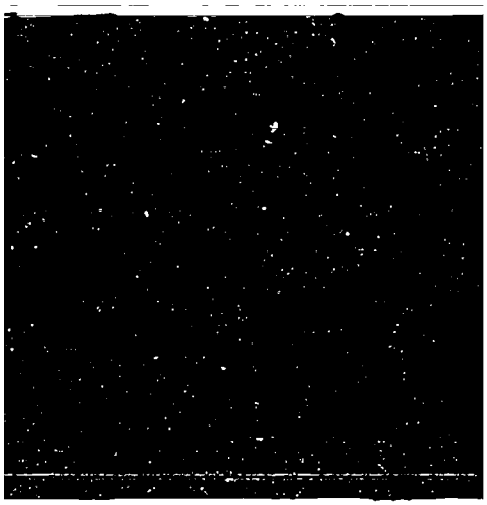
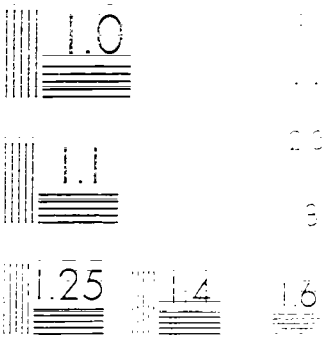



1.0
1.1
1.25
1.4
1.6

DOCUMENT RESUME

ED 192 043 CE 026 488

AUTHOR Kindall, Lloyd W.; And Others
TITLE Modifying Vocational Curriculum for the Handicapped. Final Report.
INSTITUTION Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH80042
PUB DATE Jun 80
CONTRACT 300-78-0569
NOTE 142p.; Parts may be marginally legible. For related documents see CE 026 776-778.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Curriculum Development; *Curriculum Enrichment; *Disabilities; Evaluation; Field Tests; Guides; Information Dissemination; Instructional Improvement; Literature Reviews; *Material Development; Postsecondary Education; *Program Improvement; Secondary Education; Special Education; *Teacher Education; Teaching Methods; *Vocational Education; Workshops

ABSTRACT

This final report provides detailed coverage of the process of a project to meet the need of preparing vocational teachers and curriculum specialists for delivery of effective vocational education programs to the handicapped. It begins with six quarterly reviews of project activities, the main activities being (1) training of state vocational instructional program supervisors and state vocational "special needs" supervisors to train appropriate local education personnel in the use of a handbook for modifying existing vocational curricula to suit handicapped individuals and (2) development of a handbook for use by local vocational teachers and curriculum specialists in modifying existing curricula. Seven sample field tests to evaluate the handbook are provided as well as a field test report, including general comments and comments on individual chapters of the handbook. Next are presented the two consultant activities used to provide "state of the art" knowledge and an example of consultant feedback. The four national dissemination workshops for state education agency personnel in the areas of vocational and special education and guidance are then reported. Participant lists and evaluations from the Boston, Madison, Salt Lake City, and Atlanta workshops are provided. (The handbook, user's guide, and annotated bibliography developed by the project are available separately--see Note.) (YLB)

[illegible]

Project Number [illegible]
Contract Number [illegible]

[illegible] Curriculum for the Handicapped

[illegible], Ph.D.

[illegible] Research Training Center
University of Wisconsin-Madison

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION

[illegible]

[illegible]

Lloyd M. Dunn

[illegible]

[illegible] research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of Health, Education and Welfare

Bureau of Education for the Handicapped
Division of Research and Demonstration

TABLE OF CONTENTS

INTRODUCTION

[illegible] of mandatory [illegible] has been [illegible] additional [illegible] Education Act of 1975, Public Law [illegible] [illegible], and the differentiation [illegible] handicapped people in a major [illegible] [illegible] difficulty.

[illegible] mainstreaming [illegible] will [illegible] [illegible] curriculum [illegible] differentiation [illegible] difficulty. [illegible] handicapped [illegible] with various types of [illegible] conditions. [illegible] Handbook on Modifying Worksheets and Materials for Handicapped [illegible] Handbook and [illegible] fulfill the purpose of [illegible].

[illegible] Texas State's National Institute [illegible] [illegible] "Special needs" [illegible] [illegible] Handbook [illegible] used by local teachers to modify their [illegible] techniques and strategies for instructing [illegible] students. The Handbook Bibliography contains about 50% [illegible] "Are" in a national education [illegible] handicapped [illegible].

This final report provides a detailed [illegible] of the problems [illegible] over the twenty month period of project operation. [illegible] [illegible] committee members, project consultants and the field [illegible] [illegible] in Appendix. The field test was an important [illegible] project and proved extremely valuable in determining the final [illegible] of the handbook. This report provides several examples of [illegible] to ADHD.

In addition to the project director the following graduate staff members were involved in writing and research of the project:

[illegible] Gugerty
[illegible] Crowley
Elizabeth Evans [illegible]
[illegible] Ann Sulin
[illegible] Fossenden

[illegible]

[illegible] first quarter of [illegible]

[illegible]

[illegible]

1. [illegible] and a consultant group [illegible] selected by the project staff and [illegible].

2. [illegible] review of literature on [illegible] programs for [illegible] people has been [illegible] by project staff. This review covered the area of vocational [illegible] and all areas outside of vocational education or related [illegible] education which staff could identify as [illegible] the [illegible] of [illegible] vocational programs. Complete [illegible] library and resource center searches were conducted. [illegible] has been reviewed and summarized and interpretations [illegible] by project staff.

[illegible]

[illegible] the point of difficulty [illegible] a project of this nature in a short [illegible] of a year.

[illegible]

1. [illegible] in Washington [illegible].

2. [illegible] prepared for distribution to [illegible].

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

A. [illegible] review of literature [illegible]

B. [illegible] to project officers

C. [illegible] of the project advisory committee [illegible] University of Wisconsin - Madison

D. [illegible] MODIFYING [illegible]

E. [illegible] the handbook on Modifying [illegible] Handicapped.

F. [illegible] relative to OMB Clearance of field test data [illegible]

G. [illegible] plan for two training workshops to be held [illegible] PROGRAM SUPERVISORS AND [illegible] "[illegible]" [illegible]

H. [illegible] sites for training workshops.

[illegible] of the [illegible] of [illegible]

[illegible]

[illegible]

[illegible] modifying [illegible] was completed [illegible] and interpretation [illegible]

[illegible] was selected [illegible] of the modules. The [illegible] University [illegible]

[illegible]

[illegible] The [illegible] has been completed and sent [illegible]

[illegible]

[illegible]

[illegible]

[illegible] test [illegible] but [illegible]

[illegible]

[illegible]

[illegible] have been [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Spring [illegible]

A. [illegible] field test plan for field testing the Handbook on Modifying Vocational Curriculum for Handicapped Students.

B. [illegible] proposed plan for conducting [illegible] handbook.

C. Prepare final agenda for the Advisory Committee meeting and send materials to the Advisory Committee to review prior to the meeting.

D. Conduct the Advisory Committee meeting which will be held at the University of Wisconsin-Madison Campus on May 10 and [illegible]

E. [illegible] field test sites.

F. [illegible] training workshops.

G. [illegible] Modifying Vocational [illegible] Handicapped Students. The handbook is being developed [illegible] Project staff should have [illegible] considerable amount of materials for use in [illegible] by the end of the third quarter of project operation.

c. [illegible] of the graphic [illegible] and the goal of making [illegible] reader.

[illegible]

[illegible] this project [illegible] and work [illegible].

[illegible]

1. [illegible] current and future [illegible]

2. [illegible] information for [illegible] and [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

XIII. Staff [illegible]

[illegible] in early October and will [illegible].

XIV. Activities [illegible] Next Reporting [illegible]

a. [illegible] initial [illegible] and prepare it for [illegible].

b. [illegible]

c. Continue [illegible] in the revised [illegible].

[illegible] training is planned on how to use the handbook for [illegible] training workshops to be held during the sixth [illegible] field operations.

[illegible] workshop sites and make reservations for workshop [illegible].

[illegible] participants and notify them of the workshop [illegible] in March and April, 1987.

[illegible] to use GPO facilities in Chicago and obtain initial printing cost estimates of the handbook.

[illegible] work accomplished by the [illegible] consultants who [illegible] up to the questions asked of them.

The following narrative provides [illegible] on the fifth quarter of [illegible] operation.

[illegible] to December 31, 1986

II. Major Activities and Accomplishments

A. Developed [illegible] draft [illegible] of the handbook in October, 1986. [illegible] copy contained the chapters with a total of 326 pages [illegible] text and visuals. This version was developed for the use of the Field Test Consultants.

B. A Field Test Consultant training was held at the University of Wisconsin [illegible] November 1, 1986. [illegible] Field Test Consultants [illegible] the handbook and [illegible] a new evaluation [illegible] to evaluate the [illegible] work:

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] the Summit
[illegible]al Education
[illegible]versity of California - Santa Barbara

[illegible] Hollinger
[illegible] Regional [illegible]
[illegible], Illinois

[illegible] Harris
[illegible]intendent
[illegible] Mental Health Center
[illegible], Illinois

[illegible] consultants were very helpful [illegible] suggestions were made for improving the handbook. The consultants also provided additional materials for inclusion in the handbook.

Mr. [illegible], Assistant USOE Project Officer participated in the Field Test Consultant meeting.

[illegible] A minor revision and reprinting of the handbook was made after the Field Test Consultant meeting to make the handbook readable for the Field Test Consultants.

[illegible] Each of the seven Field Test Consultants selected five people from their own State to evaluate the handbook using a questionnaire developed for specific interests of the area which they represented. The [illegible] local consultants were approved by the Project Officer.

Each of the seven Field Test Consultants held a half-day workshop to instruct their local consultants in the evaluation of the handbook. The local consultants were then given two to three weeks to complete their evaluation and return the evaluations to the Field Test Consultant. The Field Test Consultants were to summarize the five local consultant evaluations and return all materials to the Project Director by December 11, 1979. Six consultants have completed all work at this time and the remaining consultants are expected to complete the summarization by the first week of [illegible], 1980.

Project [illegible] the results of the field test [illegible] the final draft of the handbook. [illegible] "Field Test [illegible]" [illegible] a general outline for the handbook. Many suggestions and ideas have been presented for improvement and inclusion in the handbook. The field test [illegible] will be a valuable resource in completing the [illegible].

E. Project [illegible] added more resource materials to the Annotated Bibliography and changed the format of the Annotated Bibliography from alphabetical to topical.

F. Our Media Center compiled [illegible] to be used in the overall graphics of the handbook. The design is to increase the readability of the handbook.

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] the handbook are as follows:

[illegible]	[illegible]
	[illegible]
	[illegible] William Hay
[illegible]	[illegible] Sheraton [illegible] Hotel
[illegible]	[illegible] City Hotel Motor Inn
[illegible]	Atlanta Howard [illegible]'s - [illegible]

[illegible]

[illegible] been encountered at this point. However, [illegible] project funds to conduct [illegible] workshops for [illegible]. A drastic increase [illegible] number of people to be invited.

[illegible]

[illegible] development of [illegible] the annotated bibliography and [illegible].

[illegible]

[illegible] presented a program on the handbook at the [illegible] Association Convention in Anaheim, [illegible] September 2, 1974. Fifty-seven persons attended the [illegible] staff received many enthusiastic comments on the [illegible] handbook.

[illegible] of Dissemination

[illegible]

[illegible]

[illegible]

VIII. Staff Utilization

A request was made to the Project Officer to reduce Lloyd Tindall and John [illegible]'s time from [illegible] on the project.

IX. Activities for Next Reporting Period

A. Review the field test data and make appropriate revisions in the handbook in light of the field test results.

B. Develop a final version of the handbook and complete all unfinished sections.

C. Complete the new version of the topical annotated bibliography.

D. Prepare training package on how to use the handbook which will be included with the handbook as part of the final product.

E. Prepare workshop agenda and training materials and methods to be used in conducting the four regional workshops.

F. Complete displays for the handbook and training manual.

G. Begin [illegible] manuscript and arrange for printing of the handbook.

The following narrative provides details on the sixth quarter of Project operation.

January 1, 1980 to March 31, 1980

I. Major Activities and Accomplishments

A. Project staff completed the final review of the handbook and the annotated bibliography. [illegible] editing and [illegible] of the [illegible] which [illegible] the [illegible] of which [illegible] of which [illegible] the [illegible].

B. [illegible]

C. [illegible] were [illegible] and [illegible] Salt Lake [illegible] and [illegible].

D. [illegible] were sent to [illegible] state [illegible] [illegible] [illegible]. From the [illegible] returns [illegible] that [illegible] will be [illegible].

Field Test

Seven [illegible] as field test consultant leaders to attend a training workshop in Madison to evaluate the handbook and develop an instrument for others to use in evaluating the handbook. These seven consultant leaders selected five additional evaluators in their local area to meet for a one half day session to pre-evaluate the handbook. Thus a total additional 35 persons per field test consultant or 35 additional persons evaluated the handbook over a period of one month. The ideas and strategies were checked with personnel in their local areas for workability and value in working with handicapped students. Consultants were from the areas of vocational education, special education, guidance, rehabilitation and advisory organizations. Consults also included handicapped employees, teacher coordinators, supplemental services coordinators, school psychologists, directors of testing, special needs counselors, CETA counselors, private school teachers, parents, vocational evaluators, work experience coordinators, service agency personnel and instructional development personnel. Field test consultants represented secondary and postsecondary levels, and university staff.

This broad range of people brought a wealth of expertise to the benefit of the handbook. Format and content, strategies, methods, and techniques were carefully scrutinized. As a result major changes were made in the handbook after the field period. The field test and the vast expertise of material contributors gave project staff confidence that the content was authentic and useful.

Samples of the results of the field test follow to provide a detailed view of the process and to provide readers with an idea of field test feedback. A listing of field test consultants and their local consultants and area of expertise can be found in the appendix.

APPENDIX [illegible]

EVALUATION OF HANDBOOK
"DEVELOPING VOCATIONAL CURRICULA FOR HANDICAPPED BY PEER

You will be given a rough draft copy of the above handbook. Please ignore the grammatical, mechanical, and spelling errors as these will be edited by someone else.

Your comments, suggestions, recommendations, etc. should be concerned with content, format, and utility of the handbook.

Intended Users

Vocational, special & general education teachers, guidance or rehabilitation, mental health center professionals, etc.

Plan of Handbook

I. Evaluate the format of the Handbook.

A. Please evaluate the overall format. Think in terms of utilization, appearance, ease of locating information, etc.

Comments or suggestions:

B. Evaluate the format of each area listed in the table of contents:

1. I: -Program Modification.

2. II: -Learning Disabled Students

3. III: - Emotionally Disturbed Students

4. IV. - Retarded Students

5. V. - Visually Impaired Students

6. VI. - Hearing Impaired Students

7. VII. - Physically, Other Health Impaired Students

8. VIII. - Formal and Informal Assessment

9. IX. - Models of Service Delivery

10. X. - Working with Others

C: Are there other formats you feel would be better? If yes, please comment.

