DOCUMENT RESUME

ABSTRACT
        The project described in this report sought to
develop a program whereby adolescents with learning disabilities
could increase their skills to successfully cope with the transitions
inherent in moving to adulthood. The program, termed the
"Life-planning Program," consists of a series of activities designed
to: (1) orient the student toward setting goals and planning for the
future; (2) show the student how to utilize a problem-solving
process; (3) direct the student toward achieving life goals in five
content areas (independent living, personal, social, education, and
job); and (4) help the student identify and utilize a mentor in the
life-planning process. Instructional procedures focus on increasing
awareness of needed skills, practicing the skills in simulated
situations, and applying the skills to real-life situations. This
report describes the program's target skills, instructional
procedures, implementation techniques, curriculum development
efforts, and program evaluation activities. Appendices contain copies
of questionnaires used in the training process and in program
evaluation. (JDD)

INSTI...
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LEAR...
DISABILITIES

Lawrence, Kansas, 66045

Emphasis on Adolescents and Young Adults

PROJECT SUMMARY

Final Report #G008302343

Life Planning Intervention for Facilitating
the Transition of Learning Disabled
Adolescents to Post-School Situations

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PROJECT SUMMARY

The transition from school to post-school life poses problems for most adolescents (Conger, 1977); for the adolescent saddled with a disability the transition from a structured school to a less structured adult environment can be devastating (Clark, 1980).

Given the potential handicapping effect of a disability on successful life adjustment, it becomes imperative that the educational program for adolescents with disabilities in high school settings give attention to teaching these students a set of skills that will enable them to successfully compensate for the effect of their disability in transitional situations.

The purpose of this project was to develop a program whereby adolescents with disabilities could increase their skills to successfully cope with the numerous transitions inherent in moving to adulthood and could actually use these skills to affect a successful transition. This program, termed the **Life-planning Program**, consists of a series of activities designed to orient the student toward the need to set goals and plan for the future, show the student how to utilize a problem solving process to deal with a variety of problems facing adolescents, direct the student toward achieving life goals in the five content area: (1) independent living, (2) personal, (3) social, (4) education, and (5) job, and finally, helping the student identify and utilize a mentor in the Life-planning Process. In order to ensure use of these skills, instructional procedures found effective in teaching cognitive and social skills were utilized. These procedures included awareness of the skills and their component steps, practice using the skills in simulated situations, and application of the skills to real life situations.

In this report, the **Life-planning Program** will be described including target skills, instructional procedures, implementation techniques, and curriculum development efforts. Field-test data will be presented on the efficacy of the program.

PROJECT OBJECTIVES

A number of objectives were identified for this project. These objectives were designed to meet the goal of the proposed project to develop a Life-planning Program to help persons with a learning disability make the transition from secondary education to adult life.

Objective 1: To identify problem areas in the transition from high school to adult life. The first objective was to identify the specific areas in transition that cause difficulty for persons with a learning disability. Transition is viewed not as a unitary event, but rather as a series of events that may cause difficulty for persons with a learning disability. Only by identifying specific problem areas within this series of events could we ensure that the activities specified in the Life-planning Program are relevant to the needs of the disabled population. This type of information regarding transitional problems provided a basis upon which the Life-planning Program was built.

Objective 2: To develop a cognitive process for the Life-planning Program. This objective refers to the development and specification of the process that forms the core content of the Life-planning Program. This process i one that is specifiable and therefore teachable, and also one that can be generally applied to the wide array of problems that persons with disabilities face during transition (those problems identified in Objective 1). It was also tailored to the cognitive characteristics of the learning disabled individual. Thus, it was simple as well as conceptually sound. This process included components aimed at problem-solving and goal setting. This process comprised a set of skills that persons with disabilities can use during transition to adult life and throughout adult life. In addition, the process contained motivational components to ensure persistent use of the procedures.

Objective 3: To develop the teaching activities for the Life-planning Program. The purpose of this objective was to develop teaching activities for teaching the Life-planning Process. These activities included a series of simple written and behavioral activities, graded in increasing learner involvement from awareness of the skills, to practice on simulated problems, to application to real-life problems. The design of these activities was guided by developmental and learning principles to ensure that the final program adequately met the needs of the target population. These activities were designed to ensure that the learner investigates the uses local community resources throughout his/her involvement in the program.

Objective 4: To develop procedures to enable learners to use personal resources. This objective referred to the need to develop procedures to help the person with a disability use personal resources to aid in the transition to adult life. One type of personal resource was social ability. Other resources included interaction with knowledgeable and skilled persons who can act as guides through the transition process. These type of persons are often called "mentors" because of the important role they play in a person's life. This objective, then, required the development of procedures and activities to aid individuals with a disability in identifying available resources and helping them to use these resources in an appropriate fashion in order to facilitate the student's transition to adult life.

Objective 5: To develop a prototype of the Life-planning Program. The next objective was to develop a prototype of the program. The development process included an integration of the results of the first four objectives with the development of an appropriate format. The prototype program was used during the evaluation of the program, and served as a sample for the dissemination activities.

Objective 6: To evaluate the Life-planning Program. The evaluation of this program was both formative and summative. That is, the evaluation focused on both the implementation and actual use of the program and the outcomes that resulted from use of the program. This type of evaluation provided information that was useful both for program development and revision, and for determining the effectiveness of the program.

Objective 7: To revise the prototype program. Following the evaluation of the program, revisions in the content, activities, and format were made. By programming this step as a separate objective, we ensured responsiveness to the evaluation results.

Objective 8: To disseminate the Life-planning Program and the findings of the project. This objective refers to all the activities necessary to make the program available to as many persons with disabilities as possible and to make the public aware of the existence and availability of the program. The most effective dissemination network appears to be commercial publication and thus, this objective included development of a marketable program. In addition, the the program was presented at several state, regional, and national conferences.

ACCOMPLISHMENTS

Objective 1: To identify problem areas in the transition from high school to adult life.

This step involved the identification of specific problem areas encountered by individuals with a learning disability in transition. This included a review of existing research literature and a survey of problems common to the young adult with a learning disability.

1. Review of the research literature. A review of the research literature on the problems frequently encountered by young adults with learning disabilities in the transition from school to adult life was conducted to determine identified problem areas. This review covered KU-IRLD research on the adjustment problems of young adults with learning disabilities and other available research literature. A list of problems related to independent living, post-secondary education, social, community resources, and employment status was developed.

2. Survey of problem areas. A survey of problem areas encountered by young adults with learning disabilities in their transition from school to adult life was conducted. These problem areas identified were ones that are priority problems for young adults with learning disabilities, their parents, and their employers. The survey addressed the transition problem areas specified above.

   Development of surveys. Surveys were developed and distributed to young adults with learning disabilities, their parents, and employers. In these surveys the respondents were asked to identify those areas which cause difficulty during the transition from school to adult life. Respondents were asked to prioritize problem areas according to perceived importance. A copy of these surveys is included in Appendix A.

   Identification of respondents. One of the initial activities of the project was to identify and locate young adults with learning disabilities who have left school within the past 5 years, their parents, and their employers. Each young adult must have been formally classified as learning disabled by their school sometime during their secondary school participation. Student files were analyzed for all students who received special education from 1978 to 1983 in the participating school districts. Files indicating that a student received special services because of mental retardation or physical or sensory problems were replaced. The retained files were analyzed for information concerning achievement, intelligence,

etc. This information was used to determine whether the student was learning disabled according to the following specified validation criteria.

1. A valid score of 85 or higher on the <u>Stanford-Binet</u> or <u>WISC-R/WAIS</u>.

2. A percentile score of 15 or below in a least one of three achievement areas: reading, writing, and math (Warner, Alley, Deshler & Schumaker, 1980).

3. No evidence of emotional disturbance, mental retardation, physical or sensory handicap, or cultural, environmental, or economic deprivation.

Only students who met these criteria were asked to complete the survey. A list of students whose files were retained were then compared to a local telephone directory to determine if the student or his/her parents were still in the geographical area. If neither student nor parent was found in the directory, the name was discarded. Every effort was made to locate students with a cross-section of backgrounds. For example, young adults with a learning disability were located who had jobs, were unemployed, or were in post-secondary school programs. This process yielded the names of 33 young adults with a learning disability.

Data collection. The young adults selected in the process described above were asked to participate in the survey. In addition, the young adults' parents and employers were asked to complete a survey. Participation in the survey was solicited by telephone, and persons who agreed to complete the survey were mailed a copy. In addition to the prioritized list of problems, data was collected including the respondent's age, sex, educational background, disability, job status, years out of school, and a rating of life satisfaction.

Data analysis. The lists of problems generated from the survey were consolidated into a general list of problems. The general list was prioritized based on the frequency of responses on the surveys and the importance attached to each problem by the respondents. The problem areas reported from the Young Adult Questionnaire included independent living, school, social, employment, decision making, financial, and identifying community resources. Table 1 summarizes the demographic information about the respondents of the Young Adult Questionnaire and lists some of the information gathered from the Young Adult Questionnaire, the Parent Questionnaire and the Employer Questionnaire.

Table 1

RESULTS FROM THE YOUNG ADULT QUESTIONNAIRE

DEMOGRAPHICS:

Total No. of Respondents =   33
Total No. of Females = 11
Total No. of Males = 22

Median Age of Total Sample =   19 years, 10 months
Median Age of Females = 20 years, 0 months
Median Age of Males = 19 years, 10 months

Graduated from High School = 29
Dropped-Out of High School =   4

Race:
  White = 31
  Spanish American = 1
  Asian = 1

Marital Status:
  Single = 28
  Married = 4
  Separated = 1

INDEPENDENT LIVING:

Living with parents or another family member = 82%

Satisfaction with current living situation (1 = Very Unhappy to 5 = Very Happy): Mean = 4.3

Those who had lived on their own at some time reported various types financial difficulties as a major problem

Fifty-two percent reported having a future goal of living independently.

