

## DOCUMENT RESUME

ED 107 042

95

EC 072 643

AUTHOR Baxter, Jan  
TITLE Development and Implementation of Secondary Special Education Programs.  
INSTITUTION Michigar State Dept. of Education, Lansing.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C.  
PUB DATE Jan 75  
NOTE 35p.

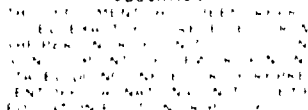
EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
DESCRIPTORS \*Adjustment (to Environment); \*Behavioral Objectives; Daily Living Skills; Educational Needs; \*Educational Objectives; Exceptional Child Education; \*Handicapped Children; Performance Criteria; \*Prevocational Education; Program Development; Secondary Education; Special Education; \*Vocational Education

IDENTIFIERS Michigan

## ABSTRACT

Discussed are criteria for developing and implementing secondary school special education programs leading to a high school diploma for exceptional students in Michigan. It is explained that handicapped students should be integrated into regular programs whenever possible but that an Educational Planning and Placement Committee may recommend special programs or services based on an individualized assessment of a student's needs and followed by establishment of educational goals and performance objectives. Recommended are minimal performance objectives for personal adjustment, prevocational and vocational education for students who cannot complete a regular course of study. Vocational rehabilitation services are briefly described, and an educational accountability model is presented for developing secondary level programs for the handicapped. An appendix contains procedures for involving parents, students, teacher, administrators, and community members in helping the Board of Education to select appropriate terminal objectives.

(LH)



# DEVELOPMENT AND IMPLEMENTATION OF SECONDARY SPECIAL EDUCATION PROGRAMS

Written by:

Jan Baxter, Instructional Specialist  
Special Education and Vocational Rehabilitation  
Michigan Department of Education

In Cooperation With:

Larry Barber, Special Needs Consultant  
Vocational and Technical Education Services  
Michigan Department of Education

Gene Thurber, Instructional Specialist  
Special Education Services  
Michigan Department of Education

January 1975

# TABLE OF CONTENTS

Introduction .....	1
Chapter I    The Individual Within the Group .....	1
Chapter II    Developing Effective Programs .....	4
Chapter III    Required Program Content .....	6
Chapter IV    Developing Graduation Criteria .....	10
Chapter V    Suggested Minimal Terminal Objectives for Personal Adjustment Education .....	14
Chapter VI    Suggested Minimal Terminal Objectives for Pre-Vocational Education .....	16
Chapter VII    Suggested Minimal Terminal Objectives for Vocational Education .....	20
Chapter VIII    Vocational Rehabilitation Services .....	24
Chapter IX    A Model for Developing Secondary Programs for the Handicapped .....	27
Appendix A .....	29

Printing and Bindery by Mentally,  
Physically and Emotionally Handi-  
capped of E.B.I. Breakthru Inc., Lake  
Odessa, Mich. 48849. Phone (616)  
374-8888.

# INTRODUCTION

MICHIGAN EDUCATION MUST RECOGNIZE AND PROVIDE FOR THE SPECIAL EDUCATION NEEDS OF EXCEPTIONAL PERSONS. THIS RECOGNITION MUST EXTEND TO THOSE WHO ARE ACADEMICALLY TALENTED, AND TO THOSE WHO ARE CONSIDERED MENTALLY, PHYSICALLY AND/OR EMOTIONALLY HANDICAPPED. EVERY EFFORT MUST BE MADE TO ACHIEVE THE MAXIMUM PROGRESS POSSIBLE FOR EXCEPTIONAL INDIVIDUALS BY FACILITATING THEIR MOVEMENT INTO AND/OR OUT OF SPECIAL CLASSES. (COMMON GOALS OF MICHIGAN EDUCATION)

It is the policy of the Michigan Department of Education to foster integration of handicapped students into regular programs. It is recognized, however, that there are a small number of disabled students who need specialized classroom programs in order to reach their maximum potential.

This paper deals with the establishment and implementation of secondary programs for special education who are not capable of completing minimum requirement for graduation from the regular education program. The Special Education Code makes provisions for the development of a "special education program approved in the intermediate plan leading to a high school diploma which as a minimum personal adjustment, pre-vocational and vocational training. (Rule 1, Sub-rule 5)

The purpose is to define the basic components of a comprehensive and quality program for handicapped students assigned to the junior and senior high school level, whose disability is such that they cannot complete the regular education program.

This publication is designed to help local and intermediate school district personnel develop and implement terminal programs consistent with the overall goal as set forth in the Michigan State Plan for the Delivery of Special Education Programs and Services.

**THE OVERALL GOAL IS: TO INSURE THAT EACH HANDICAPPED CHILD IN MICHIGAN HAS THE OPPORTUNITY TO DEVELOP INTO AS SELF-SUFFICIENT AND AS CONTRIBUTING A MEMBER OF HIS COMMUNITY AS POSSIBLE.** Each child must be given the opportunity to develop his personal, social, and vocational skills to the fullest extent of his capabilities.

This publication has been reviewed by Department of Education personnel to assure that references to law and rules are appropriate and that the content is consistent with policies of the Michigan Department of Education.

Our thanks to the following individuals and groups for their help in preparing this document for publication:

Basil Antenucci, Supervisor, Vocational Rehabilitation Services

David Euettner, Ph.D., Consultant, Research and School Administration

John Daenzer, Specialist-Secondary Programs, Vocational and Technical Education Services

Jan Danford, Director of Instruction and Curriculum Development, Ingham Intermediate School District

Bert Donaldson, Ph.D., Instructional Specialist, Special Education Services

James Engelkes, Ph.D., Professor, Department of Counseling, Michigan State University

Cleo Johnson, Instructional Specialist, Vocational Education-Special Education Project, Central Michigan University

M. LeRoy Reynolds, Ph.D., Director, Department of Special Education, Central Michigan University

Harrold Spicknall, Ph.D., Supervisor, Special Education Services

Robert Trezise, Ph.D., Communication Skills Coordinator, General Education Services

Special Education Developmental Learning Committee

Special thanks to Marilyn Feldpausch and Margie Noddins, for their help in preparing this manuscript.

The institute reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

# THE INDIVIDUAL WITHIN THE GROUP

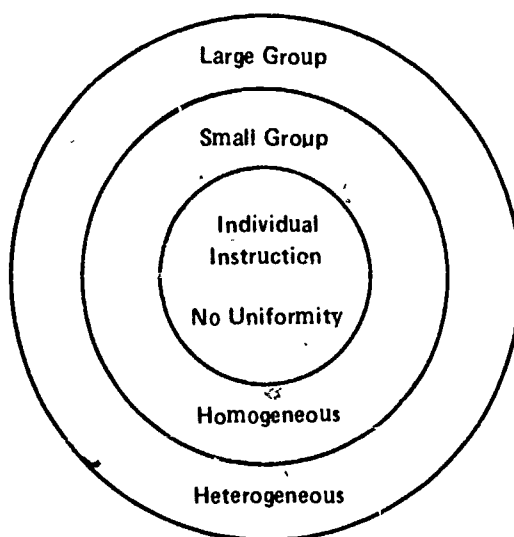
All education should be designed to meet individual student learning needs

The size of the group in which learning takes place is generally related to one or a combination of the following characteristics:

- A. Uniformity of physical characteristics, such as coordination, dexterity and strength. These will be referred to as the psychomotor domain
- B. Uniformity in intellectual characteristics such as vocabulary, reading ability and comprehension. These behaviors will be referred to as the cognitive domain.
- C. Uniformity in behavioral characteristics such as motivation, interest, attitudes and biases. These will be referred to as the affective domain.

This is summarized by the axiom. THE SIZE OF THE INSTRUCTIONAL UNIT IS DEPENDENT UPON THE UNIFORMITY OF THE GROUP. Diagram I presents this axiom in visual form.

DIAGRAM I



A general instructional equation is: Instructional objectives minus Present Skills equals Content to be Mastered.<sup>2</sup>

## OBJECTIVES - PRESENT SKILLS = INSTRUCTIONAL CONTENT

If, as in most public school programs, the size of the class is pre-determined, the first step in determining if a student can succeed in the regular class is to evaluate the students.

General education accomplishes this evaluation by standardized tests, teacher evaluations or some other type of needs assessment. Special education students generally need individualized comprehensive diagnosis to obtain sufficient data for educational planning. The need for individual diagnosis increases with the severity of the students disability

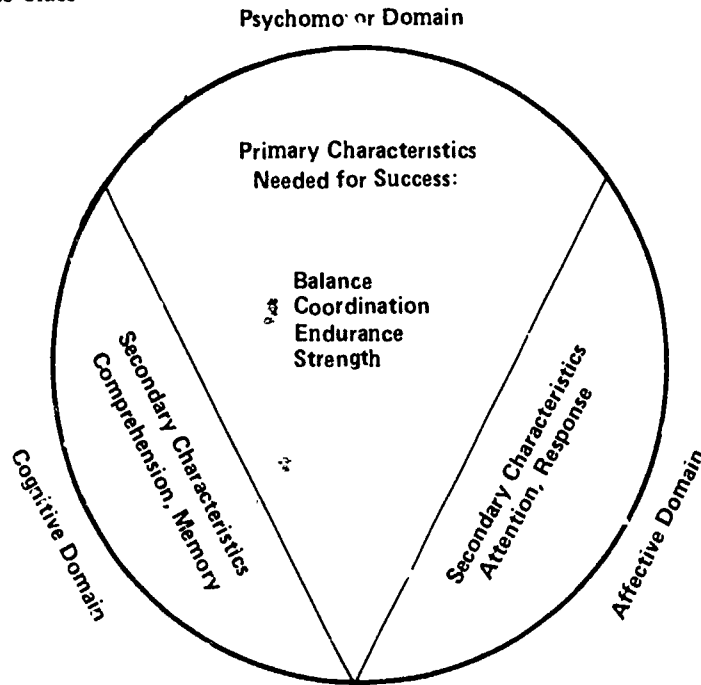
One goal in establishing any group is to maximize the size-effectiveness ratio. This is defined as the largest number of students who can be placed in a group without affecting the groups ability to reach its educational objectives within stated time limits

### GROUP SIZE

A simple example of the utilization of this principle would be in determining the effects on the size-effectiveness ratio of substituting mildly retarded students in a school calisthenics program. The program is designed to develop gross motor coordination, balance, strength, and endurance. The usual enrollment is 30 Junior High students who lack these skills. Substituting mildly retarded students whose major handicap is lack of academic ability should have no major effect on the size-efficiency ratio.

Diagram II depicts the problem visually. The diagram makes it clear that physical ability is the primary consideration in determining the effect of placing retarded students in this course

DIAGRAM II - Calisthenics Class



The secondary characteristics must also be considered. Severely emotionally impaired students with limited attention spans, could not be effectively substituted for regular students without reducing the student-teacher ratio to compensate for the extra attention these students would need.

Most areas of instruction at the secondary level are not limited to one domain. Science, for example, requires certain physical characteristics for success in lab work and intellectual characteristics for understanding theory.

In general, the placement of a wheelchair-bound student of normal intelligence and good hand dexterity would not affect the size-effectiveness ratio of a science class.

The effect of placing students in a science class who have little interest, biases against science, or other problems in the affective domain will have some measurable effect on the size-effectiveness ratio. It is obvious that the more students deviate from the norm, the greater effect they will have on the student-teacher ratio.

There is greater latitude for deviance in those behavioral domains not directly related to instruction. Lack of interest would have less effect on a calisthenics class than it would have on a drama class. Interest is secondary in calisthenics. In drama, interest is directly related to the actor's behavior.

To summarize this point:

1. Placement of a handicapped individual generally requires individual diagnosis. Placement of normal youngsters is generally done by group assessments.
2. The decision to place a handicapped student in a regular class of predetermined size should be based on the student's ability in the primary instructional domain.
3. Placement will depend to a lesser extent on the uniformity of the student's ability in non-related domains.

#### PREREQUISITE SKILL

Again, using the formula,  $\text{OBJECTIVES} - \text{PRESENT SKILLS} = \text{INSTRUCTIONAL CONTENT}$ , it can be demonstrated that the size of a new program will be directly related to the uniformity of students' prerequisite skills.

The fact that a student has a handicap does not necessarily mean that he should be excluded from regular classes. The decision to include or exclude a student requires a comparison of the student's prerequisite skills to those of other students to be included in the class.

The possibility may exist that the special education student has the prerequisite skills, but lacks other intellectual, behavioral, social or physical abilities needed to succeed. In this case, efforts must be made to provide supportive services to expedite integration of the handicapped student. For example: A learning disabled student lacks the ability to read at the eighth grade level. He has been successful in completing a course in industrial arts and has all the prerequisite skills needed to enter into a small engine repair program.

Since the student has the ability to comprehend at the appropriate grade level, the reading problem can be overcome by providing supportive services. In this case it might be in the form of a taped or talking book. This would allow the student to assimilate the written language in oral form. The utilization of the talking book machine for related study to supplement classroom activities would have no effect on the classroom presentation. With this modification, the placement of appropriate learning disabled youngsters into the small engines class should not effect the size-effectiveness ratio.

### MODIFICATION OF INSTRUCTION

Modification can occur in four areas. The following are listed in order of priority of consideration. These modifications generally involve more people, take more time and economic resources as they progress or are used in combination.

1. **Materials:** Additions and-or modifications of materials require the least amount of change in the instructional system and generally have the least effect on the size-effectiveness ratio. Tactile equipment, large print books and captioned films are but a few of the better known special materials. There is a network of Special Education Curriculum Resource Centers for the Handicapped covering each area of the state. Curriculum resource consultants are available to help instructional staff identify, modify or develop equipment and materials that can be used to expedite integration of handicapped students into previously established programs in such a way as to maximize the size-effectiveness ratio.
2. **Personnel:** Teacher aides and professional supportive staff such as teacher consultant, social workers, and psychologists have been traditionally reimbursed as part of the special education team.

Teacher aides are generally assigned to increase the size-effectiveness ratio while ancillary personnel are utilized to expedite integration of handicapped students while maintaining an established student-teacher ratio. Adult volunteers and student assistants can also be used to enhance the instructional program.

