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ABSTRACT

One in a series of sixteen knowledge transformation papers, this annotated bibliography covers journal articles and documents published between 1966 and 1978 on the topics of job placement and adjustment of the handicapped. Fourteen journal articles and thirty-two documents are presented in annotations ranging from approximately fifty words for the articles to two hundred words for the documents. The types of documents include final project reports, papers presented at meetings, workshop and institute proceedings, annotated resource guides, followup studies, and annotated bibliographies. Full citations are provided for both articles and documents to facilitate their access by special educators and vocational educators. Since the bibliography was generated through computer searches of the ERIC database, ERIC document numbers are given as well as information on ordering reproductions from ERIC. (ELG)

ED173536

JOB PLACEMENT AND ADJUSTMENT OF THE HANDICAPPED:  
AN ANNOTATED BIBLIOGRAPHY

compiled by

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1979

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- \* Generating knowledge through research
- \* Developing educational programs and products
- \* Evaluating individual program needs and outcomes
- \* Installing educational programs and products
- \* Operating information systems and services
- \* Conducting leadership development and training programs

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## FOREWORD

The Education for All Handicapped Children Act (P.L. 94-142) places special emphasis on the rights of handicapped individuals to education and the responsibilities of the educational system toward those with handicapping conditions. In the case of vocational education particularly, responsibilities toward handicapped individuals extend beyond the classroom. Adequate vocational training for any student, much less for the handicapped student, implied skill development to insure job placement and successful career adjustment. The following annotated bibliography represents the recognition of the importance of job placement and adjustment of the handicapped to administrators and teachers of special education and vocational education alike.

"Job Placement and Adjustment of the Handicapped" is one of a series of 16 papers produced during the first year of the National Center's knowledge transformation program. The 16 papers are concentrated in the four theme areas emphasized under the National Center contract: special needs subpopulations, sex fairness, planning, and evaluation in vocational education. Papers should be of interest to all vocational educators, including administrators, researchers, federal agency personnel, and the National Center staff.

This bibliography has been compiled from two computer-assisted searches of the ERIC data base and includes listings of both journal articles and education documents. The citations were selected from among a larger number uncovered in the two initial searches. As is the case in most bibliographies, the inclusions are a product of the search strategies and the judgment of the compiler.

Dr. Carol P. Kowle compiled this bibliography. It was reviewed by Dr. Joel H. Magisos and Dr. Wesley E. Budke, the National Center for Research in Vocational Education. Carol P. Kowle supervised the publication of the series. Ms. Jo-Ann Cherry coordinated editing and production.

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

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## INTRODUCTION

This bibliography was prepared as one of four publications on special needs subpopulations produced under the first year of the National Center's Knowledge Transformation Program. Other papers cover the topics of the least restrictive alternative for handicapped students, the development of Individualized Education Programs (IEPs) for handicapped students, and the guidance needs of special populations. The four documents in this theme area were developed in response to legislative mandates relating to the provision of vocational education of the handicapped. This legislation includes the Education Amendments of 1976 (P.L. 94-482), the Education for All Handicapped Children Act of 1975 (P.L. 94-142), Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and the Youth Employment and Demonstration Projects Act of 1977, now Part A of Title IV of the Comprehensive Employment and Training Act (CETA) Amendments of 1978 (P.L. 95-524).

The legislation mandating the provision of educational, training, and employment opportunities for the handicapped makes the subject of job placement and adjustment a serious concern. The responsibilities of special educators and vocational educators toward handicapped students do not end with program completion. The postschool experiences of handicapped students--their placement in appropriate employment situations and their adjustment on the job--provide evidence of the adequacy and appropriateness of vocational training.

This bibliography has been produced to assist special educators and vocational educators in obtaining information on the job placement and career adjustment of various handicapped populations. It has been compiled from two computer-assisted searches of the Educational Resources Information Center (ERIC) document collection. The first of these was conducted in August 1977, and included documents and journal articles entered into the ERIC collection since 1963. The second consisted of an update using the same ERIC descriptors and covering the years 1976 to 1978.

These citations have been selected from a larger number in the initial searches. Only those clearly related to job placement and adjustment were included. The search strategy involved combinations of the following ERIC descriptors:

- Vocational education (including all program areas)
- Handicapped (all major conditions)
- Special Education
- Job Placement
- Job Development
- Job Satisfaction
- Job Skills
- Job Market
- Job Training
- Vocational Adjustment

Employer/Employee Relationships  
Employer Attitudes  
Employee Attitudes

The items included in this bibliography were further selected from printed document abstracts. In a few cases, journal titles are included without abstract where none was provided but where the title appeared relevant to the topic.

Citations are presented in order from most to least recent. The listing of journal articles appears before the listing of documents. Journal articles can be obtained from the journal cited in the listing. Journals may be found in most state or university libraries. The documents listed are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation.

#### HOW TO ORDER DOCUMENTS

Documents listed in ERIC are available in ERIC microfiche collections throughout the nation. Information concerning the location of ERIC microfiche collections is usually available through personnel in state Research Coordinating Units. Individual microfiche and hard copies may be ordered by ED number from:

ERIC Document Reproduction Service  
Computer Microfilm International Corp. (CMIC)  
P. O. Box 190  
Arlington, Virginia 22210

Since prices for materials change, consult current ERIC Document Reproduction Service (EDRS) price schedules, available in Resources in Education (RIE), prior to placing an order for documents. Journal articles are not available through the ERIC system and must be obtained in the original form from the journal publisher or a library. Current Index to Journals in Education (CIJE) provides a list of complete titles and ordering addresses for all journals indexed.



