating skill generalization problems. The strategies presented have been validated by public school teachers of students with moderate, severe, and profound handicaps. The second purpose of this text is to present information on the empirical basis for the strategies, and to underscore both the importance and effectiveness of implementing the strategies. The first section of this book provides an introduction to generalization and describes the empirical basis for understanding the procedures. The second section is designed to guide practitioners in the implementation of the steps to be followed in a systematic approach to generalization: carefully assess skills for generalization; teach for acquisition and generalization; probe for generalization during and after instruction; use decision rules to identify generalization problems; implement strategies as indicated to solve problems; and reprobe until generalization is achieved. The second section includes descriptions of the specific types of problems students encounter when they generalize skills and examples of how strategies can overcome these problems.

52.

Berkowitz, Monroe (Ed.) (1988).

Measuring the efficiency of public programs: Costs and benefits in vocational rehabilitation. Philadelphia: Temple University Press.

cost effectiveness / vocational rehabilitation / program evaluation

This book offers a look at the state of the art in the evaluation of vocational rehabilitation and other public programs. Part I of this volume offers a historical treatment of the cost-benefit tradition in vocational rehabilitation, examines its theoretical foundations, analyzes the range of benefit-cost models, and sketches a specific model based on the individual behavior of the client and counselor. The chapters in Part II describe the range of data about vocational rehabilitation clients and examine the use of these data in the conduct of benefit-cost analyses. Part III reports on the information collected by the states and the use they make of it. Part IV reports on some early results obtained by

using an augmented data base in two selected states. The concluding chapter considers the possibility of linking national data with Social Security earning records.

53.

McConkey, Roy; & Conliffe, Chris (Eds.) (1989).

The person with mental handicap: Preparation for an adult life in the community. Dublin: St. Michael's House and Belfast: Institute of Counselling and Personal Development.

Ireland / community integration / research synthesis

This book brings together a series of research studies carried out in Ireland -- North and South -- during 1987 and 1988. These studies are the first cross-border research projects in the field of mental handicap. Not only was information obtained from families and staff in services, but young people with mental handicaps were also given the opportunity to air their views and describe their aspirations for the future. Over 1,000 members of the public were asked their opinions of having people with mental handicaps living and working in their neighborhood. This is one of the largest surveys ever undertaken in attitudinal research in mental handicap. The research aimed to collect basic facts about present service provision and to examine these in relation to needs expressed by families and young people. The emphasis was on creating an information base that would help to guide the development of services.

54.

Barcus, Michael; Griffin, Susan; Mank, David; Rhodes, Larry; & Moon, Sherril (Eds.) (1988).

Supported employment implementation issues. Richmond: Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center.

supported employment / program development / policy research

This document summarizes the proceedings of a major forum on national supported employment issues which convened in May, 1988, in Williamsburg, VA. Approximately 100 professionals and advocates from around the U.S. discussed the following five major topics: (a) systems change/conversion, (b) integration and empowerment, (c) in-state economic development and marketing, (d) long-term funding, and (e) technical assistance and staff development. Each topic is presented according to the following strategy: (a) definition of the problem and issues, (b) description of the progress made to date and available resources, and (c) description of the challenges which face the nation's service providers in supported employment.

55.  
Schwartz, Phebe (1985).

Employment incentives manual: How to motivate businesses to hire individuals with disabilities. Bellingham, WA: Western Washington University. American Council on Rural Special Education. (Comp. No. 84.158A - OSERS File No. 33)

employer involvement / accommodation / advocacy

This manual provides information on incentives for employers and businesses hiring persons with special needs. Monetary incentives, such as tax credits and supplemental training funds, are described and contact addresses are listed. Also provided is a list of facts to dispel common myths employers may have regarding workers with disabilities. Resources and references are provided on: job accommodation and modification, films and videotapes, starting a business, current legislation relevant to people with disabilities, and the legal status of SSI and SSDI benefits while an individual is employed.

56.  
Mithaug, Dennis; Mar, Deanna; Stewart, Jeffrey; & McCalmon, Diane (1980).

Assessing prevocational competencies of profoundly, severely, and moderately retarded persons. Journal of the Association for the Severely Handicapped, 5(3), 270-284.

vocational assessment / prevocational skills / Prevocational Assessment and Curriculum Guide (PACG)

The report describes the use of an assessment instrument derived from survey data on job entry requirements to assess the prevocational competencies of moderately, severely, and profoundly retarded persons. The first study validates the assessment instrument by investigating the correspondence between what supervisors say is important for entry (the basis of the instrument) and the actual competencies of workshop clients. The results indicate that workshop clients have those skills specified in the assessment as being important for entry into sheltered employment. The second study uses this empirically derived instrument, the Prevocational Assessment and Curriculum Guide, to assess the competencies of 179 profoundly, severely, and moderately retarded persons who were unemployed. The results indicate that while the moderately retarded group scored higher than the severely retarded, who in turn scored higher than the profoundly retarded group, all were well below the workshop expectation for entry. Finally, the assessment categories showing the greatest deficits across all three diagnostic groups are communication skills, independence, behavior, and grooming/eating skills. These findings suggest that much training will be necessary to prepare severely handicapped persons for sheltered employment.

57.

Mithaug, Dennis E. (1979).

A comparison of procedures to increase responding in three severely retarded, noncompliant young adults. AAESPH Review, 4(1), 66-80.

behavior modification / response latencies / prevocational skills

This study investigated the effects of different reinforcement procedures on the response latencies of three severely retarded young adults who were severely disruptive and non-compliant. The subjects worked a sorting task selected from the curriculum of a prevocational training program for the severely handicapped. The conditions under study included two potentially, negatively reinforcing procedures, finger pressure and hand tapping, and two potentially, positively reinforcing procedures, juice and verbal praise. The design permitted a comparison of the relative effectiveness of the four procedures. For two subjects there were comparisons between the negative tapping procedure and the positive juice and verbal praise procedures. For the third subject, there were comparisons between the two negative procedures of tapping and finger pressure, and between each of these and a positive juice/praise procedure.

58.

Mithaug, Dennis E.; Hagmeier, Lee D.; &amp; Haring, Norris G. (1977).

The relationship between training activities and job placement in vocational education of the severely and profoundly handicapped. AAESPH Review, 2(2), 25-45.

job placement / vocational education / vocational assessment

This paper discusses problems associated with vocational training and job placement by focusing upon the functional relationship between the two. Developing a successful prevocational training program for the severely and profoundly handicapped is contingent upon a precise specification of the long-term objective, job placement. Rather than providing a flexible and general training program that could potentially lead anywhere (and, as a consequence, would probably lead nowhere), this approach specifies the client's next most probable placement as the basis for arranging training. This means that an assessment of the requirements for entry into the next job placement or training program is necessary. The information obtained from this assessment provides a basis for evaluating individual clients' strengths and weaknesses for that particular job. The client assessment, in turn, determines the appropriate prevocational training objectives, which in turn suggest the range of training activities that most probably relate to the targeted job. The paper also describes a procedure employed in a pilot study to assess entry-level requirements of sheltered workshops in the Seattle area. The instrument developed from that study is attached for possible use in other prevocational training programs serving the severely and profoundly handicapped.

59.

Edgar, Eugene (1988).

Employment as an outcome for mildly handicapped students: Current status and future directions. Focus on Exceptional Children, 21(1), 1-8.

special education / employment outcomes / mild handicaps

Special education serves a group of students who have a wide range of disabilities, from students with the most profound and disabling conditions to those with speech impairments only. By entrance into high school, however, some 70%-80% of all special education students are accounted for in the three categories of learning disabled, mildly mentally retarded, and emotionally disturbed (U.S. Department of Education, 1988). This article focuses on the employment outcomes of this group of students, referred to broadly as mildly disabled.

60.

Mithaug, Dennis E. (1978).

Case studies in the management of inappropriate behaviors during prevocational training. AAESPH Review, 3(3), 132-144.

prevocational skills / behavior modification

This paper presents four case studies that demonstrate the use of different management strategies to decrease or eliminate the undesirable behaviors of clients in a prevocational training program. The presentations and discussions focus upon the simultaneous pursuit of skill training and behavior management rather than working towards these two objectives sequentially, i.e., first behavior management and then skill training. The rationale for this approach is that discouraging inappropriate behaviors should be accompanied by procedures that encourage appropriate ones. In the prevocational program, appropriate behavior was defined as correct responses to specific training tasks. The four cases include such problem behaviors as excessive out-of-seat and running behaviors, incessant and irrelevant verbal behavior, screaming and shrieking, excessive hysterical laughing, refusal to work, self-biting, self-pinching, violent tantruming, and noncompliance. The tactics that were employed to control, decrease, and/or eliminate these behaviors include shaping, differential reinforcement or other behaviors, ignoring, time-out, and negative reinforcement. In all cases, the management strategies were in effect while new skills were trained. The clients received positive reinforcers for appropriate task responses while being discouraged from responding inappropriately.

61.

Warren, Toni McCarty; Knobloch, Marsha; & Naumer, Walter W. (1984).

Individualized Career Plan (ICP): Implementation manual.  
Springfield: Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

individualized transition plans (ITP) / program development

This manual has been designed to assist local education agencies to consider implementation of a process that will encourage students to develop career plans. The manual includes suggestions for implementing an ICP process, sample ICP formats, and resource information. The suggestions described in this manual were based on the results of field test activities conducted by 15 local education agencies in Illinois. The first test activities were initiated as the result of the recommendation of a statewide task force formed by the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. The task force consisted of 42 state leaders in the field of vocational education. The task force worked closely with the project staff and field test sites throughout the three-year development and evaluation period.

62.

Wehman, Paul; Kreutzer, Jeffrey; Wood, Wendy; Morton, M. V.; & Sherron, Pam (1988).

Supported work model for persons with traumatic brain injury: Toward job placement and retention. Rehabilitation Counseling Bulletin, 31(4), 298-312.

supported employment / traumatic brain injury (TBI)

The purpose of this article is to describe how a supported work model of competitive employment can be used to help persons with traumatic brain injury obtain and maintain a job. A literature review related to vocational status of brain injured patients post-injury is provided along with a description of the supported work model. A descriptive case study follows as an illustration of how this model can be effective in promoting competitive employment for individuals who have exhibited difficulty in maintaining employment.

63.

United States General Accounting Office (1989).

Special education: Congressional action needed to improve Chapter I Handicapped Program. Washington, DC: Author.

special education / federal legislation / Chapter I Handicapped Program



This document reports the results and findings of a study of the Chapter 1 Handicapped Program by the GAO. Recommendations to Congress include (a) program funds be allocated to states on the basis of their percentage of the nation's total population of handicapped children, (b) the program's funding transfer provision be eliminated, and (c) program funds be used to serve only those children the states identify as severely handicapped in state operated and supported facilities and public schools. Data analyses, tables, and figures are used to illustrate handicapping conditions, geographic locations, and funding levels.

64.

Rees, Teresa L.; & Gregory, Denis (1981).

Youth employment and unemployment: A decade of decline.  
Educational Analysis, 3(2), 7-24.

Britain / youth unemployment

This paper identifies some of the main trends of youth employment and unemployment in the last decade and outlines the nature of the state's response to them. It seeks to illustrate broadly the ways in which different groups of young people make the transition from school to work. The authors demonstrate that the failure to acknowledge the high rates of youth unemployment as being more than a temporary phenomenon is having serious deleterious effects on the life chances of particular groups of young people, and they suggest that educational policy needs to take more account of the fact of youth employment than it has hitherto.

65.

Siegel-Causey, Ellin; & Guess, Doug (1989).

Enhancing nonsymbolic communication interactions among learners with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

communication skills / special education

This book provides concrete examples of how to increase opportunities for communication and integrate nonsymbolic communication into routine interactions. It should prove a valuable reference for caregivers, educators, clinicians, therapists, and others dedicated to developing communication and instructional skills among students with severe and multiple handicaps. This field-tested book begins with an introduction to nonsymbolic communication, offers instructional guidelines for incorporating it, and presents examples that help move plans to practice. In addition, specific hands-on strategies and procedures for better understanding and developing functional communication repertoires are described.

66.

Sandow, Dennis; Rhodes, Larry; Mank, David M.; Ramsing, Kenneth D.; & Lynch, William F. (1989).

Assuring quality in supported employment. Eugene: University of Oregon, College of Education, Specialized Training Program.

supported employment / program development / quality assurance

This paper suggests steps from recent quality assurance and management literature that may be important in the ongoing improvement of quality in supported employment service. This paper argues that these steps move beyond the conventional human service approach of regulating checklists and minimum standards because they foster continuous self-management and self-improvement. These steps are: (a) expand the involvement of the local community, (b) establish a clear mission or purpose, (c) identify and stratify the accomplishments of the missions, (d) stratify accomplishments into key processes, (e) define measures, (f) create useful information, and (g) use the information to take action.

67.

Mithaug, Dennis E.; Martin, James E.; & Husch, James V. (1988).

How to teach success strategies to students with special needs. Colorado Springs, CO: Ascent Publications.

special education / adaptability model / independent living

This how-to manual tells why students need success, how to assess success behaviors, how to teach success strategies for academic tasks, how the transition curriculum teaches success strategies, and how to customize adaptability contracts. This manual provides reproducible adaptability contracts students use to set their own goals, self-schedule, initiate work, self-evaluate, and self-adjust.

68.

Botterbusch, Karl F. (1989).

Understanding community based employment and follow-up services. Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center.

supported employment / community integration / program development

The purposes of this publication are to review current literature in community-based employment and to offer rehabilitation facilities and other programs a practical book on how to provide long-term follow-up services in a variety of settings with a variety of models. This publication has two sections. The first is a limited review of current literature on transition employment

and supported work in general and on providing follow-up services in particular. This review offers an introduction to some of the basic concepts of supported work and transitional employment. It will explain the basic assumptions of these programs as well as various types of program models. The reasons why persons fail in a supported work environment will be examined and then used to identify specific work related problems. The limited information on providing follow-up services is presented in the last chapter of the first section. Section two provides the reader with four programs offering integrated follow-up services.

69.

Leone, Peter; Fitzmartin, Ronald; Stetson, Frank; & Foster, Jennifer (in press).

A retrospective follow-up of behaviorally disordered adolescents: Identifying predictors of treatment outcome. Behavioral Disorders.

follow-up studies / behaviorally disordered youth

Behaviorally disordered adolescents are a heterogeneous group. Determining which students enrolled in particular treatment programs are likely to be successful is a difficult task. This retrospective follow-up systematically investigated behaviorally disordered youth and identified factors associated with successful completion of a comprehensive residential and day treatment program. Results suggest that, for the 70 subjects studied, attendance, day or residential status, and prior adjudication were related to treatment outcomes. Additionally, for a subset of 34 subjects directly interviewed and assessed at follow-up, measures of academic achievement were unrelated to outcomes.

70.

Danielson, Louis C.; & Bellamy, G. Thomas (n.d.).

State variation in placement of children with handicaps in segregated environments. Washington, DC: Office of Special Education and Rehabilitative Services. Office of Special Education Programs.

least restrictive environment (LRE) / student placement

The present paper examines state-to-state variability in use of alternative placements during the most recent year for which data are available, school year 1986-1987. If state-to-state variability does exist, this would demonstrate potential for improvement in the national effort to educate children with handicaps in less restrictive environments. Clear information on the nature of this variability could aid in budget planning and priority setting, and could provide a baseline against which future improvements could be measured. A second purpose of the paper is to provide an opportunity for professional review and discussion of a method of analyzing data on educational placements. The specific

questions to which this paper is addressed are: (1) To what extent are students placed in environments that remove them from the regular education environment? and (2) What is the state-to-state variability in the use of those placement categories?

71.

National Association of Rehabilitation Facilities (1985).

Social Security incentives to work. Washington, DC: Author.

disincentives to work / Social Security benefits

The material in this monograph is intended to give rehabilitation facility staff an overview of the incentives to work in the SSDI and SSI programs. A list of reference material, how to obtain supplemental information, and a glossary are included.

72.

Yan, Xiaoyan; Rhodes, Larry; Sandow, Dennis; Storey, Keith; Petherbridge, Rita; & Loewinger, Howard (n.d.).

Social structure in a supported employment work setting: Clique analysis of social interactions. Eugene: University of Oregon, Specialized Training Program.

social skills / clique analysis / supported employment

Clique analysis is used to analyze five interaction networks constructed from direct observation data collected at a worksite in which seven nondisabled persons work alongside eight persons considered severely disabled. The analysis reveals social structures and grouping patterns at the work site and shows the state of social integration. It also suggests clues for possible strategies to promote increased interactions between socially isolated employees and their co-workers in the program.

73.

Storey, Keith; & Horner, Robert H. (n.d.).

An evaluative review of social validation research involving persons with handicaps. Eugene: University of Oregon, Specialized Training Program.

social validation / research synthesis

The past ten years have witnessed a substantial increase in the use of social validation procedures in applied behavioral research involving persons with handicaps. These procedures have become an important component in evaluating the effectiveness of research in this area. A review of social validation research involving persons with handicaps is presented. The literature is divided into three areas for review purposes: (a) social validation

methods and results, (b) methodological issues, and (c) conclusions. It is concluded that social validation procedures are appropriate for and an important component of applied behavior analysis. Suggestions for improving methodology are discussed as well as recommendations for future research.

74.

Rhodes, Larry; & Drum, Charles (1989).

Supported employment in the public sector: Procedural issues in implementation. Journal of the Association for Persons with Severe Handicaps, 14(3), 197-204.

supported employment / public sector / barriers

Supported employment for persons with severe disabilities has maintained a focus upon jobs within private industry, frequently bypassing opportunities within the public sector. Although public employment represents a large percentage of available jobs, many states have reported procedural regulations that create barriers to establishing supported employment in public jobs. A survey of ten states was conducted to identify policy or procedural barriers that present particular problems in implementing supported employment. Results indicate the presence of hiring procedures that discourage or limit employment for many persons having severe disabilities. Suggestions are made for modifying civil service practices to reduce or eliminate the effects of certain barriers and to facilitate development of supported employment within public jobs. The authors suggest that reasonable accommodations for employing persons with severe disabilities in the public sector should require consideration of the ongoing support available through supported employment, as well as a review of how job activities are classified and minimum qualifications perceived.

75.

Storey, Keith; Rhodes, Larry; Sandow, Dennis; Loewinger, Howard, & Petherbridge, Rita (n.d.).

Direct observation of social interactions in a supported employment setting. Eugene: University of Oregon, College of Education, Specialized Training Program.

supported employment / social skills / enclave

Integration is a key component of supported employment. However, there is a lack of empirical data on interactions between employees with and without severe disabilities in supported employment settings. This study utilized direct observations to assess social interaction patterns of employees in an enclave supported employment setting. The assessment took place over a one-year period and involved eight employees with and seven employees without disabilities. The results indicate that there were statistically significant differences in the interaction patterns between the two groups on 13 of the 28 different comparison categories.

76.

Holmes, Gary E.; &amp; Tabor, Susan E. (1989).

Information management for a rehabilitation client assistance program. American Rehabilitation, 15(1), 18-20, 31.

client assistance program (CAP) / information management

This article discusses the mission of CAP information management techniques as it relates to collecting and using only that information which is directly related to problem or conflict resolution.

77.

Berkowitz, Monroe; &amp; Greene, Carolyn (1989).

Disability expenditures. American Rehabilitation, 15(1), 7-15, 29.

Social Security benefits / data analysis

This article examines the increasingly large disability expenditures and puts these figures in perspective by tracing three stages of growth rate. Tables and charts illustrate expenditures.

78.

Hausman, Barbara (1989).

An alternative approach to employment for people with deaf-blindness. American Rehabilitation, 15(1), 2-4, 31.

deaf-blindness / Helen Keller National Center (HKNC) / supported employment

The author describes the supported employment and living model which the Helen Keller National Center has initiated for the deaf-blind population it serves.

79.

Balser, Richard M.; &amp; Hornby, Helaine C. (1989).

Summer: A transitional work opportunity. Portland, ME: Maine Medical Center, Department of Rehabilitation Medicine.

Maine / program development

This brochure describes the Maine Medical Center's Summer Youth Employment and Training Program, an effort to assist disabled youngsters still in high school to have the opportunity to work in bona fide jobs under close supervision.

80.  
Rusch, Frank R.; Gifford, John L.; & Chadsey-Rusch, Janis (1984, April).

Behavioral training strategies and applied research in competitive employment. Paper presented at the National Symposium on Employment of Citizens with Mental Retardation, Rehabilitation Research and Training Center, Virginia Commonwealth University, Virginia Beach, Virginia.

vocational training / self-control training / research synthesis

This paper proposes a conceptual framework to unify findings and guide future investigations in the identification of skills and behaviors considered critical for successful competitive employment.

81.  
Botterbusch, Karl F. (1989).

A model for vocational evaluation in community based employment [2nd Draft]. Menomonie: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

vocational assessment / community integration.

This paper briefly explains some of the differences between community based employment advocates and vocational evaluators on the use of vocational evaluation in place-train models. It will then present a general model for the use of vocational evaluation within community based employment.

82.  
Arnold, Robert; Hickrod, G. Alan; & Polite, Mary M. (1989).

Special education costs and the impact on Illinois school district financial operations. (MacArthur/Spenser Series Number 10). Normal: Illinois State University, College of Education, Department of Educational Administration and Foundations, Center for the Study of Educational Finance.

special education / Illinois / cost effectiveness

This study began as a cost study of special education programs in Illinois public education. However, that mission could not be carried out because the audited financial data for Illinois schools did not allow it. Instead, the study concluded that a revamping of the manner in which cost data are reported for categorical programs is in order. Further research should investigate the feasibility of formulating such a reporting system for special education and implementing a pilot program.

83.

Illinois State Board of Education. Department of Special Education (1989).

Innovative practices in transition services. Springfield: Author.

Illinois / transition

This booklet provides information which advocates, adult service providers, business leaders, consumers, educators, and parents can use as prototypes to improve their transition services delivery systems. The practices described within this booklet have been selected by the Illinois State Board of Education as "Innovative practices in transition services for 1988-89." Readers are encouraged to call or write the contact people listed within this booklet if additional information is desired.

84.

Bond, Gary R. (1988).

Employment outcomes from psychiatric rehabilitation [DRAFT].  
Indianapolis: Indiana University-Purdue University.

vocational rehabilitation / psychiatrically disabled

A literature search for controlled evaluations of vocational programs for persons with a psychiatric disability yielded 21 studies conducted over the past 25 years. The mean employment rate, considering all forms of paid employment, was 51% for the experimental groups, compared with 27% for controls. However, none of the 11 studies examining competitive employment rates reported significant differences. A seven-category typology of vocational programs was devised, based on the major site of intervention. Surprisingly, the most restrictive settings had as favorable outcomes as the "progressive" programs. Methodological discrepancies between what works according to experimental findings and what is found in practice are discussed.

85.

Robinson, Richard; Allen, William; Shea, John; & Naeve, Larry (1988).

Integrated work and community training: Costs and outcomes - a pilot study. Sacramento: California Department of Developmental Services.

California / cost effectiveness / community integration

To develop a better understanding of how best to provide community-based training and employment, the Department of Developmental Services (DDS) requested this cost and outcome study of two regional center funded programs which emphasize job placement and support and community integration activities,



combined with functional skill development in natural environments. On the basis of this study, four major conclusions are offered.

1. Through existing program categories, DDS and Regional Centers can foster integrated work for pay, which results in positive changes over time. Such efforts are cost-effective, in comparison with traditional segregated day program services.
2. Differences between DR's "supported employment" program and DDS's efforts aimed at integrated work and training are, in some ways, difficult to detect.
3. Fading of paid-for support is possible, although current funding practices (e.g., 4:1 ratio, daily rate) do not provide clear incentives for fading.
4. To be most useful, further cost and outcome studies require individual, client-specific demographic information, data on service intervention, and a longitudinal approach to the measurement of outcomes.

86.

Allen, William T. (1988).

Looking at quality in supported employment for people with severe disabilities: Quality outcome & process indicators [DRAFT].  
San Francisco: University of San Francisco. Supported Employment Training Project.

supported employment / outcome measures

In 1986, a national literature review (Berkeley Planning Associates, 1986) indicated the following as relevant outcome measures for supported employment:

1. consumer characteristics (e.g., type and severity of disability);
2. employment measures (e.g., placement, stability, earnings);
3. quality of placement (e.g. type of work);
4. nature and amount of support (e.g., training, supervision, behavior management);
5. nature and degree of integration (e.g. community presence, participation);
6. quality of life (e.g. self-direction);
7. systems change (e.g. interagency coordination); and
8. costs (e.g. per placement, per hour participant worked).

With regard to looking at quality in supported employment for people with severe disabilities: Quality outcome & process indicators have been developed in an effort to incorporate all of the above elements into a meaningful and easy to use review system. This tool has been written in such a way that any one section can be used independently or in conjunction with any or all of the other sections. The review can be completed either as a part of an internal process or as an external process by a team of peers, consumers, and community members.

87.

Shafer, Michael S.; Metzler, Helen M. D.; Killam, Susan; & Hughes, Trudie (n.d.).

An assessment of state agency rehabilitation counselors' knowledge and utilization of supported employment. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

rehabilitation counseling / supported employment

In this article, the results of a national survey of state agency rehabilitation counselors are reported. The purpose of this survey was to assess counselors' knowledge and utilization of supported employment and to identify the various sources from which counselors have learned about this new service. The results of this survey indicate that counselors are receiving information on this new rehabilitation service primarily from their state agency. Those counselors who have obtained information from sources outside of their state agency tended to be more knowledgeable regarding the regulatory aspects of this new service. The results also indicated that counselors are using supported employment for only 5% or fewer of the clients on their caseloads. These results are discussed in relation to their implication for rehabilitation counselor training programs.

88.

Sievert, Ann L.; Cuvo, Anthony J.; & Davis, Paula K. (1988).

Training self-advocacy skills to adults with mild handicaps. Journal of Applied Behavior Analysis, 21(3), 299-309.

self-advocacy / independent living

The authors developed and empirically evaluated an instructional program to teach self-advocacy skills to eight young adults with mild handicaps. Participants were taught to discriminate whether or not possible violations of legal rights occurred in socially validated scenarios and, if so, to role-play how to redress rights violations. Experimental control was demonstrated with a multiple probe design across four general legal rights categories for the discrimination component of training, and a multiple probe across groups of subjects for the redressing legal rights component of training. Participants' behavior was probed in simulations and deceptions of legal rights violations in natural settings. There were marked increases in dependent measures after instruction. Difficulties in assessing generalization and maintenance of low-rate behaviors and suggestions for future research are presented.

89.

Wilson, Philip G.; Schepis, Maureen M.; & Mason-Main, Martha (1987).

In vivo use of picture prompt training to increase independent work at a restaurant [Brief report]. Journal of the Association for Persons with Severe Handicaps, 12(2), 145-150.

picture prompt training / severely disabled

Procedures used to train an adult with severe disabilities to perform a variety of food service tasks in a restaurant are described. Dependent measures included (a) the rate of prompts delivered per 5-min. interval, and (b) the percentage of steps of the task analyses performed correctly. A multi-element feature was embedded within a multiple baseline design, which allowed experimenters to determine when fading of instructional stimuli should occur. Maintenance and long-term follow-up data are presented. Following 20 months of employment, the owners continue to express their satisfaction with the participant's work performance.

90.

Szymanski, Edna Mora; King, John; Parker, Randall M.; & Jenkins, William M. (1989).

The state-federal rehabilitation program: Interface with special education. Exceptional Children, 56(1), 70-77.

special education / vocational rehabilitation / interagency cooperation

There are many differences between state and local special education programs and the state-federal vocational rehabilitation (VR) program. The differences are highlighted through discussion of the history of the state-federal vocational rehabilitation program, differing definitions of individuals with disabilities (used in vocational rehabilitation and special education), operation of the VR program, and funding differences and resultant differences in evaluation standards between VR and special education programs. Recommendations are made to effect productive interaction between special education and state-federal VR agencies.

91.

National Association of State Directors of Special Education, Inc. (NASDSE) (1989).

State directors of special education list. Washington, DC: Author.

state directors of special education

This current listing (4/6/89) of special education state directors provides contact information for each (Specialnet username included).

92.

Louis Harris and Associates, Inc. (1989).

The ICD survey III: A report card on special education [conducted for ICD International Center for the Disabled, New York, in cooperation with the National Council on Disability.] (New York: Author.)

special education / attitudes / barriers / employment outcomes / demographics

This report describes the findings of a 3-part survey of public school educators, students with handicapping conditions, and parents of handicapped students about how special education systems serve the needs of handicapped students. It is hoped that this survey will provide policy makers, disability advocates, educational leaders, parents, and teachers with information on which to base decision making. The executive summary highlights the key findings, and subsequent chapters deal with specifics of demography, parental knowledge and involvement, preparation of educators, the impact of mainstreaming, social interaction, IEPs, transition and employment, grievances, and future changes.

93.

Mithaug, Dennis E.; & Martin, James E. (1989).

Student-Directed Transition Model: Final report. Colorado Springs, CO: University of Colorado. (Comp. No. 84.158A - OSERS File No. 22)

final report / Colorado / adaptability model

The primary purpose of this project was to develop methods and materials to improve students' independence across tasks, settings, and time. This final report presents results and activities of this training which (a) maximizes independence across settings and time, (b) works with student and adult populations with a full range of handicaps, and (c) addresses the unique problem associated with classroom, home, and work situations.

94.

Koegel, Paul; & Kernan, Keith T. (1983).

Issues affecting the involvement of mildly retarded individuals in competitive employment. In K. T. Kernan, M. J. Begab, & R. B. Edgerton (Eds.), Environments and behavior: The adaptation of mentally retarded persons, (pp. 173-192). Baltimore: University Park Press.

competitive employment / attitudes / Community Context of Normalization Study

The authors in this chapter examine in detail some of the factors that motivate and either assist or hinder the individual in seeking competitive employment. The focus is on aspects of an individual's life situation in influencing whether that individual seeks to enter the competitive work world. The data upon which this chapter is based come from the Community Context of Normalization Study.

95.

Bruininks, Robert H.; Lewis, Darrell R.; & Thurlow, Martha L. (Eds.) (1874).

Assessing outcomes, costs, and benefits of special education programs (Project Report No. 88-1). Minneapolis: University of Minnesota, Minnesota University Affiliated Program on Developmental Disabilities. (Comp. No. 84.158R - OSERS File No. 209)

special education / program evaluation / cost effectiveness

This benefit-cost evaluation project, funded by the Office of Special Education and Rehabilitative Services, reflects the trend toward a comprehensive analysis of a special education program. The project addressed the need for information on ways to evaluate special education programs and to make programmatic decisions based on evaluation information. Project activities focused on four interrelated areas: (a) collection of follow-up information on students after exiting from school (either through graduation, aging out, or after dropping out of school), (b) collection of information on the costs of services received by students during their school years, (c) development of a benefit-cost analysis framework, and (d) analysis of the relationships between benefits and costs.

96.

Weatherman, Richard F.; Johnson, David R.; & Bruininks, Robert H. (1988).

Minnesota Secondary Transition Follow-Along/Follow-Up System: Overview and preliminary assumptions on the proposed system. Minneapolis: University of Minnesota, Minnesota University Affiliated Program on Developmental Disabilities. (Comp. No. 84.158R - OSERS File No. 209)

follow-up studies / Minnesota

This brief report provides a set of initial assumptions regarding the secondary transition follow-along/follow-up system. These assumptions provided a useful framework for conceptualizing system boundaries and requirements, population variables, and other features of the system. The reader is cautioned to note that these are preliminary and presented in draft form only.

97.

Thurlow, Martha L.; Bruininks, Robert H.; & Lange, Cheryl M. (1989).

Assessing post-school outcomes for students with moderate to severe mental retardation (Project Report No. 89-1). Minneapolis: University of Minnesota, Institute on Community Integration. (Comp. No. 84.158R - OSERS file No. 209)

follow-up studies / educational outcomes / community integration

The post-school status of 87 individuals with moderate to severe mental retardation was assessed in terms of employment, education, living arrangements, day program participation, community involvement, and friendships. Several significant correlations were found between measures of personal competence and composite outcome measures, reinforcing the notion that post-school outcomes are related to personal competence variables, particularly measures of independence, adaptive behavior, and to some extent maladaptive behavior. Despite years of special education, many of the individuals with moderate and severe mental retardation achieved limited employment, social integration, and participation in community life. The expected improvement with time out of school, noted among samples with mild intellectual disabilities, was not found in these samples. These findings suggest possible implications for revising school curriculum and service practices, and for the organization of essential post-school services. Implications of this study for future follow-up endeavors also are discussed.

98.

Bruininks, Robert H.; Wolman, Clara; & Thurlow, Martha L. (1989).

Issues and guidelines in designing follow-up systems for special education service programs (Project Report No. 89-2). Minneapolis: University of Minnesota, Institute on Community Integration. (Comp. No. 84.158R - OSERS File No. 209)

follow-up studies / program development / special education

This paper examines issues in designing post-school follow-up studies in special education. The examination focuses on survey research techniques, which are widely used in the investigation of the post-school adjustment of former students with handicaps. The issues addressed are: (a) identifying needed information, (b) mode of data collection, (c) questionnaire construction (wording and format, pretesting, reliability and validity), (d) sample design, (e) contacting the sample, (f) response rates, (g) survey report, and (h) tracking procedures. Sound procedures in designing and implementing follow-up systems for special education programs are discussed.

99.  
Barcus, J. Michael; Wehman, Paul; Moon, M. Sherril; Brooke, Valerie; Goodall, Patricia; & Everson, Jane M. (1988).

Design and implementation of a short-term inservice training program for supported employment service providers. Rehabilitation Education, 2(1), 17-33.

personnel preparation / supported employment

This article describes a short-term field-based internship program developed to provide inservice training to professionals who wish to implement the individualized placement model of supported employment. The article presents an overview of participants over a three-year period. A variety of outcome data that address the effectiveness of this program are also presented. Participant satisfaction surveys indicated a high degree of satisfaction with the training. Seventy-three percent of the participants conducted staff development training on supported employment after attending an internship. Finally, 152 people with disabilities were placed into community-based vocational training sites and an additional 263 individuals were placed into supported competitive employment.

100.  
Scruggs, Thomas E.; Mastropieri, Margo A.; & Casto, Glendon (1987).

The quantitative synthesis of single-subject research: Methodology and validation. [Plus "Response" - by Salzberg, Strain, & Baer] Remedial and Special Education, 8(2), 24-33.

quantitative synthesis

This article describes procedures recently employed for the quantitative synthesis of single-subject research literature in special education. First, the need for objective, systematic review procedures is discussed. Second, previous approaches for quantitative evaluation of outcomes of single-case research designs are reviewed. Third, procedures employed by the present authors are outlined using examples from recent synthesis efforts. Finally, implications for future reviews of single-subject research are described.

101.  
Scruggs, Thomas E.; Mastropieri, Margo A.; Forness, Steven R.; & Kavale, Kenneth A. (1988).

Early language intervention: A quantitative synthesis of single-subject research. Journal of Special Education, 22(3), 259-283.

quantitative synthesis / language acquisition

Twenty single-subject investigations on early language interventions were reviewed. Treatments included direct reinforcement of verbalization and various training procedures including mand-model and time delay, and have generally been successful. Quantitative synthesis procedures utilizing a percentage of non-overlapping data outcome metric suggested that specific generalization training procedures were associated with stronger outcomes than were "train and hope" methods or assessments of spontaneous generalization. Implications for training and future research are discussed.

102.

Scruggs, Thomas E.; Mastropieri, Margo A.; & McEwen, Irene (1988).

Early intervention for developmental functioning: A quantitative synthesis of single-subject research. Journal of the Division for Early Childhood, 12(4), 359-367.

quantitative synthesis / language acquisition

Fourteen studies were reviewed that had employed single-subject methodology to investigate the results of interventions to improve developmental functioning in handicapped preschoolers. Interventions included treatments intended to develop physical responsiveness, as well as treatments to increase feeding behavior and to decrease rumination or compulsive vomiting. Overall, these interventions were highly effective. The most consistent positive results were obtained from interventions on rumination, regardless of whether positive reinforcement or punishment had been employed. As with previous reviews of single-subject literature, generalization and maintenance were insufficiently studied. The conclusions of this investigation are reported within the context of three previous synthesis efforts that taken together constitute all known single-subject research in early intervention with handicapped children.

103.

Tucker, Carolyn M.; Abrams, Julie M.; Brady, Beverly A.; Parker, J. Stephen; & Knopf, Linda G. (1989).

Perceived importance of counselor characteristics among vocational rehabilitation counselors and supervisors. Rehabilitation Counseling Bulletin, 32(4), 333-341.

vocational rehabilitation / personnel preparation

Vocational rehabilitation (VR) counselors and supervisors identified and rated the importance of characteristics essential for effective VR counseling. No group differences in ratings were found. Implications for training and selecting VR counselors are discussed.



104.

McDonnell, John; Nofs, Diane; Hardman, Michael; & Chambless, Cathy (1988).

An analysis of the procedural components of supported employment programs associated with worker outcomes. Salt Lake City: University of Utah, Department of Special Education. (Comp. No. 84.023D - OSERS File No. 16)

Utah / Utah Supported Employment Project (USEP) / supported employment / program development

This study examined the relationship between the procedural components of supported employment programs and employment outcomes for 120 individuals with disabilities. These individuals were involved in supported employment programs established through the Utah Supported Employment Project (USEP). The results suggest that successful implementation of supported employment services led to ongoing employment of study participants in community work sites, increased wages, and ongoing opportunities for workers to interact with nondisabled peers. In addition, several procedural components were found to be associated with achieving employment outcomes for workers. Results of the study are discussed in terms of the training needs of supported employment program staff and future research for the dissemination of a cohesive technology of supported employment.

105.

Heal, Laird W.; Bruininks, Robert H.; Lakin, K. Charlie; Hill, Bradley K.; & Hauber, Florence A. (1989).

Movement of developmentally disabled individuals among out-of-home residential facilities. Research in Developmental Disabilities, 10(3), 295-313.

residential facilities / demographics

This paper reported on the movement of a large (N=2271) probability sample of the nation's residents of public (PRF) and community (CRF) residential facilities for developmentally disabled children and adults. Estimates placed the national population at 217,410 in all facilities - 73,709 in CRFs and 143,701 in PRFs -- in the fall of 1978, when the sample was selected, although extrapolation from subsequent surveys suggest that the CRF numbers should be about 100,000. In the winter of 1979 direct care staff and administrators completed detailed information about each resident sampled, about themselves, and about their facilities. In 1980, exactly one year later, they were asked if their residents had moved. Most residents (91%) had not moved; 1.3% had died; and about 8.5% had moved. Most moves featured greater integration into the community. Multivariate analyses indicated very little difference between moved and unmoved residents. Among moved subjects, three dimensions accounted for 62% of the common variance in placement status: (a) ability, (b) age, and (c) autonomy.

106.

Whitehead, Claude W. (1981).

Final report: Training and employment services for handicapped individuals in sheltered workshops. Washington, DC: U.S. Department of Health and Human Services.

sheltered workshops / policy research

This final report presents summaries of studies regarding services to severely handicapped persons in community-based sheltered workshops. The material contained in the report is organized into three functional parts: (a) an overview of programs, issues and alternatives in addressing the employment of handicapped persons; (b) an executive summary of policy problems and major recommendations; and (c) a discussion of issues, policy problems, and specific action recommendations developed through consultations with numerous experts and authorities from the public and private sector. The report contains a wide variety of action recommendations for consideration by federal, state, and local governments, and by national, state, and local organizations representing sheltered workshops and handicapped individuals. Most of the recommendations involve changes in policy or practice rather than legislative or regulatory changes. Effective action to implement proposed changes will require collaboration and cooperation between the public and private sector.

107.

Walker, Hill M.; &amp; Buckley, Nancy K. (1972).

Programming generalization and maintenance of treatment effects across time and across settings. Journal of Applied Behavior Analysis, 5(3), 209-224.

generalization

Effects of three experimental and one control strategy were investigated in facilitating generalization and maintenance of treatment effects after two months in a token-economy classroom. At the conclusion of treatment, subjects were randomly assigned to one of three maintenance strategies or a control group and returned to their regular classrooms. The maintenance strategies were peer reprogramming, equating stimulus conditions between the experimental and regular classrooms, and teacher training in behavior management techniques. The maintenance strategies were implemented in the regular classroom for a two-month period and then terminated. Results indicated a powerful treatment effect produced by the token economy. Behavior maintenance effects following treatment were also obtained. The mean percentage of appropriate behavior for the peer reprogramming and equating stimulus conditions strategies was significantly greater than the mean for the control subjects. The teacher training and control group means were not significantly different.