3. **Process:** This refers to the method of instruction. The main purpose of the student diagnosis is to identify the most effective methods and techniques for utilizing materials and personnel in stimulating student learning. It is often found that a modification in instructional methods for handicapped students also expedites learning for all students. The need to make major modification or to maintain separate processes for the special education students to succeed in the regular program will obviously have some effect on the size-effectiveness ratio.
4. **Curriculum:** The type, sequence, duration and content of instructional units constitutes the program curriculum. At the Junior and Senior High level, instructional units are generally established in courses or other group teaching units. It is often possible for the instructional staff to individualize the curriculum. This is generally done by varying the sequence of instruction to meet individual learning needs. Changes in type, duration and content of instruction generally affect the total school population. As a general rule, it is easier to establish additional programs to meet unique learning needs than to change existing curriculums.

### EDUCATIONAL PLANNING

The placement of handicapped students into any educational program is based on an intensive analysis of the handicapped student's needs. The decision to implement any alternate instructional program should not be made without the convening of an Educational Planning and Placement Committee. The function of this committee is to review the diagnosis and the varied alternatives for utilizing materials, personnel and processes to meet the needs of a particular handicapped student and assist in the selection of the most appropriate placement.

Where ever possible, the teacher(s) responsible for carrying out the educational prescription, including general and vocational education personnel, should be part of the Educational Planning and Placement Committee. The teacher(s) knows the content of the course and the demands that will be placed on the student and can help the Educational Planning and Placement Committee determine if the student has sufficient prerequisite skills in the cognitive, affective and-or psycho-motor domains to allow integration into existing programs.

It is also necessary for the teacher(s) to evaluate the need for modification of materials or processes and to determine the effect of utilizing additional or supportive personnel.

The traditional special education model was designed to program for students of like disability. This document is based on a functional method of evaluation and programming. It is based on the premise that the category of disability (retarded, deaf, blind, etc.) is of less value in educational programming than knowledge of the cause-effect relationship of impairment to learning. There is no single solution for making educational decisions for handicapped students. The Educational Planning and Placement Committee must base the recommendations for placement on individual student needs.



## DEVELOPING EFFECTIVE PROGRAMS

It is extremely helpful to have a systematic approach for developing and evaluating the effectiveness of any program. This statement applies equally to group or individual programming. An educational accountability model is nothing more than a systematic procedure for evaluating the effectiveness of existing programs in helping students learn.

Every quality program must be developed around an educational accountability model (R340.1832, Part 2, Section 2.3). The Michigan Department of Education's six point accountability model has been adapted for use in this publication. Local districts are encouraged to follow this model or to develop a process to assure that each student receives a quality education program.

The Special Education Code specifies the use of an Educational Planning and Placement Committee (E.P.P.C.) as a minimal accountability procedure for individual students being placed in special education programs (R340.1722 through R340.1723).

### Step I. Needs Assessment

Individual	Special Education Program
Collection of educational, psychological and-or medical diagnosis needed to determine student eligibility and to identify specific needs (R340.1703 through R340.1714).	Identify the number of students in need of special education, types of programs and services needed, present level of functioning, etc. (R340.1832, Section 1.1).

The following steps can be used to develop special education programs for students whose disability is such that they cannot complete requirements for graduation from the regular education program:

- A. Evaluate all students suspected of being in need of special education programs and-or services through individual student evaluation,
- B. Determine which student cannot succeed in the regular program, and
- C. Identify their specific instructional needs.

Using this method, instructional goals and objectives, choice of personnel, facilities, etc. will be determined, based on actual student need. Data from the needs assessment can be used to determine if existing programs and services are sufficient to meet the need.

### Step II. Identification of Goals

Individual	Special Education Program
E.P.P.C. determines eligibility and sets student goals based on diagnostic data and other pertinent information.	Local and intermediate school districts establish program alternatives based on their goals for special education students.

Each district should identify the overall purpose and general outcome expected as a result of special education programs and services. The following example is adapted from the State Plan for the Delivery of Special Education Programs and Services.

- Goal 1. To provide every handicapped child with comprehensive educational programs and services appropriate to his needs
- Goal 2. To insure quality educational programs and services for all handicapped children.
- Goal 3. To establish an organizational structure for delivery of special education programs and services
- Goal 4. To promote the understanding and acceptance of handicapped persons within the school system and the general public

The E.P.P.C. recommends placement of handicapped students who cannot succeed in regular programs as being in need of special class placement. The E.P.P.C. may also specify how the student should benefit, or what it is the student should learn as a result of the placement. The alternatives and types of programs available to the individual will be determined by the goals for programs and services established by the school district. A district whose philosophy is to provide maximum benefits will establish program goals that lead to the development of as large a number of program alternatives as possible.



### Step III. Identify Performance Objectives

Individual	Special Education Program
Teacher(s) identify individual performance objectives designed to help the student reach the goal set by the E.P.P.C. (R340.1733c).	The operating district approves objectives for each level, grade course, unit, etc. These are developed and sequenced to assure a continuum leading to a high school diploma. (R340.1701, Subrule 5 and R340.1832, Part II, Section 2.4).

Special education classroom programs designed to serve handicapped students who cannot complete the "normal course of study" in regular education, must have a curriculum plan based on performance objectives. (340.1733b) The student is generally placed in the special education classroom(s) that has objectives most closely related to the individual's need. Based on the needs assessment, the teacher can then select from the group objectives, those most appropriate to the individual's need. The instructional staff may also need to develop separate objectives specific to each individual's special needs.

If all or part of a handicapped persons learning needs can be met by the regular program objectives, special education staff should provide supportive services needed to assure the students success in the regular program. As described in Chapter V of the Compiled Guidelines for Special Education Programs and Services developed by the Michigan Department of Education, there should be a continuum of programs and services that allow for integration of special education students wherever possible.

Chapter V through VII of this document contains minimal terminal objectives that may be helpful to school districts operating special education diploma programs. Appendix A contains procedures for involving parents, students, teachers, administrators, and other members of the community in helping the Board of Education select appropriate terminal objectives.

### Step IV. Delivery System

Individual	Special Education
Instructional staff choose methods, material, and techniques to achieve the instructional objective and implement the delivery system.	The district established the continuum of programs and services needed to assure minimum programming needed to help students reach program goals.

The general instructional equation as described in Chapter I is:

## OBJECTIVES - PRESENT SKILLS = INSTRUCTIONAL CONTENT

At this stage of program development, the student's skill level has been established through the needs assessment. The E.P.P.C. has established overall program recommendations and the instructional staff have identified appropriate objectives. The instructional staff now use their professional expertise to teach the student.

There must be a continuum of programs and services so students can develop to the point where they can complete minimal performance objectives. It is not necessary or possible for any one district to develop every possible type of group program. The Intermediate District Special Education Plan is a management document which authorizes local districts to operate special educational programs. The intermediate district is charged with coordination of local programs with those available from other intermediate districts, State Schools for the Blind and Deaf, etc. to assure that there is a delivery system available for each handicapped child. (R340.1832)

### Step V. Evaluation

Individual	Special Education Program
Instructional staff continually evaluate student progress and modify material, methods, and techniques as needed to expedite student learning.	Follow-up procedures are used to evaluate program effectiveness (R340.1832, Part I, Section 1.5 and Part II, Section 2.6) Program evaluation data is used to modify goals, objectives, and-or the delivery system.

In the formula:

## OBJECTIVES - PRESENT SKILLS = INSTRUCTIONAL CONTENT

The objectives remains constant while the student skills continually change as a result of the learning process. The instructional staff must continually evaluate student progress to determine what to teach next. Instruction can be defined as a continual process of teach - evaluate - reteach, until the student reaches the educational goal.

It is necessary to evaluate the effectiveness of the total program as well as individual student progress. Program evaluation is designed to identify needed changes in the delivery system and help pinpoint inappropriate objectives.

The following are examples of how evaluation data can be used to improve program content or change instructional goals.

Example 1. All the students in one junior high special education program were required to complete an industrial arts program. One of the objectives required the students to learn the name and proper use of common tools. To evaluate the effectiveness of the course content each year, the junior high teacher contacts the vocational education staff who receive students from her course to evaluate their performance. The automotive, and building trades teachers both indicated that students could not measure the diameter of round objects. As a result, the special education teacher studies the available methods and decides to add a short unit on the use of a caliper for measuring the thickness and diameter of oval surfaces. A latter check reveals this solved the problem.

Example 2. A follow-up study, one year after graduation, reveals that 50 percent of special education students, who completed the drivers education course have moving violations. The course is taught by the regular drivers education teacher with the special education teacher providing the academic instruction for students whose disability preclude integration into the regular course. As a result of this evaluation, the two teachers decided to change their delivery system by placing more emphasis on sign recognition and student attitude about speed, making complete stops, etc.

#### Step VI. Recommendations

Individual	Special Education
An E.P.P.C. is convened to review progress and recommend future placement for students ready to move from one level to another, ready to be placed into regular education, or ready to graduate.	Based on evaluation, the administration recommends changes in goals, objectives, curriculum, personnel, facilities, and etc. Recommendations for program change are usually presented to the Board of Education in the form of policy or budget decisions.

Administrative recommendations for changes in curriculum or addition of resources needed to improve services for handicapped students should follow the evaluation process.

New methods, materials, techniques or utilization of personnel that have proven effective should be cycled into the ongoing program where appropriate. This should be reflected in the yearly changes in the intermediate plan for the delivery of special education programs and services.

### Chapter III

## REQUIRED PROGRAM CONTENT

P.A 198 of 1971 requires that special education programs "shall include vocational training but need not include academic programs of college or university level." According to the definition in Section 291a of the Act, the words vocational training and vocational education are interchangeable. The definition used by Special Education is the same one that has been used by Vocational Education in Michigan for many years. It reads:

**VOCATIONAL EDUCATION MEANS VOCATIONAL OR TECHNICAL TRAINING OR RETRAINING WHICH IS GIVEN IN SCHOOLS OR CLASSES, INCLUDING FIELD OR LABORATORY WORK INCIDENTAL THERETO, UNDER PUBLIC SUPERVISION AND CONTROL, AND IS CONDUCTED AS PART OF A PROGRAM DESIGNED TO FIT INDIVIDUALS FOR GAINFUL EMPLOYMENT AS SEMI-SKILLED OR SKILLED WORKERS OR TECHNICIANS IN RECOGNIZED OCCUPATIONS, BUT EXCLUDING ANY PROGRAM TO FIT INDIVIDUALS FOR EMPLOYMENT IN OCCUPATIONS WHICH THE SUPERINTENDENT OF PUBLIC INSTRUCTION DETERMINES, AND SPECIFIES TO BE GENERALLY CONSIDERED PROFESSIONAL OR AS REQUIRING A BACCALAUREATE OR HIGHER DEGREE. THE TERM INCLUDES VOCATIONAL GUIDANCE AND COUNSELING IN CONNECTION WITH THE TRAINING, INSTRUCTION RELATED TO OCCUPATIONS FOR WHICH THE STUDENT IS BEING TRAINED OR NECESSARY FOR HIM TO BENEFIT FROM TRAINING, AND THE ACQUISITION AND MAINTENANCE AND REPAIR OF INSTRUCTIONAL SUPPLIES, TEACHING AIDS AND EQUIPMENT, AND CONSTRUCTION OR INITIAL EQUIPMENT OF BUILDINGS AND THE ACQUISITION OR RENTAL OF LAND**

The Special Education Code contains the minimum program content that must be provided to handicapped students as part of a normal course of study. A normal course of study means "a regular education program leading to a high school diploma or a special education program approved in the intermediate plan leading to a high school diploma which as a minimum includes personal adjustment, pre-vocational and vocational training." (R340.1201 Subrule 5)

As used above, personal adjustment training means "instruction designed to assist the handicapped to develop personal and social skills needed for adult independent living, including but not limited to activities of daily living, homemaking, mobility, personal health and appearance recreation and the use of prosthetic devices and sensory aids" (R340.1701 subrule 7). Pre-vocational education means "instruction needed as a prerequisite to vocational education, such as reading and writing, knowledge of commonly used tools, utensils and processes, familiarity with a broad range of occupations for which special skills are required and knowledge of the nature and extent of vocational limitations caused by a handicap and the use of prosthetic devices for the purpose of defining interest, aptitudes and abilities for individual vocational planning" (R340.1701 Subrule 8).

The definition of vocational education as used above is defined in the rules to include work study. Work study means "on-the-job training, related counseling and follow-up services." (R340.1701 subrule 15)

Work study should be provided by vocational education teachers wherever possible. Special Education funds may be used to reimburse a work study coordinator who will provide special job placement services where needed.

The following general requirements are taken from R340.1733 of the Special Education Code:

**RULE 33, AN INTERMEDIATE SCHOOL DISTRICT, CONSTITUENT DISTRICT OR OTHER AGENCY SHALL ADHERE TO THE FOLLOWING GENERAL REQUIREMENTS FOR ALL PROGRAMS AND SERVICES FOR HANDICAPPED PERSONS:**

(A) SPECIAL EDUCATION CLASSROOMS SHALL HAVE AT LEAST THE AVERAGE NUMBER OF SQUARE FEET PER STUDENT AS COMPARED TO THE AVERAGE NUMBER OF SQUARE FEET PER STUDENT IN REGULAR CLASSROOMS IN THE SCHOOL DISTRICT. SPECIAL EDUCATION CLASSROOMS SHALL BE LOCATED IN SCHOOLS HOUSING REGULAR EDUCATION PUPILS OF COMPARABLE AGE AND GRADE LEVEL, EXCEPT FOR FACILITIES DESIGNATED AND IN USE FOR THIS PURPOSE PRIOR TO THE EFFECTIVE DATE OF THESE RULES AND EXCEPT WHEN SPECIAL FACILITIES ARE PROVIDED FOR SEVERELY MENTALLY IMPAIRED OR TRAINABLE MENTALLY IMPAIRED, OR FOR SPECIALIZED VOCATIONAL TRAINING FOR HANDICAPPED PERSONS OR FOR EMOTIONALLY IMPAIRED PERSONS SERVED IN MENTAL HEALTH FACILITIES. TEACHER CONSULTANTS AND SPECIAL EDUCATION SUPPORTIVE PERSONNEL SHALL HAVE SPACE DESIGNATED ON A SCHEDULED BASIS IN EACH BUILDING TO AFFORD INDIVIDUAL AND SMALL GROUP WORK. EACH HANDICAPPED PERSON SHALL BE ASSIGNED TO EDUCATIONAL PROGRAMS AND SERVICES WHICH ARE HOUSED IN BUILDINGS WHICH ALLOW THAT HANDICAPPED PERSON TO PARTICIPATE FULLY IN SUCH REGULAR AND SPECIAL EDUCATION SERVICES.