JOURNAL ARTICLES

EJ181569 EC102834

EMPLOYMENT AND BASIC SKILLS: A PROGRAM FOR LOW-ACHIEVING HIGH SCHOOL STUDENTS  
Maxwell, Madeline; and others  
American Annals of the Deaf, 122, 6, 563-6 Dec 77

Teachers and other personnel at the Arizona State School for the Deaf and the Blind planned and carried out a pilot program to guide low-achieving and poorly motivated older deaf students (16 to 19 years old) through a real working experience and the functional academic skills and language associated with it.

EJ175164 CE507259

HANDICAPPED? FORGET IT

Porteous, Peter L.

American Vocational Journal, 53, 1, 32,34-6 Jan 78

Presents biographical sketches of four handicapped individuals whose participation in vocational training programs has fostered active and successful careers.

EJ171687 EC101273

TOWARD TEACHING AND COUNSELING EXCELLENCE: A STUDENT PROFILE

Kaplan, Stanley

Teaching Exceptional Children, 10, 1, 18-23 F 77

Described is a diagnostic instrument to evaluate basic occupational skills and attitudes of educable mentally retarded students in a work-study program.

EJ171634 EC100824

VOCATIONAL BEHAVIOR CHECKLISTS

Walls, Richard T.; Werner, Thomas J.

Mental Retardation, 15, 4, 30-5 Aug 77

Thirty-nine behavior checklists containing behavior descriptions related to prevocational, vocational, occupational, and work behaviors of handicapped and normal persons were reviewed, categorized, and evaluated.

EJ167964 EC100189

PREPARING FOR JOB INTERVIEWS

Maconachy, William

Pointer, 21, 1, 43-6 F 76

Outlined are three methods for preparing secondary special education students for job interviews.

EJ165975 EC092695

OCCUPATIONAL HELP FOR THE SEVERELY DISABLED. A PUBLIC SCHOOL MODEL

Cooper, Bruce S.

Rehabilitation Literature, 38, 3, 66-74 Mar 77

Described is the H.E.L.P. (Handicapped Employability Learning Program) project for counseling severely handicapped (including cerebral palsied, emotionally disturbed, mentally retarded, and orthopedically handicapped) young adults aged 15 to 35 years.

EJ142943 EC082307

JOB TRAINING PLACEMENT FOR RETARDED YOUTH: A SURVEY

Becker, Ralph L.

Mental Retardation, 14, 3, 7-11 Jun 76

EJ113829 CE502751

THE ABLE DISABLED

Sears, James H.

Journal of Rehabilitation, 41, 2, 19-22 Mar/Apr 75

The author dispels employer myths pertaining to employment of the physically handicapped and urges rehabilitation and retraining of present employees and additional employment of qualified handicapped individuals. Surveys in 1958 and 1973 of physically handicapped employees, including disabled veterans, found them to be very loyal, dependable, and able workers.

EJ102207 CE501505

EMPLOYMENT FOR THE EXCEPTIONAL CHILD: AN INNOVATIVE PROJECT FOR THE T. M. H. CHILD

Salmon, Dwight

Illinois Career Education Journal, 31, 4, 14-8 Sum 74

EJ102203 CE501501

ENTRY INTO THE WORLD OF WORK--II: NEW HORIZONS FOR THE TRAINABLE MENTALLY  
HANDICAPPED CHILD

Kenney, John E.; and others

Illinois Career Education Journal, 31, 4, 6-8 Sum 74

EJ097940 EC061340

CONSIDERATIONS FOR SERVING THE DEAF CLIENT

Silver, Norman H.

Rehabilitation Literature, 35, 2, 41-7, 53 Feb 74

Discussed are problems of deaf persons during the job interview and later employment, and suggested for special schools and vocational rehabilitation people are techniques for improving vocational preparation and employability of deaf individuals.

EJ081378 EC052064

CAREER OPPORTUNITIES FOR VISUALLY HANDICAPPED PERSONS IN MARYLAND

Clayton, Isaac P.

New Outlook for the Blind, 67, 5, 210-15 May 73

EJ071527 EC050628

PERSONAL AND WORK ADJUSTMENT OF YOUNG RETARDED WOMEN

Domino, George; McGarty, Maureen

American Journal of Mental Deficiency, 77, 3, 314-21 Nov 72

EJ071522 EC050623

SUPERVISED LIVING IN THE COMMUNITY AND RESIDENTIAL AND EMPLOYMENT STABILITY  
OF RETARDED MALE JUVENILES

Kraus, J.

American Journal of Mental Deficiency, 77, 3, 283-90 Nov 72

EDUCATION DOCUMENTS

ED151544 CE015077

EFFECTS OF A TRAINING PROGRAM ON THE JOB READINESS OF PHYSICALLY HANDICAPPED SHELTERED WORKSHOP EMPLOYEES.