108.  
Woolcock, William W.; Lyon, Steven R.; & Woolcock, Karin P. (n.d.).

General case simulation instruction and the establishment and maintenance of work performance. Unpublished manuscript, University of Arkansas, Little Rock.

generalization

This study was conducted to determine whether general case simulation instruction on selected job task sequences and teaching examples, which sampled the range of stimulus/response variation encountered in two community jobs, resulted in the generalized performance of specific community job requirements by four young adults with severe handicaps. Results are discussed in terms of potential uses and misuses of general case simulations of community job skills.

109.  
Harnisch, Delwyn L.; & Snauwert, Dale (n.d.).

Exiting school: Who is caring about the handicapped? Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

human services / policy research / data analysis

For the vast majority of youths with handicaps, a successful transition is contingent upon the adult service delivery system. Preliminary evidence suggests that there is a chronic shortage of adult services, which greatly strains the existing system and presents a major barrier to independent living for youths with handicaps. The purpose of this paper is three fold: (a) to document the gap between the supply of and demand for adult services in each state; (b) to place this situation in its political context, thereby providing a preliminary explanation for why this gap exists; and (c) to discuss policy alternatives.

110.  
Tindall, Lloyd W.; Gugerty, John J.; Heffron, Thomas J.; & Godar, Patrick G. (1988).

Replicating jobs in business and industry for persons with disabilities. (Vols. 3-5). Madison: University of Wisconsin, School of Education, The Vocational Studies Center.

job analysis / job matching / job placement

The volumes in this series emphasize the role of partnerships in the replication of jobs for persons with disabilities. Job replication is defined as identifying a job that a person with a disability performs in a business or industry and replicating that job in another business or industry for a person with a disability.

Job descriptions in these catalogs are organized into four major employment categories: industrial, service, clerical, and managerial. Job descriptions are cross-referenced by disability and job title. This resource series is designed to assist teachers, job placement personnel, and employers in replicating jobs currently held by handicapped persons.

111.

Bates, Paul E. (1988).

Transition Planning Guide (TPG) and Illinois Transition Planning Guide: Director's manual. Carbondale: Southern Illinois University, Illinois Transition Project. (Comp. No. 84.158C - OSERS File No. 137)

individualized transition plans (ITP) / Illinois / program development

The Transition Planning Guide (TPG) documents activities that are intended to assist people with disabilities to attain and maintain a higher quality of living in their post-school lifestyles. The TPG provides a reference guide to longitudinal transition planning and service coordination. The major components of the TPG are (a) descriptive information, (b) transition planning participants, (c) desired post-school outcomes, (d) needed services, and (e) follow-up. The Director's Manual which accompanies the TPG provides specific directions for completing each of these sections.

112.

Faas, Larry A. (1988-89).

Predictors of transition problems among learning disabled adults. American Rehabilitation, 14(4), 13-15, 27-28.

barriers / learning disabilities / transition / Arizona

The Arizona State University Transition Research Project examined factors that may be used to predict which learning disabled adolescents are likely to experience difficulty in making the transition from high school to sustained employment. Findings from this study are reported in terms of composite and employment histories and quantitative predictors of successful and unsuccessful transitions from school to employment.

113.

Garber, Howard L.; & McInerney, Maurice (1988-89).

Preventive rehabilitation: Moving the point of referral to increase program and cost effectiveness. American Rehabilitation, 14(4), 2-8, 24-25.

Wisconsin / STORRY (Sequencing the Transition of At-Risk and Retarded Youth / vocational rehabilitation

This article discusses preventive rehabilitation as a model by which local communities can establish an information linkage system that effectively moves rehabilitation services closer to the point in time that the problem occurs. The University of Wisconsin Rehabilitation Research and Training Center research model program STORRY (Sequencing the Transition of At-Risk and Retarded Youth) was designed to investigate how to anticipate long-term problems in community integration for adolescents and young adults at risk. This model is outlined; goals are explained with strategies for implementation.

114.

Gould, Martin; & McTaggart, Nancy (1988-89).

Self-advocacy for transition: Indications of student leadership potential today. American Rehabilitation, 14(4), 16-24.

self-advocacy / transition

This article describes the need and a role for students' involvement in their own transition planning and programming, the results of one group of students' efforts and activities as self-advocates in transition areas, and suggestions for future applications of self-advocacy by students as a potential solution to problems.

115.

Bordieri, James E.; & Musgrave, Jack (1989).

Client perceptions of the microcomputer evaluation and screening assessment. Rehabilitation Counseling Bulletin, 32(4), 342-345.

Microcomputer Evaluation and Screening Assessment (MESA) / program evaluation

Client perceptions of the Microcomputer Evaluation and Screening Assessment (MESA) were explored. Clients reported greater enjoyment, but more difficulty, learning how to complete the computer exercises when compared to the hardware exercises. In addition, the instructions for the computer exercises were viewed as easier to understand. Differences in perceptions of the MESA as a function of client demographic variables are also reported.

116.

Slovic, Roz; Ferguson, Philip; Lynch, Bill; & Wilcox, Barbara (Eds.) (1988).

Parent primer: Secondary programs for students with severe disabilities. Eugene: University of Oregon, Parents' Graduation Alliance, Specialized Training Program. (Comp. No. 84.023G - OSERS File No. 65)

parent involvement / Oregon / special education

This manual has been prepared for parents of high school students with severe disabilities. It focuses on features of a top quality high school program and stresses the importance of parent involvement in the IEP process, transition, monitoring, and advocacy.

117.

Woods, James N.; Young, Patricia L.; & Singleton, Rebecca (1988).

Parents supporting independence: A training manual for parents/guardians/carees: Supported employment and Social Security work incentives. Jonesboro, AR: Focus, Inc.

parent involvement / supported employment / Social Security Security benefits

This parent manual includes information on supported work options and SSI benefits.

118.

Project OVERS. Child Service Demonstration Center (n.d.).

The world of work. Cushing, OK: Author. (Comp. No. 84.078C - OSERS File No. 118)

Project OVERS / Oklahoma / vocational education

This manual was developed to help the instructor in preparing students for the world of work. It provides important information in four critical, job-related skill areas: job skills, life skills, writing skills, and math skills.

119.

Rusch, Frank R.; Menchetti, Bruce M.; Crouch, Katherine; Riva, Maria; Morgan, Tamara K.; & Agran, Martin (1984).

Competitive employment: Assessing employee reactivity to naturalistic observation. Applied Research in Mental Retardation, 5, 339-351.

naturalistic inquiry / vocational assessment

This study assessed the work behavior of five mentally retarded dishwashers. An ABCBC design was utilized with special educators initially observing the dishwashers (Overt measures). During the B phases these educators observed the same dishwashers' work behavior while a second group of observers, posing as kitchen laborers (co-workers), assessed work behavior during other periods of the day (Overt or Covert). Finally, during C phases, special educators and co-workers recorded dishwashers working at the same time (Overt and Covert). Results indicated dishwashers worked more when educators observed them. Dishwashers spent less time working when

these educators were absent. During the "Overt and Covert" observation phases (Phase C), where covert measures were taken in addition to overt measures (i.e., at the same time and on the same person), covert measures covaried with educators' measures of work performance. These results are discussed with suggestions to initiate a program of research to investigate the use of co-workers in the administration of behavior change methods in work settings.

120.

Rusch, Frank R.; Rusch, Janis C.; Menchetti, Bruce M.; & Schutz, Richard P. (1980).

Survey-train-place: Vocational preparation for the severely handicapped student. Unpublished manuscript, University of Illinois, Champaign.

vocational training / special education / Survey-Train-Place Model

This manuscript overviews a community-oriented behavioral approach to vocational training and suggests behaviors to be acquired before students leave the public schools. This approach is described with examples to illustrate each of its components. The first section of the chapter will focus on the need to survey the community. A survey will identify possible community job placements and determine relevant vocational behaviors within each of these jobs. Section two outlines the procedures necessary to train severely handicapped persons to become competent workers. The final section overviews the procedures teachers should use to advance students from classroom to classroom and, eventually, to place students into jobs in the community.

121.

Monahan, Lynn H.; Giddan, Norman S.; & Emener, William C. (1983).

Blind students: Transition from high school to college. Journal of Visual Impairment and Blindness, 72(3), 85-87.

Florida / visually impaired / follow-up studies

An evaluation of selected visually impaired high school students, conducted by The Florida State University Counseling Center over a 10-year period, indicated that 75% had good potential for successful college work. A follow-up study of available students indicated that only 25% had been successful in completing their degrees, and that there was a 32% dropout rate. In an attempt to reduce the dropout rate, a "College Orientation Program for the Visually-Handicapped" was established to help students to make the difficult transition from high school to college. Peer counseling, integration into the sighted college community, and better mobility training are recommended, as well as suggestions for investigation of other variables involved in successful pursuit of college work.

122.

Lam, Chow S.; Bose, Julie L.; &amp; Geist, Glen O. (1989).

Employment outcomes of private rehabilitation clients.  
Rehabilitation Counseling Bulletin, 32(4), 300-311.

vocational rehabilitation / employment outcomes / physical disabilities

Employment outcome, demographic, disability, occupational, and rehabilitation services data were extracted from 216 worker's compensation cases referred to a private rehabilitation firm. Outcomes were categorized into clients who remained unemployed, returned to work with the same employer, and returned to work with a different employer. A stepwise discriminant function analysis identified nine variables that differentiated among the three outcome groups with 72% accuracy.

123.

Agran, Martin; &amp; Morgan, Robert L. (n.d.).

Current transition assessment practices. Logan, UT: Utah State University, Department of Special Education.

vocational assessment / individualized transition plans (ITP)

Although researchers have called for a movement away from prediction-related assessments to those which identify specific skill deficits, the extent to which professionals responsible for vocational assessment have shifted their focus is uncertain. The purpose of this investigation was to assess the frequency with which specified prediction-related and skill-related vocational assessment procedures were administered by secondary-level teachers and employment training specialists. Additionally, the frequency with which these professionals used assessment data to aid in decision making was determined. The results revealed that teachers and employment training personnel used a variety of assessment procedures to make transition decisions. The implications of these findings are discussed.

124.

Lagomarcino, Thomas R.; McKee, Meredith; &amp; Diamond, Teri (1989).

Job survey and data management system. Champaign: University of Illinois, Office of Career Development for Special Populations, Illinois Competitive Employment Project.

job placement / labor market analysis / information management

The purpose of this manual is to present a system that can organize and enhance the communication concerning job survey and analysis between agencies responsible for job development activities.



125.

Test, David W.; Cooke, Nancy L.; Heward, William L.; & Heron, Timothy E. (1983).

Adapting Visual Response System teaching technology to the conventional classroom. Journal of Special Education Technology, 6(2), 15-26.

Visual Response System (VRS) / classroom instruction

The Visual Response System (VRS) is a specially constructed resource room in which high rates of active student response and virtually immediate feedback for those responses can be achieved. Eight to ten student desks are arranged in a horseshoe configuration with the teacher's desk at the open end. Each student responds to every instructional item (by writing, placing an object, pointing, etc.) directly on the stage of an overhead projector built into the desk. Research has shown the VRS to be an effective instructional technology for teaching a wide range of skills to various student populations. The three most powerful instructional features of the VRS are active student response, immediate feedback, and student-student interaction. Since the implementation of a full-scale VRS classroom with its hardware and space requirements may be too costly for many schools, and since an operating VRS classroom would still be able to serve only a portion of the many students needing more effective instruction each day, this article describes a number of inexpensive, practical techniques for adapting the instructional features of the VRS to the conventional classroom.

126.

Test, David W. (1985).

Evaluating educational software for the microcomputer. Journal of Special Education Technology, 7(1), 37-46.

microcomputer software / program evaluation

This article extends previous microcomputer software evaluation forms by: (a) providing an evaluation instrument based on research-based instructional techniques, (b) providing a step-by-step approach for evaluating software, and (c) adding a student evaluation component to the overall review.

127.

Test, David W.; Grossi, Teresa; & Keul, Patricia (1988).

A functional analysis of the acquisition and maintenance of janitorial skills in a competitive work setting. Journal of the Association for Persons with Severe Handicaps, 13(1), 1-7.

vocational assessment / vocational training / supported employment

This study examined the use of supported employment via the supported jobs model to provide competitive work experience for a 19-year-old student with severe disabilities. The job training involved a complex set of janitorial skills, including emptying trash cans, detail cleaning, and daily cleaning. Training consisted of a combination of total task presentation and an individualized prompting hierarchy. A multiple baseline across behaviors design was employed across the three sets of behaviors. Results demonstrated the acquisition and maintenance of all skills at 100% accuracy. The use of supported employment as a means of providing competitive work experience for students with severe disabilities and the need for further research on effective community-based vocational training strategies are discussed.

128.

Test, David W.; Spooner, Fred; & Cooke, Nancy L. (1987).

Educational validity revisited. Journal of the Association for Persons with Severe Handicaps, 12(2), 96-102.

single subject research / educational validity / program evaluation

In 1983, Voeltz and Evans introduced a set of criteria for establishing educational validity. Their intent was to improve the documentation of quality educational programs for learners with severe disabilities. Although the concept of educational validity is sound, we feel that Voeltz and Evans were not justified in rejecting single-subject research methodology as a vehicle for assessing educational validity. The present paper (a) provides a summary of the arguments of Voeltz and Evans against the use of single-subject research designs in establishing educational validity, (b) addresses each of the major concerns of Voeltz and Evans with single-subject research methodology, and (c) demonstrates how single subject research methodology can be used to demonstrate educational validity.

129.

Szymanski, Edna Mora; & King, John (1989).

Rehabilitation counseling in transition planning and preparation. Career Development for Exceptional Individuals, 12(1), 3-10.

rehabilitation counseling / individualized transition plans (ITP) / personnel preparation

This article addresses the role of rehabilitation counselors in special education transition programs for students with disabilities. The authors contend that the special training of rehabilitation counselors prepares them to coordinate existing school and community resources into effective transition programs. The information provided here is therefore intended as an introduction for special education professionals who might not be familiar with the specialized training of rehabilitation counselors

and their potential transition functions. The following areas will be addressed: (a) brief background of the rehabilitation counseling profession, including preservice preparation and credentialing, (b) functions of school-based rehabilitation counselors in transition programs, and (c) the impact of current trends on functions of school-based rehabilitation counselors.

130.

Storey, Keith; & Mank, David M. (1989).

Vocational education of students with moderate and severe disabilities: Implications for service delivery and teacher preparation. Career Development for Exceptional Individuals, 12(1), 11-24.

vocational special needs education / community integration / personnel preparation

This article addresses issues and needs for teachers to promote community-based vocational preparation for secondary school students with disabilities. Implications for preservice preparation of teachers, training models, and service implementation are also described.

131.

Montague, Marjorie (1988).

Job-related social skills training for adolescents with handicaps. Career Development for Exceptional Individuals, 11(1), 26-41.

social skills / job retention / generalization

Despite the growing awareness that social skill instruction is important for the job success of students with handicaps, there has been little programmatic research in this area. This study addressed this need by investigating the initial and long-term efficacy of job-related social skills instruction for adolescents with mild to moderate handicaps. More specifically, it was hypothesized that these secondary students could learn 10 job-related social skills, apply the skills in work settings, and maintain the use of these skills over time.

132.

Sowers, Jo-Ann; & Powers, Laurie (1989).

Preparing students with cerebral palsy and mental retardation for the transition from school to community-based employment. Career Development for Exceptional Individuals, 12(1), 25-35. (Comp. No. 84.023D - OSERS File No. 15)

cerebral palsy / Oregon Transition to Employment Project (OTEP) / educational outcomes

The primary purpose of this descriptive research is to present strategies that constitute OTEP (Oregon Transition to Employment Project), a three-year federally funded demonstration project through OSERS. A second aim is to describe the most critical outcomes achieved for those students who participated in the project.

133.

Retish, Paul (1989).

Education and transition: Is there a relationship? Career Development for Exceptional Individuals, 12(1), 36-39.

curriculum / employer involvement / special education

In this brief, the author proposes a strategy that recognizes the results of research, learns from the conclusions, and starts to develop new allies and strategies to enhance the possibilities for those individuals who are labeled "disabled."

134.

Schmelkin, Liora Pedhazur; & Berkell, Dianne E. (1989).

Educators' attitudes toward the employability of persons with severe handicaps. Career Development for Exceptional Individuals, 12(1), 40-47.

attitudes / special education / vocational training

This study investigated the nature and structure of employability attitudes toward persons with severe handicaps and focused primarily on attitudes of school personnel. An instrument to measure these attitudes was developed. Findings are discussed.

135.

Siegel, Shepherd; Greener, Karen; Prieur, Joanne; Robert, Matt; & Gaylord-Ross, Robert (1989).

The Community Vocational Training Program: A transition program for youths with mild handicaps. Career Development for Exceptional Individuals, 12(1), 48-64. (Comp. No. 84.158L - OSERS File No. 172)

Community Vocational Training Program (CVTP) / mild handicaps / California

The research presented in this article describes a vocational education program, the Community Vocational Training Program (CVTP), which trains youths and helps them obtain employment. Key components of the CVTP are (a) a willingness to make demands of students, beginning from the first day of recruitment activities, (b) an intensive, community classroom supervision at the work site,

(c) the school-based Employment Skills Workshop, and (d) the personal commitment of the staff, during and beyond the last year of high school.

136.

Eigenbrood, Richard; & Retish, Paul (1988).

Work experience: Employers' attitudes regarding the employability of special education students. Career Development for Exceptional Individuals, 11(1), 15-25.

employer involvement / attitudes / special education / mild handicaps

The study presented by the authors sought to examine the attitudes of employers involved in work experience programs toward the employment potential of special education students (mild handicaps) and their willingness to hire special education students. While the results of this study are limited, they do suggest that the development of more positive attitudes by employers may be an indirect benefit of work experience programs.

137.

Davis, Sharon (1988).

Transition from school to work: A parent's perspective. Career Development for Exceptional Individuals, 11(1), 51-56.

parent involvement / attitudes / Association for Retarded Citizens (ARC)

This article, written by a special education parent, describes the transition process for a special education student who at 21 took advantage of vocational assessment and training services offered through ARC's National Employment and Training Program.

138.

Curtis, W. Scott; & Donlon, Edward T. (1984).

A ten-year follow-up study of deaf-blind children. Exceptional Children, 50(5), 449-455.

follow-up studies / deaf-blindness

In the early 1970s, 49 deaf-blind children were evaluated for educational adjustment and communication level through a structured observational procedure. Ten years later, the examiners have used the national registry for the deaf-blind to relocate these children. A comparison of the children's general level of functioning then and now is reported in those instances where the two reporting tools are compatible.

139.

Gaylord-Ross, Robert; Lee, Mellanie; Johnston, Stacy; Lynch, Karen; Rosenberg, Bill; & Goetz, Lori (n.d.).

Supported employment for deaf-blind youth in transition.

San Francisco: San Francisco State University, Department of Special Education.

deaf-blindness / supported employment / California

Bay Area Personnel Systems is a consultative supported employment program for deaf-blind youth in transition. The article describes the client and agency levels of operation. Information is provided with regard to individual transition plans, task analyses, instructional programs, and job accommodations. Actuarial data describe seven placements, their pay, types of jobs, etc. Case illustrations describe the dynamics of a successful and an unsuccessful placement. Ecological variables at the workplace are discussed in terms of the intrusiveness of supervision, interpersonal communication, and social support.

140.

Snauwaert, Dale T.; & DeStefano, Lizanne (1989).

State transition planning: A comparative analysis. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

policy research / program development / state transition planning

The purpose of this chapter is to document the extent and nature of transition planning on the state level. The paper is divided into 5 parts: (a) a discussion of the federal context of transition, (b) the focus of the study, (c) methodology, (d) findings, and (e) conclusions.

141.

Wehman, Paul; Renzaglia, Adelle; Berry, Geraldine; Schutz, Richard; & Karan, Orv (1978).

Developing a leisure skill repertoire in severely and profoundly handicapped persons. AAESPH Review, 3(3), 162-172.

leisure skills / community integration

The present paper describes the development of a repertoire of leisure time skills in severely and profoundly handicapped adolescents and adults. Specific instructional direction and appropriate task analyses were provided in data-based programs involving the training of three exercises and four table games. The results of each program were evaluated in a multiple baseline design. Results were discussed in terms of the importance of helping the severely and profoundly handicapped develop a

repertoire of leisure time skills. The ability to use leisure time is viewed as a potentially critical component in the move toward community reintegration.

142.

Rusch, Frank R.; Greenwood, Charles R.; & Walker, Hill M. (1978).

The effects of complexity, time, and feedback upon experimenter calculation errors. AAESPH Review, 3(3), 185-195.

behavior analysis / data analysis

This investigation consisted of two separate attempts to clarify the variables responsible for experimenter miscalculations. Study 1 examined the relationship between frequency of experimenter responses (complexity) and calculation error. Study 2 examined varied amounts of time and error feedback while calculating observation data and resultant errors. Study 1 presents evidence that suggests that complexity and percentage of errors made in the calculation of observation data may be related. Study 2 results suggest that frequent feedback on errors may be a desirable technique to control miscalculations when considerable amounts of data are being processed every day. The authors suggest that, as a step toward reducing errors in the calculation of observation data, agreement of calculations of raw data be established in the same way that agreement of observation data is established.

143.

Gugerty, John J.; & Getzel, Elizabeth Evans (1982).

Evaluation of interagency collaboration. Exceptional Education Quarterly, 3(3), 25-32.

interagency cooperation / program evaluation

This article highlights some of the critical issues to address when developing an interagency agreement with an evaluation component. Steps for creating a team approach for building an evaluation component and the methods for specifically developing its format are emphasized.

144.

Fonosch, Gail G.; Arany, John; Lee, Anita; & Loving, Steve (1982).

Providing career planning and placement services for college students with disabilities. Exceptional Education Quarterly, 3(3), 67-74.

program development / career guidance / postsecondary education

This article discusses the career preparation needs of disabled college students and offers the following recommendations for facilitating a responsive career guidance program: (a) provide

inservice training activities to sensitize and educate counselors to the needs of disabled students, (b) identify the individual needs of disabled students on campus, (c) ensure that offices are architecturally accessible, (d) increase working relations with the disabled students service office and vocational rehabilitation, and (e) engage in job placement and development activities with employers.

145.

York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study. University of Southern Maine. (1987).

Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. Portland: Author. (Comp. No. 84.023G - OSERS File No. 59)

parent involvement / Maine / learning disabilities / York County Transition Project

This handbook is for learning disabled teenagers and young adults and their parents, families, and guardians. It tries to address the wide range of functioning and disability among the learning disabled and offers many programs and services for those who are deciding what to do after high school.

146.

York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study. University of Southern Maine. (1987).

Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults. Portland: Author. (Comp. No. 84.023G - OSERS File No. 59)

learning disabilities / Maine / York County Transition Project

This project's handbook explains the process of transition -- planning, services, resources, and opportunities -- for students with learning disabilities.

147.

Bernacchio, Charles (1988).

Improving the post-secondary education and employability of learning disabled students [Final report]. Portland: University of Southern Maine, Human Services Development Institute. (Comp. No. 84.023G -- OSERS File No. 59)

final report / York County Transition Project / Maine / learning disabilities



This report summarizes the work completed by the York County Transition Project, the purpose of which was to provide model postsecondary transitional services to specific learning disabled students (SLD) in southern Maine. Key features of the model are (a) an accurate assessment of specific learning disabled students' educational, vocational, and social problems with an emphasis on functional capabilities, (b) linking the Pupil Evaluation Team (PET) concept with the vocational rehabilitation process to bridge the gap between school and community for participating students, (c) working with cooperating agencies and employers to sensitize them to the needs of SLD individuals and help them modify their practices to meet those needs, (d) a tracking system with an experimental and control group which evaluates the effectiveness of the intervention, and (e) using project findings to modify secondary level curricula.

148.

Rhodes, Larry; Sandow, Dennis; Ramsing, Kenneth; & Loewinger, Howard (1989).

Final report: The Electronics Industry Enclave Project: A Service Demonstration Model for Post-Secondary Individuals with Severe Handicaps. Eugene: University of Oregon, Specialized Training Program. (Comp. No. 84.158A - OSERS File No. 31)

Final report / The Electronics Industry Enclave Project / Oregon

The final report for the Electronics Industry Enclave Project documents the development of a service demonstration model for post-secondary individuals with severe disabilities, funded by the U.S. Department of Education. The project covered a three-year period ending October 1, 1987, with data analysis and evaluation of project results continuing until December, 1988. This report delineates the project's procedures and outcomes relating to developing and evaluating a fully tested and nationally replicable approach to supported employment. The final report provides a project overview, presents the project methodology, describes the results of project activities, and discusses the implications of the project upon national efforts to insure successful transition from secondary education to adult life of persons having severe disabilities.

149.

Chadsey-Rusch, Janis; et al. (1986).

Annual report, 1985-1986. Secondary Transition Intervention Effectiveness Institute. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

annual report / Secondary Transition Intervention Effectiveness Institute

Overview of Transition Institute's research activities during year 1 and plans for year 2.

150.

Biller, Ernest F.; & White, Warren J. (1989).

Comparing special education and vocational rehabilitation in serving persons with specific learning disabilities.

Rehabilitation Counseling Bulletin, 33(1), 4-17.

vocational rehabilitation / special education / learning disabilities

The purpose of this study was to compare special education and vocational rehabilitation guidelines for serving individuals with specific learning disabilities. An eight-component survey was sent to the 50 state departments of vocational rehabilitation asking for verification of their definition and criteria for identifying and serving persons with specific learning disabilities. Comparing the rehabilitation data to previously reported special education guidelines on specific learning disabilities showed that there is considerably more agreement within each field than between fields and that the definitions used by the agencies shared important common elements but differed in the manner in which specific learning disabilities are operationalized.

151.

McCue, Michael (1989).

The role of assessment in the vocational rehabilitation of adults with specific learning disabilities. Rehabilitation Counseling Bulletin, 33(1), 18-37.

vocational assessment / vocational rehabilitation / learning disabilities

In providing vocational rehabilitation services to individuals with specific learning disabilities, professionals have become aware of the need for vocationally oriented research, training, and service delivery. One area of critical importance is evaluation and assessment. Approaches that focus on the identification and diagnosis of specific learning disabilities, and assessment strategies that can be used for the elucidation of functional and vocational deficits associated with specific learning disabilities, are essential to the rehabilitation process. Such approaches are reviewed, and recommendations for the provision of comprehensive assessment services are discussed.

152.

Szymanski, Edna Mora; Dunn, Caroline; & Parker, Randall M. (1989).

Rehabilitation counseling with persons with learning disabilities: An ecological framework. Rehabilitation Counseling Bulletin, 33(1), 38-53.

rehabilitation counseling / learning disabilities / vocational assessment

An ecological framework for assessment and rehabilitation planning with persons with learning disabilities is introduced to facilitate integration of information from a variety of different sources and perspectives. The seven central tenets in the framework are operationalized through the following dimensions: (a) individual attributes; (b) environmental attributes; (c) nature, quality, and sequence of interactions; and (d) perceptions of involved individuals. Two tables provide structural formats for integration of information in assessment and utilization in rehabilitation planning.

153.

Rosenthal, Irwin (1989).

Model transition programs for learning disabled high school and college students. Rehabilitation Counseling Bulletin, 33(1), 54-66. (Comp. No. 84.158L - OSERS File No. 177)

learning disabilities / Project CAREER / New York / Project JOB

Two model programs for high school and college students with learning disabilities are described. The design and activities of these projects emanate from five basic premises: (a) career maturity presents unique difficulties for persons with learning disabilities, (b) career choice is an implementation of the self-concept that is mediated by environmental factors, (c) external support services beyond the school setting are needed, (d) proactive efforts to help overcome barriers to employment must be made, and (e) experience-based education is a necessary program component for persons with learning disabilities. Program activities that evolve from these basic premises are interventions specifically designed to assess and address the abilities and deficits identified.

154.

Michaels, Craig A. (1989).

Employment: The final frontier -- issues and practices for persons with learning disabilities. Rehabilitation Counseling Bulletin, 33(1), 67-73.

learning disabilities / employer involvement / job placement

This article describes employment concerns of persons with learning disabilities and presents strategies that will help both rehabilitation counselors and placement specialists when working with these individuals. Strategies for interacting more effectively with employers are also described.

155.

Cartledge, Gwendolyn (1989).

Social skills and vocational success for workers with learning disabilities. Rehabilitation Counseling Bulletin, 33(1), 74-79.

social skills / learning disabilities / job retention

The purpose of this article is to discuss the relationship between social skill deficits and vocational problems for workers with learning disabilities. Social skills deficits common to persons with learning disabilities are identified and established as a major cause of job failure. Efforts to develop job-related social behaviors among persons with learning disabilities are reviewed and issues related to current and future needs are presented. Based on these observations, specific recommendations are made for professionals serving these individuals.

156.

Brown, Dale S. (1989).

Workforce composition in the year 2000: Implications for clients with learning disabilities. Rehabilitation Counseling Bulletin, 33(1), 80-84.

employment trends / learning disabilities

This article explores how people with learning disabilities are affected by demographic changes in the workforce and the skill demands of emerging jobs.

157.

Chadsey-Rusch, Janis (1988).

Social ecology of the workplace. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

friendships / social skills / co-worker involvement

Acquisition and maintenance of appropriate social behaviors may help to facilitate friendships and social support networks within work settings so that occupational stress is reduced and the quality of life enhanced. Chadsey-Rusch and contributing authors offer perspectives on friendship formation, co-worker involvement, employers' perceptions, and involvement within a supported employment setting.

158.

Godley, Susan Harrington; Hafer, Marilyn D.; Vieceli, Louis; & Godley, Mark D. (1984).

Evaluation of short-term training in rehabilitation: A neglected necessity. Rehabilitation Counseling Bulletin, 28(1), 28-38.

program evaluation / vocational training / visually impaired

An evaluation of a short-term training program in rehabilitation was conducted using multiple baseline and true experimental designs. The training program taught job placement skills to counselors whose clients were legally blind. Results indicated that program participants reported higher mean numbers of total placements, competitive placements, and employer contacts after training, and also had more favorable attitudes toward placement than did members of a control group. This study is discussed as an example of a rigorous methodology in the evaluation of short-term training, which could be followed elsewhere.

159.

Leitner, Rona K. (1989).

Competency-based training for job coaches: A self-guided study course for trainers in supported employment. San Francisco: University of San Francisco, Rehabilitation Administration, McLaren College of Business, California Supported Employment Training Project.

job coach / California / personnel preparation

This manual is written with the intention of providing job coaches with basic information and practical tools that will help them deliver the best possible services while improving their own skills and success. The videotape which accompanies this manual (see Entry No. 160) is intended as a training tape and should be used in conjunction with this manual.

160.

California Supported Employment Training Project. University of San Francisco. Rehabilitation Administration. McLaren College of Business. (1989).

Competency-based training for job coaches [Videocassette].  
San Francisco: Author.

California / video production / job coach / personnel preparation

This video production is the training tape to be used in conjunction with the self-study course cited in the above-referenced entry (Entry No. 159).

161.

Stern, Barry; Best, Fred; &amp; Hurely, Maureen (1988).

Summary of literature and outreach findings on student follow-through systems; Background report, volume 1, for Grant A.3.3-1988C. Sacramento: Pacific Management and Research Associates.

literature review / follow-up studies / special education

This report is part of a project initiated and sponsored by the Education Transition Center (ETC) of the State Department of Education (California). It summarizes the findings of literature review and outreach activities to identify and assess student data systems that are pertinent to the development of a follow-through system for special education students. Featured are pertinent systems and research from several states, including California, Colorado, Florida, Vermont and Washington. The report describes how the data in these systems are used and includes information about data elements, data collection and entry, access to data, and relevant computer hardware and software. Referenced, also, are pertinent national studies and systems, such as the National Longitudinal Transition Study of Special Education Students and the National Migrant Student Record Transfer System.

162.

Rowitz, Louis (1989).

Trends in mental retardation in the 1990s [editorial]. Mental Retardation, 27(1), iii-vi.

mental retardation / forecasting

The author makes predictions about where the field of mental retardation is headed in the 1990s.

163.

Dunn, Dennis J. (1987).

A cautious look at supported work. Rehabilitation Counseling Bulletin, 31(1), 64-66.

supported employment / program evaluation

The author presents a very cautious view of supported employment demonstration projects' ability to be replicated effectively and warns researchers and policymakers to be aware of studies which indicate these possibilities.

164.

Lundeberg, Mary; &amp; Svien, Kaia (1988).

Developing faculty understanding of college students with learning disabilities. Journal of Learning Disabilities, 21(5), 299-300, 306.

postsecondary education / learning disabilities / faculty involvement

This paper describes the benefits of inservices on learning disabilities for faculty and the process the authors used to assess campus needs and to design and promote involvement in the inservice. Their goals were to generate interest in the inservice, to provide information about college students with learning disabilities, and to discuss ethical and pedagogical issues concerning the population. Evaluations of the inservice were positive. Even more important, promoting involvement in the inservice seemed to promote more involvement across the campus in serving needs of students with learning disabilities. Learning disabled students who approach their professors to describe their disabilities are now more frequently met with acceptance rather than suspicion.

165.

Cowen, Sara E. (1988).

Coping strategies of university students with learning disabilities. Journal of Learning Disabilities, 21(3), 161-164, 188.

learning disabilities / postsecondary education / coping strategies

The purpose of this study was to investigate coping strategies of students with learning disabilities attending a large midwestern university with no special program for such students. Twenty-five students identified as learning disabled prior to entering the university volunteered to participate in the research. They were tested to determine their present cognitive and achievement profiles. They were then interviewed to determine their coping strategies. The testing indicated that they had persistent visual and auditory processing deficits and academic skills deficits. The findings indicated that they had developed coping strategies to bypass or compensate for their processing and skills deficits.

166.

Seyfried, Erwin; &amp; Lambert, Thibault (1989).

New semi-sheltered forms of employment for disabled persons: An analysis of landmark measures in the Member States of the European Communities. Berlin: European Centre for the Development of Vocational Training (CEDEFOP).

European Communities / competitive employment / sheltered workshops

Concerned about developments in employment of the disabled in the European Community, the CEDEFOP commissioned a study to present (a) research of a demonstrative nature and (b) documentation on a number of exemplary institutions in each member state. This report presents the significance of semi-sheltered employment, the methodology used to study semi-sheltered employment, legal and institutional prerequisites, typologies of semi-sheltered employment, financial prerequisites, vocational training and adjustment, sectors of production, conditions as seen by disabled persons, future conditions for development of semi-sheltered employment, and recommendations in all of these areas.

167.

Scheid, Karen (1989).

Cognitive and metacognitive learning strategies -- their role in the instruction of special education students. Columbus, OH: LINC Resources, Information Center for Special Education Media and Materials.

special education / strategy instruction

This report provides summary discussions of key questions surrounding cognitive and metacognitive strategy instruction as a concept and in practice. The first three sections provide background information about cognitive and metacognitive strategies by defining terms, by discussing their relevance to special education populations, and by summarizing research. The remaining sections present varied approaches to strategy instruction, issues in implementation, program components, the teacher's pivotal role, and use of media and materials.

168.

Murray-Seegert, Carola (1989).

Nasty girls, thugs, and humans like us. Baltimore: Paul H. Brookes Publishing Co.

secondary education / special education / mainstreaming / peer involvement

This book is the account of one inner-city school's move toward integration and the peer relationships which develop from mainstreaming. The author, who immersed herself in this social and educational milieu as a "student volunteer," provides answers to (a) How successful is special education in a regular education setting?, (b) Do nondisabled students perceive benefits to themselves resulting from integration?, and (c) What are some of the other benefits of integration to students both with and without disabilities?



169.

Ford, Alison; Schnorr, Roberta; Meyer, Luanna; Davern, Linda; Black, Jim; & Dempsey, Patrick (Eds.) (1989).

The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

curriculum / community integration / independent living / Syracuse City School District

This guide is intended to help parents and professionals make curricular decisions about those learners for whom a portion of their program must be devoted to direct instruction in community living areas. Based on the premise that every student is capable of living, working, and recreating in the community, it provides a framework for decision making that should be applied to individuals on a student-by-student basis. Curriculum content areas include self-management/home living, vocational, recreation (leisure), general community functioning, functional academic skills, and social skills. In addition, the guide contains sections on home-school collaboration and other implementation strategies: IEPs, scheduling, classroom management, and lesson plans. Appendixes include charts and forms.

170.

Strong, Larry A. (Ed.) (1989).

Dealing with diversity: At risk students [special issue]. Educational Leadership, 46(5).

at-risk students / curriculum / dropouts

This entire issue is devoted to at-risk students -- curriculum, research synthesis of what works, dropout prevention, and educational reform.

171.

White, David M.; Rusch, Frank R.; Kazdin, Alan E.; & Hartmann, Donald P. (1989).

Applications of meta analysis in individual-subject research. Behavioral Assessment, 11(3), 281-296.

meta analysis / single subject research

The current paper explores recent efforts to apply meta analysis to the synthesis of research studies containing intrasubject experimental designs. The paper offers concrete suggestions regarding the implementation of meta-analysis procedures with single-case studies and proposes methods for locating primary studies, aggregating their findings, generating effect size data, evaluating variables (including study quality) that may relate to

study outcomes, and conducting a secondary statistical analysis. Advantages, disadvantages, and potential obstacles of meta analysis for single-subject research are discussed.

172.

Sawyer, Horace W.; & Crimando, William (1984).

Self-management strategies in rehabilitation. Journal of Rehabilitation, 50(1), 27-30.

self-control training / rehabilitation counseling / personnel preparation

As a counseling and behavior change strategy, self-management has received limited acceptance and utilization by professionals in rehabilitation. This article explores the application of self-management strategies in the delivery of rehabilitation services. A secondary purpose of the article was to present a training format for rehabilitation professionals in the use of self-management techniques and to investigate the impact of this training on the trainee's attitudes toward the use and value of self-management strategies. Self-management techniques were discussed not as replacements for current counseling and adjustment approaches, but as methods to enhance their effectiveness. Further research and exploration concerning the potential of self-management as a service strategy by rehabilitation professionals is recommended as a result of the positive outcomes of the training session.

173.

Livingston, Roger H.; & Johnson, Richard G. (1979).

Covert conditioning and self-management in rehabilitation counseling. Rehabilitation Counseling Bulletin, 22(4), 330-337.

self-control training / personnel preparation / rehabilitation counseling

Rehabilitation counselors are faced with multifaceted tasks that generally prevent them from providing extended therapeutic aid. A new behavioral technology, self-management, is directed toward developing the capacity in clients to regulate their own behavior. Among the significant self-management strategies are the covert conditioning techniques that include covert modeling and rehearsal, covert sensitization, and thought-stopping. Counselors using these techniques have experienced success with a wide range of client problems. Situations in which these self-management techniques have had success include placement activities, drug dependency, alcoholism, self-concept improvement, and obesity. These techniques seem to be viable in the treatment of rehabilitation clients.

174.

Hughes, Carolyn; Rusch, Frank R.; & Wood, Connie S. (1989).

Workplace independence for students with severe handicaps. Teaching Exceptional Children, 22(1), 50-53.

vocational training / supported employment / self-control training

This article introduced a process that teachers can use to promote student independence within the context of vocational training. The three strategies described include (a) evaluating student independence in community-based settings, (b) teaching student adaptability, and (c) transferring control of student independence to work-related stimuli. The process is based on emerging research indicating that students can become active participants in promoting their own independent performance within the context of employment, including supported employment.

175.

Houck, Cherry K.; Geller, Carol H.; & Engelhard, Judy (1988).

Learning disabilities teachers' perceptions of educational programs for adolescents with learning disabilities. Journal of Learning Disabilities, 21(2), 90-97.

learning disabilities / attitudes / program evaluation

Rapid expansion of secondary learning disability programs has left little time to document current practices. This study examined perceptions of 135 teachers of students with learning disabilities working in middle-junior high and high school programs regarding the following: (a) the presence of specific attributes often associated with successful programs, (b) their professional views on field-related issues, and (c) suggestions for program improvement. Data were examined to determine if teachers' perceptions differed based on program type (i.e., resource, self-contained), level (i.e., middle-junior high, high school), or setting (urban, suburban, rural). Perceptions regarding the presence of selected attributes and recommendations for program improvement provide an agenda for professional dialogue.