D: Do you feel this format will have appealability for the intended users? This includes the intended loose leaf binder, abstract designs for each title page, and the use of these abstractions in the chapters for dividers and space utilization.

Other uses?

If not, what suggestions could be made?

Content Areas

Is the section - "How To Use This Handbook" complete? If not, give suggestions.

Evaluation of each chapter:

Keep the following in mind.

a. Are they appropriate?
b. Are they consistent?
c. Are the definitions accurate?
d. Is the material accurate?
e. Will the information be helpful?
f. Are the sections complete?
g. Is there enough information - examples?

Chapter I. Program Modification - Comments and suggestions.

Chapter VIII. Formal and Informal Assessment - Comments and suggestion

Chapter IX. Models of Service Delivery - Comments and suggestions.

Chapter X. Working with Others - Comments and suggestions.

There are three sections within the disability areas.

a. What it's like to have the disability.
b. Specific modifications of goals, environment, and teaching techniques.
c. Modifications in use in vocational programs.

Please evaluate each of the following disability area chapters breaking them down into the three sections as given above.

II. Learning Disabled Students.

Section A.

Section B.

Section C.

III. Emotionally Disturbed Students

Section A.

Section B.

Section C.

IV. Retarded Students

Section A.

Section B.

Section C.

V. Visually Impaired Students

Section A.

Section B.

Section C.

VI. Hearing Impaired Students

Section A.

Section B.

Section C.

VII. Physically, Other Health Impaired Students

Section A.

Section B.

Section C.

Comment on the readability of the material:

Comments:

In the awareness sections of each disability chapter (Section A of Chapters II - VII) give sufficient illustrations of what it's like to have the disability? If not, comment on each specific disability area giving suggestions, if possible.

In the second section of each disability chapter (Chapters II - VII), do you find sufficient modification concepts and techniques to assist the intended user in modifying vocational curriculum? If not, please comment and make suggestions, if possible.

In the third section of each disability chapter (Chapters II - VII), do you find enough examples of modifications to assist the users in modifying vocational curriculum? If not, please comment and make suggestions, if possible.

Are there implications of racist, sexist or stereotyping of handicapped people? If so, please comment and make suggestions, if possible.

What is your opinion of the length of the chapters? the whole handbook? Please comment.

Should the annotated bibliography of materials be included in the handbook or as a separate publication?

Comments:

Utility

Will this handbook be appropriate and useful for the intended users? If not, comment.

Do you see it appropriate for others? Who?

What is your overall opinion of the handbook?

Comments:

Please give your suggestions for improving the handbook.

Other comments:

[illegible]

[illegible]

[illegible]

[illegible] of the children who [illegible] of the project [illegible] by external conditions. This is a secondary [illegible] evaluated by each of you. Your desired purposes [illegible] the work [illegible] organization, content, use, and technical [illegible]. We are [illegible] to this for [illegible] [illegible].

[illegible] the form provided to each of the following questions. [illegible] [illegible] and/or graphic. If more space is [illegible] use additional paper and feel free to attach brochures.

1. [illegible]

a. [illegible] of [illegible] the overall design and form.

b. [illegible] [illegible] and form.

c. [illegible] [illegible] audience of Florida [illegible] [illegible] with [illegible] [illegible] by this [illegible] [illegible] [illegible] a [illegible] audience.

d. [illegible] to [illegible] [illegible].

[illegible]

[illegible]

III. [illegible]

A. Please note the level of [illegible] and its [illegible] the specific potential users. (Vocational, special or general education teachers; guidance or rehabilitation counselors; school psychologists; administrators; mental health centers professionals, etc.)

The [illegible] curriculum modifications. The material is appropriate for [illegible] staff who are involved in implementing, expanding [illegible] vocational education for handicapped learners [illegible] support staff involved in maintaining the handicapped in vocational instruction.

[illegible] likely to [illegible] special [illegible] who [illegible] staff [illegible] utilizing the [illegible] this handbook.

[illegible] will [illegible] used by [illegible] administrators [illegible] possible [illegible].

B. [illegible]

[illegible] the process. [illegible] which will be [illegible] all.

[illegible]

[illegible]

[illegible] Administrators, [illegible]
[illegible]

[illegible] Administrators, [illegible]
[illegible] Parents, Board and Public, Counselors
[illegible] Improvement: Administrators, teachers
ESEA Staff, Test Evaluators & teacher
faculty
[illegible] Library: Administrators, teachers and
higher education
[illegible] with Parents: State and local level [illegible],
Special ed Administrators, teachers and
teachers and parent groups

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Are there [illegible] sufficiently [illegible] to [illegible] available to help vocational instructors modify a vocational curriculum. (Part II of each disability chapter)

[illegible] what you have in this handbook, it appears that you take for granted that vocational instructors would readily modify curriculum for handicapped students.

First: Most are not qualified.
Second: It takes a great deal of time, which most are not willing to give.
Third: A team approach should be used, allowing an interchange between a group of professionals.

[illegible] Are there sufficient examples of modifications available to help vocational instructors modify a vocational curriculum. (Part II of each disability chapter)

Yes use more diagrams, flipcharts, hands-on types of teaching aids. Not enough factual data available. Housekeeping section is good; other sections could be broken down into easier step-by-step methods. Set it up in shorter sections that can be tested out of by higher level students. Each section mastered gives students a success which should motivate them into the next section of a task. Many small accomplishments lead to overall success.

[illegible] How usable is the handbook in terms of finding specific information easily and readily?

[illegible] natural flow of ideas in most sections. Use less clinical jargon.

[illegible] times, it is hard to decipher usable information and condense. Use outline form. Example:

a) State objectives clearly for each section.
b) Include short factual reading.
c) Provide evaluation of data internalized.

[illegible] Were there examples of sex stereotyping that [illegible] type number etc.

[illegible] nothing flagrant.

[illegible] formal and informal [illegible] What is your opinion [illegible]

[illegible] -- [illegible] -- [illegible] -- [illegible] -- [illegible]

[illegible] would be helpful if such [illegible] have Teachers Kit #1, [illegible] 3, 4, or [illegible] each kit covering [illegible] disabilities and a special [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

- [illegible] understand in some [illegible].
- [illegible] of information is questionable.
- [illegible] is filled with too many things that are nice to know, but [illegible] the things that regular vocational education instructors [illegible] [illegible] workable knowledge.

[illegible]. What is your opinion of the length of the chapters? In the whole [illegible]? Are they too long, too short or satisfactory?

[illegible] -- needs more factual information and a shorter [illegible] [illegible] be [illegible] readable with more documented success cases, more positive [illegible] [illegible] more general case histories. Again, form should be in [illegible] teacher training kit format -- kit #1 would build on #2 and so on.

[illegible]. What additions or deletions should be made in the content area?

[illegible] should be moved to separate section; use shorter sections for each [illegible]. Further [illegible] sections to get back to the basics -- leave instructors with a positive, challenging outlook when dealing with the handicapped.

[illegible]

[illegible]. What [illegible] in the handbook format and layout do you [illegible] handbook?

- Portions of federal mandate and state laws should be [illegible] qualitatively. They have no voice in the matter -- these students will be served adequately within the system.
- Realistic resources should be provided.
- A split page format should be used for note-taking.
- Definition of terms should all be included.

[illegible]. What [illegible] and [illegible] to other special need [illegible] handbook. It should be [illegible]:

Additional instructions

[illegible] Aides

Administrators - to get a better understanding of instructions [illegible] dealing with handicapped students.

[illegible]. How [illegible] this handbook being used at your school? What [illegible] is need to be [illegible] useful?

New employees

District In-Service

If handbook was set up in short teacher training kit booklet form it would be used as a reference guide.

[illegible]. Are there additional format [illegible] or alternative formats which might be added?

[illegible] answers.

[illegible]

[illegible] will be the most appropriate [illegible] and which sections would it [illegible] to [illegible].

[illegible] Approaches

[illegible] Personnel Resource Instructions

[illegible]

[illegible]

should be presented by a team of qualified people.

[illegible] with local school district policy? Does it [illegible] with [illegible] or state policy [illegible]'s definition of disability [illegible]?

[illegible]

[illegible] manual be improved?
[illegible] of recommended improvements.

- Better format (Teacher Training Kit)
- Needs a glossary
- Better and more clearly stated objectives
- More [illegible] approach; reader involvement

[illegible] the handbook is organized differently [illegible] matrix and were [illegible] eliminated?

[illegible] What [illegible] differentiation both written and audio visual have associated with that would benefit a vocational instructor working with a specific disability group?

[illegible] examples:

[illegible] provide examples.

[illegible] examples of audio visual materials that would be suitable for vocational instructors working with various disability groups, an example could be a video tape with standing in the back. This can include flip charts, taped materials or peer tutoring etc.

[illegible] will provide examples.

7. In your opinion, do you feel the curriculum examples listed are [illegible] and relevant? Please comment:

[illegible] sections very good; others [illegible] use flipcharts, audio visuals, sound-on-slides, etc.

In my opinion, a format could be utilized that would allow for more [illegible] participation-involvement.

8. In your opinion individualized instruction should be defined in a separate section in the handbook.

[illegible] file.

[illegible] 'Example' in each section.

[illegible] the [illegible] [illegible] and vocational [illegible]
[illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [

**

[illegible]

MAINSTREAMING VOCATIONAL EDUCATION FOR HANDICAPPED PERSONS

HANDBOOK EVALUATION FORM

A rough draft of this handbook has been developed by the project staff and has been reviewed by external evaluators. This is a second draft designed to be evaluated by each of you. Your [illegible]ed responses are to be in the areas of organization, content, use, and technical qualities of the handbook. You are not expected to edit for grammatical and mechanical errors.

Please give your response to each of the following questions. Where ever possible give examples and be specific. If more space is needed please use additional paper and feel free to attach examples.

---

*The following comments are a summary of the evaluator's statements. Please read the individual evaluations for more detail.

I. Organization:

A. What is your general reaction to the overall design and format?

The general concensus was that the overall design is good and that no major changes are needed. You may wish to consider the following specific recommendations.

(a) explain the purpose of the manual in the section titled "How to Use This Handbook"
(b) *explain the impact of PL 94-142 in this section
(c) the division of the chapters into three sections good format
(d) whenever possible distinguish between students having "academic deficiencies and handicapped students".
(e) need a comprehensive table of contents
(f) *some of the content within individual chapters is applicable to all handicapped students as well as non-handicapped. a separate section for these characteristics should be considered
(g) references for all resources should be included
(h) pages 2-10 should be a part of the chapter on assessment

B. Will the format appeal to a diverse audience of Florida's professionals and paraprofessionals working with handicapped persons? If not please give specific reasons that prevent its appeal to a diverse audience.

*The overall concensus was that this handbook would appeal to a diverse audience of Florida's professionals.
It was felt that it was most appropriate for vocational teachers and that the content may not appeal to "academic" teachers and exceptional education instructors. The inconsistency of the complexity and throughness of chapters may by problematic

[illegible] Is the length of the chapters? ( ) too long, ( ) too short, or ( ) satisfactory.
Is the complete handbook? ( ) too long, ( ) too short or ( ) satisfactory.
If chapters are too long or short, please specify which ones need to be shorten and/or lengthen and why.

*There was a wide range of responses on this question, as one evaluator states "Reviewers will have difficulty with the question of length, in the opinions of some the chapters will be too short and in the opinion of others they will appear to be too long. It depends upon how familiar one is with the content. Some specific recommendations are: (a) question the use of ISP when the federal programs use IEP (b) give brief example of an IEP (c) include example of modifications needed in planning model pages 6-7.

[illegible] What is your opinion of the appearance of the handbook? Will Florida's potential users find it appealing? This includes the use of a loose leaf binder, abstract designs for each title page and the use of these abstractions in the chapters for dividers and space utilization.

*some general comments indicate overall approval for the appearance of the handbook. Specific comments are: (a) loose leaf format desireable (b) technical illustrations should be colorful and attractive. If they are primitive or crude they will detract from the value of the handbook. Example chapter IV - 42, 43, 44 (c) dividers between major divisions and offset chapters [illegible] disabilities from the beginning and ending would help.

[illegible] Should the handbook include the annotated bibliography of materials or should this be provided as a separate publication?

Most evaluators thought the handbook should include the annotated bibliography. In addition it was felt that the handbook might contain (a) a bibliography of additional references following each chapter -- suggested readings for further information (b) a list of vocational education programs already in operation which might be contacted for information or visitations. (c) a list of organizations for consultant help for all handicaps as in the list on V-25

[illegible] What is your reaction to the accessibility of the content for users wanting to modify vocational curriculum? Can a user find what is there easily?

Individual evaluations will need to be read. The responses are detailed and different from each evaluator. Many of the specific recommendations are good and should be considered. Most agreed that some way of distinguishing the individual chapters is desireable.

[illegible] Is the variety and compatibility of the ten chapters sufficient? Style, information presented, educational philosophy?

The general agreement is that it is evident that different authors prepared the different chapters. Some seem to be simplistic in style, others fall back on technical jargon that vocational educators may find unfamiliar. The philosophy seems to be consistent. Two evaluators had serious concerns about this question and their individual responses should be considered.

[illegible]

Only one response and that was the consideration of dealing with the impact of PL 94-142 and the Vocational Rehabilitation Act in the introduction. This recommendation is consistent with earlier suggestions by the evaluators.

II. Content

1. Please rate the level of comprehensiveness and its appropriateness to the specific potential users. (vocational, special or general education, teachers, guidance or rehabilitation counselors, school psychologists, administrators, mental health centers professionals, etc.)

*The basic idea here is that the handbook should keep the vocational teacher as its primary audience as it would be too difficult to attempt to reach all ranges of professionals in education. Some specific recommendations are made by several of the evaluators and these should be read and considered. See Wells, Lombana, Grise

5. Evaluate the level of specificity and its relevancy to the specific potential users listed in the previous question.

*Again there is a wide range of responses from the evaluators.. Some believe it is sufficient for vocational teachers and some believe several changes need to be made. See the evaluations by Grise. Wells, Eikeland

. Considering your experiences and expertise, in your opinion is the information presented accurately? Indicate any instances which are incorrect or misleading and please state why. Whenever possible, please provide the correct information.

*Each evaluator gave unique specific responses to this question. Please read the entire individual responses.

. Are the awareness sections on each disability area sufficient to inform the reader of the handicapping condition?