Tesolowsky, Dennis G.; Halpin, Gerald

Mar 78 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March 27-31, 1978)

Twenty-two physically handicapped sheltered workshop employees were matched on the severity of their disabilities and randomly assigned to either an experimental or control group. Those in the experimental group participated in a one-hour-per-day, fifteen-day job readiness training program in addition to their regular sheltered workshop jobs while the control group simply continued with their regular jobs. Curriculum in the job readiness training program was designed to prepare clients to self-appraise their vocational interests and attitudes, to provide them with knowledge about job seeking skills, and to better enable them to exhibit more appropriate job maintenance behaviors once they have acquired a job. Included in the training were techniques related to job finding, employment application procedures, how to handle the job interview, personal presentation and appropriate behaviors in the interview or job search, and personal presentation and appropriate behaviors recommended to maintain a job. Based on a randomized block design with pretest as a covariate, the experimental group showed significantly greater attractions toward work as measured by the Vocational Opinion Index than did the control group.

ED149508 EC103580

SHELTERED WORKSHOP STUDY. A NATIONWIDE REPORT ON SHELTERED WORKSHOPS AND THEIR EMPLOYMENT OF HANDICAPPED INDIVIDUALS.

Volume I. Workshop Survey.

Employment and Training Administration (DOL), Washington, D.C.

June 77 149p.; For the Statistical appendix, see EC 103 581

Presented are results from a survey of 2,530 sheltered workshop programs serving handicapped persons. Initial sections review the historical development of workshops, federal regulations affecting workshops, and previous related studies. Data are provided on the following topics: characteristics of workshops and clients (including a table on numerical and percent distribution of sheltered workshops and clients by certification status and organization by type of workshop program, 1973); financial operations of workshops; wage payments to handicapped clients; client fringe benefits; client training and placement; staffing and professional services; and additional issues such as the impact of 1966 Fair Labor Standards Act Amendments on work activities centers.

ED149165 08 CE014573

1974-76 FOLLOW-UP OF THE PHYSICALLY HANDICAPPED IN PENNSYLVANIA.

Tarr, Rodney F.; Lewis, James P.

Pennsylvania State Univ., University Park; Inst. for Research on Human Resources.; Venango County Area Vocational-Technical School, Oil City, Pa. 77 84p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE, Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg,

Conducted to assist vocational educators in planning 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 nonhandicapped students; in most cases, occupational training was not related to the first job; and about 93% 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.

ED148079 EC103462

VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED. FINAL REPORT.

Cook, Paul F.; Kaplan, Carol B.

American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. June 77 147p.; Parts of appendixes may reproduce poorly due to print quality.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.: AIR-53300-6/77-FR

Contract No.: 300-75-0345

The document describes a project to assess the occupational opportunities of persons with severe permanent handicaps, to describe vocational training programs and placement services available for the severely handicapped, and to recommend needed research and development activities concerning vocational

and placement needs of severely handicapped persons. Individual sections address project activities which include preparation of an annotated bibliography of materials concerned with job placement of the severely handicapped, a survey of 333 training and placement programs, preparation of a handbook titled "Vocational Opportunities" which identifies and discusses major barriers preventing the severely handicapped from obtaining vocational training and employment, preparation of a handbook titled "Training Programs and Placement Services" which contains descriptions of 152 programs, and preparation of a monograph titled "Research and Development Recommendations." Additional sections cover the advisory panel meeting and dissemination activities, as well as conclusions and recommendations. Following a bibliography are the following appended materials: a list of the national advisory panel members; sample training and placement program nomination, program information, and job placement information forms; cover letters; an approval letter from the Bureau of Education for the Handicapped; and sample newsletters.

ED148042 EC103071

A COMPUTER-BASED SYSTEM FOR MANAGING SPECIAL EDUCATION FOLLOW-UP DATA.  
FINAL REPORT.

Branch, Robert L.; Hodik, Lois B.

Sacramento County Office of Education, Calif.

Aug 76 54p.; Project No. 75-30

Sponsoring Agency: California State Dept. of Education, Sacramento, Div. of Special Education.

Described is the development of a computer-based survey system for providing followup information on 202 former special education students. Among topics addressed are the construction of a student master file, use of telephone interviews, development of the survey instrument (including interviews with teachers and administrators and pilot testing of the draft questionnaire), establishment of a data analysis and reporting system, input to the data analysis program, processes involved in data analysis, and output of the data analysis program. The second section covers results of the field test of the followup procedure, including that 64% of the students were unemployed 6 months following school, 91% of the trainable mentally retarded students attended sheltered workshops, and 66% wished they had more job training and counseling in school. Advantages and disadvantages of a computer based system are considered.

ED145651 EC102676

PATHWAYS TO EMPLOYMENT

PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED, WASHINGTON, D.C.  
76 54p.; Recommendations made during the meeting of the President's  
Committee on Employment of the Handicapped (Washington, D.C., November 22,  
23, 1976).

Presented are highlights of the major recommendations offered by over 200 professionals who participated in the National Forum on Pathways to Employment, a meeting on problems relating to the job preparation and placement of handicapped individuals. An initial section lists legislative recommendations, administrative recommendations, recommendations to the education community, and recommendations to the handicapped public. Sections making up the bulk of the document include an issue statement, some questions to consider, delegate's comments, and a table on the barriers along with possible solutions for each of the following areas: financing, personnel preparation, programing, legislation, parents and voluntary health agencies, materials, interagency cooperation, employers, insurance, accessibility, consumerism, testing and evaluation, attitudes, unions and trade associations, and sheltered workshops. Also provided are a list of delegates and a list of planning committee members.

