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ABSTRACT

This school counselor's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of school counselors, this manual is organized into six sections. The first section provides an overview of vocational and career education of handicapped students from the school counselor's perspective. Topics covered include legislative implications, linkage with school staff in career education, career development, the Individualized Education Program for career development, counseling needs, reporting on vocational assessment, job placement, employment counseling, and follow-up services. In the second section, the specific role responsibilities of counselors are discussed in the context of the specific responsibilities grid. The final three sections provide a summary of the counselor role, selected readings, and an annotated bibliography. An appendix consists of a staff development needs assessment questionnaire. (KC)

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COUNSELORS

Career Planning
and
Vocational Programming
for Handicapped Youth

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcuse
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

Albert I. Glassman
Executive Director
Division of Career Education

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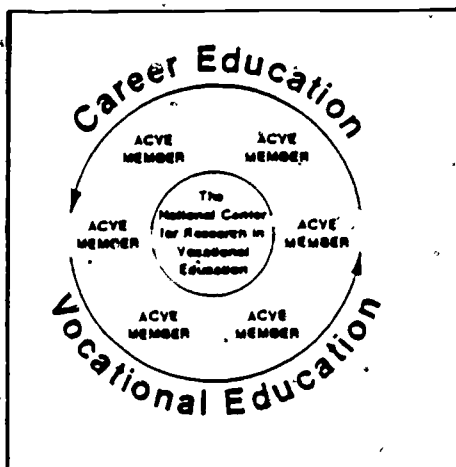
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INTRODUCTION

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The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible

by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- o Administrators and Supervisors
- o Principals
- o Teachers
- o Supportive Service Personnel
- o Psychologists
- o Student Evaluation Personnel
- o Counselors
- o Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Al~~the~~ Cousins, Crata Vaughn, Millicent Hartsfield, and Samuel Munder. Special acknowledgement is given to Richard Glean, Georgia Zeleznick and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal researchers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.



OVERVIEW FOR COUNSELORS

Legislative Implications

Handicapped persons are unequally represented in the work force, even though handicapped persons have repeatedly demonstrated the ability to perform at the same level as nonhandicapped persons at virtually all employment levels. Only 42 percent of the total handicapped population are employed, many in jobs that pay less than sustenance wages. The President's Committee on Employment of the Handicapped has estimated that approximately 625,000, handicapped youth graduate each year from high school or terminate eligibility for public education, but only 21 percent of the 625,000, or of all handicapped students, will become fully employed. Forty percent will be underemployed and live at the poverty level, and 26 percent will be on welfare. Clearly, there is a need to increase the vocational training and employment opportunities for the handicapped.

Vocational education is mandated by federal statute to provide a variety of related services so that handicapped youth have genuine opportunities to benefit from all facets of vocational education, including laboratory instruction, cooperative work placements, youth organizations, counseling, and so forth. These legislated changes will have an effect on future students. Handicapped students leaving the public school system in the next ten to fifteen years, in fact, will have far greater career expectations than handicapped students of previous years.

Look at the Legislation

- o Public Law (P.L.) 94-142, The Education for All Handicapped Children act of 1975, states that public agencies will ensure equal access and availability to vocational education for handicapped students. Vocational education is to be part of the free, appropriate education for the handicapped students. A written Individualized Education Program (IEP) plan is mandated for each handicapped student.
- o P.L. 94-482, The Vocational Amendments of 1976, set aside 10 percent of the total grant for handicapped students.
- o P.L. 94-112, The Rehabilitation Act of 1973, mandates that handicapped students are to be educated along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped students. This is commonly referred to as providing the least restrictive environment.

Certain sections of the above laws relate specifically to guidance and counseling.

For example, the definition of "related services" in Section 121a.13 of P.L. 94-142 refers to "transportation and such developmental, corrective, and other supportive services as required to assist a handicapped child to benefit from special education." Included as examples of related services are counseling services, social work services in the schools, and parent counseling and training.

It should be obvious to all counselors in the School District of Philadelphia that the services provided by counselors have played a major role in the full implementation of P.L. 94-142 and P.L. 94-112. Counselors have been integrally involved in a vast

array of new activities in such areas as assessment, IEP development, placement, instructional programming, the provision of procedural safeguards, and parent training. All of this has been in addition to the traditional ongoing responsibility for the provision of guidance and counseling to all students.

Recently the school district completed a survey (see Appendix) of counselors. The survey was in the form of a staff development needs assessment questionnaire. It identified the current counselor responsibilities and activities that were related to special education. The broad range of counselor concerns that were compiled as a result of the survey are exemplified by the following:

- o Counsel pupils, through the CSET process or afterwards, in accordance with their IEPs
- o Explain to parents specifics about their exceptional child, and offer suggestions about where they might obtain assistance or what they might be able to do themselves to help the child
- o Participate fully in the multidisciplinary approach to educational assessment and programming and serve as the general team facilitator or act as cochairperson when directed to do so by the principal

Linkage with School Staff in Career Education

Perhaps in no other area in instruction is the role of the counselor more pronounced than in career education. The literature suggests services listed below as typically being of concern to counselors in the area of career education. It is now

anticipated that these services will become of increasing importance to handicapped students as they partake of increasing career education opportunities:

- o career assessment inventories and guidance in terms of the results
- o community resources to support career education objectives
- o parent involvement in career development of their children
- o consultation with other educators concerning the development of self-awareness and decision-making skills
- o Counseling of students in the selection of training opportunities and the selection of job possibilities
- o Individual and group counseling with students on a regular basis, including:
 - academic counseling/advising to assist students in planning school schedules
 - counseling for postsecondary education, including a choice of programs and institutions
 - career and vocational counseling
 - counseling in connection with participation in school activities, athletics, recreational, and special interest clubs to supplement academic offerings.

With the impact of new laws regarding vocational education for the handicapped, many educators are at a loss in that they may not be familiar with the vocational options that are available; they may not be aware of entry-level competencies required by many occupations; and they have probably had little training in career development.