EDUCATION:

No further education or training after high school = 67%

Satisfaction with school situation of those who received further education or training after high school (1 = Very Unhappy to 5 = Very Happy): Mean = 3.5

Of those who did not receive further education or training after high school, 77% felt they needed more education and/or training.

Sixty percent reported having a future goal of obtaining more education and/or training.

SOCIAL:

Satisfaction with way respondents spend their free time (1 = Very Unhappy to 5 = Very Happy): Mean = 4.3

Forty-five percent reported having no future goals related to their recreation and social activities.

EMPLOYMENT:

Currently employed = 82%

Job status (Mean Duncan Score = 23.0)

Satisfaction with current job (1 = Very Unhappy to 5 = Very Happy): Mean = 4.0

Fifty-eight percent reported having been unemployed for a period of time after leaving high school.

Sixty-six percent reported having problems securing employment.

Eighty-eight percent reported having a future goal of changing their current employment status.

MISCELLANEOUS:

Sixty-one percent reported that they did not use community resources to help them make the transition from high school to adult life.

RESULTS FROM THE PARENT QUESTIONNAIRE

Total No. of Respondents =   33

INDEPENDENT LIVING:

Fifty-eight percent of the young adults living at home are not financially capable of living independently.

Thirty-three percent of the youths living at home have not considered living on their own.

EDUCATION:

Twenty-four percent of sons or daughters were in school.

Of those youths who are currently in school, 100% received assistance from someone in finding or staying in thier current educational program.

Of those who were not in school, 68% of the parents felt their son or daugh'er snould be in school.

Money was the most common reason for son or daughter not going to school.

SOCIAL:

Twenty-one percent have not made new friends since leaving high school.

Forty-five percent reported having no future goals related to their recreation and social activities.

Fifteen percent of the sons/daughters in the sample were married - parents reported that in at least half the cases, their son or daughter was in an unhappy in their marriage.

EMPLOYMENT:

Currently employed = 75%

Sixty-four percent reported that their son or daughter will be changing jobs - 84% reported that this was due to wanting a different or better paying position.

One of the most often sited reasons for son or daughter not getting a job was difficulty with understanding the job application.

RESULTS FROM THE EMPLOYER QUESTIONNAIRE

Total No. of Respondents = 25

Forty-five percent of the employers indicated that the most common problems with skills of recent high school graduates were:

1) inability to fill out job application
2) poor spelling/handwriting on applications
3) poor appearance at interview

Thirty-nine percent of the respondents indicated the most common adjustment problems of recent high school graduates were:

1) consistently late to work
2) lack responsibility
3) easily bored by routine and working hours

Fifty-five percent of the respondents indicated the most common reasons for firing a recent high school graduates:

1) employee switching schedules too often
2) poor attendance and being late to work

3. Determination of common problems. Once the two separate lists were developed from the literature review and the survey, they were consolidated into one list. Decision rules were employed to determine those problems on the list that created the most difficulty for youths with a disability in transition from secondary school to adult life. Decision rules which were used were as follows:

1. The problem identified had to be a problem related to the transition from secondary school to adult life.

2. The problem had to have a high priority by the respondents to the survey.

This finalized list of problems was used in determining the content of the program. From this final list the problems were clustered under three categories: Career/education decisions, independent living options, and social problems. The items listed under each category were then prioritized based on the number of times they were mentioned. The resulting list consisted of main problem areas with specific subproblems listed under them. This list was used in the content validation process.

4. Validation of findings. Once the list of problems was developed and the problems had been clustered into areas, the content validation process began. For this purpose, a panel of content judges was formed. These judges included teachers of secondary students with disabilities, experts in the field of disabilities, counselors of secondary and post-secondary students with disabilities, parents of the mildly disabled, employers, vocational counselors, and adolescents and young adults with disabilities. Each content judge was given the list of problems from the consolidated list as well as other nonsignificant problems. The nonsignificant problems were included to assess the accuracy of the judge's ratings. The judges were asked to rate how common each problem is for individuals with a disability in transition from secondary school to adult life. They were also asked to weight the significance of each problem for transition to adult life. Finally, they were asked to name additional transitional problems which were not covered by the presented list but which young adults with a disability often encounter.

Objective 2: To develop a cognitive process for the Life-planning Program.

The Life-planning Program involves the teaching of a cognitive process for adolescents with a learning disability to apply to the numerous transitional

situations they encounter in entering the post-school environment. This process stresses the cognitive skills of correct identification of problems, finding appropriate solutions to these problems, setting goals, implementing goal-oriented activities, and reaching goals. Procedures are included to motivate the student to ensure persistence in these activities. The process was formulated as a result of a review of current research literature and KU-IRLD research, and the opinion of experts in the field of special education.

1. <u>Review of KU-IRLD and research literature</u>. KU-IRLD research and current research literature from other sources was reviewed early in the developmental process. For example, the review covered all current research literature on problem-solving and goal setting processes, both long and short term. With regard to problem-solving skills, Hazel, Schumaker, Sherman, and Sheldon (1982) trained learning disabled adolescents to use a problem-solving process when they encountered a social problem. This resulted in moderate increases in the youths' ability to solve problems, but these increases did not equal those achieved by youths without disabilities. Jason and Burrows (1983) taught normally achieving high school seniors problem-solving procedures in addition to other adaptive coping responses. When faced with a fictitious transitional issue, students who had received the instruction for six sessions used significantly more cognitive restructuring statements than did the control students.

The research that has been conducted on goal-setting skills has targeted the training of goal-setting and goal-implementation skills with regard to academic tasks within a short-term time frame. Both of the major research efforts have been based on self-regulation theory as espoused by authors such as Bandura (1977) and Kanfer (1977). In one study, Tollefson, Tracy, and Johnsen (in prep.) taught learning disabled junior high school students in a public school to (a) set goals, (b) develop plans to achieve those goals, (c) monitor and evaluate their behavior, and (d) accept responsibility for the outcome of their goal-directed behaviors. The students used these skills to increase their rates of assignment completion. In another study, Seabaugh and Schumaker (1981) taught learning disabled and non-learning disabled high school students in an alternative school to (a) set goals, (b) record their achievements daily, (c) evaluate their progress, and (d) reinforce themselves for meeting their goals. The researchers found that the students' rate of lesson completion increased (by an average of 700% for the learning disabled students) in areas that had been targeted in the weekly goals, while the rate of lesson completion in other areas remained low.

Also, commercially available curriculum products on goals setting and decision making were reviewed to determine the decision making/goal setting processes contained within these products.

2. **Solicit expert opinion.** The opinion of experts within the field of special education who specialize in secondary and post-secondary young adults was solicited. Each expert was asked to list the steps he/she felt were necessary to the goal-setting process. These lists were combined with the lists extracted from the review of the KU-IRLD and research literature. In addition, several commercial materials dealing with the problem-solving and goal achievement were examined to help in the conceptualization of the Life-planning Program.

3. **Formulate the process.** Using the information derived from the sources described above, the process taught in the Life-planning program was formulated. The major component of this process (Problem-Solving and Goal Achievement) is depicted in Table 2, and is described below.

PROBLEM-SOLVING

Step 1: Define the Problem.
In the first step of the process, students define a problem with which they are having difficulty. They learn to identify problems in several different areas of their life, such as home, school, social, and career. For example, a student might be having a problem in deciding how to pursue a chosen career field (for example carpentry) after leaving secondary school. The student learns to define the problem so that it meets four criteria (Who, What, When, and Where). For example, the problem statement might be stated as follows: I don't know how to go about becoming a carpenter in Lawrence after I graduate from high school.

Step 2: Think of Solutions.
Next, the learner generates at least five alternatives for solving the problem. The solutions must tell who, what, and when. In addition, they must meet the SCORE criteria outlined below.
> Specific Behavior?
> Complete Thought?
> On Target?
> Realistic?
> Ethical/Legal?

Example solutions for the problem described above might be:

1) I will go to vocational school to learn carpentry skills after high school graduation.

2) I will complete an apprenticeship with a carpenter during the summer after high school graduation.

3) I will immediately try to find a job in carpentry.

4) I will take a carpentry class this summer through the Parks and Recreation department.

5) I will apply for construction jobs this summer where I can work on building houses.

Table 2

The Life-planning Process

PROBLEM-SOLVING

Step 1: Define the Problem

Step 2: Think of Solutions

Step 3: Think About Each Solution

Step 4: Decide on the Best Solution

GOAL ACHIEVEMENT

Step 1: Set Life Goals

Step 2: Write Subgoals

Step 3: Write a "To Do" List for Each Subgoal

Step 4: Complete Tasks and Check Off Each Step

Step 5: Evaluate Outcome

Step 3: Think About Each Solution.
After specifying alternatives, the student evaluates each solution to determine the positive and negative aspects of each solution to the problem. This step requires the student to investigate each alternatives' good and bad results. The result should tell who or what is involved and describe the exact event that will happen. The learner must list at least two good and two bad results for each solution. The students use a set of prompts to help them think of the possible good and bad results. These include:

PROMPTS FOR THINKING OF GOOD AND BAD RESULTS:

A good result to a solution could . . .
1) make you feel better.
2) help you understand the problem.
3) solve the problem quickly.
4) lead to a better relationship with the person(s) involved.
5) remove you from the problem.

Does the solution . . .
1) create a new problem?
2) hurt you or someone else?
3) cause difficulties in carrying it out?
4) prolong taking action?
5) make the problem worse?
6) take too long?

Step 4: Decide on the Best Solution.
After thinking about each solution and specifying the possible positive and negative results, the learner decides on the best solution. This step in the process requires the individual to utilize decision making skills. To decide on the best solution, the student must rate the good and bad results of each solution.

First, the learner places a "−" next to any solution that:
1) Has a high chance of creating another problem for you.
2) Has any chance of getting you into trouble with authorities.
3) Does not solve the problem.
4) Has bad results that have a high likelihood of occurring and that you don't want.

Second, the learner places a "+" next to any solution that:
1) Has good results that you want and bad results that you can accept.

