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ABSTRACT

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (EM)

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CAREER AND VOCATIONAL DEVELOPMENT
OF HANDICAPPED LEARNERS:
AN ANNOTATED BIBLIOGRAPHY

compiled by

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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1978

U.S. DEPARTMENT OF HEALTH,
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FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to teacher educators, counselor educators, researchers, and curriculum developers in the field of education for the handicapped. The profession is indebted to Robert D. Bhaerman for the preparation of this paper and to Cathy Kendall and Millie Dunning who typed the final draft.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education.

ABSTRACT

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry.
(BM)

DESC: *Career Education; *Vocational Development; *Handicapped; Annotated Bibliographies; Educational Trends; *Program Descriptions; *Curriculum Guides; Learning Activities; Resource Materials; Mainstreaming; *Faculty Development; Staff Improvement; Educational Facilities; Educational Equipment; Occupational Guidance; Vocational Counseling; Employment Opportunities; Evaluation

PREFACE

In 1977 the ERIC Clearinghouse on Adult, Career, and Vocational Education published an Information Analysis paper on *Vocational Education for the Handicapped* by Marc Hull (ED 149 888). In it Hull provided a synthesis of useful programs, techniques, and methods for providing full participation in vocational education for handicapped secondary and postsecondary school students.

This year, in the current series of Information Analysis papers, the Clearinghouse is publishing *The Career and Vocational Development of Handicapped Learners* (by Donn Brolin and Oliver Kolstoe). The focus of the Brolin-Kolstoe paper is on research as it relates to the growth and development of career education for handicapped persons; life roles for the handicapped, particularly, occupational, citizen, family, and avocational roles; curriculum; teaching counseling methods; career assessment, exploration, and preparation.

As a result of the interest generated by the Hull paper and in anticipation of similar interest in the Brolin-Kolstoe publication, the Clearinghouse has chosen to publish this selected annotated bibliography in order to supplement these two reviews of literature.

A computer search conducted in the spring of 1978 and updated in the late summer provided an ample amount of documents from which to draw. Needless to say, this is an extremely broad and active research field. It was decided, therefore, to limit the annotations to more recent studies conducted since 1975, although obviously important research in this field has been conducted for many years. It also was decided to limit the bibliographies to documents in the ERIC data base, although researchers looking for universality also should look at other data bases, particularly Dissertation Abstracts, Psychological Abstracts, and Sociological Abstracts. Many journal articles have been published in this area, but, because of limitations of space, they were excluded. Anyone wishing to look further into the periodical literature should review the ERIC index, the *Current Index to Journals in Education* (CIJE).

The selected bibliography, a compilation of 150 items, is divided into nine parts. The following chart indicates the topics and the number of documents in each category:

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<u>Topic</u>	<u>Number of Documents</u>
(1) Trends and General Overviews	9
(2) Programs and Projects	35
(3) Curriculum - Guides, Activities, Resources	44
(4) Mainstreaming	10
(5) Personnel Development	28
(6) Equipment and Facilities	2
(7) Guidance and Counseling	3
(8) Employment Opportunities	7
(9) Measurement and Evaluation	12
	<u>150</u>

There is, of course, some overlap in these categories. No doubt there are a number of other ways in which the items might have been arranged, e.g., by age level of the persons focused upon in the report, by handicapped area, and so on. In any case, there would have been overlap. In this listing, programs and projects and curriculum items sometimes can be found in reports whose major focus is personnel development--and vice versa. Aspects of measurement and evaluation also are found in reports of programs and projects. Although only ten studies are cited here which deal primarily with mainstreaming, the area is broad and, obviously, cuts across many other issues. The category selections were made on the basis of the primary focus of each particular entry.

The reports are listed in order of recency of ED numbers, with the current ones first. In addition, an EDRS order form is included for anyone wishing to purchase any of these documents.

We hope you will find this bibliography useful.

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TRENDS AND GENERAL OVERVIEWS

1 THE SEVERELY AND PROFOUNDLY HANDICAPPED CHILD. Wilcox, Barbara, ed.; and others. Proceedings from the 1977 Statewide Institute for Educators of the Severely and Profoundly Handicapped. Illinois State Office of Education, Springfield. 1977. 237p. (ED 149-541)

The text includes 27 papers presented at the Illinois Statewide Institute for Educators of the Severely and Profoundly Handicapped. Papers address the following six topics (sample subtopics in parentheses): Student and systems assessment (student evaluation and instruction, and an accountability system in behavioral programs); services to severely handicapped students (curriculum considerations, ancillary services, and service delivery systems); considerations for secondary level and vocational programming for severely handicapped students (vocational training and production supervision, and community transportation); materials evaluation; legal and administrative issues (P.O. 94-142--the Education for All Handicapped Children Act, and an administrator's perspective on programs for the severely handicapped); and personnel preparation (programs at Illinois State University, Northern Illinois University, Southern Illinois University, and University of Illinois at Urbana-Champaign).

2 HABILITATION OF SEVERELY AND PROFOUNDLY RETARDED ADULTS: REPORTS FROM THE SPECIALIZED TRAINING PROGRAM. Bellamy, G. Thomas, ed. Oregon University, Eugene. Rehabilitation Research and Training Center in Mental Retardation. July 1976. 126p. (ED 149 528)

Presented are 11 reports resulting from applied research of the Specialized Training Program at the University of Oregon, a sub-contract workshop for 15 severely and profoundly retarded adults which focuses on the areas of vocational potential and community program development. Entries include the following titles and authors: "Habilitation of the Severely and Profoundly Retarded--Illustrations of Competence" (G. Bellamy, et al.); "General Utility of Easy-to-Hard Discrimination Training Procedures" (L. Irvin); "Manipulation of Stimulus Features in Vocational Skill Training of the Severely Retarded--Relative Efficacy" (Irvin and Bellamy); "Cable Harness Construction for Severely Retarded Adults--A Demonstration of Training Technique" (J. Hunter and Bellamy); "Habilitation of the Severely and Profoundly Retarded--A Review of Research

on Work Productivity" (Bellamy); "The Effects of a Multiple Schedule of Reinforcement with a Bonus Contingency on Response Rate" (A. Fuller); "The Trainee Performance Sample--Toward the Prediction of Habilitation Costs for Severely Handicapped Adults" (Bellamy and S. Snyder); "Community Living for Severely and Profoundly Retarded Adults--A Group Home Study" (D. Close); "Picture Recipe Cards as an Approach to Teaching Severely Retarded Adults to Cook" (M. Robinson-Wilson); "Behavioral Observations for Work Situations--Coding Definition Manual" (N. Todd, et al.); and "Behavioral Observations for Work Situations--Revision for Group Observation" (M. Leiter).

- 3 VOCATIONAL EDUCATION FOR THE HANDICAPPED: A REVIEW. Hull, Marc E. Ohio State University, Columbus. ERIC Clearinghouse on Career Education Information Series No. 149. 1977. 67p. (ED 149 188)

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

- 4 LEARNING DISABILITIES IN THE SECONDARY SCHOOL. DeBrosse, Marion, ed.; and others. Title III: Curricular Development for Secondary Learning Disabilities. Montgomery County Intermediate Unit 23, Blue Bell, PA. 1977. 418p. (ED 148 053)

Presented are 12 papers from a conference on the issues of secondary learning disability. Following an introduction are the texts of

discussions from the conference's four sections covering an overview of the central issues, definition and identification, learner characteristics, educational priorities and objectives, remedial strategies, model programs, suggestions for instruction in reading and mathematics, language difficulties, vocational education, curricular and material resources, teacher training programs, and debates over key issues. A final section includes papers with the following titles and authors: "Curriculum and Materials for Secondary Level Learning Disabilities Programs--What We Have and What We Need" (V. Brown); "Math Curricula for Secondary Learning Disabled Students" (J. Cawley); "Psycho-Social Characteristics of Learning Disabled Adolescents" (D. Deshler); "Reading Problems of the Secondary Learning Disabled Student" (P. Gillespie and M. Sitko); "Survey of Secondary Programs for the Learning Disabled" (L. Goodman); "Adolescents with Learning Disability--Definition, Identification, and Incidence" (D. Hammill); "Exploratory Occupational Education for Learning Disabled Adolescents with Learning Disabilities--The Problem in Perspective" (J. Widerhold); "Process Remediation with Secondary Learning Disabled Children" (J. Ysseldyke); and "Preparing Teachers for Secondary Learning Disabilities Programs" (N. Zigmund).

- 5 CAREER EDUCATION FOR SPECIAL POPULATIONS. MONOGRAPHS ON CAREER EDUCATION. Hoyt, Kenneth. Office of Career Education (DHEW/OE); Washington, D.C. 1976. 26p. (ED 132 428)

The three papers included in this monograph represent attempts on the part of the Office of Career Education to face the need for improving the delivery of career education to special portions of the population. The first paper, "Career Education for Minority and Low-Income Persons," states that for this segment of the population, career education has been a matter of over-promise and under-delivery. Promises and problems are discussed in three categories: (1) Conceptual assumptions of career education, (2) process assumptions of career development, and (3) programmatic assumptions of career education. The second paper, "Career Education for Gifted and Talented Persons," discusses some of the special problems involved in developing career education programs for gifted and talented students, such as career decisionmaking, the development of talent, and work experience. In the third paper, "Career Education and the Handicapped Person," statistical predictions concerning underemployment and unemployment of handicapped high school graduates during the next four years are cited to emphasize the need for making career education opportunities available. Stressed as particularly relevant for the handicapped are basic career education principles such as the right to choose from a wide range of personally meaningful work opportunities and emphasis on accomplishments and discovery of an individual's talents rather than limitations.

- 6 EDUCABLE MENTALLY RETARDED--CAREER EDUCATION. A Selective Bibliography. Exceptional Child Bibliography Series No. 682. Council for Exceptional Children, Reston, VA. Information Services and Publication. 1976. 20p. (ED 129 019)

The annotated bibliography on Educable Mentally Retarded--Career Education contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service.

- 7 INTRODUCTION TO SPECIAL VOCATIONAL NEEDS. Meers, Gary D. Nebraska University, Lincoln. Department of Vocational-Technical Education. 30p. (ED 126 348)

The document contains two readings and a competency list meant to serve as an introduction to the area of special vocational needs. A special vocational needs program is defined as a program designed for those in need of vocational training who cannot succeed in a regular vocational program due to a handicapping condition (mental, physical, or emotional) or the effects of disadvantage (academic or socio-economic). A teacher competency list, offered as a guide for pre- and inservice teacher education programs, presents competencies developed under seven major headings: program planning, curriculum development, method of instruction, evaluation, guidance, human relations, and management of learning and behavior. The first reading discusses five components of a model (identification of program goals, specification of competencies, defining indicators of success, developing modalities of instruction, and program evaluation) and their utilization in a systematic approach to designing career education programs for the special needs student. A sequential procedure for curriculum modification to meet all student needs is described in the second reading. It includes status assessment, progressive instructional unit change, learning style analysis of a unit, readability measurement of printed classroom materials, and exploration of possible unit weaknesses.

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- 8 A GUIDE AND POLICY MANUAL OF VOCATIONAL INSTRUCTION AND SUPPORTIVE SERVICES FOR DISADVANTAGED AND HANDICAPPED PERSONS. North Dakota State Board for Vocational Education, Bismarck. January 1975, 24p. (ED 117 545)

The manual is designed to provide a guide for vocational education programs and supportive services for North Dakota's disadvantaged and handicapped population at all levels. It is intended to provide the technical assistance as well as the procedures that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped. Topics include specific requirements for receiving special services, services that may be funded (with examples); identification of handicapped or disadvantaged persons, application procedures for a disadvantaged or handicapped program, and the reimbursement rate for special needs programs in North Dakota.

- 9 NATIONAL SURVEY OF STATE SPECIAL NEEDS PERSONNEL SERVING HANDICAPPED AND DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION. Weatherman, Richard; Krantz, Gordon. Minnesota University, St. Paul, Division of Educational Administration. May 1975. 19p. (ED 116 341)

This report contains tabulations of responses to a questionnaire sent to the persons in each state education agency responsible for coordinating the programs of Special Needs in Vocational Education. Each respondent was asked to identify one program serving Special Needs in state. The questionnaire also asked whether the state had held a cooperative conference involving vocational education, vocational rehabilitation, and special education, and whether the state had an organized program of inservice training for administrators of Special Needs programs jointly involving the three agencies. A final question was, "In order to help you to better administer your program at the state level, what are your needs in such areas as information, training programs, and administration?" The report of this survey closes with a number of conclusions and recommendations.