(B) A CURRICULUM PLAN BASED UPON INDIVIDUAL STUDENT PERFORMANCE OBJECTIVES SHALL BE WRITTEN BY THE TEACHER IN CONJUNCTION WITH OTHER SCHOOL PERSONNEL FOR EACH HANDICAPPED PERSON IN ACCORDANCE WITH HIS NEEDS IN THE COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DOMAINS WITH SPECIAL ATTENTION TO NEEDS FOR PERSONAL ADJUSTMENT TRAINING, PRE-VOCATIONAL AND VOCATIONAL TRAINING. THE STUDENT PERFORMANCE OBJECTIVES SHALL BE AVAILABLE TO THE PARENT AND MAY BE REVIEWED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION OR HIS DESIGNEE.

(C) THE METHODS OF INSTRUCTION SHALL BE CONSISTENT WITH THE PERFORMANCE OBJECTIVES WRITTEN FOR EACH HANDICAPPED PERSON.

(D) INTERMEDIATE SCHOOL DISTRICTS OR CONSTITUENT DISTRICTS MAY OPERATE OR CONTRACT FOR OPERATION OF PRE-VOCATIONAL EVALUATION OR WORK ACTIVITY CENTER SERVICES FOR SPECIAL EDUCATION.

(E) INTERMEDIATE SCHOOL DISTRICTS OR CONSTITUENT DISTRICTS, OR A COMBINATION OF SUCH DISTRICTS, MAY PROVIDE FOR WORK STUDY SERVICES AND, WITH APPROVAL OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, ASSIGN SPECIAL EDUCATION PERSONNEL TO THE SUPERVISION OF WORK STUDY SERVICES. THESE SERVICES SHALL BE AVAILABLE TO HANDICAPPED PERSONS REGARDLESS OF THEIR DISABILITY IF EITHER OF THE FOLLOWING CONDITIONS ARE MET:

(I) THEY HAVE RECEIVED PREREQUISITE PERSONAL ADJUSTMENT TRAINING, PRE-VOCATIONAL EDUCATION AND VOCATIONAL TRAINING.

(II) WITHIN 1 ADDITIONAL SCHOOL YEAR, THEY WILL CEASE TO BE ELIGIBLE AS PROVIDED IN RULE 21 FOR SPECIAL EDUCATION PROGRAMS AND SERVICES.

(F) A WRITTEN VOCATIONAL EDUCATION PLAN, SIGNED BY THE PARENT, SCHOOL AND EMPLOYER, SHALL SET FORTH THE EDUCATIONAL GOALS, JOB ACTIVITIES, RELATED SUBJECTS, STANDARDS OF ATTAINMENT, TIME AND DURATION OF THE PROGRAM AND WAGES TO BE PAID TO THE HANDICAPPED PERSON. THE SUPERINTENDENT OF THE DISTRICT SHALL DESIGNATE A STAFF MEMBER TO VISIT THE JOB SITE AT LEAST ONCE EVERY 20 SCHOOL DAYS TO CHECK ATTENDANCE, EVALUATE THE HANDICAPPED PERSON'S PROGRESS AND EVALUATE THE PLACEMENT IN TERMS OF THE HEALTH, SAFETY AND WELFARE OF THE INDIVIDUAL HANDICAPPED

(G) THE INSTRUCTIONAL PROGRAM FOR A SCHOOL DAY SHALL FOCUS ON THE INDIVIDUAL NEEDS OF THE HANDICAPPED PERSON, AS DETERMINED THROUGH THE PLAN FOR EACH STUDENT.

(H) SPECIAL EDUCATION PROGRAMS AND SERVICES SHALL BE PROVIDED FOR AT LEAST THE MINIMUM NUMBER OF HOURS AND DAYS OF TEACHER-PUPIL CONTACT IN CONFORMANCE WITH THE CHILD ACCOUNTING RULES, BEING R340.1 TO R340.17 OF THE MICHIGAN ADMINISTRATIVE CODE, BUT THE NUMBER OF HOURS AND DAYS FOR A SPECIAL EDUCATION PROGRAM OR SERVICE SHALL BE NOT LESS THAN THOSE REQUIRED FOR REGULAR EDUCATION PROGRAMS.

(I) THE AGE RANGE OF PERSONS UNDER 16 YEARS OF AGE IN A SPECIAL EDUCATION CLASS FOR EDUCABLE MENTALLY IMPAIRED, EMOTIONALLY IMPAIRED AND LEARNING DISABLED SHALL NOT EXCEED 4 YEARS AT ANY ONE TIME

(J) HANDICAPPED PERSONS QUALIFYING FOR SPECIAL EDUCATION PROGRAMS AND SERVICES SHALL BE PROVIDED SUPPLIES AND EQUIPMENT AT LEAST EQUAL TO THOSE PROVIDED TO OTHER STUDENTS IN REGULAR EDUCATION PROGRAMS AND, IN ADDITION, THOSE SUPPLIES AND EQUIPMENT NECESSARY TO MEET THEIR DEFINED PERFORMANCE OBJECTIVES.

The following quotations from the general school law are in relationship to courses that are required to be taught "in every public school within the state" in accordance with mandates of the state legislature.

The content required by the legislature as described in the following quotations from the General School Law of 1973, must be included in all special education programs leading to a high school diploma. Unless otherwise stated in the law, the required instruction may take place at the elementary or secondary level.

### **340.361 INSTRUCTION IN CONSTITUTION; CIVIL GOVERNMENT.**

SEC. 361. IN ALL PUBLIC, PRIVATE, PAROCHIAL AND DENOMINATIONAL SCHOOLS WITHIN THE STATE OF MICHIGAN, THERE SHALL BE GIVEN REGULAR COURSES OF INSTRUCTION IN THE CONSTITUTION OF THE UNITED STATES, IN THE CONSTITUTION OF THE STATE OF MICHIGAN, AND IN THE HISTORY AND PRESENT FORM OF CIVIL GOVERNMENT OF THE UNITED STATES, THE STATE OF MICHIGAN, AND THE POLITICAL SUBDIVISIONS AND MUNICIPALITIES OF THE STATE OF MICHIGAN.

### **340.362 INSTRUCTION IN CONSTITUTION; CIVIL GOVERNMENT: TIME OF COMMENCEMENT.**

SEC. 362. SUCH INSTRUCTION IN THE CONSTITUTION OF THE UNITED STATES, THE CONSTITUTION OF THE STATE OF MICHIGAN, AND IN CIVIL GOVERNMENT, SHALL BEGIN NOT LATER THAN THE OPENING OF THE EIGHTH GRADE, EXCEPT IN SCHOOLS MAINTAINING A JUNIOR HIGH SCHOOL, IN WHICH CASE IT MAY BEGIN IN THE NINTH GRADE AND CONTINUE IN THE HIGH SCHOOL COURSE TO AN EXTENT TO BE DETERMINED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

### **340.363 INSTRUCTION IN COMMUNICABLE DISEASES.**

SEC. 363. THERE SHALL BE TAUGHT IN EVERY PUBLIC SCHOOL WITHIN THIS STATE THE PRINCIPAL MODES BY WHICH EACH OF THE DANGEROUS COMMUNICABLE DISEASES ARE SPREAD AND THE BEST METHODS FOR THE RESTRICTION AND PREVENTION OF EACH SUCH DISEASE. SUCH INSTRUCTION SHALL BE GIVEN BY THE AID OF TEXTBOOKS ON PHYSIOLOGY SUPPLEMENTED BY ORAL AND BLACKBOARD INSTRUCTION. NO TEXTBOOK IN PHYSIOLOGY SHALL BE ADOPTED FOR USE IN THE PUBLIC SCHOOLS OF THIS STATE UNLESS IT SHALL GIVE AT LEAST 1/4 OF ITS SPACE TO THE CAUSES AND PREVENTION OF DANGEROUS COMMUNICABLE DISEASES AND THE REQUIREMENTS FOR MAINTAINING GOOD HEALTH.

### **340.364 INSTRUCTION IN PHYSIOLOGY, ALCOHOL, NARCOTICS.**

SEC. 364. IN ADDITION TO THE BRANCHES IN WHICH INSTRUCTION IS NOW REQUIRED BY LAW TO BE GIVEN IN THE PUBLIC SCHOOLS OF THE STATE, INSTRUCTION SHALL BE GIVEN IN PHYSIOLOGY AND HYGIENE, WITH A SPECIAL REFERENCE TO THE NATURE OF TOBACCO, ALCOHOL AND NARCOTICS AND THEIR EFFECT UPON THE HUMAN SYSTEM. SUCH INSTRUCTION SHALL BE GIVEN BY THE AID OF TEXTBOOKS IN THE CASE OF PUPILS WHO ARE ABLE TO READ, AND AS THOROUGHLY AS IN OTHER STUDIES PURSUED IN THE SAME SCHOOL.



## **340.365 INSTRUCTION IN ANIMALS, BIRDS; HUMANE TREATMENT, PROTECTION; ECONOMY OF NATURE.**

SEC. 365. IN EVERY PUBLIC SCHOOL WITHIN THE STATE, A PORTION OF THE TIME SHALL BE DEVOTED TO TEACHING THE PUPILS THEREOF KINDNESS AND JUSTICE TO, AND HUMANE TREATMENT AND PROTECTION OF, ANIMALS AND BIRDS, AND THE IMPORTANT PART THEY FULFILL IN THE ECONOMY OF NATURE IT SHALL BE OPTIONAL WITH EACH TEACHER WHETHER SUCH TEACHING SHALL BE THROUGH READING, STORIES, NARRATIVES OF DAILY INCIDENTS OR ILLUSTRATIONS TAKEN FROM PERSONAL EXPERIENCE THIS INSTRUCTION SHALL BE A PART OF THE CURRICULUM OF STUDY IN ALL THE PUBLIC SCHOOLS OF THE STATE OF MICHIGAN.

## **340.365A SOCIAL STUDIES TEXTBOOKS; SELECT; APPROVAL; RECOGNITION OF ETHNIC, RACIAL GROUPS; ANNUAL SURVEY, REPORT.**

SEC. 365A. WHENEVER THE APPROPRIATE AUTHORITIES OF ANY PRIVATE, PAROCHIAL OR PUBLIC SCHOOLS OF THE STATE ARE SELECTING OR APPROVING TEXTBOOKS WHICH COVER THE SOCIAL STUDIES, SUCH AUTHORITIES SHALL GIVE SPECIAL ATTENTION AND CONSIDERATION TO THE DEGREE TO WHICH THE TEXTBOOK FAIRLY INCLUDES RECOGNITION OF THE ACHIEVEMENTS AND ACCOMPLISHMENTS OF THE ETHNIC AND RACIAL GROUPS AND SHALL, CONSISTENTLY WITH ACCEPTABLE ACADEMIC STANDARDS AND WITH DUE CONSIDERATION TO ALL REQUIRED INGREDIENTS OF ACCEPTABLE TEXTBOOKS, SELECT THOSE TEXTBOOKS WHICH FAIRLY INCLUDE SUCH ACHIEVEMENTS AND ACCOMPLISHMENTS. THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL CAUSE TO BE MADE AN ANNUAL RANDOM SURVEY OF TEXTBOOKS IN USE IN THE STATE AND SUBMIT A REPORT TO THE LEGISLATURE PRIOR TO JANUARY 15 OF EACH YEAR AS TO THE PROGRESS MADE, AS DETERMINED BY SUCH RANDOM SURVEY, IN THE ATTAINMENT OF THE FOREGOING OBJECTIVE.

Criteria governing the provisions of health and physical education on sex education courses are as follows:

## **340.781 PHYSICAL EDUCATION; ESTABLISHMENT OF COURSES IN PUBLIC AND NORMAL SCHOOLS [M.S.A. 15,3781]**

SEC. 781 THERE SHALL BE ESTABLISHED AND PROVIDED IN ALL PUBLIC SCHOOLS OF THIS STATE, AND IN ALL STATE NORMAL SCHOOLS, HEALTH AND PHYSICAL EDUCATION FOR PUPILS OF BOTH SEXES, AND EVERY PUPIL ATTENDING SUCH SCHOOLS OF THIS STATE SO FAR AS HE OR SHE IS PHYSICALLY FIT AND CAPABLE OF DOING SO SHALL TAKE THE COURSE IN PHYSICAL EDUCATION AS HEREIN PROVIDED.

## **340.789 SEX EDUCATION; DEFINITION.**

SEC. 789. SEX EDUCATION IS THE PREPARATION FOR PERSONAL RELATIONSHIPS BETWEEN THE SEXES BY PROVIDING APPROPRIATE EDUCATIONAL OPPORTUNITIES DESIGNED TO HELP THE INDIVIDUAL DEVELOP UNDERSTANDING, ACCEPTANCE, RESPECT AND TRUST FOR HIMSELF AND OTHERS. SEX EDUCATION INCLUDES THE KNOWLEDGE OF PHYSICAL, EMOTIONAL AND SOCIAL GROWTH AND MATURATION, AND UNDERSTANDING OF THE INDIVIDUAL NEEDS. IT INVOLVES AN EXAMINATION OF MAN'S AND WOMAN'S ROLES IN SOCIETY, HOW THEY RELATE AND REACT TO SUPPLEMENT EACH OTHER, THE RESPONSIBILITIES OF EACH TOWARDS THE OTHER THROUGHOUT LIFE AND THE DEVELOPMENT OF RESPONSIBLE USE OF HUMAN SEXUALITY AS A POSITIVE AND CREATIVE FORCE.

## **340.789A SEX EDUCATION; CONTENT.**

SEC. 789A. ANY SCHOOL DISTRICT MAY ENGAGE COMPETENT INSTRUCTORS AND PROVIDE FACILITIES AND EQUIPMENT FOR INSTRUCTION IN SEX EDUCATION, INCLUDING EMOTIONAL, PHYSICAL, PSYCHOLOGICAL, PHYSIOLOGICAL, HYGIENIC, ECONOMIC AND SOCIAL ASPECTS OF FAMILY LIFE AND SEXUAL RELATIONS, AS WELL AS, SOCIALLY DEVIANT SEXUAL BEHAVIOR.

## **340.789C SEX EDUCATION; STUDENT EXCUSES.**

SEC. 789C. ANY STUDENT UPON THE WRITTEN REQUEST OF PARENT OR GUARDIAN SHALL BE EXCUSED FROM ATTENDING CLASSES IN WHICH THE SUBJECT OF SEX EDUCATION IS UNDER DISCUSSION AND NO PENALTIES AS TO CREDITS OR GRADUATION SHALL RESULT THEREFROM.