ED145238 08 CE013319

MOBILITY THROUGH WORK EXPERIENCE EDUCATION. FINAL REPORT.

Buchanan, E. T., III; Brothers, Constance F.  
Tidewater Community Coll., Portsmouth, VA. Virginia Beach Campus.  
Nov 76 92p.;  
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

A project was conducted to provide women, minority, veteran, and handicapped college students with a structured cooperative education work experience which would enhance career selection and mobility and provide supervised employment in fields related to the students' interests and academic majors while supplying the employers with trained workers. Seventy-two students were placed in supervised work-training positions with fifty-three participating employers during the 1975-76 academic year. Both the students and employers involved in the project evaluated it positively. Placing handicapped and minority male students at work-training stations proved to be the most difficult task. One hundred seven responses to a questionnaire mailed to 234 community college cooperative education programs indicated that the programs most affected by the 1975-76 economic recession were in the east, south, and central areas of the country and that there was an improvement in the economy in the first quarter of 1976. Eighty-eight responses to an extensive questionnaire sent to 400 local employers indicated that they also perceived an economic upswing but hesitated to participate in the project because they could not justify hiring part-time student workers while laying off full-time workers. (A project description; student evaluation, community college, and employer questionnaires; and summaries of narrative responses to questionnaire items are appended.)



ED144334 EC102457

EXPANDING OPTIONS FOR HANDICAPPED PERSONS RECEIVING VOCATIONAL EDUCATION.

West Virginia Coll. of Graduate Studies, Institute.

Jun 76 231p.; Proceedings from West Virginia's Training Institute (West Virginia Institute of Technology, Montgomery, West Virginia, June 14-18, 1976)

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Contract No.: OEC-0-74-7894; OEC-0-74-7903

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.

ED142015 EC101382

FEASIBILITY STUDY OF POSTSECONDARY EDUCATION FOR DEAF PEOPLE, 1976-1977. REPORTS I and II.

Athey, Judy

Howard Community Coll., Columbia, Md.

77 81p.

Sponsoring Agency: Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Presented in two parts are research findings on the postsecondary education needs of deaf individuals in the state of Maryland. In part I, sections address revelations from national data on the deaf population; the methods used to gather statistics; opinions of vocational rehabilitation counselors,



parents, professionals, and deaf individuals regarding postsecondary educational needs; and recommendations for the typical community college program, comprehensive programs, adult basic education, community services, and location for postsecondary programs. Part I appendixes include a map of the geographic distribution of vocational rehabilitation deaf citizens in Maryland; a list of community college level postsecondary programs by state, questionnaire and interview materials, a list of the study's advisory committee, and definitions. Part II focuses on deaf students' manpower needs with sections on the following: the job market as faced by the deaf person, state and national manpower projections for the 1980's, occupations which require training of 2 years' duration or less and are not dependent on hearing, vocational rehabilitation counselors' opinions on desirable occupational training subjects for deaf clients, and recommendations concerning curricular offerings of postsecondary programs for deaf students based on the information.

ED141642 CE012014

WORKSHOP ON THE DEVELOPMENT OF EDUCATIONAL PERSONNEL TO MEET THE EMPLOYMENT AND JOB PLACEMENT NEEDS OF HANDICAPPED PERSONS (DONALDSON BROWN CENTER FOR CONTINUING EDUCATION, BLACKSBURG, VA. JANUARY 13-15, 1977).

Sheppard, N. Alan, Ed.; Pais, Nanette, Ed.  
Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Vocational-Technical Education  
Mar 77 159p.

Sponsoring Agency: Virginia State Dept. of Community Colleges, Richmond;  
Virginia State Dept. of Education, Richmond, Div. of Special Education;  
Virginia State Dept. of Education, Richmond, Div. of Vocational Education;  
Virginia State Dept. of Vocational Rehabilitation, Richmond.

This document features the proceedings of a 3-day workshop which highlighted a 12-month project focusing on educational personnel who work with the handicapped. The document contains four major addresses: "An Overview of the Expanding Federal Commitments to Vocational Education and Employment of Handicapped Individuals" by William Halloran; "Barriers to Employment of the Handicapped: Implications of New Legislation" by Clayton B. Boyd; "Inter-Agency Cooperation and Planning" by Richard Macer; and "Humanizing Education for the Disadvantaged and the Handicapped" by Ruth Diggs. Four workshop presentations are also included: Vocational Training for Special Needs Persons: The Community Survey Component; Task Analysis; Vocational Assessment of Handicapped Individuals; and Criteria and Approaches for Job Placement and Employment. Appendixes include the workshop program, evaluation, and invitation letter and a list of participants.

ED139178 EC100753

RESEARCH AND DEVELOPMENT RECOMMENDATIONS RELATED TO VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED AND MAINSTREAMING HANDICAPPED STUDENTS INTO VOCATIONAL TRAINING PROGRAMS.

Cook, Paul F.

Apr 77 16p.; Paper presented at the Annual International Convention. The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

Summarized are some research and development recommendations for opening new jobs for severely handicapped persons and improving the broader aspect of personal satisfaction and life quality related to both severely handicapped and less handicapped individuals.