PROGRAMS AND PROJECTS

- 10 HANDICAPPED PERSONS IN WISCONSIN'S VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICTS: ASSESSMENT OF EDUCATIONAL TECHNIQUES AND IDENTIFICATION OF BARRIERS. Kumar, Vasant. Wisconsin University, Madison, Wisconsin Vocational Studies Center. July 1977. 97p. (ED 150 454)

Findings relating to two of Project PEP's objectives are dealt with in this report: (1) to evaluate special needs projects in the areas of agriculture, business, home economics, trades and industry, health, distributive education, and prevocational programs at the sixteen vocational, technical, and adult education (VTAE) schools in Wisconsin to discover which techniques were successful in the instruction of the handicapped, and (2) to analyze and report on the barriers in Wisconsin VTAE schools which prevent the handicapped from enrolling in or completing vocational training programs. (Project PEP--Program Evaluation and Planning--involves evaluating current vocational programs and identifying handicapped students and their vocational needs for the period 1977-1982.) Following the introductory chapter, chapter 2 describes the project methodology, which involved a literature search, site visits to each of the sixteen VTAE districts, and administering the Techniques and Barriers Survey, compiled by the project and including four parts covering personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs. The interpretation of the data on personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs is presented in chapters 3 through 6 respectively. Chapter 7 contains a summary and a list of recommendations. Nineteen data tables supplement the text.

- 11 SURVEY OF CAREER EDUCATION FOR THE HANDICAPPED IN THE SIX NEW ENGLAND STATES. Gardner, David C. Boston University, Mass. College of Business Administration. October 1977. 48p. (ED-150 306)

A survey obtained data on the state of the art of career education programming for the handicapped in the New England states. The survey was designed to obtain data regarding respondent demography, curriculum and instruction, scope and breadth of career education, students, and opinions on future programmatic needs. Two hundred professionals known to be interested in career education for the

handicapped were surveyed. Based on eighty-one responses, the several findings included the following: (1) More males than females work in the field of career education for the handicapped, (2) a significant proportion of the respondents do not use advisory committees in curriculum development activities, (3) few of the respondents are working in programs where career education is infused throughout the entire curriculum, (4) a significant number of respondents did not know the percentage of students in their programs who would be ready to enter the job market in any given year with salable skills, and (5) when asked to rank order eleven future programmatic needs, the highest priority item was the identification of special skills of the field and training teachers working with handicapped persons in career and vocational education. (This report concludes with twenty-three specific recommendations and two high priority summary recommendations.)

- 12 1974-76 FOLLOW-UP OF THE PHYSICALLY HANDICAPPED IN PENNSYLVANIA.
Tarr, Rodney F.; Lewis, James P. Pennsylvania State University,
University Park. Institute for Research on Human Resources; Venango
County Area Vocational-Technical School, Oil City, PA. 1977. 84p.
(ED 149 165)

Conducted to assist vocational educators in planning programs for handicapped students, the project examined selective aspects of the vocational education program, adjustments, and present status of the physically handicapped vocational graduates and the views of the employers and parents towards the training of the graduates. The project was designed to describe the following conditions: the current vocational status of the employed and unemployed physically handicapped in Pennsylvania from 1974-1976 in terms of their vocational adjustment and job satisfaction; the vocational education programs at the area vocational-technical schools and vocational rehabilitation centers for the physically handicapped; parental attitudes towards vocational programs; employer attitudes toward the physically handicapped graduate; vocational programs that would be beneficial to employability for the physically handicapped; and types of special services the physically handicapped might need to succeed in the regular vocational programs in public schools. Three major outcomes were reported: About three-fourths of the vocational handicapped students were placed in regular occupational classes with non-handicapped students; in most cases, occupational training was not related to the first job; and about 93 percent of the employers of the physically handicapped reported that they would consider hiring another physically handicapped worker. Data collection instruments are included in the report.

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- 13 CAREER EDUCATION PROJECTS FUNDED UNDER SECTION 402 AND 406 OF PUBLIC LAW 93-380 (THIRD YEAR'S PROGRAM--FISCAL YEAR 1977 FUNDING). Office of Career Education (DHEW/OE), Washington, D.C. November 1977. 80p. (ED149 051)

Third in a series of annual listings of career education projects (funded under sections 402 and 406 of Public Law 93-380), this booklet lists the 137 projects funded during fiscal year 1977. Information for each project includes state, project number, grant or contract number, Office of Career Education team, name of the project director and address of the contracting organization, project title, and amount of funding. The projects are listed under six categories of activities, according to purpose: (1) to effect incremental improvements in K-12 career education programs (twenty-one projects); (2) to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education, (twelve projects); (3) to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices (twenty projects); (4) to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs (thirteen projects); (5) to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public (eighteen projects); and (6) to develop state plans for implementation of career education in the local educational agencies of the states, under the provisions of Subpart C of 45 CFR Part 160d.

- 14 CAREER EDUCATION OF GIFTED AND TALENTED BOYS AND GIRLS. Sanborn, Marshall P.; and others. Wisconsin University, Madison. Research and Guidance Laboratory for Superior Students. June 30, 1976. 329p. (ED 148 077)

Presented is the final report of a project--involving longitudinal casework with some 3,800 gifted and talented children, their parents, teachers, and counselors in 90 Wisconsin communities--to identify and develop programs for gifted and talented students. An initial section outlines such program components as major activities (including workshops), dissemination activities and objectives. The bulk of the document consists of the following appended materials: a resource packet on a conceptualization of different aspects of career development with implications for educational practice; a resource packet on materials developed to outline principles of planned change; repre-

sentative case materials excerpted from interviews and cumulative folders of four students who have participated in the program; an annotated listing of books which can be utilized to acquaint young people with the subjective side of a variety of vocations and professions; a representative collection of materials and ideas for career education of gifted and talented students; examples of open-ended discussion and written work and how both can be utilized in getting to know gifted students and their feelings about work and their values; abstracts of published studies conducted since 1957; and three papers given during workshop sessions related to women's issues.

- 15 A WORK EXPERIENCE VIDEO TAPE SATELLITE PROJECT FOR EMR STUDENTS. Final Rep. Caci, William P. Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. December 29, 1977. 43p. (ED 147 620)

A project produced and field tested a selected set of video tapes and instructional material illustrating actual student performances and job requirements while on a high school work experience program. Objectives were (1) to enhance on-the-job student performances via immediate audio and visual feedback, (2) to establish a library of realistic videotapes of students performing in local occupations and businesses, (3) to supply prevocational instructors with career awareness tools, (4) to illustrate to all interested parties the performance and degree of involvement of students in the work program, (5) both to provide prospective employers an overview of work program students and to compliment the involvement of employers now involved with the program, and (6) to bolster confidence and self-esteem of students in the work program, especially educable mentally retarded (EMR) students. Portable videotape equipment was used to tape performances of students actually working on their respective jobs. Unedited tapes were shown to students for work evaluation purposes. Then tapes were edited into ten- to fifteen-minute presentations, and teacher packets of lesson plan material were developed for each. Packets and tapes were field tested at junior and senior high and college levels. The overall conclusion is that all objectives were met, with most success in objectives 3 and 6. A list of the tapes by occupation and three sample teacher packets are appended.

- 16 CONTINUATION OF A PROJECT TO DEVELOP A VOCATIONAL CLASSROOM TEACHER'S "HANDS-ON" INSTRUMENT TO MEASURE ENTRY AND EXIT SKILLS OF THE SPECIAL EDUCATION STUDENT FOR SPECIFIC OCCUPATIONS. Final Report. Atkins, Richard; and others. Pittsburgh University, Pennsylvania School of Education. December 1977. 56p. (ED 147 550)

To investigate the feasibility of developing hands-on instruments to aid classroom teachers in assessing both entering and exiting skills of the special needs students in vocational education, a continuing project at the University of Pittsburgh was conducted to meet two major objectives: develop a definitive rationale for the design of a hands-on instrument by which the vocational classroom teacher could diagnose entry skills and measure exit skills of special education students and design a hands-on instrument based on the above rationale for several occupational areas. The project resulted in the following outcomes: the development of a rationale and procedures for the design of the instruments, an entering instrument to diagnose auto mechanics skills, and an exiting instrument to assess competence in food services skills. A large appendix accompanies this final report and includes the following materials: an example of synthesis procedures (auto mechanics); the auto mechanics entering skills instrument; the food services exiting skills instrument; and the rationale paper supporting the hands-on instrument project.

17. A COMPREHENSIVE OCCUPATIONAL EDUCATION SYSTEM. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area. New York City Board of Education, Brooklyn, NY, Division of Educational Planning and Support. August 30, 1977. 62p. (ED 147 494)

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the COER (Comprehensive Occupation Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the COER Project and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following twelve major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor market needs; curriculum development; coordination--involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up; personnel development; articulation; monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education: a career development center. Finally, guidelines for planning a career development center facility are presented.

- 18 PROGRAMMING FOR HANDICAPPED STUDENTS AT THE SECONDARY LEVEL:
RESPONDING TO PUBLIC LAWS: ADMINISTRATOR'S MANUAL. Moore, Jean J.,
ed.; Engleman, Vance S., ed. Southwest Regional Resource Center,
Salt Lake City, Utah. September 1977. 75p. (ED 146 747)

Designed in response to three pieces of legislation (Public Law 94-142, Section 504 of Public Law 93-112, and vocational education legislation in Public Law 94-482), the administrator's manual provides information on planning the full spectrum of appropriate services needed in educational programs for handicapped students at the secondary level. The manual is divided into four areas; the Operational World which focuses on the development of appropriate services; the Student World which focuses on the kind of information necessary to assure appropriate student placement; the Training World (divided into programs, and instructional materials and equipment sections) which focuses on the cascade of placement options; and the Work World which focuses on the maximizing of career options. For each of the four areas major functions and components are identified, the related statutes are cited, and recommended practices are detailed. Additional empty columns are provided for inclusion of state laws and regulations, and for jotting down identified local resources. Among the functions covered in the areas are the following: personnel development, individualized educational programs, individual vocational training, adaptive equipment and adapted work settings, and job placement. Appended are a directory of contributors and a conference schedule.

- 19 WRITING AND STATING CHARACTERISTICS OF PERSONS WHO QUALIFY AS
HANDICAPPED OR DISADVANTAGED. Lawson, Patricia. Marshall University,
Huntington, W. Virginia Department of Occupational, Adult, and Safety
Education. 1977. 24p. (ED 145 156)

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. (The modules are the result of a project designed to develop and test instructional packages for use in performance-based vocational administrator education in West Virginia, but with a high level of transportability.) The module focuses on what criteria must be examined to establish a person as handicapped or disadvantaged, and sources for establishing or modifying programs for the handicapped or disadvantaged. The activities are primarily based on having the learner read a list of suggested materials and participate in a discussion or meeting related to the subject. The following are included: introduction, terminal objective, summary of content, procedures, suggested resources (documents and a facility), pretest, posttest, learning activities, and an answer manual.

20. PROGRAM IMPROVEMENT PRIORITIES FOR VOCATIONAL EDUCATION. Summary Report. Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery. June 1977. 41p. (ED 143 823)

Conducted to determine priority areas for program improvement activities in Alabama's vocational education system, the specific objectives of this study were to develop a list of areas that are in need of vocational education research and that should be addressed through exemplary programs; develop a list of needs for curriculum development activities and professional development activities; prioritize each of the lists based on the perceptions of persons surveyed; and prepare a report of the findings for use in planning, reviewing, conducting, and managing program improvement efforts in Alabama. A modified Delphi technique was used as the method for gathering the data. The sample of 199 people consisted of persons from various groups within the state directly involved in or affected by vocational education. The areas which received the highest priority rankings were inservice needs for instructors and instruction for special needs students. The appendixes include the survey forms, correspondence sheets, and the tabulated and ranked results.

21. DEVELOPMENT OF PREVOCATIONAL TRAINING FOR DEAF/BLIND. Caples, Jeff D.; and others. Richmond State School, Texas. June 1977. 535p. (ED 148 821)

Based on the assumption that visual and auditory impairments are frequently accompanied by limited communication and social skills, which are necessary for vocational success, this document reports a study on the development of prevocational training programs for the deaf and blind. The report first defines the needs of this special population and how the data were obtained. The establishment of an interagency collaboration to evaluate the project activities and provide additional information is then described. The development, implementation, and evaluation of both the staff training program and the parent training program are also presented. The major portion of this document reports the development, implementation, and evaluation of the project curriculum. An equipment list, information sources list, and glossary are included.