In general the response was in the affirmative, however there were a couple of exceptions--see Grise, Eikeland, Lombana

[illegible]

The majority of the evaluators say yes. The MLD chapter needs to be expanded. The LD chapter page 12, the discussion of values is inadequate--include the values continuum.

[illegible] Are there sufficient examples of modifications available to the teachers or other professional staff to modify a vocational curriculum? (Part III of each disability chapter).

Again the majority of the evaluators believe these to be adequate. See Wells's for specific suggestion for improvement.

[illegible] Examine the examples given. Are they correct and non-offensive or controversial in nature?

All evaluators say yes; perhaps a little too much detail.

See Grise, Eikeland

[illegible] Do the chapters flow smoothly from one to the other?

*The evaluators do not believe that the chapters flow smoothly from one to another. Each evaluation should be read since each contains unique suggestions.

[illegible] Are there contradictions in the draft? If so, where and which is correct?

Most did not see any contradictions. Two comments were made--(a) the lack of differentiation between handicapped and non handicapped students (b) ISP should be IEP

[illegible] Does any of the content stereotype handicapped people? If so, where? Please give correct example.

Page 2 - slow learner to become proficient at a slower rate See Grise question II-C

[illegible] Given specific direction to and last three chapters. Is there [illegible] that could be added? [illegible]

* A wide range of responses was obtained from this question. Some could not evaluate because of the lack of information and others gave specific suggestions. See Lombana, Grise, Nikeland

[illegible] What guidelines [illegible] be made in use of the [illegible] instructional [illegible] groups?

*See Lombana Grise, Nikeland each offers specific recommendations

III.

[illegible] How would you use this Handbook being used by the [illegible] professional and paraprofessionals working with handicapped students? (yourself as an example)

*training workshops, inservice training, resource manual, in classroom, state consultants and in program planning for modification of instruction

[illegible] individual responses, especially Swift.

[illegible]

All the responses were in the affirmative. Strengthen the introduction, chapter V, and more emphasis on the attitudinal problems faced by handicapped individuals

[illegible]

Most felt this had been answered by the responses to previous questions. See Swift for one suggestion.

[illegible] What is your opinion of the availability of [illegible]?

Unfortunately, how [illegible] appropriate, overall read seems answer but technical in nature, varies a great deal.

[illegible] Would [illegible] be [illegible] by [illegible] of limited [illegible] or [illegible] attitudes?

None [illegible] found [illegible] situations could reflect both sorts

[illegible] Is the [illegible] consistent with [illegible], regulations, and Interior Regulations. If any conflict exists, please indicate where and why.

Federal statutes should be explained as they are relevant to this topic. Question concerning use of ISP versus IRP should be considered

[illegible]

[illegible] reproduction quality [illegible] If a known [illegible] of the paper is [illegible], please feel free [illegible] your [illegible].

[illegible] this--see [illegible]

HANDBOOK EVALUATION
Handbook on Modifying
Vocational Curricula for the Handicapped

This is a draft version of the handbook that will be placed in a three-ring binder and distributed to all fifty state boards for vocational education in the spring of 1980 via regional workshops. Based on your expertise you have been chosen to assist in evaluating the handbook before the final printing.

The Vocational Studies Center at the University of Wisconsin is interested in your responses in the areas of content, format and utility. Please be specific. Give page numbers, write suggestions on the handbook, etc. The usability of this handbook and the degree to which it will help handicapped students in vocational education is dependent on our input.

Please provide your responses to the following questions and requests: If you need more space you may use additional paper.

CONTENT

1. Please rank order (1, 2, 3 only) the individual or agency that would probably use the handbook most and please explain briefly why:

___ Parent	___ Administrator
___ Vocational teacher	___ State board staff
___ Student	___ Vocational rehabilitation
___ Special education teacher	___ Pre-vocational teacher
___ Teacher educator	___ _____ (Other)

2. Please comment on the appropriateness to the specific users listed in question number one.

[illegible]

[illegible] modified mainstream [illegible] of children [illegible] multicultural [illegible] the handicapped population. [illegible] in modifications to the future vocations.

1. Please comment on the comprehensiveness of the characteristics of each handicap.

2. To what extent do the suggestions for teaching each handicapping condition (Part II of each chapter)

3. Is it appropriate to address each major handicapping condition?

   A. Does this stereotype individuals?

   B. What other approach could be used?

4. Please comment on the examples of curriculum modifications in each chapter (Part III of each chapter).

   A. Are the examples concrete and applicable to the handicap?

   B. Are there sufficient examples?

[illegible] [illegible] [illegible] [illegible]

[illegible]

1. Is the material really geared toward the needs of handicapped persons? [illegible] [illegible] suggestions might you have for improvement.

[illegible]

Please comment on the auditor's [illegible] aspect of this material. Does the material lend itself toward all [illegible]?

[illegible]

2. Are there adequate suggestions and [illegible] for [illegible] to the primarily auditory, visual or tactile learners?

[illegible]

[illegible] Please [illegible] and higher [illegible] this material [illegible] educational [illegible].

[illegible]

10. In your opinion, are the examples provided sufficiently broken down to one being for ease of learning by [illegible] and [illegible]?

[illegible]

11. Please comment on the effectiveness of this handbook toward individual [illegible] in [illegible].

[illegible]

12. Please comment on the depth of treatment of each area. Please [illegible] areas that are [illegible] or misleading.

[illegible]

[illegible]

1. Please comment on the overall format of the handbook, type, design, chapter arrangement, etc.

2. Please comment on the front and back matter of the handbook.

3. Does it contain a bibliography?

4. Does it contain a glossary?

[illegible] using the format:

[illegible]

[illegible] chapter chapter in subjects [illegible]

II. Introduction of the handbook

Suggestions for teaching

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] would be better than [illegible]

[illegible] OF THE [illegible] APPROPRIATE

[illegible] your introduction of handicapped [illegible] little unrealistic. [illegible] I was glad [illegible] you included chronic health [illegible] handicapped. Perhaps the [illegible] characteristics, [illegible] inconsistencies in daily [illegible]. Attention [illegible]

[illegible]

[illegible] be described and explained [illegible] could replicate them. [illegible] that these modifications will require [illegible]

[illegible]

[illegible] except in [illegible] in answer [illegible] modifications, then perhaps it is [illegible] a regular classroom [illegible] make them [illegible]

[illegible] PROGRAM [illegible] THAT THE [illegible] THAT THE [illegible] IN THAT CLASS.

[illegible] student and [illegible]

[illegible] area. [illegible]

[illegible]

[illegible]

[illegible] emphasis [illegible] would [illegible] section on how to work with itinerant [illegible] staff. [illegible] is highly important [illegible] of their affiliation [illegible] equipment need [illegible] with the special education staff.

[illegible] INFORMATION AS [illegible] ACCESSIBLE TO YOU [illegible]

[illegible] would be [illegible] In addition, the three sections of [illegible] general [illegible] education program [illegible] Also, [illegible]

[illegible] TABLE [illegible]

[illegible] adding a section on preparing [illegible] adding a section on general mainstreaming techniques [illegible] teachers [illegible] approaching [illegible] assessment; adding [illegible] listing of [illegible] that are [illegible] exceptional [illegible] adding a section [illegible] vocational "in class" training [illegible] the work [illegible] program [illegible] training.

[illegible]

[illegible]

ARE THERE [illegible] OF [illegible] ACTIVITIES THAT [illegible]

[illegible] Perhaps some of your examples, [illegible] work sheet [illegible] packages, could [illegible] home economics them rather than [illegible]. [illegible] industrial arts [illegible] oriented subjects.

[illegible]

[illegible] various aspects of [illegible] handicapping [illegible] [illegible] that may be made is the aspect of "degree [illegible] handicapping [illegible] that some exceptional students [illegible] more than one characteristic: and the aspect [illegible] [illegible] to have [illegible] characteristics like [illegible] [illegible] as being [illegible].

[illegible] WILL IT BE A [illegible] BE LEAN [illegible], WITH ABSTRACT DESIGN [illegible] PATH [illegible] [illegible] ACTION THINGS WILL BE DONE IN THE CHAPTERS FOR [illegible] [illegible] [illegible] [illegible] ONLY BE AN ANNOTATED BIBLIOGRAPHY [illegible] [illegible] IN THE SUFFICIENCY OF THIS, IN YOUR ESTIMATION, [illegible] [illegible] THE KIND OF [illegible] THAT WOULD BE MOST SUITABLE [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] debate. [illegible] [illegible] with it in question [illegible] [illegible] bibliography [illegible] [illegible] [illegible] This would be [illegible] resource. The bibliography [illegible] [illegible] [illegible] [illegible] general [illegible] [illegible] the [illegible] [illegible] dealing with [illegible] [illegible] be written [illegible] [illegible] [illegible] [illegible] the [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible] teachers, [illegible] pessimistic.

[illegible]

[illegible]

[illegible]

[illegible] classroom [illegible]

[illegible] to be placed [illegible] alternate [illegible] assignment task.

[illegible] students.

[illegible]

[illegible] students in a continuum.

[illegible] in this [illegible] efforts [illegible] national teachers [illegible] Suggestions should [illegible] how to relieve pressures in the class; how to notice signs of [illegible] and then what to do about them.

[illegible]

[illegible] by national teachers who probably [illegible] little, [illegible] delinquency [illegible], a simplified [illegible] rather than the thesis presentation.

[illegible] analysis skills.

[illegible] sample of a [illegible] analysis should be given, [illegible] programmed instruction format, [illegible] Another sample could also be [illegible] then taking the same skill/ [illegible] a very detailed task analysis [illegible] for MR students not needing as small [illegible] learning units.

[illegible] needs to be added in [illegible] instruction [illegible] techniques.

[illegible] typical problems encountered in [illegible] Work Study Station.

[illegible] is to be expanded [illegible] discuss the [illegible] learning [illegible] and the curriculum learning principles that should [illegible] designing same.

[illegible] when the [illegible] required skills. [illegible]

[illegible] the [illegible] crankshaft.
[illegible] from mixture [illegible] dry
[illegible] dirt from the crank-
shaft [illegible]

[illegible] little reading [illegible] instructions [illegible] first represent-
[illegible]

[illegible] with [illegible] instructor.

[illegible] the [illegible], pages 4-72, need to be rewritten [illegible] the action/direction [illegible] the student needs to [illegible] and part or make the one step [illegible] into two parts.

[illegible] the [illegible] of the engine with your [illegible] wrench."
"[illegible] your speed [illegible]
[illegible] the [illegible] machine."

[illegible]

[illegible]

[illegible] in Hayward, California, [illegible]

[illegible] - Another alternative to this type of assessment which you may want to [illegible] of an application form/résumé that has been prepared.

[illegible]

[illegible] better [illegible] to handle the missing [illegible] the use [illegible] or the use of a [illegible] rather than [illegible] the written statement.

[illegible]

[illegible] in the [illegible] process; why not make the terminal objective [illegible] expand on [illegible] objectives to make them into a true objective [illegible] skill, condition, criterion, evaluation), and label the steps under the objective as [illegible] task [illegible]?

[illegible]

[illegible] "Screening"

[illegible]

[illegible] making an assumption which I [illegible] not. In this entire section, the [illegible] to [illegible] put on the vocational education teacher to do the assessment, [illegible] curricular changes, etc. The general teaching strategies are [illegible] Why not make the assessment of the student an [illegible] profile the [illegible] effort of the VI itinerant teacher [illegible] As it reads [illegible] responsibility is being put on the

[illegible] GROUP

[illegible] Date: [illegible] 7, [illegible]

[illegible]

[illegible]

[illegible] (3), 4.

[illegible] and [illegible] to accuracy of [illegible] ability of [illegible] content [illegible] of information of [illegible]

[illegible]

[illegible]

[illegible] Assessment - [illegible] to [illegible] goals and objectives [illegible] be used and [illegible] Material [illegible] and not well [illegible] more information regarding physical [illegible] limitations imposed by nature of handicapping conditions and impact [illegible] attached.)

[illegible] Assessment - [illegible] well organized. Content is [illegible] of [illegible] to vocational or pre-vocational goals and [illegible] what the content will be and how all the separate [illegible] should be [illegible] with B., and [illegible] should [illegible] sources are [illegible] (e.g., [illegible]) [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] very [illegible] portrayal [illegible] a physically [illegible] would [illegible] if it included more emphasis [illegible] possibilities rather than a portrayal of obstacles.

[illegible] of various physical handicaps are presented in a manner [illegible] by a lay [illegible]. These descriptions could be enhanced [illegible] the inclusion of information regarding the current [illegible] condition in the educational section (See Myklebust, 197 for example [illegible]).

[illegible]

[illegible] information [illegible] and [illegible]

[illegible] This is usually aimed [illegible] .

[illegible] assessed by [illegible] a first grade teacher might ask a "normal" sighted student how [illegible] a certain subject.

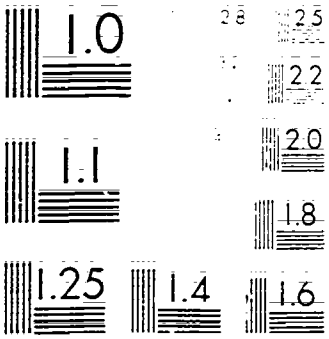
[illegible] problems that teachers [illegible] and how them [illegible] from a completely different point of view [illegible] "normal" sighted students but should seek [illegible] . This is [illegible] "consultants" in psychology, in management, [illegible] in the writing of handbooks.

With regard to agencies and referrals to be contacted for learning tasks or for help [illegible] the teacher should encourage the student to contact the referral agency [illegible] Thus the student would learn not only self help but how to help other handicapped students.

The committee felt that there would be some benefit in making a separate chapter on communication as a sort of appendix which can apply to all teaching and perhaps to all teaching since teaching [illegible] handicaps is [illegible] of excellent teaching principles. For instance, [illegible] would be useful to be a good note taker as if taking the notes to help [illegible] a handicapped student. Basic listening skills apply to both [illegible] teachers. [illegible] looking at the person to whom you are talking apply [illegible] between blind people much less between a teacher and a [illegible] .

It should be mentioned that all handicapped students can get library services which were originally set up for the blind and are usually "advertised" under the title of Blind Resources such as talking books etc.

The [illegible] impression [illegible] committee as usually assuming that the handicapped person would stay at [illegible] if skilled enough would work at a factory job. Actually the teacher [illegible] would know how to teach the handicapped students to use the tel[illegible] maps [illegible] blind how to get along with the sighted [illegible] live in groups outside


1.0
2.8
2.5
2.2
1.1
2.0
1.8
1.25
1.4
1.6

1F. Teaching Materials

In recent years, there has been a mushroo[illegible]g [illegible] curricula and training materials in the broader area of career education. Most of these materials relate to consumer education and orientation to careers or occupational information. One of the biggest publisher of this kind of material for student use is the Changing Times Education Service, 180 East Sixth Street, St. Paul, Minnesota 555101.