ED139157 EC100732

A PRESENTATION OF THE ALPHA AND OMEGA OF CAREER-JOB-PLACEMENT FOR EDUCABLE MENTALLY RETARDED PERSONS, AS CURRENTLY PRACTICED.

Harber, Victor

Apr 77 25p.; Paper presented at the Annual International Convention. The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

A work-study coordinator for educable mentally retarded secondary students discusses pre-vocational training, public relations, the role of work-study coordinators, working with other agencies, employers' expectations, and savings to taxpayers when retarded persons are employed.

ED136496 EC100011

1970-1975 FOLLOW-UP OF HEARING IMPAIRED GRADUATES OF PENNSYLVANIA.

Powers, Gerry; Lewis, Jim

Bloomsburg State Coll., PA: Pennsylvania State Dept. of Education, Harrisburg. 76 159p.

A followup study of 167 hearing impaired graduates from Pennsylvania educational institutions from 1970-1975 was conducted. Four instruments--a student questionnaire, an educational history form, a parent followup survey, and an employer survey were used to gather data. Among results were that the jobs held by deaf Ss did not require the use of any specific communication; employers felt the most appropriate types of jobs for Ss was any position with limitations; 83% of the Ss were single; 87% had a driver's license; 68% did not have a fulltime job lined up before they graduated; 66% were satisfied with their high school training for their present job; approximately one-third of the parents indicated they had received no counseling; and the majority of parents felt their child's job training was inadequate.

ED136072 CE010575

SUMMARY, 1970-75 FOLLOW-UP OF HEARING IMPAIRED GRADUATES IN PENNSYLVANIA.

Lewis, James P.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Dec 76 26p.

Bureau No.: 19-5812

Millersville State College, Vocational Education Information Network, Millersville, PA 17551 (in microfiche form)

The major purpose of the survey was to follow up the employed hearing-impaired vocationally trained graduates (high school) in Pennsylvania from 1970-1975 to determine (1) their views toward educational and guidance programs, (2) their views regarding relatedness of jobs held to training, (3) employers' views toward the graduates, and (4) parents' views toward the graduates' educational programs. Six trained interviewers conducted interviews with graduates, their parents, and their employers. Seven basic instruments were also developed for the survey procedure. Some of the major conclusions were (1) the majority of graduates felt they had received enough information from available guidance services for selecting vocational programs, (2) many graduates responded that they did not receive enough help from their school in finding a job, (3) about half the graduates reported their present job completely unrelated to their high school training, (4) in general, employers felt the graduates were adequately trained for entry level work skills and few needed job station changes for their handicap, and (5) many parents liked the educational programs but expressed the need for more language development, on-the-job training, educational counseling, followup services, practical living skills, and educational programs closer to home. This summary covers the study's objectives, procedures, results, conclusions, and recommendations with major emphasis on discussion of the results. Fourteen tables of statistical data supplement the text.

ED134806 CE009916

COOPERATIVE WORK EXPERIENCE: AN ANNOTATED RESOURCE GUIDE FOR TEACHERS OF THE HANDICAPPED.

Herschbach, Dennis R., Comp.; and others

Maryland Univ., College Park. Dept. of Industrial Education.

76 146p; For a related document see CE 009 915.

Sponsoring Agency: Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

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 non-technical 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.

ED126999 JC760452

1975 CAREER STUDENT FOLLOW-UP: INITIAL PLACEMENT  
Quanty, Michael  
Johnson County Community Coll., Overland Park, KS  
Publ. Date: Apr 76 Note: '25p

During the fall of 1975, career program coordinators at Johnson County Community College (JCCC) contacted students who graduated from their programs that year and non-graduates who left with marketable skills. The study population consisted of 177 graduates, 41 non-graduates with marketable skills, and 7 hearing impaired students. Contact was made by telephone, either directly or through a work associate or close relative. Hearing impaired students were contacted in-person. Information concerning JCCC training and present employment and/or education was obtained on 196 former students. Results indicated that 84% were employed in a job for which they had trained or in a related job, 10% were employed in an unrelated area, 4% were attending school, and 2% were unemployed. Sixty-seven percent felt their training had helped them obtain their job. Overall, 48% rated their program excellent, 45% good, 6% adequate, and 1% poor. The report details the study findings for each of the ten career programs involved, and provides comparisons with previous career follow-up studies. The interview instrument utilized in the study is appended.

ED117914 EC081367

IMPROVING OCCUPATIONAL PROGRAMS FOR THE HANDICAPPED.

Parker, Scott L.; and others

Management Analysis Center, Inc., Washington, D.C.

Sponsoring Agency: Bureau of Education for the Handicapped (HEW/OE), Washington, D.C.

Contract No.: OEC-0-72-5226

Publ. Date: 75 Note: 231p.

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 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.

ED110726 CE004525

A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71 and 1971-72. A FINAL REPORT.

Dinger, Jack C.; and others

Midwestern Intermediate Unit 4, Grove City, PA

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Publ. Date: 30 May 73 Note: 150p.