22. A PROJECT TO COMPUTERIZE PERFORMANCE OBJECTIVES AND CRITERON-REFERENCED MEASURES IN OCCUPATIONAL EDUCATION FOR RESEARCH AND DETERMINATION OF APPLICABILITY TO HANDICAPPED LEARNERS. Final Report. Lee, Connie W.; Hinson, Tony M. Southern Association of Colleges and Schools, Atlanta, Georgia. Commission on Occupational Education Institutions. May 1976. 66p. (ED 142 840)

This publication is the final report of a 21-month project designed to (1) expand and refine the computer capabilities of the Vocational-Technical Education Consortium of States (V-TECS) to ensure rapid data access for generating routine and special occupational data-based reports; (2) develop and implement a computer storage and retrieval system to permit online revision and updating of V-TECS catalogs of performance objectives, criterion-referenced measures, and performance guides; and (3) conduct a feasibility study to determine the applicability of V-TECS materials for various target groups of handicapped learners. Focus in the report is on completion of the computer software and hardware systems, results and findings of the feasibility study, a recommended procedure for conducting future studies of applicability of V-TECS materials to handicapped learners, and the conduct of a project conference/symposium.

- 23 GUIDELINES FOR IMPROVEMENT OF VOCATIONAL PROGRAMS AND RESOURCES TO SERVE NEEDS OF HANDICAPPED STUDENTS. Final Report. Camaren, R. James; and others. Performance Management Specialists, Inc., Englewood, Colorado. September 1975. 271p. (ED 142 806)

A statewide census of all Colorado's handicapped citizens led to a research project which was designed to assess the vocational education and service needs of Colorado's handicapped youth and develop guidelines to modify and improve the existing secondary vocational programs to meet these needs. After collecting the data (primarily by survey), a comparative study of the perceived needs and the existing programs was conducted. The study revealed that there were numerous barriers to serving the vocational education needs of the handicapped. Twenty-nine of these barriers were identified by statement and organized into five general areas: Awareness/acceptance of the handicapped; social-interpersonal relations; program administration and funding; school curriculum; and counselor/teacher problems. From these findings the authors generated a list of issues and actions for program improvement and a preliminary list of strategies for implementation. Finally after synthesizing all the information, the formal list of guidelines (contained in this document) was developed and organized around eight vocational education service areas: Identification, assessment, vocational education planning, programing and instruction, personnel, resources and services, school/community coordination, and environment. (The appendixes encompass a large portion of this document and include several survey forms and reference material.)

24

DEVELOPING AND IMPLEMENTING A VOCATIONAL EDUCATION AWARENESS PROGRAM FOR HANDICAPPED STUDENTS IN THE CHEROKEE HIGH SCHOOL. Casey, Edwin R. Mini-Practicum, Nova University. April 1977. 54p. (ED 141 998)

A practicum was developed at Cherokee High School (Georgia) for providing equal opportunities for mildly handicapped students to gain competencies necessary to succeed and advance in a chosen occupation. The curriculum involved the following: the high school principal (responsible for developing and implementing the program); vocational specialist (responsible for managing the existing school and community resources and formulating the interdisciplinary program); the interdisciplinary team (with each member responsible for identifying and designing the curriculum in their individual discipline; public relations (responsible for developing awareness, creating enlightenment, and stimulating involvement); the 16 students (meeting criteria which included inability, because of handicaps, to succeed in regular vocational programs); scheduling in the vocational education awareness program; counseling of the students and parents by the vocational specialist; placement of the students in a personalized program; the instructional program made up of instructional options which included skill training, fulltime employment, and placement in sheltered workshops; and a training plan for each student which outlined tasks and expectations. Measures of students' attendance, grades, personal qualities, employment, and occupational task performance supported the effectiveness of the curriculum.

25

VOCATIONAL PROGRAMS IN INDIANA FOR THE DISADVANTAGED AND HANDICAPPED. Technical Report Series, 2. Eigeman, Elaine G., ed. Indiana University, Bloomington, Department of Vocational Education. April 1977. 64p. (ED 141 643)

Fifty-six current Indiana vocational programs for the disadvantaged and handicapped are abstracted and summarized for use by State and national educators and administrators. Each abstract contains the project title and number, the developing county and school's name and address, the name of the contact person, total budget costs, type of program format, number of participants and grade level, and the number of the page which contains the project summary. The project summaries then present the objectives and describe more fully the participants and the format. Summaries are organized according to six types of program format: The mainstreaming approach, the extended experience approach, the separate classes approach for special needs students, career orientation, audiovisual and instructional materials development, and placement and followup services. An index lists all abstract numbers by their location in county and city and by their school or corporation name.

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- 26 INDIVIDUALLY PRESCRIBED PROGRAM OF INSTRUCTION FOR PUPILS WHO ARE ORTHOPEDICALLY HANDICAPPED. Fusco, Carol B. South Carolina State Department of Education, Columbia. Office of Programs for the Handicapped. 1977. 451p. (ED 140 558)

Intended for teachers of the orthopedically handicapped, the document provides the framework and resource from which to implement individualized educational programs (IEPs). The first two sections cover the rationale for IEPs, definitions of levels of orthopedic handicaps, and program goals. The bulk of the document consists of IEP activities in the following areas: language arts, mathematics, social studies, science, sensory experiences, creative arts, prevocational/vocational, adapted physical education, self help/self concept, life experiences, and leisure time activities. Activities for each area are presented in table form with information which includes developmental level (primary, intermediate, secondary); degree of physical handicap (moderate, severe); behavioral objective; enabling activities; facilities/materials/equipment modifications/adaptations; and materials and references. Additional sections address the topics of task analysis, communication boards, pupil development assessment, and teaching aids. Also provided is a 24-entry bibliography.

- 27 VOCATIONALLY-ORIENTED SCHOOL PLANNING FOR THE HANDICAPPED. Kindergarten through Grade Twelve. Windham Southeast Supervisory Union, Brattleboro, Vermont. 1976. 223p. (ED 140 537)

Intended for regular school personnel, the guide presents information on vocationally oriented school planning for handicapped students. The document is divided into sections on the following topics: analysis and implementation suggestions for Public Law 94-142; career education suggestions (including examples of field trips, resource persons, and role playing activities); programing for the student with severe multiple handicaps (including information on motor activities, arts and crafts, and music); and program planning for the student with special needs (separate sections for grades kindergarten - 6, junior high school, and senior high school and/or vocational technical school). A final section on resources lists tips for teachers, films on handicaps, and the names of 16 handicapped adults gainfully employed in Vermont and willing to help schools.

- 28 PLANNING AND IMPLEMENTING CAREER EDUCATION FOR THE SPECIAL STUDENT WITH EMPHASIS ON THE LEISURE OCCUPATIONS. Vinton, Dennis A.; and others. Kentucky University, Lexington. Curriculum in Recreation and Parks. September 1976. 266p. (ED 136 495)

A program of career education for exceptional students in the leisure occupations is described. It is explained that the book is designed for regular and special class teachers. Chapters one and two present information on career education principles and implementation. Chapters three through five deal with practical teaching concerns. Behavioral objectives are discussed, and educational objectives are listed for each phase of the career education program (awareness, orientation, exploration, and preparation phases). Chapter four reviews two approaches to career education: the learning center approach (with two sample units for career awareness phase), and competency based instruction (with samples from career orientation and exploration phases). Chapter five presents information on general considerations and career education implications of six disability areas: hearing impaired, learning disabled, mentally retarded, orthopedically handicapped and other health impaired, visually impaired, and emotionally disturbed. Chapter six focuses on such nonclassroom components of the model as counseling, work training, job placement and followup. Also cited is the importance of record keeping and occupational information systems. Chapter seven reviews the leisure occupations which are broken down into four subclusters (including tourism and hospitality services and environmental-based services) and 11 job families (such as travel services and resource conservation/preservation services). The final chapter presents a competency based inservice training program for teachers in providing career education services to the handicapped.

29

DEVELOPMENT OF A PROGRAM MODEL FOR NEW CAREERS FOR HANDICAPPED CHILDREN AND YOUTH IN THE RECREATION AND HOSPITALITY CAREER CLUSTER. Final Report. Vinton, Dennis A. Kentucky University, Lexington. Curriculum in Recreation and Parks. September 1976. 201p. (ED 136 494)

Presented is the final report of a project to develop a program to prepare handicapped students in grades K-12 for careers in the leisure occupations. Described are project activities and procedures undertaken to meet the three basic objectives: (1) to select, develop, and describe a career education program model; (2) to develop and describe an implementation plan which includes a guide for teacher training; (3) to pilot test the program model in one school system. Other project activities considered include the literature review and analysis, the development of objectives, the specification of classroom approaches, and revisions of the model, implementation plan and guide. Among six appendixes are sample pilot test evaluation questionnaires and an instrument for reviewing the career education guide.

- 30 IMPLEMENTATION OF A STATE-WIDE COMPUTER-BASED OCCUPATIONAL INFORMATION SYSTEM WITH MULTI-FACET DELIVERY SYSTEMS. Tennessee University, Knoxville. College of Education. September 1976. 79p. (ED 136 026)

The specific objectives of the project were to (1) computerize previously developed occupational information for on-line delivery capabilities as well as for development of computer output microfiche, (2) develop manual pinsorts to aid secondary and postsecondary students in exploring occupational information, (3) develop special materials for blind students and for slow learners, (4) develop user guides on use of the various delivery systems, and (5) provide cost data on the different systems. An updated version of Tennessee's occupational information was computerized to provide on-line teletype terminal access to the information. Direct copy microfiche was developed from the printed data base. Manual career exploratory pinsorts for accessing the junior high occupational information as well as the secondary-postsecondary version of the computerized information were developed. In addition, braille and audio tape materials were developed for use by blind students and filmstrips with audio tape narrations were developed for use by slow learners. User guides were developed for use by students, parents, teachers, counselors, and librarians on the use of each of the different types of delivery systems. Evaluation data collected from students, parents, teachers, counselors, and librarians revealed all the occupational information delivery systems were accepted favorably. Suggestions were received from users for making minor revisions in each delivery system to improve its use. This report includes a detailed description of the project's methodology, evaluation results, and summary of findings.

- 31 EXTENDING AND EXPANDING VOCATIONAL EXPERIENCES: PROCEEDINGS OF A MINI-CONFERENCE (Frankfort, Kentucky, May 18, 1976). Kentucky Research Coordinating Unit, Lexington. July 1976. 36p. (ED 134 702)

Excerpts and summaries of project reports presented at a 1-day seminar for educational researchers and vocational educators are included in this booklet. Project reports covered are (1) The Hardin County Research Project for Expanding the Present Vocational Experience Curriculum, which describes the occupational work orientation and exploration program for educable mentally handicapped and disadvantaged youth in secondary schools (grades 9-12). The report includes discussion of a basic skills resource room, technical simulation unit, guidance and counseling, objectives, internal evaluation of the curriculum, development of the crew survey, and summary of project results and benefits. Forms used in the project are included; (2) The Rowan County Experiential Field Consortium Project, which describes a career

guidance program established around 15 occupational clusters and incorporating a work experience program with planned educational objectives, and (3) A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils, which sought to determine if educational and career choices could be facilitated with an intensive guidance program and an exposure to several career fields.

- 32 VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS. Final Report. Fair, George W. Texas University, Dallas. 1976. 158p. (ED 133 591)

The purpose of this study was to begin an assessment of the status of vocational education programming for handicapped school-age students in Texas. Specific objectives were to determine the number of special education students enrolled in and completing regular and special vocational education classes during the school year 1974-1975, to determine why special education students have not been enrolled in regular vocational education programs, and to estimate the types of services needed to enable more special students to enter vocational classes. To accomplish these objectives, questionnaires were sent to the school districts to collect the basic data, and onsite interviews were conducted to validate and clarify the questionnaire data. Survey results are detailed in narrative and tabular form, with recommendations for improvement including inservice programs for vocational and special educators and other appropriate school personnel. The questionnaires and letters used in the project are appended.

- 33 A DEVELOPMENTAL PROGRAM, PRE-SCHOOL-ADULT, IN CAREER EDUCATION FOR NORTH DAKOTA. Final Report. Lamp, Robert L. North Dakota State Board for Vocational Education, Bismarck. July 30, 1976. 72p. (ED 133 581)

From July 1973 through June 1976, a career education project for elementary through postsecondary students was conducted in the Devils Lake public school system of North Dakota, located in a rural agricultural area with large numbers of disadvantaged, handicapped, and American Indian students. Objectives included development of positive self-concept, positive attitudes toward work, and decisionmaking skills; increase of career awareness; provision of exploratory career experiences and job preparation; and placement in a job or educational program. Procedures followed were inservice workshops, development and dissemination of occupational information. The final report describes the project and presents the third party evaluation, which deals

primarily with the final year's activity. The evaluation, designed to measure specific student outcomes, is presented in the format of activity tables, itemized objectives in terms of student outcome statement, developed and initiated instrumentation, analyzed data, and discussed student outcomes.