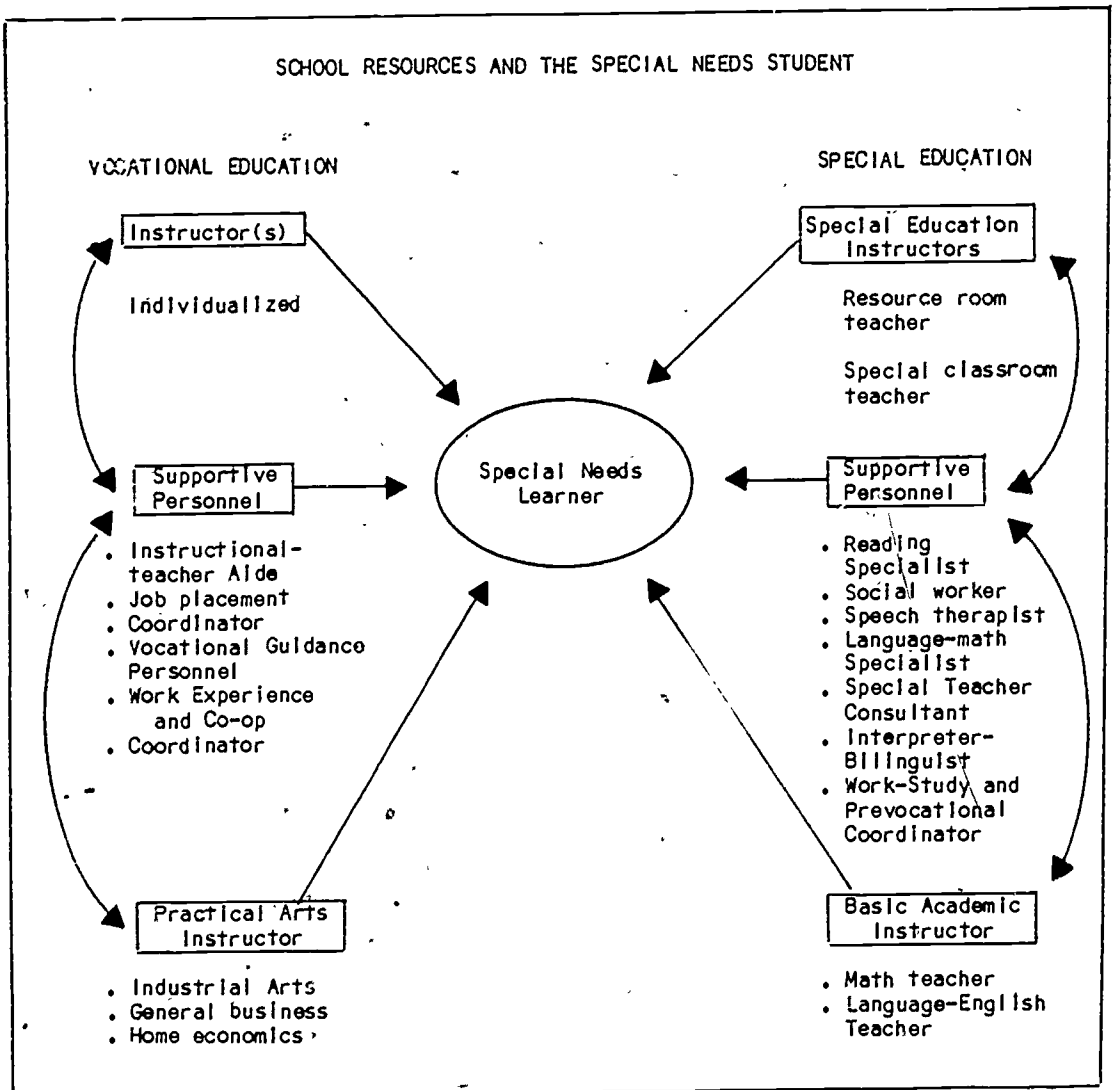
Responsibility for such areas of knowledge logically falls into the domain of school counselors. The school counselor can act in a very supportive and complementary

role with both special and vocational education teachers. In many instances, the guidance counselor is the facilitator during family conferences at school or in the IEP meetings. The counselor can provide information concerning a student's strengths and weaknesses, and can suggest techniques to increase student skills.

Since vocational training is only one aspect of the handicapped student's career development, the guidance counselor can supplement the student's training by emphasizing other aspects of the handicapped learner's career development. The chart on the following page emphasizes the importance of the interrelation of school staff and the handicapped student. Of particular importance is the role of the school counselor as a potential facilitator for effective school staff and student interactions.

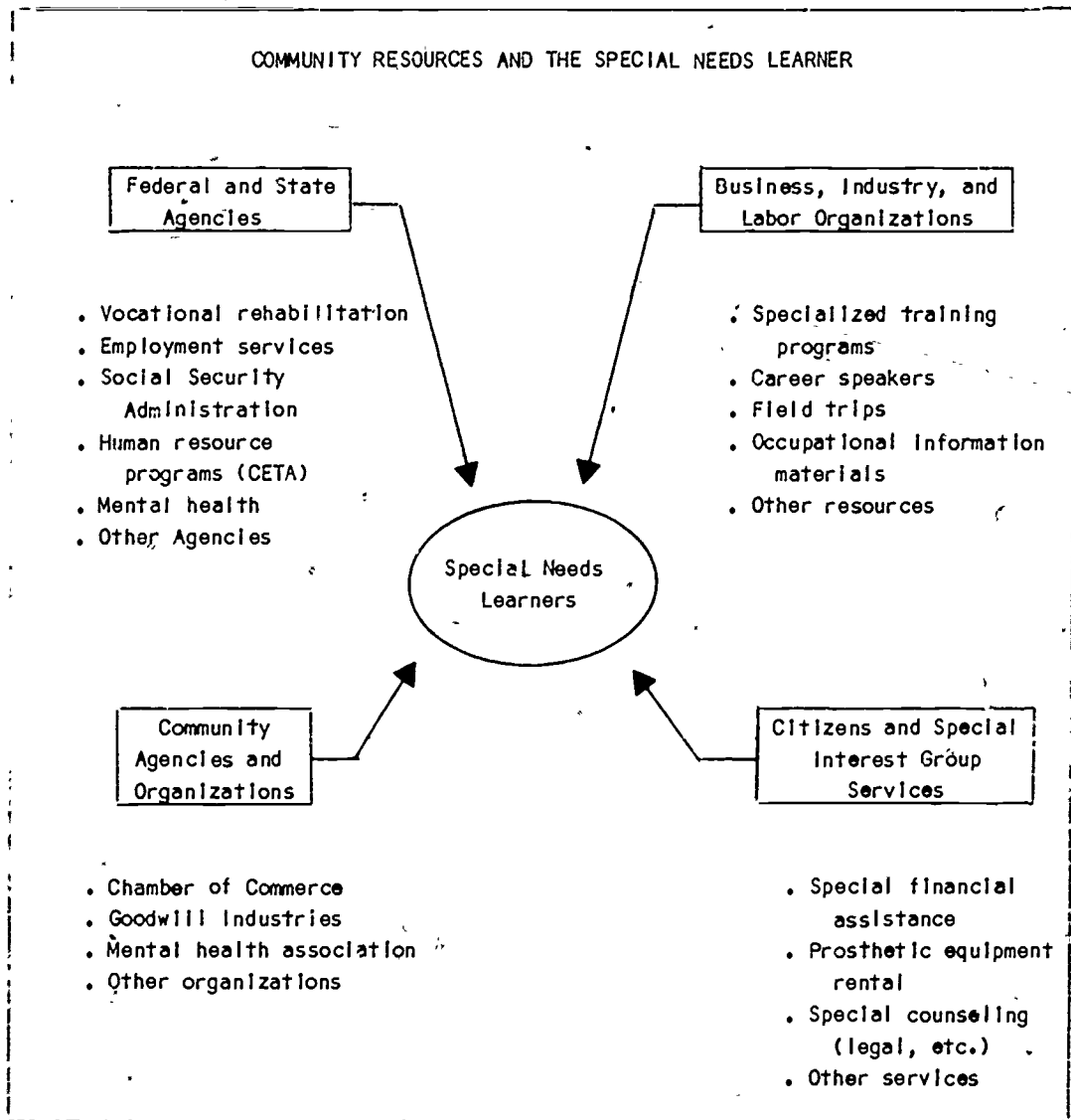
Similarly, the counselor has been the traditional facilitator bringing community resources to bear for the benefit of the special needs learner. This role will be of increased importance in the development of emerging school-based career education programs, as many of the traditional resources or support for career education have been found in the community. The counselor's knowledge of these resources and knowledge of how they can be incorporated into school planning will be invaluable. The chart on page 15 illustrates these community resources.