In the middle western area of Pennsylvania, four model programs have been developed at the high school level to provide occupational orientation and preparation for the educable mentally retarded: The Community Based Work-Study Program, The Academic Special Education Program, The External Vocational Program, and The Internal Vocational Program. The study was undertaken to investigate the post-school employment success and selected characteristics of graduates from each of these programs. The opportunity was also provided for graduates to evaluate the effectiveness of their high school programs. The study was based on 183 (71 percent of the possible 259) graduates. Some significant findings included: a significantly higher proportion of successfully employed graduates had been enrolled in work study programs than in any



of the other three programs; female special education students are not, regardless of program, being properly prepared for post-school employment success; the unemployment rate of the special education graduate is five times greater than the regular education graduate; driver education is of great importance; and placement services were successful in placing eight out of nine graduates. Data on 93 variables are presented in a number of tables, and 15 specific recommendations are made from them.

ED109862 EC073372

POST SECONDARY PROGRAMS FOR THE DEAF: V. FOLLOW-UP DATA ANALYSIS, RESEARCH REPORT NO. 79.

Harlow, Mary Jane P.; and others

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-09-332189-4533(032)

Publ. Date: Dec 74 Note: 36p.; For other monographs in the series see ED 106 998, 106 999, 107 002 and 107 009

The fifth of a series of six monographs provides follow-up data on 467 former students of three postsecondary vocational technical programs for the deaf. Introductory information includes objectives of the study (such as providing developing postsecondary programs with guidelines for establishing programs for the deaf) and a summary of the contents of each monograph in the series. Presented are data on Ss' areas of training, status (including the number of graduates, withdrawals, job placement status, and geographic origin). Among conclusions noted are that although there is a broadened range of postsecondary course offerings available, students tend to be placed in a limited number of subject areas, and that placement tends to be along sex lines.

ED104086 EC071947

DEVELOPMENT OF A SELF-DESCRIPTION TEST TO MEASURE COMMUNITY ADJUSTMENT OF MILDLY RETARDED YOUNG ADULTS. WORKING PAPER NO. 75.

DeJung, John

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Publ. Date: Jun 74 Note: 51p.

Seventy-seven educable retarded adults (17 to 29 years old) who were former special education students were involved in the evaluation of a Forced Choice Self-Description Inventory (FCI) designed to measure community adjustment. Ss had been rated by their vocational rehabilitation counselors on a multiple criterion scale of community adjustment requiring ratings of "community integration," "employability," and "social adjustment." Ss were tested in their homes in an approximate 2-hour interview testing session. Project

findings included a description of similarities and differences between the successful and non-successful Ss in terms of their reported social, schooling, employment, and present living conditions; measures of their social cue interpretation ability as determined by the Test of Social Inference (TSI); and their choices on the FCI. Subsets of items on the FCI clearly separated those Ss rated high by their vocational counselors from those rated low. The TSI data provided far less clear high-low group separations.

ED104081 EC071941

LONGITUDINAL EVALUATION OF WORK/STUDY PROGRAMS FOR THE EDUCABLE MENTALLY RETARDED IN OREGON: PROGRESS REPORT. WORKING PAPER NO. 62.

Halpern, Andrew S.; and others

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Publ. Date: Aug 72 Note: 100p.; For phase 1 and 2 of the study, see EC 071937 and EC 071940

Discussed is phase 3 of a longitudinal research study evaluating Oregon's work-study programs for educable retarded secondary school students along the following dimensions: student characteristics, curriculum content and school experiences, work placement, instructional objectives of 26 work coordinators and evaluative instruments of short-term objectives. Measures of input (including student background), process (including work placement), and outcome (including student performance) are described. Reviewed are the development, pilot testing, and item analysis of student performance measures. The representative nature of sample programs and students in such factors as geographical distribution, family income level, and IQ are related. Reported are differences in schools/per pupil expenditure and in frustration tolerance and self-confidence. Analyses of student daily activity inventories, with breakdowns in such indexes as most general category of activity (receiving instruction from work coordinator) and time distribution of instructional categories in regular class attendance (reading instruction representing 15.6 percent of the regular class day) is discussed. Included in a summary of student work placement are demonstrated relationships between pupil age, IQ and teacher perceived pupil attitudes and the likelihood of work placement.

ED102800 EC071642

THE SPECIAL VOCATIONAL PROGRAM FOR HANDICAPPED YOUTH AND ADULTS.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Note: 24p.

Described are objectives and services of the 3-year Kansas Special Vocational Program (SVP) for handicapped youth and adults. The SVP primary objective is to provide pre-employment educational services to 150 high school handicapped individuals, with job placement for 50 individuals. The report covers the following SVP aspects: community advisory committee membership; program

staffing and facilities; districts and agencies served; referral, orientation, and work evaluation procedures; employment orientation I and II (including work habits and training programs for jobs such as food service and drafting); placement preparation and placement follow-up; related supplementary services (such as basic math and developmental reading programs); and public relations.

ED102307 CE003004

PROCEEDINGS OF THE DECATUR SEMINAR; NOVEMBER 1971.

Fry, Ronald, Ed.; and others

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Publ. Date: Nov 71 Note: 80p.

Available from: Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education. Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$2.00).

The purpose of the seminar was to explore and exchange ideas on the evaluation process by providing a forum for the description of seven of the more highly developed client evaluation programs serving Illinois' handicapped clients: the Decatur Evaluation Center, the Employment Training Center, Goodwill Industries of Chicago and Cook County, Jewish Employment and Vocational Service of St. Louis, the Jewish Vocational Service, the Kennedy Job Training Center, and Socialized Services, Inc. Program descriptions offer an overview, and focus on philosophy, staffing, selection of clients, intake services, methods of client evaluation, reporting, and placement. A major conclusion of the seminar is that staff, in terms of commitment, energy, creative imagination, and expertise, was the critical element in the client evaluation process. Appended materials are included with each program description, providing sample forms, reports, and tests.