34. VOCATIONAL/CAREER EDUCATION PROGRAMS FOR PERSONS WITH SPECIAL NEEDS IN WISCONSIN'S VOCATIONAL TECHNICAL AND ADULT EDUCATION DISTRICTS. 1976-1977. Post Secondary Programs Only. Tindall, Lloyd W., comp.; and others. State University of New York, Binghamton. Center for Social Analysis. 1976. 84p. (ED 132 424)

This document contains information on the vocational/career education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 17 vocational technical and adult education districts to provide services to special needs students. It is designed to assist teachers and administrators in the Vocational, Technical and Adult Education (VTAE) system in identifying and sharing common areas of interest as they provide services to students. Both sections, Section I. Disadvantaged and Handicapped Occupational Programs, and Section II, Consumer and Homemaking Education Programs for Disadvantaged and Handicapped, list project/program entries by district and categorize each according to pre-vocational, supportive service, or curriculum areas. Each entry includes a descriptive title, location (address and telephone number), information and administrative contact, type of handicapped student served, and a brief program description. The index provides a quick reference for the identification of programs by area.

35. OCCUPATIONAL TRAINING PLANS FOR DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION. A Manual for Use in Cooperative Work Experience Programs. Eley, Robert K., ed. Indiana University, Bloomington. School of Education. July 1976. 253p. (ED 132 286)

This manual, developed to provide vocational instructors or coordinators with model training plans to be used to conduct concurrent work and education programs for disadvantaged and handicapped students, has the purposes of: (1) serving as a description of the kinds of content that should be included in a training plan, (2) serving as an example in discussing training plans with employers, (3) assisting vocational instructors in developing training plans, and (4) serving as one source of occupational content for several common occupations. Each training plan, or occupation, identifies the target population. The format shows approximate time needed to learn the job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for the individual study

assignment. The training plans include assembly line worker, automobile-service-station attendant, bus boy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinist helper, mail clerk, physical therapy aide, steam table server, and stock clerk.

- 36 VOCATIONAL/CAREER EDUCATION PROGRAMS FOR PERSONS WITH SPECIAL NEEDS IN WISCONSIN'S VOCATIONAL TECHNICAL AND ADULT EDUCATION DISTRICTS. 1975-1976. Tindall, Lloyd W., comp.; and others. Wisconsin University, Madison. Center for Studies in Vocational and Technical Education. 1976. 89p. (ED 132 280)

This catalog provides information on the 159 vocational/career education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 16 vocational technical and adult education districts to provide services to special needs students. The preface indicates that many innovative methods and techniques for training special needs students can be found in the various programs, which provide pre-vocational and supportive services for special needs students in addition to modifications in vocational curriculum areas. The intended audience is high school and vocational-technical adult education (VTAE) counselors and agencies, and persons who are working with special needs students. The table of contents provides a listing of the disadvantaged and handicapped occupational programs. Each program citation includes title, address, name, and phone number of an information contact and an administrative contact, type of handicapped students served, and a one-or two-sentence program description. The index provides a quick reference for the identification of programs by pre-vocational, supportive service, and curriculum areas.

- 37 A RESOURCE GUIDE FOR COOPERATIVE WORK EXPERIENCE PROGRAMS. Nixon, William J., Jr. Rhode Island State Department of Education, Providence. Bureau of Technical Assistance; Rhode Island State Department of Education, Providence, Division of Development and Operation. 1975. 239p. (ED 131 227)

Information about work experience programs in Rhode Island and other states. The first section consists of a prototypic model (which was developed in cooperation with educators and other personnel concerned with work experience programs) for making work experience-based vocational education programs more responsive and accessible to secondary school students including the handicapped, disadvantaged, and minority populations. Designed to serve as a planning template

for the future, the model consists of five program goals, their narrower objectives, and functions to be performed in meeting each objective.. A matrix designed to provide the reader with a cross reference between the model's objectives and functions and their practical application as found in the abstracts of various existing work experience programs makes up the second section of the guide. It is intended for use on developing or redeveloping programs to meet particular objectives and functions of the prototypic model. The third section consists of abstracts of 56 existing Rhode Island work experience programs and 81 programs in operation in other states. Each includes sponsoring agency, program title, program director, grade level or population served, and a brief program description.

- 38 COMMUNITY COLLEGE OF BALTIMORE EPILEPSY EDUCATION PROGRAM. Interim Report, March 1975 - June 1976. Kitt, Wendy; Schuster, Lois. Baltimore Community College, Maryland. June 1976. 70p. (ED 130 682)

This document reports on the development and implementation of a program at the Community College of Baltimore (CCB) whose primary goals were the placement of persons with epilepsy in jobs or in educational programs leading to a career, and development of a model program of career education, counseling, and employer education demonstrating the effectiveness of a coordinated approach to the person with epilepsy which could be distributed throughout Maryland and the other states. Participant agencies involved in the program were the John F. Kennedy Institute, the Maryland Division of Vocational Rehabilitation and Division of Vocational-Technical Education, and CCB. Participants in the program were recruited from a variety of areas through use of several media. The program approach emphasized active recruitment of those with epilepsy, a liberal intake policy of evaluation and selection of recruits, supportive counseling, pragmatic job training, sensitive referral and placement, and intensive follow-up procedures. Further, CCB attempted to maximize vocational skills, provide a two-year college education, and help to develop job opportunities. Analysis and discussion of recruitment, selection, involvement, student goals, counseling, job referral, student progress, follow-up information, ancillary program support activities, and individual case histories are included.

- 39 SUPPLEMENT "A" TO VOCATIONAL EDUCATION FOR THE HANDICAPPED IN KENTUCKY: A SURVEY OF THE PERCEPTIONS OF PERSONNEL IN VOCATIONAL EDUCATION, SPECIAL EDUCATION AND VOCATIONAL REHABILITATION; Final Report. Holmes, Marvin C.; Omvig, Clayton P. Kentucky University, Lexington. Division of Vocational Education. 1976. 61p. (ED 130 063)

Described in this report are the findings from a Kentucky state-wide study of the perceptions of vocational educators, special educators, and vocational rehabilitation workers concerning vocational programming for the handicapped. Numerous tables depict and compare agency ratings regarding the importance and present status of the following variables: Direct instructional services for the handicapped, support services, professional training of agency personnel, cooperative efforts among agencies, and problems encountered. The conclusions section includes a model delivery system for serving handicapped students, certification considerations for the various educational personnel, and recommendations for pre- and in-service personnel training.

- 40 MODEL DEAF/BLIND PREVOCATIONAL TRAINING PROJECT. Stoddard, Denis W.; and others. North Carolina State Department of Public Instruction, Raleigh. 1976. 82p. (ED 123 816)

Presented is a report of a 4-month project designed to review literature on projects pertaining to deaf-blind prevocational training, to implement a model prevocational program for six severely handicapped deaf-blind students (10 years old), and to conduct two workshops in the area of prevocational training for deaf-blind students. Provided in Section I are a basic description of the model, its curriculum components (which include daily living skills and vocational type skills), and the task analysis instructional approach making up its process content. Section II contains information on the specific programming (such as large nut and bolt assembly and tying shoes) developed in the course of the project and includes sample reports on the individual progress of one of the six prevocational students in the various program areas. Also given are sample forms such as the individualized program design form, the discovery ball assembly data sheet, and the daily living skills progress report. Among appended material are information on program design and task analysis, as well as illustrations relating to a prevocational training workshop on assembling a 14-piece bicycle brake.

- 41 SPECIAL VOCATIONAL PROGRAM FOR HANDICAPPED YOUTH AND ADULTS. Revised Edition. Jernberg, Donald E. Salina Area Vocational-Technical School, Kansas. September 1976. 31p. (ED 118 798)

The Salina Area Vocational Technical School has a special vocational program which provides selected vocational training courses for students with physical, emotional, or intellectual handicaps. The program offers vocational counseling, placement services, work

evaluation, job readiness training, and vocational training tryouts. Vocational training tryout classes (described in terms of length and tasks involved) include: food service, commercial art, aircraft fabrication, offset printing, custodial maintenance, auto-body repair, small engine repair, welding, diesel mechanics, nursing aides, and drafting. Handicapped students who have successfully completed the work evaluation and exploration phases of the special program are then qualified to enter the regular vocational training program, which includes regular, modified, and short-term courses. A training tryout evaluation sheet, an outline of the vocational training objectives and procedures, and a listing of the educational interpreting services available are included.

- 42 IMPROVING OCCUPATIONAL PROGRAMS FOR THE HANDICAPPED. Parker, Scott L.; and others. Management Analysis Center, Inc., Washington, D.C. 1976. 231p. (ED 117 914)

Presented is a manual on improving occupational programs for the handicapped based on a study of 30 existing vocational education programs falling into one of three categories--modified programs for handicapped students in the regular classroom, special programs for the handicapped in segregated classrooms, or special programs for severely handicapped students in special classes or residential schools. Chapters on the following topics are included: laying the groundwork, designing a program, setting up a program, focusing on the student, meeting student needs, preparing for specific skill training, selecting type of vocational training, providing related or academic instruction, obtaining supportive and social services, assisting in transition to the work world, conducting job placement and follow-up, and achieving interagency, interdistrict and community coordination and cooperation. The bulk of the document consists of appendixes providing a checklist for program evaluation, abstracts of 30 programs studied in depth, detailed studies of three different kinds of programs, and the methodology used to develop the manual.

- 43 SUGGESTED GUIDELINES FOR ESTABLISHING VOCATIONALLY ORIENTED PROGRAMS FOR SPECIAL EDUCATION. Gentko, Thomas J.; and others. Northern Michigan University, Marquette. 1971. 43p. (ED 117 612)

This monograph is an outgrowth of an in-service workshop for vocational educators, special educators and administrators. The workshop staff developed it with the intent of providing guidelines for educators in the design of vocational education programs for special education students. Specific suggestions concerning program

development, identification of work and jobs, cooperation among agencies and personnel, evaluative functions, proposal preparation, and obtaining funds are given:

- 44 CAREER EDUCATION: ITS IMPLICATIONS FOR THE EDUCABLE RETARDED. Project PRICE Working Paper No. 3. Gysbers, Norman E.; West, Lynda L. Missouri University, Columbia. Department of Counseling and Personnel Services. March 1976. 22p. (ED 109 838)

Described is Project PRICE (Programing Retarded in Career Education), for educable retarded students from kindergarten through grade 12. Dealt with in three sections are a review of the literature and a discussion of such critical issues as the work ethic vs. the life ethic (concerning the major program emphasis in career education). It is explained that Project PRICE provides a curriculum with emphasis on three areas of competencies: daily living skills (such as managing family finances and caring for personal needs), personal social skills (including achieving self confidence and communicating adequately with others), and occupational guidance and preparation (such as knowing and exploring occupational possibilities and exhibiting appropriate work habits and behavior).

CURRICULUM

- 45 PRE-EMPLOYMENT TRAINING HANDBOOK FOR SECONDARY SPECIAL EDUCATION. Pine Bluff School District 3, Arkansas. 1977. 262p. (ED 150 769)

Presented is a curriculum guide on job skills for special education secondary students. Listed are tasks, skills and related academic concepts (including reading, mathematics, and vocabulary) for the following 10 units: housekeeping, floor care, laundry worker, food service worker, grocery store worker, general shop worker, clerical aide, nurse's aide, child care, and first aid. The conclusion of each unit includes a breakdown of skills for job tasks and a student rating scale.

- 46 LEARNING DISABILITIES IN THE SECONDARY SCHOOL. Title III: Curricular Development for Secondary Learning Disabilities. DeBrosse, Marion, ed.; and others. Montgomery County Intermediate Unit 23, Blue Bell, Pennsylvania. 1977. 418p. (ED 148 053)

Presented are 12 papers from a conference on the issues of secondary learning disability. Following an introduction are the texts of discussions from the conference's four sections covering an overview of the central issues, definition and identification, learner characteristics, educational priorities and objectives, remedial strategies, model programs, suggestions for instruction in reading and mathematics, language difficulties, vocational education, curricular and material resources, teacher training programs, and debates over key issues. A final section includes papers with the following titles and authors: "Curriculum and Materials for Secondary Level Learning Disabilities Programs--What We Have and What We Need" (V. Brown); "Math Curricula for Secondary Learning Disabled Students" (J. Cawley); "Psycho-Social Characteristics of Learning Disabled Adolescents" (D. Deshler); "Reading Problems of the Secondary Learning Disabled Student" (P. Gillespie and M. Sitko); "Survey of Secondary Programs for the Learning Disabled" (L. Goodman); "Adolescents with Learning Disability--Definition, Identification, and Incidence" (D. Hammill); "Exploratory Occupational Education for Learning Disabled Adolescents" (P. Irvine); "Toward a Taxonomy of Remediation" (J. Lerner); "Language and Speech Difficulties of the Adolescent Learning Disabled" (Sitko and Gillespie); "Adolescents with Learning Disabilities--The Problem in Perspective" (J. Widerhold); "Process Remediation with Secondary Learning Disabled Children" (J. Ysseldyke); and "Preparing Teachers for Secondary Learning Disabilities Programs" (N. Zigmond).