Drivers education courses are open to all youth regardless of their disability. School districts must make these courses available to all students. Any person who demonstrates the ability to operate a vehicle safely, regardless of a disability may be licensed.

## **257.811 DRIVER EDUCATION AND TRAINING; APPORTIONMENT FROM FUND.**

(A) FROM THE MONEYS CREDITED TO THE DRIVER EDUCATION FUND, THE LEGISLATURE SHALL ANNUALLY APPROPRIATE THE SUM OF \$100,000.00 TO THE STATE DEPARTMENT OF EDUCATION, FOR STATE ADMINISTRATION OF THE PROGRAM. IN ADDITION, THERE SHALL BE DISTRIBUTED TO LOCAL PUBLIC SCHOOL DISTRICTS FROM THE DRIVER EDUCATION FUND THE AMOUNT OF \$30.00 PER STUDENT, BUT NOT TO EXCEED THE ACTUAL COST, FOR EACH STUDENT COMPLETING AN APPROVED DRIVER EDUCATION COURSE. SUCH COURSES SHALL BE CONDUCTED BY THE LOCAL PUBLIC SCHOOL DISTRICT, AND ENROLLMENT IN DRIVER EDUCATION COURSES SHALL BE OPEN TO CHILDREN ENROLLED IN THE HIGH SCHOOL GRADES OF PUBLIC, PAROCHIAL AND PRIVATE SCHOOLS AS WELL AS RESIDENT OUT-OF-SCHOOL YOUTH. REIMBURSEMENT TO LOCAL SCHOOL DISTRICTS SHALL BE MADE ON THE BASIS OF AN APPLICATION MADE BY THE LOCAL SCHOOL DISTRICT SUPERINTENDENT TO THE STATE DEPARTMENT OF EDUCATION.

### **DRIVER EDUCATION COURSE, CONTENT.**

(D) DRIVER EDUCATION COURSES, AS USED FOR THE PURPOSES OF THIS ACT, SHALL INCLUDE CLASSROOM INSTRUCTION PLUS BEHIND THE WHEEL INSTRUCTION AND OBSERVATION IN AN AUTOMOBILE, AND SHALL BE UNDER THE SUPERVISION OF A QUALIFIED TEACHER OR LICENSED INSTRUCTOR...

Local districts should also review Part 2 of the Intermediate School District Plan for the Delivery of Special Education Programs and Services As described in R340.1832 of the Special Education Code, the intermediate plan must specify the criteria for measuring the specific quality of special education programs and services.

#### **Section 2.1 QUALIFIED PERSONNEL**

DESCRIBE THE NUMBER AND TYPE OF PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL NEEDED TO PROVIDE THE SPECIAL EDUCATION PROGRAMS AND SERVICES DESCRIBED IN SECTION 1.4.

#### **SECTION 2.2 FACILITIES AND TRANSPORTATION**

DESCRIBE THE NUMBER AND TYPE OF FACILITIES AND THE TRANSPORTATION NECESSARY TO PROVIDE THE SPECIAL EDUCATION PROGRAMS AND SERVICES DESCRIBED IN SECTION 1.4.

#### **SECTION 2.3 INSTRUCTIONAL CONTENT**

DESCRIBE PROCEDURES FOR DEVELOPING INSTRUCTIONAL CONTENT OF AND ACCOUNTABILITY FOR SPECIAL EDUCATION PROGRAMS AND SERVICES THIS DESCRIPTION SHALL INCLUDE THE TIMETABLE AND THE PERSONNEL USED TO DEVELOP THE INSTRUCTIONAL CONTENT.

#### **SECTION 2.4 LEADERSHIP AND EDUCATIONAL ACCOUNTABILITY**

DESCRIBE THE ORGANIZATIONAL STRUCTURE AND ADMINISTRATIVE RESPONSIBILITY FOR DELIVERY OF SPECIAL EDUCATION PROGRAMS AND SERVICES

#### **SECTION 2.5 SCHOOL-COMMUNITY INTEGRATION OF THE HANDICAPPED.**

DESCRIBE THE PROCEDURES TO BE USED TO ASSURE THE INTEGRATION OF EACH HANDICAPPED PERSON INTO HIS SCHOOL COMMUNITY.

#### **SECTION 2.6 PROGRAM-SERVICE EVALUATION.**

DESCRIBE THE METHOD, TIMETABLE AND CRITERIA BY WHICH SPECIAL EDUCATION PROGRAMS AND SERVICES WILL BE EVALUATED.

## **CHAPTER IV**

### **DEVELOPING GRADUATION CRITERIA**

#### **NORMAL COURSE OF STUDY**

Rule 1, Subrule 5, of the Special Education Code defines a normal course of study:

A normal course of study means a regular education program leading to a high school diploma or a special education program approved in the intermediate plan leading to a high school diploma which as a minimum includes personal adjustment, pre-vocational and vocational training

"Regular education programs" are approved by the local board of education which specifies minimum graduation criteria. Any student capable of achieving the minimal terminal objectives or minimal program criteria required by the local board of education for high school completion can graduate with a high school diploma from the "regular education program"

Handicapped persons may graduate from the "regular education program" by completing the requirement established by the operating school district for students in regular education. This usually includes completion of a minimum of 16 units or credits including English, algebra, history, science and like subjects.

"Special education programs" are designed exclusively for special education eligible students whose disabilities are such that they cannot complete the regular education program. "Special education programs" are approved by the local board of education which specifies minimum graduation criteria. They must also be approved by the intermediate district and authorized in the Intermediate School District Plan for the Delivery of Special Education Programs and Services. As a minimum, the intermediate district must review the curriculum to assure that the program contains personal adjustment, pre-vocational and vocational education, and to assure that it meets quality standards specified in the Intermediate Plan.

**NOTE** The assignment of a student to a regular or special education program is determined by the E.P.P.C. based on the minimal graduation criteria the student must achieve to receive a high school diploma. If a special education student meets the same criteria as regular education students, the student is in the regular education program. It makes no difference who teaches the course, regular and-or special education teachers.

Handicapped students can be taught by special education teachers, receive supportive service, and use adaptive teaching materials and-or equipment and still graduate from the regular education program so long as they meet the minimum program criteria.

**Example 1:** A certain district requires a minimum of 16 units for graduation. The minimum criteria for graduation is: a) a "D" average, b) the completion of two units of English, two units of science, two units of math, two units of history; and c) completion of at least eight units of the student's choice

A deaf student has been integrated into most of the above courses and has a "B" average. However, this student receives instruction in English from the special education teacher. The special education teacher used the regular English course objectives, but adapted the method of instruction.

Since this student's educational program meets the minimal criteria established for regular students, he was graduated from the regular education program. This student was college bound and because he was in a "regular education program" was not required to complete vocational education to graduate.

**Example 2.** The educable mentally impaired students in this district are integrated in general education programs. The district has established separate standards for grading these students and has assigned a teacher consultant to provide supportive services needed to help the students succeed.

Since a special set of terminal objectives have been set for these students, they are in a special education program. The intermediate district must approve the program and these educable students must complete vocational education as a prerequisite to receiving a high school diploma.

Graduation is considered a change of educational status. As such, the operating school district is required to call an E.P.P.C. prior to graduation in accordance with R340.1722 and R340.1723.

As a general rule, school districts cannot graduate the severely mentally impaired, trainable mentally impaired or any other handicapped person from a special education program who are not capable of completing vocational training. It is strongly recommended that school districts with secondary special education programs develop a list of terminal competencies or objectives so that parents and students will be aware of the graduation criteria at the time the student enters the secondary special education sequence.

The district of residence must provide or contract for special education programs and-or services through age 25 to handicapped persons who are not capable of completing a "regular education program" or a "special education program" leading to a high school diploma (Section 298c, Sub-section f, Section 771a, P.A. 198 of 1971 and R340.1701, Subrule 5).

#### **DESCRIBING THE OPTIMUM SPECIAL EDUCATION PROGRAM**

Section 1.4 of the Intermediate School District Plan must:

Describe the optimum special education basic programs and supportive services including vocational education programs designed to meet the educational needs of handicapped persons (R340.1832, Part I)



This section describes the continuum of programs and services for special education students ages 0 through 25. As a minimum, this section must identify vocational education program alternatives available for special education students.

This section of the Intermediate School District Plan is also a logical place to list districts authorized to graduate handicapped persons who complete the special education training sequence. A simple method for inclusion of this data into the intermediate plan is to use a chart listing vocational programs by districts and identifying districts approved to graduate students from special education programs.

Chart I provides a sample format that can be used to list vocational education programs approved by the intermediate district and to authorize districts to graduate students who completed the special education sequence.

#### CHART I. SAMPLE FORMAT FOR:

##### Identifying Vocational Programs and Authorizing Special Education Graduation

District Name	Vocational Education										Special Education Program Approved to Graduate
	Agriculture	Automotive	Child Care	Clothing	Construction	Custodial	Nurses Aide	Office Clerk	Distributive	Drafting	
District A	X			X	X				X		X
District B		X	X						X		
District C				X	X		X	X		X	X
District D	X			X			X			X	
District E	X	X		X	X			X			X
Skill Center	X	X	X	X	X	X	X	X	X	X	Students Graduate from home District

#### Quality Secondary Special Education Programs

The Intermediate School District Plan must describe the minimum criteria for determining program quality. (R340.1832, Part II) In general, quality programs should contain:

- Terminal performance objectives approved by the operating district's Board of Education.
- A program description which identifies the specific affective, cognitive and psycho-motor skills to be taught, and where applicable, the prerequisite skills needed for program entry.
- Procedures that comply with state laws, and rules governing the facility, staff certification, student selection, and etc.,
- Programs designed to provide the maximum number of educational alternatives for students who cannot succeed in regular class on a full or part time basis, and
- An accountability procedure as part of the basic program design.

The use of an accountability model should lead to the development of quality programs. As described in Chapter II, each district should establish a set of educational goals for special education. Districts wishing to graduate students from special education programs should then develop a set of minimal terminal objectives. These terminal objectives will specify the minimal level of performance that a student must achieve in order to receive a diploma.

It is recommended that each operating district specify minimum criteria for persons graduating from special education programs. These should be approved by the Board of Education in the same manner as other high school completion programs.

The minimum curriculum for special education programs must include personal adjustment, pre-vocational and vocational education. Therefore, the objectives have been divided into these three categories.

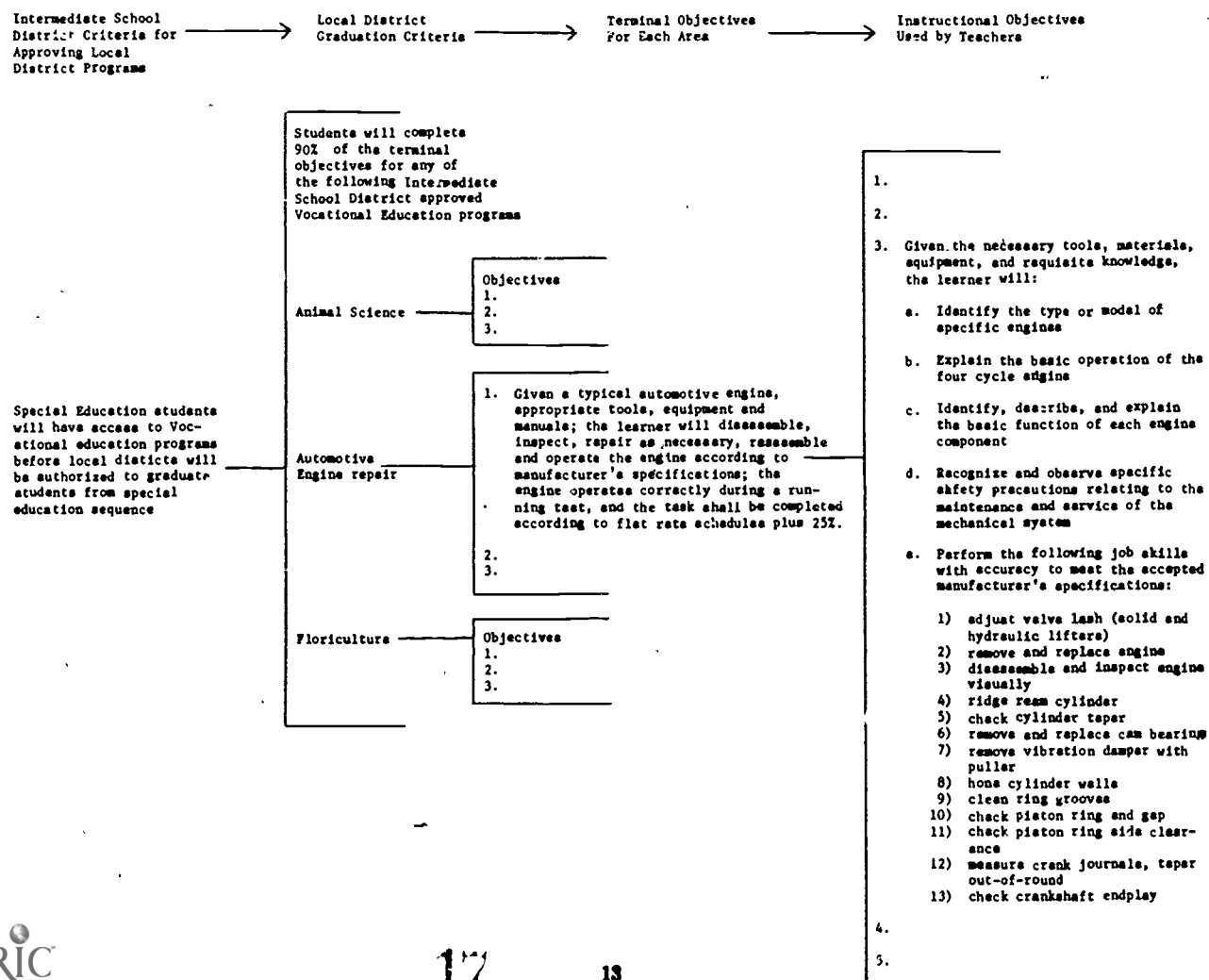
Local programs must be consistent with the Intermediate School District Plan (R340 1832, Part II, Section 2.3) Therefore, it is recommended that Section 2.3 or Section 2.6 of the Intermediate School District include the procedure and-or minimal criteria that will be used by the intermediate district to approve instructional content. One method of doing this which is consistent with the accountability model described in Chapter II, is for the intermediate district to approve a set of minimal terminal objectives as the criteria, against which all local curriculums will be judged. Chapters V through VII contain a sample set of terminal objectives.