ED101108 CE002853

WORK ADJUSTMENT: A DYNAMIC REHABILITATION PROCESS.

Campbell, John L.; O'Toole, Richard

Vocational Guidance and Rehabilitation Services, Cleveland, Ohio

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Note: 129p.

Available from: Vocational Guidance and Rehabilitation Services, 2239 East 55th Street, Cleveland, Ohio 44103 (\$2.00)

All major types of disabilities were represented in the Work Adjustment Program at the Cleveland Vocational Guidance and Rehabilitation Services (VGRS). During the five year project it successfully placed in competitive employment three-fourths of the 300 clients who had previously been unemployable and untrainable. The report describes the clients' problems and describes and analyzes the procedures developed for coping with these problems. The data on which the report is based are the behaviors of the clients, the



counselors, and other staff members as they interact in the rehabilitation process. The two key factors in the program were the role of the work adjustment counselor and the contract workshop. The report is organized as follows: (1) a description of clients, staff, and workshop, (2) entry into work adjustment, (3) the work adjustment process, goals and techniques, (4) client problems outside the program affecting training and employability, (5) placement and follow-up procedure, (6) characteristics of a work adjustment counselor, (7) evaluation of the project, and (8) discussion of the VGRS work adjustment program and subsequent developments in its utilization. Case histories are appended.

ED096779 EC062938

VOCATIONAL TRAINING AND JOB PLACEMENT OF THE MENTALLY RETARDED: AN ANNOTATED BIBLIOGRAPHY.

DeBusk, Christopher W., Comp.; Luchsinger, Vincent P., Comp.  
Texas Tech Univ., Lubbock, Research and Training Center in Mental Retardation.  
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.,  
Rehabilitation Services Administration.  
Publ. Date: 74 Note: 200p.

The annotated bibliography of research on vocational training and job placement of the mentally retarded contains abstracts of 970 books and articles published between 1959 and 1972. Book listings are arranged alphabetically by author and include title, publisher, and publication date. Articles are also listed alphabetically by author and include title and name of the periodical in which the title originally appeared. Included is an alphabetical index to help the reader locate subjects such as attitudes of parents and employers toward the mentally retarded, behavior modification, economic factors and Federal rehabilitation programs, job placement, predicting community and vocational adjustment.

ED095400 CE001967

WORK EVALUATION AND ADJUSTMENT: AN ANNOTATED BIBLIOGRAPHY, 1947-1973.

Fry, Ronald R., Ed.  
Wisconsin Univ. - Stout, Menomonie, Dept. of Rehabilitation and Manpower Services, Materials Development Center.  
Publ. Date: Jul 74 Note: 180p.  
Available from: Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout Menomonie, Wisconsin 54751

This annotated bibliography covers literature on work evaluation and adjustment for the period 1947 to 1973. The 801 entries include articles, speeches, research and demonstration reports, and unpublished papers related to work evaluation and work adjustment. Many of the entries concern the vocational evaluation of the physically and mentally handicapped in a sheltered workshop environment. The entries are numbered and include bibliographic information

and brief annotations. Two indexes are provided: (1) 25-page Key Work Out of Context (KWOC) index, and (2) 6-page author index.

ED078138 VT020152

THE INFLUENCE OF PSYCHOSOCIAL FACTORS ON THE SUCCESS OF DISABLED PERSONS IN DIFFERENT VOCATIONAL EDUCATION SETTINGS. FINAL PROJECT REPORT.

Kemp, Bryan J.; Moriwaki, Sharon Y.

Rancho Los Amigos Hospital, Inc., Downey, Calif.

Sponsoring Agency: California State Dept. of Education, Sacramento.  
Vocational Education Services.

Publ. Date: Dec 72 Note: 119p.

This study was conducted to delineate some of the characteristics of disabled clients which contribute significantly to success in vocational programs. The performance of disabled persons in three types of vocational settings (college, skill training, and work evaluation/work experience samples) was examined to determine if the factors contributing to objective measures of success varied as a function of the program demands or the client/student's initial abilities. An additional part of the project was devoted to a follow-up of clients who had been placed in employment in order to gauge their long-term stability and factors which potentially relate to their maintenance of employment. The 82 subjects were interviewed and observed in their programs and assessments were made of their: (1) work assets, (2) goals, (3) disability, (4) degree of interpersonal support from family and friends, (5) attitude toward disability, (6) interpersonal dominance, (7) locus of control, (8) ability to manage others, and (9) performance in the vocational setting. The overall results were interpreted to mean that success for disabled persons is determined by different factors over the long process of vocational readiness. Criteria of success early in training are advancement to better training, and this requires job skills and a positive attitude toward work. However, later success requires the additional factor of emotional stability.

ED078038 EC052194

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: CAREER EDUCATION.  
COUNCIL FOR EXCEPTIONAL CHILDREN, ARLINGTON, VA.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE)  
Washington, D. C.