- 47 COMPREHENSIVE CAREER EDUCATION CURRICULUM GUIDE FOR THE TRAINABLE. Mulligan, Robert E.; and others. Kearny Board of Education, N.J.; Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. December 1977. 67p. (ED 147 631)

Designed for use by teachers of the trainable mentally retarded, primary through postsecondary levels, this curriculum guide integrates development of verbal and written communication skills with the student's career development. The guide contains instructional objectives, suggested learning activities and teaching techniques, and information on the characteristics, needs, and development of the retarded student. Organization is by seven curriculum categories: (1) language arts, (2) handwriting, (3) general information awareness, (4) number concepts, (5) perceptual training, (6) cooperative education, and (7) employment orientation. Four developmental phases are covered in each category. Phase 1 (primary) includes language development, sight word recognition, knowledge of address, recognition of words necessary to function in everyday living, and printing skills. Phase 2 (intermediate) includes language development, sight word recognition, and printing skills. Phase 3 (secondary or advanced) also includes language development, sight word recognition, and printing skills. Phase 4 (postsecondary) includes speaking vocabulary and handwriting. The employment orientation section is divided into two parts: simulated work and basic skill training. Outlines are provided covering objectives, procedures, and needed materials for building maintenance, landscaping, floor and indoor maintenance, window cleaning, food service, laundry, task development, candlemaking, record album, sanding and staining, telephone pads, and embosograf cardboard signs. A bibliography is appended.

- 48 ACCEPT. ACADEMIC COOPERATIVE CAREER EDUCATION PROGRAM TODAY. An Integrated Approach to Cooperative Education. Hoskey, Peter, ed.; Lauten, Michael, ed. Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. December 1977. 76p. (ED 147 628)

An integrated approach to education for special needs students is presented in this curriculum guide for ACCEPT (Academic Cooperative Career Education Program Today). Introductory information covers a definition of special needs students (educationally and socioeconomically disadvantaged and physically and mentally handicapped, including emotionally disturbed); statement of philosophy and concepts of ACCEPT; and the twenty-two behavioral objectives of the program. It is suggested that a cooperative work experience in local industry/business be implemented in conjunction with the two

phases of the ACCEPT program. The seven units, designed to be added or extracted from to meet student needs, relate to phase one of the program, dealing with behavioral aspects that are common to all work experiences. Following the units for phase one, sample training plans for phase two are presented. (This phase deals with the development of concepts, skills, and attitudes directly applicable and meaningful to the student, relating to career goals and demands of a specific training station job.) Sample training plans are provided to give teachers practical suggestions for integrating specific and useful instruction in academic classes. Plans are presented for a painter, floor layer, nurse's aide, roofer apprentice, and worker at a building supplies outlet. Each plan describes the job, the skills needed to perform the job successfully, and the academic skills relevant to that job. A bibliography of instructional media, games, and books is appended. Evaluation instruments are also included.

- 49 MENOMONIE/UW-STOUT TMR PROGRAM: A VOCATIONAL/LIFE FUNCTION PERFORMANCE BASED CRITERION REFERENCED CURRICULUM. Hopkins, Mary A.; Brock, Robert J. Menomonie Public Schools, Wisconsin University-Stout, Menomonie. November 1977. 300p. (ED 146 757)

Described in the discussion draft is a performance based criterion referenced curriculum for teaching vocational skills to trainable mentally retarded (TMR) students which was developed jointly by the University of Wisconsin at Stout and the Menomonie Public School Administration. Explained in the introduction are three evaluation inventories in the areas of adjustment, behavior, and skills. A section on needs analysis lists questions on the student population, parental reaction, teaching staff and operational plan, facilities and materials, community resources, and the evaluation procedure. The following section, on facilities and materials, includes ratings of current program items and a suggested procedure for purchase proposal. Parental contacts, meetings, tours, presentations and the advisory committee are discussed in the section on public relations. Reported in the section on community employment are objectives and procedures related to the community occupational survey, the TMR program introductory letter and survey, personal contact with employers, and job analysis. Considered in the section on evaluation are the evaluation format, the evaluation process, work evaluation, the design of "work skills" evaluation forms, sample work evaluation, work adjustment, and the complete evaluation form (for adjustment, behavior, and skills). The final section on the TMR curriculum in vocational education examines instruction goals, scheduling for individualized instruction, instruction content, and a sample curriculum. Appended are brief descriptions of various work batteries and an evaluation of their suitability for use with TMR students.

- 50 A CURRICULUM GUIDE FOR INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL. Williams, Michael J., ed. Central Connecticut State College, New Britain. 1976. 77p. (ED 146 319)

Materials contained in this curriculum guide were developed to provide both regular and special education instructors at the elementary school level as well as elementary school industrial arts consultants with some understanding of how industrial arts activities can be used to enrich the elementary school program. Discussion covers a definition and philosophy behind using industrial arts activities at the elementary school level; general goals of the elementary school and industrial arts in the elementary school; objectives to stress with the gifted, the educable mentally retarded, children with learning disabilities, children with emotional problems, and children with physical handicaps; developmental tasks of elementary school youth; methods of integrating industrial arts with other school subjects; and methods of implementing career education in the elementary school. The major portion of the guide consists of applicable projects and activities by grade level (K-6) including a description of project objectives, project developmental tasks, integration of project with other subject areas, how project facilitates career education, construction procedure, bill of materials, tools needed, and working drawings. A suggested outline for a workshop to be conducted by the industrial arts consultant-specialist for elementary school teachers, a suggested tool list, and a bibliography are appended.

- 51 VOCATIONAL EDUCATION: A MANUAL OF PROGRAM ACCESSIBILITY FOR THE PHYSICALLY DISABLED TWO-YEAR COLLEGE APPLICANT. State University of New York, Albany. Coordinating Area No. 4, 1977. 224p. (ED 145 868)

This manual was designed as a resource guide for handicapped individuals interested in two-year occupational training at various institutions within the State University of New York (SUNY) or City University of New York (CUNY) systems. It provides an overview of 50 vocational degree programs, indicates which educational institutions offer such programs, and assesses the following characteristics of each: (1) course requirements (number of papers per course, internship and field trip requirements); (2) classroom procedures (utilization of audio-visual aids, interpreters for deaf persons, oral exams); (3) classroom setting (space for wheelchairs, entry ramps, elevators); (4) course environment (location, temperature, space); and (5) physical and personality demands of coursework (lifting, manual dexterity, kneeling, or oral communication requirements, work under stress, stable work routine). It also indicates characteristics of the jobs

which each program leads to, including worker personality characteristics, physical demands, work setting, and requirements for vision, speech, hearing, and eye-hand coordination. The manual also provides brief narrative job descriptions, and lists professional associations in the field.

- 52 MODIFYING REGULAR PROGRAMS AND DEVELOPING CURRICULUM MATERIALS FOR THE VOCATIONAL EDUCATION OF THE HANDICAPPED. (Progress Report 1977. Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1977. 73p. (ED 145 233) *

Reporting the development of multi-session inservice meetings directed at program modification and prescriptive teaching of handicapped students enrolled in vocational, technical, or adult education (VTAE) programs, this document is divided into three major sections. The first section contains a summary of the project activities. Included is information regarding cooperation with other agencies; inservice activities in the VTAE districts; collection of materials for handicapped and special education; project publications for use with handicapped persons; state and national program and conference participation and consulting and advisory activities. A discussion of future directions concludes this first major section. Section two contains the following three papers which were delivered at various national and regional meetings: "Building Vocational Education for the Handicapped"; "Zeroing in on the Barriers which keep the Handicapped from Employment--A Big Job for Vocational Researchers"; and "Integrating the Handicapped Student into Regular Classes: Can the Educational Researcher Help?" Section three (half of the report) contains summaries of the workshops held in six of Wisconsin's VTAE districts.

- 53 A CURRICULUM GUIDE FOR INDUSTRIAL ARTS ACTIVITIES FOR THE ELEMENTARY SCHOOL EDUCABLE MENTALLY RETARDED STUDENT. Williams, Michael J.; and others. Central Connecticut State College, New Britain. School of Technology. May 1977. 104p. (ED 145 206)

The curriculum guide contained in this document was developed to illustrate to teachers of educable mentally retarded (EMR) students, at the elementary and middle school levels, how hands-on activities can be used to complement academic subjects by bringing instruction down from an abstract to a concrete level. The guide is also designed for use by industrial arts instructors working with mainstreamed educable mentally retarded students alone or in cooperation with a special educator. Major discussion centers on (1) recent legislation; (2) the individualized education plan; (3) environmental and learning

characteristics of the EMR; (4) teaching methods appropriate for EMR students; (5) industrial arts objectives for EMR students; (6) an example of a pretest to allow the instructors to ascertain a student's knowledge level and manual skills ability with regard to tools used in hands-on activities; (7) suggested projects including a description of the project, the materials and tools required, the construction procedure, pre-project preparation suggestions for the special education and industrial arts instructors, behavioral objectives related to the project, and a working drawing of the project; and (8) a tools and supply list. An evaluation form that can be used by the instructor to measure student comprehension, performance, and attitudes at the end of the project construction activities, a vocational behavior rating scale, and a bibliography are appended.

- 54 WRITING AND STATING CHARACTERISTICS OF PERSONS WHO QUALIFY AS HANDICAPPED OR DISADVANTAGED. Lawson, Patricia. Marshall University, Huntington, West Virginia. Department of Occupational, Adult, and Safety Education. 1977. 24p. (ED 145 156)

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. (The modules are the result of a project designed to develop and test instructional packages for use in performance-based vocational administrator education in West Virginia, but with a high level of transportability.) The module focuses on what criteria must be examined to establish a person as handicapped or disadvantaged, and sources for establishing or modifying programs for the handicapped or disadvantaged. The activities are primarily based on having the learner read a list of suggested materials and participate in a discussion or meeting related to the subject. The following are included: introduction, terminal objective, summary of content, procedures, suggested resources (documents and a facility), pretest, posttest, learning activities, and an answer manual.

- 55 LANGUAGE WORKBOOK FOR POWER SEWING. Mankoski, Linda. Marie H. Katzenbach School for the Deaf, West Trenton, N.J. June 1977. 166p. (ED 145 140)

Based on the student workbook entitled "Power Sewing," this manual is intended to aid aurally handicapped vocational students who are being trained in power sewing. The sequence of lessons closely follows the progression of sewing skills taught by the shop text, but covers the material from the standpoint of reading and communication skills. The

thirty-five lessons include the use, care, and operation of the power sewing machine and the single-needle lockstitch machine; primary sewing operations; single needle sewing projects; the uses of other machines used in power sewing; pressing; and hints for being a good operator. Illustrations and sign language accompany the instructions in each lesson.

- 56 PLANNING VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED. Competency-Based Administrator Education Module. Chisman, Arlington W.; Novak, Kathy. Virginia Polytechnic Institute and State University, Blacksburg. Division of Vocational-Technical Education. February 1977. 84p. (ED 145 123)

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module focuses on the learner's accomplishment of objectives related to procedures for planning and implementing vocational programs for disadvantaged and handicapped persons. Following introductory material discussing the organization of the module, the module's terminal objective and six enabling objectives are presented along with information on required and optional resources. Major content is comprised of six sequential learning experiences, each directed toward helping the learner accomplish one of the module's six enabling objectives. Titles of the learning experiences are Federal Legislation and Funding Sources Related to Handicapped and Disadvantaged Students in Vocational Education, Serving Disadvantaged and Handicapped Student Populations (two activities), Establishing Policies Which Facilitate the Delivery of Vocational Education to Handicapped and Disadvantaged Students, Determining Resource Requirements, and Establishing a Program Implementation Timetable. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner.

- 57 EXPANDING OPTIONS FOR HANDICAPPED PERSONS RECEIVING VOCATIONAL EDUCATION. West Virginia College of Graduate Studies, Institute. June 1976. 231p. (ED 144 334)

Resulting from a West Virginia training institute, the document provides guidelines (in outline form) for stimulating change in vocational education for handicapped students at the secondary level. Section I on the operational world provides a basis for developing

sound organization needed for proper implementation of the guidelines. Steps geared toward national and regional, state agencies, district and community, and secondary school personnel cover the areas of funding power, personnel development, program development, and Local Education Agency plan writing and accountability. A second section focusing on the student world offers guidelines for due process procedures, parent participation, confidentiality of data, and module review relating to identification and referral, assessment and individual plan modules, placement and program modules, and monitoring and evaluation modules. Section III on the training world gives information on curricula content, available materials, teaching methods, and training environments for career preparation, formal studies, skill development, and work adjustment. In a final section on the work world, steps related to research resources, pre/in-service training, network integration, and outcome guarantees are explained for job marketing, job development, job placement, and job followup. Appended are a training manual, directory of contributors, data from Institute evaluation, and a sample institute certificate.