Finally, the learner places a second "+" next to any solution that:
1) Has a good chance of solving the problem.

After rating all the solutions in the above manner, the student chooses a solution to try that has two "+"s. If no solutions have two "+"s then the student chooses a solution with one "+". Finally, if none of the solutions were rated with a "+" then the student must go back and think of some additional solutions and their results.

After completing the steps described above and learning to problem solve in a written format, the student then practices the skill of verbal problem solving. In this exercise the student uses the same steps but learns to do it verbally rather than writing out all of the responses. Once the student meets mastery on problem-solving, he/she begins the Goal Achievement Process. The Goal Achievement Process is described below.

GOAL ACHIEVEMENT

Step 1: Set Life Goals.
In the first step of the process, students set goals in five major areas of their life. These areas include: Independence Goals, Personal Goals, Social Goals, Education Goals, and Job Goals. Their life goals must be long range, broad, and have a major impact on their life. Life goals are stated so that they tell who in involved, what the student will do, when the learner plans to complete to goal, and the goal must be stated in a positive way. The student must write goals in all five areas mentioned above so that he/she gives attention to all major aspects of his/her life rather than focusing just on one area such as a career.

Step 2: Write Subgoals.
After setting life goals, the student breaks down each life goal into subgoals. Subgoals are smaller, more manageable goals that need to be reached before the student can complete his/her life goals. The subgoals must be related to the life goals and be something that that the student wants to change or improve. The subgoals are written so they they tell who, what, and when. Students learn that subgoals are different from life goals in that they are short-term and specific rather than long-term and broad. Subgoals are usually stated in a positive manner unless there is a habit that needs to be broken. If the subgoal involves breaking a habit then it might be stated in a negative way such as "I will not ..."

Step 3: Write a "To Do" List for Each Subgoal.
Next, the student analyzes the subgoal to determine the tasks he/she needs to complete to reach the subgoal. The student uses the word "TASK" to prompt himself/herself in writing the task analysis.

> Think/Note
> Ask Another Person
> Sequence and Recopy List
> Keep the List Handy and Review It Daily

First the student thinks about and jots down, in no particular order, all the steps he/she will need to do to reach the subgoal. Then the student asks another person if he/she can think of any additional steps that have been left out. Next, the student sequences all of the steps in a logical order to be followed. Finally, the student is reminded to keep the list handy so he/she can refer to it often and make sure he/she is completing each step in a timely fashion.

Step 4: Complete Tasks and Check Off Each Step.
After the task analysis is written, the student goes about completing each task and checking it off the list as he/she completes each step. If the student has trouble completing a task he/she must ask someone else to help or rewrite the task analysis. The student learns that often he/she will be working on several subgoals at once and therefore must monitor several tasks at one time.

Step 5: Evaluate Outcome.
Finally, the student evaluates whether completion of the task analysis has led to completion of the subgoal. In other words, now that the tasks are completed, has the student reached the subgoal? If not, the student must add tasks or reconsider the original subgoal. Students learn that it is sometimes necessary to recycle if they are not making progress toward their life goals and subgoals.

Objective 3: To develop the teaching activities for the Life-planning Program.

After the specification of the Life-planning Process, the teaching activities were developed. These activities included self-instructional materials where the students learned the steps of the process, practiced the steps, and then applied the steps to their own lives. The materials used the format outlined and then described in detail below:

Student is made aware of his/her need for the Life-planning Process
Self-Instructional Programmed Material
Comprehension Checks
Practice on Individual Steps
Practice on All the Steps
Application of the Process

First, the student is shown the need for learning the skill. This was done by using a story format where the student was introduced to a student like himself/herself who is faced with making some decisions about his/her life. The learner sees that the student is confused about what to do and must make some plans for the future. This sets the stage for introducing the Life-planning Process.

Next, the student proceeds through the materials in a programmed instructional format. For example, after each concept is introduced, a "Skill Check" is presented to the student which asks a question about the concept just introduced. This ensures active student involvement and facilitates comprehension. Each chapter begins with a review of concepts learned in previous chapters.

After reading the chapter and completing the skill checks, the student is checked for his/her comprehension of the material. This is called "Check Your Understanding." The students answer questions from memory without looking back at the material in the chapter.

The next step involves practicing the skill introduced in the chapter and is called "Practice the Skill." Here the student practices just one step of the process.

Next the student incorporates the newest learned step with the other steps already learned, putting it altogether. This is called "Practice All the Steps." As the name implies, the students practice using all of the steps together.

In the last phase of the process, the students learn to apply the skill they have learned to their own lives. In the problem-solving skill this is done in two ways. First the student must think of problems he/she is experiencing in different areas of his/her life (home, school, personal/social, and job-related). Then the student uses the problem-solving process to work through one of the problems identified. This is first done in a written form and then the student is taught to use the verbal-problem solving process. In the goal achievement materials, the application phase is incorporated into each chapter. At the end of the activities for each chapter, there is a section called "Personal Action Steps." Here the student applies the skill to his/her own life goals.

The development of the teaching activities was based on a review of learner characteristics and teaching methodology research with the goal of designing a program that ensured automatic use of the process.

1. <u>Review of learner characteristics and teaching methodology research.</u> Learner characteristics research is defined as that research which concerns the defining characteristics of the mildly disabled. These characteristics must be considered if a program is to be developed which the targeted population can easily use, which effectively produces learning within the population, and which takes into account the population's strengths and weaknesses with regard to learning. A review of research addressing the learning characteristics of the target population and effective teaching methodologies was conducted. This review yielded such factors as motivation, awareness, rationales, readability, frequent comprehension checks, guided practice, mastery criteria, and limited written responses to name a few. These factors and others were considered in the design of the teaching activities.

2. <u>Develop the initial orientation activities.</u> These activities were designed to help the student determine his/her need for studying the Life-planning Program. The orientation activities are completed prior to the student beginning the Problem-solving Process and the Goal Achievement Skill. The activities included: (1) the completion of a Self-directed Search to determine the student's areas of vocational interest and aptitude, (2) four stories which familiarized the student with different situations in which young adults find themselves after they finish school, and (3) a planning worksheet where the student estimates his/her future income and living expenses.

   Once the student has estimated future income and living expenses, he/she then completes several activities to determine the accuracy of

his or her predictions. These include such things as income estimation based on different levels of education, deductions, rent, utilities, cars and insurance, food, and miscellaneous expenses. At this point, the student completes a personal monthly budget sheet. The student then has a more realistic picture about what he/she will need to do after completing high school. The orientation activities end with the student interviewing a young adult who has recently graduated from high school. Again, this interview makes the student aware of adjustment problems they too may encounter after leaving high school. The orientation activities are designed to motivate the student to learn the Life-planning Process.

3. <u>Develop awareness activities</u>. The awareness activities were developed based upon the review of learner characteristics and teaching methodologies. This report includes a copy of the final curriculum for illustration of these methodologies. The awareness activities consist of reading and written tasks and are designed to make the student aware of the skill he/she is studying and why. These activities were designed to ensure that the students learned the steps in the process to a criterion level of performance. Further, these activities were designed to be as independent as possible of teacher intervention.

    The awareness activities for the Life-planning Program began with an introduction to the concepts of decision making and goal setting. This introduction includes an explanation and rationales for making decisions, setting goals, and learning the Life-planning Process.

    The next activity in the Awareness part of the program is a description of each step of the Life-planning Process including rationales for the use of each step. Most of the steps consist of a number of substeps that are also explained. An illustrative example is used to describe the process.

    An overview of the content areas is given to familiarize the student with the types of problems that can be solved with the Life-planning Process. These content areas include home, school social, and career realms for Problem-Solving and independence, personal, social, education and job for Goal Achievement. Throughout the Awareness part of the program, the student reads short descriptions and answers questions. The reading level of the descriptions and questions are at the 4th grade level.

4. <u>Develop the Practice activities</u>. The next important group of activities were the Practice activities. One type of Practice activity implemented

in this program was written practice of the components of the process utilizing sample problems drawn from the survey and research literature. An integral component of any practice activity is feedback on performance. In the program, learners practice with problems across the content areas described above. The first Practice activities included many cues and prompts that were gradually faded as the student progressed through the practice activities and became more familiar with the Life-planning Process. In addition, discussion activities are included in which the students discuss application of the process to particular problems.

5. <u>Develop mentor-related activities</u>. These activities are designed to help the student identify a mentor and to structure the interactions between the student and mentor. The identification activities include ways to identify a special person who would be willing and able to help the student during the Life-planning Program and after graduation. The interaction activities provide procedures for the student to use when he/she solicits the mentor's help as well as specific ways to interact with the mentor through the final phase of the Life-planning Program and after graduation.

6. <u>Develop Application activities</u>. The next type of activity involves application of the Life-planning Process. In application activities, the students are required to generate their own problems to which they apply the Life-planning Process they have learned. This is done when the student completes each step in the process and then again in the Life Planning Book. The Life Planning Book pulls together all of the skills learned in the Life-planning Process. The student completes the book with his/her mentor and uses it as a guide for their life plans.

<u>Objective 4: To develop procedures to enable learners to use personal resources.</u>

A student probably cannot be successful in the Life-planning Program without help from other persons. A critical part of this program is to help the student identify the human resources who are available to him or her and who can help in the investigatory process. These human resources include people such as parents, friends, friends of friends, or friends of parents. This task was to identify procedures to help individuals with a disability to identify and to utilize their resources in the Life-planning Process. These activities included self-evaluation activities to help determine personal resources. Other activities included interviewing potential resources, learning to ask for help, and learning how to obtain information from others.

<u>Objective 5 To develop a prototype of the Life-planning Program</u>.

The prototype program was designed in such a way that it was appropriate for field testing.   The following sections will discuss the procedures for reviewing, developing, evaluating, determining the format for, and writing the prototype program.

1.   <u>Review and develop format options</u>. Prior to the actual development of the prototype program to be used in field testing the Life-planning Program, a review of format options was conducted. Early consideration of the format options ensured that the program was developed in such a way as to maximize optimum teaching, learning and marketing considerations. If the format options had not been thoroughly reviewed and considered, considerable and costly changes could have been necessary in the product.