176.

Harder, Stuart R.; Kalachnik, John E.; Jensen, Marilyn A.; & Feltz, Jeffrey (1987).

Psychotropic drug use with successful and unsuccessful community placed developmentally disabled groups. Research in Developmental Disabilities, 8(2), 191-202.

psychotropic drugs / residential facilities

While psychotropic drug use data have been reported for public residential facilities (PRF) and community residential facilities (CRF), no data have been reported for individuals discharged from

PRFs and CRFs, especially with respect to how such usage relates to successful and unsuccessful placement. This study reports psychotropic drug use at the time of PRF discharge, at CRFs for successful placements, upon PRF readmission for unsuccessful placements, and factors related to successful and unsuccessful CRF placements.

177.

Cannon, Brooke J.; & Szuhay, Joseph A. (1986).

Faking can elevate scores on the Attitudes Toward Disabled Persons scale. Rehabilitation Counseling Bulletin, 30(2), 120-123.

Attitudes Toward Disabled Persons (ATDP) scale

Controversy exists regarding the ability to fake favorable attitudes on the Attitudes Toward Disabled Persons (ATDP) scale. The ATDP-Form B was administered twice in a counterbalanced fashion to 33 rehabilitation counseling graduate students, who were allowed to maintain anonymity, with instructions either to answer honestly or to fake a favorable attitude. Scores were significantly elevated under the faking condition.

178.

Jacobson, Solomon G. (1987).

Supported employment conversion planning workbook. Baltimore: Maryland Supported Employment Project, Kennedy Institute.

Maryland / facility conversion / supported employment

This workbook consists of a review of 16 factors that are essential in introducing or expanding supported employment in a day program setting. It is designed to be used in one of three ways: (a) as a self-directed workbook, (b) as a workbook for use under the direction of an outside consultant, or (c) as a guidebook for several agencies working in a cooperative manner to bring supported employment into a region.

179.

Schalock, Robert L. (1986, November).

Defining and measuring the quality of work and outside life. Paper presented at the annual conference of TASH, San Francisco, CA.

quality of work life / quality of life / outcome measures

In Schalock's presentation he discusses the conceptualizing, operationalizing, and measuring of a person's quality of life and the impact this emphasis will have on programmatic services for persons with developmental disabilities.

180.  
Keith, Kenneth D.; Schalock, Robert L.; & Hoffman, Karen (1986).

Quality of life: Measurement and programmatic implications.  
Nebraska City, NE: Region V Mental Retardation Services.

quality of life / outcome measures / Quality of Life Questionnaire

The purpose of this manual is to summarize the author's work to date regarding the development, standardization, and use of the Quality of Life Questionnaire. The Questionnaire contains 28 criterion-referenced items that reflect the following three aspects of a person's quality of life: (a) environmental control, (b) social interaction, and (c) community utilization. The use of the Questionnaire and resulting data is presented in the final section of the manual.

181.  
Gagnon, Duane (1989).

Project SCORE: Supervised career opportunities in a rural environment. Final summary report. July, 1989. Dewey, AZ: Humboldt Unified School District. (Comp. No. 84.158C - OSERS File No. 138)

Project SCORE / Arizona / final report / rural areas

Project SCORE's final report describes the cooperative transition model developed to focus on the transitional needs of junior high and senior high special education students in a rural school district. The following five major objectives were accomplished:

1. Develop and infuse a functional school-based vocational curriculum and training component within the existing curriculum for special education students.
2. Develop and implement a supervised work experience component utilizing community-based employment settings.
3. Establish a Rural Interagency Council designed to develop and implement a collaborative interagency service delivery system in order to assist special education students to make a smooth transition from school to community life.
4. Disseminate project findings to all interested parties and make available all developed materials and information.
5. Establish one replication site in an Arizona rural district and provide assistance in implementing one or all of the program components.

182.  
Roessler, Richard T. (1988).

Implementing career education: Barriers and potential solutions.  
Career Development Quarterly, 37(1), 22-30.

curriculum / career education / special education

The purpose of this article is to examine the current status of career education both in terms of barriers to its implementation and potential curriculum models consistent with the needs of disabled youth. Data from the Harris Poll and from a recent survey of parents indicate that schools need to improve their career education services.

183.

Roessler, Richard T.; & Johnson, Virginia Anne (1987).

Developing job maintenance skills in learning disabled youth. Journal of Learning Disabilities, 20(7), 428-432.

learning disabilities / Vocational Coping Training (VCT) / job retention

A study of Vocational Coping Training (VCT), an intervention to develop job maintenance skills, was completed with a group of learning disabled high-school-age women. Ratings of role play behavior in vocational situations indicated that the experimental group (n=12) acquired more of the job maintenance skills than did the control group (n=10). At the end of training, the experimental group was also rated significantly higher on social competence and employability, although no change occurred on a cognitive measure of work-related thoughts. Results suggested the need for greater emphasis on modeling and role playing strategies to teach job maintenance behaviors, positive work-related cognitions, and appropriate nonverbal and paralinguistic styles.

184.

National Council on the Handicapped (1986).

Disincentives to work under Social Security laws: Topic paper C. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 301 013)

disincentives to work / Social Security benefits

As one of a series of topic papers assessing federal laws and programs affecting persons with disabilities, this paper outlines several ways in which existing Social Security laws serve to discourage and penalize people with disabilities if they seek to become employed and self-supporting. Programs funded under the Social Security Act are described, including Supplemental Security Income (SSI), Medicaid, Social Security Disability Insurance (SSDI), and Medicare. The disincentives to work which are found in these programs are then detailed. These disincentives include, among others, the reduction of SSI or SSDI benefits and the loss of income security when a recipient returns to work, and the lack of private health insurance for people with disabilities, forcing them into income support programs. Two case studies demonstrate successful experiences associated with a federal program which allows employed workers with disabilities to continue receiving

Medicaid benefits for disability-related expenses. A third case study illustrates the work disincentive that results when a person with disabilities who has vocational potential is automatically eligible for income support payments. Costs and benefits associated with removing the work disincentives in current programs are explored, and recommendations are made to correct provisions of existing Social Security laws.

185.

Berkowitz, Monroe (1980).

Work disincentives and rehabilitation. Falls Church, VA: Institute for Information Studies. (ERIC Document Reproduction Service No. ED 191 234)

disincentives to work / vocational rehabilitation

Work disincentives and rehabilitation addresses the public policy dilemma involved in the rehabilitation of disabled persons who receive benefits from federal income maintenance and health and welfare programs. The dilemma stems from the conflicting rationales which underlie programs designed to assist disabled people. Programs like Social Security Disability Insurance (DI) and Supplemental Security Income (SSI) were established to provide an adequate system of benefits (cash, medical services, and various in-kind services) to those who are determined unable to work because of a physical or mental impairment. On the other hand, it has been a matter of public policy to encourage the rehabilitation of disabled recipients in programs like DI through additional legal provisions which require them to participate in vocational rehabilitation programs. This book (a) identifies the general parameters of the problem by discussing the underlying assumptions which have created program conflicts, (b) briefly describes current programs available to assist disabled workers, and (c) surveys the research findings relative to labor force participation of social welfare beneficiaries in general and disabled recipients in particular. The book then draws some conclusions regarding reforms in disability beneficiary programs and the vocational rehabilitation process and relates these conclusions to currently proposed legislative and administrative solutions.

186.

National Association of State Directors of Special Education (1986).

Employment for persons with severe disabilities: Interagency strategies for expanding work opportunities (Report of a National Conference). Washington, DC: Author.

interagency cooperation / program development / supported employment

This report on the Conference on Interagency Strategies for Expanding Employment Opportunities for Persons with Severe Disabilities outlines recommendations made by the four interdisciplinary discussion groups that met during the meeting and the composite list of issues and strategies developed by conferees. Included are case studies of successful supported employment programs.

187.

Wray, Lyle D. (1980).

Social, political, and cultural challenges to behavioral programs in the community. In G. L. Martin and J. G. Osborne (Eds.), Helping in the community: Behavioral applications (pp. 355-369). New York: Plenum Publishing Corp.

behavior modification / community integration

This chapter examines challenges to the implementation of behavioral programs in the community arising from contemporary social, political, and cultural contexts. In each case, constructive steps that have been taken or that could be taken to meet these challenges are described.

188.

Wright, Anne R.; Padilla, Christine; & Cooperstein, Rhonda Ann (1981).

Local implementation of PL 94-142: Third year report of a longitudinal study. Menlo Park, CA: SRI International.

Education for All Handicapped Children Act (PL 94-142) / local education agency (LEA) / program evaluation

This is the third annual update report of findings from SRI International's longitudinal study of implementation of PL 94-142, the Education for All Handicapped Children Act, at the local education agency (LEA) level. As part of its overall evaluation of progress in meeting the intent of the law, the Office of Special Education (OSE) contracted with SRI to conduct this multiyear study. The primary purpose of the study is to inform OSE and Congress about whether special education at the local level is changing in the way the Act intended and, to the extent possible, to explain why or why not. This study is designed as a set of multiple in-depth case studies of local school systems.

189.

Whitehead, Claude W. (1986).

The sheltered workshop dilemma: Reform, or replacement. Remedial and Special Education, 7(6), 18-24.

sheltered workshops / research synthesis



The sheltered workshop, as a community-based, private, nonprofit vocational rehabilitation facility providing employment-related services in a controlled, supportive environment, has been the traditional resource for serving persons with severe disabilities for many years. In this role it has been subjected to increased scrutiny and controversy over the past two decades, especially in the area of moving the persons served into the integrated, competitive employment arena. Students with severe disabilities exiting the school system at the rate of 90,000 per year are finding that the community-based system outside the schools offers few employment options. This article reviews the recent research findings, analyzes the major issues, and suggests strategies for reform. Reform is seen as a more desirable option than replacement of sheltered workshops as community-based providers of employment-related services for persons with severe disabilities.

190.

Kiernan, William E.; & Ciborowski, Jean (1986).

Survey of employment for adults with developmental disabilities. Remedial and Special Education, 7(6), 25-30.

competitive employment / data analysis / job retention

The role of employment in the lives of young adults and adults with developmental disabilities has received a considerable amount of attention during the past few years. This study attempted to document the movement of this population into the areas of competitive employment. A survey of 1,629 facilities and organizations throughout the U.S. revealed that more developmentally disabled persons are being hired in competitive employment settings, and that job retention is good. Further, the data confirm that the movement of this population into competitive work settings is both realistic and financially sound.

191.

Conley, Ronald W. (1986).

Employment of developmentally disabled persons: Obstacles inherent in the service system. Remedial and Special Education, 7(6), 31-36.

barriers / human services / disincentives to work

Many public programs provide services and support to developmentally disabled adults. Unfortunately, this service system often impedes or prevents the transition of developmentally disabled persons from school to work. It does so by fostering attitudes of dependency, creating major work disincentives, failing to provide adequate vocational service to many severely disabled persons, and by being poorly coordinated. The changes that need to be made in the service system to reduce or eliminate these problems do not constitute major departures from current policies and are unlikely to be costly.

192.

Schalock, Robert L. (1986).

Employment outcomes from secondary school programs. Remedial and Special Education, 7(6), 37-39.

employment outcomes / special education / individualized transition plans (ITP)

This article focuses on a number of employment-related outcomes that can be used to evaluate the effects of secondary school employment programs, describe a person's quality of life, and reflect special education's goals of increasing a person's independence, productivity, and community integration. A recent study is also summarized that determined among special education graduates the relationships among several employment-related outcome measures and 19 predictor variables, including student characteristics, school variables, and economic characteristics. The article concludes with a discussion of two catalysts -- financial incentives and the individual transition plan -- that will facilitate the change to an employment outcome orientation in special education.

193.

Rhodes, Larry E. (1986).

Supported employment: An initiative for employing persons with severe developmental disabilities. Remedial and Special Education, 7(6), 12-17.

supported employment / policy research / Developmental Disabilities Act (P.L. 98-527)

For many years, it has generally been recognized that persons having severe developmental disabilities could learn vocational tasks and perform these tasks productively in work settings. Techniques for developing vocational skills and related work behaviors are now widely available, yet most adults having severe disabilities remain without employment. Recent federal activities, including the passage of the Developmental Disabilities Act of 1984, have focused attention upon creating employment options for persons regardless of their level of disability. This article examines the emerging features of "supported employment," a framework for employing persons normally served in segregated day activity and work activity centers.

194.

Kiernan, William E.; &amp; Stark, Jack A. (1986).

Employment options for adults with developmental disabilities: A conceptual model. Remedial and Special Education, 7(6), 7-11.

Pathways to Employment Model / independent living / supported employment

There are many paths which one may take when entering the world of work. The conceptual model put forth here, Pathways to Employment, is one which looks at the common avenues available to achieving greater economic self-sufficiency through employment for adults with developmental disabilities. The model acknowledges individual differences among those who enter the employment decision-making process while stressing the concept of the availability of simultaneous choices or paths for the individual. Employment is thus presented as a dynamic rather than a static process. The model has broad application and looks to employment or supported employment as a means to an end and not an end in and of itself. The challenge is to access the real work environment and to provide enough support that the individual will realize an increased level of economic self-sufficiency.

195.

Walker, Hill M.; & Calkins, Carl F. (1986).

The role of social competence in the community adjustment of persons with developmental disabilities: Processes and outcomes. Remedial and Special Education, 7(6), 46-53.

social skills / community integration / quality of life

This paper reviews literature and professional practices which affect the community adjustment and adaptation of developmentally disabled persons. The role of social competence in determining satisfactory adjustments to community-based vocational and residential settings by adult persons with developmental disabilities is explored. The paper is divided into five sections. Section one briefly reviews the community adjustment status of persons with developmental disabilities. Section two discusses the construct of social competence in terms of definitional issues and social validation approaches within community-based vocational and residential settings. Section three describes three types of adjustment (behavioral, social, personal) that are considered important to successful community adaptation. Section four reviews the consequences that accrue to developmentally disabled persons from adjustment failure in vocational and residential settings. Finally, section five advocates for adoption of a social ecological approach in the study of community adjustment for developmentally disabled persons and presents a series of recommendations governing future efforts in this area.

196.

Karan, Orv C.; & Knight, Catherine Berger (1986).

Training and staff development issues in developmental disabilities. Remedial and Special Education, 7(6), 40-45.

personnel preparation / human services / community integration

Many new community options have been created for individuals who only a few short years ago would have been considered too handicapped for such settings. Yet, each new opportunity also presents new challenges for service providers, many of whom have not been adequately trained to meet these challenges effectively. This article discusses some of the new roles for service providers in the future, including professionals, parents, and paraprofessionals; examines some issues pertinent to their training; and offers recommendations for correcting weaknesses in our current training and service systems.

197.

Parmenter, Trevor R. (1988, April).

The development of a quality of life model as an outcome measure of rehabilitation programs for people with developmental disabilities. Paper presented to Ninth Annual Conference of the Young Adult Institute, New York.

quality of life / outcome measures / Australia

Within the framework of the sociological symbolic interactionist theory it is argued that a person's quality of life is best assessed on the basis of his/her behavior in response to the environment(s) in which the behavior occurs. Using this theoretical base, a quality of life model is presented consisting of three interacting sets of variables: functional behaviors, the self, and societal influences. Data are presented from a pilot study of 32 people with a variety of developmental disabilities who have participated in a community living program. Structured interviews were conducted to assess aspects of their quality of life within the framework of the model. It is suggested that the results of the study support the multidimensional nature of a person's quality of life which include aspects such as satisfaction, social and interpersonal relationships, activity patterns, degree of self-determination, socioeconomic factors, and physical and psychological access to community services.

198.

Lindskog, C. O.; & Hartshorne, Timothy S. (1989).

Consultation strategies. Topeka: Kansas State Department of Education, Educational Services Division, Special Education Administration Section. (Comp. No. 84.158R - OSERS File No. 225)

personnel preparation / consultation strategies / Kansas / transition

This training module is part of a series of inservice materials designed to improve the skills of educational personnel in assisting students with handicaps to make a successful transition from school to adult life. The goal of this module is to acquaint

those personnel with consultation strategies that enhance needs assessment, crisis, communication, intervention, and networking skills.

199.

Solly, David C. (1989).

Functional assessment of students with handicaps. Topeka: Kansas State Department of Education, Educational Services Division, Special Education Administration Section. (Comp. No. 84.158R - OSERS File No. 225)

personnel preparation / functional assessment / Kansas / transition

This training module is part of a series of inservice materials designed to improve the skills of educational personnel in assisting students with handicaps to make a successful transition from school to adult life. The goal of this module is to acquaint school psychologists, vocational evaluators, and other school personnel with the methods and techniques of functional assessment for secondary school students with handicaps.

200.

Bestgen, Yo; Stephens, Pat; & Pendergast, Lori (1989).

Systematic transition procedures. Topeka: Kansas State Department of Education, Educational Services Division, Special Education Administration Section. (Comp. No. 84.158R - OSERS File No. 225)

program development / personnel preparation / Kansas / transition

This training module is part of a series of inservice materials designed to improve the skills of educational personnel in assisting students with handicaps to make a successful transition from school. The purpose of this module is to introduce participants to transition, including the background of transition services, the involvement and responsibilities of various agencies, the function of transition planning for students with handicaps, the development of a local transition council, and the relationship of the IEP and ITP teams in planning for and implementing activities which facilitate transition.

201.

Wehman, Paul; & Hill, Mark (Eds.) (1980).

Vocational training and placement of severely disabled persons: Project Employability - Volume 2. Richmond: Virginia Commonwealth University, School of Education.

Project Employability / Virginia / vocational training / job placement

This is the second in a series of monographs describing activities of Project Employability and focuses upon the perceptions of employers, co-workers, and parents as significant facilitators or inhibitors of job placement and retention. Cumulative data for placements for the first and second year are presented.

202.

Wehman, Paul; & Hill, Mark (Eds.) (1982).

Vocational training and placement of severely disabled persons: Project Employability - Volume III. Richmond: Virginia Commonwealth University, School of Education.

Project Employability / Virginia / vocational training / job placement

This is the third monograph in a series which describes Project Employability, a training model which provides job-site training and advocacy by staff. This volume updates client placements and progress after three years. A detailed cost-benefit analysis is provided, as well as actual job placement process and solutions to difficult placement problems, guidelines for initiating job placement programs, techniques for improving follow-up of clients who are employed, and an analysis of supervisor evaluations over a three-year period.

203.

Kimeldorf, Martin; Edwards, Jean; & Bradley, Carolyn (1988).

Numbers that spell success: Report of the Portland State University School-to-Work Transition Research Project emphasizing transitions to work and leisure roles. Portland, OR: Ednick Communications Inc.

Oregon / leisure skills / job seeking skills / Portland State University School-to-Work Transition Project

This is a summary of the research data collected in the Portland State University School-to-Work Transition Research Project. The mission of the project was to research the impact of job-club-type training upon the transition outcomes for mildly handicapped high school students. In addition, the possible reuse of job search skills in the search for leisure opportunities was explored. To fulfill these goals five high school sites participated in the new training program. The results are generally reported for two broad groups labeled as "intervention" and "control" groups. The single most important outcome was that those in the intervention classes found employment at the 81% employment rate vs. the 58% employment rate of the control group.

204.  
Winking, Debbie Lynn (1986).

Case studies of an urban, rural, and suburban supported employment program: The role of the job trainer. Unpublished master's thesis, University of Illinois at Urbana-Champaign.

supported employment / job coach / personnel preparation

The purpose of these case studies was to evaluate in depth three programs involved in the Illinois Supported Employment Initiative to discover the real and perceived duties involved in the position of the job trainer. This report on three cases in Illinois has implications for inservice and preservice training of job trainers, and may be used as a resource by those professionals wanting to replicate supported employment programs within their own agency.

205.  
Cho, Dong W. (1984).

An alternate employment model for handicapped persons. Journal of Rehabilitation Administration, 8, 55-63.

Japan / vocational rehabilitation / Australia / quota system

This article describes an employment arrangement in which the workforce is composed of a more balanced mixture of handicapped and nonhandicapped persons. Historical development of this employment model is reviewed in terms of organizations operating in Australia, the United States, and Japan. An understanding of the overall Japanese rehabilitation policy is helpful in discussing the Japanese example. Therefore, certain aspects of the Japanese rehabilitation system are also introduced. This article then summarizes the economic characteristics and managerial behavior of firms operating under this model which result from the unique combination of handicapped and nonhandicapped persons in the workforce. Finally, this article presents the broad implications of this employment model for rehabilitation facilities today.

206.  
Greene, Jennifer G. (1988).

Stakeholder participation and utilization in program evaluation. Evaluation Review, 12(2), 91-116.

program evaluation / stakeholder participation

Field data from two case study evaluations are used to describe a set of dynamic linkages between stakeholder participation and utilization in program evaluation. Key elements of the participatory process employed are linked to cognitive, affective, and political dimensions of participation as experienced and reported by stakeholders. These dimensions are in turn linked to stakeholder attitudes and perceptions representing a high readiness

for use or potential for utilization. In both sites, considerable actual utilization of evaluation findings was also documented.

207.

Lundstrom, Francesca (1988).

On elements which should be taken into account in the attempt to develop a measure of the quality of life, Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

quality of life / literature review

This manuscript is a critical examination of the present state of the art in quality of life research, including an analysis of the different styles and orientations of research and the problems specific to each of them.

208.

Thomas, Dale F.; Coker, Charles C.; & Menz, Fredrick E. (1988).

ADAPT: A transition curriculum program - Implementation manual. Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)

Project ADAPT / curriculum / program development / Wisconsin

The purpose of this document is to provide the user of the Project ADAPT materials with a brief overview of the content and structure of all resources used in the program. Suggestions and guidelines for implementing the ADAPT program in a school system are also offered. Although the program materials and this implementation guide have been developed to be as complete and self-explanatory as possible, it is highly recommended that the intended user of these materials participate in a training and consultation program regarding the installation of the program before it is used. Project ADAPT materials are intended to be used not as a sole curriculum for providing transitional programs for exceptional education students exiting school, but rather as a skeletal structure upon which to build a comprehensive program. Users will find it necessary to use additional resources in order to tailor the program to the individual needs of the student population which they are serving and the community in which they are located.

209.

Thomas, Dale F.; & McCray, Paul M. (1988).

ADAPT: A transition curriculum program - Component 1: Employment Readiness Assessment (ERA). Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)



Project ADAPT / Employment Readiness Assessment (ERA) / job seeking skills / Wisconsin

Employment Readiness Assessment (ERA) is a method for examining a person's readiness to identify job goals, systematically search for work, and demonstrate adequate job keeping behaviors. This process is not a replacement for a vocational evaluation which represents a more comprehensive evaluation of aptitudes, behaviors, career planning, and remedial/intervention strategies. Rather, ERA assesses only a person's ability to search for, obtain, perform, and maintain the specific job or jobs listed as targeted job goals at the onset of the assessment. By assessing a person in this manner, the evaluation process is more streamlined and finite, and certainly an easier task to perform. The ERA culminates in a Vocational Adaptivity Scale Composite Profile which can be used to direct the examinee's Job Seeking Skills training.

210.

Czerlinsky, Thomas; & McCray, Paul M. (1986).

Vocational decision-making interview: Administration manual 1986.  
Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)

vocational Decision-Making Interview (VDMI) / Project ADAPT / Wisconsin

This manual explains the Vocational Decision-Making Interview (VDMI), a structured interview which should be administered individually, and provides the user with information regarding special applications, administration of VDMI, scoring and interpreting the results.

211.

Thomas, Dale F. (1988).

Vocational Adaptivity Scale (VAS). Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)

Vocational Adaptivity Scale (VAS) / behavior analysis / job seeking skills / Project ADAPT

The Vocational Adaptivity Scale (VAS) is a behavior rating scale designed to help collect information about a person's ability to identify job goals, search for employment, and exhibit adequate vocational and social adaptive behaviors necessary to keep a job. This instrument contains the forms for collecting data from a variety of sources and a Composite Profile for posting data. In addition, the VAS also describes specific protocols and procedures

for use with the data collection protocols. The VAS contains a total of four protocols which examine: Job Search Strategies, Telephone Inquiry Skills, Personal Interview Skills, and Work Supervisor's Ratings.

212.

Boerner, Lee Ann (1988).

The job-seeker's workbook. Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)

job seeking skills / Project ADAPT / curriculum

This workbook is a guide to finding, getting, and keeping a job. Modules are designed around choosing job goals, filling out applications and resumes, applying, interviewing, getting a job, and keeping it.

213.

Boerner, Lee Ann (1988).

Job seeking skills course: Instructor's manual (to be used with The job seeker's workbook). Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)

Project ADAPT / curriculum / job seeking skills

This instructor's manual accompanies The job seeker's workbook (Entry No. 212) and contains a suggested lesson plan for a 30-hr job seeking skills course. An instructor's resource list is included for further readings.

214.

Thomas, Dale F.; & McCray, Paul M. (1988).

ADAPT: A transition curriculum program: Component 3: Structured job search (SJS). Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.023D - OSERS File No. 19)

Project ADAPT / curriculum / job seeking skills

Structured Job Search (SJS) is the final component in the ADAPT transition to work program in which the school is actively involved. SJS should begin with a review of the behavioral items listed on the VAS. A review of the skills, strategies, and concepts promoted in the Job Seeking Skills component should also

precede SJS. Each instructor should use his best judgment of the key points to stress, but by this point the student's strengths and weaknesses should be identified. Students begin an active employment search under teacher supervision in SJS, which is eventually faded until minimal support or no support is necessary. As the SJS phase concludes, the teacher should stress to ensure that the student achieves one of the following outcome categories:

1. Involvement in full-time competitive employment.
2. Involvement in part-time limited term, or transitional competitive employment, but only if further vocational or educational training or job upgrading is planned.
3. Involvement in subsidized or supported employment, with involvement of other follow-up or follow-along provided by a human service agency such as the state vocational rehabilitation agency or county disability service boards.
4. Involvement in a rehabilitation facility program such as sheltered employment, community integrated group work approaches (e.g., mobile work crews) with subsequent involvement of the state vocational rehabilitation agency.

215.

Roessler, Richard J.; & Lewis, Frank D. (1984).

Conversation skill training with mentally retarded and learning disabled sheltered workshop clients. Rehabilitation Counseling Bulletin, 27(3), 161-171.

sheltered workshops / social skills

Three sheltered workshop employees participated in a social skills training program designed to improve their conversational skills. Composed of 10 lessons, the training package included discrimination (when to start a conversation); target skills (greeting, opening question, etc.) taught through modeling, role-playing, and feedback; cognitive inoculation (how to handle rejection in social conversations); and an overall skill review. Results of the small-group multiple baseline study indicated that participants improved their use of targeted conversational skills over the course of training. Though maintaining their skills in role-play situations, trainees experienced difficulty generalizing some of the target behaviors to other individuals. The need for additional in vivo practice and training on nonverbal communication aspects was noted.

216.

Harnisch, Delwyn L.; & Fisher, Adrian T. (1989).

Transition literature review: Educational, employment, and independent living outcomes (Vol. 3). Champaign: University of Illinois, College of Education, Secondary Transition Intervention Effectiveness Institute.

literature review / independent living / transition / educational outcomes / employment outcomes

This volume, third in the series, is intended for researchers, policy analysts, and practitioners. It provides a review of documents that focus on education, employment, and independent living outcomes across 10 handicapping conditions, plus those students considered to be educationally at risk. Both published and unpublished literature has been included. Systematic information was gathered from each of the selected documents, and a database system was developed to process all review notes.

217.

Hasazi, Susan Brody; Johnson, Rosamund E.; Hasazi, Joseph E.; Gordon, Lawrence R.; & Hull, Marc (1989).

Employment of youth with and without handicaps following high school: Outcomes and correlates. Journal of Special Education, 23(3), 243-255.

educational outcomes / employment outcomes / vocational education / special education

Factors associated with the employment status of students with and without handicaps were investigated in a sample of 134 youth from nine Vermont school districts. Students with handicaps who exited high school in 1984-85, and who had been receiving special education services, were identified and compared to noncollege-bound, vocationally oriented students without handicaps. Two sets of interviews were conducted: one in 1986 and one in 1987. During these interviews, information was obtained on current employment status, employment and training history, social service utilization, and residential status. Additional information regarding educational history, age, and community demographics was obtained through individual student records. Employment, educational, and residential experiences were compared across both groups of former students. Results indicated that students without handicaps had more favorable post-high school employment outcomes than students with handicaps. Across groups, males were more likely to be employed than females and employment was positively associated with paid work experiences during high school. Vocational class experience was positively associated with later employment for handicapped but not for nonhandicapped students. Although some changes in employment status over the two year period did occur, the majority of former students remained in the same employment status (full-time, part-time, or unemployed) for both years. The results of the study help to put the employment status of handicapped youth into context and suggest both similarities and differences between them in employment correlates.

218.

National Council on Disability (1989).

The education of students with disabilities: Where do we stand?  
Washington, DC: Author.

federal legislation / policy research / special education /  
educational outcomes

This preliminary study of the education of students with disabilities was undertaken to begin an examination of what happens to these students when they exit public education. It includes a review and an analysis of recent studies and articles related to the education of students with disabilities, consultations and interviews with parents, students, professionals, and leaders in the public and private sectors, the development of issue papers, and four days of formal hearings with over 50 witnesses providing testimony. From this the National Council on Disability recommends that a two-year National Commission on Excellence in the Education of Students with Disabilities be funded by the U.S. Congress to meet the challenges of improving the education for all students with disabilities.

219.

Roessler, Richard T.; Johnson, Virginia Anne; & Schriener, Kay Fletcher (1988).

Enhancement of the work personality: A transition priority.  
Journal of Applied Rehabilitation Counseling, 19(1), 3-7.

Arkansas / social skills / job retention / rehabilitation  
counseling

Traditional educational programs have not resulted in vocational sophistication and employment success for disabled youth. For this reason, rehabilitation professionals must contribute to school programming designed to enhance the student's work personality. This article describes a series of employability assessment and intervention packages recently developed by the Arkansas Research and Training Center in Vocational Rehabilitation. Counselors can incorporate the employability products into transitional services in order to increase student social, vocational problem-solving and decision-making, on-the-job-coping, and job seeking skills.

220.

Edgar, Eugene (1988).

Transition from school to community. Teaching Exceptional Children, 20(2), 73-75.

model programs / interagency cooperation / special education

This article overviews promising state and local transition programs throughout the country which serve the needs of exceptional students.

221.

Turnbull, H. Rutherford, III; &amp; Turnbull, Ann P. (1987).

The Latino family and public policy in the United States: Informal support and transition into adulthood. New York: World Rehabilitation Fund, Inc.

Latin America / family involvement / transition

This monograph discusses a World Rehabilitation Fund (WRF) grant to study in Latin America and report on the following topics: (a) the Latino family and its adaptations, coping strategies, and use of informal support in maintaining within the family a child or adult with a disability; and (b) the Latino family and its traditions, attitudes, and behaviors with respect to the transition of the member with a disability from adolescence to adulthood. The rationale for the study, the information learned, and the relevance of this information for policies in the fields of special education, adult rehabilitation, and social services in the United States are presented.

222.

Mithaug, Dennis E.; Martin, James E.; Husch, James V.; Agran, Martin; &amp; Rusch, Frank R. (1988).

When will persons in supported employment need less support? Colorado Springs, CO: Ascent Publications.

supported employment / adaptability model / independent living

This book addresses three significant problems in supported employment:

1. Supported employment practices do not encourage independence.
2. They encourage dependence on job coaches.
3. Their job development, placement, and maintenance methods systematically exclude consumers from choosing and deciding for themselves.

The authors describe the difference between consumer independence and program support, ten behaviors independent workers demonstrate on the job, three levels of support that maximize consumers' independence, five steps that assess consumers' independence on the job and match consumers' needs with the minimum support required for independence, and ten essential components of consumer-directed supported employment.

223.

Gething, Lindsay; Leonard, Rosemary; &amp; O'Loughlin, Kate (1986).

Person to person: Community awareness of disability. Sydney: Williams & Wilkins, ADIS Pty Limited; distributed in U.S. & Canada by Paul H. Brookes Publishing Co., Inc., Baltimore.

attitudes / community integration

This book is devoted to banishing the myths about people with disabilities and to better informing the public that people with disabilities should be treated as people who have the same concerns and problems as anyone else. Each chapter is devoted to one disability and ends with the personal stories of two or three individuals, giving an insight into the adjustments needed and the enjoyment and fulfillment achieved by so many.

224.

DuBow, Sy (1988).

Recent case law on handicap discrimination in employment. Mental and Physical Disability Law Reporter, 12(1), 10-13.

Rehabilitation Act / accommodation / Architectural Barriers Act of 1968

This article presents an overview of federal courts' recent employment decisions and their interpretations of "qualified handicapped person" and "reasonable accommodation."

225.

Parry, John (Ed.) (1984).

Mental disability law: A primer (3rd Ed.). Washington, DC: American Bar Association, Commission on the Mentally Disabled.

mental disability law / advocacy

This book is designed to point the new practitioner -- lawyer or nonlawyer -- in the right direction in providing competent representation or advocacy assistance to clients with mental disabilities. Part I addresses preliminary considerations regarding the scope of mental disability law, defines key terminology, and explains why an advocate would want to represent the interests of persons with mental disabilities and how to provide such representation. Part II reviews major federal legislative initiatives in this area and highlights specific subjects in mental disability law such as discrimination in employment, the right to education, and civil and criminal commitments. To a significant extent, Part II distills the case law and legislation covered in the Mental and Physical Disability Law Reporter during the past twelve years.

226.

National Resource Center for Paraprofessionals in Special Education and Related Services. Center for Advanced Study in Education. Graduate School. CUNY. (1988).

A training program for paraprofessionals working in special education and related services. New York: Author.

personnel preparation / special education / paraprofessionals

The purpose of this project is to develop a comprehensive program of technical assistance designed to improve the performance, training, and assignment of paraprofessionals working in various education programs for students with special needs. This set of instructional materials provides policymakers and staff developers with information they need to set standards for career mobility and establish criteria to evaluate the contribution, productivity, and effectiveness of paraprofessionals and to develop and implement systematic standardized training programs for paraprofessionals.

227.

Ratzlaff, Leslie A. (Ed.) (1989).

The education evaluator's workbook: How to assess education programs (Vol. 4). Alexandria, VA: Capitol Publications, Inc.

program evaluation / data analysis

This workbook is a compilation of ideas and methods in program evaluation designed to focus on various aspects of data collection and analysis and the use of statistics in evaluation. The 11 lessons in this volume are gathered in a workbook format with blank pages for notetaking at the end of each lesson. Formulas commonly used in evaluation have also been included.

228.

McConaughy, E. Kathryn; Stowitschek, Joseph J.; Salzberg, Charles L.; & Peatross, Darrell K. (n.d.).

Multiple ratings of employees' social behaviors by work supervisors. Logan: Utah State University, Developmental Center for Handicapped Persons.

social skills / employer attitudes / vocational training

A survey was conducted with 60 front-line supervisors of employees in nonskilled jobs where they rated social behaviors on four dimensions: (a) frequency of occurrence, (b) importance to successful job performance, (c) satisfaction with entering employees, and (d) behaviors of most concern in deciding to hire, retain, and promote new employees. Mean ratings are reported for each social behavior in each dimension as are analyses of the relationships between them. Most items were rated as being at least moderately important. There was a greater spread in ratings of frequency and satisfaction. The combination of high importance and low satisfaction was related to items selected as being of most concern. The discussion pertains to the application of these findings to competitive sites and their implications for the development of employment training curriculum.



229.  
Project OVERS (1988).

Project OVERS: Overview [Videocassette]. Cushing: Oklahoma Vocational Education Resource System. (Comp. No. 84.078C - OSERS File No. 118)

video production / Project OVERS / Oklahoma / learning disabilities

This videocassette overviews Project OVERS, "A new chance for learning disabled adults," which offers job skill training plus academics for the post-high school transition period.

230.  
University of Utah (1989?).

College: A realistic option for the student with learning disabilities (Videocassette). Logan: Author.

Utah / video production / learning disabilities

College for students with learning disabilities can be successful at the University of Utah and other postsecondary institutions if assistance and strategies are offered. This production highlights the University of Utah's support services and interviews of successful students. Included in accommodations for learning disabled students are testing services, learning strategies, goal setting, and transition planning with student, counselor, and parent.

231.  
Rugg, Deborah (1989).

Compendium of project profiles: 1989. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

model programs / Secondary Transition Intervention Effectiveness Institute / directories

This document is an updated directory of grants funded under the OSERS Secondary and Transition Initiative. The information and descriptive data contained in this document were collected in part from the responses of OSERS-funded project characteristics questionnaires distributed in early 1989 to current and recently expired projects. Other project information was obtained from original grant applications and previous years' profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

232.

Cnaan, Ram A.; Blankertz, Laura; Messinger, Karlyn; & Gardner, Jerome R. (1989).

Psychosocial rehabilitation: Towards a theoretical base.  
Psychosocial Rehabilitation Journal, 13(1), 33-55.

psychosocial rehabilitation (PSR) / psychiatrically disabled

Psychosocial rehabilitation (PSR) is gaining in public recognition and is growing in acceptance and utilization by professionals. However, the field lacks an overarching guiding theory. Based on principles of PSR defined in a previous paper, the authors attempt to link PSR with various theories and more established practice modalities. The most promising theoretical approach studied is the "ecosystems perspective," while several other theories and practice modalities provide additional relevant theoretical support for PSR.

233.

Bates, Paul (1989).

Illinois Transition Project: Final report. Springfield, IL: Governor's Planning Council on Developmental Disabilities. (Comp. No. 84.158C - OSERS File No. 137)

final report / Illinois / Illinois Transition Project / interagency cooperation

This final report outlines the activities of this project which established a statewide Transition Assistance Council (TAC) unit within the Governor's Planning Council on Developmental Disabilities and provided technical assistance to ten school districts for the purpose of establishing model demonstration centers for transition planning and service delivery. Included are twelve observations of the current system for providing school and post-school transition services. These observations are followed by specific recommendations for transition planning in Illinois.

234.

Patton, Patricia (1987).

Youth Employment: Transition from school to work. Final report. San Diego: San Diego State University Foundation. (Comp. No. 84.128A - OSERS file No. 80)

California / final report / interagency cooperation

This final report describes activities of the "Youth Employment" project which had as its focus to develop a service delivery model(s) which utilized state-of-the-art instructional, training, and employment strategies. The project was designed to coordinate school and adult service agency efforts and to secure the meaningful involvement of students, their families, agency

personnel, local employers and employees, and others. The project was designed to concentrate on improving the quality of both school and adult services to persons with disabilities in order for them to establish a process for transition from school to adulthood.

235.

McNair, Jeffrey Lee (1989).

Co-worker involvement in supported employment programs.  
Unpublished doctoral dissertation, University of Illinois,  
Urbana-Champaign.

co-worker involvement / supported employment / Co-Worker  
Involvement Instrument

This paper is a report on the development and utilization of an instrument to measure co-worker involvement in supported employment settings. Entitled the Co-worker Involvement Instrument, the scale assesses the presence of six co-worker roles (associating, training, befriending, evaluating, advocating, and information giving) and three variables influencing the "opportunity for involvement" by co-workers on the job (physical, social, and vocational integration). Two studies were completed to (a) determine the psychometric properties of the instrument, including reliability and validity and (b) to study the involvement of co-workers in supported employment programs. The sample for these studies was a group of 72 employees with handicaps working in supported employment across the state of Illinois.

236.

Buckley, Jay; Loewinger, Howard; Mank, David; Sandow, Dennis; Rhodes, Larry; & Cioffi, Andrea (1989).

Final report. Distributed Supported Work: A competitive employment model for post-secondary individuals with severe handicaps. Eugene: University of Oregon, College of Education, Specialized Training Program. (Comp No. 84.023G - OSERS File No. 65)

Oregon / final report / Distributed Supported Work Project

This final report presents project activities and outcomes related to developing and implementing replicable procedures for operating individual placement programs for adolescents and adults with severe disabilities. This report presents the goal of the project, the need to which project developers sought to respond, the methodologies and approaches used, and project results. Finally, project activities and results are discussed according to implications for the development and operation of individual placement organizations for individuals with severe disabilities.