- 58 IMPROVING VOCATIONAL EDUCATION SERVICES FOR HANDICAPPED STUDENTS. Final Report. Weisgerber, Robert A.; Smith, Claudette A. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. March 1977. 45p. (ED 142 774)

The project was designed to develop a comprehensive set of instructional materials for use in the training of vocational educators who will be instructing handicapped students as a part of their regular classes. These materials were to convey information at various levels of specificity, including (1) a general understanding of the attitudes, problems, and concerns which affect the handicapped group, (2) an awareness of the needs arising from selected types of disabilities and impairments, and (3) a strategy for use when planning education for a handicapped student. Priorities for content in the resulting seven modules of instruction were established cooperatively with an advisory panel, and were developed in cooperation with consultants knowledgeable in the various handicapping conditions. Overall, the modules were found to meet or surpass the evaluators' expectations in terms of providing information on five main ideas: Rights and entitlements, attitudes toward the handicapped, information about different handicapped conditions, training the handicapped for competitive employment, and helping a particular handicapped student.

- 59 REVISED CURRICULUM FOR THE VOCATIONAL EXPERIENCES CLASSES. Grade 9. Catalog No. 13.498. Nunn, Tony; and others. Hardin County Board of Education, Elizabethtown, KY. June 1976. 105p. (ED 141 616)

Designed for ninth grade disadvantaged and educable mentally handicapped students for occupational orientation and exploration, this revised curriculum guide consists of eight sections, five of which incorporate simulation units to provide hands-on experience. The sections are: Orientation to the School; Orientation to Self in Relation to the World of Work; Preparing for the World of Work; Job Clusters and the Restaurant Unit; Getting a Job and Assembly Work Unit; Money and Banking Unit; Motel and Transportation Units; and Consumer and Career Grocery Unit. Each section includes rationale, objectives, recommended teaching-learning evaluation strategies, and a list of resources. The simulation units contain specific suggestions for day-to-day activities; for example, in the restaurant jobs, receive a visit from a local restaurant manager, practice duties required of restaurant personnel, visit a restaurant, discuss the field trip, and evaluate the unit. Student evaluation questionnaires (reactions to a field trip, opinions of various duties connected with a particular occupation) are included.

- 60 DAILY LIVING, PERSONAL-SOCIAL, AND OCCUPATIONAL SKILLS DEVELOPMENT FOR EDUCABLE RETARDED STUDENTS. Project Price Working Paper No. 4. McIntosh, Sara; and others. Missouri University, Columbia. Dept. of Counseling and Personnel Services. March, 1975. 48p. (ED 109 839)

Presented as a part of Project PRICE (Programming Retarded in Career Education) for primary through secondary age competencies in the areas of daily living skills, personal social skills, and occupational guidance and preparation. It is explained that the competencies should comprise the basic objectives of educational programs for these students. A brief review of the literature precedes the listing of skills in each area. Examples of sub-competencies of a daily living skill (caring for personal needs) are abilities to dress appropriately, to demonstrate knowledge of physical fitness and nutrition and to demonstrate knowledge of illness prevention and treatment methods.

- 61 MODIFYING REGULAR VOCATIONAL PROGRAMS AND DEVELOPING CURRICULUM MATERIALS FOR THE VOCATIONAL EDUCATION OF THE HANDICAPPED. Progress Report 1976. Tindall, Lloyd W.; and others. Wisconsin University, Madison. Center for Studies in Vocational and Technical Education. 1976. 74p. (ED 140 541)

Reported are the activities of a project in Wisconsin aimed at modifying programs providing inservice and instructional materials to vocational, technical, and adult education districts to allow participation by handicapped students. Section I provides a summary of project activities, including workshops, collection of materials, publications, exhibits at state and national programs and conferences, and consulting and advisory activities. Provided in Section II are presentations at meetings and conventions with the following titles: "Modifying Regular Programs for the Handicapped," "Modifying Vocational Programs for the Handicapped," and "Barriers on Employment of the Handicapped Relative to Materials." Summaries of eight workshops held in the vocational, technical, and adult education districts in Wisconsin are presented in Section III.

62 VOCATIONAL INS AND OUTS FOR DEVELOPMENTAL KIDS. Balmer, JoAnn. 1977. 23p. (ED 140 536)

The importance of vocational education for mentally retarded students is discussed, and curriculum suggestions are offered. It is explained that tasks should focus on graduated categories of sorting, measuring, manipulating, packaging, assembling, tending, and recording. For each of the categories information is presented on test abilities, curricular tasks, and employment possibilities. A curriculum in self care and social skills is outlined which covers the following areas: language, math, personal development, future employment, and independent living.

63 TRAINING MODULES IN CAREER EDUCATION FOR THE MENTALLY RETARDED. Cloninger, Leonard. April 1977. 18p. (ED 139 224)

Presented is a training format on career education for teachers of the mentally retarded organized into the following modules: background, facilitation, assessment, curriculum, and issues. Each module contains five to eight situational questions intended to stimulate discussion and coded to references, suggested activities (such as inviting recruiters from industry to visit the class), and reading assignments. It is stressed that the module format be kept dynamic through updating the resources used.

64 TRAINING MANUAL: VOCATIONAL SKILLS, VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 103p. (ED 135 984)

Instructional materials included in this guide were developed to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools. Material represents strategies or directions in specific areas of occupational education, rather than specific curriculum guides; it is addressed to both the teacher and the student. Five specific areas are covered in the manual: Automotive mechanics, electronic assembly, mechanical assembly, printing, and welding. Related math and vocabulary sections are included. Emphasis is on activities and operations which are concretely and specifically job related. (The manual is intended for use with four other manuals produced by the vocational strategies project.)

- 65 TRAINING MANUAL: DRIVER EDUCATION. Vocational Strategies for Special Needs Students. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 50p. (ED 135 982)

Lessons presented in this manual, developed as part of the vocational strategies project, are designed to provide driver education for mildly handicapped special needs students placed in jobs that require a driver's license. The guide is intended for use in conjunction with a vocational program in automotive mechanics, or integrated into a resource room reading curriculum. Vocabulary words following each section appear in the Massachusetts State drivers' manual and are used on the exam. Material in the manual is presented thematically. Topics covered in the manual include an introduction to driving practice, right of way, passing, turning, speed, signs and a game, stopping, parking, accidents, drinking and driving, other rules, and the road test.

- 66 TRAINING MANUAL: MIDDLE SCHOOLS. Vocational Strategies for Special Needs Students. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 31p. (ED 135 981)

Instructional materials presented in this teaching guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools at the middle school level. The skill development described is based on the belief that preparation of special needs students (learning disabled, emotionally disturbed, and retarded) before they enter high school will facilitate their vocational learning later. The first section of the manual contains six lessons with student exercises that emphasize good work habits such as the importance of effort, punctuality, neatness, and

cooperation through reading, role playing, and discussion. Also included in the job exploratory section are specific safety precautions which are stressed in lessons on tools. Students are introduced to selling and merchandising, mass production, assembly line, economics of cost, and ecology. The second section, vocational exploratory, pertains to social skill and prevocational development. The six lessons are on safety, blueprint reading, and several assembly projects. Lesson objectives, vocabulary, learning activities, and work self-evaluation sheets are included.

- 67 TRAINING MANUAL: JOB AND SOCIAL SKILLS. Vocational Strategies for Special Needs Students. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 105p. (ED 135 980)

Curriculum materials presented in this Spanish-English guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular high schools. Material is sequentially arranged, emphasizing those skills which a student needs to know initially, and those which become critical as the time of actual employment nears. The first unit, "Your Name and Some Important Things You Should Know," concerns basic knowledge and can be used as early as the first year in high school. Exercises are provided for budgeting time, learning to use public transportation, answering questions, and obtaining a Social Security card. The second unit, "Finding Jobs," covers processes for finding work through the media, the Yellow Pages of the telephone book, the employment ads, and the State employment office. The third unit, "Applying for Jobs," gives students practice in filling out actual job applications and in mastering the job interview. Contents for each of the 11 lessons in the three units include lists of learning objectives and needed materials, notes to the teacher, and copies of student written exercises (in both English and Spanish). A pamphlet on applying for a Social Security card is included.

- 58 COOPERATIVE WORK EXPERIENCE: AN ANNOTATED RESOURCE GUIDE FOR TEACHERS OF THE HANDICAPPED. Herschbach, Dennis R., comp.; and others. Maryland University, College Park. Dept. of Industrial Education. 1976. 146p. (ED 134 806)

This annotated resource guide designed to aid the vocational teacher of the handicapped contains over 300 citations, each with a short abstract. The resources are listed under seven major categories: (1) Aids for Educators lists 31 citations that relate to the teaching

of specific handicapped groups, such as the mentally retarded or deaf, and a number of resources for general use with handicapped students as well as materials which will provide a theoretical and conceptual background for many of the problems encountered by the student. (2) Home and Community Resources (32 abstracts) includes items that should aid the teacher in developing a link between the school and the home and community. (3) The Life Skills section (78 abstracts) covers a wide number of life situations that are commonly encountered by the young adult ("coping skills" such as how to use credit, insurance, and banking services). (4) Related Skills is divided into two parts --resources relating to the development of basic language arts skills, (20 abstracts) and resources relating to the development of basic math skills (15 abstracts). (5) Career Awareness includes 35 citations that provide a variety of career exploration activities and materials for different student groups. These materials are suited for both group and individual instruction. (6) Job Entry and Adjustment includes 55 abstracts of materials designed to help students successfully enter and hold a job. Such topics as the interview, work attitudes, job safety, getting along with co-workers, and the pay check relate to nontechnical skills necessary for succeeding on the job. (7) Job Training includes 118 citations that relate to skill training in a number of selected occupational areas. These materials have been developed for use with handicapped students or their teachers. They are alphabetized by title within 24 occupational areas. The materials included in this section can be used to supplement on-the-job training either by outside self-study or in-class related work. Sources of additional resource materials and addresses of publishers and film distributors are included.

69 A CURRICULUM GUIDE FOR INDUSTRIAL ARTS ACTIVITIES FOR CHILDREN WITH EMOTIONAL PROBLEMS. Williams, Michael J.; and others. Central Connecticut State College, New Britain. June 1976. 79p. (ED 134 677)

The course guide contained in this document was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities. Major discussion centers on (1) laws, legislation, and regulations concerning special education; (2) the special child and the emotions; (3) teaching techniques at Wells Street School (Connecticut); (4) rehabilitation goals through industrial arts; (5) defense mechanisms of emotionally disturbed children; (6) an example of a pretest to allow the instructors to gain an understanding of the students and their knowledge levels; (7) project development, including description of the project method of assembly, tools and materials

required, preparation, behavioral and remedial objectives, and diagrams; (8) tools and supply list; and (9) critique of the mainstreaming program at Wells Street School. A bibliography is appended.

70 IT'S ABOUT TIME HEARING IMPAIRMENTS CAME OUT IN THE OPEN. David, Kay. Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1976. 37p. (ED 133.452)

Written for vocational educators as part of a project called "Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped," this guide contains discussion on 13 topics: (1) What Must It Be Like? (2) The Terminology Jungle (Degree of Hearing Loss, Age at Onset, Type of Hearing Loss), (3) What Communication Problems of the Hearing Impaired Person Should You Be Aware Of? (Conceptual Limitations, Methods of Communication, How to Work With an Interpreter), (4) What Intellectual Problems, If Any, Should I Be Aware Of? (How Then Should I Test the Hearing Impaired?) (5) What Emotional Problems, If Any, Should I Be Aware Of? (6) What Vocational Problems, If Any, Should I Be Aware Of? (7) What Has Been the Job Performance Record For the Hearing Impaired? (8) Problems in Finding the Job and Solutions, (9) Problems in Holding the Job and Solutions, (10) Problems Presented By Society and Possible Solutions, (11) Dead-End Jobs, (12) Increased Automation, and (13) Suggestions for Interaction with the Hearing Impaired. Also included are lists of national organizations of the deaf and Wisconsin chapters of the national organizations, Wisconsin churches serving the deaf, and a bibliography.