The success of any program is dependent on any assumptions that are made about: a) what is demanded in teaching the content, and b) how the person doing the teaching responds to the task.   One of the most extensive analyses of teacher preference regarding educational media and materials for the disabled was conducted by Vale (1980). In this needs assessment, she found that any program that is expected to reach students must first appeal to teachers.   In addition, she found the highest preference for materials were self-instructional.   The developers of the Life-planning Program addressed Vale's findings by specifying at the outset that the prototype program is basically self-instructional. Based on this initial criterion, the project expanded the investigation of format options by determining components of self-instructional programs that affect teacher preference.   For example, developing the activities in short units which require only short instructional periods may affect teacher preference.

Interaction between learners and an instructional program was of critical importance in the development of a program, particularly a self-instructional program such as this one.   In packaging a self-instructional program for individuals with disabilities, certain assumptions must be made regarding the abilities of students who will use the materials. Researchers in educational psychology have identified features of instructional programs that facilitate learning.   These features include the use of simplified examples such as line drawing, charts and diagrams (Fleming and Levie, 1978), summary material (Leith, 1971), self-correcting materials (Smith, Smith and Haring, 1977), single concept loads (Van Etten and Van Etten, 1978), short practice periods

(Davids, Alexander and Yelon, 1974), relating material to students' past experiences, interests, values and goals (Davis, et al., 1974), contingency contracting (Simpson and Edwards, 1980), presentation of examples (Fleming and Levie, 1978), flow charts (Cox, 1976), advance organizers (Fleming and Levie, 1978; Gall, 1981), self-check tests, feedback, recycling, and cues (Gall, 1981). These considerations, combined with the unique learning characteristics of adolescents with disabilities, were addressed in developing format options so that optimal learning could occur.

Aside from the teaching-agent and learning options that were determined to influence the prototype program, marketing options were also considered. If these options had not been considered, development efforts may have been wasted. To the greatest extent possible, the program was designed to be both within the purchasing power of school districts and acceptable for commercial publication.

Most of the Life-planning Program has now been converted to a new format using the Macintosh Apple computer. This has allowed for various type and style features, format options such as borders and student answer boxes, as well as other reader enhancement and student motivational features. In addition, the present format gives the developers the option for in house publication which is a tremendous cost saving feature. These marketing considerations served as reference points for decision making regarding the finalization of the prototype program and provided for a program that is usable, effective and cost efficient.

2. Evaluate and determine the format. Before investing a great deal of time and effort into using a particular format, a pilot use of the format with several of the developed activities was conducted. The pilot test involved putting activities into the desired format and using the activities with several students with a learning disability. Also, teachers of students with a learning disability were asked to review the prototype program paying special attention to the format employed. Feedback from teachers and pilot test participants was obtained regarding: a) physical requirements, b) esthetic requirements, c) durability requirements, and d) packaging requirements. Based on the information obtained from the pilot test of the format, revisions were made and a draft of the format specifications was determined. The format specifications were evaluated by the project staff and further revisions were made. For example, in the first version, students wrote their responses in the workbook. Because of cost considerations, it was

decided that a separate answer booklet should be provided so that the student workbook could be used several times.

3. <u>Specification and construction of the prototype program</u>. Before the prototype rrogram was developed, a set of specifications was developed based on the previous prototype development steps. A set of specifications that served as a blueprint were needed, because the prototype program involved the construction of a variety of materials and activities by several individuals. These specifications were: a) consistent with format decisions, b) in sufficient detail to minimize risks in interpretation, c) consistent with project goals, d) reflective of information known about the target population and conditions or situations in which implementation would occur, d) in a usable form conducive to use by personnel responsible for prototype development, and e) in a form which facilitated communication among participants in the prototype development.

The prototype program was constructed according to the prototype specifications previously developed. The prototype program approximated the anticipated final version as closely as possible in both content and appearance.

4. <u>Specification and construction of the Instructor's Manual</u>. Once the format had been finalized, it was necessary to finalize the Instructor's Manual which described how the program would be implemented in educational settings. After the prototype program was piloted, instructions for material usage were specified. Also included was a description of how much time per week should be devoted to the program for the targeted students. After some initial field testing results, mastery criteria requirements were added to ensure consistent grading and interpretation by teachers.

Other material usage specifications were developed as they became apparent through the field testing of the program. Implementation specifications developed were integrated into a usable format. The format of the Instructor's Manual was developed by analyzing the teacher's manuals of other programs and consumer response. Final revisions in the Instructor's Manual are still being made to include additional activities for generalization and to incorporate group activities such as class discussions.

Objective 6: To evaluate the Life-planning Program.

The evaluation activities were designed to ensure that the Life-planning Program was effective in teaching the targeted skills and that the application of these skills was beneficial to the transition to adult life. The evaluation was designed to measure both actual transition activities as well as the processes and skills necessary for successful transition. The evaluation process served as a formative procedure focusing on improvement of the program as well as a summative evaluation. The evaluation strategies employed aimed at: (a) strengthening the power of the intervention to enhance learner acquisition of the skills; (b) maximizing those program features which ensure teacher use and district adoption; and (c) providing evidence as to the effectiveness of the program.

1. Development of an evaluation plan. The first activity was to develop an evaluation plan that was responsive to the type of program to be field tested and the proposed objectives of this project. The curriculum was field tested in two different sites, a local high school and a community college setting. A group of students from another high school served as a comparison group for the evaluation. Initially, it was proposed that a true experimental design be used for the evaluation of the curriculum. However, due to constraints within the field test sites, it was decided to use a comparison group design for the evaluation of the curriculum. The information gathered at the community college setting was used for the purpose of formative evaluation and the two high schools served in the comparison group design for the evaluation of the curriculum.

The evaluation plan included four different types of evaluation. The first evaluation was a pilot test of the program. This pilot test was conducted with a small number of students with learning disabilities to test the initial prototype program and determine any needed changes. The second evaluation assessed the implementation of the program. The third evaluation focused on the short-term results of the program. The fourth evaluation focused on the social validity of the program.

In the local high school setting in which the program was used, thirty-three subjects were identified. Thirty-two subjects were identified in the the comparison high school. These subjects were sophomores, juniors, and seniors in high school who were referred to us by the teachers in the settings as learning disabled individuals who needed skills in transition. For each subject the following information was collected: the age of the student, grade level, sex, I.Q. score, achievement scores, and learning history. This information was used to

validate the students as learning disabled individuals according to the validation criteria outlined in the Accomplishments section, Objective 1, Number 2.

The pilot test was an informal assessment of the program that involved implementing the program with a small number of students with a learning disability. The students were observed using the program material, and their feedback on the program was solicited. The students' ability to perform the skills in the Life-planning Process was assessed before and after training to provide some initial determination of the effectiveness of the program.

The second evaluation involved informal assessment of the implementation of the program. This evaluation focused on ways the learners completed the materials and carried out the activities. Also included in this evaluation was a review of the instructors' accuracy in evaluating the student products and providing appropriate feedback. The assessment of these activities was important to determine how the program was actually implemented. This enabled us to determine the program features that needed to be modified to increase the usability and, therefore, the effectiveness of the program.

The third evaluation of short-term results focused on changes in the students' performance of the Life-planning Process. This evaluation of the short-term outcomes of training was conducted in the following manner. All students were pretested on the skills taught in the Life-planning program prior to beginning the program. At the end of the year, students were post-tested to measure their Life-planning skills. These tests had several components including role-plays, a written comprehension test over the steps involved in the Life-planning process, and a written exercise involving application of the written problem-solving procedures. Scorer reliability was incorporated into each role play test.

The fourth part of this evaluation was an assessment of the adolescents' with a learning disability and teachers' satisfaction with the program. This evaluation of social validity (Wolf, 1978) focused on the respondents' satisfaction with the goals, procedures, and effects of the program.

2. Development of evaluation instruments. The second major activity was to develop the evaluation instruments. These instruments were used to collect the data necessary to assess (1) the students' performance of the

skills (A sample copy of these evaluation instruments can be found in Appendix B), and (2) the social validity of the program (See Appendix C for copies of the instruments used to evaluate the social validity of the program).

The first set of evaluation instruments which were used to evaluate the students' performance of the skills consisted of four role play activities, an awareness written test, and a written problem solving test. The role plays assessed the students' ability to generalize and apply skills in problem solving, goal setting, asking for information, and asking for help to appropriate situations that they might encounter in their lives. The awareness written test measured the students' comprehension of the steps involved in the Life-planning. Finally, the written problem solving test assessed the students' ability to apply the steps in problem solving to a dilemma similar to one they might face in their own lives.

The measurement instrument used to assess the students' performance of the skills of the Life-planning Process was a scoring system through which points were awarded for performance of each step of each of the required skills in the Process. See Appendix D for scoring systems used in the evaluation. A second rater was employed to establish the accuracy of the scoring during the role play tests. Interrater reliability of the behavioral measurement of the Life-planning process skills was gained on at least 35% of the pre- and post-intervention evaluation measures. The reliability measurement was of the scorers' agreements of the occurrence of the specified behaviorally defined verbal and nonverbal skills. All comparisons by the two raters were accomplished item by item to determine the percentage of agreement or reliability. The percentage of agreement was calculated by dividing the number of agreements plus disagreements then multiplied by 100. Interrater agreement was 90%. Scoring systems such as these have been developed by the present offerors and have been shown to be reliable (e.g., Deshler, Schumaker, Alley, Werner, & Clark, 1982)

The second type of assessment instrument was a social validity questionnaire through which the respondents rated their satisfaction with the skills, procedures, and effect of the program. This questionnaire used a 5-point, Likert-type scale ranging from very satisfied to very dissatisfied for each item.

3. Implementation of the program and measurement systems. This activity required the identification of specific sites to implement the program and specific indiv.duals who served as subjects. We field tested in two

different sites, one being a local high school and the other a community college setting. As mentioned earlier, only the high school data of both the experimental and the control group were used in the evaluation design reported here. The community college data were used only for formative evaluation purposes.