237.

Bolton, Brian; &amp; Roessler, Richard (1986).

The Work Personality Profile: Factor scales, reliability, validity and norms. Vocational Evaluation and Work Adjustment Bulletin, 19, 143-149.

Work Personality Profile (WPP) / behavior analysis / social skills

The Work Personality Profile (WPP) is a 58-item, behaviorally oriented work assessment instrument scored on 11 primary scales and five higher-order factor scales. The five factor scales were identified as: Task Orientation, Social Skills, Work Motivation, Work Conformance, and Personal Presentation. Internal consistency reliability and intra-rater agreement for the 16 scales were uniformly high. Consistent with other research on work adjustment rating scales, inter-rater reliability was lower, suggesting the need to average independent ratings into composite scores. Scores on the WPP were substantially correlated with cognitive ability, less so with vocational interests, and virtually not at all with the normal personality sphere. A normative table for calculating percentile equivalents is available in the Manual for the WPP. The WPP is available in a microcomputer diskette that scores the protocol and generates a complete diagnostic profile.

238.

U.S. Department of Education. Division of Innovation and Development. Office of Special Education Programs. Office of Special Education and Rehabilitative Services (1989).

Eleventh annual report to Congress on the implementation of the Education of the Handicapped Act. Washington, DC: U.S. Government Printing Office.

Education for All Handicapped Children Act (PL 94-142) / program evaluation / data analysis

This is the eleventh annual report that has been prepared to provide Congress with a continuing description of the nation's progress in providing a free appropriate public education for all children with handicaps. This report contains two volumes, only the first of which is reviewed here. Volume 1 contains data submitted in response to the requirements in Section 618, descriptions and findings from ongoing research and evaluation studies, examples of projects funded under discretionary grant programs, and the results of monitoring activities, and is organized topically. Chapter 1 provides national statistics on number of children who received special education and related services in 1987-88. Chapter 2 contains the data on the settings in which children received services. Early childhood activities are the focus of Chapter 3. Chapter 4 provides a look at OSEP activities in the area of transition from school to adult life. Chapter 5 examines issues related to the collection of data on

personnel employed and needed in special education. Chapter 6 discusses expenditures for special education. Results of the OSEP monitoring of the State administration of the EHA are included in Chapter 7 along with a discussion of the activities of the Regional Resource Centers. Chapter 8, the last chapter, contains a description of the current status of congressionally mandated studies. It also includes an update on activities undertaken through the State Agency/Federal Evaluation Studies Program.

239.

Information Center for Special Education Media and Materials.  
LINC Resources, Inc. (1989).

Cognitive and metacognitive learning strategies -- their role in the instruction of special education students. Executive summary.  
Columbus, OH: Author.

special education / instructional methods / cognitive psychology

In August, 1988 the Information Center for Special Education Media and Materials, a project of the U.S. Department of Education's Office of Special Education Programs, sponsored a two-day meeting in Washington, D.C. to examine the role cognitive and metacognitive strategy instruction could play in helping special education students become more effective, efficient, and reflective learners. The invited participants, who included key researchers, school district personnel, and publishers, addressed questions such as, "Why do special education students benefit from learning strategy instruction? What is the best way to teach strategies? What role does the teacher play in this form of instruction? How can media and materials be used in the classroom to facilitate the teaching of learning strategies?" Highlighted responses are included in this summary. A more thorough and detailed discussion may be found in the full report.

240.

Goodwill Industries of America, Inc. (1987).

Goodwill Industries of America, Inc. Department of Special Education and Rehabilitation Services. Special Projects and Demonstration for the Severely Disabled Grant [Final report.]  
Bethesda, MD: Author. (Comp. No. 84.128A - OSERS File No. 81)

Maryland / final report / Projects with Industry (PWI) /  
foodservice industry

This report is a summary of the activities and outcomes of the final program year of this 3-year funded project. The Goodwill Industries of America (GIA) project developed and implemented a national foodservice skills training and placement program for individuals with severe disabilities. The PWI methodology was used to implement the program at nine Goodwill agencies because GIA has

found it to be a successful way of providing individuals with disabilities the skills training that leads to competitive employment.

241.

Foss, Gilbert; Walker, Hill; Todis, Bonnie; Lyman, Gwen; & Smith, Charles (1986).

A social competence model for community employment settings.

Unpublished manuscript, University of Oregon, College of Education, Eugene.

social skills / community integration / competitive employment

The specific purpose of this paper is to provide a more comprehensive model for describing and understanding social competence as it relates specifically to integrated community employment sites. The model described herein divides the competencies needed for employment success into three, rather than two, domains and the model is based on the theoretical foundation of person-environment fit. It is hoped that the explication of this model will be an impetus for research, practice, and policy efforts which will ultimately lead to a greater understanding of the nature and role of social competence as it relates to success in community employment sites.

242.

Seta, Julie (1989).

Supported employment in Illinois: Compendium of program profiles.

1988-1989 (Vol. 6). (A publication of the Illinois Supported Employment Project.) Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Illinois / supported employment / model programs / directories

The Compendium of Program Profiles presents a comprehensive view of the 70 programs currently participating in the Illinois supported employment initiative. The information and descriptive data included were obtained through responses furnished by agency personnel. Supplemental information was gathered through site visits by technical assistance staff, monthly data forms submitted by all funded programs, and the profiles from the previous year. The Compendium is compiled and published annually by the staff of the Illinois Supported Employment Project. It is intended for use as a reference by program coordinators, state department personnel, and others interested in replicating integrated employment programs for individuals with disabilities.

243.

Great Falls Public Schools (1989).

Great Falls Transition Project. Final report. July, 1989.

Great Falls, MT: Author. (Comp. No. 84.158C - OSERS File No. 130)

final report / Montana / Great Falls Transition Project / parent involvement

The primary goal of the Great Falls Transition Project was to develop, implement, and validate a coordinated model of transitional services which enables disabled youth to access needed adult services and secure the least restrictive employment option available to them, regardless of disability. The concept was defined as paid, integrated employment with maximum opportunity for job satisfaction, job security, and advancement. This final report describes the project's effectiveness in terms of student outcomes and satisfaction of parents, teachers, and service providers. While many aspects of the project were extraordinarily successful in producing substantive change, the introduction of the project revealed program deficiencies in other areas which were not perceived when the project began. As a result, many of the ambitious goals were only partially implemented while a process of program restructuring was begun across the service delivery system.

244.

White, Stephen; &amp; Kiser, Paula (1989).

Effects of co-worker training on job coach fading for persons in supported employment. Great Falls, MT: Great Falls Transition Project, Great Falls Public Schools. (Comp. No. 84.158C - OSERS File No. 130)

Great Falls Transition Project / Montana / job coach / co-worker involvement

The effects of training co-workers and supervisors on the amount of onsite job coaching required in supported employment was examined by comparing outcomes for workers in traditional distributed supported employment with outcomes for workers in placements where supervisor/co-worker training was provided systematically. Co-workers and selected supervisors at placement sites for the latter group completed an eight-session training program designed to shift onsite job coaching responsibility from providers to co-workers and supervisors at the earliest possible date. The experiment conducted was a two-year study of 50 placements of persons with severe disabilities in distributed supported employment. Supervisor/co-worker training served as the independent variable, and job coaching time and employment outcomes served as dependent measures. Analysis of group differences indicated significant differences at a .05 level of confidence across employment status and job coaching hours.

245.

Great Falls Transition Project (n.d.).

[Dissemination packet.] Great Falls, MT: Author. (Comp. No. 84.158C - OSERS File No. 130)

Great Falls Transition Project / Montana / model programs

The project dissemination packet includes: project brochure, index of least restrictive employment, individual education plan for the transition from school to work, position papers on career vocational assessment and long-range planning, the Advisory Council position paper, steering committee reports, job analysis forms, data collection forms, vocational assessment forms, evaluation forms, interagency agreements, referral forms, preliminary comparisons of treatment and control groups, the individual transition plan from Virginia Commonwealth, and "Project ACE" [article].

246.

Kiser, Paula; White, Stephen; &amp; Westphal, Bobbi (1989).

Partners in change: A transition manual for parents of moderate/severe students. Great Falls, MT: Great Falls Transition Project, Great Falls Public Schools. (Comp. No. 84.158C - OSERS File No. 130)

Great Falls Transition Project / Montana / parent involvement

This manual has been written to help inform parents of children with disabilities of transitional topics and issues, the IEP, vocational services, and adult services. The workbook format enables the user to keep notes, make updates, and chart progress.

247.

Wacker, David P.; Berg, Wendy K.; Choisser, Lucy; &amp; Smith, Joy (1989).

Evaluation of the generalized effects of a peer-training procedure with moderately retarded adolescents. Journal of Applied Behavior Analysis, 22(3), 261-273.

generalization / behavior modification / peer involvement / special education

The use of peer-training procedures by moderately mentally retarded adolescents was evaluated in two experiments. In Experiment 1, 2 students received instruction on peer-training skills to teach a vocational task to 7 classmates. Following instruction, both peer trainers were successful in teaching their classmates to perform the target task and a second untrained (generalization) task. In Experiment 2, 1 peer trainer taught 3 peers to use picture prompts to complete one or two complex vocational tasks. Following



instruction by the peer trainer, the trainees independently used novel pictures on novel tasks. The results of both experiments indicate that peer training with moderately handicapped students can be an effective instructional procedure, with generalization occurring for both the trainers (Experiment 1) and the trainees (Experiment 2).

248.

Benson, Jill; Lorenz, Jerome R.; Phillips, J. Stuart; & Stover, David (1986).

Innovation in the products and services of sheltered workshops. Journal of Rehabilitation Administration, 10(1), 22-29.

sheltered workshops / program evaluation

The Illinois Association of Rehabilitation Facilities, in conjunction with Southern Illinois University-Carbondale has conducted a study of innovations in the products and services which sheltered workshops have utilized for training and/or employment. This study involves review of relevant literature as well as a survey of individuals knowledgeable of sheltered workshop operations. Consideration is also given to management's role in fostering an atmosphere supportive of innovation within facilities, and the relevance of this support to identifying products or services which meet the demand for income and the need for client skill development.

249.

Whitehead, Claude W. (1989).

Final report: National study of rehabilitation facilities and their involvement in the integrated employment initiatives -- developing new approaches, restructuring programs and redirecting resources. Washington, DC: Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research.

rehabilitation facilities / competitive employment / program evaluation

This report summarizes the findings and conclusions derived from a national study of the current and potential role and involvement of rehabilitation facilities in the current integrated employment initiatives. The work plan involved evaluation of the specific involvement of facilities, including sheltered workshops, in developing and operating external, integrated employment programs; identification of the types of programs operated and major funding sources used; and determination of techniques of services delivery. Because of the implications for rehabilitation facilities the work included an examination of external employment programs, especially supported employment. The goal of the study was to expand integrated employment opportunities for persons with disabilities.

The major objective was to develop strategies for: making effective use of financial and service resources, expanding choices and options for individuals, and ensuring continuity and stability in the operation of integrated employment programs. Recommendations have been developed to ensure those outcomes.

## 250.

Turnbull, Ann P.; Turnbull, H. Rutherford, III; Bronicki, G. J. Buzz; Roeder-Gordon, Constance; Summers, Jean Ann; Brotherson, Mary Jane; Ruben, Simha; & Guess, Doug (1987).

Fostering independence in young persons with disabilities [with Checklist of important issues in future planning.] Lawrence: University of Kansas. Department of Special Education. Bureau of Child Research. Kansas University Affiliated Facility. Future Planning Project.

independent living / self-advocacy / decision-making

Guidelines and checklists for decision-making and independent living are included in this monograph.

## 251.

Martin, James E.; Rusch, Frank R.; James, Vicki L.; Decker, Paul J.; & Trtol, Karen A. (1982).

The use of picture cues to establish self-control in the preparation of complex meals by mentally retarded adults. Applied Research in Mental Retardation, 3, 105-119.

self-control training / behavior modification / community integration

This investigation examined the effectiveness of picture cues in establishing self-control in the completion of complex meals by mildly and moderately retarded adults. Three participants, who lived in nonsheltered residential settings, were trained to prepare five complex meals. Following a training baseline comprising pre-instruction, instructional feedback, and trainers' presence, picture recipe cards were introduced in a multiple-baseline fashion. Rapid improvement occurred in the ability of each participant to complete each meal independently when the picture recipe cards were used. A return to baseline for one of the participants demonstrated further self-directed antecedent stimulus control of the picture recipe cards as an effective treatment procedure. A discussion of future areas of research is included.

## 252.

Leone, Peter (1983-84).

A descriptive follow-up of behaviorally disordered adolescents. Behavioral Disorders, 9, 207-214.

follow-up studies / behaviorally disordered youth / least restrictive environment (LRE)

Teachers, program developers, and administrators of programs for behaviorally disordered adolescents are often interested in identifying characteristics of students whom their programs successfully serve. For many programs, students successfully served are defined as those adolescents moved from the specialized treatment setting to a less restrictive environment. Follow-up studies can identify characteristics of students successfully served and help educators examine their goals and objectives for those students. The present study is a descriptive follow-up of adolescents 2 to 4 years after successfully leaving a facility for the behaviorally disordered. The result, including descriptions of demographic, academic, residential, and occupational status of the former students, are presented in the context of an ongoing investigation.

253.

Karen, Robert L.; Eisner, Melvin; & Endres, Robert W. (1974).

Behavior modification in a sheltered workshop for severely retarded students. American Journal of Mental Deficiency, 79(3), 338-347.

behavior modification / sheltered workshops / token reinforcement

A study was made of the effects of a token system and a prosthetic modification (screening of a sheltered workshop area) on the work behavior of ten severely retarded, adolescent students. Task-specific performance measures of average error and production in each of five nursery-can production tasks (box delivery, stripping, washing, punching, and boxing) and the generalized work performance measure of average visual inattention-verbal prompt were observed during baseline, training, and follow-up. Grouped data revealed differences in task difficulty, a reduction in average error, and an increase in average production with the tokens. Average visual inattention-verbal prompt decreased irrespective of the tokens, and there were individual differences in average error, production, and visual inattention-verbal prompt.

254.

Pressman, Harvey (1982, August).

Expanding competitive employment opportunities for people who are labeled retarded: The WORC Model. Paper presented at the 6th International Congress of the International Association for the Scientific Study of Mental Deficiency.

competitive employment / WORC Model

This paper describes the distinguishing characteristics of the WORC project (Work Opportunities for Retarded Citizens), a spinoff of an employment and training program for other non-retarded persons in Boston, MA. Case studies are presented to help illustrate program procedures.

255.

National Association of Rehabilitation Facilities (1988).

Quality of life. Washington, DC: Author.

quality of life / community integration / rehabilitation facilities

Within the contexts of the quality of life movement and community integration, NARF states its position regarding the directions rehabilitation facilities should be taking.

256.

Hutchins, Margaret Penn (1989).

Assessing employer attitudes toward hiring persons with disabilities. Unpublished doctoral dissertation, University of Illinois, Urbana-Champaign.

employer attitudes / vocational training / job placement

The purpose of this study was to investigate the relationships among business- and employer-related variables, employer knowledge, perceptions, and behavioral intent concerning the employment of persons with severe mental retardation, physical handicaps, and multiple handicaps. The interaction between demographic variables, employer perceptions, and knowledge and employer behavioral intent was the focus of this investigation.

257.

PACER Center, Inc. (1988).

Opportunity knocking: The story of supported employment.

Minneapolis: Author. (Comp. No. 84.158S - OSERS File No. 229)

Minnesota / supported employment / family involvement

This booklet has been written as a guide for parents, guardians, and family members to familiarize them with supported employment. Appendixes include federal regulations and seven directories for facilitating contact between agency or project and consumer.

258.

Hunter, Christine; Torma, Kris; Goldberg, Marge; &amp; Goldberg, Paula F. (1988).

Students in transition using planning: Teacher's manual.

Minneapolis: PACER Center, Inc. (Comp. No. 84.158S - OSERS File No. 229)

Minnesota / self-advocacy / program development / curriculum / special education

The Students in Transition Using Planning Project was a three-year special project grant funded by the Office of Special Education and Rehabilitative Services. The Project had two major goals: to develop a training program on self-advocacy for special education students and to prepare others to duplicate the student training program. This book is intended as a manual for those who wish to develop a similar program of student training. The student training was a 3-4 hour program aimed at increasing special education students' awareness of their rights and responsibilities as they begin the transition process. The training was designed as an introduction to transition and self-advocacy issues or as a supplement to a transition curriculum that schools may already be using. Training materials include outlines for each session, student activities such as worksheets and scripts for role-playing, and information handouts for students that explain topics of importance in planning for after high school. The outlines are designed to be used in conjunction with a set of 45 transparencies that enhance the oral presentation. The curriculum outlines are designed to be flexible so that trainers can adapt components of the curriculum to reflect their individual style and the varying needs of their students.

259.

Kercher, Patricia; & Parisot, Arlene (1989).

Access to post-secondary education: A faculty handbook. Great Falls, MT: Great Falls Vocational-Technical Center. (Comp. No. 84.078C - OSERS File No. 157)

Montana / Project ACCESS / postsecondary education

The goal of this project was to implement specially designed services to facilitate and encourage successful education for adults with disabilities. This project has placed strong emphasis on making the post-secondary system open and accessible in order to provide educational opportunity to all. It acknowledged that barrier-free facilities constitute only a part of the true meaning of accessibility. The handbook suggests adjustments which can be made in the environment or in teaching styles to accommodate specialized needs without affecting academic integrity. The information in this handbook should help eliminate barriers to learning and serve as a general guide for maximizing educational opportunities.

260.

Hamilton, James B. (1987).

Handbook on mainstreaming: Handicapped students in vocational education (Rev. Ed.). Columbus: Ohio Council on Vocational Education. (Comp. No. 84.158C - OSERS File No. 132)

mainstreaming / vocational education / Ohio / individualized education program (IEP) / instructional methods

This is the second edition of a handbook that was prepared to aid teachers of vocational education in serving the increasing number of handicapped students who are enrolled in regular programs. Such students are termed "mainstreamed." Emphasis in this reference is on selecting an appropriate vocational program, developing an individualized education plan (IEP), and preparing the student through effective teaching for successful employment. The Handbook has proved helpful in understanding the needs of the handicapped and their characteristic behaviors that imply practices and procedures to use in teaching. The suggested strategies in curriculum adaptation, instructional techniques, and alternative types of testing and grading have proven effective for many teachers in a variety of classroom situations. Supportive services personnel, community agencies and organizations, and other helpful sources are identified. Vocational educators are encouraged to copy and disseminate this handbook as needed.

261.

White, Stephen; Kiser, Paula; Johanson, Ray; Schaefer, Cathy; & Westphal, Bobbi (1989).

Materials directory. Great Falls, MT: Great Falls Transition Project, Great Falls Public Schools. (Comp. No. 84.158C - OSERS File No. 130)

Great Falls Transition Project / Montana / co-worker involvement

The purpose of this manual is to provide supervisors with a practical set of skills which enables them to motivate workers with disabilities to become contributing, successful, and satisfied employees with as little assistance from service providers as possible. This manual is designed to provide a working set of intervention strategies, additional reading material, and lists of local, state, and national resources.

262.

Illinois Department of Rehabilitation Services. Division of Services for the Hearing Impaired (1989).

Directory of interpreters for people who are hearing impaired (6th Ed.). Springfield, IL: Author.

Illinois / hearing impaired / directories

This directory is a listing of sign language interpreters for the state of Illinois.

263.

Mahoney, Brennan (Proj. Dir.) (1989).

Transition Services for Handicapped Youth Project (CFDA 84.158N): Annual Report - Year I. Albuquerque: Albuquerque Public Schools. (Comp. No. 84.158N - OSERS File No. 196)

Transition Services Project / New Mexico / interagency cooperation  
/ job coach

The Albuquerque Public Schools' Transition Model for Supported Employment Services is presently called the Transition Services Project within the school district. It is a multi-agency collaborative project composed of the Albuquerque Public Schools, the University of New Mexico, Career Services, Inc., New Mexico Division of Vocational Rehabilitation, other adult service providers and community businesses. The project is designed to increase employment options for students with both moderate and severe disabilities who are exiting the Albuquerque Public Schools. The Transition Services Project provides job development, job placement, on-the-job training and follow-along services through job coaches. Students throughout the district are provided referrals to adult service agencies prior to graduation for ongoing follow-along and supported employment services. The Annual Report - Year I for the project is in three parts: Progress Report - Year 1, School to Work Transition Plan - FY 1989-90, and Transition Manual.

264.

Albuquerque Public Schools (1989).

Transition manual. Albuquerque: Author. (Comp. No. 84.158N - OSERS File No. 196)

New Mexico / special education / individualized transition plans (ITP) / interagency cooperation

The comprehensive manual provides information on transition planning in the state of New Mexico. Included are (a) timelines for transition planning, beginning with the 8th grade, (b) requirements for high school graduation, (c) neighborhood transition forms, (d) side-by-side transition information, (e) side-by-side transition forms, and (f) a list of community resources.

265.

Northeast Metropolitan Intermediate School District 916 (1989).

Planning for the Transition to Work and Adult Services for Students with Severe Handicaps: Final evaluation report. White Bear Lake, MN: Author. (Comp. No. 84.086M - OSERS File No. 144)

Northeast Metropolitan Intermediate School District 916 / Minnesota / interagency cooperation / special education / parent involvement / community integration / final report

This demonstration project was initiated October, 1986, to develop a transition skills training program for youth with severe handicaps within Northeast Metropolitan Intermediate School District, White Bear Lake, Minnesota. The purpose of the project

111

was to demonstrate that skill deficits which limit the successful transition and attainment of positive adult life outcomes of youth with severe handicaps can be remedied through innovations to current practice. It was maintained that in order to accomplish the objective of providing comprehensive and effective transition services and interagency cooperation, there was a critical need to fully integrate the core areas of assessment, instructional design and delivery, and interagency planning for transition. The project sought: (a) to integrate the participation of parents in the areas of assessment, instructional decision making and planning for transition; (b) to provide unique training opportunities for youth with severe handicaps in integrated community environments; and (c) to involve adult service agency personnel in cooperative planning for transition. This final report identifies and discusses project conclusions, goals, outcomes, accomplishments, dissemination activities, and recommendations. A set of appendixes is attached.

266.

Rusch, Frank R.; & DeStefano, Lizanne (1989).

Fourth annual report - 1989: Secondary Transition Intervention Effectiveness Institute. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Secondary Transition Intervention Effectiveness Institute / annual report

This fourth annual report of the Secondary Transition Intervention Effectiveness Institute updates and summarizes the findings of ongoing research relevant to transition issues and activities. Summaries are provided for year 4 activities, along with an overview of year 5 activities, with accompanying management plans. Tables, graphs, and references are included.

267.

Chadsey-Rusch, Janis (1989).

Project directors' fourth annual meeting. Champaign: University of Illinois, College of Education, Secondary Transition Intervention Effectiveness Institute.

transition / Secondary Transition Intervention Effectiveness Institute

This document provides an overview of the proceedings of the Project Directors' Fourth Annual Meeting which was sponsored by the Secondary Transition Intervention Effectiveness Institute. The meeting, which was held in Washington, DC, on December 1-2, 1988, was designed to focus on the project directors and their project activities and to encourage the exchange of information, the sharing of expertise, and the building of collegiality. In addition to summaries of the meeting presentations, this volume



also features two articles on transition: "Secondary special education and transition services: Model program overview and recommendations" by Frank R. Rusch and Lizanne DeStefano and "Youth with disabilities during transition: An overview of descriptive findings from the National Longitudinal Transition Study" by Mary Wagner.

268.

Leach, Lynda N.; & Harmon, Adrienne S. (1989).

Annotated bibliography on transition from school to work (Vol. 4).  
Champaign: University of Illinois, College of Education, Secondary Transition Intervention Effectiveness Institute.

literature review / transition

Volume 4 of the Annotated Bibliography on Transition from School to Work continues the review of the literature pertaining to evaluation methodology, the efficacy of secondary and transitional services and related topics that was begun in Volume 1 and continued in Volumes 2 and 3. Coverage is not comprehensive, but rather representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 4 does not duplicate the earlier volumes, therefore using all volumes will provide a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 4 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition.

269.

Southwest SELPA Career Vocation Committee (1989).

Southwest SELPA transition curriculum and planning: Continuum of objectives for students with mild to severe disabilities.  
Redondo Beach, CA: South Bay Union High School District.

curriculum / secondary education / California

A committee composed of special education personnel from the 13 school districts and the Southwest area of the Los Angeles County Office of Education that make up the Southwest Special Education Local Planning Area (SELPA) met during 1988-89 to develop transition objectives and sample lesson plans. It was the intent of the committee to create a centralized transition curriculum which would be used by all special education teachers to facilitate more uniform individualized educational planning and delivery of transition services to disabled students in the Southwest SELPA. This curriculum was designed to be a sequential, developmental framework from which teachers could select appropriate objectives when writing a transition oriented educational plan for an individual student. The curriculum contains four major categories;

social skills, skills of daily living, pre-vocational skills, and vocational skills. Each major category contains specific objectives and a set of developmentally sequenced sub-objectives. Teachers are encouraged to select the specific objectives and sub-objectives that meet the individual transition needs of each of their students.

270.

Georgia State University. Department of Special Education (1989).

Project SETS: Annual performance report: Year one. Atlanta:  
Author. (Comp. No. 84.158N - OSERS File No. 197)

Project SETS / Georgia / supported employment / interagency cooperation

It is the purpose of Project SETS (Supported Employment and Transitional Services) to develop cooperative transition programs among state agencies which result in the successful movement of the students from school to supported employment, and of the adults from facility-based programs, or no program, to supported employment. The target populations for Project SETS are approximately 60 secondary age students with moderate and severe handicaps, and 25 adults with moderate and severe handicaps who are in facility-based programs or on waiting lists. This report details Year One accomplishments on eight objectives, anticipates accomplishments for Year Two, notes significant changes in the Year One timeline, and provides personnel information. Appendixes are included.

271.

Primus, Chris (1989).

Computer Assistance Model for Learning Disabled: Final report.  
Laramie: University of Wyoming, Division of Student Educational Opportunity, Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 121)

Computer Assistance Model for Learning Disabled / Wyoming / final report

The Computer Assistance Model for Learning Disabled (CAML D) at the University of Wyoming hypothesized that the academic success and retention of learning disabled college students and the ultimate transition to employment would be enhanced through the use of microcomputers and user friendly software. Review of the academic performance of learning disabled students at the University of Wyoming indicated that the traditional academic accommodations such as taped texts, tutors, extended time for exams and assignments, and curriculum modifications have proven insufficient in assisting students to compete with peers. The CAMLD developed a cooperative relationship with several University of Wyoming academic departments and with the Wyoming Division of Vocational

Rehabilitation to implement a two-phased research-based model of adaptive education for learning disabled students in postsecondary education. Data were collected and evaluated to determine the effectiveness of the microcomputer intervention process. Comparison of English grades, and semester and cumulative grade point averages demonstrated that the use of microcomputers for writing has a significant impact on learning disabled students' academic performance in postsecondary education. Project results were disseminated through the development of replication products, conference presentations and poster sessions, and publications.

272.

Stewart, Arlene C.; & Roberts, Cindy S. (1989).

Final evaluation report: The Learning Disabilities Training Project. Western Carolina University. Cullowhee, NC: Western Carolina University, The Learning Disabilities Training Project. (Comp. No. 84.078C - OSERS File No. 120)

Learning Disabilities Training Project / North Carolina / final report / learning disabilities

The Learning Disabilities Training Project (LDTP) was a three-year grant-funded project which disseminated information to 15 postsecondary institutions in western North Carolina concerning college students with learning disabilities. The project also provided technical assistance to these institutions in developing effective policies and methods for on-campus accommodation of students with learning disabilities. Of the 15 client schools, 100% indicated increased faculty-staff awareness about learning disabilities and 67% increased the level of services provided on their campuses. There was also a 40% increase in the number of schools who developed a formal policy for accommodating LD students. Half of those developed operational service delivery systems. As part of the Project, the LDTP staff conducted a research study designed to evaluate the effectiveness of various support services for students with learning disabilities at Western Carolina University (WCU), the host institution. A training manual, The Postsecondary LD Primer, was developed to guide other institutions in designing and implementing a support service delivery system for college students with learning disabilities. A quarterly newsletter, The LD Advocate, was published and the WCU conference on Learning Disabilities was held. All program components were implemented as planned and all major objectives were accomplished with only minor variations.

273.

Learning Disabilities Training Project (1989).

The postsecondary learning disabilities primer: A training manual for service providers. Cullowhee, NC: Western Carolina University. (Comp. No. 84.078C - OSERS File No. 120)

learning disabilities / North Carolina / Learning Disabilities  
Training Project

This training manual is designed for providers of services to learning disabled students at the college level. Areas covered are: (a) transition from high school to postsecondary education; (b) institutional considerations in LD policy and programming; (c) academic concerns and accommodations; (d) social skills, academic advising, and counseling issues and concerns; (e) faculty and staff training; (f) career choices and job skills; and (g) list of resources. Although these materials were developed with Western Carolina University in mind, they may be adapted for use in other institutions.

274.

Burke, Linda; & Cowen, Sara (1988).

Assessment. Module 1. Participant's manual. (Project T.A.P.E. Specific Intervention Strategies). DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

learning disabilities / Project T.A.P.E. (Technical Assistance for Postsecondary Education) / Illinois

The purpose of this module is to present the five criteria for differentially diagnosing learning disabilities and to develop a three-step model for determining eligibility for services. The module is comprised of two strands in order to meet the needs of personnel who actively participate in different stages of the model. As a result, all persons interested in identifying and providing services for adults with learning disabilities will clarify their roles in the process.

275.

Bursuck, William D. (1988).

Learning strategies. Module 2. Participant's manual. (Project T.A.P.E. Specific Intervention Strategies). DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

learning disabilities / Project T.A.P.E. (Technical Assistance for Postsecondary Education) / Illinois

The purpose of this module is to help college learning strategies/study skills instructors and academic tutors to present effectively learning strategies content to students with learning disabilities. Thus, the "how to's" of strategy instruction will be

stressed, not the content of particular learning strategies per se. For those interested in the latter, however, a description of selected strategies and a bibliography are available in the appendices of this manual.

276.

Cowen, Sara; & Parks, Elizabeth (1988).

Academic skills. Part one: Reading and written language. Module 3. Participant's manual. (Project T.A.P.E. Specific Intervention Strategies). DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

Learning disabilities / Project T.A.P.E. (Technical Assistance for Postsecondary Education) / Illinois

The focus of the materials in this manual is on meeting the needs of learning disabled adults who are functioning below sixth grade level in reading or written language. However, many of the concepts and strategies may be applied to adults who are functioning at higher levels. Training in assessment of basic skills deficits in reading and written language includes the use of formal and informal instruments. Training in the remediation of skill deficits includes specific teaching strategies for each area covered.

277.

Burke, Linda (1988).

Academic skills. Part two: Mathematics. Module 3. Participant's manual. (Project T.A.P.E. Specific Intervention Strategies). DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

Learning disabilities / Project T.A.P.E. (Technical Assistance for Postsecondary Education) / Illinois

The goal of this module is to provide training in basic academic skills intervention strategies for mathematics which have been shown to be effective in working with the learning disabled. The focus of this module is on meeting the needs of the LD adult who is functioning between first and sixth grade levels in mathematics. The module includes the use of informal assessment and placement instruments, a model for instruction, illustration of specific teaching strategies, and case study analysis.

278.

Rudolph, Suzanne (1988).

Counseling, Module 4. Participant's manual. (Project T.A.P.E. Specific Intervention Strategies). DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

learning disabilities / Project T.A.P.E. (Technical Assistance for Postsecondary Education) / Illinois

This module has been developed to increase the counselor's-educator's understanding and responses to the social and emotional needs of LD students. Specific counseling strategies addressing the social, psychological, academic and career concerns of LD students are presented as interventions designed to maximize student opportunities for success in post-secondary education and in preparing these students for a smooth transition into adult life.

279.

Rose, Ernest; &amp; Okoro, Stanley (1988).

Service networking, Module 5. Participant's manual. (Project T.A.P.E. Specific Intervention Strategies). DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

learning disabilities / Project T.A.P.E. (Technical Assistance for Postsecondary Education) / Illinois

The purpose of this manual is to present a behavioral systems management approach to service networking. The ultimate success of such a system is measured in the satisfaction of service recipients as they progress toward meeting their personal educational goals. Of concurrent importance is the satisfaction of service providers in delivering the support which enables the recipients to reach their goals.

280.

Rose, Ernest; Bursuck, William D.; Cowen, Sara; &amp; Burke, Linda J. (1989).

Project T.A.P.E.: Technical Assistance for Postsecondary Education. Final report. DeKalb: Northern Illinois University, College of Education, Department of Educational Psychology, Counseling and Special Education, Office of Post-Secondary Education Research and Development. (Comp. No. 84.078C - OSERS File No. 155)

Illinois / final report / postsecondary education / Project  
T.A.P.E. (Technical Assistance for Postsecondary Education) /  
learning disabilities

Project T.A.P.E. (Technical Assistance for Postsecondary Education) was a two-year project to develop, field test, and demonstrate direct intervention strategies for persons with learning disabilities attending two-year community colleges and/or served by the Department of Rehabilitation Services (DORS) in Illinois. The project was designed to provide technical assistance to a target population of community college personnel including disabled student services personnel, special needs coordinators, counselors, learning center coordinators, regular instructors, developmental education instructors and tutors, and DORS counselors who provide direct services to individuals with learning disabilities. The project had four primary components: establishment of demonstration centers, development of Specific Intervention Strategy (SIS) modules, evaluation of SIS modules, and establishment of the Illinois Postsecondary Support Service Providers Network. The purpose of Project T.A.P.E. was to demonstrate the effectiveness of a systems change model designed to extend the quality of support services for students with learning disabilities in postsecondary education. Because Project T.A.P.E. was developed as a training model for service providers, not a direct service delivery model for students, its outcomes were measured in relation to training gains made by service providers participating in each of the module workshops. The authors conclude from the evaluation data that the project has had the intended impact on service providers.

281.

Bennefield, Robert L.; & McNeil, John M. (1989).

Labor force status and other characteristics of persons with a work disability: 1981 to 1988. (U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 160). Washington, DC: U.S. Government Printing Office.

work disability status / statistical data

Since 1981, March supplements to the Current Population Survey (CPS) have contained several data items that provide information on work disability status. This report uses CPS data to examine eight-year trends in the labor force status and other characteristics of persons with a work disability. This is the second Bureau of the Census report to present such data. The current report not only updates the information presented in the earlier 1983 report, but divides the population with a work disability into those with a severe disability and those with a disability that is not severe.

282.

Weiner, Roberta (1985).

P.L. 94-142: Impact on the schools. Arlington, VA: Capitol Publications.

Education for All Handicapped Children Act (P.L. 94-142) / special education

This book attempts to synthesize the advancements made since the passage of P.L. 94-142 and the work that remains to be done. The information contained therein derives from a survey of readers of Education Daily and Education of the Handicapped. Appendixes include: survey results, texts of P.L. 94-142 and of the regulations, child count data, 10-year budget comparison, and national and state telephone directories.

283.

Harnisch, Delwyn L.; &amp; Fisher, Adrian T. (1989).

Digest on youth in transition (Vol. 2). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

transition / independent living / employment outcomes / educational outcomes

This book is the second in a series of annual descriptions of data examining the educational, employment, and independent living outcomes attained by youth with handicaps as they exit school and enter the work force.

284.

Wegmann, Robert; Chapman, Robert; &amp; Johnson, Miriam (1989).

Work in the new economy: Careers and job seeking into the 21st century (Rev. Ed.). Indianapolis: JIST Works, Inc.

job seeking skills

This book is intended for individuals, employers, schools, unions, labor market institutions, and public officials concerned with job search. The authors discuss changes in the U.S. labor market through the year 2000, job search skills, and providing job search assistance to job seekers.

285.

Thurlow, Martha L.; Bruininks, Robert H.; Wolman, Clara; &amp; Steffens, Kathy (1989).

Post-school occupational and social status of persons with moderate, severe, and profound mental retardation (Project Report No. 89-3). Minneapolis: University of Minnesota, Institute on Community Integration. (Comp. No. 84.158R - OSERS File No. 209)



follow-up studies / employment outcomes / community integration

The occupational and social status of 106 former students was examined from one to five years after they left school in a suburban school district. Results were compiled as a function of the former students' level of mental retardation, gender, and age. Analysis of a set of selected variables indicated significant differences in outcomes as a function of the former students' level of mental retardation, but no difference as a function of gender. Age differences were questionable because of confounding with other variables. For the suburban sample overall, outcomes were quite positive, with over 70% of the sample employed. However, the characteristics of the sample were also fairly good, suggesting the possibility of even more positive outcomes (such as fewer individuals in part-time employment and sheltered employment). Issues related to transition planning and needs for various types of support or assistance are discussed.

286.

Wehman, Paul; Kregel, John; & Shafer, Michael S. (1989).

Emerging trends in the National Supported Employment Initiative: A preliminary analysis of 27 states. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center on Supported Employment.

program evaluation / supported employment

The purpose of this monograph is to present preliminary results from the 27 states which received systems change model demonstration funds from the Rehabilitation Services Administration in 1986 and 1987. These funds have been targeted over a five-year period to modify or change existing adult day programs for persons with severe disabilities and provide supported employment programs as alternative vocational options. This grant program has been a major federal initiative. The purpose of this monograph is to present the initial benchmark data to evaluate the effectiveness of the program.

287.

Goldman, Charles (1987).

Disability rights guide: Practical solutions to problems affecting people with disabilities. Lincoln, NE: Media Publishing.

advocacy

This book is intended for all people, non-disabled or disabled, who address problems of persons with physical or mental limitations, what are popularly referred to as handicaps or disabilities. Throughout this book the point is made to emphasize that these are persons who may have physical or mental disabilities. However, the

statutes and regulations are commonly written in terms of "handicapped persons," "handicapped individuals," or "handicapped children." Accordingly, those terms are used in this text as linkages to the official materials. The conceptual framework and complementary practical solutions are provided to address issues of attitudinal barriers, employment, accessibility, housing, education, and transportation. The appendices are keys into the state and federal systems. There is also information on AIDS.

288.

Personick, Valerie A. (1985).

A second look at industry output and employment trends through 1995. Monthly Labor Review, 108(11), 26-41.

employment trends

In new Bureau of Labor Statistics projections, the shift of employment from manufacturing to services in coming years is more pronounced, but manufacturing output continues to be an important factor in GNP growth.

289.

O'Neill, Robert E.; Horner, Robert H.; Albin, Richard W.; Storey, Keith; & Sprague, Jeffrey R. (1989).

Functional analysis: A practical assessment guide [Draft].  
Eugene: University of Oregon, Research & Training Center on  
Community-Referenced, Nonaversive Behavior Management.

functional analysis / behavior modification

This guide presents specific procedures for collecting information on challenging behaviors. The general label for these information collection procedures is "functional analysis." The purpose of this guide is to present the logic, forms, and examples that will allow the reader to conduct functional analyses in typical school, work, or community settings. This guide is designed to assist people who have the responsibility of designing and implementing behavioral support plans, and have training and experience in behavior management. Appendixes are included.

290.

Rose, Ernest; Bursuck, William D.; & Cowen, Sara (1989).

Northern Illinois Postsecondary Education Project (NIPEP): Final report. DeKalb: Northern Illinois University, Office of Postsecondary Education Research & Development, Department of Educational Psychology, Counseling and Special Education.  
(Comp. No. 84.078C - OSERS File No. 116)

final report / Illinois / Project N.I.P.E.P / postsecondary education / learning disabilities

Northern Illinois Postsecondary Education Project (Project N.I.P.E.P.) was a three-year project to develop, refine, and field test a comprehensive model for the delivery of services for persons with learning disabilities in 17 northern Illinois community colleges and Northern Illinois University. The project was designed to benefit at least five groups including students with learning disabilities, parents of students with learning disabilities, student services personnel and faculty at both Northern Illinois University and area community colleges, and students at Northern who are training to become teachers. The comprehensive service model included five critical elements: educationally relevant assessments, comprehensive services, personalized education plans, inservice for regular faculty and administrators, and high-school outreach. A regional system of comprehensive services was developed by implementing the NIPEP model in three northern Illinois community colleges and Northern Illinois University the first year, and then replicating the model in 9 other northern Illinois community colleges over the next two years. The model has since been disseminated statewide through the efforts of Illinois Postsecondary Support Service Providers Network, a state committee that attends to the technical assistance needs of four area network committees who represent special needs service providers throughout Illinois.