Publ. Date: 73 Note: 24p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas; April 22-27, 1973)

Two conference reports focus on career education programs for handicapped high school students. Described is a work study program for educable mentally retarded (EMR) senior high students with goals such as decreasing the incidence of school dropouts, improving basic work skills, teaching

positive work attitudes, teaching money and time management skills, and improving self concepts. Components of the model program are reported to include a fulltime work study coordinator, prevocational and occupational orientation, inservice training for teachers, selective job placement and supervision, and career training via educational and community agencies. The second paper offers guidelines for the design of programs in career development for secondary handicapped children. Said to be required for program development are adequate funds, facilities, community support, instruction, and evaluation procedures. A suggested high school work study curriculum is outlined which correlates work experience with the meeting of academic and vocational objectives. Listed are approximately 120 jobs held by special students in one school system. Job duties and descriptions are given for 37 jobs.

ED073605 EC051394

#### GUIDELINES WORK-STUDY PHASE OF E.M.R. PROGRAMS.

New, Frank E.

Ohio State Dept. of Education, Columbus, Div. of Special Education.

Guidelines are derived from analysis of the program policies and practices employed by administrators and coordinators of work study programs for educable mentally retarded high school students in Ohio. Described are different phases of work experience programs which allow students to explore possible vocational choices, to be trained in a particular area, and to prepare for the adult working world through workshop or community placement. Initiation of successful programs is said to involve interpreting work study programs to administrators, school staff, students, parents, and the community. Also stressed are the importance of in-school work experience; the identification of in-school and community work stations; assessing vocational readiness; community work study; developing an advisory committee of local businessmen, community leaders, and civic organization representatives; and utilizing services of community agencies. The role of the work study coordinator is discussed in relation to various responsibilities, including locating and screening potential work placement stations, evaluating and assisting students, initiating followup studies of program graduates, and functioning as a liaison between the school and community agencies. Instructional objectives are identified for primary, intermediate, junior high, and senior high levels. Administrative guidelines are presented for the following areas: program development, administrative involvement, criteria for selection of program coordinator, funding, extended summer services, and cooperation among programs.

ED052349 VT013440

EMPLOYMENT OF THE PHYSICALLY HANDICAPPED IN A COMPETITIVE INDUSTRIAL ENVIRONMENT.

Abilities Inc. of Florida, Clearwater.

Sponsoring Agency: Vocational Rehabilitation Administration (DHEW).  
Washington, D.C.

Publ. Date: 66 Note: 31p.

The objective of this project was to develop a center for the employment of severely disabled and older workers in a competitive industrial environment. Patterned after a similar center in the state of New York; Abilities, Inc. of Florida adopted the specific purposes of: (1) providing a continuing basis of employment for severely disabled and aged workers, (2) providing vocational training and work adjustment training for severely disabled and aged workers who might enter competitive employment following such training, (3) providing clinical training for rehabilitation personnel, and (4) stimulating the employment of severely disabled and older workers through demonstration techniques. Abilities, Inc. is carefully geared to the geographic and economic conditions of their setting. Since the program is job oriented, no therapy or treatment is administered during working hours so that employees work a standard industrial day and produce products competitive with similar industries. Employees receive prevailing wages and standard benefits. Moreover, in addition to placing employees in existing jobs, Abilities, Inc. is working to reeducate the community so that new jobs for the disabled may be developed.

ED043177 EC030103

PAID DOMESTIC WORK FOR THE TRAINABLE RETARDED GIRL: A PILOT PROJECT.  
REPORT No. 8.

Overs, Robert P.; and others

Curative Workshop of Milwaukee, Wis. Research Dept.

Available from Curative Workshop of Milwaukee, 750 North 18th Street,  
Milwaukee, Wisconsin 53233 (\$2.00)

A pilot project of the Curative Workshop of Milwaukee which provided domestic work training for four trainable mentally retarded girls is described. School psychologists' reports of the four adolescent trainees are included, and recommendations for future programming are noted. Evaluation data reflect the girls' performance, amount of supervision, job satisfaction, relationship to employer and supervisor, motivation, and interpersonal competence. Almost half of the report consists of a selected annotated bibliography and a list of references relating to the education, training and placement of the mentally retarded. The appendixes present household job task descriptions, safety skills check lists, related inventories of visual and auditory skills, and

ED041118 VT011194

THE HIRING POLICIES OF SELECTED IOWA BUSINESSES AND INDUSTRIES WITH RESPECT TO EMPLOYMENT OF BLIND PERSONS.

Black, Donald Earl

Publ. Date: 70 Note: 192p.

Available from: University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

An investigation of the hiring policies of Iowa businesses and industries with respect to the employment of blind persons was one purpose of this study. A second purpose was to determine the opinions of blind clients of the Iowa Commission for the Blind concerning the industrial arts program at the Commission. Some findings are: (1) Over 97 percent of businesses and industries indicated a blind person could do more today than 25 years ago, (2) 80 percent agreed that blind persons could work in skilled and professional positions, (3) Over 70 percent felt blind persons could work at highly skilled jobs, (4) 75 percent were willing to hire a properly trained blind person, and (5) A majority of the clients indicated they were helped by the industrial arts program through building self-confidence, changing of attitudes, and developing salable skills. Some conclusions are: (1) Business and industry pay lip service to the idea that blind persons can work in skilled and professional positions, (2) Blindness was a greater deterrent to employment than either education or training requirements, and (3) Blind clients are not aware of the real purpose of the industrial arts program at the school. Further study was recommended. The Ed.D. thesis was submitted to the University of Northern Colorado.