The subject selection was based upon referral by teachers and their validation as learning disabled adolescents. We attempted to have as broad a sample as possible across cultural, ethnic, and racial boundaries. This project was fully explained to each subject and written consent was obtained from each subject and his/her parent prior to implementation of the program. The program was implemented during the school year. The implementation was in the classroom during the school day. The exact amount of time that the program was used depended on the time available at each site. The field test of the program lasted for at least one semester. The measurement instruments for assessing changes in skill levels were administered before and after program implementation according to the evaluation design. The social validity questionnaire was administered at the completion of the program to students and teachers participating in the project.

4. <u>Analyze the data</u>. A number of measures of the effectiveness of the curriculum were used. One measure was a written problem solving task. In this task, the students were required to write the process they would use to solve a particular problem. Student answers were scored as the percentage of steps that they correctly used. Results of this evaluation are shown in Figure 1.

Figure 1

Percentage of Steps Used
Correctly on Written Problem-solving Test

	Pre	Post
Experimental	48%	80%
Comparison		26%

The students in the experimental group showed a 32% increase in their use of the steps of the problem-solving skill following use of the

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curriculum.

The students were also assessed through a written comprehension test on their knowledge of the Life-planning Process. These results are shown in Figure 2.

Figure 2

Percentage of Items Correctly Completed on the Awareness Written Test

	Pre	Post
Experimental	13%	76%
Comparison		10%

The students in the experimental group showed a 63% increase in their knowledge of the steps in the Life-planning Process following use of the curriculum.

Four of the measures of the effectiveness of the curriculum involved role play tests. The first role play involved the problem-solving skill. These results are shown in Figure 3.

Figure 3

Percentage of Steps Used Correctly During Problem-solving Role Play Test

	Pre	Post
Experimental	23%	35%
Comparison		8%

The students in the experimental group showed a 12% increase in their

use of the steps of the problem-solving skill following use of the curriculum.

The second role play involved the goal achievement skill. These results are shown in Figure 4.

Figure 4

Percentage of Steps Used
Correctly During Goal Achievement Role Play Test

	Pre	Post
Experimental	12%	21%
Comparison		8%

The students in the experimental group showed a 9% increase in their use of the steps of the goal achievement skill following use of the curriculum.

The third role play involved the asking for information skill. These results are shown in Figure 5.

Figure 5

Percentage of Steps Used Correctly
During Asking For Information Role Play Test

	Pre	Post
Experimental	45%	72%
Comparison		52%

The students in the experimental group showed a 27% increase in their use of the steps of the asking for information skill following use of the

curriculum.

The final role play involved the asking for help skill. These results are shown in Figure 6.

Figure 6

Percentage of Steps Used
Correctly During Asking For Help Role Play Test

	Pre	Post
Experimental	52%	57%
Comparison		65%

The students in the experimental group showed a 5% increase in their use of the steps of the asking for help skill following use of the curriculum.

In analyzing the evaluation results of the effectiveness of the curriculum in teaching the skills in the Life-planning Process, we learned that the students were able to demonstrate their knowledge of the steps involved in the Life-planning Process and the specific components involved in those steps. Further, the students were able to apply the problem-solving skill successfully to a written problem-solving task. However, during the role play tests, we learned that the students had difficulty generalizing the skills learned in the Life-planning Process to simulated life situations. There was a great deal of variability between subjects in all of the role play tests. We believe that this lack of generalization of the skill points to the need for more generalization activities within the Life-planning curriculum. Efforts to strengthen this aspect of the curriculum are currently underway and the effectiveness of the addition of these activities will continue to be measured and the curriculum revised until students show acceptable gains in this area.

This study also included an assessment of the students' satisfaction with the Life-planning Program. This evaluation of social validity

focused on the students' satisfaction with the skills included in the program, the way the skills were taught, and the students' perception of their ability to use the skills effectively. Eighty percent of the students rated the skills taught in the Life-planning program either important or very important. Fifty-eight percent said they liked or very much liked the way in which the skills were taught. Finally, 28% of all respondents said they were good or very good at using the skills they had learned in the Life-planning Program. Sixty-three percent rated their skills as "okay." Overall, we were pleased with the results of the social validity questionnaire. The last question dealing with the students' perception of their ability to use the skills effectively again reflects the need to improve the generalization aspects of the curriculum. As mentioned earlier, activities with address the generalization problem are currently being added to the curriculum. We will again measure the social validity of the Life-planning Program once the generalization activities have been added to the curriculum and implemented in the field test site.

Objective 7. To revise the prototype program.

The prototype program was revised based upon the findings of the evaluation. Some revisions were necessary to increase teacher and learner satisfaction with the materials and to increase the effectiveness of the materials.

1. _Determine necessary revisions._ Revision of the program was based on observations during implementation of the program, student and teacher feedback, and the empirical results of the field test. Based on the aforementioned data, it was determined that revisions were necessary in the areas of workbook format design and motivational enhancing features, adding specific scoring criteria, increasing active student involvement, lessening student writing requirements, adding reviews at the beginning of each chapter, and enhancing generalization of the skills. Such revisions resulted in a program that has a high probability of being accepted by students and teachers and of being successful in teaching the Life-planning Process to students.

2. _Revise materials._ The program was revised according to the results of the field test. These revisions were aimed at increasing the ease of implementation of the program and increasing the effectiveness of the program.

Ease of implementation was improved primarily by adding specific scoring criteria for all components of the Life-planning Program. Not only did this aid in teacher scoring and the provision of corrective feedback, but it also served to improve the quality of the student responses. Prior to this revision, student answers were often vague and inappropriate. The teachers implementing the program had very little to base their scoring on and thus, often scored the student workbooks incorrectly. The new scoring criteria has assured mastery of a skill before the student proceeds in the Life-planning Program.

The effectiveness of the program was improved through a number of different types of revisions. The first was to change the format design of the student workbooks to increase the program's appeal and thus result in higher student motivation. This was achieved primarily by rewriting the materials using the Macintosh computer. The Macintosh computer allowed us to add a variety of print styles and text enhancement features to emphasize important information. This resulted in a program that has both aesthetic appeal and considerate text characteristics (Armbruster, 1984).

Student involvement was increased by careful attention to single concept loads (Van Etten and Van Etten, 1978). This was achieved by having the students respond to a question in a "Skill Check Box" involving a short response after each new concept was presented. We also increased student involvement by adding exercises at the end of each chapter where the student applied each new step of the skill to his/her own life. Students were then able to actually experience success in solving problems that were relevant to them and achieving goals in their own lives.

In addition, student writing requirements were reduced to the greatest extent possible. During the initial field testing, we discovered that students found the exercises to be laborious because of the written responses that were required. While these could not be eliminated completely because of the nature of the instructional format, they were reduced when feasible.

Reviews that included previously learned material were incorporated into the beginning of each chapter before a new skill was introduced. These were added based on teacher feedback and student performance on the exercises at the end of each chapter. Teachers reported that they needed to review with the students at the beginning of each chapter because students did not work in the Life-planning Program on a daily

basis. In the high school site where the program was implemented, students worked in the curriculum once a week. We also discovered that students did poorly on comprehension checks of skills presented in previous chapters.

The final revision involved enhancing generalization of the skills learned in the Life-planning Program. The need for this revision was most clearly evident by the results from the role play tests and the students' own reports about their ability to apply the skills effectively. Generalization has been enhanced by adding more examples where the students can see application of the skills, by adding a chapter at the end of the problem-solving booklet and the goal setting booklet where the students adapt the skill they have learned to a verbal process rather than written, and by having the instructor incorporate more discussion activities into the curriculum. Specific questions were also added to the instructor's guide that allow the teacher to question the students about how they can use the skill in their own lives.

Objective 8: To disseminate the Life-planning Program and the findings of the project.

The most effective mechanism to disseminate new programs to the schools is through commercial vendors. Unless programs are available through the commercial market, many teachers and other consumers will not have access to them. Ensuring that the final program is acceptable to a vendor necessitated attending to format features which are cost-effective from a production perspective as well as cost-effective for consumers. The development steps described in Objective 5, Part 1 were oriented toward an early consideration of design features which enhance dissemination. This is also true in the evaluation procedures where attention was given to assessing user perceptions of the prototype program with an emphasis on maximizing use of the program. Traditional dissemination strategies were employed regarding descriptive, evaluative, and theoretical documents evolving from the project.

1.   Develop relationships with commercial vendors. Much can be accomplished (without direct involvement of vendors) through good formative evaluation procedures to ensure a cost-effective and commercially appropriate program. While at this time, a commercial vendor has not be secured, we avoided features such as costly media, large instructional components, unique printing and production features,

and complex techniques which require excessively detailed training materials in addition to student materials. We feel that the attention given to these elements throughout the development process will make this product attractive to publishers. Final revisions are currently being completed and the product will soon be ready for massive dissemination with a commercial publisher. In all product decisions, attention was given to the effectiveness of the activity in teaching the student, demands on the acceptability to the teacher, and the production implications for vendors.

2. <u>Dissemination of technical information</u>. The project staff disseminated information about this project on several occasions. Journal articles, Schumaker, Hazel, & Deshler (1985), KU-IRLD research reports and monographs were used to disseminate the findings from the project. In addition, the project staff made presentations explaining the project and related findings at a number of conferences and workshops (Hazel, Schumaker, & Lyerla, 1987; Hazel, Schumaker, Vernon, Moccia, & Knackendoffel, 1986; Schumaker, Hazel, Deshler, Knackendoffel, Moccia, & Lyerla, 1986; Schumaker, Hazel, Knackendoffel, Moccia, Lyerla, & Vernon, 1986)

Further, this project has been shared with the National Network associated with the KU-IRLD. This Network is comprised of approximately 150 professionals in special education with particular interest in the area of secondary services for students with learning disabilities. The members of the Network disseminate KU-IRLD research results and materials across the country and thus have aided in the dissemination of this particular project.