An example of the possible coordination of school resources for the handicapped student is depicted on the following diagram.



Note: Adapted by permission from Phelps and Lutz, Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, 1977.

The principal must be aware that outside agencies and institutions offer services of great potential for student benefit. The following diagram shows some of the outside agencies and their potential impact on the handicapped student.



Career Development

Counselors and teachers can work together to help students in the career development process. The counselor can help the student and the teacher in assessing the many factors that relate to appropriate vocational goals. The following career education functions involve counselors collaborating with other educators:

- o Help members of the teaching faculty understand and utilize the career development process as a basis for integrating the concepts of career education and academics
- o Develop and utilize methods and procedures to help students develop increased self-awareness and an understanding of educational/occupational opportunities
- o Coordinate career education activities, at the building level, in a scope and sequence pattern consistent with basic principles of career development
- o Help teachers and parents provide career guidance to students
- o Develop and promote a variety of educational and community actions and efforts aimed at reducing sex, race, and handicap stereotypes

To help eliminate job stereotyping, both handicapped and nonhandicapped students must be exposed to as many career options as possible. They need an awareness of disabled adults who are successfully employed in various occupations, not just in the lowest entry-level positions. Qualified handicapped students must not be counseled toward more restrictive career objectives than other students with similar interests

and abilities. Care should be taken in the counseling of handicapped students to avoid presenting the occupations that have usually been stereotyped as the most logical career choices for persons with handicaps. When all of the protections afforded the handicapped student under the law are considered, the secondary school counselor can approach the counseling of handicapped students in much the same manner as with the counseling of nonhandicapped students.

In developing a student's career and vocational goals and objectives, include the vocational teacher who might have the student in the classroom. This individual can provide necessary information about vocational courses, requirements, expectations and entry-level positions available in the community.

The productive collaboration of the counselor and the vocational educator may be enhanced by the following suggestions:

- o Ask for a listing of skills needed by a student to complete the course requirements.
- o Offer to support the handicapped student's instruction through personal or vocational counseling.
- o Offer to assist by contacting identified resource and supportive service personnel (i.e., speech therapist or interpreter.)
- o Help to find community resources either for placement or career awareness activities.

The Individualized Education Program (IEP) Plan
And Career Development

It is important to understand that guidance and counseling services for the handicapped may be delivered by a variety of people. Some school counselors may be surprised to learn that P.L. 94-142 does not specifically list the school counselor as one of those individuals who must be present when IEPs are developed, reviewed, or revised. The law does require that the following people be present at IEP meetings:

- o A representative of the local education agency, other than the student's teacher, who is qualified to provide or supervise the provision of special education
- o The student's teacher
- o One or both of the student's parents, or a parent representative
- o The student, when appropriate
- o Other individuals at the discretion of the parent or agency

A meeting may be held without a parent in attendance if the local school district is unable to arrange for the attendance of a parent and has maintained a record of the attempts to arrange a mutually agreed upon time and place for the meeting.

Even though the law does not specify that counselors be involved in the IEP process, the reality is that many counselors are being called upon to provide a variety of services linking career development to IEP development, including vocational

assessment, career awareness and exploration guidance activities, educational and job placement support, and personal and social counseling services. In addition, the counselor can provide valuable input so that the IEP adequately reflects appropriate career and vocational goals and describes the extent to which the student is to participate in regular vocational education programs. Counselors should consider the following questions as the IEP is being formulated:

- o Does the IEP appropriately reflect the handicapped student's career goals, and objectives?
- o What career and vocational assessments are used to determine the career competencies, goals and objectives?
- o Is there any evidence in the student's record or IEP that indicates competencies previously gained in the career education, prevocational, or vocational experiences?
- o If the handicapped student is enrolled in vocational classes or in a vocational technical school, is there evidence that the necessary support services are being provided?
- o If the handicapped student is in a separate vocational class, is it because the nature or severity of the handicap prohibits the student's participation in a regular vocational class, or is it because the vocational facilities in which the instruction should be provided are inaccessible?
- o If the class is "separate," are the benefits comparable to those of the nonhandicapped students?
- o Is the handicapped student invited to or included in extracurricular activities?

Additional Career Development Considerations

In addition to those items involved in the development of the IEP, the student's career development education should consider the following:

- o Handicapped students may have had fewer work-related and social experiences than nonhandicapped student, therefore, they need to have experiences both inside and outside the school in as realistic as possible work settings.
- o One of the ultimate career development goals of career awareness, career exploration, and training programs should be to utilize as much of the potential of the individual as possible in the most suitable occupation.