It should be noted that the terminal objectives in this document have been written in the broadest possible terms. These objectives are meant as suggested minimum criteria to be identified by the intermediate district for approving local districts to graduate handicapped persons from the special education training sequence. Each local district will probably want to develop a broader range of terminal objectives so that parents and students know the specific knowledge, skills, and behaviors required before graduation. Chart II on the following page provides an example of the use of terminal objectives and how they are translated into instruction.

Chapters V through VII contain a suggested set of minimal performance objectives for students who cannot complete a regular course of study. These objectives are presented as a guide and may be adapted or changed as local circumstances dictate.

Appendix A contains a procedure for involving parents, students, teachers and other members of the community in developing terminal objectives acceptable to local boards of education.

Chart II. Example of the Relationship Between Terminal Objectives and Program Content  
Content Area: Vocational Education for Special Education Students



## SUGGESTED MINIMAL TERMINAL OBJECTIVES FOR PERSONAL ADJUSTMENT EDUCATION

**Definition:** "Personal Adjustment Education" means instruction designed to assist the handicapped to develop personal and social skills needed for adult independent living, including but not limited to activities of daily living, homemaking, mobility, personal health and appearance, recreation and use of prosthetic devices and sensory aids.

**OBJECTIVE:** GIVEN REAL OR SIMULATED CONSUMER AND HOMEMAKING PROBLEMS, THE STUDENT WILL BE ABLE TO SOLVE THE PROBLEM OR IDENTIFY PRIVATE OR PUBLIC SOURCES OF HELP 90 PERCENT OF THE TIME.

**Comments:** Consumer problems are those generally dealt with in a comprehensive consumer education program. They include money management, using credit, insurance, comparative shopping, contract purchase, etc.

Homemaking includes child care, family relations, home furnishing, care of the home environment.

**Reference:** Michigan Department of Education Vocational-Technical Education Services, Performance Objectives Chapter 9 contains objectives for consumer education and homemaking that can be adapted for special education.

A Handbook of Suggestions For Developmental Learning, published by Special Education Services, Michigan Department of Education. Chapter V, contains suggestions for Course Content in the area of Economic Usefulness.

**OBJECTIVE:** THE SPECIAL EDUCATION STUDENT WILL DEVELOP PERSONAL AND SOCIAL SKILLS NEEDED FOR ADULT INDEPENDENT LIVING AS MEASURED BY THE STUDENT'S ABILITY TO COMPLETE 90 PERCENT OF THE PERFORMANCE INDICATORS FOR CAREER DEVELOPMENT.

**Comments:** Personal and social skills related to career development or career education are a) self-awareness and exploration, b) career awareness and exploration, c) decision making and planning, and d) goal implementation.

Performance indicators describe the behavior to be demonstrated and how that behavior will be measured. For example, one performance indicator for self-awareness is:

"For the student to list three things in which the student is interested and three things that are not of interest."

**Reference:** A Reference Guide: Career Development Goals and Performance Indicators contains instructional objectives that can be used to supplement existing regular or special education curriculums. This book is published by Vocational-Technical Education Services of the Michigan Department of Education. It contains suggested content for career development.

**OBJECTIVE:** THE STUDENT, WHEN OBSERVED ON A DAILY BASIS, WILL MANAGE PERSONAL MEDICAL NEEDS AND, WHERE APPLICABLE, MANAGE THE MAINTENANCE OF PROSTHETIC DEVICES AND SENSORY AIDS

**Comments.** A key word in the above objective is "manage." Manage means to direct or control. The objective implies that the student will be able to (1) identify when there is a need for hygiene, repair of sensory aid, etc., and (2) be able to personally handle the situation or make arrangements for others to help

A student in a wheelchair, for example, would have to recognize when the chair needs repair. The student may repair the wheelchair, or know where and how to go about getting it fixed.

**NOTE:** The section on prevocational education contains a related objective and instructional reference on health. In actuality, these objectives may be taught simultaneously

**OBJECTIVE:** THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF (1) PARENTAL RESPONSIBILITY, (2) FAMILY PLANNING AND (3) PERSONAL SEXUALITY WITH 90 PERCENT ACCURACY ON A WRITTEN OR ORAL OBJECTIVE REFERENCE TEST.

**Comments:** Each operational district should develop specific terminal objectives which measure the special education students'

"understanding, acceptance, respect and trust for himself and others. Sex education includes the knowledge of physical, emotional and social growth and maturation, and understanding of the individual needs. It involves an examination of man's and woman's roles in society, how they relate and react to supplement each other, the responsibilities of each towards the other throughout life and the development of responsible use of human sexuality as a positive and creative force." (General School Laws of 1973, Section 340.789)

Sex education instruction may be treated as a separate topic or included in health, home economics, physical education or other curriculums. It is recommended that sex education be included as a component of the K-12 special education curriculum. This should start with self-awareness and respect for other persons at the elementary level and progress in a sequential fashion through family life and human sexuality at the secondary level.

It should be noted that where districts include sex education as part of their minimum curriculum parents have the right to have their child excused from such programs and "no penalties as to credit or graduation shall result therefrom." (General School Laws, Section 340.789a).

References: A Handbook of Suggestions for Developmental Learning available from Special Education Services, Michigan Department of Education, contains suggestions for sex education instruction.

Objectives related to student self-awareness can be found in A Reference Guide: Goals and Performance Indicators, published by Vocational Education Services, Michigan Department of Education.

Sex Education and Family Information, published by Michigan Department of Education, provides basic information on the organization of curriculum on sex education and family planning.

**OBJECTIVE.** STUDENTS, WHO ARE DETERMINED BY AN EDUCATIONAL PLANNING AND PLACEMENT COMMITTEE TO HAVE THE PHYSICAL, MENTAL AND/OR EMOTIONAL CAPABILITY, WILL BE ABLE TO LEARN TO DRIVE AS MEASURED BY THEIR ABILITY TO PASS THE DRIVER'S LICENSE EXAMINATION AND OBTAIN A LICENSE

**OPTIONAL OBJECTIVE:** OR  
GIVEN AVAILABLE MEANS OF TRANSPORTATION (BUS, TAXI, BIKE, WHEELCHAIR, WALKING, ETC.,) THE STUDENT WILL BE ABLE TO REACH ANY DESTINATION, CHOSEN BY THE TEACHER, THAT IS ACCESSIBLE AND WITHIN REASONABLE DISTANCE 100 PERCENT OF THE TIME.

Comments: As was mentioned in Chapter III, handicapped students who are capable of learning to drive shall have equal access to driver education programs. The Safety and Traffic Education Program staff of the Michigan Department of Education will make arrangements for the loan of hand controls when needed to expedite the instruction of physically impaired students.

The optional objective is designed for students, such as the blind, who will not qualify for driver education.

Special education reimbursement is available for occupational therapists, physical therapists, and orientation and mobility specialists. These specialists provide training in the use of prosthetic devices (artificial limbs, wheelchairs, etc.) and sensory aids (white canes, hearing aids, etc.) needed for independent mobility.

The Michigan School for the Blind provides mobility and orientation training for visually impaired students who do not have access to this training in their home community.

References: A Guide for the Organization, Administration, and Operation of Michigan Driver Safety Schools is available from the Safety and Traffic Education Unit, Michigan Department of Education. This book contains a curriculum outline and student handout materials.

Do You Want to Drive? Don't Let Your Disability Stop You is a pamphlet that explains the rights of the physically handicapped. It includes a list of devices commonly used to help handicapped students compensate for their physical disability.

Driver Education Programming for the Mentally Handicapped was developed jointly by driver education and special education teachers in 1968. The publication contains a number of instructional ideas that may be used by special education teachers to provide supplemental instruction or by driver education teachers to individualize curriculum content for mentally handicapped students.

Guidelines for Special Education Programs and Services for Orientation and Mobility Specialists describes suggested instructional content for students who need mobility training. This publication is part of the Guidelines for Special Education Programs and Services. Each school district in Michigan should have a copy on file for review.

**OBJECTIVE:** THE STUDENT, UPON COMPLETION OF A BASIC CIVICS COURSE, WILL BE ABLE TO REGISTER TO VOTE AND WILL DEMONSTRATE THE ABILITY TO SUBMIT A COMPLETE BALLOT WITH 100 PERCENT ACCURACY.

**Comment:** This is a minimal objective. School districts should elaborate on this and provide a program that meets the requirement of the General School Laws for providing instruction in the Constitution and Civil Government.

Students whose disability is such that they cannot read a ballot may comply with the above objective by having the ballot read to them. This procedure is allowed by state election laws and applies to absentee and regular voting procedures (Section 168.731 of Michigan Compiled Laws of 1971).

**OBJECTIVE:** THE STUDENT, UNLESS OTHERWISE EXCLUDED FROM PHYSICAL EDUCATION BY AN EDUCATIONAL PLANNING AND PLACEMENT COMMITTEE, WILL COMPLETE AT THE SIXTH GRADE LEVEL OR BETTER, MINIMAL PERFORMANCE OBJECTIVES IN AT LEAST THREE AREAS OF PHYSICAL EDUCATION (AQUATICS, TENNIS, ARCHERY, ETC.)

OR

**OPTIONAL OBJECTIVE FOR STUDENTS EXCLUDED FROM THE ABOVE BY AN EPCC:**

THE STUDENT, UPON AN ANALYSIS OF AVAILABLE LEISURE TIME, WILL BE ABLE TO DEMONSTRATE THE ABILITY TO PLAN EFFECTIVE USE OF 80 PERCENT OF AVAILABLE LEISURE TIME INCLUDING AT LEAST TWO SOCIAL-RECREATIONAL ACTIVITIES FOR EACH WEEK PLANNED.

**Comments:** The optional objective is designed for the severely physically impaired such as quadriplegics, severe cardiac cases, etc., who are not able to participate in psycho-motor activities.

**References:** The Minimal Performance Objectives for Physical Education in Michigan published by the Michigan Department of Education contains objectives for 29 physical education activity areas (archery, tennis, etc.).

The I Can materials developed under an ESEA Title III grant by Janet Wessel, Ph.D., Michigan State University, provide instructional objectives for physical education for the retarded and severely multiply handicapped. These materials are available from the regional special education curriculum resource centers.

## CHAPTER VI

### SUGGESTED MINIMAL TERMINAL OBJECTIVES FOR PRE-VOCATIONAL EDUCATION

**Definition:** "Pre-vocational Education" means instruction needed as a prerequisite to vocational education, such as reading and writing, knowledge of commonly used tools, utensils and processes, familiarity with a broad range of occupations for which special skills are required and knowledge of the nature and extent of vocational limitations caused by a handicap and the use of prosthetic devices for the purpose of defining interest, aptitudes and abilities for individual vocational planning. (R340.1701 Sub-rule 8)

**OBJECTIVE:** GIVEN MATERIALS IN REGULAR PRINT OR ADAPTED FORM, SUCH AS BRAILLE OR TALKING BOOKS, THE STUDENT WILL BE ABLE TO ORALLY READ AND/OR INTERPRET THE CONTENT OF A NEWSPAPER OR OTHER READING MATERIALS AT THE CONSUMER FUNCTIONAL LEVEL, WITH 75 PERCENT ACCURACY.

**Comments:** The "consumer functional level" is generally considered to require vocabulary at the 5th or 6th grade level.

Students who can read and comprehend written material at the appropriate level can obviously complete this objective. It is possible for non-readers to complete the objective provided a) they learn how to use an adaptive reading technique, and b) the student can comprehend the vocabulary and sentence structure.

**Reference:** The Minimal Performance Objective for Communication Skills published by the Michigan Department of Education, contains objectives for reading skills and speaking-listening skills. The objectives for the 3rd and 6th grade level may be helpful in structuring special education programs.

The chapter entitled, "Cognitive Development (Academic Fulfillment)" from the Handbook of Suggestions for Developmental Learning provides specific instructional objectives, starting with reading readiness and progressing through functional reading.

**OBJECTIVE:** GIVEN PAPER AND PENCIL, A TYPEWRITER OR OTHER WRITING DEVICE, THE STUDENT WILL BE ABLE TO SUCCESSFULLY COMPLETE 90 PERCENT OF THE MINIMAL PERFORMANCE OBJECTIVES FOR WRITING AT THE 6TH GRADE LEVEL.



Comments: The minimal performance objectives for writing at the 6th grade level include capitalization, punctuation, appropriate sentence structure, and the ability to express ideas in written form. One 6th grade writing objective requires that students "develop legibility in handwriting skills." This objective may be eliminated as a minimal performance objective for certain handicapped children. This would allow students who do not have motor control or vision, to use adaptive devices to meet the above terminal objective.

Reference. Instructional objectives for writing are contained in Part III of Minimal Performance Objectives for Communication Skills.

**OBJECTIVE: THE STUDENT, WHEN PLACED IN A REAL OR SIMULATED LIFE SITUATION, WILL BE ABLE TO COMMUNICATE IN ORAL OR WRITTEN FORM SO THAT THE STUDENT CAN BE UNDERSTOOD 90 PERCENT OF THE TIME**

Comments. "Real or simulated life situation" cover any adult daily interaction from shopping to communicating with the neighbor. The objectives requires that the student be able to convey ideas as well as understand ideas conveyed by others. Listening, following directions, and warning others of impending hazards, are prerequisite communication skills for most employment

References: The chapter on Cognitive Domain from A Handbook of Suggestions for Developmental Learning contains instructional objectives for language, speech, and written communication.

Part II of The Minimal Performance Objectives for Communication Skills may be helpful in developing sequential instructional objectives for speaking and listening.

**OBJECTIVE: GIVEN PAPER AND PENCIL, OR ADAPTIVE CALCULATING DEVICES, STUDENTS WILL BE ABLE TO SOLVE 90 PERCENT OF THE PERFORMANCE OBJECTIVES FOR ARITHMETIC, EXCLUDING FRACTIONS, AS STATED IN THE MINIMAL PERFORMANCE OBJECTIVES FOR MATHEMATICS AT THE 6TH GRADE LEVEL**

Comments: Adaptive calculating devices include such items as abacuses for the blind, adding machines and calculators for the academically retarded.

Note that students are not required to know any mathematical theory. Handicapped students can meet this objective if, as a minimum, they can solve the problem.

Fractions were left out for two reasons. First, students can learn to convert fractions to decimals using calculating devices. They can then add, subtract, multiply and divide decimals to get the answers to problems. Second, as the nation converts to the metric system, fractions will have less functional use. Students should learn to identify and use common fractions in linear, monetary and volume measures.