Most of the material on vocational education of the handicapped is oriented toward the teacher and consists of [illegible] outlines, activities, teaching strategies and resources [illegible]ms, materials, etc. One publication which I have found most helpful for the physically handicapped is:

Foster, [illegible], C.O., Kupisovsky, F. [illegible] Kri[illegible], L.S., Guidance, Counseling, and Support Services for [illegible] School Students with Physical Disabilities. Cambridge, MA 02138, [illegible] Street, Technical Education Research Centers, Inc. 1977

There are two, recently developed, curricula for [illegible] mentally retarded. One is: Brolin [illegible], Life Centered Career [illegible] A Competency Based Approach, [illegible] VA [illegible], 1920 Association Drive, The Council for Exceptional Children, 19[illegible]. A more general curriculum for K-12 is the Social Le[illegible] Curriculum by Herb Go[illegible] [illegible] Associates. I don't have the na[illegible] the publisher but he is [illegible] Professor of Special Education at New [illegible] University.

The Career Training [illegible] High School Di[illegible] Bakersfield CA 93306, has developed [illegible] of course outl[illegible] for various occupations particul[illegible] for the mild [illegible] moderately retarded.

In a survey of the literature, I found a number of curriculum guides and resource materials for vocational education of the handicapped. The Eric number and [illegible] covered are [illegible]s:

ED010917- [illegible] Mentally Retarded
ED 145204- [illegible] Mentally Retarded (Industrial Arts)
ED142772- [illegible] Mentally Retarded and Disadvantaged
ED014172- [illegible] Mentally Retarded
ED011421- [illegible] Mentally Retarded
ED158105 [illegible] 1970-Educable Mentally Retarded, Visually Impaired and low reading achievers
ED132418- [illegible] Needs Students (employment orientation [illegible], hospitality, serving food, and beauty culture

Bensberg, IF continued...

ED127457- Secondary Educable Mentally Retarded
ED119411- Special Needs Students (home management
ED113883- Special Needs and Disadvantaged (world of work)
ED117750-Deaf
ED135495-Special Needs Students(leisure occupations)
ED140064-Special Needs Students(food service, language and reading)

1G- Evaluation and Assessment:

To date, various ability tests, interest tests, and work samples, have not proved to be very helpful in either assisting a student to decide upon a vocation or predict his success in a specific vocation. There seems to be a growing number of programs which are developing their own check lists of competencies. Don Brown's curriculum has 22 competency areas which are further broken down into specific skills. He has developed a check list or evaluation form which specifies level of performance. The student is evaluated regularly and as he demonstrates competency, the training moves up to the next level until he has mastered these skills. The more specific and course objectives can be, the better able the instructor to decide upon instructional content and modify jobs suitable for each student.

2A. Tutoring:

Many vocational education programs utilize a resource room teacher to teach related content such as the vocabulary and math related to a specific occupational area. In some cases a special education teacher is placed in the voc ed classroom and assists the voc ed teacher with the educational program.

If used correctly, using students to tutor the handicapped students works quite well. Some schools have been able to recruit volunteer older students to tutor younger students. In other cases, physically handicapped students can tutor the mentally retarded and the mentally retarded assist the physically handicapped with the work activities. Some schools have recruited parents to volunteer for tutoring. Parents of handicapped are anxious to help and can work with someone else's handicapped child.

The more specific the instructor can be in providing the tutor with goals, objectives, teaching activities, and materials, the more effective the tutoring. Some instructors have prepared daily lesson plans which come complete with detailed instruction on how to walk a student through a particular lesson. The teacher identifies the need of each student and has the tutor check out the instructional materials.

2B. Counseling:

Ordinarily counseling with the physically handicapped would not differ from that of a regular student. The greatest need is to arrange classroom activities in such a way that the handicapped student is able to interact with regular students and form friendships and have a successful social experience. Vocational counseling often focuses upon giving the physically handicapped an opportunity for job tryouts of various kinds in order that they get a realistic picture of their strengths and weaknesses and nature of various occupations. Some have been overprotected by parents and siblings and have a low expectancy level or are afraid

afraid to try certain activities or occupations.

The mentally retarded do not typically respond to the typical verbal psychotherapy or non-directive counseling approach. They are apt to be much more verbal and relaxed in a work setting. During those periods when they are busy with their hands, it seems they don't feel threatened to discuss personal topics such as social relationships, job ambitions, etc. The instructor can use a building project, not only to teach work skills, but also to interact with the student to help him acquire interpersonal skills and to set life goals.

Use of psychodrama has been found useful with the handicapped. A problem is posed and students take various roles and act out a solution to the problem. The solution is then discussed by the class to decide upon the strengths and weakness of the solution shown. Making video tapes of these dramas as a way of permitting the students seeing themselves has quite helpful.

2C. Remedial Help in Math, Reading:

To teach basic skills, I prefer a very structured and programmed approach. A behavior modification program can be set up and a contract written with the student to help him set goals and to stay on target by meeting these goals regularly and being positively reinforced. With programmed materials, other students, volunteers, parents and siblings can monitor the remedial help.

For reading, I like the Programmed Reading Program published by the Webster Division, McGraw-Hill Book Company, St Louis. An assessment test is available to determine the present level of student functioning, to help the teacher decide what book to begin with in the remedial program.

For math, I have used the Programmed Math Program developed by Sullivan and associates and published by the Webster Division of McGraw Hill. It too is sequenced and has a test to determine entry level.

Correlated with these activities, the person responsible for remediation can get the math operations and vocabulary used in a particular voc ed class and work these skills into the general tutoring.

2D. Resource Room Help:

I have nothing specific to offer here other than what has been mentioned above. Clearly, the resource room teacher needs to know what is going on in voc ed, what skills in reading, math and related information is needed by the student so that they can be covered while the student is in a resource room.

2E. Prevocational Services:

Frequently, a world of work class is used to introduce a handicapped student to various occupations and to assist him is making a decision regarding the vocational area he might want to pursue. At the same time this occupational information is being given, general work skills and concepts are taught such as promptness, completing a task, etc. It is also most important that the handicapped student learn other skills and information about community living, budgeting, consumer information, etc. This is one advantaged of follow-

ing the career education model which takes a broad view of careers and is expected to be taught in k-12. Much of the foundation and related skills can be taught in other classes so that more time is available to the voc ed teacher to focus specifically on skills associated with the occupational area.

3A. Administrators Role:

Clearly, the success of adapting voc ed classes to include the handicapped depends upon the support and enthusiasm given by the supervisor of vocational education. He needs to become generally knowledgeable about the needs of the handicapped and ways in which voc ed programs can be adapted to meet those needs. He frequently plays the role of mediator between voc ed and special ed to help avoid conflicts and to promote good communication between these two groups as well as with regular education. He or she must sell the program to the superintendent and school board in order that the program receives space, materials, staff, etc. Typically, this person also gets involved in writing special project grants for demonstration programs or program expansion.

The voc ed supervisor is often the person who opens doors with business, industry, agencies and agriculture. Once they become aware of the program and how it operates, individual teachers can then work with specific community programs.

3B. Inservice Education:

If the voc ed teacher is to serve the handicapped, then they should be prepared to meet their needs. This can only be done through inservice training and the provision of appropriate support services and consultants. Many inservice training programs fail because they are largely didactic in nature. The voc ed teacher needs to have an opportunity to work directly with various handicapped students in a non-threatening situation where appropriate resources are available to help. Such activities as bringing a special education teacher into the voc ed class, or having the voc ed teacher work with a special ed teacher in a segregated class might be one way of achieving this. Having the voc ed teacher observe handicapped who are employed and successful is also one way of helping him or her to raise their expectations and to see the potential of the handicapped for employment.

3C. Interstaff Communication:

The development of the individual education plan should serve as a strong communication vehicle. Most handicapped students have a variety of needs which require various school and non-school personnel to become involved in meeting each student's needs. I like the notion of each student having a program coordinator to be responsible for communicating with teachers, support personnel and outside agencies so that his program always remains current, everyone pulls in the same direction, and there is no gap in his program. Rather than having a single coordinator serving all students, I prefer to have the assignment based on the student's greatest need.

D. Working With Agencies Outside The School:

This is one of the most vital aspects which can contribute to the success of any vocational education program for the handicapped. The community advisory committee can be a start in building a relationship with business and industry. I believe the committee should be heavily weighted toward individuals with power and prestige in the community who could help the vocational program with the various firms and agencies for on-the-job training and ultimate job placement.

Turning cooperative firms and individuals into pats of strokes such as TV and newspaper coverage, "business of the year" awards, and other forms of PR is helpful.

Community agencies serving the handicapped such as workshops, vocational rehabilitation, mental retardation, etc. can augment the resources of the school. In some communities a feeling of distrust has developed, particularly between the VR agency and the school. However, both agencies should be committed to developing vocational competency and to job placement. If the administrators are committed to cooperation, this mistrust can be broken down. Interagency agreements are helpful but it is the relationship at the staff level that will make or break cooperative relationships.

E. Employer Information and Communication

Nothing to add here except the obvious...there has to be a public education program to gain entry into firms and agencies. Presentations to civic clubs, church groups, etc. may lay the groundwork but it is the one-on-one contacts that open doors.

Placement of Handicapped Students:

The difficult period for the handicapped student as well as the employer is during the initial period of placement. An effective program in Richmond, VA which seeks to place the severely handicapped, has personnel who accompany the handicapped student during the initial work period. This provides close supervision of the student and helps him to become oriented to the job, other workers, and to correct any inappropriate behavior which might cause him to "blow it." Gradually, this supervision is withdrawn and others in the organization take over.

In job development, it is important to choose a good prospective employer for the first placement in a business or industry. If the employer has had a positve experience, he is more likely to try others and will be more tolerant of difficult students.

The employer should be oriented as to his role in training, supervising, and evaluating students. As much as possible, he should be included in the planning and his opinion sought as to how the on campus training might be improved.

LIST NUMBER TWO

2.1. What are Most Critical Needs?

Unfortunately, most schools have not laid a good foundation in elementary and middle school programs to prepare the handicapped for employment. Consequently, the voc ed program frequently has to start with very basic work related skills such as work tolerance, assuming responsibility, etc. It is noted that the current movement toward career education which would be provided in all classes k-12 will ease the burden on the voc ed instructor in this regard. He can help bring this about by selling the administrators and teachers on the need for planning and incorporating career related content in the k-12 curriculum.

Many students do not take seriously the need for vocational preparation. This is frequently shared by voc ed instructors, employers, and parents who seem to foster an attitude of tolerating or pitying the handicapped person and not expecting a high level of performance from him. This is particularly true in settings such as an activity center or sheltered workshop where the work hours are short, there are frequent periods with no work, and almost any excuse is sufficient to send the student home but on a pic[illegible]. Students who graduate from such a program are not likely to be successful when placed in a job which requires long hours, high energy output and quality production.

2.2. Solutions to Meeting Critical Needs?

The vocational education program needs to be an integral part of the overall educational curriculum. One cannot expect a voc ed instructor to adequately prepare a handicapped student for employment in a one or two year course. In addition to the notion advanced above, that many work related behaviors should be taught from the kindergarten level through the school period, at the secondary level, the voc ed program needs to be correlated with special education and regular education.

The voc ed instructor should set specific short and long range goals for each student. In addition to the work skills and knowledge to be taught, target behaviors should be specified for each student which will not only be the responsibility of the voc ed teacher to teach but other teachers, employers, and parents as well. This might include such things as inappropriate language or childish behavior, work tolerance, dress, or personal hygiene.

In the 10 exemplary programs which we studied as part of our project, I was most disappointed that none of the programs had significant parent involvement. In regular education there may not be a need for such involvement. However, if one is going to correct

inappropriate behaviors and teach new skills, getting the parents to follow through with in-school endeavors is essential. This does take time and with many parents working, some of this may have to be done at night. Hence, some kind of release time or additional personnel may be required.

Obviously, if the range of abilities and handicaps in a mainstreamed vocational education class are broad, sufficient manpower needs to be provided to help meet those needs. A single teach with a class of 30, cannot be effective in meeting the needs of the regular students along with five or so severely handicapped students. Programmed materials, volunteers, peer tutors, etc. are helpful but not sufficient.

2.3: Key to Teaching Handicapped Students?

The mentally retarded, learning disabled, and many of the physically handicapped such as the cerebral palsied and deaf, seem to respond best to a very structured educational program. Educational approaches which are theoretical in nature, which assume a lot of incidental learning, and which depend upon the student's natural inquisitiveness, are not likely to be successful. Because of the handicapped student's past failures and frustration, an external motivational system is generally required to obtain maximum learning. If the instructor has definite and behaviorally defined short and long range goals in mind for the student, it is easier to do a task analysis on the specific skills and knowledge required to meet these goals and to implement a structured educational program.

The second key is the individualized program. The handicapped vary as much from one another as any two randomly selected students and require different instructional content and methods. In order to plan the individualized educational program, an evaluation of the student's present level of functioning is required. Most standardized tests such as IQ tests have not been found to be helpful in educational planning. However, there are a number of criterion referenced scales on the market and teachers can preparet their own which can be used to assess student's and to plan their educational program. Many work related skills or generic in nature such as courtesy, hygiene, punctuality, etc. These can be planned across classes and settings. Other specific work skills which are necessary for a particular vocation, can be focused upon in the voc ed class and in the lab and work setting.

2.4. Persons in 10 Exemplary Vocational Education Programs.

Houma

Richard T. Bascle, Program Director
Terrebone Vocational Rehabilitation Center
#3 Sayre Road
Houma, Louisiana 70360
(504) 868-0751

Special School Dist. of St. Louis

Dr. John Andrews
Special School District of St. Louis County
12110 Clayton Road
Town and Country, Missouri 63131

Bakersfield

John Penner
Career Training Center
610 Ansol Lane
Bakersfield, CA 93306
(805) 366-4401

Salt Lake City

Drew Petersen, Jr., Director
2530 South 5th East
Salt Lake City, Utah 84106
(801) 487-0377

Manchester CT

Mr. Norman Fendell, Director
Regional Occupational Training Center
665 Wetherell St.
Manchester, CT 06040
(203) 647-3495

Grand Rapids, MI

Mr. Fount G. Warren, Director
Kent Occupational High School
Kent Intermediate School District
2650 E. Beltline, S.E.
Grand Rapids, MI 49506

Cleveland, OH

Dr. Robert G. Keim, Director
Work-Study and Special Needs
Vocational Programs
Cleveland Board of Education
1380 E. 6th St., Room 600 N.
Cleveland, OH 44114
(216) 696-2929, x 387

LaGrange, IL

Mr. Don Minor
Pre-Vocational Supervisor
C. Lewis Martin Center
5331 W. Cossitt Ave.
LaGrange, IL 60525
(312) 354-5730

Bensberg continued...