There are several professionals in the school who will assume some of the tasks related to the personal adjustment and career development of handicapped students. For example, skills related to communication, computation, mobility, self-care and personal hygiene, consumer knowledge, and community services will be the responsibility of the regular or special education teachers. A primary role of the counselor has been to serve as a facilitator for dissemination of such information into the IEP plan, and subsequently to relevant staff members.

The Vocational Information Through Computer Systems (VICS)

An additional information resource available to counselors is a computer-assisted guidance information system developed by the Division of Instructional Systems of the School District of Philadelphia.

VICS is used to give students, counselors, and teachers career education and employment information through remote computer terminals, which are located in counseling offices, career resource centers, and libraries at the Philadelphia high schools. VICS is also available at several suburban school districts and community colleges. The general public has access to VICS at five branches of the Free Library of Philadelphia.

VICS has the following objectives:

- o To offer current, accurate, and local career and educational information to students, counselors, teachers, and adults
- o To assist users in evaluating occupational opportunities in terms of their own interests and abilities
- o To keep the information in its data banks reflective of Philadelphia and national labor market conditions
- o To make the retrieval of information automatic and user operated
- o To keep statistics for each site that indicate the occupational and educational interest patterns of its users
- o To provide teachers with sources of information that will help them to relate school subjects and programs with the world of work
- o To relieve counselors and other educators of the tedious and time consuming tasks of collecting, analyzing, categorizing and updating the many sources of career and educational information. VICS includes information on 458 occupations, 350 colleges and universities, 2500 Philadelphia area employers, 700 sources of financial aid, and 85 local trade, technical and business schools

- o To give job-bound users information about local employers who offer entry level training opportunities
- o To offer a data bank of financial aid sources to users who plan to further their education.

For more information about VICQ, contact:

Division of Instructional Systems
 Instructional Computer Center
 Fifth and Luzerne Streets
 Philadelphia, PA 19140
 (215) 229-9492

Counseling Needs

In the context of an emerging career development program for handicapped students, the following guidance and counseling needs are of critical importance.

Personal-Social Counseling

The need for guidance and counseling related to personal/social development of the handicapped person is great. Some of the specific problem areas which need to be addressed are the following:

- o overprotection
- o dependency
- o Inappropriate estimates of ability by self, parents, and school staff
- o "succumbing to" rather than coping with or overcoming handicaps.

The counselor must prepare him/herself to address these problem areas, which are unique to the handicapped student. The following suggestions related to addressing

dependency and positive self-concept problem areas should assist the counselor.

Dependency-Related Issues

- o Tactfully advise students that they must learn how to graciously but firmly refuse offers of help they do not need, and how to accept assistance without embarrassment.
- o Advise parents, teachers, and other staff regarding offers to help or not to help handicapped students in matters related to the development of an independently functioning individual.
- o Counsel with students whose longing for "normality" may cause them to deny dependency needs. The student who refuses to wear a hearing aid, but who needs it, may be motivated by a fear of rejection by others.
- o Be aware that adjustment problems may not be entirely related to a handicap. A student's refusal to admit dependency may be an attempt to assert independence from all authority figures, which is a fairly common adolescent behavior.

Developing a Positive Self-Concept

- o Bibliotherapy. Provide fictional and nonfictional accounts of handicapped individuals who have learned to cope with their handicaps. This could include magazine articles, newspaper clippings, and radio/television broadcasts.
- o Role Models. Highlight handicapped young adults in the community who are successful in educational, work, homemaking, and civic activities.
- o Role Playing. Replay a typical situation of rejection or failure by a handicapped person (applying for a job, accomplishing a task). Devise a new ending (success) and practice for a future situation.

- o Group Counseling: Allow participants to share their concerns in an atmosphere where the counselor serves as a facilitator rather than as an authority figure and where specific guidelines have been developed for confidentiality. This technique has no content agenda and no planned sequence of topics.
- o Extracurricular Activities. Use imagination and creativity. The question to ask is, where can handicapped students use their abilities? Can they work on a newspaper; a yearbook, a soccer-team? Can the deaf, physically handicapped, and mentally retarded play musical instruments? Suggest activities that are not "for handicapped only."

Reporting on Vocational Assessment

Following a comprehensive vocational assessment of a student, a report should be prepared that reflects the state of the student's vocational aptitudes, interests, assets, limitations, and special needs related to vocational placement. Since the counselor is the one who has the most experience and training in preparing case studies and other pupil personnel reports, this task will probably include counselor as well as regular and special educators working in a collaborative fashion on child study evaluation form.

Several items should be kept in mind when preparing the assessment report:

- o Develop and use a standardized form. It helps ensure comprehensiveness and can be used for baseline data to monitor progress.
- o Give concise information for determining the student's placement for appropriate vocational education.
- o Prepare the report with full knowledge that parents, school personnel, and other IEP team members will read the report.
- o Avoid unfounded judgments. Report in clear, objective style.

Components on the Assessment Report

The assessment report should follow a standard form. This form should be comprehensive and specific. The report should be written with as little jargon as possible. This report should be understandable to all of those people (i.e., parents, teachers, social workers) who are involved in making this program a success. The assessment report should include the following items:

- o Readiness skills
- o Specific traits assessed
- o Results of the various component of assessment such as test results, work sample results, production records from workshop or prevocational activities, results of exploratory course tryouts, and results of vocational counseling
- o Specific problems in various areas of assessment
- o Major assets
- o Determination of potential for vocational training and placement
- o Supportive services required to achieve vocational success such as medical help, psychological counseling, social skill development, academic remediation
- o Physical modifications of equipment and facilities that are needed in the vocational training area
- o Recommendations for follow-up services
- o Recommendations for vocational training and placement

Job Placement and Employment Counseling

There are several options open to handicapped students when they complete their high school education. These options depend, for the most part, upon the extent of their handicaps. They include attending a postsecondary institution, securing a job, long-term sheltered employment, homebound living, or acceptance into a rehabilitation program. If the appropriate option is to seek regular employment, the transition from school to work will require special counseling and guidance in the following:

- o Job Seeking/Keeping--teaching skills associated with acquiring and retraining a job
- o Job Development-- performing an advocacy role to identify potential sources of employment and encouraging employers to hire the handicapped
- o Job Placement--finding jobs and announcing their availability to handicapped students
- o Job Follow-Through--supporting further career development activities after an individual has been employed.