References. A number of sections in Part IV of A Handbook of Suggestions for Developmental Learning can be used to supplement The Minimal Performance Objectives for Mathematics.

**OBJECTIVE: GIVEN THE NECESSARY TOOLS, MATERIALS, EQUIPMENT AND REQUISITE KNOWLEDGE, THE STUDENT WILL BE ABLE TO SELECT AND DEMONSTRATE METHODS FOR MAKING SIMPLE HOUSEHOLD REPAIRS WITH 80 PERCENT ACCURACY.**

Comments. Necessary tools refer to common hand and power tools, generally found in an industrial art laboratory. Necessary materials and equipment refer to glues, solder, nuts and bolts, nails, wire, etc. used to make and-or repair common household items.

This objective can be implemented through the development and-or inclusion of handicapped students in an industrial arts program

It should be noted that this objective is recommended for girls as well as boys.

References. Vocational Education Special Education Project materials were developed by Central Michigan University under contract with the Michigan Department of Education. They contain a "Program Guide" for teaching vocational skills to the handicapped.

"Employment Task Modules" which identifies skills essential for employment, and ten Cluster Guides which contain suggested instructional objectives, methods and materials for teaching vocational education to the handicapped. The Employment Task Modules and the first section of each Cluster Guide can be used in the development of an industrial arts sequence. Most regular industrial arts programs could easily be adapted to meet the instructional needs of the handicapped. The adaptation will result in less theory and more hands-on learning and extended length of the instructional sequence.

Besides preparing special education students to manage their environment as adults, this objective provides the prerequisite skills needed for entry into the mechanical areas of vocational agriculture, trade and industrial, and technical vocational education programs.

**OBJECTIVE. GIVEN THE NECESSARY UTENSILS, EQUIPMENT AND RECIPES, THE STUDENT WILL BE ABLE TO PLAN, PREPARE AND SERVE A MEAL OF THE TEACHERS CHOOSING, WHICH SHALL INCLUDE A MEAT, VEGETABLE, AND DESSERT PREPARED ACCORDING TO COOKBOOK STANDARDS**

Comments: Recipes and-or cookbooks can be in regular print or adapted form.

Students who are severely physically impaired may need special help from the occupational therapist to learn how to use special adaptive devices to compensate for limited physical dexterity.

This objective is equally applicable to boys and girls. It can be included as part of a comprehensive consumer and homemaking curriculum in conjunction with the first objective in Chapter V. Besides providing students with life skills needed as an adult consumer, these two objectives provide the prerequisite skills needed for entry into the Occupational Home Economics cluster and segment of distributive education, such as hotel and lodging.

References. Michigan Department of Education, Vocational-Technical Education Services Performance Objectives contains terminal objectives for food and nutrition in Chapter IX that can be adapted for special education.

Vocational Education-Special Education Project, contains instructional objectives for food preparation and services. Although they were designed primarily for occupational home economics, most of these instructional objectives are equally applicable for teaching the special education students cooking, as a personal skill.

**OBJECTIVE. STUDENTS WILL DEMONSTRATE PROCEDURES FOR HANDLING MEDICAL EMERGENCIES (ACCIDENTS, BURNS, HIGH TEMPERATURES, POISONING, WATER INHALATION, ETC.) AND WILL BE ABLE TO PASS A BASIC RED CROSS FIRST AID COURSE OR SIMILAR CURRICULUM WITH 80 PERCENT ACCURACY AS MEASURED BY AN OBJECTIVE REFERENCED TEST.**

Comments: This objective is designed to provide special education students with knowledge and skills needed to handle emergency situations. Physically handicapped students who do not have the strength or dexterity to perform the exercises, can complete this objective by knowing what to do so that they can direct others in an emergency situation.

This objective is related to the objective in Chapter V on personal hygiene and health. These two objectives are designed to assure that special education students have the necessary first aid, health and safety skills needed for adult independent living. They also provide the prerequisite vocational skills needed for training in the cluster of Health Occupations.

**OBJECTIVE: GIVEN THE NECESSARY MATERIALS, EQUIPMENT, AND REQUISITE KNOWLEDGE, THE LEARNER WILL BE ABLE TO COMPLETE A BASIC BUSINESS COURSE AS MEASURED BY THE ABILITY TO TYPE 15 WORDS PER MINUTE, FILE ALPHABETICALLY AND NUMERICALLY, USE A CALCULATOR TO ADD, SUBTRACT, MULTIPLY, DIVIDE AND TURN FRACTIONS TO DECIMALS, AND MAINTAIN A BUDGET ON PREPRINTED FORMS FOR COMMON HOUSEHOLD EXPENSE ITEMS.**

Comments. This objective requires that the student learn typing, filing, basic bookkeeping, and the use of a calculator as personal skills. It is related to the objective for communication and math. The communication objective indicates that students can use typewriters as an adaptive method of writing. This objective requires students to learn how to type. The math objective allows students to use calculators to solve problems. This objective emphasizes teaching the use of calculators.

The portion of the objective dealing with maintaining personal records, overlaps with the first objective in Chapter V on consumer and homemaking problems. It is again noted that instructional units may deal with more than one objective. The student may learn the technique in consumers education, or the student can learn the method and practical application of bookkeeping as part of the business sequence.

References. Vocational Education-Special Education Project, Volume III, contains instructional objectives for office and business occupations. Many of the objectives and instructional methods are applicable to teaching typing, filing, and the use of calculators as personal skills.

**OBJECTIVE: THE STUDENT, IN SCHOOL AND IN A SIMULATED JOB SETTING ON A DAILY BASIS, WILL DEMONSTRATE 1) PROMPTNESS, 2) RESPONSIBILITY, 3) REGULAR ATTENDANCE, 4) NOTIFICATION OF ABSENCE, AND 5) AN AWARENESS OF POTENTIAL JOB AVAILABLE TO HIM 90 PERCENT OF THE TIME**



**Comments:** It is incumbent upon the teacher to emphasize the personal and social skills needed to hold a job in adult life. Teachers can make the students responsible for keeping their own attendance records, etc.

The Junior Achievement Program has been used as a successful model for helping students develop these skills.

Under an educational accountability model, teachers are responsible for teaching the skills for each objective, discussing occupations and potential job areas in which people use those skills, and evaluating student interest, aptitude and ability for the purpose of helping the child establish an individual vocational plan.

**References:** A Handbook of Suggestions for Developmental Learning, provides instructional objectives and suggests methods for "Economic Usefulness" in Chapter V.

### **Summary**

It is recommended that most of the personal and pre-vocational skills be sequenced so that they are taught before the student enters vocational education. This assures that the student will have 1) maximum academic skills in reading, writing, and math 2) maximum knowledge of commonly used tools, utensils and processes 3) basic career awareness, and 4) that vocational decision making has been based on hand-on experiences in a variety of areas.

There are many commercial and teacher made instructional materials available that can be used in implementing these objectives. The staff at the Regional Curriculum Resource Center can help teachers sequence instruction objectives and choose appropriate materials, methods, and techniques.

## SUGGESTED MINIMAL TERMINAL OBJECTIVES FOR VOCATIONAL EDUCATION

**Definition.** Vocational Education means vocational or technical training or retraining which is given in schools or classes, including field or laboratory work incidental thereto, under public supervision and control, and is conducted as part of a program designed to fit individuals for gainful employment as semi-skilled or skilled workers or techniques in recognized occupations, but excluding any program to fit individuals for employment in occupations which the Superintendent of Public Instruction determines, and specifies to be generally considered professional or as requiring a Baccalaureate or higher degree. The term includes vocational guidance and counseling in connection with the training, instruction related to occupations for which the student is being trained or necessary for him to benefit from training, and acquisitions and maintenance and repair of instructional supplies, teaching aids and equipment, and construction or initial equipment of buildings and the acquisition or rental of land. (Section 298a(i) of P.A. 198 of 1971)

**OBJECTIVE:** THE STUDENT MUST SUCCESSFULLY COMPLETE A VOCATIONAL EDUCATION PROGRAM APPROVED IN THE INTERMEDIATE SCHOOL DISTRICT PLAN FOR THE DELIVERY OF SPECIAL EDUCATION PROGRAMS AND SERVICES.

**Comments.** The intermediate district is responsible to assure that every child has access to a comprehensive and quality special education program. A comprehensive program must include pre-vocational, personal adjustment and vocational training for students whose disability is such that they cannot complete a regular education program.

The intermediate district must list all vocational education programs acceptable towards meeting the minimum requirements for graduation for students completing the special education sequence. (R340.1832, Part I, Section 1.4). This means that the intermediate district must review all vocational education curricula to determine if they are consistent with the above definition.

The following criteria can be used by the intermediate district to determine if a vocational education program is designed to provide skill or semi-skilled training in accordance with the above definition.

1. The terminal performance objectives for the program have been approved by Vocational and Technical Education Services of the Michigan Department of Education. This criteria would generally apply to regular vocational education programs and to special needs programs approved for funding by Vocational and Technical Education Services.

**NOTE:** These programs, even though they are approved by the Department of Education, must be listed or otherwise identified in the intermediate school district plan, if they are to be counted as part of the approved curriculum leading to a high school diploma for students graduating from a special education curriculum. (R340.1701, sub-rule 5).

2. The intermediate district may also approve vocational programs especially designed for special education students (R340.1701, Subrule 5). Prior to approval, the intermediate district must review the program and determine that it is consistent with the definition of vocational education. Any one of the following criteria can be used by the intermediate school district in determining if a program is designed to provide skilled or semi-skilled training.

- a) The minimal terminal performance objectives are consistent with those used by Vocational and Technical Education Services, Michigan Department of Education. The Michigan Department of Education Publication, **Performance Objectives, Development Project** contains recommended minimal terminal objectives for most vocational education program areas.
- b) At the completion of the training sequence, special education students will have minimum skills to be employed in an occupation where vocational training is a prerequisite to employment. Welding, laboratory technician, and clerk typist are examples of occupations that require vocational training as a prerequisite to employment.
- c) Students completing the vocational training sequence should be able to start work at a substantially higher job classification and-or rate of pay as a result of the training. This assumes that there are certain skills that a journeyman in this occupation generally learns on the job. It assumes that vocational training provides the student with some skills beyond those which are ordinarily brought to the job by any employee.

**Example:** Hospitals will hire individuals with no experience to be nurse's aides. Generally the hospital will require a training period up to six months after which time the trainee will become a journeyman nurse's aide and will receive a substantially higher rate of pay. A school district may establish a nurse's aide training program and the intermediate district may certify it to be a vocational education program if at the completion of the program the student has the skills required to function as a journeyman's nurse's aide at the higher rate of pay.

**Example:** A second example would be the case of a city that hires ground's keepers to work with their department of parks and recreation. The city hires individuals in as a ground's keeper 1, and they remain at that level until they obtain the skill to operate a variety of different types of equipment and to perform a number of ground keeping functions, including the maintenance of lawn, trimming of trees, bushes, operation of spray equipment, liming of baseball diamonds, etc. Once the trainee 1 has mastered these competencies, they are moved to the journeyman level and receive a higher rate of pay. A local district develops a training program to prepare journeyman ground's keepers and submits it to the intermediate district for approval. The intermediate district after reviewing the program determines that it will prepare handicapped persons for employment at the journeyman level. The intermediate district determines that this is a semi-skilled level since it is preparing the student for employment at a higher job title and a higher rate of pay than the normal individual could receive if they took a job with the city without such training.

The chart on the following page contains the vocational alternatives available for handicapped students. The chart specifies four different types of delivery systems that can be used to help the handicapped complete vocational training.

### REGULAR EDUCATION PROGRAMS

Public Act 198 and the subsequent Special Education Code does not specify who is responsible for providing the vocational instruction for handicapped students. The instruction can be provided by either special education or vocational teachers. Handicapped persons integrated in the regular vocational educational program will obviously receive their instruction from a certified vocational education teacher. These students will be required to complete the minimal terminal performance objectives established by the school district and/or the State Department of Education for the regular vocational education program.

### ADAPTIVE VOCATIONAL EDUCATION PROGRAMS

Many handicapped students are capable of succeeding in the regular vocation program if they are provided with special support. In the adapted vocational education program, the regular vocational education teacher may receive support from a special education teacher consultant or a paraprofessional may be assigned to work with the regular vocational education teacher to provide the additional instruction needed by the handicapped student to succeed.

### SPECIAL VOCATIONAL EDUCATION PROGRAM

Students whose impairment is so severe as to preclude success in a regular vocational education program may be placed in a special vocational education program. This is a segregated program designed especially to help special education students complete the minimum vocational education requirements needed for graduation. Although the program can be taught by either a special education or vocational education certified teacher, it is recommended that the program be under the primary instructional responsibility of a special education teacher. If the handicap is so severe that the student cannot make it in a regular education program with the help of supportive personnel, then the student's primary need is for a teacher who has special knowledge and expertise in working with the handicapped. It is of course the responsibility of the local district to assure that the special education teacher is qualified to teach the vocational skill or has sufficient resources available to assure that the skill can successfully be taught under the special education teacher's supervision. Since students in these programs are so severely handicapped that they cannot be integrated into the regular vocational education program, it is assumed that the instructional goals for the program will be designed to help the students reach the minimal terminal vocational objectives at the lowest level on the vocational education career ladder.

**Example:** A district may have an office skills vocational education training program. If the student is able to learn the performance objectives for becoming a duplicator machine operator, the student may be graduated from the program or the student may remain in the program to learn skills necessary to function as an office clerk, typist, and if the student has the capabilities, to function as a stenographer. If there were handicapped students in this district who had interests, aptitude and ability to function in the office skills, but whose handicaps were such that they could not be integrated into the regular vocational education program, the special education teacher could then teach the duplicator machine operation program. The terminal objectives for duplicating machine operation would be the same for students in the regular vocational education program and the students in the special education program. The difference would be that the special education teacher would be allowed to spend substantially more time helping students reach the minimum performance objectives. Generally speaking, special vocational instruction programs are needed for students who require a substantially longer period of time to learn the skills, or for students who have emotional or behavioral problems that require them to be isolated from their peers, such as students who have been placed in a juvenile home.