2.5. Written or AV material in Voc Ed.

I made several suggestions in answer to question 1-F on page five. I am currently writing a chapter on vocational assessment and one of curriculum planning for the handicapped which I will send you when a draft is ready.

National Dissemination Workshops

Project staff conducted four national dissemination workshops for members of State Education agency personnel in the areas of vocational and special education and guidance. The workshop dates were as follows:

May 1-2, 1980	Boston
May 5-6, 1980	Madison
May 8-9, 1980	Salt Lake
May 19-20, 1980	Atlanta

The workshops were well attended and the evaluations of the handbook and the workshops positive. A workshop agenda, list of participants and evaluations received from each workshop follow. A copy of a letter received from Clide D. Cassity, Special Needs Supervisor from the State Board for Vocational Education in North Dakota is included.

Boston

Agenda

Modifying Vocational Curricula For Handicapped Students

Thursday, May 1

11:00 - 12:00 Noon	Registration
12:00 - 1:00 p.m.	Lunch
1:00 - 1:40 p.m.	Opening Session Overview of Project Introduction to - "Puzzled About Educating Special Needs Students" - a Handbook on Modifying Vocational Curricula For Handicapped Students.
1:40 - 2:30 p.m.	Choice of Small Group Sessions 1. Learning, 2. Mental, 3. Emotional, 4. Hearing, or 5. Physical Disability area.
2:30 - 2:50 p.m.	Break
2:50 - 3:40 p.m.	Choice of Small Group Sessions 1. Informal assessment, 2. Formal assessment, 3. Models of Service Delivery, 4. Working With Others, or 5. Visual Impairments.
3:40 - 4:30 p.m.	Choice of Small Group Sessions 1. Learning, 2. Mental, 3. Emotional, 4. Hearing, or 5. Physical Disability areas.
6:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Conducting [illegible] hops Developing State [illegible] Dissemination Plans

Friday, May 2

7:15 - 8:10 a.m.	Continental Breakfast
8:10 - 9:00 a.m.	Choice of Small Group Sessions 1. Informal assessment, 2. Formal assessment, 3. Models of Service Delivery, 4. Working With Others, or 5. Visual Impairments
9:00 - 9:40 a.m.	Information and Resource Exchange
9:40 - 10:00 a.m.	Break
10:00 - 10:50 a.m.	Mechanics of Delivery and Implementation
10:50 - 11:40 a.m.	State Level Workshop Plans Closing Remarks and Conference Evaluation
12:00 - 1:00 p.m.	Lunch

Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center

University of Wisconsin - Madison

Boston - Ramada Inn
May 1-2

Paul Antonellus
Coordinator of Vocational Education
for Handicapped
Division of Occupational Education
31 St. James Ave.
Boston, Mass. 02116

Dr. Cynthia Bell
Specialist in Guidance/Vocational
200 W. Baltimore St.
Baltimore, MD 21201

Connie Biddle
Dept. of Public Instruction
Dover, DE
c/o Dr. Dunkle

Grover Biddle
Dept. of Public Instruction
Dover, DE
c/o Dr. Dunkle

Patricia Burkush
Associate Education Consultant
Vocational Technical Division
105 London Road
Concord, NH 03301

Carl W. Butler
Director
Division of Program Services
Bureau of Vocational Education
Dept. of Educational & Cultural Services
State House Station #23
Augusta, ME 04333

Ms. Marilyn Campbell
Bureau Chief for Planning Evaluation
and Training
Division of Vocational Rehabilitation
600 Asylum Avenue, Suite 103
Hartford, CT 06105

Brian Cobb, Lecturer
Special Education
Social Work/Social Services Dept.
499-B Waterman Building
University of Vermont
Burlington, VT 05401

Richard L. Connel, State Supervisor
Exceptional Children/Special
Programs Division
State Dept. of Public Instruction
P.O.Box 1402
Dover, DE 19901

Donna Cubit-Swoyer
Director, Career Guidance &
Counseling
N.J. Division of Voc. Ed. &
Career Preparation
225 West State St.
Trenton, NJ 08625

Gerald Day
Curriculum Coordinator
MD State Dept. of Ed.
200 West Baltimore St.
Baltimore, MD 21201

Ronald J. Gadson
Director of Interagency Coordination
Division of Special Education
D.C. Public Schools
10th & H Street, N.W.
Washington, D.C. 20001

James B. Gillespie
Supervisor - Career Development
D.C. Public Schools - Webster Bldg.
10th & H Sts., N.W.
Washington, D.C. 20001

Dr. Richard G. Hehir
Director
New York State Education Dept.
Room 1071 EBA
Albany, NY 12234

Dr. Dennis R. Herschbach
Associate Professor
University of Maryland
College Park, MD 20742

Robert J. LaCasse
Supervisor - Occ Ed Inst - Handicapped
NYS Ed Dept - Office of Occ. & Cont. Ed.
99 Washington Ave., Rm. 1623
Albany, NY 12230

Susie B. Morgan
Supervising Director
D.C. Public Schools
1709 3rd St., N.E.
Washington, D.C. 20018

Magoline O. Ramsey
Principal (Mamie D. Lee School)
D.C. Public Schools
Ft. Totten Dr. & Hamilton Sts., N.E.
Washington, D.C.

Frederick St. Cyr
Director
Sanford Vocational Center
2R Main St.
Sanford, ME 04073

George Salembier - Lecturer
Special Education, Social Work/
Social Services Department
449-B Waterman Building
University of Vermont
Burlington, VT

Robert Shanberg, Consultant
Related & Ancillary Services
Bureau of Program Development &
Special Projects
225 W. State St.
Trenton, NJ 08625

Carol Schreffler, Assistant Principal
Sussex County - Voc. Tech. School
Box 351
Georgetown, DE 19947

John A. Wanat
Director, Bureau Special Programs
NJ State Dept. of Ed., Voc. Ed.
225 West State St.
Trenton, NJ 08625

Dr. Doris A. Woodson
Assistant Superintendent
D.C. Public Schools
Webster Building
10th & H Sts., N.W.
Washington, D.C. 20001

Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center

University of Wisconsin - Madison

Madison - Sheraton Inn
May 5-6

Mr. Miles Beachboard
Dir. of Programs for the Disadvantaged
and Handicapped
Department of Elementary and Secondary
Education
P.O. Box 480
Jefferson City, MO 65102

Gertrude Bonaparte
Consultant
Dept. of Education
Vocational-Technical Education Serv.
P.O. Box 30009
Lansing, MI 48909

Wayne L. Booton
Coordinator - Special Needs
Calhoun Area Vocational Center
475 E. Roosevelt
Battle Creek, MI 49017

Joan Borders
President of Indiana Assoc. of
Vocational Education
Special Needs Personnel
5305 Monarch Drive
Fort Wayne, IN 46815

Michael Brewer
Educational Consultant
Missouri Dept. of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Mary Lou Bullert
Ed. Program Spec. II
Section for Special Education
Kneip Bldg.
Pierre, SD 57501

Clide D. Cassity
Supervisor of Special Needs
North Dakota State Board for Voc. Ed.
State Office Bldg.
900 East Blvd.
Bismarck, ND 58505

Steve Equall
Director of Special Voc. Services
Nebraska Dept. of Education
Lincoln, NB

Mr. Winfield E. Grebel
Consultant - Special Needs/Work Experience
Area Education Agency 4
102 S. Main Ave.
Sioux Center, IA 51250

Cheryl Henderson
Specialist Guidance
Kansas State Dept. of Education
120 E. 10th
Topeka, KS 66612

Dr. Carol Jones
State Guidance Supervisor
State Dept. of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Rita Kalfas
Head Consultant
Handicapped and Disadvantaged
Illinois State Board of Education
100 N. First St.
Springfield, IL 62777

Pat Likou
3N 028 Tyler Road
St. Charles, IL 60174

Edward V. Kapel
Coordinator, Field Services and
Program Review
Ohio Dept. of Education
Div. of Special Education
933 High St.
Worthington, OH 43085

Patricia Kells
Personnel Development Specialist
Special Education Administration
Kansas State Department of Education
120 East 10th
Topeka, KS 66612

Richard A. Macer
Assistant Director
Vocational Education Special Needs Serv.
State Dept. of Education
Room 913, State Office Building
65 South Front St.
Columbus, OH 43215

Merry Maitre
Consultant, Career/Voc. Ed. for
Handicapped
Iowa Dept. of Public Instruction
Grimes Bldg.
Des Moines, IA 50310

James May
Assistant Director
Division of Guidance and Testing
Ohio State Dept. of Education
65 South Front Street--room 719
Columbus, OH 43215

Roger Newnum
Chief State Consultant for Special
Vocational Needs
229 State House
Indianapolis, IN

Carolyn Olson
Specialist, Special Needs
Kansas Dept. of Education
120 E. 10th
Topeka, KS 66612

Dr. Phyllis M. Paul
Career Guidance & Counseling Specialist
Minnesota State Dept. of Education
Capital Square Building
St. Paul, MN 55101

Lloyd A. Petri
Mgr. Voc. Ed. for Handcp.
State Dept. of Education
Capitol Square
550 Cedar St.
St. Paul, MN 55101

Mr. Loree A. Riggs
Special Education Specialist
Illinois State Board of Ed.
100 N. First St.
Springfield, IL 62777

Preston Smeltzer
Supervisor, Special Needs
Wisc. Dept. of Public Instruction
126 Langdon St.
Madison, WI 53702

Sydney Louise Stowe
Special Needs Coordinator
Indiana Curriculum Materials Ctr.
Indiana State University
TAW 200
Terre Haute, IN 47809

Mr. Lynn Troute
Educational Administrator II
Illinois State Board of Ed.
100 N. 1st St.
Springfield, IL 62777

Barry Trump
Consultant, Mental Disabilities
Box M
Clear Lake, IA 50428

James Urness
Consultant, Special Needs
Wis. Bd. Voc. Ed.
4802 Sheboygan Ave.
Madison, WI

Dr. James Brown
Div. Ind. Ed.
125 Peik Hall
159 Pillsbury Dr., SE
Univ. of MN
Minneapolis, MN 55455

Mark Farabee
Cudder Project Coord.
Stanford Hall
Bemidgi State Univ.
Bemidgi, MN 56601

Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center
University of Wisconsin - Madison

Salt Lake City - Hotel Utah Motor Inn
May 8-9

Mr. Chris Almeida
Consultant Vocational Education
Calif. State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814

John D. Bishop
Resource Teacher
Laramie County School Dist. #1
Cheyenne, WY

Lee Cavnar
Supervisor, Voc. Guidance Services
State Board for Comm. Colleges &
Occupational Education
207 State Services Bldg.
Denver, CO 80203

Charlotte Ann Conner
Career and Voc. Guidance and
Counseling Specialist
Oregon Dept. of Education
Salem, OR 97310

Randy Eubank
Supervisor - Guidance and Counseling
Coordinating Unit
Arizona Dept. of Education
1535 W. Jefferson St.
Phoenix, AZ 85007

Marion Evenson
Resource Teacher
Helena School District
May Butler School
55 S. Rodney
Helena, MT 59601

James Patrick Fagan
Vocational Coordinator
School District #2
101 10th Street West
Billings, MT

Peter S. Fanning
Exec. Dir. Sp. Ed.
Colorado Dept. of Education
201 E. Colfax
Denver, CO 80203

Michael H. Funk
Coordinator, Spec. Ed. Voc. Serv.
Flowing Wells School District #8
1444 W. Prince Rd.
Tucson, AZ 85705

Denis Graham
Consultant, Handicapped and
Disadvantaged Education
Department of Education
400 W. King St.
Carson City, NV 89701

Dr. Phillip G. Hardy
Specialist, Intellectually Hndpd.
Utah State Office of Education
250 E. 500 South
Salt Lake City, UT 84111

Jim Jacobs
Statewide Spec. Voc. Needs Project Dir.
Marion Education Service Dist.
3180 Center St., NE
Salem, OR 97301

Peny G. Kayser
Work-Experience Coordinator
Laramie Junior High School
1355 N. 22nd St.
Laramie, WY 82070

Bruce L. Lowrey, Ed.D.
Consultant, Personal & Career
Development Services
California State Dept. of Ed.
721 Capitol Mall, 3rd Fl.
Sacramento, CA 95814

Clyde Mathews
State Supervisor - Special Programs
State Dept. of Voc. and Tech. Ed.
1515 W. 6th Ave.
Stillwater, OK 74074

Mr. Paul E. May
Supervisor, Special Programs
State Board for Community Colleges
and Occupational Education
207 State Services Bldg.
1525 Sherman St.
Denver, CO 80203

Stewart Miller
Director, Special Needs
Arizona Dept. of Education
1535 W. Jefferson
Phoenix, AZ 85007

Mr. Nelson H. Muraoka
Coordinator of Personnel Development
Office of the State Dir. of Voc. Ed.
2444 Dole St., Bachman 101
Honolulu, HI 96822

Shirley Nelson
L.D. Teacher
Central High School
714 Bonanza Trail
Cheyenne, WY 82001

Gwen Rockwell
Clover Park Voc. Tech. Inst.
Clover Park School Dist #400
4500 Steilacoom Blvd., S.W.
Tacoma, WA 98499

Ray S. Rothstran
Coordinator, Mental Retardation
Oregon Dept. of Education
700 Pringle Parkway
Salem, OR 97310

Roger Sathre
Supervisor of Special Needs
State Board for Voc. Ed.
650 W. State
Boise, ID 83720

Mr. Blaine Petersen
Vocational Rehabilitation

Mr. David Gailey, Post-secondary
Coordinator
Vocational Education Utah State

Mr. Walter Ulrich
Utah State Admn. Voc. Ed.