The counselor will need to work with (counsel) both students and employers if the transition from school to work is to be successful. The following lists give some suggestions of ways and means to make this happen.

- The instructional program is designed to provide immediate evaluation and feedback after each learning experience. Specific, criterion-referenced evaluation devices are used to assess the student's progress and performance.
- The operational units are self-contained and include all of the information essential to accomplish the expected performance.
- Assessment of the student's performance is used as the primary source of evidence for determining entry-level competency. Objective evaluations of the student's knowledge, skills, performance, and attitudes are completed prior to certifying that the student is competent to perform entry-level tasks within a given occupation.

Job Placement and Follow-Up Services

Job placement and follow-up services need to be provided in order for handicapped students to secure and maintain jobs that are suitable for their interests and abilities. Many of the services for the handicapped are the same as they are for the nonhandicapped. These include--

- referring students to job openings,
- instructing students in job-search techniques,
- taking job orders from employers and listing jobs,
- following-up on placements of students in jobs,
- soliciting jobs for listings,
- establishing of on-the-job follow-up procedures.

JOB SEEKING/JOB DEVELOPMENT

Job Seeking

Help students prepare resumes and job applications.

Provide job search resources--want ads, employment agencies, personal acquaintances

Teach interviewing skills

Provide information on legal rights and suggestions for combating employment-discrimination

Suggest ways to present equipment or physical facility adaptation needs to employers

Present civil service opportunities and employment in city, state, and federal agencies

Visit potential employers and discuss handicapped students available for employment

Arrange for employers to conduct interviews at the school

Go with students, if necessary, to job interviews

Keep an organized file of employers that successfully employed handicapped workers

Keep a list of job openings

Refer students to specific job openings

Job Development

Identify and develop a clearinghouse of potential employers

Develop a brochure describing the school's program for preparing handicapped workers

Conduct public relations activities for handicapped students through the local media

Help employers identify jobs that could be filled by handicapped workers

Provide professional development activities for employers on how to communicate and work with handicapped persons

Make suggestions for adaptation of jobs, when appropriate, for handicapped workers.

Assist handicapped students with locating jobs throughout their lifespan

Provide educational information on retraining and advanced training

Serve as a "sounding board" for job adjustment problems

Provide technical assistance to employers who wish to purchase appropriate equipment for handicapped workers

SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibilities grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.
2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.
3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.
4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.
5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

JOB TITLE School Counselors

DEPARTMENT School Staff

Page 1 of 3

Initiation of Task	Task Description
1. Identification and placement of students in need of special education	1. • Refer students for appropriate assessment procedures • Provide individualized program planning • Confer with staff, students, and parents • Serve as liaison with school staff and community agencies • Provide placement in least restrictive environment • Mainstream handicapped students, as appropriate • Facilitate due process procedures
2. Scheduling of CSET meetings (two-year evaluation or identification process)	2. • Serve as general facilitator of CSET meetings • Assist in the collection of data and maintenance of CSET file • Provide information about the student and family that will enable team members to perform evaluations • Observe students in classroom settings to assist in the identification process • Arrange for the testing of students • Refer students for testing • Arrange conference times for parents for the different phases of the CSET process

REPORTS TO School Principal - Pupil Personnel Services

CLIENTELE Students, School Staff, Parents

Tools/Equipment	Personnel Interface	Specific Outcome
1. ● observations ● conferences ● counseling ● inservice training	1. ● CSET members ● teachers ● school staff ● student ● parent(s) ● principal ● evaluation personnel	1. Appropriate identification of handicapped students in need of special education ● Effective educational programming and placement to meet the special needs
2. ● conferences ● observations ● evaluation reports	2. ● CSET members ● principals ● student ● parent(s) ● evaluation personnel	2. Identification of a handicapped student's priority program and service areas, as well as development of long-range and short-term goals and objectives for IEP implementation

JOB TITLE School Counselors

DEPARTMENT School Staff

Page 2 of 3

Initiation of Task	Task Description
1. Need for communication and understanding between parents and school staff	3. ● Provide counseling services to the students and parent(s) on a continuous basis throughout the evaluation and placement process ● Assist parents in obtaining community-based services as indicated by the CSET ● Interpret CSET findings and recommendations to the student and parent(s), and counsel them regarding the nature of the student's programmatic needs ● Confer with parent(s) regarding referrals to CSET, change of placement, students class or school behavior, and academic progress
	● Explain CSET procedures to parent(s) ● Interpret school records. (Parents' satisfaction with the comprehensiveness and accuracy of school records can avoid adverse relationships and curtail needless outside independent evaluations.)
4. IEP development and implementation	4. ● Interpret evaluation procedures and results for the development of the IEP ● Provide counseling to student and parents, as indicated as a supportive service on the IEP ● Assist in the planning of curricular modifications consistent with a least restrictive environment
	● Disseminate occupational and vocational information for career decision-making processes.

REPORTS TO School Principal - Pupil Personnel Services

CLIENTELE Students, School Staff, Parents

Tools/Equipment	Personnel Interface	Specific Outcome
3. ● conferences ● school records ● evaluation results ● CSET meetings ● CSET recommendations	3. ● parent(s) ● school staff ● CSET members ● agency personnel	3. Increased parental understanding of the student's strengths and limitations, as well as realistic expectations for academic and occupational skill performance
4. ● conferences ● IEP ● teachers ● school staff ● special/	4. ● teachers ● CSET ● school staff ● students	4. Identification and implementation of educational programming to meet the long-range and short-term goals and objectives for students
vocational resource room teacher		

JOB TITLE School Counselors

DEPARTMENT School Staff

Page 3 of 3

Initiation of Task	Task Description
	<ul style="list-style-type: none">• Inform teachers about student's special needs• Plan articulation with feeder or receiver schools• Implement subject and course selection• Make recommendations for other alternative placements when the regular curriculum cannot be modified to meet a student's special needs• Observe the student in the classroom setting to help identify student needs for other staff members• Initiate and coordinate appropriate agency referrals and inquiries
5. Mainstreaming	5. <ul style="list-style-type: none">• Assist in the placement of handicapped students in the least restrictive environment• Counsel regular students for acceptance of handicapped students• Provide ongoing counseling and consultation to maintain and provide support to the mainstreamed student

REPORTS TO School Principal - Pupil Personnel Services

CLIENTELE Students, School Staff, Parents

Tools/Equipment	Personnel Interface	Specific Outcome
5. <ul style="list-style-type: none">● counseling● conferences● meetings● inservice training● IEPs	5. <ul style="list-style-type: none">● teachers● school staff● students● parents	5. Placement of handi-capped students in the least restrictive environmental settings to achieve the goal and objectives as stated on the IEP

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SUMMARY.