Students who are able to meet the minimum performance objectives for the special vocational education program may be placed directly into work study and if successful, graduated. The student who shows interest and aptitude for continued training may be placed into an adapted vocational education program and obtain further vocational training within the limits of their capabilities. Using office skills as an example, a handicapped youngster who is able to master the duplicator machine operator program would have prerequisite skills needed to enter the office clerk training program. The student could move into the regular office clerk training program with supportive service from a special education teacher, a special education teacher consultant, or a vocational education reimbursed paraprofessional.

#### CAREER LADDER OFFICE SKILLS

Stenographer
Typist
Office Clerk
Duplicator Machine Operator

## VOCATIONAL ALTERNATIVES AVAILABLE FOR THE HANDICAPPED

Type of Program	Description	Program Criteria	Resources	Eligible Funding Categories
Regular Education	College Preparation Regular Vocational Education or General High School Program. These programs are to be used for all handicapped students who can benefit from the placement. All students who are receiving non-instructional special education services (speech social work occupational therapy, special materials like talking books, etc.) should be placed in these programs.	Students receive credits toward a regular high school diploma in accordance with the policies of the operating district. The usual outcome is graduation followed by employment, post school vocational training or college. Regular vocational education curriculums are approved by Vocational Education Services, Michigan Department of Education.	Special education supportive services such as special materials, resource room placement, social work services, etc. VRS may provide post school services, rehabilitation counseling, placement and follow up services and may participate in the costs of placement tools, physical restoration, etc. when the client or family or another public agency cannot cover the costs.	State aid membership, Special Education Services supported by State Special Education and Intermediate reimbursement in most districts, Intermediate Vocational Education mileage where applicable, Vocational Education program funds for districts and programs that qualify.
Adapted Vocational Education	Regular vocational programs are altered to accommodate special education eligible students who could not otherwise be placed in the program. Special materials and instructional aids are examples of adapting the program. This alternative may be needed for hand capped persons assigned to teacher consultants or special education resource rooms who need adapted instruction.	Students receive credits toward a regular high school diploma in the same manner as the non-handicapped students in the vocational education program. The program prepares special education eligible students for graduation followed by employment or post school vocational training. Adaptations in the regular vocational education curriculum should be approved by Vocational Education Services, Michigan Department of Education. No approval is needed to add supportive personnel or adaptive equipment.	Special education supportive services such as a teacher consultant, curriculum resource consultant and work study coordinator. Vocational Rehabilitation Services may be available as defined above.	Same as above plus, Vocational Education Special Needs Funds for approved projects. Eligible Vocational Rehabilitation clients may receive supportive services needed to maintain them in on the job training programs.
Special Vocational Education	Training is usually of a semi skilled nature (custodial training, courses aides, etc.) or introductory skills training (electronics, auto mechanics, secretarial, etc.) designed to provide prerequisite skills for entry into a regular vocational education sequence or to provide entry level job skills. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program. It is usually limited to handicapped students assigned to self contained special education programs.	Students receive credits toward a regular high school diploma. The program may be used to prepare special education students for integration into regular vocational education. It always provides the students who completed the training with a job entry skill. The program must be authorized in the Intermediate School District Plan for the Delivery of Special Education Programs and Services as approved by Special Education Services and Vocational Education Services if vocational education funds are used.	Same as above.	Same as above.
Individual Vocational Training	Training in special programs (MDTA apprenticeship training, etc.) approved by a governmental agency or a unique individual training program designed to fit a handicapped student's special interests and not generally available in the geographic area (outboard motor repair, inhalation therapy, etc.). This program may be used for any special education student with special talents or special training needs. Community training stations may be used so long as students do not become employees and are not paid a wage.	Students receive credits toward a regular high school diploma. The Educational Planning and Placement Committee must approve the training plan and the amount of credit to be given. This type of program should provide job entry skills and it may also provide prerequisite skills needed for entry into post school training. The individual plan must be approved by the Intermediate Director of Special Education or his designee as being consistent with the intent of the Intermediate Plan.	Special education classroom programs and supportive services. Work study services may not be provided until the completion of the training sequence. A vocational education or special education teacher may supervise the program. Placement in MDTA or like programs fall in this category. VRS may provide post school services, rehabilitation counseling, placement and follow up services and may participate in the costs of placement tools, physical restoration, etc. when the client or family or another public agency cannot cover the costs.	State aid membership, Special Education Categorical Aid, Intermediate Special Education reimbursement where applicable.

## INDIVIDUAL VOCATIONAL TRAINING PROGRAM

This program can be under the supervision of either a special education or a vocational education teacher. It is important to note that in either case there must be a specific curriculum written for the child, approved by the intermediate district as meeting the definition of vocational education, and approved by an Educational Planning and Placement Committee.

The individual vocational training model allows school districts to expand the vocational training laboratory to the community. Employers become directly involved in the vocational education of students. Under this model, a handicapped student must be assigned to a certified teacher. The teacher is responsible to assure that there are written terminal objectives that can be approved by the intermediate district as meeting the definition of vocational education. Once the Educational Planning and Placement Committee approves the program, identify the number of hours of training, and the amount of credit the student shall receive, the teacher may make arrangements for the student to be placed in an individual vocational training program. A local business, industry, or educational institution takes the responsibility in cooperation with the assigned teacher, to provide the student with the necessary skills needed to complete the program. Since the student is placed in the community for the purpose of receiving vocational training, the student is not considered as an employee. It is the responsibility of the teacher to assure that the training program is consistent with the following six criteria established by the United States Department of Labor to determine when a student is a trainee. All six of the following criteria must apply for a student to be legally placed in an individual vocational training program:

1. The training, even though it includes actual operation of facilities of the employer, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainee or student;
3. The trainee or students do not displace regular employees, but work under their close supervision;
4. The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operation may actually be impeded;
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the trainees or students understand that the trainee or student is not entitled to a wage for the time spent in the training."

### WORK STUDY

Rule 1, Subrule 13, defines vocational education for handicapped persons who cannot complete a regular education program to include work study. Work study is defined in the Special Education Code to mean on-the-job training, related counseling and follow up services. (Rule 1, Subrule 15)

Special Education work study is similar to vocational education cooperative education. Both require that the on-the-job training have some specified educational value and be under the direction of a certified teacher.

Students must also receive vocational education prior to or simultaneously with vocational training. There is one exception to this requirement. Rule 33e allows special education students in their terminal year to receive work study services without being enrolled in vocational education.

Work study should be provided by vocational education teachers wherever possible. Special Education funds may be used to reimburse a work study coordinator who will provide special job placement services where needed.

References: Michigan Department of Education, Vocational-Technical Education Services, Performance Objectives, is a guide which contains minimum recommended terminal objectives for most vocational education programs. These objectives can be used as a guide in developing terminal objectives for special education programs.

Vocational Education-Special Education Project, is divided into cluster guides. The cluster guides provide the teacher with the instructional objectives and ideas for teaching the handicapped in a number of vocational areas.

Vocational and Instructional Materials for Students with Special Needs is an annotated bibliography of curriculum materials that may be helpful in providing vocational education for the handicapped and disadvantaged. This bibliography was completed under a grant from the U. S. Office of Education. Copies are available from Vocational Education Services, Michigan Department of Education, Lansing, Michigan.



Most of the materials referred to in Chapters V, VI, and VII have been forwarded by the Department of Education to each high school principal. There is a network of twenty-one special education resource centers servicing every area of the state. Each center is staffed with a curriculum resource consultant who is an expert in helping teachers identify specific materials, methods and techniques that are effective with the handicapped. The curriculum consultant can also recommend commercial and teacher-made materials available to help handicapped students learn personal adjustment, pre-vocational and vocational skills. Curriculum resource consultants can also provide special education and vocational education teachers servicing handicapped students with inservice training on writing performance objectives, and provide information on the availability and usefulness of performance objectives that have been developed by other school districts within the State of Michigan.

## CHAPTER VIII

# VOCATIONAL REHABILITATION SERVICES

**THE GOAL** of Vocational Rehabilitation Services (VRS) is to help the handicapped find suitable employment.

**TO BE ELIGIBLE** a person must have; a) a physical or mental disability; b) a substantial handicap to employment; and c) a reasonable expectation that rehabilitation services will result in the individual being able to engage in a gainful occupation.

The client must be of such an age that the service provided by VRS is directly related to preparing him for gainful employment or is part of a sequence of activities whose immediate end is gainful employment.

**REHABILITATION COUNSELORS** are trained vocational counselors who have expertise in working with the handicapped. The Vocational Rehabilitation Service counselor has access to a medical consultant who helps interpretation of clinical data. The counselor may purchase diagnostic data not available from the schools which is needed to determine the extent of the clients potential.

**SERVICES** available for eligible clients along with counseling and guidance are:

- Funds to offset employer costs for extra supervision needed to provide appropriate work study training.
- Funds to supplement the person's own resources when needed for physical restoration, training materials; artificial limbs, hearing aids, etc., which are needed to help the special education student become suitably employed.
- Post school training, job placement and follow-up services as required to insure suitable employment.

**REFERRALS** may be made by contacting the Vocational Rehabilitation Services offices which services your school district. If you do not know the address, you should contact your intermediate school district or Vocational Rehabilitation Services, Michigan Department of Education, Lansing, Michigan 48902.

Chart IV

## VOCATIONAL REHABILITATION YOUTH SERVICE PROGRAM SUMMARY

Referral Priorities	Activity	Inschool Service	Post School Services
Special Education Eligible	Supplemental service to special education eligible students. Minimum age 15 1/2-16.	Medical evaluation Vocational counseling Physical restoration Work study support	Full range of VR services
Special Education Eligible Drop Outs	Counsel students to return to school. Minimum age 16.	None, unless the client returns to school.	Full range of VR services
Non-Special Education Eligible	Prepare students for post school training and for placement. Minimum age referral, one year prior to graduation.	Medical evaluation Vocational testing Vocational counseling	Full range of VR services

# VOCATIONAL REHABILITATION SERVICES AVAILABLE TO SPECIAL EDUCATION STUDENTS

As the result of the Mandatory Special Education Legislation, the schools have primary responsibilities for special education students until they graduate or reach the age of 28.

Chart V explains the conditions under which VRS Services are available --

Service Category	Type of Service	Description	Criteria for VR Support	Comments
Evaluation	Medical Diagnosis	General or specialty examination (except psychiatric) to determine the extent of physical disability	As with all categories in this column, VRS must have a case open and authorize the service	The type of evaluation is based on individual client needs as determined by the VRS counselor
	Medical Consultation	Review of available school and VRS medical data to determine the extent of physical disabilities and the feasibility of physical restoration.		Clients may be referred at age 15 1/2 to 18 where the schools suspect a physical disability and needs medical evaluation and consultation to help plan for Vocational education and/or work study placement
In School	Physical Restoration	Surgery, related medical therapies and prosthetic devices needed to render a person employable. Occupational therapy, physical therapy or other services available through Special Education are not included in this category.2	Funds to supplement the person's physical restoration, training materials, artificial limbs, hearing aids, etc., which are needed to help the special education student complete vocational training and become employable.	

1. Special education may use a school psychologist, or a certified consulting psychologist or a psychiatrist to determine eligibility as emotionally impaired. Where the school's data is not sufficient for VR to determine eligibility, VR may purchase a psychiatric evaluation after the EPPC determines the student eligible for special education.

2. Special education reimbursement for physical therapy is limited to ancillary services directly related to the student's educational needs. These services do not replace the medical and psychiatric therapy responsibilities provided by public health, mental health, hospitals, etc.

## Vocational Rehabilitation Services Available to Special Education Students (Chart V, continued)

Service Category	Type of Service	Description	Criteria for VR Support	Comments
In School (Continued)	Workstudy Services	Funds to offset additional employer cost related to acceptance of a student-worker who is placed as part of a special education workstudy program	The Student must have completed vocational education or be in the Terminal year (required by R340.1733e of the Special Education Code). School personnel are responsible for establishment and supervision of workstudy programs (as required in R340.1733f of the Special Education Code.)	Handicapped students should be referred to VRS six months prior to the need for workstudy services.
	Transportation	Transportation to and from the workstudy site	If the school provides transportation for vocational education Co-op programs, they should provide transportation for special education workstudy programs. VR may supplement the students resources when the student is responsible for transportation.	Student is usually asked to assume this cost after receipt of the first paycheck.
	Tools and Equipment	Tools, uniforms, and other equipment the employee is required to provide as a condition for employment.	VRS may not pay for any instructional supplies, books, tools, uniforms, etc., required for inschool training programs.	VRS may provide funds to supplement the person's own resources when needed for tools, uniforms, etc., when needed for workstudy.
	Driver's Education	Costs related to evaluation and/or prescription of special driver's controls. Special training for severely physically impaired.	Restricted to severely physically impaired students who need prescriptive equipment or require special training techniques. Student must need to drive to complete training or enter employment.	Public schools are responsible to provide driver's education to all students including the handicapped.
Post School	Post School Training	Vocational and/or career preparation in trade schools, community colleges, colleges and universities.	VR will supplement the client's own resources where necessary.	Amount of subsidy is determined by the trade school or college based on an evaluation of the students financial needs
	Job Placement	Service provided to help the handicapped person find permanent employment.		This service is generally provided after the termination of the school program



## REFERRAL OF SPECIAL EDUCATION DROP OUTS

Any special education student who has dropped out and does not wish to return to school may have a case opened at the time the student is ready for vocational rehabilitation services.

The rehabilitation agency's first obligation is to try to convince the client to re-enter school. If the client re-enrolls, the case will be treated as a special education referral. Clients who refuse to re-enroll in public school, will be provided the full range of VRS services. These will include:

1. Medical, diagnostic and psychological evaluation, evaluation of employment potential and other evaluation services needed to determine the handicapped persons employment potential.
2. Special education drop outs who are determined eligible for rehabilitation services, will receive counseling, physical restoration, training, job placement and follow-up services as needed. Diagnosis, counseling and job placement will be provided by VRS without cost to the client. VRS will supplement funds available from other agencies and the clients own resources when needed for physical restoration and training services.

## REFERRAL OF HANDICAPPED STUDENTS IN REGULAR EDUCATION PROGRAMS

These are students whose health problems and handicapping conditions do not require special education intervention. These students require no direct service from VRS while enrolled in school. Therefore, rehabilitation services will be provided to special education students on a priority basis.