291.

Rose, Ernest; Bursuck, William D.; & Cowen, Sara (n.d.).

Northern Illinois Postsecondary Education Project (NIPEP): Service operations manual. DeKalb: Northern Illinois University, Office of Postsecondary Education Research & Development, Department of Educational Psychology, Counseling and Special Education. (Comp. No. 84.078C - OSERS File No. 116)

Project N.I.P.E.P. / Illinois / postsecondary education / program development / transition

The Northern Illinois Postsecondary Education Project has developed a model to provide technical assistance to 17 Northern Illinois community colleges and Northern Illinois University with respect to delivering services to students with learning disabilities. The model consists of seven key components that are described in this Technical Assistance Manual. These include: legal foundations, needs assessment, technical assistance plans, transition plans, inservice training - awareness of learning disabilities; recommendations for service coordinators - staff development, and continuation of services.

292.

Tarr, Donald E.; Daily, Robert B.; &amp; Maxion, Glen (1989).

Community Employment Transition Project: Final evaluation report.  
El Cajon, CA: Grossmont Union High School District, Special  
Education Career Center. (Comp. No. 84.086M - OSERS File No. 140)

final report / Community Employment Transition Project / California  
/ interagency cooperation / community integration

This San Diego based transition project served 304 students with severe disabilities, including 12 with multi-sensory impairments. Students received community based instruction and written vocational and transition plans. A two-year intensive interagency collaboration model was developed. Strong parent and staff inservice components were also integrated into the program. The project had four major goals: (a) the articulation of a comprehensive vocational service plan; (b) delivery of direct services to students with severe handicaps; (c) transition planning for students with severe handicaps; and (d) inservice training to parents and professionals regarding school services and procedures, and transition related issues.

293.

Grossmont Union High School District (1989).

Transition handbook: A guide for transitioning students with moderate and severe disabilities from school to quality adult lives and services. La Mesa, CA: Author. (Comp. No. 84.086M - OSERS File No. 140)

individualized education program (IEP) / advocacy / transition / California

The purpose of this handbook is to acquaint parents and teachers with the variety of adult support services available to individuals with developmental disabilities; and to provide information which will assist them in planning and preparing their students for movement from public school to quality, integrated adult lives.

294.

Grossmont Union High School District. Special Education Programs (1989).

Vocational services handbook. La Mesa, CA: Author. (Comp. No. 84.086M - OSERS File No. 140)

special education / California / vocational education

The purpose of this handbook is to describe to teachers the variety of vocational education activities and services available to students with special needs in the Grossmont Union High School

District. The handbook identifies: components of the vocational education program, procedures for accessing appropriate activities and services, regulations governing a community-based vocational education program; and issues underlying successful program implementation.

295.

Department of Mathematics and Computer Science. Queensborough Community College (1989).

Teaching remedial mathematics to students with learning disabilities. Bayside, NY: Author. (Comp. No. 84.078C - OSERS File No. 124)

New York / learning disabilities

This handbook was developed as one of the objectives of a three-year federally funded model project to teach remedial mathematics to community college students with learning disabilities. The handbook contains sections on faculty training, tutor training, developing workshops, software, videotapes, and evaluations. An appendix contains references and lists other resources.

296.

Corthell, David W.; & Griswold, Peter P. (1987).

Report from the study group on the use of vocational evaluation in VR. (Fourteenth Institute on Rehabilitation Issues, Memphis, October, 1987). Menomonie: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

vocational evaluation / vocational rehabilitation

This document reviews the practice of vocational evaluation and how its practitioners can most appropriately serve an expanded population of persons with disabilities. Two major themes permeate this work. The first encompasses empowerment which enables the client or the client's advocate to become a full participant in the client's own vocational evaluation and rehabilitation. The second theme is that evaluation identifies, not only the client's status at a given point in time, but also considers the strategies and supports that may be necessary to achieve employability. The purpose of this document, therefore, is to provide information that will assist vocational rehabilitation personnel, related personnel, and individuals receiving rehabilitation services in improving the decision making process through effective use of vocational evaluation.

297.

Rusch, Frank R. (Ed.) (1990).

Supported employment: Models, methods, and issues. Sycamore, IL: Sycamore Publishing Company.

supported employment / transition

This comprehensive text introduces supported employment issues and discusses new and improved strategies for program implementation. The book is in five parts, each section preceded by a brief introduction by a scholar knowledgeable in that area. Part I, Introduction to Supported Employment, contains chapters on the history of supported employment, supported employment in particular states (Virginia, Illinois, and Pennsylvania), and supported employment program characteristics. Part II, Introduction to Supported Employment Methods, contains chapters on consumer-directed placement, vocational evaluation, support strategies, generalization and work behavior, social skills on the job, individual competence and social acceptance, service delivery, and program evaluation. Part III, Introduction to Supported Employment Issues, contains chapters on incentives and disincentives, benefit-cost analysis, national issues for implementing supported employment, job separation, converting from segregated sheltered employment to supported employment, future employment opportunities, and concerns of service providers. Part IV, Special Section on School to Work Transition, contains chapters on longitudinal vocational training, community program planning and service delivery, personnel preparation, and an analysis of state transition planning. There are references and a list of questions at the end of each chapter. The book also contains subject and author indexes.

298.

Institute on Community Integration. University of Minnesota. (1989).

Community Transition Interagency Committees: Yearly summary, 1989. St. Paul: Minnesota Department of Education, Unique Learner Needs Section, Interagency Office on Transition Services.

transition / interagency cooperation / Minnesota

This report updates Minnesota's community service agencies and the Minnesota Commissioner of Education on the status of Minnesota's Community Transition Interagency Committees during the second year of operation (July, 1988 to June 20, 1989), highlighting the progress during that period by professionals, parents, employers, and citizens of local communities who worked to improve local transition programs and services for youth with disabilities. Each of the four parts of this report addresses committee accomplishments to date and the initiatives and actions that must be aggressively pursued in the future.

299.

Institute on Community Integration. University of Minnesota. (1990).

Interagency planning for transition in Minnesota: A resource guide, 1990. St. Paul: Minnesota Department of Education, Unique Learner Needs Section, Interagency Office on Transition Services.

transition / interagency cooperation / Minnesota

The Minnesota Department of Education's Unique Learner Needs section, in cooperation with the Institute on Community Integration at the University of Minnesota, developed this guide to assist Community Transition Interagency Committees in establishing, managing, and maintaining an active approach to interagency planning. The guide begins by describing the recent emphasis on transition services and Minnesota's legislation on interagency planning. The remaining sections discuss establishing community transition interagency committees, assessing community needs, group process strategies, community action planning, and supplemental resources.

300.

Fabian, Ellen; & Wiedefeld, Marcia F. (1989).

Supported employment for severely psychiatrically disabled persons: A descriptive study. Psychosocial Rehabilitation Journal, 13(2), 53-60.

supported employment / psychiatrically disabled

Although federal authorization and funding of supported employment programs for severely psychiatrically disabled persons were clarified in the 1986 Rehabilitation Act Amendments, few reports are available on program outcomes or supported employment effectiveness for this population. This paper presents preliminary results and program implications of a supported employment model for severely psychiatrically disabled persons based on a place/train approach.

301.

Johnson, Stephanie; & Atkins, Bobbie J. (1987).

Building bridges: Transition from school to work for youth who are disabled. Journal of Applied Rehabilitation Counseling, 18(2), 15-20.

transition / special education / vocational education / vocational rehabilitation / parent involvement

The purpose of this article is to describe those components of transition necessary for successful employment outcomes of young people with disabilities. The roles and responsibilities of

vocational rehabilitation, special education, and vocational education are described. Parent/guardian and employer involvement were discussed as being essential to the transition process. Research is needed to provide background in developing a thorough, sequential, and formalized process of transition from school to work.

302.

Drake, Gregory A.; & Witten, Barbara J. (1986).

Facilitating learning disabled adolescents' successful transition from school to work. Journal of Applied Rehabilitation Counseling, 17(1), 34-37.

transition / learning disabilities

Recent federal regulations have focused attention on the learning disabled (LD) as the major disability group requiring rehabilitation services during the transition from school to work. In this article, a review of the need for increased linkages between the public schools and state vocational rehabilitation for LD individuals is documented. Some models for increasing cooperation between special educators and rehabilitation counselors also are presented. The importance of functional language arts and math content in school are discussed as a means of meeting the unique needs of learning disabled individuals as they progress from school to work.

303.

Perry, David C.; Apostol, Robert A.; & Scott, Thomas B. (1988).

Retrospective measures in the modification of attitudes toward persons with disabilities. Journal of Applied Rehabilitation Counseling, 19(3), 24-27.

attitudes

Many rehabilitation studies which attempt to determine the effectiveness of procedures designed to modify attitudes toward persons with disabilities rely on self-report measures. When utilizing self-report instruments within a pretest/posttest design, a potential threat to internal validity is the shift of response interpretation on the part of the subject. One way of dealing with this response-shift is to utilize retrospective pretests in addition to a pre-treatment pretest. Two studies are presented which compared the use of traditional pretests with retrospective pretests in the modification of attitudes toward the disabled. Both studies showed that the retrospective pretest design was more sensitive to perceived attitudinal changes.



304.

Wehman, Paul; &amp; Moon, M. Sherril (1987).

Critical values in employment programs for persons with developmental disabilities: A position paper. Journal of Applied Rehabilitation Counseling, 18(1), 12-16.

employment programs / developmental disabilities

The purpose of this paper is to delineate a number of important values which are essential in effective employment programs for persons with developmental disabilities. There are many efforts occurring nationally to create new vocational programs for disabled persons and hence it is necessary to articulate key aspects of meaningful employment programs. This paper identified the following nine values: (a) employment in integrated settings, (b) decent pay, (c) the need for vocational choices, (d) avoiding "charity" work, (e) vocational training to reflect local labor needs, (f) parent involvement in planning, (g) parent education relative to social security laws, (h) community-based vocational training, and (i) systematically planned transition. These values are described and examples are given of each.

305.

Whitman, Thomas L. (1990).

Self-regulation and mental retardation. American Journal on Mental Retardation, 94(4), 347-362.

mental retardation / self-control training

The educational and research implications of defining mental retardation as a self-regulatory disorder were explored. Behavioral, social-learning, and cognitive conceptualizations regarding the structure and development of self-regulation were examined. Emphasis was placed on showing how these conceptualizations complement each other. Several perspectives were presented, specifically, that both the essential components of the self-regulatory system along with the environments that promote self-regulated behavior must be isolated. Self-regulation was described as a complex skill that develops like other skills and can be taught through behavioral techniques. Self-regulation was suggested to be basically a linguistically guided process. The assertion was made that individuals with retardation, because of their extensive language deficiencies, are delayed in developing self-regulatory control. The role of life experience and motivational processes in the development of self-regulation was also stressed.

306.

Baer, Donald M. (1990).

Why choose self-regulation as the focal analysis of retardation? American Journal on Mental Retardation, 94(4), 363-364.

mental retardation / self-control training

Commentary on the preceding Whitman article. The author argues that any number of alternative approaches to helping persons use skills they have learned in teaching settings to nonteaching settings may be as useful as self-regulatory approaches.

307.

Kendall, Philip C. (1990).

Challenges for cognitive strategy training: The case of mental retardation. American Journal on Mental Retardation, 94(4), 365-367.

mental retardation / self-control training

Commentary on the preceding Whitman article. The author believes that training for mentally retarded individuals should not be focused solely on cognitive skills/procedures at the expense of behavioral systems. He believes that a more rational approach would be to add cognitive strategy training to already implemented behavioral approaches. He does suggest that Whitman's paper has the potential for promoting greater research into the role of self-regulatory difficulties among the mentally retarded.

308.

Meichenbaum, Donald (1990).

Cognitive perspective on teaching self-regulation. American Journal on Mental Retardation, 94(4), 367-369.

mental retardation / self-control training

Commentary on preceding Whitman article. The author proposes a cognitive rather than a behavioral perspective on teaching self-regulation.

309.

Pressley, Michael (1990).

Four more considerations about self-regulation among mentally retarded persons. American Journal on Mental Retardation, 94(4), 369-371.

mental retardation / self-control training

Commentary on the preceding Whitman article. While the author agrees with Whitman that self-regulation can be improved through instruction, he notes that there are four important considerations that Whitman did not discuss: overcoming language problems, possible inefficiency of self-instruction with retarded students, diminished ability of retarded students to provide meaningful cues

to teachers, and the need to complement analytical research by studies of large-scale educational environments in which self-regulation is promoted.

310.

Wertsch, James V.; & Hagstrom, Fran W. (1990).

Vygotskian reformulation of Whitman's thesis on self-regulation. American Journal on Mental Retardation, 94(4), 371-372.

mental retardation / self-control training

Commentary on preceding Whitman article. The authors point out parallels and differences between Vigotsky and Whitman.

311.

Whitman, Thomas L. (1990).

Development of self-regulation in persons with mental retardation. American Journal on Mental Retardation, 94(4), 373-376.

mental retardation / self-control training

Whitman's response to the commentaries on his paper.

312.

Weld, Elvera M.; & Evans, Ian M. (1990).

Effects of part versus whole instructional strategies on skill acquisition and excess behavior. American Journal on Mental Retardation, 94(4), 377-386.

whole method instruction / part method instruction / skill acquisition

The relative effectiveness of part versus whole teaching strategies for students with moderate and severe handicaps was investigated. Students were taught two functional tasks using the two methods, with outcome assessed by measures of acquisition, initiation, problem solving, and inappropriate behavior. Although trends in the data suggest the superiority of the part method for acquisition by students with the more severe handicaps, these effects were not significant. The whole method had a significant carryover effect on task preparation and termination. A significant effect of method was found for excess behavior: students taught by the part method exhibited less excess behavior than did students taught by the whole method.

313.

Conners, Frances A. (1990).

Aptitude by treatment interactions in computer-assisted work learning by mentally retarded students. American Journal on Mental Retardation, 94(4), 387-397.

computer-assisted instruction / mental retardation

In previous research, tasks involving stimulus discrimination and simple learning were related to computer-assisted sight-word learning by moderately retarded adolescents. The authors suggested that if these abilities interacted with specific instructional variables to determine work learning, such interactions might be useful in designing individualized computer-assisted instruction for mentally retarded students. In the present study interactions of these two abilities with two specific instructional variables were investigated. An interaction was found between stimulus discrimination and the number of words presented at one time for learning. Results were interpreted within Anderson's model of declarative and procedural knowledge.

314.

Thousand, Jacqueline S.; &amp; Burchard, Sara (1990).

Social integration: Special education teachers' attitudes and behaviors. American Journal on Mental Retardation, 94(4), 407-419.

attitudes / social integration

The applicability of the theory of reasoned action in predicting special educators' structuring of student integration opportunities from measures of behavioral intention, attitude, and subjective norm was tested. Teachers' intention to structure integration opportunities was predicted from measures of attitude and subjective norm; actual reported structuring of opportunities was weakly predicted by intention and the antecedent of attitude. Teacher beliefs about influential others also differentiated high and low performers. One variable external to the theory was also found to predict behavior performance. Recommendations for teacher change efforts and modification of the theory were made.

315.

Shepherd, Geoff (1990).

A criterion-oriented approach to skills training. Psychosocial Rehabilitation Journal, 13(3), 11-13.

social skills

The author suggests that a criterion-oriented approach provides an alternative way of improving generalization of trained skills to real-life situations.

316.

Wacker, David P.; Fromm-Steege, Lisa; Berg, Wendy K.; & Flynn, Thomas H. (1989).

Supported employment as an intervention package: A preliminary analysis of functional variables. Journal of Applied Behavior Analysis, 22(4), 429-439.

supported employment / training programs

In this two-experiment investigation, the long-term (at least 6 months) employment of 51 moderately mentally retarded clients who were placed into 64 supported employment positions was first evaluated relative to 10 training and posttraining components that comprised a supported employment training package. In Experiment 1, chi-square analyses were used to identify three components that differentiated successful (employed for at least 6 months) from unsuccessful clients. In Experiment 2, four successful clients were further evaluated in a nonconcurrent multiple baseline design to determine whether the three variables identified during the group analysis (client advocate, collateral behavior, and follow-up plan) were included in the training packages. These results are discussed in terms of the need to establish better the functional variables of supported employment training programs.

317.

Conley, Ronald W.; Rusch, Frank R.; McCaughrin, Wendy B.; & Tines, Jeffrey (1989).

Benefits and costs of supported employment: An analysis of the Illinois Supported Employment Project. Journal of Applied Behavior Analysis, 22(4), 441-447.

supported employment / cost effectiveness / Illinois Supported Employment Project

This investigation presents a cost-benefit analysis completed for one of 27 states implementing supported employment as a result of federal funding. Based upon the benefits and costs detailed, society realized a \$0.75 return for every \$1.00 invested in supported employment in Illinois. Supported employees realized a 37% increase in their earnings over a comparable period. The results of this study are discussed and recommendations are made for similar analyses across states.

318.

Kregel, John; Wehman, Paul, & Banks, P. David (1989).

The effects of consumer characteristics and type of employment model on individual outcomes in supported employment. Journal of Applied Behavior Analysis, 22(4), 407-415.

supported employment / employment outcomes

Although recent federal legislation has led to a proliferation of supported employment programs throughout the country, little information is available that documents the success of these programs. In the present study, the authors examined the effect of different consumer characteristics and alternative supported employment service delivery models on key employment outcomes including hourly wage, hours worked per week, increase in earnings after supported employment participation, and level of integration on the job. The employment outcomes of a sample of 1,550 individuals receiving supported employment services through 96 local programs in eight states were analyzed to determine the effects of the key independent variables of primary disability and type of employment model. Results indicate that all groups of individuals, regardless of their primary disability, benefited significantly from supported employment participation. Further, data indicate that the individual placement model generated employment outcomes superior to those resulting from group employment options, particularly work crews. Implications of the results for future program development activities are discussed.

319.

McDonnell, John; Nofs, Diane; Hardman, Michael; & Chambless, Cathy (1989).

An analysis of the procedural components of supported employment programs associated with employment outcomes. Journal of Applied Behavior Analysis, 22(4), 417-428.

supported employment / employment outcomes / Utah

This study examined the relation between the procedural components of supported employment programs and employment outcomes for 120 individuals with disabilities. These individuals were involved in supported employment programs established through the Utah Supported Employment Project. The results suggest that successful implementation of supported employment services led to ongoing employment of study participants in community work sites, increased wages, and ongoing opportunities for workers to interact with nondisabled peers. In addition, several procedural components were found to be strongly associated with successful employment outcomes for workers. Results of the study are discussed in terms of the training needs of supported employment program staff and future research for the dissemination of a cohesive technology of supported employment.

320.

Likins, Marilyn; Salzberg, Charles L.; Stowitschek, Joseph J.; Lignugaris/Kraft, Ben; & Curl, Rita (1989).

Co-worker implemented job training: the use of coincidental training and quality-control checking on the food preparation skills of trainees with mental retardation. Journal of Applied Behavior Analysis, 22(4), 381-393.

## co-worker involvement / vocational training / mental retardation

In two studies, co-workers of persons with disabilities were taught to use coincidental training procedures while completing their own jobs. In Study 1, the effects of coincidental training on the salad-making skills of three trainees with mild and moderate mental retardation were evaluated. Coincidental training by co-workers resulted in improved accuracy of the salad-making skills of the trainees. In Study 2, trainees were also coincidentally taught to make quality-control checks of their salads. An alternating treatments and multiple baseline design indicated that the trainees more readily acquired the skills when taught to check the correctness of their work.

321.

Park, Hyun-Sook; & Gaylord-Ross, Robert (1989).

A problem-solving approach to social skills training in employment settings with mentally retarded youth. Journal of Applied Behavior Analysis, 22(4), 373-380.

## social skills / problem-solving

The present study examined two approaches to teaching social behaviors to three developmentally disabled youths in work contexts. In one approach, a problem-solving procedure was learned and transferred to different materials. Conversational probes monitored interactions between disabled employees and their co-workers and customers. A multiple-baseline design demonstrated that the training produced generalization and maintenance of the targeted social behaviors to the work settings. A second approach based on a role-playing intervention produced no substantial generalization in the work setting. A social validation questionnaire administered to co-workers supported the efficacy of the problem-solving training procedure. The efficacy of social problem-solving training was discussed in terms of sufficient exemplars, common stimuli, and self-mediations.

322.

Hughes, Carolyn; & Rusch, Frank R. (1989).

Teaching supported employees with severe mental retardation to solve problems. Journal of Applied Behavior Analysis, 22(4), 365-372.

## supported employment / mental retardation / problem-solving

Two individuals with severe mental retardation, employed by a janitorial supply company, were taught to use self-instruction in combination with multiple exemplar training to solve work-related problems. Use of the combined strategy resulted in generalization of the effects of independent variables, as well as generalization to nontrained problems. Use of the strategy is discussed in terms of promoting independent performance among supported employees.

323.

Ruschi, Frank R.; &amp; Hughes, Carolyn (1989).

Overview of supported employment. Journal of Applied Behavior Analysis, 22(4), 351-363.

supported employment / competitive employment / social validation

This article traces the emergence of supported employment as a result of philosophical changes in expectations for persons with disabilities, based on scientific developments that challenged traditional service-delivery models. Supported employment program characteristics also are reviewed, and the influence of applied behavior analysis is outlined. Finally, areas for future research in supported employment are discussed.

324.

Wehman, Paul; West, Michael; Fry, Robyn; Sherron, Pam; Groah, Christine; Kreutzer, Jeffrey; & Sale, Paul (1989).

Effect of supported employment on the vocational outcomes of persons with traumatic brain injury. Journal of Applied Behavior Analysis, 22(4), 395-405.

traumatic brain injury (TBI) / supported employment / vocational rehabilitation

This paper reports the job placement of five males with severe traumatic brain injury. An individual placement model of supported employment was used. All individuals were placed in competitive employment and received staggered intervention over time by trained employment specialists. A multiple baseline design across persons was used to evaluate results. All individuals had been unable to work consistently or at all in competitive work environments. The range of wages was \$4.25 to \$5.00 per hour with an average of 339 hours of employment specialist intervention time required per case. The major problems experienced by employment specialists were insubordinate and disruptive behaviors as well as other inappropriate social behaviors displayed at the job site.

325.

Hanley-Maxwell, Cheryl (1989).

An analysis of job terminations by length of time on the job for persons with severe disabilities in supported employment. Rehabilitation Counseling Bulletin, 33(2), 159-162.

employment outcomes / supported employment

This study examined the job terminations of 51 individuals with severe disabilities who had received job training and follow-up services from a program using the supported employment model. Three general classes of reasons for termination (social,



nonsocial, or mixed) were examined in relation to length of time on the job. Results indicated that although there was no relationship between reasons given and length of time on the job, participants lost their jobs most often within the first year of employment. No single time period within that first year, however, was found to account for a higher percentage of terminations than were the others.

326.

Suarez de Balcazar, Yolanda; Seekins, Tom; Paine, Adrienne; Fawcett, Stephen B.; & Mathews, R. Mark (1989).

Self-help and social support groups for people with disabilities: A descriptive report. Rehabilitation Counseling Bulletin, 33(2), 151-158.

support groups

Many people with disabilities rely on mutual support and self-help groups for help and rehabilitation. In an effort to identify the prevalence and functions of such groups, two surveys were conducted. First, a questionnaire was mailed to independent living centers (ILCs) across the country. The results suggested that ILC staff members refer a significant number of consumers to self-help groups and that ILCs sponsor a variety of such groups. In the second study, a random sample of mutual support group leaders was interviewed by telephone. Group leaders identified their group's goals, roles, and some difficulties they face. The results of both studies suggest that support groups are common among people with disabilities and that ILCs serve a role in helping such groups.

327.

Schriner, Kay Fletcher; Greenwood, Reed; & Johnson, Virginia Anne (1989).

Counselor perceptions of employer concerns about workers with disabilities and employer-rehabilitation partnerships. Rehabilitation Counseling Bulletin, 33(2), 140-150.

counselor attitudes / business-rehabilitation partnerships / employer attitudes

The business-rehabilitation partnership is a basic tenet of rehabilitation practice and philosophy, but little is known about how counselors view employer receptivity to such ventures. This article reports on a two-state survey of counselors' opinions about employer perceptions of workers with disabilities and the business-rehabilitation partnership. The counselors provided assessments of "typical employer" concerns about workers with disabilities with regard to recruitment and selection, work force acceptance, placement by type of position, effect of disability on work performance, and overall employability. Employer involvement in partnerships was assessed with regard to assistance with

employment practices for workers with disabilities, affirmative action programs, and usefulness of technical assistance, incentives, and assistance to employees who become disabled. Finally, the counselors reported their assessment of growth sectors for employment.

328.

Walls, Richard T.; Dowler, Denetta L.; & Fullmer, Steven L. (1989).

Cash and in-kind benefits: Incentives rather than disincentives for vocational rehabilitation. Rehabilitation Counseling Bulletin, 33(2), 118-126.

work incentives / disincentives to work / vocational rehabilitation

Benefits from social service programs have traditionally been shown to serve as disincentives to vocational rehabilitation. In this study, however, it was demonstrated that a subgroup of clients used training benefits as a means for achieving competitive employment. Use of benefits for self-improvement as opposed to maintenance was termed the "bootstrap effect." A component analysis of the use of cash and in-kind benefits was made to provide a complete examination of both disincentive and bootstrap effects.

329.

Sayles-Folks, Sherry L.; & Harrison, Don K. (1989).

Reflection-impulsivity and work adjustment. Rehabilitation Counseling Bulletin, 33(2), 110-117.

vocational adjustment

The purpose of this study was to determine the relationship between a reflective- versus impulsive-cognitive style and work adjustment. It was hypothesized that individuals with reflective-cognitive styles, compared with individuals with impulsive-cognitive styles, would demonstrate more positive work adjustment. The participants were 102 clients with disabilities of mental retardation or mental illness who were enrolled in work activity or work-sheltered programs in a vocational rehabilitation center. Results indicated that reflective clients were rated as having more positive work abilities, less bizarre behaviors, and more positive overall work adjustment than were impulsive clients.

330.

Rogers, E. Sally; Anthony, William A.; & Danley, Karen S. (1989).

The impact of interagency collaboration on system and client outcomes. Rehabilitation Counseling Bulletin, 33(2), 100-109.

interagency cooperation / rural areas

With the proliferation of various categorically funded programs for people with severe mental illness, collaboration among human service agencies is essential to avoid duplication and to improve services. This article describes a project that was aimed at improving the rehabilitation outcomes of people with severe mental illness in rural settings through improved interagency collaboration between the mental health and vocational rehabilitation systems. Two measures of interagency collaboration were examined: a measure of perceived collaboration among mental health and vocational rehabilitation practitioners and administrators and vocational rehabilitation outcome data. Implications for policy development and planning of services for people with severe mental illness are discussed.

331.

Weed, Roger O.; & Field, Timothy F. (1986).

The differences and similarities between public and private sector vocational rehabilitation: A literature review. Journal of Applied Rehabilitation Counseling, 17(2), 11-16.

vocational rehabilitation / literature review

This paper examines the differences and similarities between the profession of vocational rehabilitation in public and private sectors. A literature review is the basis for the comparisons. The results show different historical beginnings as well as a number of differences in the way the profession is practiced. Overall, however, it appears the similarities outnumber the differences. It is noted that private sector rehabilitation is rapidly rising and public sector rehabilitation is not. As a result certain ethical challenges to the private sector counselor and educational challenges to the universities have become evident.

332.

Fichten, Catherine S.; Amsel, Rhonda; Bourdon, Claudia V.; & Creti, Laura (1988).

Interaction between college students with physical disabilities and their professors. Journal of Applied Rehabilitation Counseling, 19(1), 13-20.

attitudes / student-instructor interaction

This study investigated the nature of appropriate and inappropriate behaviors between professors and college students who have physical disabilities. Thirty-eight students with physical disabilities, 74 college and university professors who had taught disabled students, and 17 professors who had not done so rated the frequency and appropriateness of a variety of interaction behaviors by both professors and students. Professors also rated their level of comfort with disabled and with non-disabled students and indicated how interested they were in teaching students with specific

disabilities in the future. Results show that (a) approximately 75% of professors in Montreal colleges and universities had taught disabled students, (b) professors are more comfortable with able-bodied than with disabled students, and (c) professors who had taught disabled students are more comfortable with such students and more interested in teaching them in the future. Appropriate behaviors were found to be more common than inappropriate behaviors and student initiated behaviors were seen as more desirable than professor initiated ones. Nevertheless, disabled students rated most student initiated behaviors, but not professor initiated behaviors, as less appropriate than the professors believed them to be. The implications of the findings for research and practice are discussed and concrete examples of appropriate behaviors by each group in frequently occurring interaction situations are provided.

333.

La Forge, Jan; & Harrison, Don K. (1987).

Limited and unlimited workers' compensation wage replacement benefits and rehabilitation outcomes. Journal of Applied Rehabilitation Counseling, 18(2), 3-5.

rehabilitation outcomes / wage-replacement benefits

This study examined the relationship between the type of Workers' Compensation wage-replacement benefits -- time limited and time unlimited -- and rehabilitation outcome for 2,077 persons who were identified as occupationally disabled in the state/federal rehabilitation program. Clients who received time limited Workers' Compensation benefits (N=791) returned to work sooner and had a higher rehabilitation success rate than clients who received time unlimited benefits (N=1,286).

334.

Lustig, Paul; Lam, Chow; & Leahy, Michael (1986).

A conceptual approach to job placement with psychiatric and mentally retarded clients. Journal of Applied Rehabilitation Counseling, 17(1), 20-23.

job placement / mental retardation / psychiatrically disabled

Critical to the success of job placement is the need to examine carefully the unique qualities of the position prior to placement attempts. With this in mind, the authors present a conceptual approach to job placement which focuses on meeting the individual's needs by systematically examining the position in relation to both its expressive and receptive qualities, and the identified needs of the individual job seeker. This conceptualization, although generally applicable to all disability groups, is absolutely essential for certain individuals whose primary disabilities are categorized as psychiatric or mental retardation in nature. In

addition, a conceptual structure of a position and its relationship to subscales of the Minnesota Importance Questionnaire (MIQ) is presented. Finally, implications for rehabilitation practice and recommendations for job placement are discussed.

335.

Makas, Elaine; Finnerty-Fried, Pamela; Sigafos, Ann; & Reiss, David (1988).

The Issues in Disability Scale: A new cognitive and affective measure of attitudes toward people with physical disabilities. Journal of Applied Rehabilitation Counseling, 19(1), 21-29.

attitudes / Issues in Disability Scale (IDS)

The Issues in Disability Scale (IDS) is a new instrument developed to measure both the cognitive and affective components of attitudes toward persons with physical disabilities. The IDS builds upon previous research, while avoiding many of the problems criticized in earlier measures. The method by which the instrument was constructed is presented, along with preliminary data supporting both the reliability and the validity of the scale.

336.

ERIC/OSEP Special Project on Interagency Information Dissemination. ERIC Clearinghouse on Handicapped and Gifted Children (1989).

Proceedings: Research in Education of the Handicapped Project Directors' Meeting, July 12-14, 1989. Reston, VA: The Council for Exceptional Children.

annual meeting / behavior modification / individual differences / special education

These proceedings of the fourth annual Research Project Directors' conference contains copies of the speeches given by John B. Reid and Evelyn Jacob, as well as the introduction and presentations of the panel discussion on individual differences in special education.

337.

Hanley-Maxwell, Cheryl; & Harley, Debra (Eds.) (1989).

Special report: An examination of the impact of supported employment on our nation's citizens with severe disabilities. Proceedings from the 1988 annual meeting of The President's Committee on Employment of People with Disabilities. Washington, DC: U.S. Government Printing Office.

supported employment

This document describes the proceedings from the May 5, 1988 forum on supported employment. The forum was the culmination of activity initiated in the Fall of 1987, by the Employment Preparation Committee of the President's Committee on Employment of People with Disabilities. The purpose of the forum was to examine critical issues in the implementation of supported employment from a variety of perspectives and to provide recommendations for future improvement of supported employment services. The four topical areas chosen to provide focus to the forum were: (a) supported employment issues relating to time-limited funding, (b) persons with disabilities other than mental retardation, (c) support, and (d) rehabilitation facilities and supported employment. The goal of this document is to present the proceedings from this forum. Panel chairpersons prepared and submitted summary papers. Supplementary papers were submitted by some members of the supported employment work group. The present report is made up of two major sections: (a) a summary of the proceedings and recommendations presented at the May 5, 1988 forum; and (b) the summary papers and additional support papers.

338.

The President's Committee on Employment of People with Disabilities (1989).

People with disabilities in our nation's Job Training Partnership Act programs: Program year 1987. Washington, DC: U.S. Government Printing Office.

Job Training Partnership Act (JTPA)

This report reviews the data revealing the participation rates of people with disabilities in U.S. "Job Training Partnership Act" (JTPA) programs.

339.

Offermann, Lynn R.; & Gowing, Marilyn K. (Eds.) (1990).

Special issue: Organizational psychology. American Psychologist, 45(2).

organizational psychology

This special issue of American Psychologist focuses on projected changes in the workforce into the next century and on the role that psychologists can fill in contributing to the development of more productive and humane organizations. The issue is divided into 4 major sections: the changing face and place of work; developing and maintaining competitiveness; developing leaders for tomorrow; and workplace wellness.

340.

University Bound Learning Disabled Student Transition Project (UBLD) (1989).

Study skills and learning strategies for transition. Salt Lake City: University of Utah, Department of Special Education, Center for Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 168)

University Bound Learning Disabled Student Transition Project (UBLD) / learning disabilities / curriculum / Utah / transition

This curriculum was designed to be used in a course for learning disabled high school juniors and seniors who are planning to go to college upon graduation from high school. It was designed to provide students with the skills and strategies they will need to increase their level of success with the high school curriculum, graduate with their class, meet entrance requirements for the college of their choice, and be successful in the environment of higher education. The main objective of the course for which this curriculum was designed is to help students successfully make the transition between high school and college by teaching them techniques, principles, and rules which will enable them to take responsibility for their own learning, solve their own problems, and complete tasks independently in a post-secondary setting.

341.

Schelble, Randy (n.d.).

Considerations for a collaboration/transition model in high school. Unpublished manuscript? Cottonwood High School, Salt Lake City, Utah. (Distributed by the University of Utah UBLD Project.) (Comp. No. 84.078C - OSERS File No. 168)

transition / Collaboration/Transition Model / Utah

The Collaboration/Transition Model is a three-phase model based on an initial pre-evaluative trust-building phase, an implementation phase, and a collaboration phase whereby general educators assume direct responsibility for mainstreamed students and special educators begin fading direct consultation. This model, which is now being implemented at Cottonwood High School, is applicable to mild-to-moderate exceptional students considering postsecondary education options or vocational training options.

342.

Jepsen, Ann (1989).

Self advocacy handbook for the high school student. Salt Lake City: University of Utah, Department of Special Education, Center for Disabled Student Services, University Bound Learning Disabled Student Transition Project (UBLD). (Comp. No. 84.078C - OSERS File No. 168)

## self-advocacy / learning disabilities

This handbook is designed to teach self-advocacy skills to high school students with learning disabilities.

343.

Rothstein, Laura F. (1990).

Special education law. New York: Longman.

## special education law

This comprehensive text on special education law contains 20 chapters, each devoted to a particular aspect of this complex subject, such as the history of education law, how the legal system works, a general overview of statutory provisions, the people involved in this issue (students, parents, etc.), who is protected, identification and evaluation, appropriate education, mainstreaming and integration, related services, types of placement, costs, due process and other procedural issues, reimbursement and compensatory education, and other topics. The author defines the philosophy of the book as one of prevention. The goal is to provide information that will enable policies to be developed and decisions to be made that comply with current legal requirements in order to avoid litigation to the maximum extent possible. A set of appendixes and a list of major court cases are included.

344.

Fry, Ronald R. (Ed.) (1989).

Fourth national forum on issues in vocational assessment: The issues papers. Papers presented at the Fourth National Forum on Issues in Vocational Assessment, March 9-11, 1989, St. Louis, MO. Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Materials Development Center.

## vocational assessment

This compilation of papers represents the presentations made at the Fourth National Forum on Issues in Vocational Assessment held in St. Louis, March 9-11, 1989. The presentations are divided into five sections: professional concerns, applications and practices, special populations, school settings, and research.

345.

Division of Occupational Analysis. United States Employment Service. Employment and Training Administration. U.S. Department of Labor. (1982).

A guide to job analysis: A "how-to" publication for occupational analysis. Menomonie: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.



## job analysis

This guide is a revised and expanded version of the 1972 Handbook for Analyzing Jobs which was designed as a procedural manual for occupational analysts. This document has been expanded to explain more fully the job analysis approach used by the United States Employment Service and to make it more useful. It is divided into three sections: methodology and applications, job analysis components of Work Performed and Worker Characteristics, and job analysis forms and procedures.

346.

Como, Perry; & Hagner, David (1986).

Community work development: A marketing model. Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Materials Development Center.

community integration / community work development model

This publication is concerned with developing community-based work for persons with disabilities, particularly disabled workers in segregated settings and individuals who are considered to be not yet ready for or capable of work. Three basic principles underlie this enterprise and provide the foundation for the discussion of community work development. These principles are: (a) the community is the setting for this model, (b) remunerative work is the activity to be carried out in a community setting, and (c) the model includes severely disabled workers. This book contains an in-depth discussion of the model, a presentation of company case studies, a catalog of services, and references.

347.

Geist, Chrisann Schiro; & Calzaretta, William A. (1982).

Placement handbook for counseling disabled persons. Springfield, IL: Charles C. Thomas, Publisher.

job placement / placement counseling

This book presents a systems approach to placement and placement counseling of persons with disabilities. The authors discuss unresolved issues in placement counseling, social and legislative trends, how to do placement counseling, the systems approach to placement counseling, case studies, and several perspectives on placement counseling.

348.

Morris, Kathleen C. (1989).

A job trainer's manual: Supported employment for low functioning rehabilitation clients and disabled secondary students. Springfield, IL: Charles C. Thomas, Publisher.

job coach / job analysis / supported employment

This book was written as a how-to book for job trainers working with low functioning rehabilitation clients and/or special education clients. It covers practical information the job trainer needs to know when training clients in jobs. Training methods are presented according to the client's individual learning style. Other topics discussed are job analysis and job matching, training on the job, working with the employer, phasing-out and follow-up. This manual is intended for the paraprofessional job trainer with little or no training prior to being hired as a trainer.

349.

Gold, Marc W. (1980).

Try another way training manual. Champaign, IL: Research Press.

Try Another Way System / mental retardation / training programs

The Try Another Way System, developed by Marc Gold, is a training system that focuses its attention on those people who find it difficult to learn and who have been seen by society as different from most other people in society. The System provides a method for organizing and designing powerful training programs and uses many instructional procedures, some of which have been used in other systems. This manual is divided into seven sections: introduction, key concepts and strategies, forms and checklist for task analysis and data collection, sample task analyses, services and resources, readings, and glossary,

350.

Turnbull, H. Rutherford, III; & Turnbull, Ann P. (1985).

Parents speak out: Then and now (2nd. Ed.). Columbus, OH: Charles E. Merrill Publishing Company.

parent involvement / advocacy

This book is a collection of stories that describe how those who sought help for persons with disabilities and their families, and those who tried to provide it, met with a mixture of success and failure. Most of the contributors not only are parents, or relatives, of someone with a disability but they also work directly or indirectly in organizations and professions that serve disabled citizens.

351.

Goldfarb, Lori A.; Brotherson, Mary Jane; Summers, Jean Ann; & Turnbull, Ann P. (1986).

Meeting the challenge of disability or chronic illness - A family guide. Baltimore: Paul H. Brookes Publishing Co., Inc.

### problem-solving / parental involvement

This book focuses on the act of problem solving rather than the outcome. Designed for families that are facing the chronic illness or disability of a family member, this workbook contains exercises designed to identify family values and resources and to find solutions to the issues confronting the family.

352.

Braddock, David; Hemp, Richard; Fujiura, Glenn; Bachelder, Lynn; & Mitchell, Dale (1990).