Counselor involvement in providing educational opportunities for handicapped students is essential to the student's success. Counselors are involved in evaluation, program planning, career guidance, job placement, procedural safeguards, parent training, and a myriad of other activities, as well as providing personal counseling to students and their families.

The counselor must be familiar with the options that are available to the student in school and in the community. The counselor's knowledge of facilities and services open to the handicapped student will help bridge the gap between home, school, and the world of work. As the counselor assists the student in developing skills in a career that will have employment opportunities, the counselor can also help the potential employer recognize the abilities of the handicapped student. The formal testing as well as computerized information systems available to the counselor give the student a better chance for success.

The specific role responsibilities grids will enable counselors to have a ready reference to information on activities that will make their involvement in the education of handicapped students more successful.

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APPENDIX: STAFF DEVELOPMENT NEEDS
ASSESSMENT QUESTIONNAIRE

1. **General Knowledge:** As a School Counselor, you need to know about special education policies, characteristics of exceptional children, their problems, and the concerns of people who relate to them. You also need to know about ~~program options, available services, and the techniques to use with people to~~ communicate with them.

A. You need to know the School District of Philadelphia's policies and procedures (emanating from federal and state regulations) regarding the evaluation, placement and education of exceptional children.

Do you need staff development to understand the policies or procedures concerning:

1. Pre-evaluation of children?
2. Evaluation of children?
3. I.E.P. development and implementation?
4. Confidentiality of pupil records?
5. Procedural safeguards for pupils and parents?

B. You need to know the nature and characteristics of pupils who are in need of Special Education.

Do you need staff development to learn about pupils who are:

6. Physically/sensorily impaired?
7. Socially/emotionally disturbed?
8. Learning disabled?
9. Mentally retarded?
10. Mentally Gifted?

C. You need to be familiar with the educational implications (including curricular, instructional, and behavioral) for exceptional children as well as which alternatives will be most responsive and supportive to a given child.

Do you need staff development concerning:

11. A curriculum or curricular adaptations best suited to learning needs of children within various exceptionalities?
12. Instructional strategies best suited to learning needs of children within various exceptionalities?
13. Behavioral management and social support strategies best suited to particular children's social and emotional needs?

- D. You need to be able to understand the meaning and educational implications of reports other specialists provide to you about children.

Do you need staff development in understanding:

14. The educational implications of psychological, medical, and other diagnostic reports?

- E. You need to know the special problems exceptional children may experience in various environments.

Do you need staff development to learn of the kinds of problems experienced by exceptional children in the:

15. Home?
16. School?
17. Community?
18. Work setting?

- F. You need to know the concerns of various people who are associated with exceptional children or who must interact with them.

Do you need staff development to learn the common concerns of:

19. The parents of exceptional children?
20. The school staff regarding exceptional children?
21. Other school pupils regarding exceptional children?

- G. You need to know the program options and supportive services available to pupils and their parents.

Do you need staff development to learn of the:

22. Special education program options related to the hierarchy of the least restrictive environment?
23. Supportive services available from the School District (local and central) and resource centers, and how to access them?
24. Public and private community services available to exceptional pupils and their parents, and how to access them?
25. The purposes of various professional educational organizations and advocacy groups?
26. The roles and responsibilities of special education and supportive services persons of the School District?

- H. You need to know the conferencing (communicating, collaborating) techniques which are best suited to working with various people.

Do you need staff development to learn these techniques for interacting with:

27. Exceptional pupils?
28. Parents of exceptional pupils?
29. Paraprofessionals?
30. Professionals?

- I. You need to know the influences of different linguistic and cultural backgrounds on children..

Do you need staff development to learn how these differences might necessitate:

31. Using different assessment devices?
32. Recommending different placements for exceptional children?
33. Developing different educational programs to meet the needs of linguistically and culturally different children?

- II. Role Responsibilities: As a School Counselor, you are or may be responsible for counseling exceptional pupils, advising parents, explaining procedures, and participating in CSET and related activities.

- A. You need to be able to counsel pupils through their CSET process or afterwards in accordance with their I.E.P.

Do you need staff development in relationship to special education in order to:

34. Provide counseling services to exceptional pupils (and their parents) throughout the evaluation and placement process.
35. Counsel pupils in accordance with the I.E.P.?
36. Provide career and job counseling to exceptional pupils?

- B. You need to be able to explain to parents about their exceptional child, where they might obtain assistance, or what they themselves may do to help the child.

Do you need staff development to help you communicate to parents:

37. About the nature of their child's exceptionality?

38. The legal rights of the exceptional child and of the parents?
39. How to access public and private community agencies for further help?
40. The kinds of problems the child may have due to inappropriate parental expectations?
41. How to observe and report on their child's development?
42. The meaning of formal and informal assessment data?
43. Ways to adapt the home environment to the needs of the child?
44. Techniques and strategies to use to improve their communication with the child?
45. Strategies to help them manage their child's behavior?
46. How to deal with the problems resulting from their over or under protectiveness?

You need to be able to participate fully in the multidisciplinary approach to educational assessment and programming (and serve as the general team facilitator or act as co-chairperson when directed by the principal).

Do you need staff development in:

47. Referring a pupil thought to be exceptional?
48. Participating in (or co-chairing) a Pre-CSET meeting?
49. Gathering family data (case or developmental) in reference to the child's potential exceptionality or possible placement?
50. Participating in (or co-chairing) a CSET meeting?
51. Assisting in the collation of data and maintaining a CSET file?

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ANNOTATED BIBLIOGRAPHY

53

Entries in this bibliography were collected and catalogued for use by counselors in the Philadelphia School District. The objectives are to provide assistance

- o In the identification of materials to be utilized for both general curriculum and specialized programs;
- o locating materials that present procedures and methods for serving both special education and vocational education

Entries in this bibliography were identified through literature searches of the Educational Resources Information Center (ERIC) Clearinghouse which consists of

- o articles from over 700 journals indexed by the Current Index to Journals in Education (CIJE) and
- o research reports, papers, bibliographies, and books indexed by Resources in Education (RIE)

Insofar as possible, each catalog entry gives the title, developing institution or author with address, date, number of pages, and price. An abstract follows which is drawn in most cases directly from the ERIC entry. Entries with an "BD" number included may be obtained in microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland, 20014.