Joyce Sawatzky
Assistant Coordinator
Oklahoma State Dept. of Voc. and
Technical Ed./C.I.M.C.
1515 W. 6th
Stillwater, OK 74074

Joan Schipper
Chairperson, Exceptional Student Programs
Camelback High School
4612 N. 28th St.
Phoenix, AZ 85016

Jim Schmidt
State Supervisor of Voc. Guidance
State Dept. of Voc. Ed.
605 W. State St.
Boise, ID 83702

A. Lyn Stephens
Educational Resource Specialist
Platte Co. School Dist. #1
13th & Oak
Wheatland, WY 82201

Keith M. Tracy, Ph.D.
Specialist for Voc. Handicapped
Utah State Office of Ed.
250 E. 8th South
Salt Lake City, UT 84111

Carlane J. Washington
Program Supervisor, Special Needs
Superintendent of Public Instruction
Old Capitol Bldg., Room 221
Olympia, WA 98504

Dr. R. Russell Whitaker
Guidance Specialist
Utah State Office of Ed.
250 E. 500 S.
Salt Lake City, UT 84111

Dr. W.L. Findley
Great Falls Public School
1100 4th Street South
Great Falls, MT 59404

Bo Hall
Resource Vocational Consultant
Salt Lake City School District
840 South 13th East
Salt Lake City, UT 84102

Dr. Jed Warden, Secondary Ed. Coordinator
Vocational Education

Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center
University of Wisconsin - Madison

Atlanta, Georgia - Howard Johnson's-South
May 19-20

Milton Adams
State Supvr. Special Needs Programs
State Dept. of Education
321 State Office Bldg.
Atlanta, GA 30334

Earline Adkins
Placement Specialist
Cabell County Board of Ed.
Huntington, WV 25709

Arnie Balboa
Coordinator, Guidance and Counseling
Austin, TX

Dr. Arthur E. Bilyeu
Director, Programs for Exceptional Children
Dept. of Education
State Office Bldg.
Atlanta, GA 30334

Margaret A. Bratton
Area Supervisor - Voc. Special Needs Program
Arkansas Dept. of Education
Arch Ford Bldg. Capitol Mall
Little Rock, AR 72201

Joanne C. Brooks
Capital Plaza Tower
Frankfort, KY

Laverne Buchanan
Consultant for M.R. Programs
State Dept. of Public Instruction
Raleigh, NC 27611

Sister Ann Mary Caronia
Baton Rouge, LA

Jean Cary Davis
Supvr. Special Needs Programs
State Capital Bldg. #6, Rm. 230
Charleston, WV 25302

Suzette Catoe
Coordinator of Voc. Handicapped Programs
Florence School Dist. One
Florence, SC 29501

Richard Connell
Dover, DE

Linda Curtis
Special Education Specialist
Cabell County Board of Ed.
Huntington, WV 25709

Doris DeVries
Richmond, VA

Bill East
868 State Office Bldg.
Montgomery, AL 36104

Bill Fitz
Dir., Program Support Services
Dept. of Occupational Ed. & Tech.
Texas Education Agency
201 E. 11th St.
Austin, TX 78701

Ms. Linda K. Fuller
Consultant Multi-Handicapped and Hospital/Homebound Program
Dept. of Ed.
State Office Bldg.
Atlanta, GA 30334

Ruth Gibson
Georgia State University
Atlanta, GA

Dr. Douglas Gill
Dept. of Voc. Ed.
University of GA
Athens, GA 30602

Dr. Carl Haltom
Director, Del. DPI
Townsend Bldg.
Dover, DE 19901

Larry Hughes
Dir. of Voc. Ed.
Florence School Dist. One
Florence, SC 29501

Corry M. Hutchins, Specialist
State Dept. of Education
607 State Office Bldg.
Montgomery, AL 36130

Mrs. Ola Joyce
Louis M. Lively Vocational
Technical Center
500 Apple Yard Drive
Tallahassee, FL 32304

Caroline Maddy-Bernstein
Assoc. Dir., Virginia Voc.
Guidance Program
Suite 438, Seabord Bldg.
Richmond, VA 23230

Raymond Martin
Atlanta, GA

Lucille Martinez
Bos 759
Hato Rey, Puerto Rico

Joe McDaniel
State Dept. of Ed., Voc. Div.
Jackson, MS

David Mills
Special Ed.
Raleigh, NC

Ron Mossey
Ctr. for Studies in Voc. Ed.
Florida State University
Tallahassee, FL

Morris Murray
State Supvr., Spec. Voc. Programs
State Dept. of Ed., Voc. Div.
P.O. Box 771
Jackson, MS 39205

Karen Nicholas
Consultant for MR
State Dept. of Ed.
P.O. Box 771
Jackson, MS 39204

Dr. Michelle Sarkees
Dept. of Voc. Education
University of Georgia
Athens, GA 30602

E. Jimmy Smith
Vocational Guidance
912-D Rutledge Bldg.
Columbia, SC 29201

Gary Steinhilber
Frankfort, KY

Jack Sullivan
State Consultant, Special Needs
State Dept. of Education
918 Rutledge Bldg.
Columbia, SC 29201

Betty Swann
Dir., Special Education
Cabell County Board of Ed.
Huntington, WV 25709

Judy Tuggle
DeKalb County Schools
Decatur, GA

Lloyd Wimberley
Consultant for Emotionally Handicapped
Programs
State Dept. of Education
Raleigh, NC 27611

Lilliam Zamora
Vocational Teacher
Hato Rey, Puerto Rico

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 1 and 2, 1980

Boston, Massachusetts

The manual is well prepared. It will be a useful document in conducting inservice training. Overall the conference was excellent. The staff was well prepared & organized. The accomodations were good. I would attend another conference put on by Univ. of Wisconsin.

Warm friendly people: stuck to game plan; good facilities; people I met were great.

Would suggest master billings of rooms.

Review of manual should be more activity oriented.

More time for inter-state sharing around topic areas. e.g. assessment, programming, etc.

More emphasis of material exchange

Less listening interaction - more doing!

I found that, to me, the research that went into this document was extensive. I will be able to make good use of the lists of resources and resource materials. The information in the specific chapters will have to be adapted based on our own needs analyses prior to an inservice we offer.

In regard to the training sessions, although I am interested in this subject matter, seeing the essential elements incorporated into the awarenesses of our "mainstreaming" personnel, I was the wrong person to be selected as inservice as a collateral, but not my basic function.

I found the sessions to be eye-opening, informative and useful. Thanks for the invitation.

The conference has been very helpful to me because it provided me with new ideas and suggestions to Massachusetts education for the programs for the handicapped. I have gotten first hand information about programs in other states which is sometimes difficult to obtain. I think the manual will supply a wealth of information for future workshops in which I will be involved.

A very good workshop. I am going to share these materials with our teachers who work specifically with handicapped students. Also I will share these materials with our school administrators and encourage them to work on setting up a summer inservice program for the regular shop teachers.

The conference, without reservations, rendered valuable information. I was especially interested in informal and formal assessment. Those presentations were very adequately covered. Jo Ann Sallis appeared knowledgeable in the area of the physically handicapped. The personalities were also commendable.

The workshop materials are very good and will be useful for me in planning and implementing an Inservice Workshop.

The interest sessions were very informative. The interchange of ideas with other workshop participants was excellent.

I enjoyed the experience and learned alot from participating.

Well structured.....Written in practical terms with emphasis on the realistic approach in lieu of the philosophical.

Can be used as an excellent resource by anyone working with handicapped.

A cross reference would be helpful.

Mini-sessions gradually became repititious. May be each section should be presented to entire group maybe in 30 minute segments.

Appreciate the opportunity of meeting with the staff and discussing commonalities with other participants.

Thanks - found the workshop informative and enjoyable.

Overall - Pleased with product and workshop. Felt AM session slow and loose. Personal biases need to be left behind by presenters. Look forward to having the product used during inservice programs this summer and fall.

I found the workshop materials to be extremely helpful in preparing future workshops for regular education vocational personnel who will be servicing students with handicapping conditions.

The workshop was very comprehensive and constructive. I appreciate seeing a group like yours so dedicated to organizing a nonpareil experience such as your workshop has been.

The workshop was very helpful to service providers in both special education, vocational education, counseling & guidance and career development. The target population in more appropriately on line staff and either of the mentioned fields and inservice providers.

The material reflect alot of hard work! I feel that it will be valuable in working with the vocational department in conjunction with special education.

Explanation of the material by the staff added a new dimension to the understanding of the documents.

The sessions were well planned with appropriate breaks and refreshments.

STATE BOARD FOR VOCATIONAL EDUCATION

STATE OFFICE BUILDING
900 EAST BOULEVARD AVENUE
BISMARCK, NORTH DAKOTA 58505
224-3178

May 14, 1980

Dr. Lloyd Tindall
Wisconsin Vocational
Studies Center
University of Madison-Wisconsin
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, Wisconsin 53706

Dear Lloyd:

This letter is a commendation to you and your fine staff for the time and effort you have and are devoting to the area of vocational special needs.

The workshop in Madison was terrific. The content was excellent and the presenters were professional. I have the opportunity to attend many workshops across the nation and I will say the one in Madison is the best I have ever attended.

I have already shared the draft copy of the materials with my in-service people in North Dakota and am quite excited about the value they will add to the content and organization for in-service workshops.

Please extend my thanks to your staff.

Sincerely,

Clide D. Cassity

Clide D. Cassity, Supervisor
Special Needs

CDC/jh

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 5 and 6, 1980

Madison, Wisconsin

good arrangements

nice facilities

professional presentors

well organized information and very well presented.

The information in the guide appears to be well organized and readable.

sessions began and ended on time

least valuable - evening session discussing implementation

most valuable - small group sessions

Handbook Users Guide will be an invaluable resource, I use a great deal of the material contained therein, however I never have it organized in such a useful manner.

Inservice staff and facility were accomodating and comfortable.

Thank you for your efforts

I believe the handbook represents the best compilation of resource ideas under one cover that I have come across. The way that one will use this will vary from LEA to LEA of course.

The workshop itself was well organized and allowed for both formal and informal exchange. The sharing among States was well presented.

Conference

Provided me with an excellent opportunity to be introduced to the area of Spec. Needs Voc. Programs. The interaction with new people is always enjoyable.

This was really an inservice to me as a new person in Sp. Ed./Voc. Ed. responsibility in SEA.

It is often worth while to gain the prospective of other SEA's problems, approaches to programming for special needs students.

Materials

Really too much to absorb at this point.

I would be interested in future followup as to the effectiveness of the inservice efforts that have come out of this material. Maybe your final project evaluation.

Hats off to your presentors who tried very hard to stay on task with some difficulty.

Things I liked:
Time for sharing
Pace
Organization for the most part
Knowledgeable staff

Things that would have been helpful:
Room locations of small sessions on the agenda.
A little more time to look at the choices for small sessions before decision time.

Comments on workbooks:
I can't evalute fully because only know areas of small session topics apparently the quality depends on the authorship so can't make many general statements.

Main thing I liked
Its ability to be used other than for strictly Voc. Ed. programs
Its organization
Some of its chapters specificity and framework.

Don't like:
Some authorship not working form a readily apparent conceptual framework.

Good product

Good opportunity to react with peers in area of interest

I personally prefer an opportunity to eat the evening meal in one of the cities know eating places when out of town.

Enjoyed options within small groups for participation.

The workshop was well done - very informative

The handbook contains alot of valuable information which I intend to use. I need to be able to reserve some time to plan for implementation of this material.

Thank you.

Workshops beginning on Tuesday or later provide a less rushed atmosphere for participants to come the day before.

The handbook seems excellent because it contains more how-to-do and less theory.

The exchange of ideas and materials was well received allowing the participants an opportunity to present special and successful items from their state.

Small group sessions provided a necessary close contact.

Good facilities

Well organized workshop

A few of the small group sessions bombed but there were enough of the other that were really good - I especially liked the Emotionally Disturbed small group session.

The workbook is especially appropriate at this time for the how to information. I liked the sections that are tied into the different occupational areas.

I liked the relaxed atmosphere and the opportunity for informal discussion.

Thanks for your hard work and for sharing.

Scheduled times difficult to accommodate with air travel for too many of the participants (i.e., frequent departures & arrivals disruptive)

Too much of content presented not "new" information for participants nor was it presented in such a manner to make it specifically relevant to participant's roles.

Handbook & Users Manual look very good.

Was impressed & enthusiastic about the material presented. Book contains good format & usable material for in-service which is a priority in Indiana. I would be interested in an evaluation by those of us who implement the material in a year or so.

Thanks for inviting me - I look forward to working with you in the future

Enjoyed the presentations for the most part. Needed more info. on Formal Evaluation. Oh-Well. All in all a good conference.

I felt overall the handbook which was compiled was comprehensive and will provide assistance to both special & vocational educators.

At the evening meeting, the activity should have been more structured because of the group size being worked with; that is if a product was to be actually developed.

I learned from other participants & speakers, along with enjoying the conference.

I have not had an opportunity to read the handbook in its entirity however in the walk throughs given I have identified various strategies, informative items, etc. that will enable me & teacher educators in Iowa.

This workshop also provided an opportunity to share and find out what other STates are doing. There are so many neat & different ways of providing career/vocational experiences.

The walk throughs were quick and dirty (I mean it positively). I would of enjoyed more time to pick the facilitators minds but can appreciate why it wasn't done.

Facilities were OK.

Well organized and flexible; comfortable physically and emotionally.

The presentors appeared informal and helpful.

Have not spent much time with the handbook yet but from the use made of it during the mini-session the book appears to be appropriate & well organized. I sincerely hope that we will be able to use it successfully due to the great need for successful modification.

As a resource instructor, the insight from various states was so beneficial. The handbook will be very useful in my situation.

I extremely benefited from the small group sessions. I would like to have seen a few more personnel in my area of teaching.

Overall the program was more than worthwhile.

Thank you for the opportunity to participate!

Very interesting and informative workshop.

Presentors were well prepared and gave a good delivery.

Materials are useful and will be presented to others who will lead future workshops.

Bibliography of materials was needed & appreciated.

Flexible schedule is always a necessity with lengthy workshops.

Two days very well spent!

The handbook will prove very resourceful as I work with Special Needs personnel.

It's a secure feeling to know that in self contained units one has the resources to work with a variety of special populations. I do find much of the information, however, is not new.

Conference - Too much tryed to be packed into too short a time. Liked the idea of small group choices.

Small group sessions valuable - visitor, hearing.

Good balance between input & discussion

Goals & objectives should be clearer from onset.

The operation of the conference has been very efficient. Travel,housing & food accomodations are excellent. I am attending as an alternate with little understanding of what was expected of me. This has been a very pleasant learning experience for me. I hope I have contributed enough to make the conference productive to others. Your information and efforts are deeply appreciated.

The handbook & guide will be very helpful to all of us in Michigan. An Excellent Job!

Some of the staff were not prepared to deal with some of the issues raised.

Session leaders did not keep the group on task.

Very nice environment; excellent facilities.

Too much information presented in too short of a time.

Too much lectures.

Evening session was very poorly managed.

Handbook - Excellent resource for inservice and ideas for practical application; staff did an excellent job of researching the available materials.

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 8 and 9, 1980

Salt Lake City, Utah

The location and facilities were very good. I liked the agenda although I did miss some small group topics - would have liked exposure to all. I can read those sections but I really appreciate the contact with the person who put the material together. The delivery strategies portion of the program was not as useful as the handbook content sessions. The problem was not the quality of the presentation but that I feel we need some new approaches to deal with the inservice problems faced. The approaches discussed have been used (including multiplier approaches) without great success. Your handbook materials are good (very good) and we have some local information we'd like to disseminate but we don't have workable vehicles to do it.