The state of the states in developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

### developmental disabilities / statistical data

The purpose of the study was the quantitative assessment of state-federal political system commitments to persons with developmental disabilities and their families. The authors state that the need for comprehensive and continuing studies of the structure and operation of service delivery systems in the states is analogous to the common call for more basic scientific research from which new and practical applications can be derived. The first step in discovering how exemplary service systems have evolved in certain settings and not in others is to describe carefully the financial and programmatic structure of existing service delivery systems in all states, and to devise a reasonable method for identifying the leaders and laggards from among them. The present study was developed to address this objective from a fiscal standpoint. This volume consists of two principal sections. Part I contains the analytical overview and Part II consists of service delivery system profiles for each of the 50 states, the District of Columbia, and the United States. Part II is organized alphabetically by state. Each state profile consists of a series of 11 figures depicting trends in services in the states during 1977-88; a financial spreadsheet; a page of tabular client services data; and extensive technical notes.

353.

Cooper, Abby; & Mank, David (1989).

Integrated employment for people with severe physical disabilities: Case studies and support issues. American Rehabilitation, 15(3), 16-23.

### supported employment

This article describes competitive, supported and integrated employment as it has developed for five persons with severe physical disabilities in Seattle, Washington, and discusses support issues at both individual and program levels.

354.

Protection &amp; Advocacy, Inc. (1989).

SSI & Social Security Disability: Securing and protecting your benefits (Revised). Chicago: Author.

Social Security benefits / Supplemental Security Income (SSI)

This self-advocacy guidebook contains information on getting (or retaining) Social Security benefits for qualified persons.

355.

Supported Employment Parent Training Technical Assistance (SEPT/TA) Project (1989).

A reference manual for parent training about supported employment (Revised). Minneapolis: PACER Center, Inc.

supported employment / parent involvement / Minnesota / SEPT/TA Project

This manual is an annotated bibliography of journal articles, manuscripts, books, audiovisual materials, and a listing of some of the parent training groups which have developed workshops and resources for parent training about supported employment. The purpose of this manual is to provide information on some of the more current resources available for developing and/or implementing parent training about supported employment.

356.

Bierman, Karen Linn (1986).

Process of change during social skills training with preadolescents and its relation to treatment outcome. Child Development, 57(1), 230-240.

social skills

Videotaped excerpts of treatment sessions from a recent intervention study were examined to explore the changes occurring during social skills training and their relation to treatment outcome. Children who received social skills training displayed more conversational skills and received more positive peer support during treatment than children who did not receive coaching. Both of these results were positively related to treatment outcome.

357.

Cook, Judith A.; Solomon, Mardi L.; Jonikas, Jessica A.; & Frazier, Margie (1990).

Supported Competitive Employment Program for Youth with Severe Mental Illness: Final report to the U.S. Department of Education. Chicago: Thresholds Research Institute. (Comp. No. 84.086M - OSERS File No. 149)

supported employment / psychosocial rehabilitation (PSR) /  
psychiatrically disabled / final report / Illinois

The major objective of this project was to synthesize two service delivery models, the psychosocial model of psychiatric rehabilitation and the supported competitive employment model of vocational rehabilitation, in order to create a program of specific, innovative, and viable procedures enabling youth with mental illness to achieve competitive community employment while avoiding psychiatric rehospitalization. The six objectives of the project were: employer recruitment and training, family participation, placement and supported services, on-the-job curriculum, collecting and analyzing information, and dissemination of information. This final report describes project objectives, project activities, evaluation plan, project accomplishments, conclusions and implications, and product dissemination. Also included are a bibliography, tables, and appendix.

358.

Casey, Anita; Tisdale, Flo; Jonikas, Jessica A.; & Cook, Judith A. (1990).

Methods for managing stress in the workplace: Coping effectively on the job [Draft]. Chicago: Thresholds, Inc. (Comp. No. 84.086M - OSERS File No. 149)

stress management / psychiatrically disabled / curriculum

This workbook was created for a course designed to provide young adults with mental illness the skills to identify stressors, to practice coping techniques, and to avoid related job failures.

359.

Jonikas, Jessica A.; Casey, Anita; & Cook, Judith A. (1990).

Sustaining employment: Social skills at work [Draft]. Chicago: Thresholds, Inc. (Comp. No. 84.086M - OSERS File No. 149)

psychiatrically disabled / social skills / curriculum

The Social Skills at Work curriculum addresses appropriate social behaviors and attitudes through use of guided discussion groups, role plays, exercises involving problem solving, and young adults' reactions to case studies that parallel their own experiences. The goal is to expedite the generalization and durability of skills acquired in class to actual work environments.

360.

Tisdale, Flo; Casey, Anita; Jonikas, Jessica A.; Cook, Judith A. (1990).

Dealing with difficult choices about drinking and drug use: Abstinence and achievement on the job [Draft]. Chicago: Thresholds, Inc. (Comp. No. 84.086M - OSERS File No. 149)

substance abuse / psychiatrically disabled / curriculum

The objective of this curriculum is to provide substance abuse education for young adults with psychiatric disabilities, particularly those who are in off-site placement.

361.

Cook, Judith A. (Ed.) (1990).

Issues in supported competitive employment for youth with mental illness: Theory, research and practice [Draft]. Chicago: Thresholds, Inc. (Comp. No. 84.086M - OSERS File No. 149)

psychiatrically disabled / supported employment

This compilation of papers on supported competitive employment for youth with mental illness provides discussion on various topics related to this issue: synthesizing psychosocial and supported models, case management issues, deciding who needs supported competitive employment, mobile job support, job development, reasons for leaving a job, employer attitudes, and inter-organizational collaboration.

362.

Cook, Judith A.; Solomon, Mardi L.; & Mock, Lynne Owens (1989).

What happens after the first job placement: Vocational transitioning among severely emotionally disturbed and behavior disordered adolescents. In S. L. Bratten, R. B. Rutherford, Jr., T. F. Reilly, and S. A. DiGamgi (Eds.), Programming for adolescents with behavioral disorders (Vol.4), (pp. 71-93). Reston, VA: Council for Children with Behavioral Disorders. (Comp. No. 84.086M - OSERS File No. 149)

job placement / psychiatrically disabled

This article explores the experience of severely emotionally disturbed/behaviorally disordered late adolescents (ages 16 through 22) participating in a transitional employment program in inner city Chicago in an effort to understand which factors are associated with vocational success for this population of troubled adolescents.

363.

Fisher, Adrian T.; & Harnisch, Delwyn L. (1989).

Career expectations and aspirations of youth with and without handicaps. In T. E. Allen (Ed.), Handicapped youth and the outcomes of their schooling - recent research advances in the United States [special issue]. International Journal of Educational Research, 13(5), 515-531.

## career expectations / statistical data

Youth with handicaps were found to have much lower career aspirations than their nonhandicapped peers. Discriminant function analyses demonstrated that each group had the same components contributing to their career expectations, and that handicapping status was not a significant factor. The results of an examination of other factors possibly contributing to these aspiration differences indicate that the youth with handicaps were more likely to be in vocational preparation streams and the nonhandicapped youth in academic streams. These differences had emerged by the sophomore year. It was also found that the expectations of parents, teachers, counselors, friends and relatives perceived by the students with handicaps were for the lower-status occupational outcomes. Implications of these findings were discussed in relation to the practice of streaming students with handicaps into areas that would lower their chances for success in later life.

364.

Cipani, Ennio (1990).

"Excuse me: I'll have...": Teaching appropriate attention-getting behavior to young children with severe handicaps. Mental Retardation, 28(1), 29-33.

## social skills

Procedures to teach two young children with severe handicaps to get an adult's attention when needing to make a request were developed. Both children were already capable of making requests in the presence of an adult, but not capable of getting the attention of the adult if not in close proximity. Both children acquired the response of getting out of his or her seat, walking over to the adult in the classroom, and exhibiting appropriate attention-getting behavior after training. This behavior maintained at a 3-week follow-up.

365.

Illinois Association of Rehabilitation Facilities, Inc. (1989?).

Community based employment and training programs available to persons with disabilities in Illinois. Unpublished manuscript, Springfield, IL.

## Illinois / supported employment

This report is based on the responses to the detailed Survey of Community Based Employment and Training Services devised by the Illinois Association of Rehabilitation Facilities. The information obtained in this survey reflects the current service delivery system in Illinois. It shows the types of people served, the types of services offered, and the choices available to people through these services.

366.

Johnson, John R.; &amp; Rusch, Frank R. (n.d.).

An analysis of the hours of direct training provided by employment specialists to supported employees. Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

direct training / supported employment

This study involved an analysis of the hours of direct training provided to two cohorts of supported employees. The first cohort included persons with mild, moderate, severe, and profound mental retardation who were employed for six consecutive months from their first day of employment. The second cohort was a subsample of the first cohort who remained employed for 12 consecutive months. Direct training was defined as training provided to supported employees directed toward the achievement of vocational and social goals at the employment site. Results are described overall and with respect to type of disability and type of supported employment. All results are discussed in terms of the need to promote employee independence by withdrawing training and support not needed to sustain successful employment.

367.

McNair, Jeff; &amp; Rusch, Frank R. (1989).

Parent involvement in transition programs. Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

parent involvement / transition

This paper examines parent involvement in programs facilitating the transition of persons with handicaps from school to adult life (work, independent living). The survey found that a significant number of parents were unaware of any transition program for their offspring, although virtually all parents desired involvement of some kind. Parents also indicated preferences relating to their son or daughter not living at home upon graduation from school, working in the community, and earning a wage greater than or equal to the minimum.

368.

Moccia, Ruth E.; Schumaker, Jean B.; Hazel, J. Stephen; Vernon, D. Sue; &amp; Deshler, Donald D. (n.d.).

A mentor program for facilitating the life transitions of individuals with handicapping conditions. Unpublished manuscript, Institute for Research in Learning Disabilities, University of Kansas, Lawrence. (Comp. No. 84.023G - OSERS File No. 57)

transition / mentoring / learning disabilities



The authors developed a transition program in order to ensure that more youths with learning disabilities graduate from high school, enroll in post-secondary training, and are employed in jobs commensurate with their training. Each youth is paired with a mentor during his/her junior year in high school, and the mentor/protege team works cooperatively to complete tasks related to the individual goals of the protege. A transition coordinator monitors the efforts of teams and provides access to needed resources. Preliminary results are promising with regard to increasing graduation and post-secondary enrollment rates.

369.

Rusch, Frank R.; Johnson, John R.; & Hughes, Carolyn (1990).

Analysis of co-worker involvement in relation to level of disability versus placement approach among supported employees. Journal of the Association for Persons with Severe Handicaps, 15(1), 32-39.

co-worker involvement / supported employment

This study describes patterns of co-worker involvement among 264 supported employees in relation to level of disability versus placement approach (i.e., individual, clustered, crew). Results indicated that supported employees extensively associate with their nonhandicapped co-workers, followed by co-workers evaluating and training these same supported employees. Supported employees who were members of mobile work crews, however, experienced far less co-worker involvement than their colleagues who were employed in clustered or individual placements. Differences in levels of co-worker involvement provided were observed to relate less to level of disability than to type of placement.

370.

Center on Education and Training for Employment. The Ohio State University (1988).

Job-PAK: Job Placement Assistance Kit (Special Publication No. 59A). Columbus, OH: Author. (Comp. No. 84.158C - OSERS File No. 132)

job development / job placement / Project NETWORK

For use by school and agency personnel with job development and job placement responsibilities, the Job-Pak contains camera-ready copy needed to create brochures, flyers, and handouts for marketing the abilities of people with disabilities to potential employers. Also included are instructions for reproducing the brochures, tips for working with the media, and ideas and suggestions for using the videocassette, Discovering an Untapped Work Force (see Entry No. 371).

371.

Center on Education and Training for Employment. The Ohio State University (1988).

Discovering an untapped work force [Videocassette] (Special Publication No. 59B). Columbus, OH: Producer. (Comp. No. 84.158C - OSERS File No. 132)

job development / job placement / video production / Project NETWORK

This 13-minute videocassette production features employment success stories shared by workers with disabilities and their employers. This production is targeted to potential employers for purposes of marketing the abilities of people with disabilities. Following the 13-minute feature are two sample audio-visual public service announcements. This production coordinates with Job-PAK (see Entry No. 370).

372.

Center on Education and Training for Employment. The Ohio State University (n.d.).

A waiting work force: Ready, willing, and DisABLEd [Videocassette]. Columbus: Producer. (Comp. No. 84.158C - OSERS File No. 132)

video production / Project NETWORK / employment trends

This 25-minute production discusses U.S. demographic trends through the year 2000 and its effect on the work force and how to promote competitive employment for the disabled.

373.

Young Adult Institute (1989).

Transition manual: Enhancing parent participation in the transition of adolescents and adults with developmental disabilities ("On Our Own" Workshop Series). New York: Author. (Comp. No. 84.158A - OSERS File No. 30)

developmental disabilities / parent involvement / transition

This manual is designed to coordinate with YAI's "On Our Own" workshop series productions on transition. This volume of lesson plans expands each of 15 individual, 30-minute videocassette productions into a 2-hour workshop on a transition-related topic (see Entry No. 374). The TRANSITION segment of the workshop program was designed to teach parents about the transition that their child makes from school to adult services, how it affects their child and family, and how to prepare the child and family for this important transition to adulthood.

374.

Young Adult Institute (Producer) (1987).

"On Our Own" Transition Series [Videocassette] ("On Our Own" Workshop Series). New York: Producer. (Comp. No. 84.158A - OSERS File No. 30)

developmental disabilities / parent involvement / transition / video production

This set of 15 tapes focuses on the transition of persons with developmental disabilities from school to work. When used in conjunction with the YAI Transition Manual (see Entry No. 373), each of the videocassettes in this series can be expanded into a 2-hour workshop on a transition-related topic:

- (201) Transitioning to adult services
- (202) The IEP: A tool for transition
- (203) Transition: The emotional impact on families
- (204) Transition: The emotional impact on adolescents
- (205) Empowerment: skills for successful transitioning
- (206) Entitlements and eligibility
- (207) Transition: Behavioral issues and adjustments
- (208) Families in transition
- (209) Parents as transitional specialists
- (210) Transition issues for people with severe disabilities
- (211) Family support systems
- (212) Community integration
- (213) Advocacy
- (214) Parent/professional cooperation
- (215) Parents as teachers

375.

Young Adult Institute (1989).

Employment manual: Enhancing parent participation in the transition of adolescents and adults with developmental disabilities ("On Our Own" Workshop Series). New York: Author. (Comp. No. 84.158A - OSERS File No. 30)

developmental disabilities / parent involvement / transition

This manual is designed to coordinate with YAI's "On Our Own" workshop series productions on employment. This volume of lesson plans expands each of 15 individual, 30-minute videocassette productions into a 2-hour workshop on an employment-related topic (see Entry No. 376). The EMPLOYMENT segment illustrates the new employment models currently available to workers with developmental disabilities and the many opportunities for competitive and supported jobs that exist for this special population. It prepares parents in their roles to assist their child in successful work experience.

376.

Young Adult Institute (Producer) (1987).

"On Our Own" Employment Series [Videocassette] ("On Our Own" Workshop Series). New York: Producer. (Comp. No. 84.158A - OSERS File No. 30)

developmental disabilities / parent involvement / transition / video production

This set of 15 tapes focuses on the employment of persons with developmental disabilities. When used in conjunction with the YAI Employment Manual (see Entry No. 375), each of the videocassettes in this series can be expanded into a 2-hour workshop on a transition-reemployment:

- (301) Sheltered workshops
- (302) Transitions
- (303) Realities of employment
- (304) Preparation for employment: The role of schools and agencies
- (305) Employment: Parent roles and concerns
- (306) Roles of employers and co-workers
- (307) Social/interpersonal skills necessary for successful employment
- (308) Useful skills training
- (309) Expectations and attitudes in the workplace
- (310) Model programs of employment
- (311) Supported and competitive employment vs. sheltered workshops
- (312) Competitive employment
- (313) Overcoming barriers to employment
- (314) Future trends for people with developmental disabilities
- (315) Day treatment

377.

Turnbull, Ann P.; &amp; Turnbull, H. Rutherford, III (1990).

Families, professionals, and exceptionality: A special partnership (2nd Ed.). Columbus, OH: Merrill Publishing Company.

exceptionality / parent involvement

This book concerns families, people who are exceptional, professionals, and ways they can work together more effectively. In common with the first edition, the second edition deals with exceptionality in broad terms, addressing all types of disability and characteristics of those who are gifted. There is greater emphasis in the second edition to applying family-systems theory in professional practice. In using a broad approach to exceptionality and families, the authors aim is to make this book useful to a wide range of professionals, those working in special education, social welfare, psychology, counseling, health, and in related professions such as ministry and gerontology. Chapter 1 emphasizes the history of parental roles in exceptionalities. Chapters 2-5 focus on

family-systems concepts. These concepts are tied to family-professional communication skills and strategies in Chapters 6-7. The dominant legal framework is discussed in Chapters 8-11. Chapters 12-13 focus on family support strategies. Chapter 14 is an analysis of moral issues in family and professional relationships.

378.

Sitlington, Patricia L.; & Frank, Alan R. (1989).

Iowa Statewide Follow-Up Study: Adult adjustment of individuals with mental disabilities one year after leaving school. Des Moines: Iowa Department of Education.

follow-up studies / mental disabilities / Iowa

This study investigated the adult adjustment (one year after leaving school) of 615 individuals with mental disabilities who had been graduated from special education programs throughout the state of Iowa in the classes of 1985 and 1986; the adult adjustment of 62 dropouts who began school in these same classes was also investigated. Current living situation, marital status, and leisure activities were examined. Of particular concern were variables related to employment, such as job type and status, hours worked per week, wages earned, and the relation between employment and predictor variables which involved high school experiences that may have affected current employment.

379.

Sitlington, Patricia L.; Frank, Alan R.; & Cooper, Linda (1989).

Iowa Statewide Follow-up Study: Adult adjustment of individuals with learning disabilities one year after leaving school. Des Moines: Iowa Department of Education.

follow-up studies / learning disabilities / Iowa

This study investigated the adult adjustment of a statewide random sample of 1,012 individuals labelled learning disabled whose graduating class had been out of school for one year. Of this group (82% of the original sample), 911 individuals had been graduated from special education programs and 101 individuals had dropped out. Results are reported in terms of: (a) general characteristics of the sample; (b) characteristics of the employed individuals, in terms of rate and location of employment, occupational status, number of hours worked, mean wage, and benefits; and (c) comparisons of employed and unemployed individuals in terms of vocational training and experiences, postsecondary training, and perceptions of the usefulness of school. Data are also reported by graduate/dropout group, program model in which the individual was enrolled while still in school, and by gender where relevant.

380.

Iowa Transition Initiative (1990).

A transition model. Des Moines: Drake University, Mountain Plains Regional Resource Center (MPRRC).

Iowa / Iowa Transition Model / transition / interagency cooperation

The Iowa Transition Initiative is a multi-agency supported effort to assist individuals with disabilities in their movement from school to adult life. This document is an in-depth discussion of the Iowa Transition Model, prototype, and implementation plan.

381.

Bruininks, Robert H.; Meyers, C. Edward; Sigford, Barbara B.; & Lakin, K. Charlie (Eds.) (1981).

Deinstitutionalization and community adjustment of mentally retarded people (Monograph of the American Association on Mental Deficiency, Number 4). Washington, DC: American Association on Mental Deficiency.

mental retardation / deinstitutionalization / community integration

This volume is concerned with the community adjustment of people defined by society as mentally retarded. Its purpose is not to deal with all the concerns surrounding this issue, but to focus on the living patterns of people who at one time lived in public institutions for the mentally retarded, or who would likely have lived in such facilities prior to the deinstitutionalization movement of recent years. This volume examines issues in research on this topic and reports on the findings of selected studies regarding this social phenomenon.

382.

Berryman, Sue E. (1988).

Education and the economy: What should we teach? When? How? To whom? (National Center on Education and Employment, Occasional Paper No. 4). New York: Teachers College, Columbia University; and Washington, DC: The RAND Corporation.

educational reform / economic trends / secondary education

This document is the written text of a presentation at the 1988 Distinguished Speaker Series in Adult Learning at the Graduate School and University Center, the City University of New York, March 30, 1988. The author's premise is that American economic changes and demographic realities may require fundamental changes in what individuals need to learn, how they need to learn it, when they need to learn it, and who needs to learn it. She discusses three strands of research in order to clarify the issues for both advantaged and disadvantaged populations. The first strand

consists of research on changes in the nature and structure of work and in the capacities required for work and bears on what schools should teach. The second strand of research relates to how schools should teach. The third research strand involves at-risk learners as rational decisionmakers.

383.

Noyelle, Thierry (1988).

Services and the new economy: Toward a new labor market segmentation (National Center on Education and Employment, Occasional Paper No. 5). New York: Teachers College, Columbia University; and Washington, DC: The RAND Corporation.

labor market restructuring / economic trends

This paper is an attempt to identify some recent dimensions of labor market restructuring and is based on an analysis of change in the U.S. economy. The author discusses some of the key factors behind the transformation in the demand for labor, examines some principal forces that have transformed the labor supply, and hypothesizes the emergence of new labor markets structured around segments of core and contingent workers.

384.

Natriello, Gary (1989).

What do employers want in entry-level workers? An assessment of the evidence (National Center on Education and Employment, Occasional Paper No. 7). New York: Teachers College, Columbia University; and Washington, DC: The RAND Corporation.

employer needs

This paper reviews a number of studies of employer needs. The author states that a common assumption of those undertaking such studies is that the result of their research can be used to inform and direct efforts to reform and improve schools. The author concludes, however, that employer expressions of needs for young workers are not collected carefully or systematically enough to improve understanding of how the individual characteristics that might be developed with schooling can be more directly used to enhance productivity. He further concludes that current studies of employer needs do not provide adequate information about the needs of employers for entry-level workers.

385.

Richland College (n.d.).

Project SUCCESS: Meeting the diverse needs of learning disabled adults. Dallas: Author. (Comp. No. 84.078C - OSERS File No. 166)

learning disabilities / Project SUCCESS / Texas / postsecondary education

This brief paper outlines the curriculum and the various programs developed and implemented at Richland College for individuals with learning disabilities.

386.

Richland College (1989).

Final report: To the United States Department of Education Office of Special Education and Rehabilitation Services. An outline of "Project SUCCESS" accomplishments in serving learning disabled students. Dallas: Author. (Comp. No. 84.078C - OSERS File No. 166)

Project SUCCESS / learning disabilities / postsecondary education / final report / Texas

This final report is designed to provide information about the success of Project SUCCESS in achieving stated objectives in serving learning disabled individuals, and to offer information for understanding potential benefits and possible problems of adopting aspects of the model. This report also intends to confirm the accountability of the project to public funding and reiterate the congressional intent of transitional services to culminate in students' successful adult life adjustment. The project included development, implementation, and evaluation of screening instruments to identify and place learning disabled individuals; multi-sensory instruction in written expression, tutoring and outreach programs; individualized education planning; career planning and employment skills instruction; and job placement activities.

387.

Lichtenstein, Stephen J. (1989).

Post-school employment patterns of handicapped and nonhandicapped graduates and dropouts. In T. E. Allen (Ed.), Handicapped youth and the outcomes of their schooling - recent research advances in the United States [special issue]. International Journal of Educational Research, 13(5), 501-513.

dropouts / employment outcomes / educational outcomes

This study investigated the post-school employment patterns of handicapped and nonhandicapped graduates and dropouts in the 1980 sophomore cohort of the second follow-up files of High School and Beyond (HSB). Descriptive and inferential statistical methods were used to examine the factors associated with employment status, type of first job held after high school, hours worked per week, income earned, and duration of employment. The findings of this study serve both to confirm and extend previous evidence in the



literature on the labor market performance of selected groups of young adults with mild handicaps. Based on the results, individuals with mild handicaps, who were most likely mainstreamed in high school, appear to have lower levels of employment and associated performance measures in comparison to their nonhandicapped peers. In addition, conservative estimates of the dropout rate of students with specific handicapping conditions indicate significantly higher attrition rates when compared to the rates of the nonhandicapped sample.

388.

Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert (1989).

High school seniors with special needs: An analysis of characteristics pertinent to the school-to-work transition. In T. E. Allen (Ed.), *Handicapped youth and the outcomes of their schooling - recent research advances in the United States [special issue]*. International Journal of Educational Research, 13(5), 489-499.

transition / orthopedically handicapped / hearing impaired / speech disabled / learning disabilities / educational outcomes

High school seniors in four handicapping groups -- orthopedically handicapped (OH), hearing impaired (HI), speech disabled (SD), and learning disabled (LD) -- were compared to nonhandicapped seniors on a range of demographic, achievement, and personal characteristics. Of the four groups, the OH students were the most similar to the nonhandicapped students in terms of the characteristics studied. Based on these similarities, it was concluded that this group would experience the least number of problems in their transition from school to an independent life. The other three groups differed significantly from the nonhandicapped students on almost every characteristic examined. Furthermore, differences were always in a direction that would lead to a prediction of lower success in the transition process, e.g., lower levels of academic achievement, more externalized locus of control, etc. It is noted that the HI, SD, and LD groups shared the characteristic of limited proficiency in English language skill. This finding is discussed in relation to the observation that the job market in the future will require higher levels of English literacy.

389.

Carnine, Douglas W.; & Kameenui, Edward J. (1990).

The General Education Initiative and children with special needs: A false dilemma in the face of true problems. Journal of Learning Disabilities, 23(3), 141-144, 148.

General Education Initiative / learning disabilities

In this article, the authors express their concerns about the ability of the General Education Initiative to serve the needs of at-risk students with learning disabilities. They identify several problems and propose reforms in teaching method and professional infrastructure to serve students with special needs more effectively.

390.

Chadsey-Rusch, Janis; Gonzalez, Patricia; Tines, Jeffrey; & Johnson, John R. (1989).

Social ecology of the workplace: contextual variables affecting social interactions of employees with and without mental retardation. American Journal on Mental Retardation, 94(2), 141-151.

mental retardation / social skills

The social interaction patterns of employees with and without mental retardation across several different competitive employment sites were observed directly; narrative recording procedures were used. The data were analyzed to determine whether there were differences between the two groups of employees and the people involved in the interactions and the time period of the interaction and whether the interaction involved a social or task-related topic. The results were discussed in relation to their implications for integrating workers with mental retardation into settings with nonhandicapped workers.

391.

Nelson, J. Ron; Dodd, John M.; & Smith, Deborah J. (1990).

Faculty willingness to accommodate students with learning disabilities: A comparison among academic divisions. Journal of Learning Disabilities, 23(3), 185-189.

learning disabilities / postsecondary education

One hundred seven faculty members at a northwestern college responded to a questionnaire devised to assess faculty willingness to provide students with learning disabilities instructional, assignment, examination, and special assistance accommodations. Faculty responses to the questionnaire were analyzed to determine if differences existed among faculty in the colleges of Education, Business, and Arts and Sciences. Results indicate that, in general, faculty were willing to provide students with learning disabilities accommodations, but that differences exist among the three academic divisions as to faculty willingness to provide students accommodations. The implications of these results for colleges and universities and future research are discussed.

392.

Haring, Kathryn A.; Lovett, David L.; &amp; Smith, Deborah D. (1990).

A follow-up study of recent special education graduates of learning disabilities programs. Journal of Learning Disabilities, 23(2), 108-113.

learning disabilities / follow-up studies / community integration / educational outcomes / vocational adjustment

This study investigated the postschool vocational and community adjustment of recent special education graduates from a southwestern metropolitan school district. Sixty-four students with learning disabilities (LD) who had attended self-contained classes at 12 high schools were randomly selected. A questionnaire, administered either by telephone or in person, was the source of the data. Thirty-eight of the LD sample were in competitive employment. In general, the LD students received very few community services. For the most part, they received no agency support after graduation. Most of the LD subjects lived with parents or other relatives and most had a driver's license and car. Implications for postsecondary services and future research are discussed.

393.

Saracoglu, Berenice; Minden, Harold; &amp; Wilchesky, Marc (1989).

The adjustment of students with learning disabilities to university and its relationship to self-esteem and self-efficacy. Journal of Learning Disabilities, 22(9), 590-592.

learning disabilities / postsecondary education / self-esteem

Using self-report questionnaires, this study found that a sample of 34 university students with learning disabilities reported significantly poorer self-esteem, academic adjustment, and personal-emotional adjustment than a sample of 31 non-learning-disabled students. For both groups, self-esteem correlated positively with general self-efficacy. Both variables correlated positively with adjustment to university.

394.

Brier, Norman (1989).

The relationship between learning disability and delinquency: A review and reappraisal. Journal of Learning Disabilities, 22(9), 546-553.

learning disabilities / delinquency

Data are presented on the prevalence of learning disabilities among populations of delinquents. Current hypotheses proposed to explain the relatively high prevalence rate are examined in the context of

the research literature pertaining to the psychosocial characteristics of youngsters with learning disabilities and the research literature pertaining to delinquency. A multifactorial explanation is offered, according to which the probability of a youngster with a learning disability becoming delinquent is seen as a consequence of the interaction between specific elements of learning disabilities and specific psychosocial correlates of delinquency.

395.

Beirne-Smith, Mary; & Deck, Mary D. (1989).

A survey of postsecondary programs for students with learning disabilities. Journal of Learning Disabilities, 22(7), 456-457.

postsecondary education / learning disabilities

Four-year colleges and universities identified as offering special programs for postsecondary students with learning disabilities were surveyed to determine the types of services provided. Results related to students served, assessment and referral procedures used, academic and nonacademic services offered, and procedures employed for staff training are discussed in this article.

396.

deBettencourt, Laurie U.; Zigmond, Naomi; & Thornton, Helen (1989).

Follow-up of postsecondary-age rural learning disabled graduates and dropouts. Exceptional Children, 56(1), 40-49.

follow-up studies / learning disabilities / dropouts / employment outcomes / rural areas

This article reports the dropout rates, basic skills competency levels, and employment status of a group of semi-rural learning disabled postsecondary-age youth and a control group of nonlearning disabled same-age peers. Findings indicated significantly higher dropout rates and significantly lower basic skills competency levels among learning disabled youth. Learning disabled graduates and dropouts were not different in how they fared in the employment market for the group, nor were they different compared to peers. Educational implications of these findings and future suggestions for follow-up research are discussed.

397.

Nelson, Ron; & Lignugaris/Kraft, Benjamin (1989).

Postsecondary education for students with learning disabilities. Exceptional Children, 56(3), 246-265.

learning disabilities / postsecondary education

Increasingly, students with learning disabilities are attending community colleges and traditional four-year colleges and universities. This article presents the results of a review of the literature on services available or recommended for students with learning disabilities. The results suggest that postsecondary institutions have begun to provide a wide array of services to these students. There is little empirical evidence, however, on the effectiveness of those services. An agenda for future research is also discussed.

398.

Bursuck, William D.; Rose, Ernest; Cowen, Sara; & Yahaya, Mohd. Azmi (1989).

Nationwide survey of postsecondary education services for students with learning disabilities. Exceptional Children, 56(3), 236-245.

learning disabilities / postsecondary education / statistical data

Postsecondary services for students with learning disabilities vary a great deal from campus to campus, and published guides to postsecondary education services are often inaccurate and incomplete. A nationwide survey was conducted to investigate student service provisions in 2-year colleges and 4-year colleges and universities. The purpose of the study was to identify and catalog postsecondary education service goals and options for students with learning disabilities, and to determine differences between the goals service providers have for these students and services actually provided. The findings and their implications for service providers at both high school and college levels are discussed.

399.

Yell, Mitchell L.; & Espin, Christine A. (1990).

The Handicapped Children's Protection Act of 1986: Time to pay the piper? Exceptional Children, 56(5), 396-407.

Education for All Handicapped Children Act (P.L. 94-142) / Handicapped Children's Protection Act of 1986 (P.L. 99-372)

The Education for All Handicapped Children Act (EAHCA), Public Law 94-142, provides for a free, appropriate public education for handicapped children, as well as due process procedures. However, the EAHCA does not directly address relief available to parents who successfully allege inappropriate actions by schools. In this article, the authors examine case law that has provided three primary types of relief (injunctive relief, tuition reimbursement, and attorneys' fees) in special education lawsuits. The Supreme Court's decision in *Smith v. Robinson*, (1984) which removed attorneys' fees for action under the EAHCA, is analyzed. The congressional reaction to *Smith v. Robinson* and the Handicapped Children's Protection Act of 1986, Public Law 99-372, is described, and case law relying on that act is examined.

400.

Maheady, Larry; Sacca, M. Katherine; & Harper, Gregory F. (1988).

Classwide peer tutoring with mildly handicapped high school students. Exceptional Children, 55(1), 52-59.

peer tutoring / secondary education

Effects of classwide peer tutoring (CWPT) on the academic performance of 14 mildly handicapped and 36 nondisabled students enrolled in three 10th-grade social studies classrooms were examined. Effects were analyzed using a multiple baseline design across settings with a withdrawal of treatment in two classrooms. Analysis of results indicated that the implementation of CWPT produced an average increase of 21 points on weekly tests. With CWPT 60% of all students earned "A" grades, failing grades were virtually eliminated, and no mildly handicapped students received below "C." Anecdotal student and teacher comments were positive. Implications for secondary, mainstreamed students and teachers were discussed.

401.

Sisson, Lori A.; Babeo, Thomas J.; & Van Hasselt, Vincent B. (1988).

Group training to increase social behaviors in young multihandicapped children. Behavior Modification, 12(4), 497-524.

social skills / multiple handicaps

The utility of a group social skills intervention for increasing social behaviors in blind, multihandicapped children was examined in a multiple-baseline analysis. Five multihandicapped elementary school-age boys attending a residential school for the blind were trained to initiate social interactions, respond to initiations by others, and maintain social interactions during social skills lessons that were incorporated into the ongoing classroom curriculum. Assessment of multihandicapped subjects in free-play settings consistently showed higher rates of social, and lower rates of isolate and inappropriate, behaviors with training. These levels more closely approximated levels displayed by nonhandicapped peers in similar situations. Evaluation of generalization to free-play situations with nonhandicapped children, however, revealed limited change in social interaction between handicapped and nonhandicapped participants. A six-month follow-up indicated greater skill maintenance in the presence of trained peers than with untrained multihandicapped children. Results are discussed in terms of (a) the need to develop more cost-efficient skills training procedures that incorporate strategies to promote social behavior change across settings and peer groups; (b) the heuristic value of including untrained handicapped and nonhandicapped peers in social skills assessment settings; and (c) the potential for positive collateral effects with skills training approaches.

402.

Martin, Garry L.; &amp; Hrydowy, E. Rosemarie (1989).

Self-monitoring and self-managed reinforcement procedures for improving work productivity of developmentally disabled workers. Behavior Modification, 13(3), 322-339.

self-management training / developmental disabilities

This article reviews research that examined self-monitoring and/or self-managed reinforcement procedures for improving and maintaining work productivity of developmentally disabled workers. Seventeen articles were encountered that examined self-monitoring and/or self-administration of reinforcers for productivity. In total, 107 developmentally disabled persons experienced self-management procedures, with diagnoses varying from profoundly to mildly retarded. In most of the studies, work productivity improved during intervention conditions. However, in almost all cases, procedural limitations prevent the authors from attributing improvements in productivity to the self-management components of the interventions. Moreover, because of practical limitations, the authors cannot yet offer self-management procedures as a viable strategy to maintain work rates of developmentally disabled workers at acceptable levels throughout typical working days. Additional research is needed that goes beyond the procedural and practical limitations of previous studies.

403.

Starke, Mary C. (1987).

Enhancing social skills and self-perceptions of physically disabled young adults. Behavior Modification, 11(1), 3-16.

social skills / physical disabilities

This study compared the effectiveness of assertiveness training, discussion-support group, and waiting-list control group experiences in enhancing social skills and self-perceptions of 30 disabled undergraduates. Assertiveness-training subjects improved more than discussion-and-control group subjects in the content of their social responses as judged by "blind" observers on the Behavioral Observation Scale (BOS) ( $p < .025$ ). Assertiveness subjects also improved more on the Rathus Assertiveness Schedule ( $p < .01$ ). No significant group differences were found on the Acceptance of Disability (AD) or on the Assertion Inventory scores. A strong association ( $r = .81$ ) was found between judges' ratings of assertiveness on the BOS and subjects' self-ratings on the Rathus ( $p < .001$ ). Significant correlations were also found between BOS and AD scores and between AD scores and duration of disability ( $p < .05$ ).

404.

Shapira, Zur; Cnaan, Ram A.; & Cnaan, Avital (1985).

Mentally retarded workers' reactions to their jobs. American Journal of Mental Deficiency, 90(2), 160-166.

mental retardation / work motivation

Reactions of 34 mentally retarded employees to their jobs were examined in a field study conducted at a sheltered workshop. Three experienced social workers observed a group of retarded employees whose job was assembling toys. The workers were then interviewed on their perceptions of and reactions to their job characteristics and supervision, and these were related to performance data that included performance time, productivity, and effort ratings. Results showed that performance measures were related to perceived job characteristics and that growth-need strength (people's needs for personal development and achievement) affected these relationships. On the basis of these results, the authors discussed the feasibility of using motivation models for retarded workers that were designed for nonretarded workers.

405.

Brown, Lou; Long, Elise; Udvari-Solner, Alice; Davis, Louanne; VanDeventer, Pat; Ahlgren, Charlotte; Johnson, Fran; Gruenewald, Lee; & Jorgensen, Jack (1989).

The home school: Why students with severe intellectual disabilities must attend the school of their brothers, sisters, friends, and neighbors. Journal of the Association for Persons with Severe Handicaps, 14(1), 1-7.

community integration / mainstreaming / educational placement

A home school is the one a student with severe intellectual disabilities would attend if he or she were not disabled. A clustered school is a regular school attended by an unnaturally large proportion of students with intellectual disabilities, but it is not the one any or most would attend if they were not labeled disabled. Students who have severe intellectual disabilities should attend home schools so that (a) all children can be prepared to function in a pluralistic society; (b) the most meaningful and individually appropriate instructional environments and activities can be used; (c) parents, guardians, brothers, and sisters can have reasonable access to schools and services; and (d) a wide range of social relationships with students and others who are not disabled can be developed, maintained, and enhanced over long periods of time. The individualized educational program (IEP) of each student should include individually determined kinds and amounts of instruction in chronological age-appropriate regular education classrooms; on school grounds, but not in regular classrooms; and in a wide variety of integrated nonschool environments that will actually be used during nonschool hours and days. Individually determined kinds and amounts of direct therapy and other needed



services also must be provided from a home school base. Once a student with intellectual disabilities attends a home school, the next major issue becomes whether the student should be based in a regular education or in a special education classroom.

406.

Brown, Lou; Long, Elise; Udvari-Solner, Alice; Schwarz, Patrick; VanDeventer, Pat; Ahlgren, Charlotte; Johnson, Fran; Gruenewald, Lee; & Jorgensen, Jack (1989).

Should students with severe intellectual disabilities be based in regular or in special education classrooms in home schools? Journal of the Association for Persons with Severe Handicaps, 14(1), 8-12.

community integration / mainstreaming / educational placement

All students with severe intellectual disabilities should attend the schools they would attend if they were not disabled: that is, their home schools. In a home school, each student must have an individualized educational program (IEP) that requires individualized instruction in chronological age-appropriate regular education classrooms; individual instruction on school grounds, but not in regular education classrooms; and individualized instruction in a wide variety of integrated non-school environments that will actually be used during nonschool days and hours. The resources necessary to develop, maintain, and enhance an array of social relationships with nondisabled peers and others over long periods of time and individually appropriate therapy services are also considered critical components of each IEP. The focus in this article is whether students with severe intellectual disabilities should be based in special education classrooms or in chronological age-appropriate regular education classrooms in home schools. Ten challenging issues related to these two options are addressed.

407.

Farlow, Leslie J.; & Snell, Martha E. (1989).