EJ213777 CE509010

Enabling the Disabled through Career Counseling.

Bowe, Frank; Razeghi, Jane Ann

VocEd, v54 n7 p44-47 Oct 1979

Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080);

POSITION PAPER (120)

Discusses the expanding opportunities available to handicapped students and the changing role of educators and administrators as they strive to provide equal opportunity in all areas of vocational education. Suggested techniques for developing an individualized education program are given. (LRA)

EJ215672 CG517240

Career Education for the Handicapped: A Psychosocial Impact.

Beane, Allan L.; Zachmanoglou, M. Alex

Vocational Guidance Quarterly, v28 n1 p44-47 Sep 1979

Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Basic facts concerning the characteristics of handicapped individuals and instructional considerations are discussed as they relate to five psychosocial components of career education. Career education is designed to help all individuals and is a focus on the total person, and whether handicapped or not, full consideration is made of combined attributes. (Author/BEF)

ED153044 08 CE015750

Mainstreaming Handicapped Students Into the Regular Classroom.

Schwartz, Stuart E.

Florida Univ., Gainesville, Coll. of Education.

.7197. 21 p.; Photographs throughout booklet may not reproduce well for related documents see CE015 749-754.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH60166

Grant No.: G007604050

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet suggests that the outcomes of handicapped pupils who are integrated or mainstreamed into the regular vocational education program differ only slightly from those of nonhandicapped individuals. Topics discussed include the following: a brief history of the development of the right of handicapped students to an appropriate education, the vocational Amendments of 1968, the Education for All Children Act (Public Law 94-142), Title II of Public Law 94-482 (to improve guidance in vocational education programs), the Rehabilitation Act of 1973, educational responsibility, normalizing and risk-taking, and a conceptual model of mainstreaming. A self-test is included for pre- and post-test evaluation. (TA)

ED153046 08 GE015752

Evaluation and Placement

Schwartz, Stuart E.

Florida Univ., Gainesville, Coll. of Education.

.7197. 22 p.; Photographs throughout booklet may not reproduce well;

For related documents see CE 015 749-754.

Sponsoring Agency: Office of Education (DHEW),
Washington, D.C.

Bureau No.: 498AH60166

Grant No.: G007604050

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet discusses the role of medical, social, educational, and psychological tests in estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre- and posttest evaluation. (TA)

57

ED185478 CG014376

Exemplary Vocational Guidance Projects in Virginia. 1979-80 Project Abstracts.

Hohenshll, Thomas H.; Maddy, Carolyn
Virginia Polytechnic Inst. and State Univ., Blackburg. Dept. of Education.
1980 47 p.

Sponsoring Agency: Virginia State Dept. of Education, Richmond. Div of Vocational Education

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: GENERAL REFERENCE (130); PROJECT DESCRIPTION (141).

Geographic Source: U.S./Virginia

Journal Announcement: RIESEP80

Thirty exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) are described. Ten of the projects were designed to increase sex equity in vocational guidance, counseling and education programs. Eleven were designed to encourage business/guidance exchange of personnel and information. The remainder were developed to increase vocational guidance and counseling services for the handicapped. Each summary includes the project's objectives, methodology, and the name, address, phone number and institutional affiliation of the the project director. (JAC)

ED149188 08 , CE014697

Vocational Education for the Handicapped: A Review
Review. Information Series No. 119.

Hull, Marc E.

Ohio State Univ., Columbus, ERIC Clearinghouse on Career Education.
1977 67 p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington,
D.C.

Contract No.: 400-76-0122.

Available from: National Center for Research in Vocational Education
Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio
43210

(IN 119, \$5.10, quantity and series discounts available).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJUN78

A review and synthesis of programming and techniques, useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped. (TA)

ED179570 TM009850

Correlation of School Instructional Materials to the Social and
Prevocational Information Battery.

Texas Education Agency, Austin, Learning-Resource Center.

May 1979 62 p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); BIBLIOGRAPHY (131).

Geographic Source: U.S /Texas

Journal Announcement: RIEAPR80

Government: State

Selected curricula and instructional resources are correlated to items within each subtest of the Social and Prevocational Information Battery (SPIB). SPIB tests include: purchasing habits; budgeting; banking; job-related behavior job search skills; home management; health care; hygiene and grooming; and functional sign reading. The selections are representative of materials available commercially to train handicapped students and are intended as guidelines in developing *Individualized Education Programs (IEP). The information is contained in three columns: (1) the name of the SPIB subtest and related items; (2) names of curricula related to the test items; and (3) instructional resources which pertain to a subskill in the test area. The columns for curricula and resources are not interrelated but each is relevant to the test area. Bibliographic information on the curricula and publishers' addresses are appended.
(MH)

ED153045 08 CE015751

A System of Management.

Swartz, Stuart E.

Florida Univ., Gainesville. Coll. of Education.

.7197 17 p.; Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: G007604050

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet focuses on educational management as a plan for responsibility which requires interlocking relationships between several agencies to do its job. Decision-making limits and how interactions between different groups affecting management are discussed to give educators an understanding of how to work with management to give handicapped students the education they deserve and are entitled to by law. Specific topics discussed include the following: agencies responsible for management (federal, state, local, school center), designing an individualized educational plan, an individualized educational plan staffing, funding formula, and program evaluations. A self-test is included for pre- and post-test evaluation. (TA)

61

ED 174835 CE022467

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs. Final Report.

National Evaluation Systems, Inc , Amherst, Mass.

Apr 1979 18 p.; For a related document see CE 022 468.

Sponsoring Agency: West Virginia State Dept. of Education, Charleston.
Bureau of Vocational, Technical, and Adult Education.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S./West Virginia.

Journal Announcement: RIEJAN80

Government: State

A project was designed to develop guidelines which would give direction to local school personnel in the implementation of supportive services for the special needs population participating in regular vocational education programs. Following a literature search, telephone interview instruments were developed and administered to school administration and support personnel within selected West Virginia mainstreamed vocational programs. The purpose of the interviews was to determine supportive services provided as well as those needed among the programs and to identify problems and needed improvements in those services already being provided. Findings were reviewed by a task force of West Virginia vocational school specialists from across the state and a preliminary content outline was drafted: (1) vocational evaluation/remediation, (2) instructional support services, (3) guidance and counseling services, (4) job placement/follow-up services, and (5) special support services. The task force also reviewed the full working outline and the final draft. (The interview instruments for support personnel and administrators are appended. The product, "Supportive Services for Special Needs Students in Regular Vocational Programs," is available separately--see note) (LRA)

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Supportive Services for Special Needs Students in Mainstreamed
Vocational Education Programs: Guidelines for Implementation.