During the workshop I've looked at bits of the handbook & user's guide. I think they are very good but could comment better later. I am going to share these with Oregon State Univ. inservice/preservice staff when I get back. You could call us later if you like. Jim Jacobs 503/588-5330.

Workshop was good. The meals were informal and tasty. Individual choice prevailed at selection time for small groups. We could pick 2 of 5 small groups so did not have to attend those with low priority. Presenters had fast paced pitch-related to a chapter. This forced us to see what was in the ponderous tome. If it was just mailed out it would not have as much impact.

Materials seem very good based on the limited exposure I have had to them. I expect they will be used alot by my teacher educator and other workshop presenters. With a little luck I even expect to read several chapters!

All in all it was very good. One of the better workshops I have attended.

Lloyd - you and your staff are to be commended on a job well done.

I feel very fortunate to have been able to attend this conference. Much of the information covered was directly related to the development of models for voc. assessment and articulation with the Area Vocational Center. The ideas for inservice will be very useful in bridging the gap between spec. ed. and voc. ed. within a large school district. Of most value to me were the resources which often times are difficult to trackdown when you are in a public school system. There are so many valuable ideas given that I know it will enhance the model that we are in the process of developing.

Practical approaches for handicap are always welcome. And what you have been able to put together is readily applicable in most settings. It seems to be the tool which our Director of Exceptional Students Services has been willing to use.

Thanks for all your work and I so appreciate the practicalness of your materials and approach.

Things I liked: Emphasis on ideas, concepts, etc. that were not in the handbook - yet important:
Sharing of ideas from the other participants:
Feelings, attitudes of presenters that they felt as a result of developing the materials.
Facilities - format of workshop
Use of time.

Things I disliked: Just regurgitating what's in the book in detail - in general we needed to know the format - general headings, etc.

Materials: They look very good. I'll be looking forward to the loose-leaf binder to make copying easier.
The proof of the materials will be in the use at home - Have to evaluate that later.

A well planned and well conducted workshop. Project staff knew their stuff and provided time for additional interaction between staff and participants. This was particularly helpful to me as a realization that returning to the field after a few years of non-active involvement 1) Basics are still there and 2) new people & new concepts add intality to the continually opening field of assistance to special needs populations. Tongue in Cheek Department: I would make one observation about the cookies and other treats area --- Do a little research on non calorie stuff for us fat guys. Then hold a "non-calorie" workshop to disseminate the info on how you did it.

As to contents of materials: This brief introduction is eye opening. More time to digest it is an obvious need. I'm impressed with the depth of investigation and reporting -- especially in the categorical (handbook reporting) and guide.

The "non copyright" invitation to reproduce and use as needed was often stressed and, usually, at just about the time I was wondering how I could best disseminate some pertinent parts. Pam & I will be able to do much with it & I'm sorry that our counterparts from Dept. of Education did not get here. We'll work with them though. Lee Cavner

Its great to attend a session with a variety of states and disciplines in attendance. Vocational educators, counselors,and special educators have a great deal to offer each other and the handicapped students they serve. This conference was well organized, meaningful, constructive, participatory, and timely! Good job staff!

The presentations about the handbook were very well done by the staff. I have not had a chance to thoroughly read the document for accuracy of content relative to handicapping conditions and evaluation materials; however, if it is consistent with the presentation it is the best publication of this kind that I have seen in my 20 years of special education. I appreciate your comment to reproduce any parts of it without fear of plagarism. Thank you! Ray Rothstrom.

I have been to many well-people (regional and national) over the past 13 years, many of which were more "high powered" than this one. However, this conference was one of the most useful and valuable one's I have attended in a long time. This is because the workshop topics were relevant to me and potentially useful, in terms of my work.

Handbook and User's Guide Evaluation: The size threatened me at first. However, because of the workshop presentations, I "got past" this fear. For me, the most useful sections pertain to formal and informal assessment, and the chapter on Emotionally Impaired. I really value the approach and rationale for using the word "impaired" rather than "disturbed". Thanks for the outstanding conference.

The conference has been well organized. We were kept so busy that there was little time to see anything but the motel. I think that may be my problem but I would have liked an hour or two to see Salt Lake.

The handbook and user's guide are the best I have seen in this area. I have presented workshops in this area but this would take the sweat and strain out of a format but still allow individual additions to relate to specific groups' needs. Thanks Shirley Nelson

Conference - well planned, smooth, very much enjoyed small groups. Size promoted good interaction and positive learning experiences. Would like to have seen at least one teacher from each state - Conference weighted by State Dept. people. Did provide lots of resource material for me.

Handbook - User's Guide - Well researched. We'll use, I'm sure. Easy to read. Haven't gone through entire book as yet. Slightly overwhelming - will take time to digest effectively.

Workshop - The sharing between educational disciplines (Voc. Ed., Spec. Ed., Guidance) has been the most valuable experience. Given time to work together, I am confident that we will meet our shared goals for instruction. The presenters were comfortable with facilitating the small group sessions.

Manuals: The simple format of the manual makes it easy to understand. The appropriateness of the material for presentation is good. It will be useful at both the State level and local district level.

I would like to thank and congratulate Dr. Lloyd W. Tindall and his staff for the most outstanding planning and implementation of the two day workshop on "modifying vocational curricula for handicappped students". I have learned alot from this workship and plan to share the materials with the Department of Education and community college administrators, teachers, counselors, teacher educators and others. The small group discussions and participations were excellent. Meeting facility and rooms were also excellent.

I felt that the workshop was well planned from beginning to end. The small group presentations were very good and also allowed time for discussion andinput within the groups.

The materials appear to provide a good implementation guide. I was pleased that we were able to go through these materials with the leaders rather than having to digest them completely on our own. Good job!

[illegible] provided a platform for [illegible] [illegible] seemed to detract from [illegible] on the [illegible] of the manual. So far as I'm concerned, this was not bad because I've picked up some good ideas from other participants. I [illegible] like I'm [illegible] to go home and do alot more [illegible] the handbook but that's to be expected.

I think the handbook is well developed and certainly comprehensive. It will provide a good basis for further inservice training. The staff is obviously well [illegible] in their tasks and responsibilities. My personal congratulations for a job well done.

[illegible] good....Time utilization was carefully planned and [illegible] effectively used. The informal small group discussions were really good.

Really liked the materials-at a glance - the info in the manuals will be very helpful in planning inservice workshops and providing guidance for curriculum development on local levels.

Well planned, well executed. Held topic to time frame, allowed for individual input.

Have not had time to evaluate. Suggest a followup letter.

The workshop was well planned. The information delivered was very interesting. I especially enjoyed the areas of Emotional & Informal Assessment. Many hours of effort and thought have been put together for the use of the materials presented.

The handbook is very well done. The most important factor is that it is usable!

Excellent! All sessions were valuable; in particular John's sessions were helpful in that non-duplicating information was given (i.e. not found in the manual). Variety of disciplines represented also valuable.

Looking forward to reading both the manuals in detail. On the surface appear to be very usable.

I appreciated the organization - time schedules met, well prepared presenters, references made to handbook & users guide. I also admire the non-egotistical manner in which you, the developers, shared the product.

The handbook appears to be a useful resource... just need more time to study. I think the users guide could be more explicit to help those that are not able to attend inservice workshops.

The conference was extremely informative and helpful but I feel that someone from our state dept. should have been here to do your conference justice. There are so many voc. ed. terms I'm not familiar with and I'm sure I've not absorbed all I could have w/ a vocational background.

The user's guide will be invaluable when executing inservice. It's nice to be exposed to such a professional group.

The workshop was very beneficial to me as a voc. educator with the responsibility of providing special programs and support services to the handicapped and disadvantaged populations on a statewide basis. The info. rec'd. was pertinent to our problems in Okla. It will be very useful in implementing inservice training. (overall organization of the workshop was outstanding.)

The handbook and user's guide will be of great value to me. I particularly appreciate the organization of the handbook and user's guide. The info. is great.

Workshop - well organized - with a hectic schedule
Starting and finishing at noon is a good idea...allows for some day travel connections.
It would have been useful for the agenda to be more clear in terms of what would be expected of participants.
More effective interaction with participants (less straight lecture) in some of the small group sessions would have been desirable.

Handbook & User's Guide - Content appears to be very useful.
Physical layout of both books could be greatly improved - material's various sections are not readily apparent.
Best collection of information that I've found.

The user's guide and manual appear to be well put together. Are appropriate to a range of people working with the handicapped.

Project staff have been very personable, helpful & expert in their areas of experience.

The materials will be useful to/in our state's movement to modify curriculum for handicapped students.

We congratulate the project staff for a job well done.

I feel the handbook will prove to be quite valuable in working with voc. ed. inst. I was glad to see the sections on "invisable handicaps". LD & emotional impairments, problems which are not always apparent.

The workshop has been excellent; the format and sessions have been helpful. However, I would have liked addition information on working with Voc-Ed Teachers; Attitudes and How in a specific class skills can be individualized.

Well organized - provided opportunity to actively participate by sharing ideas and obtaining ideas. Activities were guided by qualified professional staff.

Handbook & User's Guide are very good - well organized - consistent format - a usable handbook & guide.

Page 461 - Model form. The IEP model was developed by Project Tomorrow - directed by Dr. Harry Huffman. Colorado State University. funded by the State Board for Community Colleges & Occupational Education. Rocco was a staff member as well as Hunter and others.

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 19 and 20, 1980

Atlanta, Georgia

I haven't had a chance to review the handbook, since there wasn't enough to go around. Very frustrating the first few hours because no one bothered to state the objectives - the intent of the workshop. In many of the sessions when questions were asked, the question was never answered. Some of the sessions were not well organized or at least did not appear to be organized. The person leading the session was not always enthused about being there or it seemed that way. The things I enjoyed most were the comments made by other participants, sharing time, and the informal groupings. Thanks for the mailing list. Good idea. JoAnn, thanks for your exciting, warm personality and your enthusiasm.

A. Sessions & Presentations

The information was very informative and the presenters were knowledgeable in the areas discussed. However, I feel that I didn't gain any new information. More than a new learning experience, the conference was a sharing of "what I'm doing in my State", which is necessary, but was not what I had expected to receive. What I expected was techniques in Modifying Voc. Curricula, what I received was how to set up a workshop, etc.

B. Materials

I will need additional time to review the materials before I can give an evaluation. However, just at a brief glance, I do believe they are materials I will be able to use.

---

1) Workshop

a. well-organized
b. informative
c. very helpful to area of handicapped/vocational needs, programs, etc.

2) Manual

a. great
b. will be very much referred to in dealing with vocational offerings for handicapped students.

Workshop - open, conclusive to discussion and sharing of information. Staff was competent, conscientious, and concerned.
Facilities - pleasant - adequate
Handbook - I have not had time to review the complete document. In my own area of emphasis (E.H.) I feel its a good start. I feel the target of problem behavior is the right orientation

an elaboration on more options as well as a more complete reference or resource guide for further exploration is suggested. I definitely would be interested in using some of the information in a publication on secondary guidelines for programming in secondary e.h. programs - Lloyd Wimberley

---

The Conference:
Planning - Excellent
Staffing - Excellent
Site - Excellent
Materials - Excellent
Weather - Rotten
Esthetics (Pulcritude)
(Except for Lloyd and John)
Handbook: Very helpful to us in our inservice (and maybe preservice) efforts. Am looking forward to final copy.

The workshop "Modifying Vocational Curricula for Handicapped Students" was one most needed, of the ones I've attended. Review of the handbook together with input and ideas from each participant in an informal atmosphere was excellent - I wish I could have attended more of the group session.

The workbook as a resource to further provide staff development for teachers and specialist working with the handicapped was and is the greatest need in the programs in my state - excellent.

The workshop was well organized. I appreciate having and following the timelines as prepared. The organization was such that I learned a great deal. I feel geared up to follow through and plan inservice cooperatively with Vocational Education. Presenters were in control of the sessions.

The handbook is well organized, many various ideas presented, materials, sources, etc. We will be using the handbook as a guide for inservice

---

Workshop evaluation: The workshop was very helpful in several ways. It served to provide the participants with information relative to the "state of the art" in the area of vocational special needs. It also helped participants to better use the handbook while offering them opportunities to discuss/question sections. Very helpful workshop.

Handbook evaluation: The handbook is an excellent resource and will help to better prepare practitioners in working with special needs populations in vocational programs. Fantastic Resource! Thank you!

The workshop was well planned - well presented. The individuals responsible for each session communicated their information, based on experience and training. The team members complimented each other.

The handbook is organized in sections so that State Ed. Dept. Personnel in charge of inservice will be able to put the contents into inservice training with very little additional planning.

Ideas were exchanged - information given that will benefit the participants greatly. Margaret A. Bratton

I did not receive a handbook!

I did not attend the entire workshop. Suggest you incorporate forward planning efforts as well as information sharing the staff are knowledgeable and open.

The workshop was well planned. It was so organized to accomplish that I feel were the purposes for participant competencies. I appreciated the sticking to time schedule. All leaders were pleasant and articulate concerning the sections of responsibility. Sessions were conducted in such a manner as to encourage participant comments and discussion.

Time has not permitted a thorough digest of all the material. However, the parts reviewed appear to be well developed and concise. Particularily like the idea of User's Guide. It will serve as an excellent resource for future inservice activities.

I have not had an opportunity to review the handbook in any detail. However, with a brief glimpse at the materials I was able to identify materials and topics that seem to be relevant to some of the things that we are doing in our state. I am anxious to receive a copy of the handbook to pull some of the ideas for program development in our state.

I thought the workshop was very informative. The ideas and expressions of individuals from all parts of the south east was meaningful.

The handbook is one of a kind. The wealth of materials and resources listed will be most helpful towards providing quality workshops. Thanks for a job well done and the opportunity to attend.

The materials and topics presented were very appropriate to the concerns in our state. However, the presentations were not directed to the possible alternatives for usage. The participants seem well informed pertaining to who the handicapped are but the ways to present this information seemed to need more emphasis. The comments seemed to be directed to teachers and not to administrators.

The materials are excellent and I am sure that we will be able to use it.

The workshop was excellent. The format was one of the best I have experienced. Well planned - preparation was evident... Materials well organized. It has been professionally rewarding. The "Handbook" is going to be valuable once I have time to study it more in detail - but, I can see this from my overview thus for. Thank you so very much.

I did not receive a copy of the handbook, however, I had the opportunity to review it briefly. I feel that the handbook will be very useful in conducting inservice and is well written.

Rather than reviewing the handbook section by section, I feel the workshop would have been more beneficial if we had taken only one chapter, had it presented to the group as an example of the material contained in the manual, and additional time directed to presentations of model programs, state of the art in general and possibly an opportunity to preview some of the films, etc. listed in the resource section. The accomodations were nice and the workshop agenda followed as written.