Teacher use of student performance data to make instructional decisions: Practices in programs for students with moderate to profound disabilities. Journal of the Association for Persons with Severe Handicaps, 14(1), 13-22.

data analysis / decision making / instructional methods

Best practices in programs for students with moderate to profound disabilities include the regular collection and use of direct observational data on student performance. Unfortunately, research indicates that teachers who have training in data collection and analysis often do not apply these skills. This study sought to examine the actual decision-making practices of skilled teachers who regularly collected observational data on their students with severe disabilities. A questionnaire was completed by 57 teachers

who averaged 6 years' teaching experience. The respondents had been recommended by teacher trainers, program administrators, and researchers in special education as having training and experience in data collection and education of students with severe disabilities. The results of participants' responses to this questionnaire yielded a favorable portrait of experienced teachers trained to use data for program monitoring with students with severe disabilities. The respondents did collect and examine data frequently but did not agree on how to utilize the data. The majority of teachers reported having rules for the types of decisions included in the questionnaire, but there was lack of consensus about how the evaluation of data guided instructional decision making. The aspects of their practices having clear implications for teacher trainers and future research on instructional decisions are discussed.

408.

Haring, Thomas G.; & Breen, Catherine (1989).

Units of analysis of social interaction outcomes in supported education. Journal of the Association for Persons with Severe Handicaps, 14(4), 255-262.

community integration / supported education

In spite of increased advocacy efforts, demonstrations, and consumer demand for supported education, there is a paucity of empirical research that investigates the predicted outcomes of this model. The rationale for supported education is based largely on increasing social participation, acceptance, and friendships between students with severe disabilities and nondisabled students. This article discusses several issues that underlie the development of measurement systems to evaluate the social effects of supported education. The authors believe that it is essential to measure the outcomes of supported education (i.e., increased acceptance, social participation, and levels of friendships) as well as the process variables (e.g., specific social interaction skills) that are pivotal in creating the outcomes. An assessment model for outcome and process variables is described. Within this model, social interaction skills, organizational support characteristics, and contextual features are viewed as pivotal events in attaining valued outcomes.

409.

Stainback, William; & Stainback, Susan (1989).

Using qualitative data collection procedures to investigate supported education issues. Journal of the Association for Persons with Severe Handicaps, 14(4), 271-277.

qualitative research / supported education

There is growing interest in the potential contributions of qualitative research to scholarly inquiry, and what was a quiet and perhaps peripheral aspect of educational research has been moving rapidly toward center stage in recent years. This article identifies two data collection procedures employed in qualitative research and discusses how these procedures can be used to investigate emerging issues in supported education.

410.

Winking, Deborah L.; Trach, John S.; Rusch, Frank R.; & Tines, Jeffrey (1989).

Profile of Illinois supported employment specialists: An analysis of educational background, experience, and related employment variables. Journal of the Association for Persons with Severe Handicaps, 14(4), 278-282.

supported employment

Coordinators of Illinois supported employment programs were surveyed for information regarding the demographics and reasons for job turnover of employment specialists. In addition, the employment specialist position was compared with that of direct service personnel in local rehabilitation agencies in terms of salary, benefits, and turnover. Survey results showed that although 58% of the programs responding required employment specialist applicants to hold a bachelor's degree, only 34% of those employment specialists actually hired held a bachelor's degree in a related field and an additional 10% held a degree in an unrelated field. Approximately two individuals were hired for every available employment position in the Illinois supported employment program, with salary identified as the primary reason for the turnover. Although the nature of the direct service role fulfilled by the employment specialist in supported employment differs greatly from that of traditional direct service personnel within the local rehabilitation agency (e.g., workshop floor supervisors, day activity trainers), 55% of the programs responding stated that the salary levels for the two groups were comparable.

411.

Kregel, John; Shafer, Michael S.; Wehman, Paul; & West, Michael (1989).

Policy development and public expenditures in supported employment: Current strategies to promote statewide systems change. Journal of the Association for Persons with Severe Handicaps, 14(4), 283-292.

supported employment / public expenditures

Supported employment for persons with developmental and other severe disabilities has moved rapidly from university-based demonstration projects to the development of comprehensive statewide services delivery systems. This article reports the

results of a survey of 27 states that received major systems change grants from the Rehabilitation Services Administration (RSA) to convert traditional day activity programs to supported employment. The results indicate that although mechanisms have been developed to establish a large number of supported employment programs, states are taking a very cautious approach toward converting existing segregated employment settings, funding for ongoing support services is often unavailable, and specific procedures for including individuals with the most severe disabilities are poorly defined. Expenditures for supported employment have risen dramatically. During fiscal years 86-88, RSA expenditures approached \$75 million, obligations from mental health and mental retardation agencies have increased 460%, and collectively over \$214 million has been obligated by federal and state agencies for supported employment.

412.

Kregel, John; & Wehman, Paul (1989).

Supported employment: Promises deferred for persons with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 14(4), 293-303.

supported employment

The extent of supported employment participation by individuals with severe or profound disabilities was investigated through an analysis of the employment histories and functional characteristics of 1,411 individuals involved in supported employment programs in eight states. Results indicated that individuals currently participating in supported employment possessed very limited previous employment experience, yet did not possess functional characteristics indicative of individuals with severe or profound disabilities. Persons with severe or profound disabilities were found to be minimally represented in current supported employment efforts, representing less than 8% of all individuals investigated. Based upon the results of the study, recommendations are offered to enhance the opportunities of individuals with severe or profound disabilities to benefit from the national supported employment initiative, including the need for further research and demonstration activities and the necessity of immediate modification of federal and state supported employment policies.

413.

Singer, George H. S.; Irvin, Larry K.; Irvine, Blair; Hawkins, Nancy; & Cooley, Elizabeth (1989).

Evaluation of community-based support services for families of persons with developmental disabilities. Journal of the Association for Persons with Severe Handicaps, 14(4), 312-323.

developmental disabilities / community integration / support services / parent involvement

This article presents an evaluation of a multi-element parent and family support intervention for parents of school-aged persons with severe disabilities. Using an experimental design, the authors compared two randomly assigned groups of parents: one group received a modest level of support consisting of respite care and case management, and the second group received an intensive intervention that consisted of stress management and parenting skills training, support groups, and additional community-based respite care. The authors discuss the results and limitations of the study in light of current efforts to create family support services nationwide.

414.

Shaver, Michael S.; Rice, Martha Larus; Metzler, Helen M. D.; & Haring, Michael (1989).

A survey of nondisabled employees' attitudes toward supported employees with mental retardation. Journal of the Association for Persons with Severe Handicaps, 14(2), 137-146.

attitudes / supported employment / mental retardation / community integration

A survey was administered to 212 co-workers of supported employees with mental retardation. The purpose of the survey was to assess the perceptions and experiences of nondisabled employees with co-workers with mental retardation. Results suggest that contact in the workplace does not significantly affect the attitudes of nondisabled employees regarding the social and vocational competence of individuals with mental retardation. Results also indicate that the attitudes of nondisabled employees are not significantly affected by the level of mental retardation experienced by their supported employment co-workers. The results also suggest that the majority of contact between nondisabled employees and supported employees concentrated on task performance; very little contact between employees was reported during break hours at work and after work hours. These results are discussed in light of their implications for supported employment providers.

415.

Zirpoli, Thomas J.; Hancox, David; Wieck, Colleen; & Skarnulis, Edward R. (1989).

Partners in Policymaking: Empowering people. Journal of the Association for Persons with Severe Handicaps, 14(2), 163-167.

advocacy / self-advocacy / developmental disabilities

Advocacy for people with disabilities and their families has evolved from the provision of public protective services to private and independent advocacy service groups, and finally to self-advocacy. This article describes one empowerment and self-advocacy training program for parents of young children and

individuals with disabilities. An overview of the Partners in Policymaking program and the participants is provided along with Year 1 outcomes. The benefits of self-advocacy and the need for additional training programs are stressed.

416.

Hughes, Charles A.; & Smith, Judith Osgood (1990).

Cognitive and academic performance of college students with learning disabilities: A synthesis of the literature. Learning Disability Quarterly, 13(1), 66-79.

learning disabilities / postsecondary education

The literature pertaining to college students with learning disabilities was reviewed to arrive at a summary of empirical reports on the academic achievement and cognitive ability of this population. Of the more than 100 articles published over a 20-year time span, less than one third were data based and reported academic and cognitive performance. Nevertheless, there is evidence that college students with learning disabilities may present unique problems which adversely affect academic performance. Findings include levels of intellectual functioning as well as performance in reading, math, writing, and foreign language. Research needs and implications for service provision are discussed.

417.

Dukes, Melinda; & Saudargas, Richard A. (1989).

Teacher evaluation bias toward LD children -- Attenuating effects of the classroom ecology. Learning Disability Quarterly, 12(2), 126-132.

learning disabilities / teacher evaluation bias

The present study investigated whether classroom context cues in videotapes showing a nonhandicapped and an LD expectancy would attenuate teacher evaluation bias. Participants were 80 elementary-school teachers who were randomly divided between a nonhandicapped and an LD expectancy. The teachers completed a rating scale on a child's behavior before and after viewing a videotape of children engaged in individual seatwork or group instruction. Results showed that at pretest the teachers' ratings differed according to the assigned label. After viewing the videotape, the teachers rated the child's behavior during group instruction as less appropriate concurring with the child's actual behavior. The findings suggest that teachers hold initial biases about the behavior of LD and normal children, but take into account the classroom context when rating actual behavior.

418.

Gresham, Frank M.; &amp; Elliott, Stephen N. (1989).

Social skills assessment technology for LD students. Learning Disability Quarterly, 12(2), 141-152.

social skills / learning disabilities / assessment techniques

Advances in a social skills assessment technology for students with learning disabilities are discussed. The authors present the modified definition of learning disabilities proposed by the Interagency Committee on Learning Disabilities and discuss it in the context of social skills assessment. The proposed definition identifies social skills deficits as a primary learning disability and evidence for this definition is presented. Social skills assessment techniques are reviewed and critiqued in terms of their psychometric adequacy. Finally, directions are suggested for future research in social skills functioning of students classified as learning disabled.

419.

Shapiro, Edward S. (1989).

Teaching self-management skills to learning disabled adolescents. Learning Disability Quarterly, 12(4), 275-287.

learning disabilities / social skills / self-management training

Learning disabled adolescents often display deficiencies in problem-solving and interpersonal social skills. These deficiencies tend to pose particular difficulties for successful transitions from the school to work environments. The present 3-year study investigated the impact of a self-management training program for LD adolescents (N=67 across all three years) who were attending a vocational-technical school. The study specifically examined changes in subjects' problem-solving and job-related social skills. Results showed significant and substantial improvements in LD students who received the self-management training program compared to both LD and non-learning-disabled students who were not trained. Implications for enhancing the curriculum for LD adolescents as well as the potential limitations of the findings are discussed.

420.

Marston, Douglas (1987-1988).

The effectiveness of special education: A time series analysis of reading performance in regular and special education settings. Journal of Special Education, 21(4), 13-26.

special education / data analysis

Much of the current research on special education effectiveness challenges the notion that delivery of these services to handicapped children significantly improves their academic performance in schools. It is argued here that such conclusions are premature since many of these studies are based upon tests with poor technical adequacy of flawed experimental designs. It is reasoned that a more efficacious approach to investigating issues of special education effectiveness might rely on time series analysis where researchers examine the response of handicapped children to varying educational interventions. This study presents such an approach where the impact of regular and special education on 11 mildly handicapped children is studied by analyzing their slope of improvement on weekly curriculum-based measures (CBM) reading scores. The data for these pupils suggest that special education is in fact a significant educational intervention, and that time series analysis of CBM data is a useful evaluation tool. In addition, the report provides an analysis of the instructional environment of these children in their regular and special education settings.

421.

Garvar, Adrienne; & Schmelkin, Liora Pedhazur (1989).

A multidimensional scaling study of administrators' and teachers' perceptions of disabilities. Journal of Special Education, 22(4), 463-478.

attitudes

There is a growing recognition that the perceptions educators hold about youngsters with disabilities may affect the way they classify and treat these children in their classes. The present investigation focused on the perceptions of disabilities of four groups of educators: elementary school principals, special education administrators, regular elementary teachers, and special education teachers. The study examined differences in the perceptual spaces of the four groups. Multidimensional scaling was utilized to assess the perceptions of disabilities. Results indicated that perceptions of disabilities were multidimensional and that the perceptual structure differed for the four groups. Despite the differences among the perceptual spaces, the groups shared some commonalities relating to physical, behavioral-emotional, perceptual, and sensory disabilities.

422.

Fairweather, James S.; Stearns, Marian S.; & Wagner, Mary M. (1989).

Resources available in school districts serving secondary special education students: Implications for transition Journal of Special Education, 22(4), 419-432.

transition / secondary education / special education / resource availability



Survey data were gathered from 1,450 school districts to determine the extent to which vocational and transition-oriented services were available to secondary-age special education students. Extensive variation between districts was found in the types of students served and in the configuration of agencies serving them. Most districts reported cooperating with other districts or agencies to find appropriate instructional settings and related services. District size was strongly related to number and variety of services, with larger districts providing more services to more secondary special education students with a wider range of disabilities compared to smaller districts. In most districts, vocational training was available and accessed by special education students, but special transition-oriented arrangements, such as assisting special education students to find jobs, were less evident.

423.

Okolo, Cynthia M.; & Sitlington, Patricia L. (1988).

Mildly handicapped learners in vocational education: A statewide study. Journal of Special Education, 22(2), 220-230.

vocational education / special education

This study gathered data regarding general instructional practices within secondary vocational education programs and practices specifically related to handicapped learners in these programs. Surveys were mailed to a stratified random sample of 615 Indiana secondary vocational educators, with 388 analyzable surveys returned (63%). The following results were obtained: (a) a high level of independence was required of all vocational education students, especially in the vocational laboratory; (b) vocational educators often used hands-on experience and demonstrations in the laboratory setting, but they relied heavily on reading and writing skills in the classroom; (c) the primary modifications made for handicapped learners entailed the provision of extra assistance or additional time, with curricular or instructional modification occurring much less frequently; (d) although the educators in the sample were veteran teachers and highly educated, 38% had not received any type of training in working with handicapped learners; (e) vocational educators appeared to have minimal involvement in decisions regarding placement of handicapped learners in their programs; (f) consultation regarding handicapped learners in vocational education appeared to be unsystematic; and (g) the vocational educators in this study were comfortable in having a handicapped learner in their classroom.

424.

Sabornie, Edward J.; Kauffman, James M.; Ellis, Edwin S.; Marshall, Kathleen J.; & Elksnin, Linda K. (1987-1988).

Bi-directional and cross-categorical social status of learning disabled, behaviorally disordered, and nonhandicapped adolescents. Journal of Special Education, 21(4), 39-56.

learning disabilities / behavior disorders / social status / adolescents

Assigned and received social status of mildly disabled, mildly behaviorally disordered, and nonhandicapped high school students was examined. Twenty-two subjects in each group were equated on several demographic variables, and a rating scale sociometric instrument was administered in regular physical education classes that enrolled at least one exceptional student. Results indicated that the mildly handicapped and nonhandicapped samples differed from a larger nonhandicapped population in several aspects of bi-directional social status. In cross-categorical comparisons of assigned social status, the three groups did not differ significantly. With regard to cross-categorical received status, however, the comparison groups varied widely. Findings are discussed with regard to similarities and differences among mildly handicapped individuals, and the need to consider aspects of their social interrelations.

425.

Brinker, Richard P. (1985).

Interactions between severely mentally retarded students and other students in integrated and segregated public school settings. American Journal of Mental Deficiency, 89(6), 587-594.

social interaction / social skills / integration

Severely mentally retarded target students (n=245) from 14 school district in 9 states were observed in integrated and segregated social groups in 1981 and 1982. The rate of social bids directed by these students to other students and by other students to them was significantly higher in integrated social groups than in segregated social groups. In addition, a higher rate of positive bids was directed by nonretarded students to severely retarded students in comparison to bids from other handicapped students in integrated groups. Nonretarded students responded to social bids from severely retarded students more frequently than did other retarded students. The implications of the results of integration for severely retarded students are discussed in terms of increased social interaction opportunities and the generalized usage of social skills.

426.

Zetlin, Andrea G.; & Turner, Jim L. (1985).

Transition from adolescence to adulthood: Perspectives of mentally retarded individuals and their families. American Journal of Mental Deficiency, 89(6), 570-579.

transition / mental retardation / parent involvement

From ethnographic fieldnotes and life history interviews, basic descriptive data were presented that depict the adolescent life stage as it was recounted by 25 mildly retarded individuals and their parents. Patterns of adolescent adjustment are described in terms of the issues and concerns that preoccupied the retarded adolescents, the problem behavior exhibited by these young persons, and what parents did about their children's problems. Comparison of adolescent adjustment patterns and current adult status revealed that the central concerns of adolescence remain problems of only some mildly retarded adults. The majority regard normative achievements as most salient to their self-identity and well-being.

427.

Feldman, David; & Altman, Reuben (1985).

Conceptual systems and teacher attitudes toward regular classroom placement of mildly mentally retarded students. American Journal of Mental Deficiency, 89(4), 345-351.

teacher attitudes / mental retardation / mainstreaming

The effects of a teacher personality construct (abstract vs. concrete conceptual system) and two pupil variables (race, school behavior) on 454 regular classroom teachers' attitudes toward mainstreaming were determined. Following administration of the Conceptual Systems Test, teachers were randomly assigned a profile of a mildly mentally retarded student that held pupil IQ and school achievement constant while varying pupil's race and school behavior. Subjects responded on an integration inventory comprised of three subscales: social psychological classroom environment, self-actualization, and classroom cohesiveness. Results revealed a significant main effect on the behavior variable and a significant Personality x Race interaction on all inventory dimensions, suggesting that these teachers perceived maladaptive behavior of mainstreamed retarded students as a significant threat to a conducive instructional atmosphere and the capability of nonretarded students to achieve their potential. These results have implications for inservice training for teachers based on the pupil race and teacher conceptual system findings.

428.

McEvoy, Mary A.; Nordquist, Vey M.; & Cunningham, Jo Lynn (1984).

Regular- and special-education teachers' judgments about mentally retarded children in an integrated setting. American Journal of Mental Deficiency, 89(2), 167-173.

special education / mental retardation / mainstreaming / teacher attitudes

A three-way design was used to determine whether teachers' judgments about mentally retarded children would be related to characteristics of the teacher, or characteristics of an integrated free-play setting, or both. Independent variables were

integration ratio, area of teacher's specialization, and target child. The dependent variable was teachers' judgments about handicapped children in an integrated setting. Subjects were 15 regular-education teachers and 15 special-education teachers who taught at the primary school level. Judgment ratings by regular-education teachers depended both on the characteristics of the target child and the integration ratio in the free-play activity. Special-education teachers' judgments also were influenced by characteristics of the child observed but not the integration ratio.

429.

Seltzer, Marsha Mailick (1984).

Correlates of community opposition to community residences for mentally retarded persons. American Journal of Mental Deficiency, 89(1), 1-8.

community integration / mental retardation / residential facilities / attitudes

A sample of 43 community residences was studied in order to examine the correlates of community opposition. Residences that conducted public education were significantly more likely to encounter opposition than were residences that did not. The point in the development of the residence at which the community became aware of the existence of the facility was also found to be related to the extent of opposition encountered. Implications for policy and practice were discussed.

430.

Heal, Laird W.; Colson, Linda S.; & Gross, Jerry C. (1984).

A true experiment evaluating adult skill training for severely mentally retarded secondary students. American Journal of Mental Deficiency, 89(2), 146-155.

mental retardation / skill acquisition / special education / secondary education / social skills

Skill acquisition by secondary-level severely mentally retarded students was assessed on functional community and living skills task analyses. Students were trained in natural settings according to a behavioral analysis of the curriculum into systematic teaching and error-correction procedures. Classroom training in the district high school supported the teaching that occurred in the community. The evaluation of student performance on specific skills was done using random assignment to training and control conditions in a cross-over design. Students showed significantly greater gains on those tasks for which they were trained than on those for which they were not. In addition to this specific skill training, a daily checklist showed significant progress by all students on a broad array of skill sequences. Discussion stressed

the contribution of the project to ideologically appropriate public school programs for severely mentally retarded students, to behaviorally based instructional technology, and to evaluation using true experimental designs.

431.

Melstrom, Margaret A. (1982).

Social ecology of supervised communal facilities for mentally disabled adults: VII. Productivity and turnover rate in sheltered workshops. American Journal of Mental Deficiency, 87(1), 40-47.

sheltered workshops / mental retardation / productivity / turnover

Turnover, reasons for termination, productivity, and number of hours worked as a function of demographic data, workshop settings, and measures of sociability for mentally disabled adults at six sheltered workshop settings were examined. An annual turnover rate of 48 percent was found, but only residence type and workshop setting were related to length of time in the workshop before termination. Physical attractiveness and sociability (as observed during free periods at the workshops) were positively related to productivity, but only workshop settings predicted number of hours worked. Clients who terminated from the agency for positive reasons were highest in sociability and desire for affiliation, whereas clients who terminated for negative reasons were lowest in sociability and desire for affiliation. Sex, IQ, diagnosis, and history of institutionalization were unrelated to vocational variables.

432.

Lakin, K. Charlie; Krantz, Gordon C.; Bruininks, Robert H.; Clumpner, Jane L.; & Hill, Bradley K. (1982).

One hundred years of data on populations of public residential facilities for mentally retarded people. American Journal of Mental Deficiency, 87(1), 1-8.

residential facilities / mental retardation

Data from 100 years of formal surveys of population and administrative characteristics of public residential facilities for mentally retarded people were summarized. Sources of these data were described. Results of the studies in the areas of total population, average number of residents per institution, annual per capita cost of care, resident movement (first admissions, readmissions, discharges, and deaths), and resident-to-staff ratios were presented to show trends over the 100-year period.

433.

Rusch, Frank R.; &amp; Minch, Kathleen E. (1987).

Co-worker-Mediated Intervention Research Program: Identifying post placement follow-up services. Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

co-worker involvement / supported employment

This manuscript outlines 10 activities designed to implement a supported work program that features co-worker involvement.

434.

McNair, Jeff; &amp; Rusch, Frank R. (1989).

The Co-worker Involvement Instrument. Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

Co-worker Involvement Instrument

This paper describes the development and psychometric validation of the Co-worker Involvement Instrument. Studies of reliability included inter-rater and test-retest reliability. Validity studies included content and face validity. All reliability correlations met or exceeded .80, and the validity of the instrument was also supported. Potential applications of the instrument are also discussed.

435.

Rusch, Frank R.; Hughes, Carolyn; Johnson, John R.; &amp; Minch, Kathleen E. (n.d.).

A descriptive analysis of interactions between co-workers and supported employees. Unpublished manuscript, University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

co-worker involvement / social interaction / supported employment

This study describes varying types of nonhandicapped co-worker interactions with supported employees. Results indicated that co-workers interact extensively with persons who are mentally retarded. Surprising findings included high levels of advocacy between co-workers and persons with severe/profound mental retardation, and a relatively high percentage of co-workers assuming evaluation and training roles. Results are discussed in relation to the work behavior literature which indicates that in general co-workers provide considerable natural support for employees across work environments.

436.

Commission on Education of the Deaf (1988).

Toward equality: Education of the deaf. Washington, DC: U.S. Government Printing Office.

deaf education / hearing impaired / elementary education / secondary education / postsecondary education / pre-college education / deaf-blindness / professional standards and training

This report details the findings, in condensed form, of an 18-month study of the status of education for persons who are deaf in the United States. The Commission concludes that the status of deaf education is unsatisfactory and discusses at length various means to rectify the situation. Among the Commission's recommendations for deaf children and youth are suggestions for dealing with appropriate education and the least restrictive environment concept. In the area of postsecondary education, the Commission stresses the establishment of comprehensive services centers, a new role for the federally supported Regional Postsecondary Education Programs for the Deaf, and competitively available research funding. Other recommendations include those concerning professional standards for educators, interpreters, and rehabilitation specialists who work with the hearing impaired, as well as new requirements for captioned TV services. The Commission recommends recognizing the existence and importance of deaf culture. The Commission also considers the needs of minority group members who are hearing impaired.

437.

Trach, John S. (1989).

Analysis of the interrelationship of employment services and supported employment program outcomes. Unpublished dissertation, University of Illinois, Champaign.

supported employment / program evaluation

This study proposed to identify the relationship between the nature and extent of employment services offered by supported employment programs and the resulting outcomes achieved by workers. Data for this study were collected by means of sampling programs and workers that received technical assistance from the Illinois Supported Employment Project at the University of Illinois. Outcomes of four models of employment services were evaluated: individual placement, dispersed enclave, clustered enclave, and mobile work crew. Programs utilizing the mobile work crew placement model implemented different employment services from programs utilizing the other three models. No significant differences were found between programs utilizing the latter three placement models, and no consistent differences among employment services and the selected outcomes for the latter three placement models were identified. The finding that those employment services that were offered did not vary significantly across individual, dispersed,

and clustered enclaves seemed to indicate that the outcomes achieved were the important factor, not the type of placement model that is utilized. Further research should be conducted to more specifically detail the combination of employment services that most efficiently attain desired supported employment outcomes for persons with severe disabilities.

438.

Brolin, Donn E.; & Gysbers, Norman C. (1989).

Career education for students with disabilities. Journal of Counseling and Development, 68, 155-159.

transition / career education

Career education is as important for students in special education services as it was a decade ago. The majority of these students continue to experience extreme difficulties in making a successful transition from secondary programs to employment and independent living. The authors review the state of the art and then present a life-centered career education curricular approach to prepare students with the important competencies needed for successful adult adjustment. Sample programs are cited. The school counselor is viewed as an important contributor to this process, and several critical guidance functions are recommended by using a comprehensive guidance program model. A challenge to the professional is presented to complete the unfinished agenda that presently exists in services to students with disabilities.

439.

Bannerman, Diane J.; Sheldon, Jan B.; Sherman, James A.; & Harchik, Alan E. (1990).

Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. Journal of Applied Behavior Analysis, 23(1), 79-89.

developmental disabilities / mental retardation / client rights

In the pursuit of efficient habilitation, many service providers exercise a great deal of control over the lives of clients with developmental disabilities. For example, service providers often choose the client's habilitative goals, determine the daily schedule, and regulate access to preferred activities. This paper examines the advantages and disadvantages of allowing clients to exercise personal liberties, such as the right to choose and refuse daily activities. On one hand, poor choices on the part of the client could hinder rehabilitation. On the other hand, moral and legal issues arise when the client's right to choice is abridged. Recommendations are offered to protect both the right to habilitation and the freedom to choose.



440.

Repp, Alan C.; Karsh, Kathryn G.; &amp; Lenz, Mark W. (1990).

Discrimination training for persons with developmental disabilities: A comparison of the task demonstration model and the standard prompting hierarchy. Journal of Applied Behavior Analysis, 23(1), 43-52.

developmental disabilities / mental retardation / prompting hierarchy / task demonstration model

A comparison was made between two procedures for teaching persons with severe handicaps: (a) the task demonstration, which is based upon a fading procedure and general case programming, and (b) the standard prompting hierarchy, a least-to-most intrusive prompting procedure commonly used to teach these individuals. Five phases were used in comparing the procedures: pretesting, training, two generalization tests, and a 6-month maintenance test. Eight students learned two discrimination tasks by each procedure, with each task involving two- or three-digit numbers. The task demonstration model proved superior to the standard prompting hierarchy in 29 of 32 tests of correct responding. Results are discussed in terms of implications for stimulus control training strategies.

441.

Lovett, Herbert (1985).

Cognitive counseling and persons with special needs: Adapting behavioral approaches to the social context. New York: Praeger Publishers.

cognitive counseling / mental retardation

The book describes the use of behavioral methods to teach social and cognitive skills to the severely and profoundly mentally retarded. This introduction and guidebook outlines general principles and offers many case studies to illustrate the concepts under discussion and is based on the author's extensive experience with retarded adults in various settings.

442.

Calkins, Carl F.; &amp; Walker, Hill M. (1990).

Social competence for workers with developmental disabilities: A guide to enhancing employment outcomes in integrated settings [with forms packet]. Baltimore: Paul H. Brookes Publishing Co.

employment outcomes / developmental disabilities / social skills

The book is based upon a behavioral-ecological conceptualization of employment-related social skills and social competence, and targets the concept of person-environment fit as a central feature of any

program that attempts to address adequately the complex needs of persons with disabilities in the arena of social-behavioral adjustment. This resource provides detailed guidance on employment-related assessment, social competence demands, intervention selection, and agency evaluation. Its sections are: User's Overview, Social Competence Match, Intervention Selection, Program Planning, and Resources. Each copy of the book is accompanied by a complete 43-form set of "habilitation planning forms" for use with individual employees. The book is a product of the Enhancing Employment Outcomes (EEO) Consortium Project, a federally funded project of the U.S. Administration on Developmental Disabilities.

## 443.

Hagner, David C.; & Murphy, Stephen T. (1989).

Closing the shop on sheltered work: Case studies of organizational change. Journal of Rehabilitation, 55(3), 68-74.

sheltered workshops / supported employment

Qualitative research methods were used to examine the process of change from sheltered work to supported work models in three rehabilitation agencies. Of particular interest was the relative strength of "content" and "systemic" variables. Fundamental changes were found to have occurred within each agency, led primarily by one or two key individuals with a strong commitment to an ideology of community-based services. Two distinct stages in the change process emerged. Economic pressure played a dominant role during the initiation phase at two of the agencies. The use of tactics for dealing with resistance and for ensuring permanence and stability was evident during the second, formalization phase.

## 444.

National Association of State Directors of Special Education (NASDSE)/Project FORUM (1989).

State efforts to examine the experiences, transition and post school outcomes of students with handicaps: A descriptive summary. (Washington, DC): Author.

transition / data collection

The successful transition by students with handicaps from school to work and adult life has become a focus of State attention over the last several years. In 1988, the National Association of State Directors of Special Education (NASDSE) conducted a survey, described in this report, to identify and describe data collection and other activities in which States are engaged that exceed Federal reporting requirements. Numerous activities, either underway or planned, were reported. The activities, studies and data collection efforts States are undertaking reflect diverse methodological and philosophical perspectives. This report

describes in brief the initiatives or plans of States. It is intended to provide States, whether potentially or currently pursuing activities, with information about the variety of ways in which States are implementing various types of data collection and other initiatives.

445.

Morrissey, Patricia A.; & Silverstein, Robert (1989).

The Technology-Related Assistance for Individuals with Disabilities Act of 1988. American Rehabilitation, 15(2), 4-6, 28.

Technology-Related Assistance for Individuals with Disabilities Act of 1988 (PL 100-407) / federal legislation

This article provides an overview of the Technology-Related Assistance for Individuals with Disabilities Act of 1988. It includes background on the legislation, funding information; a description of the State Grant Program, Title I of the Act, and of the Programs of National Significance, Title II of the Act; and concludes with some observations on the implications of the legislation.

446.

Roessler, Richard T.; Loyd, Robert J.; & Brolin, Donn E. (1990).

Implementing life-centered career education: Contextual barriers and implementation recommendations. Academic Therapy, 25(4), 523-533.

transition / Life-Centered Career Education (LCCE)/Employability Enhancement Strategies (EES) Project / career education

Incorporated into a single curriculum, the Life-Centered Career Education (LCCE) and Employability Enhancement Strategies (EES) instructional and assessment materials provide a comprehensive career education/transitional program for public schools. The system is, however, of little value unless schools are able to implement it. Therefore, the purpose of this report is to identify contextual barriers that inhibit the implementation of the LCCE/EES curriculum. Solutions discussed in the report are: increasing administrative commitment, involving teachers, increasing coordination of transition services, increasing parent involvement, and increasing community placements.

447.

Brolin, Donn; & Loyd, Robert (1989).

Career education for students in special education. Journal of Career Development, 15(4), 265-273.

career education / special education

The purpose of this article is to present some of the major indicators of career education activity and accomplishment on behalf of students in special education. It is the authors' hope that the reader will be apprised of some significant efforts that are being expended by special educators and others who believe in the importance of career education for these individuals.

448.

Virginia Commonwealth University. Rehabilitation Research and Training Center (Producer) (1990).

Implementing supported employment: Follow-along, ongoing support and troubleshooting (Supported Employment Telecourse Network [SET NET]) [Videocassette]. Richmond, VA: Producer.

video production / supported employment

Moderator Cindy Oppenheim and Guests Frank R. Rusch and Janet Hill focused the presentation on (a) how to identify and use natural supports in the workplace and (b) how empowerment of the individual worker is an effective technique to facilitate true independence in the workplace. The discussion is enhanced by short film vignettes illustrating key points in the discussion and by several question-and-answer segments in which viewers of the telecourse were able to phone in their questions to the participants for reply on-the-air.

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**84.158N**  
**Secondary Education and Transitional Services:  
Training and Employment Models for Youth with Severe Handicaps**

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## OSERS PROJECTS FILE LISTING\*

**84.023D**  
**Handicapped Children's Model Programs:**  
**Youth Employment Projects**  
**(Expired)**

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Diane Baumgart Project Director Department of Special Education University of Idaho Moscow, ID 83843 (208) 885-6172	9	Carla Jackson Project Coordinator Office of Superintendent of Public Instruction Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6733	17
J. Edward Carter Project Director Boston College McGuinn Hall, B-19 Chestnut Hill, MA 02167 (617) 552-8208	10	Dr. Alan Lerman Project Director Lexington Center, Inc. 30th Avenue & 75th Street Jackson Heights, NY 11370 (718) 899-8800 Ext. 316	12
Dr. Charles C. Coker Project Director Research and Training Center University of Wisconsin/Stout Menomonie, WI 54751 (715) 232-1151	19	Dr. John McDonnell Project Director Milton Bennion Hall 221 University of Utah Salt Lake City, UT 84112 (801) 581-8121	16
Dr. Joseph Demarsh Project Director Southwest Business, Industry & Rehabilitation Association 4410 N. Saddlebag Trail Scottsdale, AZ 85251 (602) 274-2710	8	John Melder Rochester City School District 131 W. Broad Street Rochester, NY 14608 (716) 325-4560	13
Dr. Anne M. Donnellan Project Director University of Wisconsin/Madison 1025 W. Johnson, Room 570 Madison, WI 53706 (608) 263-4272	18	Dr. Jo Ann Sowers Project Director Oregon Research Institute 1899 Williamette Eugene, OR 97401 (503) 484-2123	15
Pat Haley Oregon Health Services University Child Development & Rehabilitation Center P.O. Box 574 Portland, OR 97207 (503) 225-8313	14	Wayne A. Lindskoog Project Coordinator VECTOR Hennepin Technical Centers - South Campus 9200 Flying Cloud Drive Eden Prairie, MN 55447 (612) 944-2222	11

\*NOTE: It may be difficult to obtain copies of project materials from expired projects.