National Evaluation Systems, Inc., Amherst, Mass.

Apr 1979 73 p.: For a related document see CE 022 467

Sponsoring Agency: West Virginia State Dept. of Education, Charleston.
Bureau of Vocational, Technical, and Adult Education.

EDRS Price - MF01/PC03 Plus Postage.

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Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthopedically impaired, seriously emotionally disturbed, or learning disabled). The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physical related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs. A sample listing of out-of-school support agencies providing support to persons with disabilities is given. (LRA)

Benjamin, L., and Walz, G. Counseling exceptional people. Ann Arbor, Michigan. ERIC :
Counseling and Personnel Services Clearinghouse, 1980.

The first six chapters of this book deal with counseling techniques that are appropriate for students who are mentally retarded, learning disabled, emotionally disturbed, hearing impaired, visually handicapped, or gifted. Although the focus is primarily on the school setting, many of the approaches described are suitable for adults as well. Chapter seven describes ways to help handicapped individuals cope with their sexual needs. Chapter eight offers 106 practical suggestions for counselors which cover 14 problem areas commonly encountered in educational settings. The final chapter presents a developmental model of consultation that will help counselors to offer consultant services to other individuals involved in the education of exceptional persons.

Bolton, B. (Ed.). Handbook of measurement and evaluation in rehabilitation.
Baltimore, Maryland: University Park Press, 1976.

Seventeen chapters in this edited volume were prepared by experts in psychometrics, clinical assessment, and counselor education, each designed to cover a different aspect of psychological measurement as applied in the evaluation of disabled clients. There is a chapter on outcome measurement and one on assessment of counselor performance.

Brouillet, F.B. Competency-based model for the handicapped: Adult living skills and vocational preparation. Olympia, WA: Office of the State Superintendent of Public Instruction, 1978.

This manual presents the philosophy and development of a competency-based model: Occupation Preparation Guide for preschool up to age twenty-one. The guide includes sections on the field-test program, the prerequisite skill inventory, assessment, task analysis, independent living and employment skills, and referral agencies. The key to this program is the determination of the essential skills needed for employment and independent living.

Carpenter, R.L. Colloquium series on career education for handicapped adolescents, 1977. West Lafayette. Department of Education, Purdue University, 1977.

This collection of presentations represents one part of what is felt to be a unique thrust at dissemination of the most recent thinking regarding career education for handicapped adolescents. Each selection in this monograph is the text of a videotape presentation shown through the Indiana Higher Education Telecommunication System (IHETS). This second series was designed as a sequel to the first (Blackburn 1976), which established the foundation of career education relative to adolescents with handicapping conditions. This series begins with the sequence of steps that follows from the base (i.e., classroom practices, counseling and evaluation, job placement, and training on-the-job.)

Cross, A.A. (Ed.). Vocational Instruction. Arlington, Virginia: The American Vocational Association, Inc., 1980.

This is the most recent yearbook of the American Vocational Association. Though it was written first and foremost for teachers, the book contains much information of value to other professionals with an interest in designing and delivering top-quality education to vocational students. The contributions of vocational administrators, supervisors, guidance counselors, media specialists and teacher educators to a lively and productive learning environment are discussed in detail.

Ericksen, R.C., and Wentling, T.L. Measuring student growth: Techniques and procedures for occupational education. Boston: Allyn and Bacon, 1976.

This is a comprehensive textbook on measurement applied to occupational education. A balanced and updated treatment is given to: general measurement considerations, teacher made instruments, standardized instruments, and obtaining and using measurement information. The authors make applications of each idea and each method to some aspect of occupational education with the intention of improving the measurement and testing procedures within occupational programs. Current and future occupational instructors, counselors, and administrators are its intended audience.

Foster, J.C., Szoke, C.O., Kapisovsky, P.M. and Kriger, L.S. Guidance counseling, and support services for high school students with physical disabilities. Cambridge, Massachusetts: Technical Education Research Centers, Inc., 1978.

This extensive work offers specific information needed by counselors dealing with high school students who have visual, hearing, orthopedic, neuromuscular, epilepsy, or chronic health handicaps. Topics include: 1) an overview of physical disabilities; 2) coordinating delivery of services; 3) personal adjustment; 4) educational planning; 5) career development and guidance; 5) vocational assessment; 7) psychometric testing; 8) job placement; and 9) parent involvement. A listing of national and state resources is also included.

Goldman, L. Using tests in counseling (2nd ed.). New York: Appleton-Century-Crofts, 1971.

Goldman presents a detailed and logical approach to the utilization of tests by counselors. Research findings are incorporated throughout, but the book is written for use by the practitioner.

Parnicky, J.J., and Presnall, D.M. Interest inventories and the retarded. Rehabilitation Counseling Bulletin, December 1976) pp. 118-128.

This article discusses two measures designed to assess the vocational interests of retarded people: The Vocational Interest and Sophistication Assessment (VISA) and the Reading-Free Vocational Interest Inventory (RFII.)

U.S. Department of Health, Education, and Welfare. Resurge '79: Manual for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1976 (P.L. 94-482). Washington, D.C.: U.S. Department of Health, Education and Welfare, 1979.

The purpose of this publication is to provide resource information for state staff in planning, implementing and evaluating programs and services for students with special needs. The document is also designed to serve as a basis for compatibility in reporting enrollments and other pertinent information about vocational education programs for special needs students.

West Virginia College of Graduate Studies, Department of Special Education; West Virginia Department of Education Bureau of Vocational, Technical and Adult Education; Division of Special Education and Student Support Systems. Expanding options for handicapped persons receiving vocational education. Montgomery, WV: West Virginia Training Institute, June 1976.

This guideline is intended to stimulate change in vocational education for students at the secondary level who have special educational needs. It is addressed to administrators, teachers, counselors, parents, university personnel, funding agencies, and others who are responsible for planning and implementing vocational education for secondary special needs students at the national, state and local levels. The guideline contains four sections: operational issues, student issues, training issues, and work issues.