1) Booklets - well laid out, much helpful information - especially resources cited.

2) Presentations - ones on MR & formal assessment were disappointing - too off target and story oriented. Speaker was anti-formal assessment.

One on LD was very good.

Ones on setting up workshop, etc. - already know, should have not assumed that audience know nothing about them.

3) Materials were strength of workshop.

Work hop has been informative - good idea expressed. Enjoyed hearing what other States are doing. Handbook is excellent!

I enjoyed the workshop - excellent job.

The handbook: What I have studied so far - appears it will be of value over the next few years in my job - thanks for the help.

Have not received handbook.

The workshop was very well planned. It was very helpful to me. I truly enjoyed the sessions. The information and the materials presented is practical and realistic.

The workshop was well organized and moved on schedule. Some of the sessions were boring and not appropriate to the assigned subject. A certain amount of overlapping existed. The majority of the sessions were interesting and conducted in a positive manner.

Handbook - Excellent - Good work

Workshop - very organized, well coordinated information gained - would liked it to have been in more depth.

Handbook - Based upon amount of time to view it: extremely useful. I would need more time to study and use the handbook to determine true validity. Thank you.

This workshop has been alive and moving from the minute it started. The presenters are knowledgeable and energetic. I am glad I came. The variety of presentations and small group activities were well planned. Congratulations!

The handbook is an excellent compilation of information. It is well written and it is easy to read.

Workshop - Facility good. Lacked structure - participants unsure of reasoning behind first few sessions. Should always know audience to avoid patronizing or "talking down to". Example: I doubt anyone here isn't very aware of How to do large workshops.

I'm not sure we couldn't have gotten as much from reviewing materials in home state - Maybe teams gather and react to.

Glad to meet misc. groups and others here. But many group leaders lacked enthusiasm.

Handbook - appears comprehensive, much work evident, would apply to usage of several groups.

Overall, the workshop was informative and helpful. However, the group leaders could have maintained more of a task orientation to covering the materials. Also, the staff appeared tired. I did not see the workbook.

I did obtain some materials that I think will be useful when I have to conduct workshops. Also other information that I can share with voc. educators. I felt that the workshop could have been structured a little better. Occasionally presenters did not run prepared as well as they could have been. Enjoyed meeting and sharing with persons from other states.

I was happy to be a part of this exercise. The workshop was well conducted, meaningful and well organized.

I would like to say the handbook was well put together; the product compared to other U.S.O.E. grants I have been are rated as super. The information was in detail and can be used by all types and programatic areas as well as special needs teachers, adm. and state.

Workshop - small group sessions were helpful. Participants very willing to share ideas that worked - didn't work for them. Workshop leaders - practical in their delivery system. Handbook - very practical and usable.

The workshop was very beneficial. It was very good to hear from other states - what they're doing. Also, the resources available were very good. The workshop was comprehensive, well-rounded.

I did not get a handbook, but from what I saw - it seemed very beneficial! (Especially the list of resources!)

Comments on workshop	Scale: low 1 2 3 4 5 high
- Presenters were friendly, helpful and considerate	5
- Facilities were adequate	3
- Use of audiovisuals was poor	2
- Participants were interesting, representing different views and worksettings, and good to interact with. It was infortunate the designated persons from all the states could not attend as planned by the WVSC.	4
- Handouts were helpful.	4
- Time for states to meet together for planning was not included.	1
- My state will be able to use the material (printed and discussed) to some extent	4
- Atlanta is a good location	5
- Suggest consideration be given to having presenters or resource persons who are experts in various areas of the handicapped.	

Comments on handbook	
- Interesting design/format	4
- Will be helpful to my state	4
- Some areas are covered rather superficially, but good intent.	

Thanks for including me.

Dissemination

The following publications were produced by project staff.

Puzzled About Educating Special Needs Students, A Handbook on Modifying Vocational Curricula for Handicapped Students.

Puzzled About Educating Special Needs Students, User's Guide for the Handbook on Modifying Vocational Curricula for Handicapped Students.

Puzzled About Educating Special Needs Students, Annotated Bibliography, Modifying Vocational Curricula for Handicapped Students.

Copies of the publications were produced and distributed as directed in RFP 78-83 and the required number of copies were sent to the contracting officer at the U.S. Department of Education.

Appendix A

Field Test Consultant Leaders and Their Local Consultants

For the Project

Modifying Vocational Curriculum For the Handicapped

Wisconsin Vocational Studies Center

University of Wisconsin-Madison

Consultant Leader

Dr. James Acord - Vocational Education University
Vocational Special Needs
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523
(303) 491-1101 ext. 5684

Local Consultants

1. Mr. Victor Beebe Jr.
3404 East Harmony Rd.
Fort Collins, CO 80525
Handicapped Employee
Hewlett - Packard
Fort Collins, Colorado

2. Ms. Le Fawn Biddle
4601 Nassau Circle
Englewood, CO
(303) 759-4001
Mother of Two Handicapped Students
Colorado Coordinator for the Federal and Local Action Group of the A.G. Bell Association For the Deaf.

3. Mr. [illegible] John Chrisholm
Teacher - Coordinator-Counselor
Alameda Senior High School
1255 South Wadsworth Blvd.
Lakewood, Colorado 80226
(303) 237-6971
Teacher-Coordinator-Counselor

4. Mr. Mitchell A. Karman, Coordinator
Supplemental Services
Larimer County Voc-Tech Center
1010 South Shields
P.O. Box 2397
Fort Collins, Colorado 80522
(303) 226-3300
Supplemental Services Coordinator

5. Dr. Dale Polley
Director Pupil Personnel Services
Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, Colorado 80521
(303) 482-7420
Director Pupil Personnel Services

Consultant Leader

Mr. Dale Lee Consultant, Vocational and Adult Guidance Student Services Section State of Florida Department of Education Tallahassee, FL 32304 (904) 488-8974	State Education Agency

Local Consultants

1. Mr. James M. Eikeland 1943 Nantucket Circle Tallahassee, Florida 32304 (904) 385-6791	Consultant, State of Florida School Psychology
2. Dr. Philip James Grise Jr. Director of Exceptional Student and Adult Education Testing Florida Statewide Assessment Program Florida Department of Education Knott Building Tallahassee, Florida 32304 (904) 488-8198	Director of Exceptional Student and Adult Education Testing
3. Dr. Jack Harris Lombard 108 Cypress Landing Mandarin, Florida 32223 (904) 268-1174	Associate Professor Division of Studies in Education University of North Florida Jacksonville, Florida
4. Mr. Thomas C. Swift, Consultant Vocational Education Programs for the Handicapped and Vocational Work Study Division of Vocational Education Tallahassee, Florida 32301	Vocational Education Consultan
5. Ms. Dianna J. Wells P.O. Box 3806 Tallahassee, Florida 32303 (904) 926-7275	Educational Consultant Bureau of Education for Exceptional Children Department of Education State of Florida

Consultant Leader

Mr. Robert Benedict Special Needs Supervisor District One Technical Institute 620 West Clairemont Ave. Eau Claire, Wisconsin 54701 (715) 836-4941	Postsecondary Agency

Local Consultants

1.	Mr. Emmett O'Brien Special Needs Counselor District One Technical Institute 620 West Clairemont Ave. Eau Claire, Wisconsin 54701	Special Needs Counselor
2.	Mr. Tony Langdon Vocational Rehabilitation Counselor Univ. of Wisconsin-Stout Menomonie, Wisconsin 54751	Vocational Rehabilitation Counselor UW-Stout
3.	Ms. Diane I (McMahon) Pavelski 3305 LaSalle Eau Claire, Wisconsin 54701 (715) 834-2705	CETA Counselor
4.	Peter Van Groll Special Needs Coordinator Moraine Park Technical Institute Fond du Lac, Wisconsin	Special Needs Coordinator
5.	Ms. Margaret A. Wunamaki 504 Winter Avenue Elmwood, Wisconsin 54740	Co-Program Director Dept. of Ed. & Psych. Special Ed. Program University of WI-Stout Menomonie, WI

Consultant Leader

Mrs. Louise Hullinger Vocational Chairperson Association for Children with Learning Disabilities 10628 S. Lawndale Ave. Chicago, IL 60655 (312) 238-4619	Advocacy Group

Local Consultants

1.	Mr. Ronald Baldemaro Sauk Area Career Center 138th and Crawford Robbins P.O. Crestwood, IL 60472 (312) 371-1880	Vocational Teacher
2.	Ms. Cheryl Deardorf Coordinator, Adult Training United Cerebral Palsy 4540 W. Washington Chicago, IL 60624 (312) 626-9444	Coordinator Adult Training

3. Dr. Pamela Gillet — Vocational Coordinator
500 S. Plum Grove
Palentine, IL 60067
(312) 359-2110

4. Ms. Bonnie Gladden — Rehabilitation Counselor
Department of Rehab. Services
623 East Adams
Springfield, IL 62777

5. Dr. Laura Lehtinen — Private School Teacher
312 GR 56646
1100 Forest Ave.
Evanston, IL 60202

Consultant Leader

Mr. Dennis Lesher — Secondary Education Agency
Assessment Center
Special Intermediate
School District #916
3300 Century Ave. N.
White Bear Lake, MN 55110
(612) 770-2351 ext. 388

Local Consultants

1. Mr. Kevin Bohrer — Parent of Handicapped Student
659 Montcalm Place
St. Paul, MN 55116

2. Ms. Cynthia Lesher — Case Manager/Counselor
Minneapolis Rehabilitation Center
Minneapolis, MN

3. Mr. Mike Hoesen — Vocational Evaluator
Kellog High School
Roseville, MN

4. Mr. Harland Rowland — Work Experience Coordinator
Lexington Learning Center
Roseville, MN

5. Ms. Marilyn Ryan — Instructional Development
District #916
3300 Century Ave. N.
White Bear Lake, MN 55110
(612) 770-2351

Consultant Leader

Matthew D. Parrish, M.D. — Service Agency
Superintendent
Singer Mental Health Center
4402 North Main St. PO Box 62
Rockford, IL 61105
(815) 987-7096

Local Consultants

1.	Ms. Vicky Burt 2311 Overdene Avenue Rockford, IL 61103 (815) 962-0631	Employee, Consumer Products Division Elco Tool Industries
2.	Dr. James Grot Assistant Superintendent Dixon Developmental Center 2600 N. Brinton Dixon, IL 61021 (715) 288-5561	Service Agency
3.	Mr. Daniel L. Hofeditz Special Education Administrator Singer Mental Health Center Rockford, IL 61105	Special Education Admn.
4.	Mr. Dan Nellis Meyer Mental Health Center Decatur, IL	Mental Health Rehab. Counselor
5.	Dr. Robert P. Ryan Singer Mental Health Center 4402 North Main St., P.O. Box 62 Rockford, IL 61105 (815) 987-7108	

Consultant Leader

Dr. Dorothy Semmel Special Education Program Graduate School of Education University of California Santa Barbara, CA 93106 (805) 961-3026	Special Education-Univ.

Local Consultants

1.	Dr. Maureen Ballard Professor of Special Education University of California Santa Barbara, CA 93106	Special Education
2.	Dr. Kenneth Corcoran Director of Special Education Santa Maria High School District San Maria, CA	Special Education
3.	Ms. Crystal DuVal Coordinator of Voc. Ed./Sp. Ed. Programs Santa Maria High School District Santa Maria, CA	Voc./Special Ed.
4.	Ms. [illegible] Gaughen [illegible] Center Santa Barbara, CA	Career Education (Changed from John Mills) (Information incomplete)

5. Dr. Joseph Sayovitz, Director
Kerr Learning Resources Center
University of California
Santa Barbara, CA

Learning Resources

Appendix B

Consultant Committee Members
For USOE Contract Number 300-78-0569

Modifying Vocational Curriculum for the Handicapped

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Dr. Catherine Beasley
Dir. of Cont. Ed. in
Home Economics
Div. of Continuing Ed.
P.O. Box 2967
University of Alabama
Tuscaloosa, Alabama 35486

Dr. Gerald Bensberg
Vocational Training
of M.R.
Texas Technical Univ.
Research and Training
Center in Mental Retardation
P.O. Box 4510
Lubbock, Texas

Dr. Steve Corban
Distributive Ed. Specialist
121 Seerley Hall
University of Northern Iowa
Cedar Falls, Iowa 50613

Dr. Merle Wood
Specialist in Business Ed.
Oakland Public Schools
1025 2nd Ave.
Oakland, California 94606

Kenneth Karr
715 Rawl Place
Solana Beach, CA 92075

Appendix C

Advisory Committee Members
For USOE Contract Number 300-78-0569

Modifying Vocational Curriculum For The Handicapped

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Dr. James Acord
Vocational Special Needs
Dept. of Voc. Ed.
Colorado State University
Fort Collins, CO
303/491-1101 ext. 5884

Dr. Madge Attwood
349 College of Education
University of Illinois
Urbana, IL 61801
217/333-7179

Brian Becker
2219 South 9th St.
Brittany Apartment #6
Charleston, IL 61920
217/348-0690

Dennis Belschner
SERVE Unit
Special Intermediate
School Dist. #916
3300 Century Ave. N
White Bear Lake, MN 55110
612/770-2351 ext. 298

Dr. Gene Bottoms (Professional
Organization-Vocational AVA
Executive Dir.)
American Vocational Assoc.
2020 N. 14th St.
Arlington, VA 22201
703/522-6121

James Crowder - Employer
Asst. to the Vice Pres. of
Industrial Relations
Garrett Corporation
9851 Sepulveda Blvd.
Los Angeles, CA 90009
213/776-1010

Paul Hippolitus
The Presidents Committee on
Employment of the Handicapped
Washington, D.C.
202/653-5059

Mrs. Louis Hullinger
10628 South Lawndale Ave.
Chicago, IL 60655
312/238-4619

Dr. Ronald Lutz - Indust. Ed.
Dept. of Indust. Ed. and Tech.
202 Wrightmen Hall
Central Michigan Univ.
Mt. Pleasant, MI 48859
517/774-3996

Dr. Matthew D. Parrish
(Human Services-Mental Health)
Superintendent
Singer Mental Health Center
Rockford, IL
815/987-7096

Dr. Ken Reagles
Syracuse University
School of Ed.
Div. of Sp. Ed.-Rehab.
805 South Crouse Ave.
Syracuse, NY 13210
315/423-4126

Dr. Dorothy Semmel
Ctr. For Innovation In
Teaching the Handicapped
University School
Indiana University
2805 East 10th St.
Bloomington, IN 47401
812/337-5847

Mr. David Pritchard
Project Officer
Bureau of Occupational and Adult Ed.
U.S. Office of Education; ROB #3
7th and D Streets S.W.
Washington, D.C. 20202
202/245-3352