**84.0236**  
**Handicapped Children's Model Demonstration Program:**  
**Post-Secondary Projects**  
**(Expired)**

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Cynthia Andrews Project Director Transitional Employment Enterprises 1361 Elm Street Manchester, NH 03103 (603) 624-0600	61	Dr. Judith Cook Project Director Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 348-5522	55
Joyce Beam Project Director Charles County Board of Education P.O. Box D Laplata, MD 20646 (301) 932-6610 Ext. 428 (301) 870-3814	60	Dr. Marijanet Doonan Research Director St. Thomas Aquinas College Rt. 340 Sparkill, NY 10976 (914) 359-9500 Ext. 285	63
Dr. Dianne E. Berkeil Project Director Long Island University C. W. Post Center Department of Special Education Brookville, NY 11548 (516) 299-2125	62	Dr. Stephen Hazel Project Director 206 Carruth-O'Leary University of Kansas Lawrence, KS 66044 (913) 864-4780	57
Charles Bernacchio Project Director University of Southern Maine Human Services Development Institute 96 Falmouth Street Portland, ME 04103 (207) 780-4430	59	Mary Ann Katski Project Director George Washington University Office of Sponsored Research Department of Special Education 2121 Eye Street, N.W. Washington, DC 20052 (301) 468-0913	54
Donna Bupp Project Director Association for Retarded Citizens 305 South Burrowes Street State College, PA 16801 (814) 238-1444	66	Dr. Thomas Lagomarcino Project Director University of Illinois College of Education 110 Education Building 1310 South Sixth Street Champaign, IL 61820 (217) 333-2325	56

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Beth McGuire Project Director Metro Industries, Inc. 1084 Whipple Court Lexington, KY 40511 (606) 253-2658	58	Carla Jackson Project Coordinator Office of Superintendent of Public Instruction Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6733	67
Mr. Justin Marino Project Director Arizona State University Community Service Center Room 303A Tempe, AZ 85287 (602) 965-2070	53		
Dr. Jan Nisbet Project Director Division of Special Education and Rehabilitation Syracuse University 805 South Crouse Avenue Syracuse, NY 13210 (315) 423-4121	64		
Dr. George Tilson George Washington University Office of Sponsored Research Department of Special Education 2121 Eye Street, N.W. Washington, DC 20052 (301) 468-0913	54		
Dr. Larry E. Rhodes Project Director Specialized Training Project University of Oregon 135 Education Eugene, OR 97403 (503) 686-5311	65		
Dr. Judith A. Schrag Project Director Special Education Section Old Capitol Building Olympia, WA 98504 (206) 586-6394	67		

**84.078B**  
**Post-Secondary Educational Programs for**  
**Handicapped Persons - Demonstrations**  
**(Expired)**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
John Bernthal Project Director 315 Barkley Memorial Center University of Nebraska Lincoln, NE 68583-0731 (402) 472-5475 (402) 472-5469	89	Craig Michaels Human Resources Center I.U. Willets Road Albertson, NY 11507 (516) 747-5400	85
Lynn Frady Chancellor's Office California Community College 1107 Ninth St., 2nd Floor Sacramento, CA 95814 (916) 323-5957	86	Judith Schapiro Principal Investigator Old Dominion University CHANCE Program Child Study Center Norfolk, VA 23529 (840) 440-4735	94
Frank J. Bianco Project Director Winchester Public Schools 154 Horn Pond Brook Road Winchester, MA 01890 (617) 729-3091	87	Susan Meslang Project Director Old Dominion University CHANCE Program Child Study Center Norfolk, VA 23529 (840) 440-4735	94
Lydia Block Project Director Ohio State University Research Foundation Room 339 Baker Systems Engineering 1971 Neil Avenue Columbus, OH 43210-1210 (614) 292-3307	97	Michael Collins Project Director Trinity College Mercy Hall University of Vermont Burlington, VT 05401 (802) 656-2936	95
Dr. James Brown Project Director University of Minnesota Room R460 Votec Building 1954 Buford Avenue St. Paul, MN 55108 (612) 624-7754	88	Dr. Earl Davis Project Director University of Tennessee/ Chattanooga Dept. of Special Education and Counseling 332 Holt Hall 615 McCallie Avenue Chattanooga, TN 37403 (615) 755-4368	93
Dorothy Fisher Project Director Housing, Industry, Training, Inc. 1007 18th Street, N.W. Mandan, ND 58554 (701) 663-0376	91		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Bert Flugman Project Director CASE Institute for Research and Development in Occupational Education Graduate School-City University of New York, Rm 620 N 33 West 42nd Street New York, NY 10036 (212) 221-3532	90	Joe Ashley Woodrow Wilson Rehabilitation Center Box 250 Fisherville, VA 22939 (703) 332-7123	96
Dr. Anna Gajar Project Director Pennsylvania State University Division of Special Education and Communication Disorders 226-B Moore Building 207 Old Main University Park, PA 16802 (814) 863-2284	100	Dr. Irvin Rosenthal Co-Project Director New York University Counselor Education Department SEHNAP Room 400 East Building Washington Square New York, NY 10003 (212) 998-5554	84
Dr. Bernard Katz Co-Project Director New York University Counselor Education Department SEHNAP Room 400 East Building Washington Square New York, NY 10003 (212) 598-7841	84		
Daniel Close Project Director University of Oregon Division of Special Education and Rehabilitation Eugene, OR 97403 (503) 686-3585	92		
Jan Leuenberger Mary Morris Project Coordinators Speech and Hearing Clinic 315 Barkley Memorial Center University of Nebraska Lincoln, NE 68583-0731 (402) 472-5475	89		

**84.078C**  
**Post-Secondary Educational Programs for**  
**Handicapped Persons - Demonstrations**

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Robert Atkins Project Director Rehabilitation Institute 3011 Baltimore Avenue Kansas City, MO 64108 (816) 756-2250 Ext. 263	112	Dr. Ernest Rose Co-Project Director Northern Illinois University Dept. of Educational Psychology and Special Education 240 Graham Hall DeKalb, IL 60115 (815) 753-8465	116
Dr. William Bursuck Co-Project Director Department of Learning Development and Special Education 240 Graham Hall Northern Illinois University DeKalb, IL 60115 (815) 753-8441	116	Dr. Pearl Seidenberg Project Director C. W. Post Campus Long Island University School of Education Greenvale, NY 11548 (516) 299-2132	110
Kathy McKean Project Director Child Services Demonstration Center 123 East Broadway Cushing, OK 74023 (918) 225-1882 (918) 225-4711	118 & 218	Patricia Gallen Project Director Keene State College Elliot Hall, NW 207 Keene, NH 03431 (603) 352-1909 Ext. 556	123
Dr. Terence G. Collins Project Director University of Minnesota General College 106 Nicholson Hall 216 Pillsbury Drive SE Minneapolis, MN 55455 1278(612) 625-8394	104	Alan Gartner Project Director CUNY Graduate School Office of Sponsored Research 33 West 42nd Street New York, NY 10036 (212) 790-4239	109
Dr. Juliana Corn Project Director Mathematics Department Room S245 Queensborough Community College Bayside, NY 11364 (718) 631-6350	124	Dr. James P. Long Project Director National Center for Research in Vocational Education 1960 Kenny Road Columbus, OH 43210 (614) 486-3655 Ext. 476	107 &

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Martin Bradley Munn Project Director University of Nebraska Handicapped Services 132 Administration Building Lincoln, NE 68588-0473 (402) 472-3787	111	Jean Crockett Project Director Human Resources School Searington Road Albertson, NY 11507 (516) 747-5400	103
Jacque Murray Project Director Vanguard School P.O. Box 730 North Valley Road Paoli, PA 19301 (215) 296-6753	106	Fred Peters Project Director Helping Hands Rehabilitation Center 9649 West 55th Street Countryside, IL 60525 (312) 352-3580	113
Dr. Connie Dalke Project Director Project ASSIST University of Wisconsin - Whitewater Roseman 2019 800 N. Main Street Whitewater, WI 53190 (414) 472-4788	105 & 169	Lynda Price Project Director Project EXTRA University of Minnesota General College 240 Appleby Hall 128 Pleasant St., SE Minneapolis, MN 55455 (612) 625-7578	117 & 242
Christy A. Horn Project Coordinator University of Nebraska Handicapped Services 132 Administration Building Lincoln, NE 68588-0473 (402) 472-3787	111	Chris Primus Project Director Division of Student Educational Opportunity Box 3808 University Station Laramie, WY 82071 (307) 766-6189	121
Jeff Vernooy Handicapped Student Services Wright State University 133 Student Services Wing Dayton, OH 45435 (513) 873-2141	108	Dr. Bob Nathanson Long Island University Brooklyn Campus Special Education Department University Plaza Brooklyn, NY 11201 (718) 403-1044	101
Karen Spencer Project Director Colorado State University Department of Occupational Therapy Project TCE 303 Occupational Therapy Bldg. Fort Collins, CO 80523 (303) 491-5930	115	Gladys M. Tucker Project Director University of Utah Department of Special Education Salt Lake City, Utah 84112 (801) 581-5020	168



	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Doris Rader Project Director Brevard Community College 1519 Clearlake Road Cocoa, FL 32922 (305) 632-1111 Ext. 3606	122	Sally Vernon Project Director Center for Disabled Student Services Chicago City-Wide College 6th floor, 226 West Jackson Chicago, IL 60606 (312) 443-5209	126
Monica Roth Project Director SUNY at Stony Brook Office of the Disabled 133 Humanities Building Stony Brook, NY 11794 (516) 632-6748	125	Steve Oscharoff Center for Disabled Student Services Chicago City-Wide College 6th floor, 226 West Jackson Chicago, IL 60606 (312) 641-2595	126
Paul Edwards Miami-Dade Community College- North 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1272	114	Dr. John Bernthal Project Director University of Nebraska-Lincoln Special Education and Communication Disorders 253K Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5469	158
Jay Segal Project Director Community College of Philadelphia 1700 Spring Garden Street Philadelphia, PA 19130 (215) 751-8289	119	Julie Geis Project Coordinator University of Nebraska-Lincoln Special Education and Communication Disorders 253K Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5530	158
Stephen H. Simon Project Director Wright State University Handicapped Student Services 133 Student Services Wing Dayton, OH 45435 (513) 890-2251	108	Jane Rochester Project Coordinator Learning Disabilities Consortium Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6421	164
Dr. Ninia Smith Project Director Fort Hays State University Department of Special Education Hays, KS 67601 (913) 628-4213	127	Merrill Parra Project Coordinator Mathematics Department Room S245 Queensborough Community College Bayside, NY 11364 (718) 631-6350	124
Arlene Stewart Project Director Western Carolina University 44 Stillwell Building Cullowhee, NC 28723 (704) 227-7127	120 & 246		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Betty Holley Project Director Learning Disabilities Consortium Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6421	164	Dr. Bert Flugman Project Director CASE Institute for Research and Development in Occupational Education Graduate School-City University of New York, Room 620 N 33 West 42nd Street New York, NY 10036 (212) 841-6800	159
Dr. Larry Bonner Project Director Richland College 12800 Abrams Road Dallas, TX 75243-2199 (214) 238-6372	166	Dolores Perin Project Coordinator CASE Institute for Research and Development in Occupational Education Graduate School-City University of New York, Room 620 N 33 West 42nd Street New York, NY 10036 (212) 221-2985	159
Ann Straley Project Coordinator Richland College 12800 Abrams Road Dallas, TX 75243-2199 (214) 238-6372	166	Pat Hackett-Waters Project Director Valencia Community College Mail Code 4-11 P.O. Box 3028 Orlando, FL 32802 (305) 299-5000 Ext. 1366 or 1302	154
Mary Ellen Brady Project Director Shriver Center 200 Trapelo Road Waltham, MA 02254 (617) 642-0257	156	Ray Lowe Project Coordinator Valencia Community College Mail Code 3-8 P.O. Box 3028 Orlando, FL 32802 (305) 299-5000	154
Sara Cowen Project Director Northern Illinois University Graham Hall 237 DeKalb, IL 60115 (815) 753-1117	155	Dr. Ruth Williams Project Director Special Assistant to the Vice Chancellor University of Wisconsin-Milwaukee P.O. Box 413 Milwaukee, WI 53201 (414) 229-6239	170
Catherine W. McCarty Disabled Student Services University of Wisconsin-Milwaukee P.O. Box 413 Milwaukee, WI 53201 (414) 229-6239 or 229-6287	170		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Rosa Hagin Project Director Fordham University Lincoln Center Graduate School of Education 113 West 60th Street New York, NY 10023 (212) 841-5579	160	Deana Milliron Project Coordinator Amarillo College ACcess Division P.O. Box 447 Amarillo, TX 79178 (806) 371-5436	167
Elizabeth Lorenzi Project Coordinator Fordham University Lincoln Center Graduate School of Education 113 West 60th Street New York, NY 10023 (212) 841-5579	160	Dr. Paul Naour Project Director Muskingum College Education Department 220 Montgomery Hall New Concord, OH 43762 (614) 826-8246	165
Patricia Kercher Project Director Great Falls Public Schools Vocational-Technical Center 2100 16th Avenue South Great Falls, MT 59405 (406) 791-2105	157	Donna Adornetto Project Coordinator Muskingum College Education Department 220 Montgomery Hall New Concord, OH 43762 (614) 826-8246	165
Dewey Swank Project Coordinator Great Falls Public Schools Vocational-Technical Center 2100 16th Avenue South Great Falls, MT 59405 (406) 791-2105	157	Dr. William R. Richards Project Director Community College of Denver Developmental Studies 1111 West Colfax, Box 600 Denver, CO 80204 (303) 556-8455	151
Craig Michaels Project Director Human Resources Center I.U. Willets Road Albertson, NY 11507 (516) 747-5400	161	Gary McDonald Project Coordinator Community College of Denver Developmental Studies 1111 West Colfax, Box 600 Denver, CO 80204 (303) 556-8455	151
Marshall Mitchell Project Director Amarillo College ACcess Division P.O. Box 447 Amarillo, TX 79178 (806) 371-5436	167	Dr. Irwin Rosenthal Project Director New York University Counselor Education Department Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5572	162

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. William Roth Project Director Research Foundation of SUNY SUNY at Albany P.O. Box 9 Albany, NY 12201 (518) 442-3850	163	Jayne Merrill Project Coordinator El Paso Community College Rio Grande Literacy Center P.O. Box 20500 El Paso, TX 79998 (915) 534-4160	211
Dr. Stan Shaw Co-Project Director University of Connecticut U-64, Special Education Center 249 Glenbrook Road Storrs, CT 06268 (203) 486-4032	153	Dr. Rita M. Curl Project Director Utah State University Developmental Center for Handicapped Persons UMC 6806 Logan, UT 84322-6806 (801) 750-2004	212
Loring C. Brinckerhoff University of Connecticut Northeast Technical Assistance Center for LD College Programming U-64, Special Education Center 249 Glenbrook Road Storrs, CT 06268 (203) 486-4033	153	Linda Chisholm Project Coordinator Utah State University Developmental Center for Handicapped Persons UMC 6806 Logan, UT 84322-6806 (801) 750-2004	212
Dr. Patricia S. Tomlan Project Director Community College of Aurora 791 Chambers Road Aurora, CO 80011 (303) 360-4726	152	Dr. Keith L. Curry Project Director KH210/SUCB 1300 Elmwood Avenue Buffalo, NY 14222 (716) 878-5313	213
Dr. W. Carolyn Allen Project Director Valencia Community College P.O. Box 3028 Orlando, FL 32802 (407) 299-5000 Ext. 2253	210	Deborah White Project Coordinator University of Wisconsin- Whitewater Roseman 2021 800 N. Main Street Whitewater, WI 53190 (414) 472-4788	105 & 169
Dr. Carol Clymer Project Director El Paso Community College P.O. Box 20500 El Paso, TX 79998 (915) 534-4159	211	Karen Engstrom Project Director Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 880-2430	214

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Judith A. Cook Principal Investigator Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 348-5522	214	Dr. Glen Hendren Project Director Mississippi State University P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	217
Dr. Kenneth C. Gray Co-Project Director Pennsylvania State University 112 Rackley Building University Park, PA 16802 (814) 863-2581	215	Sonja Burnham Project Coordinator Mississippi State University P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	217
Dr. Jovita M. Ross Co-Project Director Pennsylvania State University 220 Rackley Building University Park, PA 16802 (814) 863-3781	215	Dr. Bernard Minnis Project Director Jefferson County Public Schools Division of Instruction 4409 Preston Highway Louisville, KY 40213 (502) 473-3320	219
Paula Grigsby Co-Project Director Linn-Benton Community College 6500 SW Pacific Blvd. Albany, OR 97321 (503) 928-2361 Ext. 299	220	Tom Birmingham Project Coordinator Jefferson County Public Schools Division of Instruction 4409 Preston Highway Louisville, KY 40213 (502) 473-3008	219
Dr. Bud Fredericks Co-Project Director Teaching Research 345 North Monmouth Avenue Monmouth, OR 97361 (503) 838-1220	220	Carole Symer Project Coordinator New York University Counselor Education Department Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5572	162
Dr. Jack Humbert Co-Project Director Consumer Resources and Technology Trimpe Building Western Michigan University Kalamazoo, MI 49008 (616) 387-3720	216	Robert Crawford Co-Project Director Research and Development Training Institutes, Inc. 1720 East Monte Vista Phoenix, AZ 85006 (602) 254-0822	240
Dr. William Weiner Co-Project Director Dept. of Blind Rehabilitation Sangren Hall Western Michigan University Kalamazoo, MI 49008 (616) 387-3455	216		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dorothy Crawford Co-Project Director Research and Development Training Institutes, Inc. 1720 East Monte Vista Phoenix, AZ 85006 (602) 254-0822	240	Charles Wall Project Director Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305 (805) 395-4070 or 395-4435	241
Dr. William Mann Project Director Dept. of Occupational Therapy University of Buffalo 515 Kimball Tower Buffalo, NY 14214 (716) 636-2977	244	David C. Scott Project Coordinator Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305 (805) 395-4070 or 395-4435	241
Jane McKinley Project Coordinator Dept. of Occupational Therapy University of Buffalo 515 Kimball Tower Buffalo, NY 14214 (716) 636-2977	244	James F. Wilde Project Director Board of Coop. Ed. Services of Nassau County Valentines and the Plain Road Westbury, NY 11590 (516) 997-8700	245
Dr. Joe Rogan Project Director College Misericordia Dallas, PA 18612 (717) 675-2181 Ext. 287	248	Gus Boukouvalis Project Director Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6633	247
Sandra Nobile Project Coordinator College Misericordia Dallas, PA 18612 (717) 675-2181 Ext. 287	248		
Gerald Slater Project Director Salish Kootenai College Box 117 Pablo, MT 59855 (406) 675-4800	243		
Michael Hermanson Project Coordinator Salish Kootenai College Box 117 Pablo, MT 59855 (406) 675-4800	243		

**84.086M**  
**Transition Skills Development for Severely**  
**Handicapped Including Deaf-Blind Youth**  
**(Expired)**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Jerry Keener Project Director Monroe County School Coop. 315 North Drive Bloomington, IN 47401 (812) 339-3488	145	Dan Hulbert Project Director Whittier Union High School District Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121	146
Dr. Judith Cook Project Director Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 880-2471	149	Dr. Norman Hursh Project Director Boston University, Sargent College Department of Rehabilitation Counseling University Road Boston, MA 02215 (617) 353-2725	141
John Lambert Project Director Action for Boston Community Development, Inc. 178 Tremont Street, 7th Floor Boston, MA 02111 (617) 357-6000 Ext. 570	142	Stephanie Powers New Hampshire DD Council The Concord Center Box 315 10 Terry Street Concord, NH 03301 (603) 271-3236	150
James S. Gittings Project Director Department of Special Education and Rehabilitation College of Education University of Arizona Tucson, AZ 85721 (602) 621-3248	147	Bonnie Bolton Project Coordinator Whittier Union High School District Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121	146
Dr. Robert Horner Project Director University of Oregon 135 Education Building Eugene, OR 97405 (503) 686-5311	143	Barbara Wilcox Project Coordinator Institute for the Study of Developmental Disabilities 2853 E. 10th Street Bloomington, IN 47405 (812) 335-6508	145
Jim Panzer Project Coordinator Institute for the Study of Developmental Disabilities 2853 E. 10th Street Bloomington, IN 47405 (812) 335-6508	145		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Betty Macintosh Project Director State Office Tower Ohio Dept. of Mental Retardation & Developmental Disabilities 30 East Broad St., Room 1275 Columbus, OH 43215 (614) 466-7203	148	Marlene Gundale Project Coordinator Planning for the Transition from School to Work and Adult Life Lexington School 1130 West County Road B Roseville, MN 55113 (612) 633-8691	144
Dr. Gary Parsons Project Director Planning for the Transition from School to Work and Adult Life Lexington School 1130 West County Road B Roseville, MN 55113 (612) 633-8691	144		
Robert Daily Project Director Grossmont Union High School District Special Education Career Center 230 Jamacha Road El Cajon, CA 92019 (619) 442-0693	140		
Glen Maxion Project Coordinator Grossmont Union High School District Special Education Career Center 230 Jamacha Road El Cajon, CA 92019 (619) 442-0693	140		
Thomas Hemmert Project Coordinator State Office Tower Ohio Dept. of Mental Retardation & Developmental Disabilities 30 East Broad St., Room 1275 Columbus, OH 43215 (614) 466-7590	148		



**84.128A**  
**Special Projects and Demonstrations for**  
**Providing Vocational Rehabilitation Services**  
**to Severely Disabled Individuals**  
**(Expired)**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Sherry A. Curley Project Director Navajo Vocational Rehabilitation Program P.O. Box 1420 Window Rock, AZ 86515-1420 (602) 871-5076	83	Elmer Guy Navajo Vocational Rehabilitation Program P.O. Box 1420 Window Rock, AZ 86515-1420 (602) 871-5076	83
George Drummond Project Director Department of Rehabilitation Services 112 Mactanly Place Staunton, VA 24401 (703) 332-7716	82		
Maxine Fuller Project Director Goodwill Industries of America, Inc. 9200 Wisconsin Avenue Bethesda, MD 20814 (301) 530-6500	81		
Philip Mertz Project Director Virginia Department for the Visually Handicapped 397 Azalea Avenue Richmond, VA 23227-3697 (804) 371-3117	79		
Patricia Patton Project Director San Diego State University 6310 Alvarado Court San Diego, CA 92120 (619) 229-2462	80		

**84.158A**  
**Secondary Education and Transitional Services for**  
**Handicapped Youth - Service Demonstration Projects**  
**(Expired)**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Dr. Paul Wehman College of Education Rehabilitation Research and Training Center VCU Box #2011 Richmond, VA 23284-0001 (804) 367-1851	32	Dr. Robert Stodden Project Director University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-5009	25
Angela Traiforos IAM-CARES 1300 Connecticut Ave., NW Washington, DC 20036 (202) 857-5173	24	Bert L'Homme City Lights, Inc. 7 New York Avenue, NE Washington, DC 20002 (202) 682-0818	23
Paul Bucci Academy for Educational Development 1255 23rd St., N.W., Suite 400 Washington, DC 20037 (202) 862-1907	23	Michael Kramer Project Coordinator Young Adult Institute and Workshop 460 West 34th Street New York, NY 10001-2382 (212) 563-7474	30
Patricia M. Catapano Project Director Young Adult Institute and Workshop 460 West 34th Street New York, NY 10001-2382 (212) 563-7474	30	John Emerson Seattle School District #1 Career Vocational Education Wilson Pacific Annex, Rm. 303 1330 North 90th Street Seattle, WA 98103 (206) 281-6796	34
Dr. Richard Dever Project Director Center for Innovation in Teaching the Handicapped (CITH) 2805 East 10th St. Suite 150 Bloomington, IN 47405 (812) 335-0423	26	Devi Jameson Employment Retention Program Richmond Unified School District 1108 Bissell Avenue Richmond, CA 94804 (415) 724-4657	20
Dr. Doris Helge Project Director Miller Hall 359 Western Washington University Bellingham, WA 98225 (206) 676-3576	33	Dr. Patricia Tompkins-McGill Las Cumbres Learning Services, Inc. P.O. Box 740 Los Alamos, NM 87544 (505) 672-1791	28

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<p>Roberta Y. Housman Project Director Human Resources Center I.U. Willets Road Albertson, NY 11507 (516) 747-5400 Ext. 1239</p>	29
<p>Dan Hulbert Project Director Whittier Union High School Dist. Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121 Ext. 307</p>	21
<p>Patricia Juhrs Executive Director Community Services for Autistic Adults and Children, Inc. 751 Twinbrook Parkway Rockville, MD 20851 (301) 762-1650</p>	27
<p>Greg R. Weisenstein University of Washington 407 Miller Hall, DQ-12 Seattle, WA 98195 (206) 545-1807</p>	35
<p>Dr. Larry E. Rhodes University of Oregon Specialized Training Program 135 Education Eugene, OR 97403 (503) 686-5311</p>	31
<p>Dr. Dennis Mithaug University of Colorado School of Education P.O. Box 7150 Colorado Springs, CO 80933-7150 (303) 593-3114</p>	22

**84.158B**  
**Secondary Education and Transitional Services for**  
**Handicapped Youth: Cooperative Models for Planning and**  
**Developing Transitional Services**  
**(Expired)**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Dr. Mitylene Arnold University Affiliated Program University of Georgia 850 College Station Road Athens, GA 30610 (404) 542-1235	74	Dr. James Galloway Executive Director of National Directors Association for Special Education 2021 K North West, Suite 315 Washington, DC 20006 (202) 296-1800	73
D. Joyce O'Reilly State Department of Education Division of Rehabilitation Services 600 Asylum Ave. Hartford, CT 06105 (203) 566-3317	70	Gary Gronberg North Dakota Department of Public Instruction for Special Education Capitol Building Bismark, ND 58505 (701) 224-2277	75
Barbara Bennett Division of Vocational Education 321 East 11th Street L-1 Building Wilmington, DE 19801 (302) 571-3916 or 571-2850	71	Josephine Guerrero-Mesta Department of Education Lower Basin Saipan, Commonwealth of the Northern Mariana Islands 96950 (607) 332-9956	78
Charles E. Bradford IAM-CARES 1300 Connecticut Avenue, N.W. Washington, DC 20036 (202) 857-5713	72	Gail O'Connor North Bay Regional Center 1710 Soscol Ave., Suite 1 Napa, CA 94559-1387 (707) 252-0213	68
Ted Olson Clover Park School District #400 10020 Gravelly Lake Drive SW Tacoma, WA 98499 (206) 756-8223	77	William A. Quinones Dallas Independent School District 4528 Rusk Avenue Dallas, TX 75204 (214) 826-0250	76
Joseph J. Pasanella Santa Barbara High School District 723 East Cota Street Santa Barbara, CA 93105 (805) 963-4331	69	Dr. Ruth Turner Dallas Independent School District Administrator of Special Education 12532 Neustra Dallas, TX 75230 (214) 490-8701	76

**84.158C**  
**Secondary Educational and Transitional Services for**  
**Handicapped Youth: Cooperative Models for Planning**  
**and Developing Transitional Services**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Terence W. Adams Genesis Learning Center 477 McMurray Drive Nashville, TN 37211 (615) 832-4222	38	Dr. James Caccamo Independence School District 14220 E. 35th Street Independence, MO 64055 (816) 833-3433 & 833-4417	42
Dr. Paul Bates Co-Project Director Department of Special Education Southern Illinois University Carbondale, IL 62901 (618) 453-2311	137	Roger Ricketts Project Coordinator Department of Special Education Southern Illinois University Carbondale, IL 62901 (618) 453-2311	137
Susan S. Behle Utah Department of Social Services, DSH 150 W. North Temple, 2nd Floor Salt Lake City, UT 84109 (801) 533-7146	36	Stephen White Project Director Great Falls VOTEC Center 2100 - 16th Avenue South Great Falls, MT 59405 (406) 791-2281	130
Betsy Bounds Project Director Tucson Unified School District P.O. Box 40400 1010 E. 10 Street Tucson, AZ 85717-0400 (602) 882-2421	134	Richard F. Zachmeyer Project Director Kentucky Coalition for Career and Leisure Development 366 Waller Avenue, Suite 119 Lexington, KY 40504 (606) 278-4712	139
Cynthia G. Brown Council of Chief State School Officers Suite 379 400 N. Capitol Street NW Washington, DC 20001 (202) 393-8159	52	Patrick McGinn Independence School District 14220 East 35th Street Independence, MO 64055 (816) 833-3433 & 833-4417	42
Sharon Pond Project Director Idaho State Dept. of Education LBJ Building - 650 West State St. Boise, ID 83720 (208) 334-3940	188	Dr. Marc Hull Project Director State Department of Education Special Education Unit 120 State Street Montpelier, VT 05602 (802) 828-3141	182

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dorothy Crawford Research and Development Training Institute P.O. Box 15112 Phoenix, AZ 85060 (602) 254-0822	51	Susan Gurganus Division of Exceptional Children North Carolina Department of Public Instruction 116 W. Edenton St. Raleigh, NC 27603-1712 (919) 733-3004	43
Lawrence Dennis Co-Project Director Vocational Special Education Division of Vocational and Career Education Ohio Department of Education Room 901, 65 South Front Street Columbus, OH 43266-0308 (614) 466-5718	132	Dorsey Hiltenbrand Project Director Department of Student Services and Special Education Devonshire Center 2831 Graham Road Falls Church, VA 22042 (703) 876-5223	133
Barbara Elliott Educational Service Unit #9 P.O. Box 2047 Hastings, NE 68901 (402) 463-5611	37	Debbie N. Hatcher Employment Opportunities, Inc. 3509 Haworth Drive, Suite 402 Raleigh, NC 27609 (919) 782-8346	47
Duane Gagnon Project Director Humboldt Unified School District Drawer A Dewey, AZ 86327 (602) 772-9200 Ext. 45	138	Mary Kelvin Project Director Virginia Department for the Visually Handicapped 397 Azalea Avenue Richmond, VA 23227 (804) 264-3140	45
John Beard Project Coordinator Humboldt Unified School District Drawer A Dewey, AZ 86327 (602) 772-9200 Ext. 45	138	Carolyn Henderson Project Director Douglas Cooperative, Inc. 483 River Parkway, Suite 2 Sevierville, TN 37862 (615) 453-1671	135
Lawrence Gloeckler Assistant Commissioner New York State Education Department Room 1073 EBA Albany, NY 12234 (518) 474-5548	46	Ray Rothstrom Project Director Oregon Department of Education Special Education Division 700 Pringle Parkway, SE Salem, OR 97310 (503) 378-4765	181

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Sue Ann Morrow Edge, Inc. 301 E. Missouri Kirksville, MO 63501 (816) 665-9465	39	Gerry Schwarzentraub Stockton Unified School District 701 N. Madison Stockton, CA 95202 (209) 944-4872	40
Dr. Glen Hendren Project Director Mississippi State University Counselor Education P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3426	136	Dr. David Test Department of Curriculum and Instruction University of North Carolina - Charlotte Charlotte, NC 28223 (704) 547-2531	41
Michael Norman Human Development Institute University of Kentucky Porter Building Lexington, KY 40506-0205 (606) 257-1337	48	Bonita Pennino Project Coordinator Virginia Department of Education Division of Special Education P.O. Box 6-Q Richmond, VA 23216-2060 (804) 225-2880	131
Anthony G. Faina Project Director Virginia Department of Education Division of Special Education P.O. Box 6-Q Richmond, VA 23216-2060 (804) 225-2880	131 & 183	Kathleen K. May Children's Hospital 2924 Brook Road Richmond, VA 23220 (804) 321-7474	44
Lucinda Gerson Project Director Easter Seal Society of CT Hemlocks Outdoor Education Center P.O. Box 100, Jones Street Hebron, CT 06248 (203) 228-9438	185	Dr. Elnora Gilfoyle Project Director Colorado State University Department of Occupational Therapy 303 Occupational Therapy Building Ft. Collins, CO 80523 (303) 491-5930	184
Valerie V. LaVake Project Coordinator Easter Seal Society of CT Hemlocks Outdoor Education Center P.O. Box 100, Jones Street Hebron, CT 06248 (203) 228-9438	185	Pat Sample Project Coordinator Colorado State University Department of Occupational Therapy 303 Occupational Therapy Building Ft. Collins, CO 80523 (303) 491-5930	184

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Margaretha Vreeburg Izzo Co-Project Director National Center for Research in Vocational Education Ohio State University 1960 Kenny Road Columbus, OH 43210-1090 (614) 292-4353	132	Susan Bert Project Coordinator University of Oregon Specialized Training Program 135 Education Building Eugene, OR 97403 (503) 244-6111 Ext. 4383	192
J. Russell Dumas Project Director Advent Enterprises, Inc. 2116 Nelwood Columbia, MO 65202 (314) 474-8560	190	Dr. Marjorie T. Goldstein Project Director William Paterson College of New Jersey Department of Special Education 300 Pompton Road Wayne, NJ 07470 (201) 595-3092	191
Debbie Kientzy Project Coordinator Advent Enterprises, Inc. 2116 Nelwood Columbia, MO 65202 (314) 474-8560	190	Grace Bean Project Coordinator Colorado State University Department of Occupational Therapy 303 Occupational Therapy Building Ft. Collins, CO 80523 (303) 491-5930	184
Susan Sinkewiz Project Coordinator Virginia Dept. of Education Division of Special Education P.O. Box 6-Q Richmond, VA 23216-2060 (804) 225-2889	183	B. J. Schenck Project Director School Board of Alachua County Division of Student Support 620 E. University Avenue Gainesville, FL 32601 (904) 336-3676	186
Sonja Burnham Project Coordinator Mississippi State University Counselor Education P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	136	Vicente Perez Project Coordinator School Board of Alachua County Division of Student Support 620 E. University Avenue Gainesville, FL 32601 (904) 336-3676	186
Dr. Larry Rhodes Project Director University of Oregon Specialized Training Program 135 Education Building Eugene, OR 97403 (503) 244-6111 Ext. 4383	192	Dr. Robert Stodden Project Director University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-5009	187



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Dr. Ronald James Project Coordinator University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-7956	187
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Thomas H. Flynn Project Coordinator University of Iowa Division of Developmental Disabilities 251 Hospital School Iowa City, IA 52242 (319) 353-6452	189
Dennis A. Vinton Project Coordinator Kentucky Coalition for Career and Leisure Development 366 Waller Avenue, Suite 119 Lexington, KY 40504 (606) 278-4712	139

**84.158L**  
**Models for Providing Secondary Mainstreamed**  
**Learning Disabled and Other Mildly Handicapped Students**  
**With Job Related Training**

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Dr. John M. Aiken Project Director Southeast Kansas Education Services Center P.O. Box 189 Girard, KS 66743 (316) 724-6281	175	Patricia M. Catapano Project Director Young Adult Institute, Inc. 460 West 34th Street, 11th Floor New York, NY 10001 (212) 563-7474	176
Michael Kramer Project Coordinator Young Adult Institute, Inc. 460 West 34th Street, 11th Floor New York, NY 10001 (212) 563-7474	176	Dr. Charles Coker Project Director University of Wisconsin-Stout Research and Training Center Stout Vocational Rehabilitation Institute Menomonie, WI 54751 (715) 232-2236	180
Brian Beun Project Director IDEAS (Institutional Development and Economic Affairs Service, Inc.) Magnolia Star Route Nederland, CO 80466 (303) 443-8789	173	Dave Swan Project Coordinator University of Wisconsin-Stout Research and Training Center Stout Vocational Rehabilitation Institute Menomonie, WI 54751 (715) 232-2236	180
Betsy Bounds Project Director Tucson Unified School District P.O. Box 40400 1010 E. 10th Street Tucson, AZ 85717-0400 (602) 882-2421	171	Dr. Robert Gaylord-Ross Project Director San Francisco State University Department of Special Education 1600 Holloway Avenue San Francisco, CA 94132 (415) 338-1300	172
Pat Treeful Project Coordinator Tucson Unified School District P.O. Box 40400 1010 E. 10th Street Tucson, AZ 85717-0400 (602) 882-2421	171	Shep Siegel Project Coordinator San Francisco State University Department of Special Education 1600 Holloway Avenue San Francisco, CA 94132 (415) 338-7851	172

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Joseph Jenkins Co-Project Director Experimental Education WJ-10 University of Washington Seattle, WA 98195 (206) 543-4011	179	Dr. Irwin Rosenthal Project Director Counselor Education Department New York University Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5554	177
John Emerson Co-Project Director Experimental Education WJ-10 University of Washington Seattle, WA 98195 (206) 543-4011	179		
Lloyd M. Brown Project Manager Specialized Education Programs Chicago City Wide College 6th Floor 226 West Jackson Chicago, IL 60606-6997 (312) 641-2595	174		
Dr. Greg Weisenstein Project Director University of Washington 407 Miller Hall DQ-12 Seattle, WA 98195 206-545-1807	178		
Joseph J. Stowitschek Project Coordinator University of Washington 407 Miller Hall DQ-12 Seattle, WA 98195 206-545-1807	178		
Lisa Colton Project Coordinator Counselor Education Department New York University Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5554	177		

**84.158N**  
**Secondary Education and Transitional Services:**  
**Training and Employment Models for Youth**  
**with Severe Handicaps**

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Kristin Hirschmann Co-Project Director Tacoma School District #10 P.O. Box 1357 Tacoma, WA 98401-1357 (206) 596-1088	200	Dan Perino Co-Project Director Tucson Unified School District Special Education Department 1010 East 10th Street P.O. Box 40400 Tucson, AZ 85717-0400 (602) 721-6320 (602) 882-2421 (summer)	193
Evelyn MacCuaig Co-Project Director Tacoma School District #10 P.O. Box 1357 Tacoma, WA 98401-1357 (206) 596-1088	200	Dr. Susan Hasazi Project Director University of Vermont Department of Special Education Waterman Building, Room 405 Burlington, VT 05405 (802) 656-2936	194
Richard Balser Project Director Maine Medical Center Dept. of Rehabilitation Medicine 22 Bramhall Street Portland, ME 04102 (207) 871-2463	195	William Sugarman Project Coordinator University of Vermont Department of Special Education Waterman Building, Room 405 Burlington, VT 05405 (802) 656-2936	194
Brenda Harvey Maine Medical Center Dept. of Rehabilitation Medicine 22 Bramhall Street Portland, ME 04102 (207) 871-2463	195	Carla Jackson Transition Coordinator Office of the Superintendent of Public Instruction Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6733	201
Betsy Bounds Co-Project Director Tucson Unified School District Special Education Department 1010 East 10th Street P.O. Box 40400 Tucson, AZ 85717-0400 (602) 721-6320 (602) 882-2421 (summer)	193	Nancy Elliott Project Coordinator Project SETS College of Education Department of Special Education Georgia State University University Plaza Atlanta, GA 30303 (404) 651-2310	197
Paul Alberto Project Director Project SETS College of Education Department of Special Education Georgia State University University Plaza Atlanta, GA 30303 (404) 651-2310	197		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Richard G. Luecking Project Director TransCen, Inc. 230 N. Washington St., Suite 200 Rockville, MD 20850 (301) 424-2002	198	Dr. Robert B. Daily Project Director Grossmont Union H.S. District P.O. Box 1043 LaMesa, CA 92041 (619) 465-3131	231
Larry Smith Project Director Association for Retarded Citizens Union County 1225 South Avenue Plainfield, NJ 07062 (201) 754-5910	199	Lynne Dellinger Project Director Associated Services for the Blind 919 Walnut Street Philadelphia, PA 19107 (215) 627-0600	237
Lucinda Gabri Project Coordinator Association for Retarded Citizens Union County 1225 South Avenue Plainfield, NJ 07062 (201) 754-5910	199	Maura Sutherland Project Coordinator Associated Services for the Blind 919 Walnut Street Philadelphia, PA 19107 (215) 627-0600	237
Dr. John McDonnell Project Director University of Utah Department of Special Education 217 MBH Salt Lake City, UT 84112 (801) 581-6158	202	Dr. John Emerson Project Director Washington Research Institute 180 Nickerson Street, #103 Seattle, WA 98109 (206) 285-9317	239
Brad Ferguson Project Coordinator University of Utah Department of Special Education 229 MBH Salt Lake City, UT 84112 (801) 581-3330	202	Dr. Robert Flexer Project Director Kent State University 310 White Hall Kent, OH 44242 (216) 672-2662	236
Brennan Mahoney Project Director Transition Specialist Albuquerque Public Schools 725 University Boulevard, SE P.O. Box 25704 Albuquerque, NM 87125 (505) 842-3741	196	Tom Simmons Project Coordinator Kent State University 310 White Hall Kent, OH 44242 (216) 672-2662	236
		Dr. Joe Hendrickson Project Director Poudre School District R-1 Office of Special Education 2407 Laporte Avenue Fort Collins, CO 80521 (303) 490-3213	232

OSERS  
File No.

Dr. Kay Holjes Project Director Employment Opportunities Center 3509 Haworth Drive, Suite 402 Raleigh, NC 27609 (919) 782-8346	234
Dr. Jan Nisbet Project Director Institute on Disability University of New Hampshire c/o Research Administration Office Horton Social Science Center Durham, NH 03824 (603) 862-4320	235
Dr. Joseph Stowitschek Project Director University of Washington-Seattle Experimental Education, WJ-10 Seattle, WA 98195 (206) 543-4011	238
Dr. Barbara Wilcox Project Director Indiana University-Bloomington Institute for the Study of DD Box #1847 Bloomington, IN 47402 (812) 855-6508	233

**84.158R**  
**Secondary Educational and Transitional Services:**  
**Follow-up/Follow-along Projects**

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Shelley Cohen Project Director Durrett Education Center 4409 Preston Highway Louisville, KY 40213 (502) 473-3036	204	Phyllis Levine Project director University of Washington Experimental Education Unit WJ-10 Seattle, WA 98195 (206) 543-4011	208
Harry Funk Project Director Durrett Education Center 4409 Preston Highway Louisville, KY 40213 (502) 473-3036	204	Dr. Eugene Edgar Principal Investigator University of Washington Experimental Education Unit WJ-10 Seattle, WA 98195 (206) 543-4011	208
Dr. Elinor Elfner Florida Department of Education Bureau of Education for Exceptional Children 654 FEC Tallahassee, FL 32399-0400 (904) 488-2137	203	Dr. Jan Nisbet Project Director Institute on Disability University of New Hampshire-Durham Morrill Hall Durham, NH 03824 (603) 862-4320	205
Dr. Susan Hasazi Project Director University of Vermont Department of Special Education Waterman Building, Room 405 Burlington, VT 05405 (802) 656-2936	207	Dorothy Treisnor Project Coordinator Institute on Disability University of New Hampshire-Durham Morrill Hall Durham, NH 03824 (603) 862-4320	205
David R. Johnson Co-Investigator University of Minnesota Institute on Community Integration 6 Pattee Hall 150 Pillsbury Drive, SE Minneapolis, MN 55455 (612) 624-5720	209	Dr. Robert A. Stodden Project Director University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-5009	206
Richard Weatherman Director University of Minnesota Institute on Community Integration 6 Pattee Hall 150 Pillsbury Drive, SE Minneapolis, MN 55455 (612) 624-4826	209	Dr. Ronald James Project Coordinator University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-7878	206

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Michael R. Benz Project Director Secondary Special Education University of Oregon 175 College of Education Eugene, OR 97403 (503) 686-3585	226	Bonnie Jones Project Coordinator Special Education Administration 120 East 10th Street Topeka, KS 66612 (913) 296-2515	225
Susan Simmons Project Coordinator Secondary Special Education University of Oregon 175 College of Education Eugene, OR 97403 (503) 686-3585	226	John R. Quinn Project Director Easter Seal Society of CT P.O. Box 100, Jones Street Hebron, CT 06248 (203) 228-9438	223
Martha Brooks Project Director Dept. of Public Instruction Townsend Building P.O. Box 1402 Dover, DE 19903 (302) 736-4629	224	Donald St. Louis Project Director Rocky Mtn. Resource and Training Institute 3805 Marshall Street, Suite 202 Wheat Ridge, CO 80033 (303) 420-2942	222
Kathy Klees Project Coordinator Dept. of Public Instruction Townsend Building P.O. Box 1402 Dover, DE 19903 (302) 736-4629	224	Deborah Skovron Project Coordinator Rocky Mtn. Resource and Training 3805 Marshall Street, Suite 202 Wheat Ridge, CO 80033 (303) 420-2942	222
John A. Haynes Project Director Mendocino Co. Office of Education 2240 East Side Road Ukiah, CA 95482 (707) 463-4891	221	Alan Schultz Project Director Division of Vocational Rehabilitation 1106 Herschler Bldg. Cheyenne, WY 82002 (307) 777-6841	227
James E. Marshall Project Director Special Education Administration 120 East 10th Street Topeka, KS 66612 (913) 296-2515	225		



**84.158S  
Family Networking**

**OSERS  
File No.**

<p>Philip Ferguson Project Director Family Transition Planning and Support Systems Project Specialized Training Program University of Oregon 135 Education Eugene, OR 97403 (503) 686-5311</p>	<p>230</p>
<p>Roz Slovic Project Coordinator Family Transition Planning and Support Systems Project Specialized Training Program University of Oregon 135 Education Eugene, OR 97403 (503) 686-5311</p>	<p>230</p>
<p>Marge Goldberg Project Co-Director Pacer Center, Inc. 4826 Chicago Avenue, S. Minneapolis, MN 55417 (612) 827-2966</p>	<p>229</p>
<p>Paula F. Goldberg Project Co-Director Pacer Center, Inc. 4826 Chicago Avenue, S. Minneapolis, MN 55417 (612) 827-2966</p>	<p>229</p>
<p>Dr. R. Donald Horner Project Director Bureau of Child Research University of Kansas Lawrence, KS 66045 (913) 749-0603</p>	<p>228</p>

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**Delwyn L. Harnisch**  
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Education

**Francesca Lundström**  
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Education

**Adelle M. Renzaglia**  
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**Frank R. Rusch**  
Professor of Special  
Education

**Robert E. Stake**  
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Psychology

# **Institute Advisory Committee**

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**University of Illinois at Urbana-Champaign**

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**Susan Hasszi, PhD**  
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**Claude Whitehead**  
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**Russell Zwoyer**  
Associate Dean for Research  
College of Education  
University of Illinois at Urbana-Champaign



**TRANSITION  
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