71 A MODEL FOR T.M.R. EMPLOYMENT: FINAL, TWO-YEAR REPORT. September 1, 1974 to June 30, 1976. Burger, Robert M.; and others. Montgomery County Intermediate Unit 23, Blue Bell, PA. October 1976. 136. (ED 132 769)

A 2-year project provided inservice training to school personnel involved in vocational education and placement of trainable mentally retarded students in Pennsylvania. Project activities included a review of the literature, the development of task analysis training techniques, the compilation of a procedural manual and a job placement guidebook, the development of inservice training procedures, and the dissemination of training techniques. Program evaluation included summative and formative phases, the use of locally constructed questionnaires, and voluntarily arranged on-site visits by selected experts. Among dissemination activities were presentation at meetings of professional organizations, distribution of curriculum monographs to appropriate Pennsylvania agencies, and distribution of sound slides and a sound movie illustrating training techniques and task analysis.

Two major curriculum guides were produced: Volumes VI and VII of the series, "Training for Independence" ("Preacademic Skills" and "Pre-vocational Skills"). Models for use of criterion referenced measurements, task analysis techniques, and methods-time-measurement procedures were conceptualized and disseminated through professional agency channels.

- 72 LAUNDRY: A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS. Grubb, Francine. Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. December 1976. 83p. (ED 132 421)

This teacher's guide on laundry is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 12 lessons in the laundry unit are (1) Laundry Work, (2) What Do We Wash? (3) Selecting Washable Clothing, (4) Sorting and Pretreating, (5) Soaps and Detergents, (6) Enzymes and Bleaches, (7) Water Softening Agents and Fabric Softeners and a Quiz on Laundering, (8) Starches and Fabric Finishes, (9) Reading Package Directions and Using Correct Water Temperatures, (10) Your Washer and Choosing the Correct Wash Action, (11) Rinsing and Drying: Hand Laundering, and (12) The Laundry Slip and Laundry Unit Test. Charts and masters for projectuals are also included.

- 73 HOSPITALITY: A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS. Grubb, Francine. Rutgers, the State University, New Brunswick, N.J. Curriculum Lab. December 1976. 27p. (ED 132 420)

This teacher's guide on hospitality is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. The foreword indicates that objectives are (1) to assess students so that at the end of the orientation year they can be mainstreamed into a regular vocational shop area and (2) to acquaint them with specific types of employment in a particular trade or industry. Each guide contains class lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 10 lessons in the hospitality unit, are (1) The Hotel-Motel Business, (2) How to

Load a Maid's Cart, (3) Entering the Guest's Room and Making Entry Inspection, (4) How to Begin Cleaning, (5) Cleaning the Bathroom, (6) Making the Bed, (7) The Vacuum Cleaner and Basic Dusting Procedures, (8) Cleaning the Bedroom Area, (9) Making a Final Inspection, and (10) Visitation of a Hotel-Motel Facility. Charts and masters for projectuals are also included.

- 74 BEAUTY CULTURE: A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS. Grubb, Francine. Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. December 1976. 107p. (ED 132 419)

This teacher's guide on beauty culture is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, food and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the beauty culture unit, references, charts and masters for projectuals, and 36 lesson plans. Examples of lesson plan topics are beauty culture as an occupation, personality, attitude, behavior, good grooming, posture, personal care, makeup application, types of bacteria, infectious diseases, sterilization, antiseptics and disinfectants, composition of the nail, combing tangled hair, the nature of hair, bones of the hand--manicuring, shampooing, hair analysis, hair styling, the skin, facial manipulations, fingerwaving, and review practice.

- 75 BASIC BUSINESS: A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS. Grubb, Francine. Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. December 1976. 72p. (ED 132 418)

This teacher's guide on basic business is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. (The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture.) Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the basic business unit, references, charts and masters for projectuals, and 33 lesson plans. Examples of the lesson plan topics are the world of

business, the telephone, filing, mail room, adding machines, calculators, payroll deductions, IBM selectric typewriter, rules for using numbers, fluid duplicator, photocopying, thermofax, velo-binder, dictating machine, typing letters, cash register, running the VICA store, the library aide, field trips, and jobs for the school.

- 76 PREVOCATIONAL TRAINING UNITS FOR TRAINABLE MENTALLY HANDICAPPED STUDENTS: WITH SUGGESTED USES FOR EDUCABLE, "NORMAL," AND GIFTED STUDENTS. Brantley, Michael B. Westside Area Career/Occupation Project, Glendale, Ariz. June 1976. 87p. (ED 132 285)

This program is designed to provide an individualized series of vocationally useful sub-skills in a wide variety of areas to trainable mentally handicapped students in a prevocational program. The Introduction and General Information section is categorized into What the Program Is Designed to Do, Who Can Use the Program, How to Modify the Program for Use with Higher Functioning Students, Cost of the Program, Resources for Materials, Use of Donated Materials, and How the Program Works. The tasks are outlined in 18 different units with each unit listing goals, comments, materials required, how to proceed, and modifications for higher functioning students. Units also include sample forms and detailed drawings when appropriate. The 18 units are (1) Telephone Book, (2) Wiring, (3) Fine Motor, (4) Alphabet Cards, (5) Order Filling, (6) Pipe Assembly, (7) Sorting, (8) Packaging, (9) Mail Sorting, (10) Measurement, (11) Stapling, (12) Collating, (13) Wrench and Socket, (14) Wrapping, (15) Woodburning, (16) Soldering, (17) Perceptual, and (18) Stringing.

- 77 BICYCLE REPAIR COURSE OF INSTRUCTION. FINAL REPORT. Humphreys, Harvey. Pennsylvania School for the Deaf, Philadelphia. June 1975. 123p. (ED 131 282)

Developed for an occupational training program in bicycle repair for the multiply-handicapped deaf student, this curriculum guide is organized around three levels of achievement each having a specific terminal objective and corresponding to a predetermined employment entry-level skill. Level I is a general service level; Level II, advanced service and general mechanical repair; and Level III, advanced mechanical repair and shop management. The course outline for all levels is presented in chart form. Examples of units of instruction are Tires, Tubes, Wheels, Frames, Brakes, Accessories, Crank Unit, Engineering Principles, and Shop Management. For each lesson topic within the unit, the teacher objective, student activity, and bibliographic reference are presented. Guidelines for implementing the course include lists of general student requirements and entry skills, facility

description, and lists of tools, equipment, parts, and supplies. A bibliography contains both texts and reference materials. (The curriculum was developed from the results of a questionnaire survey of 15 local bicycle repair centers. The questionnaire consisted of a task inventory, and respondents were asked to indicate those tasks which students should be able to do correctly for entry-level employment.) Survey results and project forms are appended.

- 78 AUTOMOBILE MAINTENANCE. Reading and Language Activities. Kessman, William A. Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. July 1976. 87p. (ED 130 040)

Designed primarily for special needs students in a vocational program in automobile maintenance, this book was written to refine the basic skills of following directions, reading comprehension, vocabulary building, spelling, word usage, and word recognition, while relating these skills to some of the tasks a beginning student in the program must know. Ten lessons are included: (1) A New School, (2) A New Shop, (3) Auto Shop Safety, (4) Cleaning the Interior of a Car, (5) Washing a Car, (6) Polishing and Waxing a Car, (7) Changing the Oil, (8) Changing an Oil Filter, (9) Lubricating the Chassis, and (10) Mounting a Tire. Each lesson lists key words and provides six to seven student exercises. Answers to the lessons are included in a separate Answer Key section.

- 79 THE CI-TAB SECONDARY PROGRAM: CAREER INFORMATION AND TRAINING ACTIVITIES FOR THE BLIND: Swearingen, Mary-B Mosley. Education Service Center Region 19, El Paso, Texas. 1975. 184p. (ED 129 032)

Presented is the CI-TAB (Career Information and Training Activities for the Blind) Secondary Program, a program providing career education for visually handicapped and blind high-school students to be available in braille and cassette recordings. Five general discussions (each including a list of concepts covered, suggested learning activities, and a list of test questions) are provided on the following topics: (1) producers and consumers, and goods and services; (2) employment agencies, job placement services, unions, and social security; (3) resumes, applications, and interviews; (4) job classifications and volunteer service; and (5) independence, responsibility, and freedom. Each of 30 job descriptions included answers to the following questions: What must this worker do? How many hours must this person work? How much will this job pay? What abilities will I need? What else is important about this job? What are the prospects and opportunities? How can I prepare for this job? and What other jobs are similar to this? Also included are general suggestions for career education and a list of approximately 50 sources of supplementary vocational materials.

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80. HOME ECONOMICS AND THE EXCEPTIONAL STUDENT. A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Rutgers, The State University, New Brunswick, N.J. Curriculum Lab. April 1976. 47p. (ED 128 602)

This handbook contains the proceedings of a workshop designed to assist home economics educators in working with exceptional children, especially the mentally retarded. The rationale, objectives, organization, content of sessions, participant descriptions, and outcomes of the workshop are described in the introduction. The body of the handbook contains material from each of the workshops, covered under the topics of characteristics of the mentally retarded, trends in mental retardation, life-skill competencies, curriculum suggestions, and school and community resources. The appendix includes the workshop agenda, list of program presenters, the questionnaire used to attract participants, criteria for judging behavioral objectives, a model for systems approach to curriculum, and a resource list.

81. CAREER EDUCATION FOR DEAF STUDENTS: AN IN-SERVICE LEADER'S GUIDE. Munson, Harold L.; and others. Rochester University, N.Y. College of Education. 1975. 208p. (ED 127 769)

Presented is the leader's guide developed as part of a 3-year project to generate career education activities involving classroom teachers and career education materials for use with deaf secondary level students. Part I, on a career education program model, provides information on the program rationale (including various program channels), administrative considerations (including commitments, priorities, and operational considerations), objectives of career education (concerning both student attitudes and competencies), and program activities and materials. Considered in Part II, on the career education inservice program, are inservice program procedures, materials, and evaluation. Ten lesson plans for the inservice sessions are provided which cover such topics as career insights and self awareness gaming, learning the gaming techniques, and clarifying work attitudes and values. Over half the guide consists of appendixes which provide detailed lists of inservice session objectives, scripts for slide audiovisual materials, and exercises.

82. THE CI-TAB MIDDLE SCHOOL PROGRAM: CAREER INFORMATION AND TRAINING ACTIVITIES FOR THE BLIND AND VISUALLY HANDICAPPED. Swearingen, Mary. Education Service Center Region 19, El Paso, Texas. 1976. 171p. (ED 126 668)

Presented is the CI-TAB (Career Information and Training Activities for the Blind) script of 23 cassette recordings providing career education for visually handicapped and blind middle-school students. Included are eight study units titled: "What Work Is"; "Why People Work"; "How People Find Jobs"; "What People Do in Certain Jobs"; "Why Some Jobs Pay More"; "Working Conditions"; "Interests, Aptitudes, Personalities"; and "How Schools Help Prepare for Jobs." Each unit is accompanied by a list of concepts to be developed, suggested learning activities, and tests. Fourteen job descriptions give first person accounts of the experiences of visually handicapped or blind workers, including a computer programmer, an electronics technician, and a homemaker. An appendix lists additional resources for films useful for students who have enough vision to enjoy films or who may profit from hearing comments on sound film.

- 83 THE VERMONT GUIDE FOR TEACHING ADOLESCENTS WITH SPECIAL NEEDS. Final Report. Halloran, William E., comp.; and others. Vermont State Department of Education, Montpelier. Division of Special Education and Pupil Personnel Services, Vermont University, Burlington. Department of Vocational Education and Technology. August 1975. 387p. (ED 119 413)

Presented for classroom teachers, program supervisors, and resource specialists is a curriculum guide in the areas of home management and career preparation for adolescents with special needs. Introductory information includes explanations of the format and use of the guide and suggestions for evaluating student performance. Guidelines provided for 26 curriculum units consisting of statements of concepts and skills to be acquired (instructional objectives) as well as listings of projects to motivate learning, activities to focus instruction, and related instructional materials. Included are the following curriculum units: mental health, health care, body care, first aid, marriage and family adjustment, food and nutrition, sewing, child care, basic house maintenance, small animal care, laundering, wood-working, carpentry, practical electricity, drafting, metal working, gas engine operation, furniture restoration, electronics assembly, automotive mechanics, waiter and waitress training, gardening, and home care and custodial skills.

- 84 SPECIAL NEEDS CURRICULUM GUIDE. Idaho State Board of Vocational Education, Boise. June 1975. 507p. (ED 118 889)

The curriculum guide was designed for Vocational Special Needs Programs in Idaho and concentrates on preparing handicapped and disadvantaged

students to succeed in regular vocational programs. The subjects, pre-vocational in nature, include: Living Skills (self concept, life management, community resources, food and nutrition, clothing and grooming, clothing care, consumer education, home safety and health, pre-first aid), Construction and Remodeling (exterior home maintenance, masonry, woodworking and carpentry), Mechanics and Motors, (small engine, bicycle maintenance, automotive upkeep, pre-driver training, gas and arc welding), Home Repairs (interior maintenance, painting and wallpapering, electricity, plumbing, furniture repair and refinishing, upholstery), Horticulture (gardening, groundskeeping and landscaping), Introduction to World of Work (getting and keeping a job, writing employment letters, filling out forms, money management), Occupational Training (child care, laundry-dry cleaning, food service, custodial/housekeeping). Each of the subjects is divided into units and lessons, with each unit containing an introduction, pre/post tests, several sample lesson plans, and a resource list. Each lesson plan states behavioral objectives, content, detailed learning activities, and needed resources. Time spent on each unit and lesson is left open, depending on the teacher, students, and situation.