### WHO IS ELIGIBLE?

Any student with a physical disability that may cause an employment handicap after graduation. Such disabilities would include:

- Absence and malformation of limbs or extremities.
- Cardiac and respiratory conditions such as heart diseases and asthma.
- Hearing impairments.
- Neurological disorder including cerebral palsy and epilepsy.
- Orthopedic and muscular conditions like arthritis, muscular dystrophy, multiple sclerosis, and spinal cord injury.
- Uncorrectable visual defects.
- Other severe health problems such as diabetes and hemophilia

### WHEN TO REFER

Students with a handicap or health problem that may cause employment handicap should be referred during the last half of the junior year or early in the senior year. This allows the rehabilitation agency time to recommend that the students apply for the Michigan Competitive Scholarship Program and/or the Michigan Tuition Grant Program where there is an indication that the students will need post-school training

### WHAT SERVICES ARE AVAILABLE

Vocational rehabilitation will assign a counselor who will work cooperatively with school personnel to help the student determine an appropriate vocational goal and/or find suitable employment after graduation. VRS will collect the necessary education, medical and vocational data needed to determine the extent of the students disability.

The rehabilitation counselor will coordinate the services needed to help eligible students become employable. These services, including guidance and counseling, will continue after graduation. Other services include physical restoration, post-school training, and help in obtaining occupational licenses, tools and equipment, prosthetic devices or other goods and services needed to be maintained in employment

Diagnosis, counseling, and job placement will be provided by VRS without cost. The State Rehabilitation Agency will supplement funds available from other agencies and the clients own resources when needed for other services

## A MODEL FOR DEVELOPING SECONDARY PROGRAMS FOR THE HANDICAPPED

The model presented in this chapter points out the use of an educational accountability model in assuring that the special education students are provided the minimum required content.

This is only one of many possible alternatives for organizing materials, personnel, and processes in developing a special curriculum for handicapped whose disability is such that they cannot be integrated into the regular high school program

Chart VI contains a sample program outline. The implementation of this or any special education delivery system is based upon the assumption that special education teachers have or are willing to obtain the skills necessary to teach specific subject matter such as industrial arts or health

This will enable special education teachers to utilize their special educational skills to adapt materials, processes and curriculum to help students achieve the prescribed level of competency in each subject area taught.

The titles of courses in this model are descriptive of the type of content to be provided. Courses can be given a convenient, descriptive and-or functional title. What is important is that they are designed in a sequential manner leading to the achievement of the terminal objectives.

Take Economics for example. This title is used to describe a course covering the free enterprise system, employer-employee relations and other prerequisites needed by the special education student to gain a basic understanding of the role of the worker in our society. The Junior Achievement program is one concrete method that can be used to teach these concepts.

This model emphasizes learning by doing. Junior high level courses are designed to provide students with information and skills that will be of personal value. Each course provides the prerequisite skills needed for entry into the secondary sequence.

Using the educational accountability model described in Chapter II, the teachers are responsible to:

- a) Teach the prescribed content leading to the mastery of minimal performance objectives.
- b) Providing occupational information related to the subject matter to enhance career awareness.
- c) Evaluate student achievement for the purpose of identifying interest, aptitude and abilities for vocational planning

An analysis of the industrial arts sequence exemplifies the above accountability concept. The course includes projects designed to teach the use of basic tools in the repair of common household items. Adaptive materials such as a braille ruler for the blind or special holding jugs for the orthopedically impaired are provided as needed. While the student is learning the use of tools and processes as a family life skill, the teacher is responsible for providing related career information. This would range from watch repair to plumbing, depending on the type of tools being used. Finally, the teacher assesses the student's interest, aptitude and ability to utilize the various types of tools and equipment. This information is recorded and used to help the student make a career decision. It is also used by the E.P.P.C. in determining if the student has sufficient prerequisite skills for integration into a regular or adapted vocational education program.

This junior high sequence is designed to provide the student with experiences in the affective, cognitive and psycho-motor domains. Courses contain all required instructional units described in Chapter III. In this model, civics, civil government, the state and federal constitution are included as part of the history sequence. Alcohol, narcotics, tobacco, humane treatment of animals are part of the health science sequence along with personal skills training such as first-aid. Sex hygiene is included as part of the Physical Education course.

The high school sequence is set up according to the same format. The major goal is to prepare the student for personal and vocational adjustment in adult life. It is again assumed that handicapped youngsters who are college bound or have the ability to succeed in regular vocational education programs will be provided with whatever special materials or support needed to be successfully integrated with their peers.

The secondary special education program is designed to provide prerequisite skills to prepare the student for adult life. The special education teacher is responsible for structuring the program to reinforce appropriate adult behavior for handicapped students with behavioral problems and for providing the personal social skills necessary for employment.

The special education staff provide supportive service for students integrated into regular or adapted vocational education programs. Rule 33b of the Special Education Code requires that each student in an adapted program shall have a curriculum plan based upon individual student performance objectives. The objectives shall be written by the teacher in conjunction with other school personnel for each handicapped person. The vocational education teacher with the help of the special education staff are responsible for identifying the performance objectives for students integrated into regular vocational education programs.

The special education staff are responsible for providing whatever supportive service material adaptations or related instruction needed for the special education student to succeed in the regular or adapted vocational training sequence.

The special education teacher's responsibility includes providing counseling based on the student's observed interests, aptitudes, and abilities. The vocational education teacher in conjunction with the work study staff will then develop appropriate job training stations for students who successfully complete the vocational training sequence.

The model presented in Chart VI is flexible. Students whose disability prevent integration into the regular vocational education sequence can be placed in a special or individual vocational training program.

This type of flexibility is dependent upon the Intermediate Plan for the Delivery of Special Education Programs and Services identifying a full continuum of vocational alternatives. Without such a continuum, the E.P.P.C. will have no real flexibility in recommending an individual instructional sequence for each student.

This model is open-ended. Students may progress from individual vocational training to the regular vocational education class. Handicapped students are limited only by their ability and the amount of time available for vocational instruction. They may be placed in a post-school training program and followed by Vocational Rehabilitation even though the training continues after age 25.

The success of this or any other model is dependent on the competency of the staff to perform the prescribed tasks. This requires appropriate inservice training.

The program sequence must be continually evaluated to assure that it is making maximum utilization of available resources in meeting the needs of special education students.

CHART 6, CONT'D.					
Instructional Level	Age at Entry	Student Description	Teacher Responsibility	Suggested Course Titles	Related Terminal Objective
Secondary	13-24	Same as above	Provide the skills listed in the unit or course outline	Driver's Education	5. Obtain driver's license and/or community mobility skills 2. Identify related careers
			Provide pre-requisite skills needed for job placement or post-school adjustment	History Physical Education	6. Register, vote and be aware of basic civil rights 7. Learn a third recreational activity (dancing, fishing, tennis, etc.)
			Assess interests, aptitude and personal skills for on-the-job training permanent placement in employment, adult activity center, etc.	Vocational Education Workstudy Placement	17. Obtain job entry Vocational skills 16. Verify job readiness skills
			Use controlled school environment to provide personal adjustment skills where needed		Refer to Vocational Rehabilitation for permanent job placement and post-school follow up
			Provide close supervision, personalized instruction and counseling needs to assure program success		
Terminal Services	16 to 26	Students completing or terminating the Special Education sequence	Provides services needed to help the student make the initial post-school adjustment Assess students post-school achievement Utilizes follow-up data to make recommendations for program revision	Graduation	

1. Courses can be taught by general education, special education, vocational education teachers, or through team teaching, depending on student needs and availability of qualified staff.

Instructional Level	Age at Entry	Student Description	Teacher Responsibility	Suggested Course Titles	Related Terminal Objective
Junior High	11-13	Insufficient affective, cognitive or psycho-motor skills to be integrated on a full time basis in a regular program  Pre-requisite affective cognitive or psycho-motor skills described in the unit or course outline	Provide the skills listed in the unit or course outline	Business	15. Type, file and use calculators 1. Solve money management problems, set up bookkeeping system, file receipts, etc. 2. Identify related careers
			Provide pre-requisite skills needed for entry into the secondary program	Communication	8. Comprehend written material at approximately the 6th grade level 9. Type and/or write personnel communications 10. Listening and oral communication skills 2. Identify related careers
			Provide occupational information -- assess interest, aptitudes and academic skills to help the educational planning committee develop a secondary curriculum	Health	3. Personal hygiene skill development 14. Complete first-aid course 2. Identify related careers
			Provide close supervision, personalized instruction and counseling needed to assure program success	Home Economics	1. Consumers education, child care family relations, clothing 13. Family food preparation 2. Identify related careers
				Industrial Arts	12. Use of tools, materials and processes as personal skill 2. Identify related careers
				Mathematics	11. Solve problems at approximately 6th grade level 15. Use calculators to solve problems 2. Identify related careers
				Physical Education	7. Learn two recreational activities (bowling, swimming, chess, etc.) 4. Complete sex education course

## APPENDIX A

Adapted From

### SPECIAL EDUCATION TERMINAL OBJECTIVES Final Report - June, 1974

Project Leader 12  
1819 E. Milham Road  
Kalamazoo, Michigan 49002

#### The Task

It was felt having knowledge of the desired minimal exit competencies for special education students would allow for more meaningful, consistent program clarification and planning. As a result, the task was to utilize a modification of the Delphi Technique with a large, diverse group of interested persons in order to reach consensus on the types of minimal competencies special education students should be able to demonstrate in order to graduate from the special education program.

#### The Procedure

The Special Education Planning Committee members were asked to identify individuals from their respective districts to participate in the development of terminal objectives.

The Delphi Technique was chosen to obtain and arrange the recommended terminal performance objectives. The Delphi Technique uses questionnaires to seek the input of the various members of the planning committee. The advantages of this method are. a) it allows many people to be involved, b) the staff can summarize responses saving time for the planning committee. c) the planning committee can make recommendations and evaluate progress by mail; and d) the method is highly structured, making it easy for parents, students and other non-educators to participate.

The purpose and method were introduced at an orientation session. The session was used to: 1) explain the various steps that they would be going through, 2) provide each participant with a schedule of the activities, 3) gather needed biographic data, and 4) complete the first activity of the Delphi process.

The remainder of the terminal objective development activities was conducted via the mail with each participant responding individually. Project Leader 12 staff assumed the responsibility of coordinating the process, compiling participant responses, data processing, printing, duplicating, mailing, and incurred costs.

The total group process involved the following sequential steps:

1. Participants initially identify needed competencies at orientation session. (Form SPED 1)
2. Project Leader 12 compiles responses, prints, duplicates, and distributes
3. Participants review all competencies expressed and add any additional competencies felt needed (Form SPED 2)
4. Project Leader 12 compiles responses, prints, duplicates, and distributes
5. Participants rate all competencies. (Form SPED 3)
6. Project Leader 12 compiles responses, prints, duplicates, and distributes.
7. Participants express rationale for change in any or all average group ratings of the competencies. (Form SPED 4)
8. Project Leader 12 compiles responses, prints, duplicates and distributes.
9. Participants read summary of the expressed rationale (Form SPED 5) and rerate the competencies. (Form SPED 6)
10. Project Leader 12 compiles responses, prints, duplicates, and distributes.

### III. THE RESULTS

A total of ninety-one people participated in the Delphi process. Participants include board of education members, special education teachers, consultants, directors, parents, handicapped persons, school administrators, counselors, social workers, a physician, and a vocational education director.

The final group rating of the competencies produced a list of seventy-three statements which the majority of the participants felt "should be" minimal exit skills, understanding, or competencies for special education students in order to graduate and receive a high school diploma.

As anticipated, the seventy-three statements were not exclusive of each other. A sub-committee was appointed to refine the statements to rewrite them into performance objective form. The removal of ambiguity and repetition in statements produced a final compilation of twenty-five performance objectives which were felt to encompass the ideas contained in the group's final seventy-three statements.

The objectives were reviewed and modified by the Special Education Planning Committee and categorized as personal adjustment, prevocational or vocational in nature. The resulting final product of the entire Delphi process was a list of performance objectives.

### IV. UTILIZATION OF THE TERMINAL OBJECTIVES

The terminal objectives are intended to provide direction to local and intermediate special education directors and staff in their program clarification efforts and subsequent planning activities. Although the objectives reflect the thoughts of a large, diverse, and knowledgeable group of people, they are not intended to be written in stone, nor blanketly accepted.

It is hoped the objectives will be carefully reviewed and endorsed by 1) the Intermediate Special Education Advisory Committee, 2) the Region 12 Steering Committee, 3) the Intermediate Boards of Education, and 4) the local Boards of Education. A unanimous endorsement would not only reflect regional consensus, but greatly assist continuity and compatibility of special programming throughout the districts in Planning Region 12.

In addition to endorsement of the objectives by the aforementioned bodies, it is anticipated the minimal terminal objectives will be incorporated into the Intermediate Special Education Plans.

Special Education Terminal Objectives Forms  
Project Leader 12

**Form 1**

Please list below what you consider to be the most important terminal objectives by which a special education child may be awarded a diploma and leave the special education program. Please write only one terminal objective on each perforated strip.

Definition: A **TERMINAL OBJECTIVE** is simply what a special education child should be able to do in order to receive a high school diploma.

Full Page Use with Room for Listing of Most Important Terminal Objectives

**Form 2**

Below are the compiled terminal objectives by which a special education child may be awarded a diploma and leave the special education program. Please review the terminal objectives expressed. If you feel additional terminal objectives should be added, please add them at the end of the list.

**Form 3**

Below are the compiled responses to Form SPED 2. Please review each terminal objective listed below and rate it using the following scale:

- circle (1) for **should be** a terminal objective or
- circle (2) for **should not be** a terminal objective

Circle only one rating for each terminal objective.

Terminal Objective Rating	Terminal Objectives
---------------------------	---------------------

**Form 4**

Below are the results of the group rating for each terminal objective. Those terminal objectives that received a majority of "should be" ratings are listed first. The remaining terminal objectives did not receive a majority of "should be" ratings. If you feel a particular terminal objective received an incorrect rating, please indicate your rationale. If you desire no change in the rating of a terminal objective, you need not write anything.

Terminal Objectives Receiving a Majority of "Should Be" ratings	Rationale for Change to "Should Not Be"
---	---

**Form 5**

Below is the compiled rationale given for or against each terminal objective's rating. After reading the rationale given, please rerate the terminal objectives to the attached Form SPED 6.

Terminal Objectives Receiving a Majority of "Should Be" ratings.	Rationale for Change to "Should Not Be"
--	---

**Form 6**

Below are the compiled responses. Please review each terminal objective listed below and rate it using the following scale:

- circle (1) for **should be** a terminal objective or
- circle (2) for **should not be** a terminal objective

Circle only one rating for each terminal objective.

Terminal Objective Rating	Terminal Objectives
---------------------------	---------------------