3. <u>Teacher education dissemination</u>. While commercial vendors represent an effective dissemination vehicle for consumers including instructional resource centers in Universities, other approaches were required in disseminating to teacher educators. This was accomplished through the vehicles mentioned above in addition to presenting the project to teacher educators who participated in a Network meeting designed specifically for university personnel in the Summer of 1986. It is important to focus on teacher education in the dissemination of products as they influence teachers' decisions on programs through preservice and inservice training.

IMPACT

Critical for the life adjustment of adolescents with mild disabilities is the degree to which they can successfully make the transition to adult life. Ironically, relatively little instructional time is devoted to teaching students the skills necessary to make a successful transition. The teaching of these skills must clearly become an instructional goal of those individuals responsible for the educational programming of these populations. The realization of this goal is contingent, in part, upon the development of a program for teaching the necessary skills that can be easily integrated within the existing service delivery models for the population with mild disabilities.

The Life-planning Program was designed to meet this need by utilizing a sound methodological approach to identify priority problems areas during the transition to adult life and develop a Life-planning Program that helps individuals with mild disabilities deal with these problem areas. The major focus of the project was to develop a program that was useable by teachers and others who deliver services to individuals with a disability (e.g., guidance counselors). This goal was met by frequent input from teachers and educators, by reviewing the research literature on teachers' preferences (e.g., Vale, 1980), by minimizing the amount of required instructional time and by designing a program with goals that can be easily integrated into a student's educational plan. Secondly, intensive formative evaluation occurred to ensure that the content, procedures and activities of the program were useable in the service delivery settings (See Accomplishments Section). In addition, outcome measures of not only specific skills, but real-life applications were used to ensure the effectiveness and generalization of the skills.

A second major goal of the project was to disseminate the program to the target population. At this point in time, this has been accomplished primarily by disseminating information about the project to audiences involved in the education of the targeted population. Further, it is anticipated that we will associate with a commercial publisher(s) as soon as the final revisions to improve the generalization activities are completed. Based on the field test results related to the students' generalization of the skills, we feel it is necessary to improve this aspect of the program before we associate with a publisher. Commercial publication will assure widespread dissemination of the products of the project. The offerors of this proposal have significant past experience in preparing marketable programs and in successfully publishing these programs.

In summary, the products resulting from this project are the following:

1. A profile of the problem areas in the transition from secondary school to adult life was formulated. This profile resulted from the initial assessment of problem areas and is useful to educators interested in helping young adults make the transition to adult life.

2. A validated Life-planning Program to aid adolescents with disabilities make the transition from adolescence to adult life was developed. This program includes a problem-solving and goal achievement process that can be used in a variety of situations. These processes include the cognitive skills necessary for problem-solving and goal attainment and the motivational skills to ensure persistent use of the cognitive skills. This process is applicable not only within a life-planning context, but is useful with other types of problems and decisions. This program will be made available through a commercial publisher.

3. A number of research reports and presentations were prepared to disseminate the findings to the project to interested parties. By making the results of the project available to the special education field, the awareness of the problems of transition for individuals with disabilities increases and the use of the Life-planning Program is more likely.

These products are seen as vital to moving the field of special education in a forward direction with regard to the provision of effective methods for facilitating smooth transitions from adolescence to adulthood in disabled populations.

FUTURE DIRECTIONS

The University of Kansas Institute for Research in Learning Disabilities (KU-IRLD) has had as one of its major research foci the design of interventions to facilitate the transition of LD young adults from secondary schools to post-secondary training settings. This project was therefore part of a larger KU-IRLD research effort in the area of transition. Several aspects of the Life-planning Process have been integrated into other transition projects and refinement of the products developed in the project are continuing. Those efforts are discussed briefly below.

1. <u>Final field testing of the Life-planning Program</u>. Field testing of the Life-planning program has continued past the funding period of this project. As revisions are made in the curriculum, we continue to measure the effectiveness of those revisions in field test sites. We are particularly interested in the measurements related to the generalization components which are being added to the curriculum. As a result, we believe that we will have an effective program.

2. <u>Final revisions of the Life-planning Program</u>. Final revisions have been responsive to data gathered in the continued field testing of the Life-planning Program. Most of those revisions have focused on the problem-solving and goal achievement skills. In the problem-solving and goal achievement materials, a decision was made to divide the student workbook into two parts. The Student Workbook introduces the skills and will be nonconsumable. A Student Answer Booklet will be used to respond to the activities at the end of each chapter. This change makes the materials more cost-efficient to the consumer.

   We are also in the process of adding more generalization activities into the curriculum and making revisions in the Instructor's Guide. The Instructor's Guide will have extension activities and suggestions for class discussions to also aid in the generalization process. An answer key is also being incorporated into the Instructor's Guide to make implementation of the program easier for the teacher and to assure more accurate scoring of the student products.

3. <u>Publication of the Life-planning Program</u>. It is expected that the final revisions will be completed for the 1987-88 school year and field testing of those revisions will be completed during the spring of 1988. If the results gathered from the field test site are satisfactory, we anticipate seeking out a commercial publisher immediately. We will search for a publisher who markets products for the targeted population.

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Appendix A

TRANSITION YOUNG ADULT QUESTIONNAIRE

1. When were you born?   ————

2. Are you .... White
                                 Black
                                 Spanish American
                                 Native American
                                 Asian
                                 Other

3. Are you .... Single
                                 Married
                                 Widowed
                                 Separated
                                 Divorced

4. How happy are you with your current marriage situation?

Very happy	Happy	Neither happy nor unhappy	Unhappy	Very unhappy

INDEPENDENT LIVING QUESTIONS:

5. Who do you now live with?   ————————————————

(Question #6 is for those now living with relatives only)

6. Have you ever lived on your own (i.e., in a home not with your parents or guardian)?

7. How happy are you with where you are now living and the people you live with?

Very happy	Happy	Neither happy nor unhappy	Unhappy	Very unhappy

(Question #8 is only for someone who responded as unhappy)

8. Since you are unhappy with where you live, what is keeping you from making a change?

(Questions #9 - 12 are for someone who has lived independently at some time.)

9. What was your biggest problem in finding and setting up your own place?

10. What have been the biggest problems you have had in living on your own?

11. What future problems do you see yourself having in living on your own?

12. Is there anyone who has especially helped you in finding and setting up your own place or helped you solve problems having to do with living independently?

(Question #13 is for someone who has never lived independently.)

13. If you were to try to live on your own, what are the problems you see yourself having trouble with?

SCHOOL QUESTIONS:

14. What is the last grade you finished in high school? _____

15. Did you receive a GED/high school diploma?

16. Have you had any further education or training since leaving high school?

(Questions #17-23 are for youth who have had further education and training.)

17. Where did you go (are you going) to school?

18. What did you (are you) studying?

19. How happy are you with your present school situation?

Very   Happy   Neither   Unhappy   Very
happy   happy nor   unhappy
                              unhappy

20. What problems did you have in finding a school/training program to go to and deciding what to study?

21. What problems did you have (are you having now) while in school?

22. What future problems do you see in continuing to go to school or in seeking even more education?

23. Was there anyone who helped you make decisions about your education after high school or helped you while you were in school so that you could succeed?

If yes, how did that person help you?

If no, who could have helped you?

(Questions #24–25 are for youths who have not had further education and training.)

24. Do you ever feel like you need more education or training?

25. What problems do you think you would have in seeking more education or training?

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26. How do you think your high school program could have better prepared you for further education or training?

SOCIAL LIFE QUESTIONS:

27. What kinds of things do you do in your free time when you are not working?

28. How happy are you with the ways you spend your free time?

| Very happy | Happy | Neither happy nor unhappy | Unhappy | Very unhappy |

Why are/aren't you happy?

29. What are the problems you have had in doing what you want to do in your free time?

30. How many close friends do you have that you can talk to and go places with?

31. Have you made any new friends since high school?

How did you meet them?

32. What are the problems you have had in making new friends since high school?

33. Is there any person that you talk with for advice and help when you have problems?

If yes, who?

34. How often do you date?

35. What kinds of problems have you had with dating?

EMPLOYMENT QUESTIONS:

36. Are you working now?   YES   NO

   If Yes, go to Question #37   If No, Go to Qeustion #42

37. Where do you work?

38. What do you do there?

39. How happy are you with your current job?

Very happy	Happy	Neither happy nor unhappy	Unhappy	Very unhappy

   Why are/aren't you happy?

(Question #40 is for someone who responded unhappy only)

40. Since you are unhappy with your job, why aren't you changing jobs?

41. How did you find your present job?

42. What jobs have you had since you left high school? (Include present)

Place of work? _____

Work done? _____

How long there? _____

Number of hours per week? _____

43. Have you been unemployed since you left high school?

For how long?

44. What problems have you had when you've tried to find a job?

45. What problems do you now have at work?

46. Has there been anyone who has helped you with problems at work or helped you in your search for a job?

If yes, who?

How did this person help you?

47. Some young people find it hard to make the change from high school to being an independent adult. Please tell me about any problems you have had in making this change that you haven't already mentioned.

48. Are there any skills you learned in high school that helped you make this change?

49. Are there any skills you could have learned in high school that would have helped you make this change?

50. Have you used any community resources in making this change from high school?

51. What are your future goals for your education?

52. What are your future goals for your personal living conditions?

53. What are your future goals for your employment?

54. What are your future goals for your recreation and social activities?

PARENT QUESTIONNAIRE

INDEPENDENT LIVING QUESTIONS:

(Questions #1-3 are for parents of youths living at home)

1. Your son/daughter is living at home, right? (If no, go to Question #4).
   Can you tell me what problems have occurred as a result of that living arrangement?

2. Can you tell me why your son/daughter is living at home?

3. Has your son/daughter ever considered living on his/her own or tried living on his/her own?

   If yes, what problems did he/she encounter?