85 CAREER EDUCATION MATERIALS FOR EDUCABLE RETARDED STUDENTS. Working Paper No. 6. Malever, Michael; Matyas, George, Jr. Missouri University, Columbia. Department of Counseling and Personnel Services. December 1976. 45p. (ED 116 443)

The bibliography developed by Project PRICE (Programming Retarded in Career Education) lists approximately 150 instructional materials and 50 publications regarding career education for educable mentally retarded students. Materials are arranged according to each of 22 competencies identified by Project PRICE in the areas of daily living skills (such as managing family finances and utilizing recreation and leisure time), personal-social skills (including obtaining a positive self concept and achieving independent functioning), and occupational guidance and preparation (such as selecting and planning appropriate occupational choices and developing the necessary manual skills and physical tolerances required in the competitive labor market). Listings usually provide age level designation, cost, name of publisher or supplier and a brief annotation which includes suggested uses, populations, and reading or grade level. The section on publications contains annotated citations for general career education, career education for handicapped persons and educable retarded persons, relevant journals, retrieval sources and career exploration and work sample packages.

- 86 IMPROVING VOCATIONAL CURRICULA IN LOCAL EDUCATION AGENCIES. Leadership Training Series No. 42. Koble, Daniel E., Jr., ed; Bumstead, James G., ed. Ohio State Univ., Columbus. Center for Vocational and Technical Education. March 1975. 153p. (ED 112 114)

The 1974 seminar for State directors of vocational education focused on improvement of vocational curricula at the local education agency level. One hundred fifteen persons, representing 43 State vocational units, one territory, and Washington, D.C., attended the seminar. Special emphasis was given to processes and innovative concepts relating to professional development and self-improvement of State directors of vocational education and key members of their staffs. Guidelines and information papers were presented to explain and define methods that can be utilized by State vocational education personnel in discharging responsibilities in the field of curriculum development. The seminar covered the following areas: vocational education programs for persons with special needs (three papers); State level programs to facilitate the dissemination and implementation of new curriculum ideas (three papers); State level management information systems for curriculum improvement (three papers); curriculum changes and improvement in local education agencies (two papers); mechanisms and approaches to curriculum development (two papers); need for curriculum for State personnel development (one paper); and implementing career education programs (three papers). The full texts of all papers are included in the document. The seminar agenda and a program participant list are appended.

- 87 CAREER EDUCATION CURRICULUM GUIDE HUME R-VIII SCHOOL. Missouri State Dept. of Elementary and Secondary Education, Jefferson City. June 1975. 65p. (ED 115 904)

The book sketches the career education concepts and learning activities which have been developed for inclusion in the academic curriculum of one Missouri school, from kindergarten through secondary grades. Several learning activities are suggested for each elementary grade level. The primary-level activities are intended to increase students' awareness of self and others; the intermediate-level activities emphasize awareness of occupations. Two page special education and remedial reading career education guides supplement recommended commercial materials by indicating very briefly, in the former, learning activities related to 10 occupational clusters; in the latter, activities related to farming and home-making. The section intended for use by junior high and high school teachers is organized by academic or vocational education subject, with several career-related lesson suggestions offered for each. It assumes that only female students will be taking certain sections of the home economics curriculum. The concluding section lists the career education resources available to teachers in the

school which produced the career education guide. The book also contains an outline of the career education responsibilities of the guidance counselor at each grade level from 7 to 12 and an overview of the vocational curriculum available in the area vocational-technical school.

- 88 CAREER EDUCATION: GENEVA AREA CITY SCHOOLS. EMR UNITS: WHAT AM I LIKE? AND FROM THE GROUND TO THE TABLE. Geneva Area City Schools, Ohio. 33p. (ED 106 602)

Two curriculum units for educable-mentally retarded (EMR) students focus on: (1) developing a good self image and an appreciation for proper hygiene, and (2) understanding food purchasing and distribution and the need for budgeting food money. Each unit includes the objective of making EMR students more aware of careers available either in the food services or public health fields. The food service unit is directed toward the intermediate EMR level; the self-awareness and hygiene unit is geared toward the primary EMR class, but the ideas it contains could also be taught in more depth on the intermediate level. A chart format is used to list suggested content questions, teaching techniques and learning activities, and resources and materials. A blank column is provided for teachers to include their own materials. Culminating activities conclude each unit's activities, followed by a list of resources.

MAINSTREAMING

- 89 A POSITION PAPER ON MAINSTREAMING SPECIAL NEEDS STUDENTS INTO REGULAR VOCATIONAL CLASSROOMS. Recommendation to the State Advisory Council for the Bureau of Vocational Education. Feichtner, Sheila H.; O'Brien, Thomas W. Pittsburgh University, Pennsylvania. December 14, 1976. 13p. (ED 146 426)

Problems encountered in vocational education mainstreaming and recommended improvements are presented in this paper. A brief history introduces the concept followed by specific definitions of "training," "education," and "mainstreaming," as applied to vocational schooling. Three general operational models are described and graphically presented: Model guidelines developed for the instructional system, the instructional team, and supportive services are listed and include the following: development of prescription teaching, the student-instructional study team, competency based evaluation, and open entry and exit (instructional system); the role of vocational teachers, special education teachers, remedial teachers, vocational students, and vocational resource persons (instructional team); and the role of the administration, community agencies, and parents (supportive services). Conclusions present a rationale for providing a vocational resource person for mainstreaming programs, and lists the required qualifications. Twelve recommendations for active steps to be taken at the local, state, and national levels are presented and include university development to orient special education teachers to the concept of vocational education, and education of the public about their responsibility for special needs students and the responsibilities of vocational education.

- 90 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. DEVELOPING A GENERAL UNDERSTANDING. Weisgerber, Robert. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 93p. (ED 142 769)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational

educators working at the secondary level, and focuses on (1) acquainting vocational educators with the ethical and legal rights of the handicapped to vocational education services (section 1), (2) familiarizing vocational educators with particular handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students (section 2), (3) acquainting vocational educators with the components (planning, instructional design, and evaluation) of vocational education programs for the handicapped and providing illustrations from existing mainstreaming efforts for the various handicapped categories being considered (sections 3 and 4), and (4) acquainting vocational educators with resource and referral agencies and various publications available to aid them in the instruction of handicapped students (covered in the resource section). A final assessment section provides questions to serve as a check of general understanding of instructional considerations in teaching the handicapped.

- 91 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. DEVELOPING A POSITIVE ATTITUDE. Bond, Richard; Weisgerber, Robert. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 41p. (ED 142 768)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms. Specifically, the purposes are (1) to understand something about attitudes and how they affect learning and other behaviors, (2) to understand the bases for attitudes which can affect success in teaching handicapped students in regular (mainstream) classes, (3) to develop practical living skills in solving problems which involve attitudes and feelings that can affect success in teaching handicapped students in regular (mainstream) classes. Information is presented in a question and answer format, with key questions underlined and with key answers set off in boxes. Exercises, comments, and examples have been integrated into the instructions to help the user organize and consolidate information which has just been presented. An assessment section is included to help the user demonstrate his/her ability to apply the information in practical ways.

- 92 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. SERVING THE MENTALLY RETARDED. Smith, Claudette. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 69p. (ED 142 767)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, dealing primarily with the educable mentally retarded (EMR), is designed to (1) explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the mentally retarded. Important points in setting up an individualized instructional program for mentally handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module, and to apply the principles discussed to his or her own teaching situation.

- 93 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. SERVING THE VISUALLY HANDICAPPED. Dillman, Caroline M.; Maloney, Patricia. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 65p. (ED 142 766)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators (including administrators, coordinators, counselors, and preservice trainees) working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programs involving the legally blind and partially seeing. Specifically, the purposes are (1) to familiarize vocational educators with particular handicapping conditions of the legally blind and partially seeing including terminology, variations in severity, and differing capabilities of these students (section 1), (2) to outline and discuss plans for individualizing instruction so that it will simplify the educator's task in teaching these students (sections 2 and 3), and (3) to provide vocational educators with resource and referral agencies (State, Federal, private,

and nonprofit) and with various publications that can aid them in dealing with visually handicapped students (covered in separate Resources Section).

- 94 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. SERVING THE COMMUNICATION IMPAIRED. Maloney, Patricia; Weisgerber, Robert. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 61p. (ED 142 749)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in teaching handicapped students in regular education settings, this module, concerned with communication impaired students (those who are deaf or hard of hearing and those who have speech impairments), is designed to (1) explain the meaning of a communication handicap-- what it is, what the range of severity is, and how it affects the student's vocational performance, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the student with a communication handicap. Important points in setting up an individualized instructional program are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation.

- 95 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. SERVING THE ORTHOPEDICALLY HANDICAPPED. Weisgerber, Robert. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 53p. (ED 142 748)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, concerned with the orthopedically handicapped student and with the health impaired student, is designed to (1) explain what orthopedically handicapped means and to explore the range of vocational capabilities of the orthopedically handicapped student and the ways in which the vocational educator can help these students develop their full vocational potential, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized

instruction for the orthopedically handicapped student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the orthopedically handicapped. Important points in setting up an individualized instructional program for orthopedically handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation.

- 96 MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION. DEVELOPING A PLAN FOR ACTION. Weisgerber, Robert. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977. 23p. (ED 142 747)

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhandicapped students, in regular vocational classes. (The module is meant to be used after the study of related modules in this series, which cover developing a general understanding, developing a positive attitude, serving the orthopedically handicapped, serving the mentally retarded, serving the visually handicapped, and serving the communication impaired.) In completing this plan for action, the author notes that it is assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgments about student needs and abilities. Each page of this module represents a step in the process, either in planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in preservice or inservice training.

- 97 INTERPRETIVE STUDY: MAINSTREAMING VOCATIONAL EDUCATION FOR THE HANDICAPPED IN CALIFORNIA SECONDARY SCHOOLS. FINAL REPORT. Johnson, Gordon F.; Reilly, Rob. California State Department of Education, Los Angeles. 1976. 83p. (ED 133 491)

An interpretive study of mainstreaming guidelines and practices had its origin in the growing need to identify the components of vocational programs, services, and activities designed to increase and improve the vocational education opportunities for handicapped persons in California secondary schools. The objectives of the study were: (1) to develop guidelines for establishing mainstreaming opportunities in vocational education for the handicapped; (2) to identify characteristics and provisions of vocational programs that are mainstreaming the handicapped; and (3) to provide a step-by-step procedural manual for mainstreaming handicapped in vocational programs that will provide pertinent information for field practitioners. The project officially started July 1, 1975, with research into the development of mainstreaming guidelines and criteria in accordance with Federal and State plans and directives. The second phase consisted of developing guidelines and corresponding data collection instruments, i.e., the structured interview/questionnaire. The third phase involved the selection of representative local education agencies by the Project Advisory Committee for inclusion in the study. On-site interviews were conducted with representatives from each of the participating local education agencies during the months of February through May 1976. This final report represents the fourth and final phase, bringing together findings, conclusions, and recommendations. Half of the report consists of such project materials as the interview/questionnaire guidelines, the instrument itself, and data summaries.

98 AN EVALUATION OF MAINSTREAMING IN VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF MICHIGAN. Manzitti, Edward T.; and others. Michigan State University, East Lansing. College of Education. September 1976. 22p. (ED 132 767)

Questionnaires were sent to 116 Coordinators of Special Needs Projects of Michigan to assess the effectiveness of mainstreaming handicapped children in vocational education programs throughout the state. The purposes of the survey were: (1) to obtain information about the institutions that were mainstreaming; (2) to ascertain which program areas were available and the numbers of handicapped students that were enrolled in these programs; (3) to ascertain the types of support systems that were being used for mainstreamed classes and the function of the special education personnel; (4) to determine the types and numbers of handicapped students that were being mainstreamed; (5) to investigate the types of teacher training programs that were being used and the experiences of the regular classroom teacher; and (6) to determine the problems encountered in mainstreaming. Findings included that the educable mentally impaired were mainstreamed at the most locations, while the emotionally impaired were mainstreamed least; that the majority

of regular classroom teachers had received some training to aid them in working with handicapped students; and that parents of handicapped students and special education staff tend to be most supportive of mainstreaming, while regular teachers and parents of normal students tend to be least supportive.