4. Your son/daughter is livng on his/her own, right? (If no, go back to Question #1).
   Can you tell me about problems that occurred while he/she was trying to find a place to live and get settled in it? (e.g., arranging for utilities, finding furniture, finding a roommate, etc.)

5. Can you tell me about any problems your son/daughter has had since moving into his/her own place? (e.g., paying bills, getting along with roommates, etc.)

6. Did you give your son/daughter any kind of assistance in setting up his/her own home?

   If yes, how did you help?

7. Do you think your son/daughter will be changing his/her living situation in thr future?

   Why/why not?

8. What other problems has your son/daughter encountered in his/her living situation since high school?

EMPLOYMENT QUESTIONS:

(Questions #9-13 are for parents of youths who are employed only)

9. Your son/daughter has a job now, right? (If no, switch to Question #14)

10. Can you tell me, from your perspective, what were the problems your son/daughter experienced in obtaining this job? (e.g., finding an acceptable job, filling out applications, etc.)

11. Has your son/daughter encountered any problems on the job? (e.g., getting to work on time, getting along with co-workers, etc.)

    If yes, what are they?

12. Has anyone including yourself, given your son/daughter assistance in finding or keeping his/her job?

    If yes, who?

    What assistance did this person give?

13. Do you think your son/daughter will be changing his/her job in the future?

    Why/ why not?

14. You son/daughter is not currently employed, right? (If no, go back to Question #9)

15. Could you explain from your perspective, why he/she is not employed?

16. Has your son/daughter held (other) jobs in the past?

    If Yes, go to Question #17   **If No, go to Question #20**

17. What are the problems you noticed him/her encountering when trying to find a job?

18. What are the problems he/she faced while employed in jobs?

19. Why do you think he/she left this job (those jobs)?

20. What seems to be his/her biggest problem in getting a job?

21. What seems to be his/her biggest problem in keeping a job?

SCHOOL QUESTIONS:

(Questions #22-25 are for parents of youths in school or training programs)

22. Your son/daughter is currently enrolled in an educational program, right? (If no, go to Question #26)

23. What problems did your son/daughter have in getting into this or any other educational program?

24. What problems have occurred while he/she has been in school or training that related to that training? (e.g., has trouble doing the assignments, failing classes, getting along with teachers, etc.)

25. Has anyone, including yourself, given your son/daughter assistance in finding this program or in staying in it?

If yes, who?

What assistance did this person give?

(Questions #26-30 are for parents of youths not in education or training.)

26. Your son/daughter is not in a school or training program right now, right? (If no, go back to Question #22)

27. In your opinion, should your son/daughter be seeking further education or training?

Why/why not?

28. Has he/she tried to get into any education or training programs?

29. What problems did he/she have in trying to enter the program?

What kept him/her from getting in?

What kept him/her from succeeding? (If he/she got in.)

30. What things do you think are preventing your son/daughter from getting further training or education?

SOCIAL LIFE QUESTIONS

31. How does your son/daughter spend his/her free time now that he/she is out of high school?

32. What problems has your son/daughter had in spending his/her free time in enjoyable ways?

33. Has you son/daughter made new friends since leaving high school?

    If Yes, go to Question #34   If No, go to Question #35

34. About how many new friends has he/she made since leaving high school?

    Where did he/she meet these friends?

(Questions #36-38 are for parents of unmarried children only)

36. Does your son/daughter date?

    If Yes, go to Question #37   If No, go to Question #38

37. What kinds of problems have you noticed your son/daughter having regarding dating?

38. What do you think is preventing you son/daughter from dating?

(Question #39 is for parents of married children only)

39. How happy do you think your son/daughter is in his/her marriage?

Very happy	Happy	Neither happy nor unhappy	Unhappy	Very unhappy

40. Are there any additional problems in the social/recreational areas that your son/daughter has had that you haven't already mentioned?

41. Does your son/daughter have any person or persons to whom he/she looks for advice?

If Yes, go to Question #42   **If No, go to Question #44**

42. Who is this person? (Who are these people?)

43. What type of advice has this person provided to your son/daughter?

44. Often teenagers find it difficult to make the transition from high school to being an independent adult. Please tell me about any other problems that your son/daughter has had while making this change.

Name of business:_____

Type of business:_____

Title of person interviewed:_____

EMPLOYER QUESTIONNAIRE

Hello, my name is _____ and I work for the University of
Kansas on a project to develop a program for young people who are
about to leave high school. As a part of this project I am surveying
employers who often hire recent high school graduates. I would like
to ask you 7 short questions. It should only take about 5 minutes of
your time. Do you have the time now to talk to me? (TURN ON THE TAPE
RECORDER.) May I tape record our conversation so that you won't have
to wait for me to write down your answers?

1. Approximately how many people does this business employ at this
site?

2. Of these ____ employees, about how many are recent high school
graduates?

3. Can you think of any skills that recent high school graduates do
not display when they come to you to apply for jobs?

4. Can you think of any problems in adjusting to work that your recent
high school graduates appear to commonly encounter?

5. Are there any problems, specific to their job performance, that
recent high school graduates display?

6. Are there any problems, specifically in dealing with other workers,
that recent high school graduates display?

7. Are there any problems, specifically in dealing with supervisors,
that recent high school graduates display?

Thank you very much for your time and your help.

Appendix B

PROBLEM-SOLVING

Name: _____   Site: _____

<u>Pretest/Postest</u>   Adm. by: _____

Say to the learner,

"I am going to read you a problem. I want you to tell me how you would solve the problem. Please be as specific and go into much detail as possible. I will tape record your answer for future scoring."

You are about to graduate from high school next month. You had been planning to enroll in a trade school in a nearby community next fall and live at home with your parents to save on expenses. Now you find out that your father is being transferred to another state and your parents will be moving in August. You aren't sure what to do. Tell me how you would go about solving this problem."

First Prompt: "Tell me how you would think through this problem."

Second Prompt: "Is there anything else that you would think of to solve the problem?"

Rate the learner's use of the Life-planning Process. Use a 0-1-2 scale.

Did the learner:

_____ 1. Define the problem? (who, what when, where)

_____ 2. Generate one solution to the problem? (who, what, when, SCORE)

_____ 3. Generate a second solution to the problem? (who, what, when, SCORE)

_____ 4. Generate a third solution to the problem? (who, what, when, SCORE)

_____ 5. Think of good and bad results of the first solution? (who/what, event, related to sol.)

_____ 6. Think of good and bad results of the second solution? (who/what, event, related to sol.)

_____ 7. Think of good and bad results of the third solution? (who/what, event, related to sol.)

_____ 8. Decide on the best solution?

<u>Pretest</u>	<u>Post-Test</u>
Date: _____	Date: _____
Score: _____ %	Score: _____ %

GOAL SETTING

Read the following, "You are working at a part-time job that doesn't pay very well. You have decided that the best solution is to quit your job and find a better paying job. Tell me what goal you would set and what you would do to make sure you achieve the goal. Be specific and give me as much detail as possible."

First Prompt: "Tell me what goal you want and how you will reach that goal."

Second Prompt: "Is there anything else you would do to reach the goal?"

Did the Learner:

_____ 1. Set a specific goal?

_____ 2. Say that he/she would write a task analysis on the goal?

_____ 3. Say that he/she would write a contract for reaching the goal?

_____ 4. Say that he/she would follow the steps for the goal and write down how he/she did?

_____ 5. Say that he/she would think about how he/she did?

_____ 6. Say he/she would reward himself/herself and solve any other problems?

<u>Pretest</u>   <u>Post-Test</u>

Date: _____   Date: _____

Score: _____%   Score: _____%

Guidelines:

Step 1: A goal must be specific and include a time for completion for a "2".

ASKING FOR INFORMATION ROLE PLAY

In this situation, you and the learner should be standing during the role-play. Read the following situation and ask the learner to act as he or she normally would in the situation. "You need to know about renting an apartment. I will pretend to be the apartment complex manager whom you don't know, and you want to ask me about renting an apartment in the building. Take a few minutes to think of what you would say to the apartment manager. Tell me everything you would think about before you talked to the manager."

Prompt: "Anything else?"

Did the learner think of the things that he/she needed to ask?

_____ Do you have any apartments for rent?

_____ Cost?

_____ Number or rooms?

_____ Deposit required?

_____ Utilities?

_____ Other services (garbage pick-up, cable TV, laundry, etc.)?

_____ Furnished or unfurnished?

_____ Pets?

_____ Any restrictions?

_____ Parking?

OTHER-

_____ _____

_____ _____

_____ _____

Now when you are ready, we will act out the situation. Remember, I'm the apartment complex manager and we don't know each other.

_____ 1. Face the person?

_____ 2. Maintain eye contact?

_____ 3. Use a pleasant voice tone?

_____ 4. Keep a pleasant facial expression?

_____ 5. Keey a straight posture?   61

_____ 6. Introduce himself/herself?

_____ 7. Describe the problem or situation?

_____ 8. Ask a question?

_____ 9. Listen to the response?

_____ 10. Ask a second question?

_____ 11. Listen to the response?

_____ 12. Ask a third question?

_____ 13. Listen to the response?

_____ 14. Ask a fourth question?

_____ 15. Listen to the response?

_____ 16. Ask a second question?

_____ 17. Listen to the response?

_____ 18. Thank the person?

_____ 19. Say goodbye?

<u>Pretest</u>   <u>Post-Test</u>

Date: _____   Date: _____

Score: _____%   Score: _____%

Guidelines:

   Steps 8, 10, 12, 14, & 16: Questions must refer to the topic.

   If the student asks a vague questions, give the student a vague response.
   Score only 1 point for vague questions.

   If the student asks a vague question on renting an apartment, say there are
   several apartments for rent in the building.

Learner's Name: _____ Date: (Pre) _____

Adm. by: _____ (Post) _____

ASKING FOR HELP ROLE PLAY

In this role-play the learner is to ask your help in solving problems and setting goals. Tell the learner, "You have decided on a person who will help you solve problems. I will play that person. I want you to ask me about being a helper for you."

Did the learner:

_____ 1. Face the person?

_____ 2. Maintain eye contact?

_____ 3. Keep a serious voice tone?

_____ 4. Keep a serious facial expression?

_____ 5. Keep straight posture?

_____ 6. Ask the person if he/she could talk with you?

_____ 7. Explain what you want?

_____ 8. Give a reason for choosing the person?

_____ 9. Ask if he/she would be willing to help you?

_____ 10. If he/she agrees, thank him/her and set a time to meet?

If he/she does not agree, thank the person for his or her time?

<u>Pretest</u>   <u>Post-Test</u>

Date: _____   Date: _____

Score: _____%   Score: _____%

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TRANSITION - AWARENESS TEST

NAME: _____   DATE: _____

1. What is problem-solving?

    _____

    _____ ____(2 pts.

2. Why is it important to be able to solve problems?

    _____

    _____ ____(2 pts.

3. What does goal setting mean?

    _____

    _____ ____(2 pts.

4. Why is it important to be able to set goals?

    _____

    _____ ____(2 pts.

PROBLEM SOLVING

1. What is the first step in the Problem-solving Skill?

    _____ ____(1 pt.)

    1a. If your problem statement is specific, what four questions will it answer?

    _____ _____ _____ _____   ____(4 pts.)

2. What is the second step of the Problem-solving skill?

    _____ ____(1 pt.)

    2a. What does brainstorming mean?

    _____ ____(1 pt.)

    2b. What three questions should your solutions answer?

    _____ _____ _____   ____(3 pts.)

    2c. Write the SCORE questions.

    S _____   ____(1 pt.)
    C _____   ____(1 pt.)
    O _____   ____(1 pt.)
    R _____   ____(1 pt.)
    E _____   ____(1 pt.)

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1

3. What is the third step in Problem-solving?

_____ ___(1 pt.)

   3a. The first step in thinking about each solution is to write down the

      _____ _____ .   ___(2 pts.)

   3b. The second step in thinking about each solution is to write down the

      _____ _____ .   ___(2 pts.)

   3c. Every result, good or bad, should tell _____ or _____ is involved and

      name a specific _____ .   ___(3 pts.)

4. What is the fourth step in Problem-solving?

_____ ___(1 pt.)

   4a. You should put a _____ next to solutions that might get you into trouble with the police.   ___(1 pt.)

   4b. You should put a _____ next to solutions that solve the problem.   ___(1 pt.)

   4c. You should put a second _____ next to solutions that have a good chance of solving the

   problem.   ___(1 pt.)

   4d. You should put a _____ next to solutions that might cause another problem.   ___(1 pt.)

GOAL SETTING

1. What is the first step in Goal Setting?

_____ ___(1 pt.)

2. What three rules should you follow when setting a goal?

   _____ ___(1 pt.)

   _____ ___(1 pt.)

   _____ ___(1 pt.)

3. What is the second step in Goal Setting ?

_____ ___(1 pt.)

   3a. What three steps should you follow to accomplish the second step of Goal Setting?

   _____ ___(1 pt.)

   _____ ___(1 pt.)

   _____ ___(1 pt.)

4. What is the third step in Goal Setting?

_____ ___(1 pt.)

   4a. What three steps should you follow to accomplish the third step of Goal Setting?

   _____ ___(1 pt.)

   _____ ___(1 pt.)

   _____ ___(1 pt.)

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5. What is the fourth step in Goal Setting?

_____ ____(1 pt.)

5a. What should you do as you complete each step toward reaching your goal?

_____ ____(1 pt.)

6. What is the fifth step in Goal Setting?

_____ ____(1 pt.)

6a. The way to decide if you have reached your goal is to

_____ ____(1 pt.)

7. What is the sixth step in Goal Setting?

_____ ____(1 pt.)

7a. If you have reached the goal, you should

_____ ____(1 pt.)

7b. If you did not reach your goal, you should

_____ ____(1 pt.)

AREAS OF APPLICATION

1. What are three areas in which you could apply the skills of problem solving and goal setting?

_____

_____

_____ ____(3 pts.)

MENTORS

1. What are mentors?

_____

_____ ____(1 pt.)

2. What characteristics do good mentors have?

(1)_____ ____(1 pt.)

(2)_____ ____(1 pt.)

(3)_____ ____(1 pt.)

(4)_____ ____(1 pt.)

(5)_____ ____(1 pt.)

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3

PERSONAL RESOURCES

1. What are personal resources?

   _____

   _____ ____(2 pts.)

2. Why is it important to use your personal resources?

   _____

   _____ ____(2 pts.)

SUMMARY SCORES:

General	_____	(8 pts.)
Problem Solving	_____	(28 pts.)
Goal Setting	_____	(19 pts.)
Areas of Application	_____	(3 pts.)
Mentors	_____	(6 pts.)
Personal Resources	_____	(4 pts.)

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4

Problem-Solving Test

Name _____   Date _____

You will graduate from high school this year. You have been
planning to go on to school to receive additional training because you
want to get a good job. Your father just lost his job and it looks like
he won't be able to help you with your school expenses. You are
determined that you will find some way to go to school but you're not
sure what to do.

1. Define the problem.

_____

_____

2. What are some possible solutions.

3. What are the good and bad results.

Solution #1   _____

_____

Good results: _____

_____

_____

Bad results: _____

_____

_____

Solution #2   _____

_____

Good results: _____

_____

_____

Bad results: _____

_____

_____

Solution #3 _____

_____

Good results: _____

_____

_____

Bad results: _____

_____

_____

4. Now rate each solution using the + and − system.

5. Which solution will you try? Write it on the lines below.

_____

_____

Appendix C

Learner Satisfaction Questionnaire

Name: _____   Date: _____

You have been working in a Transition Workbook each week this year to help you plan for the future and learn how to solve problems. Please answer the following questions about the Transition Workbook. Place a ( ) in the blank that is appropriate.

1. How important are the skills that you learned?

| Very Important _____ | Important _____ | Neither Important Nor Unimportant _____ | Unimportant _____ | Very Unimportant _____ |

2. Did you like the way the skills were taught?

| Liked Very Much _____ | Liked _____ | Neutral _____ | Disliked _____ | Disliked Very Much _____ |

3. How good are you at using the skills you have learned?

| Very Good _____ | Good _____ | Okay _____ | Poor _____ | Very Poor _____ |

4. What did you like best? _____

_____

_____

_____

5. What did you like least? _____

_____

_____

_____

Comments: _____   _____

_____

_____

_____

Appendix D

Scoring Guidelines

Define the problem (who, what, when, where):

    Award 2 points if student gives 3 or 4 of the parts.

    Award 1 points if student gives 1 or 2 of the parts.

    Award 0 points if student does not include any of the 4 parts.

Generate solutions (who, what, when, SCORE)

    Specific Behavior you can do?

    Complete Thought?

    On Target?

    Realistic?

    Ethical/Legal?

    Award 2 points if student gives 3 or 4 of the parts.

    Award 1 points if student gives 1 or 2 of the parts..

    Award 0 points if student does not include any of the 4 parts.

Decide on the best solution

    Award 0 points if student chooses a solution that:

        – Has a high chance of creating another problem

        – Has any chance of getting the student into trouble with authorities

        – Does not solve the problem

        – Has bad results that have a high likelihood of occurring

    Award 1 point if student chooses a solution that:

        + Has good results that student wants and bad results student can accept

    Award 2 points if student chooses a solutuion that:

        ++ Has good results that student wants and bad results student can accept, **and**

        ++ Has a good chance of solving the problem

Scoring Guidelines

Body Basics

1. FACE the person.

   Shoulders directly parallel - 2 points
   Shoulders at 45 degree angle or less - 1 point
   Shoulders at more than a 45 degree angle - 0 points

2. EYE CONTACT

   Defined as looking directly into the person's eyes.

   Most of the time - 2 points
   Some of the time - 1 point
   None of the time - 0 points

3. VOICE tone (pleasant or serious)

   Showing proper inflection - 2 points
   Approximate or major change in tone once - 1 point
   Whining, sarcastic, or improper tone - 0 points

4. FACIAL EXPRESSION (smiling, pleasant, or serious)

   Proper expression most of the time - 2 points
   Approximate or major change in expression once - 1 point
   Improper, rolling eyes, smirk - 0 points

5. BODY posture (straight or relaxed)

   Straight posture is defined as standing straight up with hands
   either straight down at the sides or held together in front or back;
   weight on both feet.

   Relaxed posture is defined as hands in pockets, arms folded, etc.
   No leaning; weight on either one foot or both., may shift weight but not rock

   Correct posture most of the time - 2 points
   Approximate or correct posture some of the time - 1 point
   Incorrect posture, rocking - 0 points

If you have difficulty rating even after considering the guidelines,
ask yourself the following questions:

A. Is the behavior appropriate to the situation?
B. What is the "end product" desired after training?

10-782RL

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Scoring Guidelines for Written Problem-Solving

TOTAL

Define the Problem
(Score 1 pt. each for who, what, when, & where)

4 points

Solutions (3)
(Score 1 pt. each for who, what, when, & SCORE)

12 points

SCORE =
Specific Behavior
Complete Thought
On Target
Realistic
Ethical/Legal

Results
(2 good & 2 bad or each solution) (Total of 12 results)
Each result is worth a toatl of 3 pts.   Score as follows:

36 points

Good Results

tells who or what is involved =	1 pt.
names a specific event =	1 pt.
related to the solution =	1 pt.
	3 pts.

Bad Results

tells who or what is involved =	1 pt.
names a specific event =	1 pt.
novel idea (not opposite) =	1 pt.
	3 pts.

Ratings
Each solution rating is given 1 pt. if matches
criteria below:

3 points

"-"

- high chance of creating another problem
- any chance of getting you in trouble with authorities
- does not solve the problem
- has a bad result that has a high likelihood of occurring and that you don't want

"+"

- good results you want and bad results you can accept

"++"

- good chance of solving the problem

Choose Best Solution

3 points

58 points